



CAES
Centre for Applied English Studies



Centre for Applied English Studies

THE UNIVERSITY OF HONG KONG

Annual Report 2017-2018



CONTENTS

1	Introduction
2	Vision
3	English Language Teaching
10	Professional Development
12	Research and Publications
14	Conference, Seminar and Other Presentations
18	CAES Committees
20	Staff List

Introduction

The 2017-2018 academic year was a productive and exciting one for the Centre for Applied English Studies (CAES). We have continued to offer over 30 courses that are tailored to the needs of undergraduate students in different disciplines. Enhancing the academic writing, speaking, reading and listening skills of undergraduate students is the cornerstone of the work that we do at The University of Hong Kong (HKU), which ensures that students have every chance of succeeding in their studies in an English-medium university and beyond.

To fulfill this mission, we are expanding the support that we provide to students out of the formal classroom. We now have five English Teaching Assistants (ETAs) who provide one-to-one and small group support to students on their academic, professional and social English skills. These ETAs, who are fresh graduates with an excellent command of English, have been able to render focused support to undergraduate and postgraduate students across HKU.

This year we have also expanded the out-of-class writing support we provide to students by employing and training students as peer writing tutors. These students were selectively recruited for their expertise in writing. This year, 13 peer tutors have provided more than 500 consultations for both undergraduate and postgraduate students. Next year, we aim to employ more peer writing tutors in order to provide significantly more consultation slots.

CAES has also begun to expand our support for academic literacy at HKU by establishing a Digital Literacy Lab operated in coordination with Learning Environment Services to assist students engaged in assessments involving digital media. Our Digital Literacy Services support students through consultations, workshops, equipment lending and forming partnerships with faculty teachers who are incorporating new literacies into their assessment practices. This will continue to grow in the next year

and beyond.

This year, we also launched the Nurturing Global Leaders (NGL) Programme, the Centre's first 12-credit elective course for undergraduate students. The programme allows students at HKU to apply their English language skills by teaching marginalized youth for 8 weeks over summer in a variety of locations across Thailand, Myanmar and Mainland China. The programme also involves local Hong Kong youth who are mentored by our HKU students, adding a leadership development component. The NGL Programme has been made possible through a generous grant from the Hong Kong Jockey Club.

CAES staff also continue to be involved in valuable teaching-related research projects. This year, staff have completed projects which (i) developed a multi-disciplinary corpus database to support the learning of thesis writing for postgraduate students, (ii) developed interactive online learning packages for six Arts English-in-the-Discipline courses and (iii) analysed HKU students' experiences as they transition from senior secondary education to university studies. These projects have improved the support that we provide to students at HKU.

Lastly, CAES has also launched a project to support professional development across all of the English language centres in Hong Kong universities. This project aims to help colleagues develop and engage in communities of practice and learning through the development of the Hong Kong Continuing Professional Development Hub (HKCPD Hub). It provides a platform for the eight English language centres to collaborate and share expertise among colleagues in order to continue to increase the impact we have on student learning.

The Centre's mission is to improve the academic literacy skills of students at HKU and next year we will continue to innovate in our teaching and materials

Dr. Miranda LEGG
Interim Director

September 2018

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 8,637 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 2017-2018, the following courses were offered:

Regular undergraduate enhancement courses:

Faculty	CAES	Course	No. of	
All	1000	Core University English	1	3,097
Architecture	9120	Communication Course for Architecture Students	2	86
	9121	Communication Course for Real Estate & Built Environment Students	2	100
Arts	9201	Academic English: Countries and Cultures	2	155
	9202	Academic English: Literary Studies	2	58
	9203	Academic English: Philosophy and the History of Ideas	2	13
	9204	Academic English: History	2	58
	9205	Academic English: Language Studies	2	136
	9206	Academic English: Creative and Visual Arts	2	36
Business & Economics	9920	Academic Communication for Business and Economics	2	654
Dentistry	9350	Academic English for Dentistry	5	50
	9420	Academic English for Information Management Students	3	53
Education	9421	Academic English for Speech & Hearing Sciences Students	2	56
	9423	Academic English for Education Students	2	116
	9430	Academic English for Applied Child Development Students	3	29
Engineering	9531	Technical English for Medical Engineering	3	25
	9532	Technical English for Industrial and Manufacturing Systems Engineering	3	30
	9540	Technical English for Civil Engineering	4	139
	9541	Technical English for Electrical and Electronic Engineering	4	96
	9542	Technical English for Computer Science	4	93
	9544	Technical English for Mechanical Engineering	4	164
Medicine	9723	Academic English for Exercise & Health Students	2	16
	9720	English for Clinical Pharmacy	2	31
	9721	Academic Communication for Nursing Students	2	205
	9722	Academic English for Biomedical Sciences Students	2	29
	9730	English for Clinical Clerkship for Chinese Medicine Students	3	23
	9740	English for Clinical Clerkships	4	206
Science	9820	Academic English for Science Students	2	565



	9921	Great Speeches: Rhetoric and Delivery	2	57
	9922	Language, Genre and Reports	2	57
Social Sciences	9923	Writing Psychology: Text and Context	2	93
	9924	Language and Style of Narrative Journalism	2	23
	9925	Academic and Professional Literacies in Social Work	2	44
	9930	Dissertation Writing in the Social Sciences	3	13
Subtotal			6,628	

Postgraduate courses (2017 – 18):

Course	No. of Students
Dissertation Writing for Medical Sciences	80
MEd/MSc Writing Workshops	271
EdD Thesis Writing Workshop	30
Academic Writing Skills Workshop for MA (TESOL) students	60
Intensive English for Postgraduate Students	93
Introduction to Thesis Writing (The Humanities & Related Disciplines)	170
Introduction to Thesis Writing (The Sciences & Related Disciplines)	451
Advanced Thesis Writing (The Humanities & Related Disciplines)	17
Advanced Thesis Writing (The Sciences & Related Disciplines)	20
Effective Academic Speaking Skills	34
Writing Right: Writing Accurately and Clearly	57
Effective Conference Preparation and Participation	39
Getting Published in Academic Journals (Sciences)	22
Getting Published in Academic Journals (Humanities)	21
Managing Your Confirmation Seminar and Viva	19
Dissertation Writing for MSc Computer Science	175
MSc Computer Science Workshop: Editing and Proofreading	50
MSc Computer Science Workshop: Presentation Skills	75
Dissertation Writing for MSc (Eng) in Mechanical Engineering	50
Language Feedback Workshop for MSc Computer Science	150
Dissertation Writing for Master of Dental Surgery and Master of Science	22
Plenary: Academic Referencing and Avoiding Plagiarism for Master of Social Sciences	73
Academic Writing for Faculty of Social Sciences: MSS in Behavioral Health, and MSS in Expressive Arts Therapy	30
Subtotal	2,009

Other courses (2017 – 18):

Course	No. of Students
Dissertation Writing for Year 4 Speech and Hearing Sciences	48
Medical/Dental Terminology Workshop	75
ITS English Writing Workshop	16
Academic English Writing Workshop for Nursing Undergraduates	25
Summer Institute	201
English courses for HKU Non-academic Staff	140
Summer Institute in the Arts and Humanities	35
Subtotal	540

Total no. of HKU students taught
9,177

Self-Access Consultations
7,442

Summer English Support Programme
43

SUMMER COURSES

The Centre offered a wide variety of summer courses from June to August 2018 as follows:

Summer Institute for Students

In the 2017-2018 academic year, the Centre continued to offer its own Summer Institute from 11 June to 29 June, 2018. A total of 201 students enrolled in these courses.

List of courses:

- *English Pronunciation*
- *R.I.S.E. - Resume & Interview Skills in English*
- *IELTS Speaking*
- *IELTS Writing*
- *IELTS Reading and Listening*
- *Written and Spoken Features of Casual Native Speaker English*
- *"Anyone can teach English, or so you think!"*

Summer English Support Programme

To help students to enhance their English skills continuously during the summer period, the Centre offered a Summer English Support Programme from 11 June to 29 June, 2018 to provide 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 students on ways to improve and utilise self-access resources for future independent learning. This one-to-one consultation has been popular with HKU undergraduate and postgraduate students. In June 2018, a total of 48 one-to-one consultation sessions were offered, among which 41 sessions were attended.



35 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 16 July to 3 August, 2018.

English Discussion Skills: Critical Discussions on China

This is an advanced speaking skills course which 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 in an in-depth and critical manner. 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 receive focused advice on how to improve their speaking skills, and are required to do independent work in specific areas where they would like to improve. Students are expected to demonstrate a satisfactory level of English language proficiency during discussions.

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 are 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 they 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 receive focused advice and constructive feedback from both their peers and teachers on how to improve their writing skills.

OUT-OF-CLASS LANGUAGE LEARNING: CAES IN THE ADVISORY ZONE 2017-2018

CAES provided the English Language Advisory Services in Zone R, Chi Wah Learning Commons, throughout the 2017-2018 academic year to support HKU students with their out-of-class language learning goals. CAES in the Advisory Zone includes one-to-one advisory sessions, online advising, academic, professional and social group discussions and workshops, volunteer peer tutor chat sessions, student-as-partner discussions and outreach events. Use of CAES self-access services in the Advisory Zone is self-directed and voluntary, so all quality assurance/student evaluation is carried out based on the uptake of services offered. Data is provided by the CAES IT Team, and student and adviser evaluations are collated by the Advisory Zone Coordinator.

The advisory services are supervised by the Advisory Zone Coordinator and the Deputy Coordinator and hosted by CAES language advisers, CAES research postgraduate students (RPGs), HKU volunteer students and CAES ETAs. This academic year, a third cohort of three ETAs with two additional research ETAs were employed through UGC Triennium funding. These two ETAs were involved in 50% classroom research and 50% Advisory Zone duties which facilitated research into how CAES in the Advisory Zone can be better equipped to support students taking our Core University English and English-in-the-Discipline courses, as well as HKU students as a whole.

A total of 7,442 users participated in the various CAES Advisory Zone services in the 2017-2018 academic year.

This shows a remarkable increase of 68% from 2016-2017. A total of 4,388 advising slots were offered with 3,433 attendees for CAES language advice, ETAs consultations, Writing Support-RPGs consultations and online advising.

CAES teachers offered 184 workshops and discussions this academic year with 819 students in attendance. At the same time, ETAs offered 479 workshops and discussion slots with 2,164 students in attendance. This generated a total of 663 workshops and discussions with 2,983 students attending; an average of 5 students per workshop/discussion with 18 seats available in each workshop/discussion.

The Peer-Tutoring Scheme, which is coordinated between CEDARS and CAES, continued to operate in Zone R of the Learning Commons from late September 2017 to early February 2018. There were 28 peer tutors of native or near-native English language proficiency level in both semesters offering a total of 865 one-to-one informal chat sessions and 333 small group chat sessions. A total of 602 tutees attended the one-to-one sessions and there were 224 group chat sessions (between 1 and 3 tutees each). In sum, 1,026 students participated in the Peer Tutoring Programme in the 2017-2018 academic year. This is in contrast with 41 peer tutors in 2016-17, who provided 1,021 one-on-one 25-minute and informal small group chat sessions, with 230 students attending the latter. It should be noted that the reduction in the number of peer tutors in 2017-2018 was a strategic decision on the part of both CEDARS and CAES to maintain tutoring quality and streamline administrative efficiency.

The Advisory Zone website was launched in September 2017, providing information about independent language learning resources in Zone R, online booking of consultations and groups, and other organized links to online resources. Learning Environment Services (LES) also provided CAES in the Advisory Zone with four computers in the central area and a digital board, as well as all the consultation and teaching rooms.

Publicity work for the CAES Advisory Zone was carried out through a variety of means. They included 150 class visits by our ETA reaching over 3,000 students, PowerPoint presentations delivered by class teachers as well as bulk email flyers to staff, students and HKU faculty staff. Posters and flyers were distributed weekly on campus via a CAES promotion table hosted by the ETAs. The Facebook page attracted an additional 1,000 likes this year (approximately 2,500 in total) and the Instagram page was updated every day to inform students about our services. These promotional services were also hosted by the ETAs. The ETAs also informed faculty staff about the services and presented at an orientation meeting in the Faculty of Business and Economics. Three ETAs presented a paper at the Continuing Professional Development Symposium for Hong Kong University Language Centres at The Hong Kong Polytechnic University on 31 May, 2018.

CAES continued its collaboration with Learning Environment Services (LES) this year to conduct outreach events for English communication and cultural events. The student-led discussion by a group of Business & Economics students under the name of 'Effective Altruism' continued successfully under CAES Advisory Zone discussion services. CAES in the Advisory Zone also provided support to independent student group 'International Society' and 'Slam and Jam Poetry' from Lap Chee College Global Diversity group.

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, 943 students attended these courses during the academic year 2017-2018. 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, as well as those in Sciences and related disciplines. Feedback from students was very positive, with 85.5% and 90.9% of them rating the course and the teachers as effective respectively.

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. Another workshop aims at helping students maximize the effectiveness of their communication in their confirmation seminar and viva. All workshops were rated very highly by the students for their usefulness. The average workshop effectiveness was 88.1%.

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 89.9% and 92.9% 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 aim to enhance English skills of students and working professionals.

In 2017-2018, the Centre's SFEC contributions covered the following areas.

Workplace English Courses for HKU Non-academic Staff

Since 2008, the Centre has collaborated with HKU Registry to offer English for Professional Communication courses aimed at improving the English skills of administrative staff. Through these popular and successful courses, staff members have the opportunity to enhance confidence and competence in using English for various workplace purposes.

In 2017-2018, a total of 156 staff members at HKU benefited from these courses:

- *Everyday Spoken Communication at Work*
- *Grammar Essentials at Work*
- *Professional English Basics*
- *Workplace Speaking*
- *Workplace Writing*
- *Workplace Accuracy*

English Writing Workshop for ITS

This workshop was specially designed with materials and tasks aimed at enhancing the confidence and communication skills of staff who provide Information Technology Services (ITS) to the university community.

Courses/Workshops for Undergraduate and Taught-Postgraduate Programmes

The Centre also offers academic English courses or workshops to provide writing support for undergraduate and postgraduate programmes.

At undergraduate level (148 students in total):

- *Dissertation Writing for Final Year Speech and Hearing Sciences Students*
- *Medical/Dental Terminology for Dentistry Students*
- *Summer Academic English Writing for Nursing Undergraduates*

At postgraduate level (1101 students in total):

- *Academic Writing Skills for MA(TESOL) Students*
- *Academic Writing for MEd Education*
- *Academic Writing for MSc Education*
- *Academic Writing and Avoiding Plagiarism for MSocSc in Criminology/MCCC*
- *Academic Writing for Faculty of Social Sciences: MSocSc in Behavioral Health and MSocSc in Expressive Arts Therapy*
- *Dissertation Writing for Medical Sciences – An Induction Course*
- *Dissertation Writing for MSc Dental Surgery and Master of Science – An Induction Course*
- *Dissertation Writing for MSc Mechanical Engineering*
- *Dissertation Writing for MSc Computer Science*
- *MSc Computer Science Workshop: Editing and Proofreading*
- *Msc Computer Science Workshop: Presentation*
- *Supplementary Workshops (Presentation & Proofreading) for MSc Computer Science*
- *Thesis Writing for Postgraduate Education (EEDD) programmes*
- *Summer Institute in the Arts & Humanities – English Enhancement workshops*

Courses involving collaboration with overseas institutions

The Centre also collaborates with overseas institutions to provide English courses targeting international students' needs. In August 2017, the Centre offered the following course, *Summer English Course for Kyoto Women's University*, and will continue to offer similar learning initiatives.

SFEC curricula and lessons are very well received by staff, faculties and students, with highly positive feedback for course quality in terms of instructional delivery, materials relevance and student engagement. We welcome enquiries about current and new courses. Please contact the SFEC Coordinator, Dr. Karen NGEOW (karen.ngeow@hku.hk), for information or collaboration opportunities.

Professional Development

Professional development 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 2017-2018 (Semester 1) 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 International Association 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 2017-2018 (Semester 1)

27 September, 2017	<p>Colin TAIT and Wilson CHOW CAES, The University of Hong Kong Professional Development Seminar: <i>The devil is in the data: HKU's incoming data policies – What you need to know?</i></p>
18 October, 2017	<p>Diane PECORARI Department of English, City University of Hong Kong Professional Development Seminar: <i>What can plagiarism tell us about academic writing?</i></p>
25 October, 2017	<p>Karissa MUSE, Albert WONG and IT SIG CAES, The University of Hong Kong Brown Bag Workshop: <i>Spicing up your classroom with the use of interactive tools</i></p>
1 November, 2017	<p>Lillian WONG and Laura WAKELAND CAES, The University of Hong Kong Brown Bag Sharing Session: <i>Innovative pedagogy sharing</i></p>
8 November, 2017	<p>Michelle RAQUEL and Assessment SIG CAES, The University of Hong Kong Professional Development Seminar: <i>Exploring assessment practices at CAES: Connecting assessment and learning</i></p>
15 November, 2017	<p>Sue STARFIELD School of Education, UNSW Sydney Research Seminar: <i>Beyond the student-supervisor dyad: Distributing writing support for students doing research</i></p>
6 December, 2017	<p>Christine Pearson CASANAVE Temple University, Japan Campus & Middlebury Institute of International Studies at Monterey Research Sharing Session: <i>Continuing and emerging controversies in teaching, learning, and researching L2 writing in EAP contexts in higher education</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 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 2017 to June 2018:

Staff Publications

Cheung, Scanlon S.

- Book Review: Communicating with Asia: The future of English as a global language, In: *Asian Journal of Applied Linguistics, Hong Kong*, 2018, 5(1):183-184.

Chiba, Mereu A.

- Investigating young learner's L2 pragmatics competence in telling uncomfortable truths, *JALT PanSIG Journal*. 2017.

Gardner, D.P.

- (With Lau K.K.) Learning and using English: What experience and expectations do non-local Asian international students bring to their university studies in Hong Kong?, *Oxford Review of Education*. 2018, 1-16. <http://dx.doi.org/10.1080/03054982.2018.1448262>
- (With Lau K.K.) One international university, two perspectives: The role of English as a lingua franca as perceived by Mainland and Hong Kong Chinese students, *Compare: A Journal of Comparative and International Education*. 2017, 1-19. <http://dx.doi.org/10.1080/03057925.2017.1392846>

Jhaveri, A.D.

- (With Cheung C.K.) Critical thinking and media literacy: Perspectives and pedagogies, In: P. Mihailidis & R. Hobbs, *International encyclopaedia of media literacy*. New Jersey, Wiley Blackwell, 2017.

Kim, C.

- Book Review: Race and ethnicity in English language teaching: Korea in focus, *The Asian Journal of Applied Linguistics*. 2018, 5.

Lau, K.K.

- (With Gardner D.P.) Learning and using English: What experience and expectations do non-local Asian international students bring to their university studies in Hong Kong? *Oxford Review of Education*. 2018, 1-16. <http://dx.doi.org/10.1080/03054982.2018.1448262>
- (With Gardner D.P.) One international university, two perspectives: The role of English as a lingua franca as perceived by Mainland and Hong Kong Chinese students, *Compare: A Journal of Comparative and International Education*. 2017, 1-19. <http://dx.doi.org/10.1080/03057925.2017.1392846>

Ma, X.

- (With Li Y.) Teaching English academic writing to non-English major graduate students at Chinese universities: A review and a transnational vision, In: X. You, *Transnational writing education: Theory, history, and practice*. Routledge, 2018, 222-243.
- L2 postgraduate students' conceptions of English academic writing: Perspectives of mainland Chinese students, *The Asian Journal of Applied Linguistics*. 2018, 5(1): 81-85.

Ng, C.Y.L.

- Book Review: Narratives of east Asian women teachers of English, *The Asian Journal of Applied Linguistics*. 2018, 5(1): 185-186.

Wingrove, P.E.

- How suitable are TED talks for academic listening? *Journal of English for Academic Purposes*. 2017, 30: 79-95. <https://doi.org/10.1013/j.jeap.2017.10.010>

Yeldham, M.A.

- Enhancing control of the abdominal region to address L2 English Learners' segmental pronunciation problems, *The New English Teacher*, 2018, 12(1): 77-92.

Zhang, Z.

- EFL students' response to assessment feedback in English debate: A process-focused perspective, *The Asian Journal of Applied Linguistics*. 2017, 4(2): 197-210.
- Student engagement with computer-generated feedback: A case study, *ELT Journal*. 2017, 71(3): 317-328. <http://dx.doi.org/https://doi.org/10.1093/elt/ccw089>
- (With Hyland K.L.) Student engagement with teacher and automated feedback on L2 writing, *Assessing Writing*. 2018, 36: 90-102. <http://dx.doi.org/https://doi.org/10.1016/j.asw.2018.02.004>

Conference, Seminar and Other Presentations (July 2017 – June 2018)

Boynton, S.D.

- (With Wakeland L.J.) Teaching and learning writing skills for nursing student whose first language is not English, *9th AMEA Symposium: Frontiers in Medical and Health Sciences Education*, The University of Hong Kong, Hong Kong. 2017.
- (With Raquel M.R. and Wo B.W.) Assessment literacy profile of tertiary level course coordinators, *The 3rd International Conference on Language Testing and Assessment and the 5th British Council New Directions in Language Assessment Conference*. Shanghai, China. 2017.
- (With Wakeland L.J.) Faculty collaboration in the grading of assessments in English courses for healthcare students at a Hong Kong university: Issues of validity and reliability, *International Conference on ESP, New Technologies and Digital Learning*. The Hong Kong Polytechnic University, Hong Kong. 2017.

Chau, K.F.

- (With Leung C.Y. and Ng C.Y.L.) Interactive classrooms: Utilising free online tools for language teaching and learning, *The Asian Conference On Language Learning*, Tokyo, Japan. 2018.

Chiba, Mereu A.

- Nonnative students' perception of disagreement in university academic discussion, *Asia TEFL 2018 International Conference*, Macau SAR, China. 2018.
- An emic approach to the investigation on facework in academic disagreement among nonnative university students in Hong Kong, *HKU Higher Education Student Seminar*, Hong Kong. 2018.
- Contextual comparison in nonnative university students' disagreement, *International Conference on Applied Linguistics and Language Teaching*, Taipei, Taiwan. 2018.

Cole, III S.F.

- (With Wong H.T.) Blending it early: Promoting student buy-in in an EAP course, *International Conference on ESP, New Technologies and Digital Learning*. The Hong Kong Polytechnic University, Hong Kong. 2017.
- (With Desloge P.D. and Wong H.T.) Class flipping in CAES., *Flipped Classroom Learning Symposium*. The University of Hong Kong, Hong Kong. 2017.

Choy Datwani, D.

- (With Wong A.C.) Evaluative capabilities training for effective business writing practices, *International Conference on ESP, New Technologies and Digital Learning*. The Hong Kong Polytechnic University, Hong Kong. 2017.

Desloge, P.D.

- (With Cole III S.F. and Wong H.T.) Class flipping in CAES, *Flipped Classroom Learning Symposium*. The University of Hong Kong, Hong Kong. 2017.

Hazell, A.A.L.

- (With Lavender H.M.) Peer tutoring: Reflective knowledge building and beyond, *2017 International Conference on Education*. Maldives. 2017.

Ho, K.L.

- Knowledge and rhetoric in the written discourse of engineering internship, *4th International Conference on Linguistics and Language Studies*, Hong Kong. 2018.

Jhaveri, A.D.

- Implicit intertextuality: making the invisible visible to L2 feature story writers in the ESL classroom, *AILA: Innovations and Epistemological Challenges in Applied Linguistics*. Rio Brazil. 2017.

Kwan, V.

- (With Ngeow Y.H.K., Wong A.C., Wong L.L.C. and Zee M.) Using mobile technology to foster peer learning in EAP classrooms, *Invited presentation*, The Language Centre, Hong Kong Baptist University, Hong Kong. 2017.

Lau, K.K.

- Criticality critically evaluated: A text-informed functional approach, *APLX 2017 International Conference on Applied Linguistics*. National Taipei University of Technology, Taipei, Taiwan. 2017.
- English language needs and support for postgraduate students in Hong Kong: Disciplinary variations, *The International Conference on English Language Education in the Chinese Context*. 2018.
- Reification of criticality: A functional approach to tracing textual evidence, *Genre SIG*. Centre for Applied English Studies, The University of Hong Kong. 2017.
- A tale of two universities: English as a lingua franca and its implication for language policies in internationalized higher education, *Invited talk*. National Taiwan Normal University, Taipei, Taiwan. 2017.

Law, Y.Y.

- How can the development of learner autonomy be evaluated in an academic English course context? *Research Institute for Learner Autonomy Education Lab Sessions*. Chiba, Japan. 2017.

Lee, J.C.Y.

- (With Wong P.M.T.) A "teach-as-you-go" approach as an alternative to developing an academic english course for Senior University Students, *International Conference of Education and Learning*. Tokyo, Japan. 2017.

Leung, C.Y.

- (With Wang W.) Developing four ESP courses for university studies in Hong Kong, *The 1st Annual Conference of Asia ESP & the 6th Chinese National Symposium on ESP*, Beijing, China. 2017.
- (With Chau K.F. and Ng C.Y.L.) Interactive classrooms: utilising free online tools for language teaching and learning, *The Asian Conference On Language Learning*, Tokyo, Japan. 2018.

Ma, X.

- (With Li Y.) Writing for academic success: An academic writing course for med students, *16th Asia TEFL International Conference*. Macau, China. 2018.

Ng, C.Y.L.

- (With Chau K.F. and Leung C.Y.) Interactive classrooms: Utilising free online tools for language teaching and learning, *The Asian Conference On Language Learning*, Tokyo, Japan. 2018.

Ngeow, Y.H.K.

- Task engagement and its role in autonomous learning, *JEC10, Association of Teachers and Researchers in Asia (ATERA)*, Osaka. 2018
- (With Kwan V., Wong A.C., Wong L.L.C. and Zee M.) Using mobile technology to foster peer learning in EAP classrooms, *Invited presentation*, The Language Centre, Hong Kong Baptist University, Hong Kong. 2017.

Raquel, M.R.

- (With Boynton S.D. and Wo B.W.) Assessment literacy profile of tertiary level course coordinators, *The 3rd International Conference on Language Testing and Assessment and the 5th British Council New Directions in Language Assessment Conference*, Shanghai, China. 2017.

Wakeland, L.J.

- (With Boynton S.D.) Faculty collaboration in the grading of assessments in English courses for healthcare students at a Hong Kong university: Issues of validity and reliability, *International Conference on ESP, New Technologies and Digital Learning, The Hong Kong Polytechnic University, Hong Kong*. 2017.
- (With Boynton S.D.) Teaching and learning writing skills for nursing student whose first language is not English, *9th AMEA Symposium: Frontiers in Medical and Health Sciences Education, The University of Hong Kong, Hong Kong*. 2017.

Wang, W.

- (With Leung C.Y.) Developing four ESP courses for university studies in Hong Kong, *The 1st Annual Conference of Asia ESP & the 6th Chinese National Symposium on ESP, Beijing, China*. 2017.

Wo, B.W.

- (With Boynton S.D. and Raquel M.R.) Assessment literacy profile of tertiary level course coordinators, *The 3rd International Conference on Language Testing and Assessment and the 5th British Council New Directions in Language Assessment Conference, Shanghai, China*. 2017.

Wong, A.C.

- (With Choy Datwani D.) Evaluative capabilities training for effective business writing practices, *International Conference ESP, new technologies and digital learning, The Hong Kong Polytechnic University, Hong Kong*. 2017.
- (With Kwan V., Ngeow Y.H.K., Wong L.L.C. and Zee M.) Using mobile technology to foster peer learning in EAP classrooms, *Invited presentation, The Language Centre, Hong Kong Baptist University, Hong Kong*. 2017.

Wong, L.L.C.

- Curriculum innovation with information technology: Teacher change and professional development, *The 52th TESOL International Convention & English Language Expo, Chicago, Illinois, USA*. 2018.
- Innovative curriculum, pedagogy, and assessment: Exploring e-portfolios in ELT, *The 9th ELC 2018 International Conference "Revisiting ELT Practices in Multicultural Contexts: Evidence-Based Practices", Shantou University, Guangdong, China*. 2018.
- Supporting postgraduate students writing in the discipline, *The 52th TESOL International Convention & English Language Expo, Chicago, Illinois, USA*. 2018.
- (With Algren M., Andrei E., Lopriore L. and Taylor S.) Sustaining dialogues across TESOL: What we know about successful conferences, *The 52th TESOL International Convention & English Language Expo, Chicago, Illinois, USA*. 2018.
- Using a disciplinary data-driven learning approach for enhancing postgraduate thesis writing, *International Conference on "Scholarly Pathways: Knowledge Transfer and Knowledge Exchange in Academia". CERLIS (Research Centre on Languages for Specific Purposes), University of Bergamo, Italy*. 2018.
- Designing an innovative ESP curriculum: Integrating experiential and reflective learning with e-portfolios, *Invited lecture, Chulalongkorn University Language Institute (CULI), Bangkok, Thailand*. 2017.
- Effective thesis writing for postgraduates, *Invited lecture, School of Foreign Language Education, Jilin University, Changchun, China*. 2018.
- English for Academic Purposes: Developing students' academic literacy for university, *Invited plenary, Jilin University Forum "Innovations and Challenges in foreign language education: local and international". School of Foreign Language Education, Jilin University, Changchun, China*. 2018.

- Professional development in IT for ELT: Challenges and opportunities for teachers, *Invited featured speech, The 40th Chulalongkorn University Language Institute International Research Seminar 2017 "Interrogating Professional Development in ELT: Challenges and Opportunities for the Teacher"*. Bangkok, Thailand. 2017.
- Supporting graduate students writing in the discipline, *Invited lecture, College of Foreign Languages and Literature, Fudan University, Shanghai, China*. 2017.
- Teaching EGAP: Searching, synthesizing and using sources in academic writing, *Invited lecture, English Language Centre University of Macau*. 2017.
- Teaching English for general academic purposes, *Invited lecture, College of Foreign Languages and Literature, Fudan University, Shanghai, China*. 2017.
- (With Kwan V., Ngeow Y.H.K., Wong A.C. and Zee M.) Using mobile technology to foster peer learning in EAP classrooms, *Invited presentation, The Language Centre, Hong Kong Baptist University, Hong Kong*. 2017.

Wong, P.M.T.

- Neglected features in Hong Kong triad movies, *Special Interest Group: Genre, Centre for Applied English Studies, The University of Hong Kong, Hong Kong*. 2018
- (With Lee J.C.Y.) A "Teach-as-you-go" approach as an alternative to developing an academic english course for senior university students, *International Conference of Education and Learning, Tokyo, Japan*. 2017.

Wu, C.H.

- Pedagogical tiers in an ESP course for early childhood education students: A qualitative case study. *International Conference on Open and Innovative Education (ICOIE 2017)*. The Open University of Hong Kong. 2017
- Interdisciplinary engagement in an academic literacy course for applied child development students: A qualitative inquiry. *2018 International Conference on Applied linguistics: Transformation and Development - Language, Culture, Pedagogy, and Translation*. National Taipei University of Technology. 2018
- Interdisciplinarity in an English-medium technical English for mechanical engineering course: A Qualitative enquiry into disciplinary specificity. *2018 International Conference on Applied Linguistics and Language Teaching*. National Taiwan University of Science and Technology. 2018
- Summer workshop for academic English & thesis writing. *Invited facilitator. Campus-wide workshop, Department of English Language, Literature, and Linguistics, Providence University, Taichung*. 2017.
- Introduction to academic writing. *Invited speaker, Undergraduate applied linguistics course*. Department of English Language, Literature and Linguistics, Providence University, Taichung. 2018.
- *English writing for professional purposes. Invited speaker. Postgraduate Digital Story Writing course, Department of Applied Foreign Languages, National Yunlin University of Science and Technology, Douliu*. 2018.
- Presenting yourself professionally from Year One. *Invited speaker, Campus-wide lecture*. Foreign Language Center, National Chengchi University, Taipei. 2018.
- Lecture for language teachers and postgraduate students. *Invited speaker*. Foreign Language Center, National Chengchi University, Taipei. 2018.

Zee, M.

- (With Kwan V., Ngeow Y.H.K., Wong A.C. and Wong L.L.C.) Using mobile technology to foster peer learning in EAP classrooms, *Invited presentation*. The Language Centre, Hong Kong Baptist University, 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 2017-2018 are described below:

Programme Coordination Committee

Chair: Joanna LEE Secretary: Icy TSANG	Members: Simon BOYNTON Michelle RAQUEL Ellie LAW	Louisa CHAN Daya DATWANI Clarence WANG	Lisa CHEUNG Natalie FONG	Sam COLE Lillian WONGw
---	---	--	-----------------------------	---------------------------

The Programme Coordination Committee (PCC) is comprised of Programme Coordinators for both undergraduate courses and courses for the Graduate School. Over the years the committee has provided a forum for members to formulate and implement policy for the design, management and delivery of CAES courses.

In the past year, apart from improving course materials and assessment practices in the light of feedback from students, teachers, External Examiners, and representatives from faculties, committee members reviewed and streamlined core team membership. They also participated in the Centre's management retreat to discuss Centre-wide initiatives for future development.

Moving into the sixth year of the new curriculum, the committee aims to embark on a review of courses which involves collecting and acting on feedback from relevant stakeholders. Members will also share and explore best practices amongst themselves through the committee platform to ensure our courses continue to provide a high-quality learning experience for HKU students.

Research and Professional Development Committee (2017-2018, Semester 1)

Chair: Lillian WONG Secretary: Sanny KWOK	Members: Vivian KWAN Clarence WANG	Karen NGEOW Michael YELDHAM	Laura WAKELAND
--	--	--------------------------------	----------------

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 2017-2018 (Semester 1), seven research seminars, professional development sessions and brown bag sharing sessions were organized to facilitate teaching and support colleagues' research interests. Colleagues, international scholars and experts in the field were invited as speakers to discuss topics relevant to the Centre's teaching and research. No seminars were offered in Semester 2 as the Centre was in the process of reviewing and reconceptualising the professional development and research support to staff.

The RPDC website (<http://caes.hku.hk/rpdc/about/>) provides information and resources to enhance colleagues' knowledge and interest in research and professional development. The section "International Scholars Talking at CAES" (<http://caes.hku.hk/rpdc/international-scholars-talking-at-caes/>) provides videos of over 20 invited renowned scholars, such as Professors John Swales, Ken Hyland, David Nunan, Vijay Bhatia, Anna Mauranen, Rod Ellis, Bonny Norton and Susan Hunston, 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 nine 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.

After seven and a half years, the RPDC was disbanded after Semester 1 by the Centre's Interim Management Committee, no activities were organized in Semester 2. Other arrangements are being considered for the future.

Teaching and Learning Quality Committee

Chair: Phil SMYTH Secretary: Jennifer MAK	Members: Patrick DESLOGE Michelle RAQUEL	Ken HO Heidy WONG	Eleanor KWAN
--	--	----------------------	--------------

The Teaching and Learning Quality Committee (TLQC) reviews the teaching and learning quality of all CAES courses. It supports teachers and programme coordinators in facilitating dialogue about teaching and learning quality, and disseminating 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 organizes and leads Staff Student Consultative Committee (SSCC) meetings after each semester to listen to student perspectives on CAES courses. Over 300 student representatives from various faculties attend the meetings.

Publicity and Outreach Committee

Chair: Ken LAU/Laura WAKELAND Secretary: Alex SUM	Members: Cezar CAZAN Rebecca TAYLOR	Lisa CHEUNG Parco WONG	Daya DATWANI
--	---	---------------------------	--------------

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 wider Hong Kong communities.

In 2017-2018, in addition to contributing to the usual publicity events such as the University Information Day, Faculty of Arts Open Day and the HKU English Public Speaking Competition, CAES was invited to contribute a booth to the C9+1 Symposium.

Also, in order to promote a better understanding of our Centre and the courses and services that we offer to students earlier on in their HKU experience, a range of promotional leaflets and souvenirs were created to accompany our talks to each faculty during the orientation period.

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, such as the Centre's new Facebook and Instagram pages, which were also launched this year.

Staff List

Interim Director:

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

Honorary Professor and Chair Professor:

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

Associate Professor:

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

Honorary Associate Professor:

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

Assistant Professors:

Lau, K.K.K., BA HKPU; MRes, PhD Lanc.; FCIL, MIEEE.

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

Honorary Assistant Professor:

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

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 Cen. 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.

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.

Assistant Lecturers:

Allen, C., BA Denver; CELTA Denver.

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

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

Chase, J.C.G., BA, MA Oxford; 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.

***Choi, M.**, BA (Hons) Leeds; GDL University of Law, Guildford; MA HK.

#Heung, A., BA, BEd HKBU; MA Waterloo; Cert. TESOL Queensland.

#Hui, J., BA CUHK; MA UCL.

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

Muse, K., BA Alberta.

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

Taylor, R., BA Washington; MA Oregon; Cert. TESOL Seattle.

Thomas, G., BA (Hons) West London; Cert. TESOL Trinity College London, DELTA Cambridge ELA.

***Wiggs, M.**, BA Goshen; MA California State Fresno.

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

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

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

***Yau, A.**, BA, MPhil, PhD HK.

Zee, M., BA Toronto; MA Derby; MA HK; Cert. TESOL Trinity College London.

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.

* Effective from August 2017 # Effective from January 2018

General Office Staff

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

IT Staff

Wong, B.Y.N.	IT Technician	Leung, C.C.W.	IT Officer	Choi, W.K.Y.	Senior IT Assistant
---------------------	---------------	----------------------	------------	---------------------	---------------------

Centre Locations

General Office:	Room 6.60, Run Run Shaw Tower
Interim Director's Office:	Room 6.45, Run Run Shaw Tower
Academic Staff Offices:	6th Floor, Run Run Shaw Tower
The Advisory Zone:	Zone R, Chi Wah Learning Commons
Multi-Media Classrooms:	Rooms 6.31-6.33, Run Run Shaw Tower



Centre for Applied English Studies

Room 6.60, 6/F
Run Run Shaw Tower
The University of Hong Kong
Pokfulam Road, Hong Kong

Tel : (852) 3917 2004

Fax : (852) 2547 3409

E-mail : caes@hku.hk

Website : <http://caes.hku.hk>