



CAES
Centre for Applied English Studies



Centre for Applied English Studies

THE UNIVERSITY OF HONG KONG

Annual Report *2016-2017*



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Introduction

Perhaps the biggest event for The Centre for Applied English Studies (CAES) this year was hosting the *Faces of English 2* conference around the theme of specialized academic and professional English. For three days at the beginning of June over 530 people from 30 countries gave almost 300 presentations at one of the biggest ESP and EAP conferences ever held. Because the conference theme was directly relevant to the research and teaching that goes on in the Centre, 17 colleagues, and all our PhD students, presented and many of them went to the sessions. The conference was a success, however, not because of the presentations, catering or activities, but the energy, commitment and cheerfulness of Centre colleagues who created a fantastic atmosphere which was appreciated by everyone who attended. *Faces 2* helped establish CAES as a leading EAP centre and people left asking when we would host *Faces 3*!

In terms of teaching, during the year we continued to offer quality, specialised academic language education to students throughout the university. Since the curriculum reform of 2012, we have been tasked with offering courses for the 12-credit English requirement for undergraduates at HKU. Almost all 3,000

freshmen take our Core University English (CUE) course, the largest course at HKU, which provides a general academic English course to bridge the gap between the kind of English that students studied at secondary school and the disciplinary English they will need from the second year onwards. In subsequent years, they take one of our 33 English-in-the-Discipline (ED) courses which requires them to engage with the literacy demands and expectations of their major discipline. CAES is therefore at the heart of students' experience here at the University of Hong Kong (HKU).

In addition to this credit-bearing academic literacy support to undergraduate students, we provide a variety of courses for all research postgraduate students (through the Graduate School), courses for HKU administrative/clerk staff, a long-running Master of Arts in Applied Linguistics, and supervision for our own group of 10 or so PhD students. We also conduct research into issues related to language education and seek to reach out to the broader educational community in Hong Kong and internationally. Our one-year full-time Master of Arts in Teaching English to Speakers of Other Languages (TESOL), taught in partnership with colleagues in the Faculty of Education, has expanded with huge interest

from around the region. Over the last year the Centre has expanded its range of out-of-class learning opportunities and sought new ways of integrating technology more closely into our courses. We have also expanded our provision of consultations and small group discussion opportunities in the Learning Commons and continued our successful English Teaching Assistant (ETA) scheme, bringing three overseas teachers to initiate language activities around the campus.

Overall, in 2016-17 we taught 6,428 undergraduate students in credit-earning courses (including 2,972 in CUE), 802 students in summer workshops, staff courses and other programmes, 204 students in Summer English Support Programme and 1,756 students in postgraduate courses. We also conducted 4,491 self-access consultations in the Learning Commons and graduated 38 students from our MAAL programme. We also continued to teach 9 full-time and 2 part-time students on our PhD programme. We graduated five PhD students this year.

This teaching is conducted in an environment which values research and professional development. We have a full programme of PD sharing sessions and research seminars each year and a number of active Special Interest Groups around issues ranging from postgraduate writing to autonomy. We have also been successful over the year in gaining 2 Teaching Development Grants to research and improve our courses. In June we were

awarded University Grants Council funding of HK\$8.5 million for three CAES led collaborative projects to develop a professional development hub, a Student-Tutor Writing Consultation Programme and employ additional English Teaching Assistants. Another project to develop a multimodal online literacy lab, co-led by CAES, was awarded another HK\$3.8 million.

Finally, 2017 marks my final year as Director of this centre as I return to the UK to take-up a post-retirement part-time professorship at the University of East Anglia. I feel privileged and fortunate to have held this position as CAES director and to have worked with so many committed and knowledgeable colleagues here. Together I believe we have had a significant influence in strengthening academic literacy at HKU, encouraging the professional development of teachers, promoting language research, and enhancing the life chances of many students. I also believe that, by our example, we have provided of what a language centre can achieve which has had an impact beyond this campus.

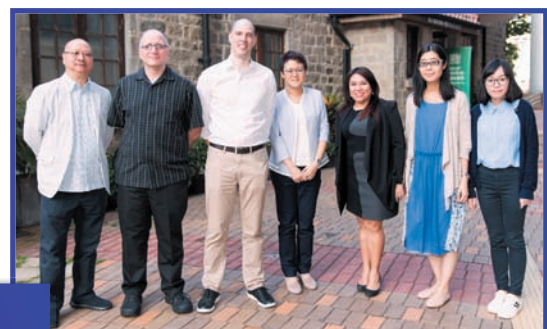


Professor Ken Hyland
Director
Chair Professor of Applied Linguistics

September 2017

Vision

The Centre for Applied English Studies aims to be recognized as a regional and international leader in the field of second language education through teaching, research and innovation. In this way, we will continue to make a vital contribution to the University of Hong Kong as a leading English-medium university.



English Language Teaching



English language instruction, in the form of academic literacy support, forms the heart of the Centre's activities. The Centre provided courses for 8,732 postgraduate and undergraduate students last year. Given the distinctive philosophy of the Centre, in which every course we teach is seen as a form of programme innovation, the teaching functions are closely integrated with curriculum development and research.

In 2016-2017, the following courses were offered:

Regular undergraduate enhancement courses:

Faculty	CAES Code	Course	Year	No. of Students
All	1000	Core University English	1	2,972
Architecture	9120	Communication Course for Architecture Students	2	91
	9121	Communication Course for Real Estate & Built Environment Students	2	89
Arts	9201	Academic English: Countries and Cultures	2	151
	9202	Academic English: Literary Studies	2	72
	9203	Academic English: Philosophy and the History of Ideas	2	16
	9204	Academic English: History	2	56
	9205	Academic English: Language Studies	2	143
	9206	Academic English: Creative and Visual Arts	2	48
Business & Economics	9920	Academic Communication for Business and Economics	2	664
Dentistry	9350	Academic English for Dentistry	5	51
Education	9420	Academic English for Information Management Students	3	48
	9421	Academic English for Speech & Hearing Sciences Students	2	47
	9423	Academic English for Education Students	2	113
	9430	Academic English for Applied Child Development Students	3	30
Engineering	9531	Technical English for Medical Engineering	3	21
	9532	Technical English for Industrial and Manufacturing Systems Engineering	3	5
	9540	Technical English for Civil Engineering	4	124
	9541	Technical English for Electrical and Electronic Engineering	4	92
	9542	Technical English for Computer Science	4	65
	9544	Technical English for Mechanical Engineering	4	126

English Language Teaching

Medicine	9422	Academic English for Exercise & Health Students	2	23
	9720	English for Clinical Pharmacy	2	27
	9721	Academic Communication for Nursing Students	2	191
	9722	Academic English for Biomedical Sciences Students	2	33
	9730	English for Clinical Clerkship for Chinese Medicine Students	3	22
Science	9740	English for Clinical Clerkships	4	200
	9820	Academic English for Science Students	2	570
Social Sciences	9921	Great Speeches: Rhetoric and Delivery	2	81
	9922	Language, Genre and Reports	2	60
	9923	Writing Psychology: Text and Context	2	112
	9924	Language and Style of Narrative Journalism	2	23
	9925	Academic and Professional Literacies in Social Work	2	40
	9930	Dissertation Writing in the Social Sciences	3	22
Subtotal			6,428	

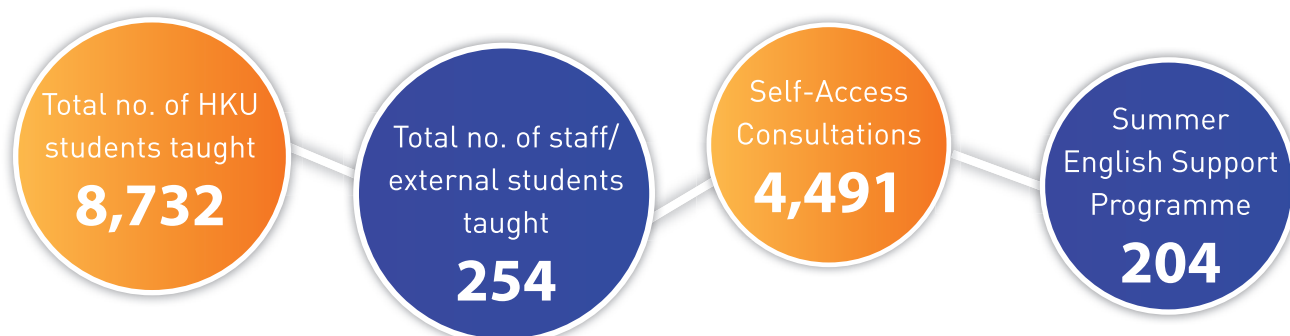


Postgraduate courses (2016 – 17):

Course	No. of Students
Dissertation Writing for Medical Sciences	67
MEd/MSc Writing Workshops	245
EdD Thesis Writing Workshop	23
Academic Writing Skills Workshop for MA (TESOL) students	56
Intensive English for Postgraduate Students	96
Introduction to Thesis Writing (The Humanities & Related Disciplines)	145
Introduction to Thesis Writing (The Sciences & Related Disciplines)	455
Effective Academic Speaking Skills	43
Writing Right: Writing Accurately and Clearly	61
Effective Conference Preparation and Participation	39
Getting Published in Academic Journals (Sciences)	6
Getting Published in Academic Journals (Humanities)	29
Managing Your Confirmation Seminar and Viva	19
Dissertation Writing for MSc Computer Science	203
MSc Computer Science Proofreading Workshop	127
MSc Computer Science Presentation Workshop	100
Writing Workshops for Students of MSocSci in Criminology	42
Subtotal	1,756

Other courses (2016 – 17):

Course	No. of Students
Summer Academic English Writing Workshop for Nursing Undergraduates	22
Dissertation Writing for Year 4 Speech and Hearing Sciences	49
Medical/Dental Terminology Workshop	76
Dissertation Writing for Year 4 Undergraduate Students – Bachelor of Education in Language Education & Liberal Studies	10
Intensive Summer English Course, Kyoto Women's University	16
Summer Institute	391
English courses for HKU Non-academic staff	194
Summer Institute in the Arts and Humanities	44
Subtotal	802



SUMMER COURSES

The Centre offered a wide variety of summer courses from June to August 2017 as follows:

Summer Institute for Students

In the 2016-2017 academic year, the Centre continued to offer its own Summer Institute from June 5 to June 30. Three hundred and ninety one students (220 undergraduates and 171 postgraduates) were enrolled in these courses.

List of courses:

- *English Pronunciation*
- *Grammar Improvement for Effective Communication*
- *English Vocabulary Building*
- *R.I.S.E.- Resume & Interview Skills in English*
- *Worlds of Language: Learn English through Creative Writing*
- *IELTS Speaking*
- *IELTS Writing*
- *IELTS Reading and Listening*
- *Using the Right Tone and Style in Academic Writing*
- *Writing and Speaking Effectively in the Workplace*
- *"So, you think you can talk?": How NOT to sound and look like a fool*
- *Academic Discussion and Presentation Skills- Exploring Japanese Subculture*

Summer English Support Programme

To help students work on their English skills continuously during the summer period, the Centre offered a Summer English Support Programme from June 5 to July 28 to provide:

1. 30-minute **one-to-one English support** sessions in which students either practised speaking with a CAES teacher or received feedback on a sample of their writing. The teacher diagnosed weaknesses in the student's speaking or writing, and advised the student on ways of improvement and self-access resources for future independent learning;
2. one-hour **group discussion** sessions in which groups of up to eight students practised speaking through discussion of current issues and other topics moderated by a CAES teacher. Students reflected on their own performance, shared ideas for improvement at the end of each discussion and received feedback from the teacher.

Both activities were popular with HKU undergraduate and postgraduate students. A total of 204 individual students (141 undergraduates and 63 postgraduates) attended the programme among which 146 participated in the one-to-one sessions and 58 in the group discussions.

English Courses for the Summer Institute in the Arts and Humanities

Forty-four students participated in the following English courses offered as part of the Summer Institute in the Arts and Humanities in collaboration with the Faculty of Arts from July 17 to August 4.

English Discussion Skills: Critical Discussions on China

This is an advanced speaking skills course that aims to improve students' ability to discuss critical issues in English. Students are exposed to a range of views on specific issues in Chinese culture and society, and are required to discuss these issues with others. The course uses a number of scholarly readings on China as starting points for discussions, and students are required to do some reading to prepare for lessons. Students will receive focused advice on how to improve their speaking skills.

English for Effective Communication in Business and Social Contexts

This course aims to develop students' business and social communication skills. Areas covered include negotiation and telephoning skills and writing business correspondence such as email, business letters and investigative reports; as well as oral and presentation skills in both informal and formal social contexts such as meeting new friends and interacting at social gatherings. Students will be given extensive opportunities to practice and apply the skills through a variety of speaking tasks and an end-of-course social function.

Academic Writing and Critical Reading

This is an advanced academic writing skills course that aims to enhance students' writing abilities in academic contexts. Students are exposed to a number of scholarly texts on selected topics, and analyze these texts through critical reading and discussions in class. Students are then required to respond to these readings to write well-structured and stylistically appropriate academic papers. Students will receive focused advice and constructive feedback from both their peers and teachers on how to improve their writing skills.



Self-Access Language Learning

CAES provided the English Language Advisory Services in Zone R, Chi Wah Learning Commons (formerly the ELRC), and the Virtual English (VE) websites throughout the year to provide self-access language learning opportunities to all HKU students. CAES provision for self-access learning includes one-to-one advisory sessions; and group discussions and workshops held throughout the week on topics ranging from fine art, through current affairs to intercultural communication, with workshops for IELTS, presentation skills, pronunciation and LPATE preparation.



Use of these self-access services is voluntary, so evaluation is carried out based on the take-up of services offered. This was the second cohort of three English Teaching Assistants (ETAs) who worked full time in the Advisory Services Zone although for four months only two ETAs were employed due to the two employees leaving in November 2016 and a newly recruited ETA leaving only after one month in February 2017. However, further promotion of the services was enhanced through the work of these ETAs. These extra services and the successful promotion of the services via CAES teachers and ETAs visiting classrooms to talk to students may have contributed to the following increased student-participant use of CAES Advisory Zone (AZ) services.

According to data collected, a total number of 4,491 participants used our services during the year (4,531 in 2015-16). There were 3,159 individual consultations (2,563 in 2015-16), and 1,332 students attended discussion groups and workshops (1,968 in 2015-16).

The Peer-Tutoring Scheme, which is coordinated by CEDARS and CAES, continued to operate in Zone R of the Learning Commons from late September 2016. In 2016-17, 41 peer tutors, with 15 returning peer tutors (28 in 2015-16), who are native or expert speakers of English, provided 1,021 one-on-one 25-minute chat sessions to fellow students (1,001 in 2015-6). A new informal peer tutor small group chat services was set up this academic year and 230 students attended these.



The breakdown of these services are as follows:

- Language advice (one-to-one consultations) by CAES teachers: 775
 - Language advice (discussion and workshops) by CAES teachers: 657
- Total 1,432**

- Writing support (one-to-one consultations) by CAES research postgraduates (RPGs): 832

- One-to-one and recorded consultations by ETAs: 505
 - Workshop and discussions by ETAs: 445
- Total 950**

- Peer one-to-one consultation by HKU students: 1,021
 - Peer small group discussion: 230
- Total 1,251**

- One-to-one online consultation: 26

The VE website provides information about resources in Zone R, online booking of consultations and groups, and other online services, including, since January 2014, organized links to online resources. The number of visitors to the VE site was 26,484 (33,594 in 2015-16). These can be considered either unique or returning visits. The statistical software no longer supplies information about length of visit.

Publicity about self-access learning was carried out by a combination of PowerPoint information, class visits and bulk e-mail flyers to all CAES staff and students and via HKU faculty staff. Posters and flyers were distributed around the campus at intervals throughout the year. The Facebook page has 1500+ members and there are regular posts on language and opportunities in Hong Kong for language improvement/volunteering.



CAES continued collaboration with Learning Environment Services (LES) this year to provide outreach events for English communication and cultural events. CAES is also a member of 'Friends of the Learning Commons' which promotes such out-of-class learning English language events with HKU staff from Common Core Office, University Museum and Art Gallery (HKUMAG), Gallant Ho Experiential Centre and LES. A new student-led discussion by a group of Business & Economics students under the name of 'Effective Altruism' was piloted successfully in the Advisory Zone under CAES AZ services.



English Language Support for Research Postgraduates

The Centre offers all HKU MPhil and PhD students a required core course, six workshops, and the Postgraduate Writing Support Service (via the Graduate School). In total 893 students attended these courses during the academic year. In addition, research postgraduate students are invited to access all the CAES self-access learning resources.

Introduction to Thesis Writing is the core course for research postgraduates. It aims to raise students' awareness of the linguistic demands of writing a thesis and of possible strategies for meeting these demands. Two specialised versions of this course are offered to students in the Humanities and related disciplines, and students in Sciences and related disciplines. Feedback from students was very positive, with 82.2% and 88% of them respectively rating the course and the teachers as effective.

The workshops focus on either speaking or writing skills. The academic writing workshop helps students with those specific language points that have been observed to cause most difficulties in writing at thesis level and language use which is of particular relevance to reviewing the work of other researchers. The academic speaking skills workshop provides ample opportunities for students to practise and refine their skills for presenting their research to an audience. Two other workshops show students how to publish their research. A workshop on conference preparation and participation provides guidance on proposal writing and how to prepare for and participate in conferences. All workshops were rated very highly by the students for their usefulness. A new workshop was introduced aiming to help students maximize the effectiveness of their communication in their confirmation seminar and viva. The average workshop effectiveness was 85.7%.



The Centre also offers a special English course for selected students from non-English medium universities. It develops students' ability to produce coherent academic texts with a strong focus on grammatical accuracy. It also aims to improve speaking skills by developing students' confidence, fluency, pronunciation, and awareness of effective communicative strategies. This course continued to receive very high ratings, with 87.5% and 93.5% of students respectively considering the course and the teachers effective.

The Graduate Writing Support Service assists research postgraduates who have identified themselves, or who have been identified by a course tutor or thesis supervisor, as requiring special help with their academic writing.

Specially Funded English Courses (SFEC)

The Centre provides specially-designed English courses to meet the needs of specific target groups. These courses are aimed at both students and working professionals.

During the 2016-17 academic year, the Centre's involvement in SFEC includes the following areas:

Workplace English Courses for HKU Non-academic Staff

Since 2008, the Centre has offered English for Professional Communication courses which aimed at improving the English skills of administrative and support staff at the University. These courses enhance staff's level of confidence and competence in using English at different levels of employment.

In 2016-17, a total of 194 staff members benefited from the following courses:

- *Everyday Spoken Communication at Work*
- *Grammar Essentials at Work*
- *Professional English Basics*
- *Workplace Accuracy*
- *Workplace Speaking*
- *Workplace Speaking: Presenting Information (Skills-based)*
- *Workplace Writing*

Courses/Workshops for Undergraduate and Taught-Postgraduate Programmes

During the 2016-17 academic year, the Centre offered the following courses or writing workshops to provide English support for both undergraduate and postgraduate programmes.

At undergraduate level:

- *Dissertation Writing for Year 4 Speech and Hearing Sciences Students*
- *Dissertation Writing for Year 4 Undergraduate Students – Bachelor of Education in Language Education & Liberal Studies*
- *Medical/Dental Terminology Workshops for Dentistry Students*
- *Summer Academic English Writing Workshop for Nursing Undergraduates*

At postgraduate level:

- *Academic Writing Skills Workshop for MA(TESOL) Students*
- *Dissertation Writing for Medical Sciences – An Induction Course*
- *EdDThesis Writing Workshop*
- *Dissertation Writing for MSc Computer Science*
- *Supplementary Workshops (Proofreading & Presentation) for MSc Computer Science*
- *Writing Workshops for MSocSc in Criminology*
- *Writing Workshops for MEd Education*
- *Writing Workshops for MSc Education*
-

Courses involving collaboration with overseas institutions

The Centre also collaborates with overseas institutions to provide specific English courses targeted to their learners' needs. During the 2016-17 academic year, the Centre offered the following course:

- *Intensive Summer English Course for Kyoto Women's University*

Research Projects



In 2016-2017, the Centre conducted a wide range of projects, focused in the following areas:

Academic Genres

- Proposal for the integration of an experiential learning component into a dissertation writing course for Social Sciences (*J. Lee; T. Ip*)

Assessment

- CAES assessment policy (*M. Raquel; P. Smyth; S. Boynton; N. Fong; K. Yung; B. Wo*)
- Validation of the DELTA (*M. Raquel; F. Fang, Hong Kong Polytechnic University; V. Man, Hong Kong Baptist University; R. Wong, City University of Hong Kong; R. Hunger, University of Macau*)
- Medical terminology test (*M. Raquel; S. Boynton; L. Wakefield*)

Autonomy and Language Learning

- Online project for the improvement of university speaking (OPTIMUS) (*K. Lau; D. Gardner, K. Pat; J. King, City University of Hong Kong; J. Robbins, Hong Kong Polytechnic University; H. Wong, City University of Hong Kong*)
- Promoting learner autonomy through a self-access language learning (SALL) component of a taught English course (*E. Law*)



Discourse Analysis

- An ethnographic study of the triad mentality in Hong Kong (*P. Wong*)
- From transition to enculturation: The discourse of postgraduate learning at HKU (*K. Lau*)
- Triad discourse in three social domains: A critical discourse analysis (*P. Wong*)

English-in-the-Discipline

- An investigation of students' writing needs and problems in an English-in-the-discipline (ED) course for Social Sciences (*J. Lee; P. Wong*)
- Online support for academic writing for engineering curriculum (OSAWEC) (*E. Kwan; D. Gardner; A. Ha; W. Ho*)
- Epistemic and rhetorical recontextualization in undergraduate Engineering writing: A text-informed investigation (*K. Ho*)

Language Education

- Motivating student collaborative learning with mobile technology in EAP classrooms (*L.L.C Wong; G. Lai; K. Ngeow; A. Wong; M. Zee*)
- Remediating Chinese EFL speakers' pronunciation difficulties (*M. Yeldham*)

Pedagogy and EAP Innovation

- Peer feedback instruction and the development of evaluative capacities (*A. Wong; D. Datwani*)

Postgraduate Writing and Technology

- Enhancing disciplinary postgraduate thesis writing via a data-driven learning approach (*L.L.C. Wong; P. Crosthwaite; L. Cheung*)

Technology in Language Learning

- Case studies on how Chinese English learners in Hong Kong secondary schools mediate automated content feedback and related contextual learning elements for essay writing: Implications for pedagogy (*C. Lee; W. Cheung, Hong Kong Baptist University; K. Wong, Hong Kong Baptist University*)

Funding

Funding for the projects came from various sources including the HKU Seed Fund, University Grants Committee, Standing Committee on Language Education and Research (SCOLAR) of Hong Kong Education Bureau, and Teaching Development Grants.

Professional Development



Professional development which is contextualized in individual practice and closely linked to the day-to-day professional concerns of the Centre has always been a part of the Centre's distinctive profile. In 2016-17 we continued to run our highly successful series of CAES Seminars. Staff also participated in conferences around the world, several as keynote or plenary speakers. A number of staff members completed their doctoral studies or are moving towards completion. Other staff were awarded prizes for their work and obtained research grants. Several staff members are engaged in activities with journals and international bodies such as TESOL which both increase the influence and profile of the Centre while professionally developing the staff members involved.



RESEARCH AND PROFESSIONAL DEVELOPMENT SEMINARS AND WORKSHOPS OFFERED IN 2016-2017

14 th September 2016	Miranda Legg CAES, The University of Hong Kong Research Seminar: <i>An exploration of the English language demands of the HKU common core curriculum: Implications for the teaching of English for academic purposes</i>
28 th September 2016	Susan Bridges Faculty of Education & CETL, The University of Hong Kong Professional Development Seminar: <i>Blended approaches and collaborative visualizations</i>
11 th October 2016	Stephen Evans Department of English, The Hong Kong Polytechnic University Research Seminar: <i>Language and decolonisation: The special case of Hong Kong</i>
26 th October 2016	Natalie Fong, Kevin Yung and Patrick Leung CAES, The University of Hong Kong Professional Development Seminar: <i>Development of an English-in-the-Discipline course: Implications from two teaching development grant projects</i>
9 th November 2016	Gary Barkhuizen School of Cultures, Languages and Linguistics, University of Auckland Research Seminar: <i>Why narrative inquiry in language teaching and learning research?</i>
16 th November 2016	David Gardner, Ken Lau, Kevin Pat and Jovi Chan CAES, The University of Hong Kong Professional Development Seminar: <i>An Inter-institutional collaborative project: The Why, the What and the How</i>

23 th November 2016	<p>David Carless Faculty of Education, The University of Hong Kong Research Seminar: <i>Implementing peer feedback: Potentials and challenges from three CAES colleagues</i></p>
25 th January 2017	<p>Phil Smyth CAES, The University of Hong Kong Professional Development Seminar: <i>Teaching and learning quality: Who should be responsible?</i></p>
15 th February 2017	<p>Susan Hunston Department of English Language and Applied Linguistics, The University of Birmingham Research Seminar: <i>Phraseology, local grammars and evaluative meaning</i></p>
15 th March 2017	<p>Peter Crosthwaite CAES, The University of Hong Kong Research Seminar: <i>Unlocking the hidden curriculum: Insights from locally-generated written and spoken learner EAP corpora</i></p>
29 th March 2017	<p>Albert Wong and Karissa Muse CAES, The University of Hong Kong Professional Development Seminar: <i>Managing collaborative learning through the use of Google classroom</i></p>
5 th April 2017	<p>English Teaching Assistants: Sascha Athey, Mitasha Kirpalani, Abigail Birkett and Janice Tsang CAES, The University of Hong Kong Professional Development Seminar: <i>ETAs 2017: Promotion, integration, improvement and handover</i></p>
19 th April 2017	<p>Facilitated by Lillian Wong and Michael Yeldham CAES, The University of Hong Kong <i>Brown Bag Sharing Session: Addressing challenges faced in doing a PhD (1)</i></p>
26 th April 2017	<p>Allan Bell The Institute of Culture, Discourse & Communication, Auckland University of Technology Research Seminar: <i>Media talk: The sociolinguistic life of accent stereotypes</i></p>
10 th May 2017	<p>Grahame Bilbow, Miranda Legg and Tracy Zou CETL, The University of Hong Kong; CAES, The University of Hong Kong Professional Development Seminar: <i>Designing and assessing effective group work</i></p>
9 th June 2017	<p>Facilitated by Lillian Wong and Michael Yeldham CAES, The University of Hong Kong <i>Brown Bag Sharing Session: Addressing challenges faced in doing a PhD (2)</i></p>



Research and Publications

The Centre encourages research and publishing to foster scholarly activity and professional development among its staff and to contribute to the world-wide dialogue on key issues in applied linguistics, academic literacy and language education. Centrally, research informs curricular development. The Director of the Centre was the founding co-editor of the *Journal of English for Academic Purposes* and is now co-editor of *Applied Linguistics*, a leading journal in our field. The Centre publishes the *Asian Journal of Applied Linguistics*. Other researchers at the Centre also serve as editors or reviewers for international journals and publishers. Recent output includes articles in publications such as *ELT Journal*, *English for Specific Purposes Journal*, *Journal of Second Language Writing* and *System*. Centre teachers have also contributed to the organization of conferences and given plenary and keynote addresses. Such activities are supported by funding from a range of sources such as the Research Grants Council and Teaching Development Grants.

Centre staff published the following items from July 2016 to June 2017:

Staff Publications

Boynton, S.D.

- (with Crosthwaite, P.R. and Cole III S.F.) Validating an academic group tutorial discussion speaking test, *International Journal of English Linguistics*. 2016, 6(4): 12-30.
- (with Crosthwaite, P.R. and Cole, III S.F.) Exploring rater conceptions of academic stance and engagement during group tutorial discussion assessment, *Journal of English for Academic Purposes*. 2017, 28: 1-13.

Cheung, L.M.L.

- (with Crosthwaite, P.R. and Jiang, F.) Writing with attitude: Stance expression in learner and professional dentistry research reports, *English for Specific Purposes*. 2017, 46: 107-123.

Choy, D. D.

- Evaluating a self-access centre's effectiveness and efficiency: A case study and reflection, *Studies In Self-access Learning Journal*. 2016, 7(4): 398-412.

Cole, III S.F.

- (with Crosthwaite, P.R. and Boynton S.D.) Validating an academic group tutorial discussion speaking test, *International Journal of English Linguistics*. 2016, 6(4): 12-30.
- (with Crosthwaite, P.R. and Boynton, S.D.) Exploring rater conceptions of academic stance and engagement during group tutorial discussion assessment, *Journal of English for Academic Purposes*. 2017, 28: 1-13.

Crosthwaite, P.R.

- L2 English article use by L1 speakers of article-less languages: A learner corpus study, *International Journal of Learner Corpus Research*, 2016, 2(1): 68-100.
- (with Boynton S.D. and Cole III S.F.) Validating an academic group tutorial discussion speaking test, *International Journal of English Linguistics*. 2016, 6(4): 12-30.
- (with Choy, L.Y.) A learner corpus investigation of Filipino L2 English article use: The way forward for language teachers, *Asian EFL Journal*. 2016, 93: 4-23.

- (with Choy, L.Y. and Bae, Y.S.) 'Almost people': A learner corpus account of L2 use and misuse of non-numerical quantification, *Open Linguistics*. 2016, 2(1): 317–336.
- Managing referential movement in Asian L2 writing: Implications for pedagogy, *Writing & Pedagogy*. 2017, 8(3): 539-560.
- (with Bailey, D., Lee, A. and Vorst, T.) An investigation of changes in L2 writing anxiety between blended and conventional English language learning contexts, *CALL-EJ*. 2017, 18(1): 21-39.
- (with Boynton, S.D. and Cole, III S.F.) Exploring rater conceptions of academic stance and engagement during group tutorial discussion assessment, *Journal of English for Academic Purposes*. 2017, 28: 1-13.
- (with Cheung, L.M.L. and Jiang, F.) Writing with attitude: Stance expression in learner and professional dentistry research reports, *English for Specific Purposes*. 2017, 46: 107-123.
- (with Yao, M.) An investigation of English learning motivation disposition in Chinese universities, *Asian Journal of Applied Linguistics*. 2017, 4(1): 30-47.
- (and others) Cross-linguistic patterns in the acquisition of quantifiers, *Proceedings of the National Academy of Sciences (PNAS)*. 2016, 113(33): 9244-9249.
- Book Review: The Cambridge handbook of learner corpus research (S. Granger, G. Gilquin and F. Meunier, Eds., 2015), *ICAME Journal*. 2017, 41: 229-234.
- Section Editor, *Open Linguistics*. De Gruyter, 2016.

Doyle, A.T.

- Exploring the motivational development and academic choices of local and international English majors in China. In: L. Wong & K. Hyland, (Eds.), *Faces of English Education*. Abingdon, UK, Routledge, 2017, 57-72.
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Boynton, S.D.

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Cheung L.M.L.

- (with Crosthwaite, P.R.) Learner vs. Professional Dentistry Reports - A Multidimensional Approach, *CAES International Conference Faces of English 2: Teaching and Researching Academic and Professional English, Hong Kong*. 2017.
- (with Crosthwaite, P.R.) What corpora can (and cannot) do to improve graduate thesis writing, *11th International Symposium on Teaching English at the Tertiary Level (ISTETL), Hong Kong Polytechnic University*. 2016.
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Choy Datwani D.

- Peer Feedback Instruction And The Development Of Evaluative Capabilities, *CAES International Conference Faces of English 2: Teaching and Researching Academic and Professional English, Hong Kong*. 2017.

Crosthwaite P.R.

- (with Yeung, Y., Bai, X. and Lu, L.I.) L2 Bridging descriptions: Second language acquisition from a 'syntactic' to 'pragmatic' language, *CASLAR 2016 - 4th International Conference on Chinese as a Second Language Research August 19 - 21, 2016, Shanghai, China*. 2016.
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- Successful (and unsuccessful) features of academic group oral discussion: Using learner corpora to explore language assessment, *ICAME38, Charles University, Prague*. 2017.
- (with Cheung, L.M.L.) What corpora can (and cannot) do to improve graduate thesis writing, *11th International Symposium on Teaching English at the Tertiary Level (ISTETL), Hong Kong Polytechnic University*. 2016.
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Hazell A.A.L.

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Hui J.S.Y.

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Kwan V.

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- The implementation of English Across the Curriculum: English as Medium of instruction, *Invited talk at Fu Jen Catholic University, Taiwan. 2017.*

Law Y.Y.

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Phillips L.

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Raquel M.R.

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Smyth, P.D.

- Teaching and Learning Quality: Who should be responsible? , *CAES seminar, University of Hong Kong. 2017.*
- (with Raquel, M.R., Wo, B.W., Boynton, S.D., Fong, N.S.N. and Yung, K.W.H.) Tensions in the administration of classroom language assessments: Development of an assessment policy in a HK tertiary English language centre. , *4th Annual International Conference of the Asian Association for Language Assessment (AALA), Taipei, Taiwan. 2017.*

Taylor R.J.

- Contextualizing Teacher Motivation in English-Language Classrooms Abroad, *TESOL 2017 International Convention & English Language Expo, Seattle, Washington, USA*. 2017.

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Wong L.L.C.

- Designing and implementing authentic assessment for learning in an ESP course, *The 4th Forum of Applied Linguistics, Center for Linguistics and Applied Linguistics, Guangdong University of Foreign Studies, Guangzhou, China*. 2016.
- Developing postgraduate students' writing in the discipline, *Writing Roundtable 2017 "Writing for readers". Hong Kong Polytechnic University*. 2017.
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- (with Lee, J.C.Y. and Law, Y.Y.) Blending an English course with a social work flavor, *Influencing Teaching and Learning Practice - Achieving the Ripple Effect, University of Hong Kong, Hong Kong*. 2017.

Wu C.H.

- ESP Teaching and Research Developments in Taiwan: A Document-Based Inquiry, *3rd China EAP Association Annual Conference & the 2nd International Symposium on EAP in Asia (CEAPA 2017). Huazhong University of Science and Technology. Wuhan, China*, 2017.
- Incorporating Csikszentmihalyi's Systems Model of Creativity into an ESP Speaking Course: An experimental case study, *11th International Symposium on Teaching English at Tertiary Level: Rethinking ELT in Higher Education. The Hong Kong Polytechnic University*. 2016.
- Interdisciplinarity in the ESP courses for engineering students: Stakeholders' perspectives, *CAES International Conference Faces of English 2: Teaching and Researching Academic and Professional English Conference. The University of Hong Kong, Hong Kong*. 2017.
- How Can a 1975 Linguistic Theory Help Us with Essay Drafting and Editing, *THINK@Café, Lap-Chee College, Jockey Club Student Village III, University of Hong Kong*. 2016.
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- Prosperity or Paucity: ESP Developments in Taiwan, *Genre SIG, CAES, University of Hong Kong*. 2016.

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Zhang Y.

- Engaging in Feedback Processes, *CAES International Conference Faces of English 2: Teaching and Researching Academic and Professional English Conference. The University of Hong Kong, Hong Kong*. 2017.

CAES Committees

CAES operates a set of in-house committees with clearly defined roles in order to streamline operations and allow for more effective management. The key committees are: the Programme Coordination Committee, the Teaching and Learning Quality Committee, the Research and Professional Development Committee and the Publicity and Outreach Committee. Their roles and their major work in 2016-2017 are described below:

Programme Coordination Committee

Chair: Miranda Legg Secretary: Icy Tsang	Members: Simon Boynton Sam Cole Jon Hui Clarence Wang	Louisa Chan Daya Datwani Ellie Law Lillian Wong	Lisa Cheung Natalie Fong Joanna Lee
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The Programme Coordination Committee (PCC) consists of the Programme Coordinator for each university faculty who is responsible for the related CAES undergraduate courses, as well as the coordinator for the postgraduate courses run for the Graduate School. The committee mission is to ensure that CAES courses provide a high-quality learning experience for HKU students, by providing a platform for the discussion of and implementation of CAES and HKU policy with respect to the delivery of English enhancement courses.

During the 2016-17 academic year, the committee members have continued to improve courses as they are implemented and developed, in the light of student, teacher and External Examiner feedback and through collaboration with faculty teaching and learning representatives. This year, the committee has also focused on reviewing assessment workload across courses and exploring ways to communicate the ethos of courses clearly to students.

Next year, the committee will be focusing on further improving courses, gathering and acting on quality assurance feedback from students, teachers, external examiners and faculties and sharing best practices amongst members.

Research and Professional Development Committee

Chair: Lillian Wong Secretary: Sanny Kwok Advisor: Ken Hyland	Members: Aaron Doyle Laura Wakeland	Ashley Hazell Michael Yeldham	Karen Ngeow
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The Research and Professional Development Committee (RPDC) encourages and strengthens a culture of continuous development in research and professional practices within the Centre. The Committee advises and supports colleagues who are engaged in, or who are interested in, any aspect of applied research which has pedagogical implications or applications. RPDC also identifies and provides opportunities for professional development relevant to the Centre's and colleagues' needs.

In 2016-17, 16 research seminars, professional development sessions and brown bag sharing sessions were organized to facilitate teaching and support colleagues' research interests. Brown bag sessions, which are more flexible in time and format than the regular seminars, were introduced this year for colleagues to share and discuss any topics related to research techniques and/or teaching skills with each other.

The RPDC website (<http://caes.hku.hk/rpdc>) provides information and resources to enhance colleagues' knowledge and interest in research and professional development. The new section, International Scholars Talking at CAES, has grown. It provides videos of invited renowned scholars sharing their latest research through presentations and insights in one-on-one interviews discussing important developments in their areas of research. This public resource promotes the areas of excellence of CAES and contributes to the community of professional learning.

Special Interest Groups (SIGs) covering eight key areas of Applied Linguistics have helped foster greater interaction and collaboration among colleagues who share similar interests in research and/or teaching. Various projects were carried out and some groups shared their investigations in seminars, at conferences and through publications.

In the coming academic year, the RPDC will continue to organise research seminars, professional development and brown bag sessions that support colleagues in exploring their interests and provide opportunities for further development. We will continue to support SIGs to foster collaboration and project investigation to enhance English teaching, learning and research.

Teaching and Learning Quality Committee

Chair: Phil Smyth	Members:		
Secretary: Sherri Cheng/ Jennifer Mak	Patrick Desloge Joanna Lee	Jon Hui Michelle Raquel	Eleanor Kwan

The role of the Teaching and Learning Quality Committee (TLQC) is to review the teaching and learning quality of all CAES courses, to support teachers and programme coordinators through facilitating dialogue about teaching and learning quality, and to disseminate teaching and learning quality information to students, staff of the Centre, the university at large, and the University Grants Committee.

The TLQC conducts immediate reviews of courses which receive course effectiveness scores below a mean of 60. The TLQC also conducts reviews of course modifications to ensure any course changes are aligned with CAES assessment policy and are likely to bring about positive outcomes in terms of course quality.

The TLQC also continues to run the Staff Student Consultative Committee (SSCC) meetings after each semester to gain student feedback on CAES courses. Representatives from each faculty attend the meetings with the programme coordinator and representatives from TLQC.

Publicity and Outreach Committee

Chair: Ken Lau Secretary: Alex Sum	Members: Lisa Cheung Kevin Yung	David Gardner	Parco Wong
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The Publicity and Outreach Committee (POC) primarily aims to raise the profile of and create a positive image for the Centre, as well as to make its name known to the HKU and Hong Kong communities.

In 2016-17, in addition to making a contribution to the usual publicity events such as the University Information Day and Faculty of Arts Open Day, POC took over the organization of the HKU English Public Speaking Competition, attracting nearly 40 contestants of very high quality. The Knowledge Exchange website ProWriteHK has already attracted over 35,000 page views from users of over 100 countries. Members have also been invited to give talks in relation to ProWriteHK.

In the new academic year, POC will continue its mission of making the Centre's courses and services known to students, academics and Hong Kong community through various channels. In addition, we will further strengthen our involvements in the area of knowledge exchange and provide support to colleagues in this aspect.

Staff List

Director and Chair Professor:

Hyland, K., BA *Warw.*; MA *Birm.*; PhD *Qld.*; PGCE *Worc.*

Associate Director and Senior Lecturer:

Legg, M., BA *Mel.*; MA, PhD *Macq*; CELTA, DELTA *Roy. Soc. of Arts.*

Associate Professor

Lee, C.F.K., BEd *E. Cowan*; MA, PhD *London*; MCIL

Honorary Associate Professor and Senior Lecturer:

Gardner, D.P., BA *Sheff.*; MA *R'dg*; PhD *Open*; Cert. TEFL. *Trinity Coll. Lond.*

Assistant Professors

Crosthwaite, P.R. BA *Salf*; MA *IOE Lond*; MPhil, PhD *Cantab.*

Lau, K.K.K., BA *HKPU*; MRes, PhD *Lanc.*; FCIL, MIEEEE.

Yeldham, M. A., BA *Macq*; MEd (TESOL) *QUT*; PhD *Melb*; Grad. Cert. in Ed. (TESOL) *QUT*.

Senior Lecturers

Cole III, S.F., BA *Tennessee*; MA *HK*; CELTA *Cambridge ESOL*.

Desloge, P.D., BA *Richmond College*; MA *Monterey Inst. of International Studies*.

Fong, S.N., BA *City*; MPhil *CUHK*; PhD *HK*.

Lee, J.C.Y., BA, MA, PhD *York*; PGDE *HK*.

***Ngeow, K.Y.H.**, BA, MA *Malaysia*; MSc, MEd, PhD *Indiana USA*.

Raquel, M., BS, MA *DLSU*; PhD *UTAS*.

Smyth, P.D., BA *Gen. Lancs*; MA *R'dg*; MPhil *Nott*; Cert. TESOL *Trinity Coll. Lond*; DELTA *Roy. Soc. of Arts*.

Wong, L.L.C., BPhil *Birm.*; MA, PhD *HK*.

Lecturers

Boynton, S.D., BSc *Newc*; MA *Birm*; CTEFLA, DTEFLA *Roy. Soc. of Arts*; CELTA Trainer, DELTA Trainer *Cambridge ESOL*.

#Castillo, J., BA *HK*; MSc *Oxon*; PGDE *CUHK*.

Chan, L.S.W., BBA *CUHK*; MA *HK*; PCEd.

Cheung, L.M.L., BA, MA *HK*; PhD *Birm*.

Datwani, D.D., MBA *Hull*; MA *HK*; EdD *Northeastern*; CELTA *Cambridge ESOL*; PCEd.

Hazell, A., BA *Winc*; MEd TESOL *Edin*; MA *Leic*; Cert. TESOL *Lond*; Cert. Teacher Training, Dip.ELT, *British Council*

#Ho, K.L., BSc *Berkeley*; MSc *Stanford*; MSc *San Jose*; MA *HK*; Cert. TESOL *Trinity Coll. Lond.*; PDES *HK*.

Hogue, T., BA *Monash*; MA *HK*; CTEFL *RMIT*.

Hui, J.S.Y., BA, MA, PhD *Wellington*; Dip. TESOL *Wellington*; NZCE *AAVA NZ*.

Jhaveri, A., BSc *Delhi*; MA *Westmin*; PhD *HK*; PGDE *HK*.

Kwan, E.K.P., BSc *Duke*; MA *McGill*; MA *HK*; PhD *Lanc*; PGDE *HK*.

Law, E.Y.Y., BA, MA *HK*; PGDE *HK*.

#Ng, C.Y.L., BA, MPhil *HK*.

Ng, J.Y.F., BSc *Lond*; BA *HK*; MA *HKBU*; PCEd.

#Pat, K., BBA *Baruch College CUNY*; MA *Macq*; CELTA, DELTA *Cambridge ESOL*.

Phillips, L., BA (Hons) *Scotland*; MA *HK*; CTEFLA, DTEFLA. *Roy. Soc. of Arts*

Tait, C.D.C., BA, MA *HK*; CELTA, DELTA *Cambridge ESOL*.

Wakeland, L.J., BA *Syd*; MISD *N.S.W.*; MA *Technol Syd*; CELTA *Aust. TESOL*.

Wang, C.W.F., BA *Hebei*; MA *Beijing Foreign Studies Univ.*; PhD *HK*.

Wo, B.W.L., BA *Virginia*; MS *Wheelock*; EdD *Teachers College, Columbia*; Grad. Cert. *Massachusetts*.

Wong, P.M.T., BA, MPhil *HK*; MPhil *Cantab.*; PhD *HK*.

#Yung, K.W.H. BA, MA, PhD *HK*.

Assistant Lecturers:

***Allen, C.**, BA *Denver*; CELTA *Denver*

Cazan, C., BA (Hons) *Toronto*; MEd *HK*.

****Chai, A.K.**, BA (Hons), MA *HK*; MA *UCL*.

Chase, J.C.G., BA, MA *Oxon*; P.G.Dip. *Napier*; P.G.Cert. *Bangor*; CELTA *Cambridge ESOL*.

Chau, K.F., BA *CUHK*; MEd *HKBU*; PGDE *CUHK*.

***Chiba Mereu, A.**, BA *Keio*; MA *Teachers College, Columbia*

***Dunton, B.**, BA *UC Santa Cruz*; MA *San Jose*; D.E.U.G *Bordeaux*

Ho, W.S.Y., BA *City*; MA *Oxon*; PhD. *Lanc.*; PGDE *HK*; Dip. *CIOL*.

***Kwan, V.**, BA *HKBU*; MA *HK*.

***Lai, G.Y.C.**, BA, BEd, MA *HK*.

Leung, P. BEd, MA *HK*; *MCIL*.

Muse, K., BA *Alberta*.

Scanlon, S., BA *Dublin*; MA *HKPU*; Cert. Teacher Training *Alpha College Dublin*.

***Taylor, R.**, BA *Washington*; MA *Oregon*; TESOL Certification *Seattle*.

Thomas, G., BA(Hons) *UWL*; Cert. TESOL *Trinity Coll.*, DELTA *Cambridge ELA*.

Wong, A.C., BA, BEd *HK*; CELTA *Cambridge ELA*.

****Wong, D.**, BA, BEd, MPhil, *HK*.

Wong, H.H.T., BA *HKPU*; MA *HK*.

Zee, M., BA *Toronto*; MA *Derby*; MA *HK*; Cert. TESOL *Trinity Coll. Lond.*

*Effective from August 2016

**Effective from January 2017

#Effective from July 2017

Staff List

Administration Manager

Yu, E.W.C., BA, MSc *HK*; Cert.Per.Mgt. *H.K.P.*

IT Manager

Chow, W.W.H., BSc *Hawaii Pacific*; MSc *Middx.*

General Office Staff

Chan, C.S.Y.	Clerk I
Chan, J.C.F.	Clerk I
Cheng, A.W.Y.	Clerk I
Cheng, S.S.Y.	Executive Assistant
Cheung, B.P.Y.	Clerical Assistant
Kwok, S.W.S.	Secretary I
Mak, J.Y.Y.	Executive Assistant (Effective from August 2017)
Sum, A.C.M.	Executive Assistant
Tsang, I.M.S.	Executive Officer
Wong, I.K.M.	Part-time Office Assistant

IT Staff

Wong, B.Y.N.	IT Technician
Leung, C.C.W.	IT Officer
Choi, W.K.Y.	Senior IT Assistant (Effective from December 2016)

CENTRE LOCATIONS

General Office	Room 6.60, Run Run Shaw Tower
Director's Office:	Room 6.48, Run Run Shaw Tower
Academic Staff Offices:	6th Floor, Run Run Shaw Tower
English Language Resource Centre:	Chi Wah Learning Commons, The Advisory Zone (Zone R), Student Advisory Services
Multi-Media Classrooms:	Rooms 6.31-6.33, Run Run Shaw Tower



Centre for Applied English Studies

Room 6.60, 6/F
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TALKS SCHEDULE

12:05 - 12:15 pm
Importance of English at HKU
1:20 - 1:30 pm
Your Reading Skills
Exams
m
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