Research in the Centre and Taught Postgraduate Courses

Centre for Applied English Studies (CAES) offers two taught master’s programmes which are designed to prepare students for further study in English Language Teaching. The Master of Applied Linguistics (MA Applied Linguistics) aims to develop students’ knowledge and skills in the teaching of English as a foreign language across a range of domains and such as second/foreign language curricula, discourse analysis, and understanding language through philosophy. Students for three years will be required to complete a project which will be presented in the form of a conference paper or a research article.

Other Forwarded

Forwarded to Christian Allen, who was appointed as the Centre’s first Research Assistant in 2018. He will continue his studies in the ongoing TESOL project where he will focus on the development of pedagogical knowledge in English language teaching.

Centre for Applied English Studies
The University of Hong Kong

3rd Floor, 49 Pok Fu Lam Road
Kowloon
Hong Kong

Tel: +852 2859 2304
Fax: +852 2859 2305
Website: http://www.hku.hk

Editorial Team: Dr. Shengwei Wang (Chief Editor), David Green, Karen Sun, Lin Li, Chen, Helen Taylor, Louise Waterland, Albert Wong

Advisors: (Dr. Mei Sze, Patrick Leung, Carly Ng)

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"For the Centre for Applied English Studies, the University of Hong Kong, Newsletter Autumn 2018."
Teaching & Learning in CAES

Much of CAES’ work this year; in addition to our routine work of nurturing the quality of teaching and learning, we have also been focused on fostering a culture of reflection and better promote collaboration among educational stakeholders (students, faculty, staff, and alumni). This year, we have continued to expand our collaborative work with students, leading to 78% of the total 1,140 CAES student committees (CECC) meetings. Using the input from students, POs are able to assess their courses. We also need to better support POs through assigning them a TUG representative who promotes discussion and exchanges of good practices.

Assessment Policy throughout the Centre

An assessment policy for CAES has been drafted in the Centre. The purpose of this policy is to assist with assessment standardization across CAES under various course. The Assessment Manual (based on the data and a bench mark of the Centre) also hosted a professional development session for CAES staff earlier. This involves and testing and grading issues as well as the implementation of the assessment framework. There is a wealth of resources and tools that can be integrated into deep assessment strategies to deal with these issues that are found, particularly useful.

In addition to the development of the assessment framework, presented below are results of the Centre-wide student survey, included in this report. CAES’s student survey was conducted with the Centre’s graduate and undergraduate students. The qualitative and quantitative results from the survey were used to assess student satisfaction. The Centre’s online survey herramienta.com, included in this report, was used to assess student satisfaction with the Centre’s graduate and undergraduate programs. The qualitative and quantitative results from the survey were used to assess student satisfaction.

In partnership with City University of Hong Kong and Hong Kong Baptist University, CAES launched a pilot Writing Centre in January 2019, which was aimed at strengthening writing skills of graduate students through a Writing Consultation Programme. This programme was designed to provide additional support for graduate students in the Arts and Social Sciences. The Centre is committed to providing a comprehensive writing support system for graduate students, which includes individual consultations, group workshops, and online resources. The Programme has received positive feedback from graduate students, who have reported increased confidence in their writing skills and a greater sense of community within the Centre. The Centre is committed to continuing this programme in the future, with plans to expand its services to other disciplines and to provide more opportunities for students to practice their writing skills.