

Centre for Applied English Studies

THE UNIVERSITY OF HONG KONG

ANNUAL REPORT

2010 -11

Centre for Applied English Studies

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CAES
Centre for Applied English Studies



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Introduction



This year the University of Hong Kong (HKU) lifted its position in the QS World University Rankings to 21 and raised itself above Tokyo and Kyoto to become the top listed university in Asia. Among the reasons for this success is the fact that students from all over the world come to study and research at HKU, which means that the English language is central to the quality and effectiveness of instruction at all levels. The Centre for Applied English Studies, by supporting and improving the use of English as the language of study and research at HKU, therefore fulfils a key role in the university.

Created in 1992 as the English Centre, we joined the Faculty of Arts under the new name of the Centre for Applied English Studies in July 2008. Over the years, the Centre's role has expanded beyond its main remit of providing credit-bearing academic literacy support to undergraduate students, to offer courses at postgraduate level. The Centre currently provides a variety of courses through the Graduate School for all research postgraduate students in the University, runs staff courses and in-service teacher education courses for the Education Bureau, contributes to the Summer Institute in the Arts and Humanities, provides supervision for its own group of applied linguistics PhD students, and offers teacher development programmes through its Postgraduate Diploma in English Studies and its Master of Arts in Applied Linguistics. 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.

In 2010-2011, the Centre taught 6,275 undergraduate students in its English enhancement programmes, 1,509 students in courses for postgraduates, and 1,022 students in other programmes, including summer IELTS workshops, English courses for the Summer Institute in the Arts and Humanities, and English for University Studies for students on the Early Admission Scheme. Ninety-two students took part in the Centre's own postgraduate diploma and masters programmes. The Centre graduated 6 PhD students, 21 Masters students and 19 PDip students in this academic year.

During the past year the Centre has been active in preparing for the new four-year university curriculum which begins in September 2012. Under the new curriculum the Centre will offer 12 credits of English enhancement to all undergraduate students: 6 credits in a new General University English (GUE) course designed to bridge students' school and disciplinary studies in English, and 6 credits in discipline-specific 'English in the Discipline' (ED) courses. This represents a shift in the Centre's undergraduate teaching towards academic literacy. In the future we will place greater emphasis on assisting students to perform better in their courses while at university, rather than the professional competence they may need when completing their studies and entering the workplace.

A great deal of progress has been made in planning for the General University English course over the year with the manuscript for a course book submitted to HKU Press. With 2,500 students expected to take this course each year, work has also involved planning innovative instructional methods such as combining lectures with online delivery to accommodate such large numbers of students. Preparation for 33 new ED courses is also well underway. This has involved working in close collaboration with individual faculties and departments to ensure that the English courses align with the work students will do in their content courses. Course developers have therefore been involved in a considerable amount of research over the year examining courses in the nine faculties we will be working with and discussing student needs with various stakeholders. Some of this work has been supported by Teaching Development Grants and courses developed for Social

Sciences, Arts, and Engineering have been generously funded. Several of these new courses have been piloted during the year and others will be trialed in the 2011-12 academic year. In addition to this work, we piloted a very successful student peer-tutoring scheme in collaboration with the Centre of Development and Resources for Students (CEDARS).

Other programme innovations which have taken place this year include securing approval for a restructured M.A. in Applied Linguistics (MAAL) and Postgraduate Diploma in English Studies (PDipES). Now in its sixteenth year, the MAAL continues to receive applications well in excess of the number of available places (130 applications this year for 30 places) and attract many excellent applicants. The quality of student work remains commendable, and the programme was once again reviewed very favourably by the External Examiner. The PDipES, offered for the first time in 2005-2006, has also continued to attract high quality candidates. This programme was developed in response to a call from the Education Bureau for subject knowledge courses for English language teachers. In 2011 both programmes will be offered with a full-time mode to run alongside the existing part-time option. Finally, four new doctoral students joined us this year.

Within the Centre the year has seen considerable activity in several areas under the guidance of new or revitalized committees. The recently revamped Teaching and Learning Quality Committee, for example, has taken on a broader role in overseeing the quality assurance mechanisms within CAES. In addition, a new Publicity and Outreach Committee has worked to enhance the visibility of the Centre in the University and to support both the faculty and the University in its centenary year celebrations. The Centre has also been active in professional development over the past year under a new Research and Professional Development Committee which has conducted workshops on materials development, out-of-class learning, and classroom observations in addition to bringing visiting speakers to the centre in its regular

seminar programme. One innovation was the introduction of our first 'virtual seminar' with Brian Tomlinson speaking to us from England. Professional development was also a focus of a new series of Special Interest Groups based around specific research areas and designed to encourage research and discussion while the Centre's long-running Hong Kong Journal of Applied Linguistics, which is published twice a year, became entirely an online publication this year and will be distributed more widely in 2012 by *Informit*, which is an online international journal delivery platform based in Australia.

Staff continued to give presentations at regional and international conferences, several as plenary and keynote speakers, and to publish in international refereed journals. We were pleased to see two staff members completing their PhD studies this year in addition to several others enrolling for doctoral studies and another five making good progress towards completion. Other staff were awarded prizes for their work and obtained research grants – funded by national and University sources. One staff member was awarded a prestigious GRF grant. Several staff members continue to be active on the editorial boards of journals and in international bodies such as TESOL and BAAL which increase the influence and profile of the Centre while professionally developing the staff members involved.

The 2011-2012 academic year promises to be another challenging and productive period, and we look forward to meeting these challenges with the same enthusiasm and attitude towards research-informed language education for which we are well-known.



Professor Ken Hyland
Director
Chair Professor of Applied Linguistics

August 2011



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 over 8,000 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 2010-2011, the following courses were offered:

A . English Enhancement Courses

Faculty	CAES	Courses
Architecture	1101	Communication Course for Architecture Students
	1103	Communication Skills for Real Estate Students (1)
	1105	Communication Course for Architecture Students (2)
	1106	Communication Skills for Real Estate Students (2)
Arts	1201	Academic English for Arts Students
	2202	Professional English for Arts Students
Business & Economics	1904	English for Academic Communication for Economics and Finance Students
	2905	English for Professional Communication for Economics and Finance Students
	1906	English for Academic Communication for Business Students
	1907	Business Communication
	1908	English for Academic Communication for BBA (Law)
	1909	English for International Business and Global Management
Dentistry	1301	English for Dental Students (1)
	1302	English for Dental Students (2)
Education	1401	Academic Writing for Education Students
	1402	General English for Education Students
	1409	General English for Exercise&Health Students
	1410	Professional Communication Skills for Exercise&Health Students
	1411	General English for Speech and Hearing Sciences Students
	1412	Academic Writing for Speech and Hearing Sciences Students
	2413	Academic Writing for Information Management Students
Engineering	1503	English for Computer Science
	1505	Professional and Technical Written Communication for Engineers – for Civ, Civ-Env
	1507	Professional and Technical Written Communication for Engineers – for CE, EE, EcomE, InfoE
	1509	Professional and Technical Written Communication for Engineers – for IETM, LESCO
	1513	Professional and Technical Written Communication for Engineers – for ME, BSE
	1511	Professional and Technical Communication for Medical Engineering Students
	1515	Professional and Technical Oral Communication for Engineers

Law	1602	Writing Solutions to Legal Problems
Medicine	1701	English for Problem-based Learning in Medicine
	2702	English for Clinical Clerkship
	1703	Academic English for Nursing Students
	1704	Academic Communication for Nursing Students
	1707	Academic English for Chinese Medicine Students
	2708	English for Clinical Clerkship for Chinese Medicine Students
	1709	English for Pharmacy
	1710	English for Clinical Pharmacy
Science	1801	Academic English for Science Students
	2802	Advanced English for Science Students
Social Sciences	1901	Academic English for Social Sciences
	2902	English for Professional Communication for Social Sciences
	1910	Professional Writing for the Media
	2903	Professional Writing Skills for Social Work

B. Postgraduate Courses

Professional Writing in Social Work
 Dissertation Writing for Medical Sciences
 MEd/MSc Writing Workshops
 EdD Thesis Writing Workshops
 English course for MCL students
 Intensive English for Postgraduate students
 Introduction to Thesis Writing
 Introduction to Thesis Writing (The Humanities & Related Disciplines)
 Introduction to Thesis Writing (The Sciences & Related Disciplines)
 Effective Academic Presentations
 Making Your Writing Clear
 Reporting on Other Researchers' Work
 How to Publish Your Research (The Humanities & Related Disciplines)
 How to Publish Your Research (The Sciences & Related Disciplines)
 Writing Workshop for PT Nursing Students
 Writing Workshop for MSc in Urban Planning
 Workshop on Professional English (Dentistry)



C. Other Courses

Improving English Proficiency for Engineering Students
 Management and Communication Skills for Engineers
 Summer Institute for Students
 Summer IELTS Workshops
 Broadening courses:
 From Paintings to Stories: The Interplay between Art and Literature
 Gay Identity: An Exploration through World Literature
 Understanding Narratives
 English for University Studies
 English courses for HKU non-academic staff
 Summer Institute in the Arts and Humanities:
 English Enhancement through Fine Arts Appreciation
 English Strategies for Confident Conversation and Presentations
 English for Chinese Learners

The distribution of the 8,806 students attending our courses is shown below:

Regular undergraduate enhancement courses:

Faculty	CAES Course	Year	No. of Students
Architecture	1101	1	79
	1103 (REC)	1	47
	1105	1	74
	1106 (REC)	1	46
Arts	1201	1	370
	2202	2	388
Business & Economics	1904 (Econs & Fin)	1	277
	2905 (Econs & Fin)	2	223
	1906 (Business)	1	308
	1907 (Business)	1	337
	1908 (Business)	1	77
	1909 (Business)	1	27
	1602 (BBA/Law)	2	78
Dentistry	1301	1	54
	1302	1	54
Education	1401	1	111
	1402	1	110
	1409 (IHP)	1	14
	1410 (IHP)	1	14
	1411 (SHS)	1	42
	1411 (SHS)	2	40
	1412 (SHS)	1	42
	2413	2	21
Engineering	1503	1	49
	1505 (Civ, Civ-Eng)	1	167
	1507 (CE,EE,ECOM E, InfoE)	1	58
	1509 (IETM, LESCO)	1	59
	1511 (Med Eng)	1	40
	1513 (ME, BSE)	1	62
	1515	1	468
	1907 (BEng/BBA)	1	23
	1602 (CivE-Law)	2	10
Law	1602 (Law)	1	100
Medicine	1701	1	170
	2702	2	163
	1703 (Nurs)	1	192
	1704 (Nurs)	1	191
	1707 (ChiMed)	1	24
	2708 (ChiMed)	2	15
	1709 (Pharm)	1	25
	1710 (Pharm)	1	25
Science	1801	1	493
	2802	2	488
Social Sciences	1602 (Govt&Laws)	2	48
	1901	1	311
	1910 (Journalism)	1	31
	2902	2	190
	2903 (Soc. Work)	2	40
Subtotal			6,275

Note: 1. Double-degree/joint degree arrangements

BSS (Govt&Laws) takes CAES1901 (Yr. 1), CAES1602 (Yr. 2)

BEng (CivE-Law) takes only 1 course CAES1602 in Yr. 2

BA/BEd (LangEd) takes CAES1401 and CAES1402, both in Yr. 1

2. For Faculty of Law, students are only required to take one 3-credit course.

BBA (Law) takes CAES1908 (Yr. 1), CAES1602 (Yr. 2)

BEng/BBA takes CAES1515, CAES1907, both in Yr. 1

Postgraduate courses:

Course	No. of Students
Professional Writing in Social Work (F/T + P/T)	70
Dissertation Writing for Medical Sciences	53
MEd/MSc Writing Workshops	136
EdD Thesis Writing Workshop	20
English Course for MCL students	55
Intensive English for Postgraduate Students	72
Introduction to Thesis Writing	492
Introduction to Thesis Writing (The Humanities & Related Disciplines)	55
Introduction to Thesis Writing (The Sciences & Related Disciplines)	58
Effective Academic Presentations	96
Making Your Writing Clear	132
Reporting on other Researchers' Work	50
How to Publish Your Research (The Humanities & Related Disciplines)	37
How to Publish Your Research (The Sciences & Related Disciplines)	41
Writing Workshop for Part-time Nursing Students	38
Writing Workshop for MSc in Urban Planning	50
Workshop on Professional English (Dentistry)	54
Subtotal	1,509

Other courses:

Course	No. of Students
Improving English Proficiency for Engineering Students	91
Management & Communication Skills for Engineers	160
Summer Institute for Students	201
Summer IELTS Workshops	20
Broadening courses: From Paintings to Stories: The Interplay between Arts & Literature	14
Broadening courses: Gay Identity: An Exploration through World Literature	23
Broadening courses: Understanding Narratives	22
English for University Studies	224
English course for HKU Non-academic staff	183
Summer Institute in the Arts and Humanities	84
Subtotal	1,022

Total no. of
students taught

8,806

Self-Access
Consultations

1,623



Summer Institute for Students and Summer IELTS Workshops

In the 2010-2011 academic year, the Centre continued to offer its own Summer Institute rendering both general and disciplinary-specific English courses, and IELTS workshops. Seven Summer Institute courses were offered from May 23rd to 27th, and two IELTS workshops were offered from May 30th to June 1st (see the list below). In total, 221 students (131 undergraduates and 90 postgraduates) were enrolled in these courses.

List of courses:

- *English Pronunciation*
- *Grammar Improvement for Effective Communication*
- *English Vocabulary Building*
- *Windows to the World: Reading and Writing about the Humanities**
- *Talking and Writing about Music**
- *Clinical Correspondence**
- *Advanced Discussions on China**
- *Preparation for IELTS – The Writing & Reading Tests*
- *Preparation for IELTS – The Speaking & Listening Tests*

*Among these courses, four were newly offered and are described below.

Windows to the World: Reading and Writing about the Humanities

This interdisciplinary language course took students into the world of Johannes Vermeer, a 17th Century Dutch painter, and one of the greatest artists in the Western world. Guided by three CAES teachers, 18 postgraduate and undergraduate students who came from different faculties explored this world together through the historical, artistic, literary, filmic and cross-cultural windows.

Talking and Writing about Music

This course provided students with the knowledge to write and speak about music critically, with appropriate terminology and style. It offered opportunities to develop a deeper understanding about music through exposure to different genres of music, music analysis, and skills for writing critical reviews.

Clinical Correspondence

This course was offered in the form of two workshops. The course equipped students with a much needed subset of communication skills in clinical settings. The first workshop was devoted to correspondence between healthcare professionals consisting mostly of referrals, replies and follow-up letters. The second workshop focused mainly on medico-legal reports written by healthcare professionals for non-clinical readers. Students from a variety of backgrounds including Medicine, Nursing, Science, and Speech and Hearing Sciences attended the course.

Advanced Discussions on China

This course used a number of scholarly readings in English and Chinese as starting points for English language discussions on Chinese history, language, literature and culture. Self-sustaining, student-led discussion accounted for approximately 85% of class time. Participants also received advice on pronunciation, grammar and vocabulary usage in order to improve their ability to share their experiences and articulate their views on a range of issues. As the class included participants from across the Chinese speaking world, discussions were stimulating for all.

Self-access Learning

The Language Resource Centre (LRC), and the Virtual English (VE) and English Learning Wiki (ELW) websites provide self-access language learning opportunities to all HKU students. Student and staff use of these self-access services is voluntary, so evaluation is carried out based on take-up for services offered. The VE and ELW websites were again the main vehicles for providing on-line language learning resources. Over the period September 2010 to May 2011, 158 students registered for the Conversation Exchange on the VE website, and the number of people using the VE and ELW pages averaged 204 per day.

576 hours were allocated for LRC consultation services in 2010-11. Consultations totaled 1,623, including 456 one-to-one consultations and 1,167 participants in discussion groups and workshops. Discussion groups were held four to five times a week, workshops for IELTS and for social English one to two times a week and pronunciation and script-reading workshops once a week.

Peer-tutoring Scheme

A new initiative, the student peer-tutoring scheme, was piloted with CEDARS at the end of 2010 and was expanded during this academic year to include 16 voluntary peer-tutors who are native or expert speakers of English. They provided the opportunity for one-to-one 30-minute chat sessions for students who wanted to improve their English conversation skills. Between March and May 2011, 164 hours of chat sessions were provided by these peer-tutors in the Learning Plus of the Main Library.

Postgraduate Courses

The Centre offers MPhil and PhD students a required core course, five elective modules, and the Postgraduate Writing Support Service (via the Graduate School), and access to all its resources, consultation, and group workshops and discussions via the Language Resource Centre and the Virtual English and English Learning Wiki websites. In the 2010-2011 academic year, there was an increase in students attending the Centre's postgraduate courses.

'Introduction to Thesis Writing', the core course, aims to raise students' awareness of the linguistic demands of writing a thesis and of possible strategies for meeting these demands. The feedback received from students has generally been very positive. Two adapted versions of this course have also been offered since 2009: one targeted at students in the Humanities and related disciplines, and the second, targeted at Sciences and related disciplines. Both received a very positive response from students.

The five elective modules offered to research postgraduate students focus on either oral presentation or writing skills. The academic writing course helps students with specific language points that have been observed to cause most difficulties in writing at thesis level. Two courses aim to help students learn how to publish their research. All courses were very well attended and rated highly by the students for their usefulness and the quality of the teaching.

Since 2009, the Centre has offered a special English course for selected students from non-English medium universities. The course develops students' ability to produce coherent academic texts with a strong focus on grammatical accuracy, and to improve their speaking skills by developing students' confidence, fluency, pronunciation, and awareness of effective communicative strategies. Since inception, this course has received very high ratings from students.

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

The Centre also offered 'special courses' to postgraduate students in various programmes based on faculty requests. At present, these courses are offered in five faculties (Architecture, Education, Medicine, Social Sciences and Law). Each of these courses addresses similar issues of writing a postgraduate thesis/dissertation, but with a more discipline-specific focus.

Other Courses

Whenever appropriate, the Centre also provides short intensive courses for specific target groups by special arrangement. In 2010-11, for example, Centre staff provided teaching input on the following programmes:

English for University Studies (EUS)

This 6-credit course is targeted at the outstanding students who have been admitted on the Early Admission Scheme (EAS) and aims to enhance their skills for greater success in their forthcoming university studies. It is designed to be a bridge between the type of speaking and writing that students do at secondary school and what is expected at a university level. 224 students (divided into 8 class groups) were enrolled in this course in 2010-11. It covers academic vocabulary, collaborative project work and a variety of interactive activities to practise discussion skills with particular attention to grammar and usage. In addition to language improvement, students sharpened their problem-solving and critical thinking skills as independent and intellectually mature learners.

English Courses for the Summer Institute in the Arts and Humanities

84 students participated in the following English courses offered as part of the Summer Institute in the Arts and Humanities:

English Enhancement through Fine Arts Appreciation

This course builds students' confidence for self-expression through written and spoken English by having them react to, describe, interpret and analyze Fine Art imagery. The course included a visit to the Hong Kong Museum of Art, a guest visit from a professional artist, and integration of authentic audio, visual and online resources through a course website.

English: Strategies for Confident Conversations and Presentations

This course aims at developing students' oral and presentation skills in both informal and formal contexts by looking at strategies for interesting and effective conversations, networking and speaking in the business context and oral presentation skills in the workplace.

English for Chinese Learners

This course is specially designed to help Chinese learners of English to strengthen their written and oral communication skills in English language. In particular, common English pronunciation errors and grammatical problems made by Chinese students are highlighted and discussed. Students also have ample opportunities to use both written and spoken English in different business contexts.

Workplace English Courses for HKU Non-academic Staff

The Centre has been providing English for professional communication courses to administrative and support staff at the University since 2008. These courses enhanced the written and spoken English of staff at different levels of employment in the University. In 2010-2011, 183 staff members benefited from the following five courses offered:

- *English for Professional Communication (Introductory Level)*;
- *English for Professional Communication (Intermediate Level)*;
- *Professional English in Focus (Advanced Level): Writing and Grammar*;
- *Professional English in Focus (Advanced Level): Presentations and Pronunciation*; and
- *Professional English in Context: Telephoning Skills Workshop*.



Research



Research informs, guides, deepens and enhances the work of colleagues in the Centre as well as their students' learning. Special Interest Groups have been established in five key areas of Applied Linguistics: *academic genres*, *autonomy in language learning*, *communication in the health sciences*, *language education*, and *postgraduate writing*. These groups have met regularly, sharing recent research and exploring topics for further research and publication.

In 2010-2011, the Centre conducted a wide range of projects, focused in the following areas:

1. Academic genres

- An exploration of students' discourse choices in 5th year tutorial interaction in the problem-based learning (PBL) medical curriculum (*A. Storey*)
- Comparison of difficulties perceived by students in China and Hong Kong when writing English academic papers (*Y. Loong*)
- Developing students' reading and writing competence in technical English (*K. Lau, J. Hui and C. Wong*)
- The evolution of pharmacy students' first drug information document (*L.K. Tse and L. Wakeland*)
- The presentation of self in scholarly life: the academic homepage (*K. Hyland*)

2. English in the disciplines

- Applying outcomes-based teaching and learning and English in the discipline in the BSc Information Management program (*S. Chu, Faculty of Education and N. Fong*)
- Developing an English-in-the-discipline course for Industrial and Manufacturing Systems Engineering (*K. Lau, C. Wong and P. Mok, Industrial and Manufacturing Systems Engineering*)
- English in the discipline for the Faculty of Social Sciences: Extending choice and flexibility in learning (*A. Storey, M. Hui-Bon-Hoa, E. Kwan, E. Law, J. Lee, J. Ng and P. Wong*)

3. Discourse analysis

- Identities and roles in academic and workplace communication (*K. Lau*)

4. Language education

- Development of and pilot of a General University English Course for the 2012 four-year curriculum (*M. Legg, L. S. W. Chan and W. L. Tsang*)
- Messages in tutor responses to students' writing in English (*K. Hyland*)
- Promoting autonomy by employing pedagogical strategies in the language classroom (*J. Chuk, P. Benson, X. Gao, A. Hazell-Yildirim, H. Lavender, T. Taylor, L. Wang and I. D. Ying, English Department, Hong Kong Institute of Education*)

5. Language acquisition

- The learning of Chinese orthography and its centrality in learning Chinese as a foreign language (*C. Wong*)
- The Mandarin interlanguage corpus (*W. L. Tsang and Y. Yeung, School of Chinese*)

6. Literature in language learning

- Contemporary Asian poetry in English: The development of poets and their voices (*A. Lam and K. Tse*)

Funding

Funding for the projects came from various sources including the GRF Incentive from Faculty of Arts, Leung Kau Kui Research and Teaching Endowment Fund, Hong Kong Research Grants Council General Research Fund, Small Project Funding, the Teaching Development Grants, Seed Fund for Basic Research for New Staff, and Seed Funding Programme for Basic Research.



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 2010-11 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. Two members of CAES staff successfully completed their doctoral studies and another five 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 and BAAL which increase the influence and profile of the Centre while professionally developing the staff members involved.



SEMINARS OFFERED in 2010-2011

6th October 2010	Susan Hood Faculty of Arts and Social Sciences, University of Technology, Sydney <i>Disciplinary Differences in Who Gets to Know What</i>
13th October	Patrick Desloge and Wilson Chow CAES, University of Hong Kong <i>Professional Development Virtual Seminar: Online Web-Conferencing and Managing Email Overload</i>
27th October	Agnes Lam and Kelly Tse CAES, University of Hong Kong <i>Becoming Poets: Stories from Asia</i>
3rd November	Richard Glofcheski Department of Law, University of Hong Kong <i>Assessment for Learning</i>
24th November	Wolfgang Teubert Department of English, University of Birmingham <i>Using Corpora in Teaching and Research</i>

8th December	Mike Prosser and David Kember Centre for Enhancement of Teaching and Learning, University of Hong Kong Tse Lai Kun, Max Hui-Bon-Hoa and Phil Smyth CAES, University of Hong Kong <i>Sharing Session: Classroom Visit – Peer Observation</i>
9th February 2011	Max Hui-Bon-Hoa, Karissa Muse, Matthew Sung, Martin Tang, Laura Wakeland, Elizabeth Samson, Peter Voller, Tse Lai Kun and Tsang Wai Lan CAES, University of Hong Kong <i>Sharing Session: Course Design and Development</i>
16th February	Sheena Gardner MOSAIC Centre for Research on Multilingualism, University of Birmingham <i>Exploring University Student Writing through the BAWE Corpus</i>
2nd March	Brian Tomlinson Leeds Metropolitan University <i>Principles and Procedures for Developing Materials for EAP</i>
13th April	Ashley Hazell-Yildirim, Phil Smyth and Jane Stokes CAES, University of Hong Kong <i>Using a Genre-Based Approach for Teaching Productive Skills</i>
20th April	Srikant Sarangi Health Communication Research Centre, Cardiff University <i>Profiling the Language/Communication Expert in Professional Education Settings</i>
6th May	Phil Benson Department of English, Hong Kong Institute of Education <i>Autonomy, Curriculum and Pedagogy in EAP</i>



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 *Hong Kong Journal of Applied Linguistics*. 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. Researchers at the Centre also serve as editors or reviewers for international journals and publishers. Recent output includes articles in publications such as the *International Journal of Learning*, the *Journal of Pragmatics* 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.

In 2010-2011, Centre staff published the following items:

STAFF PUBLICATIONS

Chan, C.S.C

- Helping teachers evaluate the authenticity of materials containing spoken English. *The Teacher Trainer*. 2010, 24.

Cheung, L.M.L.

- Second language learner perceptions of ICT community to support collaborative knowledge construction in an English writing course. *International Journal of Web Based Communities*. 2011, 7(3): 324-341.
- "Paraphrase? – Oh, it entails something new!": A corpus-based study of learner talk on MOODLE. *International Journal of Learning*. 2010, 17(6): 83-100.

Gardner, D.P.

- *Fostering autonomy in language learning* (Ed). Zirve University, Gaziantep. Turkey. 2011.
- Looking In and Looking Out: Managing a self-access centre, In: D. Gardner (Ed.), *Fostering autonomy in language learning*. Zirve University, Gaziantep, Turkey, 2011, 279.
- (with Miller L.) Beliefs about self-access learning: Reflections on 15 years of change. *Studies in Self-Access Learning Journal*. 2010, 1(3): 161-172.
- (with Miller L.) Managing self-access language learning: Principles and practice. *System*. 2011, 39(1): 78-89.

Hui, J.S.Y.

- "I was so angry, It was unbelievable...": A comparison of written and spoken customer service complaints., In: G. Forey & J. Lockwood (Eds.), *Globalization, Communication and the Workplace: Talking Across the World*. 2010.

Hyland, K.

- (with Tse P.P.T.) Claiming a territory: Relative clauses in journal descriptions. *Journal of Pragmatics*. 2010, 42: 1880-1889.
- Discourse analysis and EAP: Understanding disciplinary writing. *Taiwan International ESP Journal*. 2010, 1 (1): 5-22.
- English in the academy. *English Career*. 2010, 34: 28-39.
- Projecting an academic identity in some reflective genres. *Iberica*. 2011, 21: 9-30.
- (with Zeugler J.) *Applied Linguistics*. Oxford University Press, 2011.
- Academic discourse, In: Hyland, K. & Paltridge, B. (Eds.), *Continuum Companion to Discourse Analysis*. London, Continuum, 2011, 171-184.
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Lai, C.M.W.

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Lam, A.S.L.

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Law, E.Y.Y.

- Evaluating learning gain in a self-access centre. In D. Gardner (Ed.) *Fostering autonomy in language learning*. Zirve University, Gaziantep, Turkey. 2011, 199-213.

Sung, M.C.C.

- Being a 'purist' in Hong Kong: To use or not to use mixed code. *Changing English*. Routledge, 2010, 17(4): 411-419.
- Doing gender and leadership: A discursive analysis of media representations in a reality TV show. *English Text Construction*. 2011, 4(1): 85-111.
- Review of Englishization in Asia: Language and cultural issues edited by Kwok-Kan Tam. *World Englishes*. 2011, 30(1): 151-153.
- Review of Global English Teaching and Teacher Education: Praxis and possibilities. *TESOL Quarterly*. 2011, 45(1): 196-199.

Tsang, W.L.

- English metalanguage awareness among primary school teachers in Hong Kong. *GEMA Online™ Journal of Language Studies*. Malaysia, UKM Press, 2011, 11: 1-16.
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Tse, P.P.T

- (with Hyland K.) Claiming a territory: Relative clauses in journal descriptions. *Journal of Pragmatics*. 2010, 42: 1880-1889.

Wong, L.L.C.

- (with Nunan D.C.) The learning styles and strategies of effective language learners. *System*. 2011, 39(2): 144-163.

Conference, Seminar and Other Presentations

Chan, C.S.C.

- Investigating task engagement in an ESP course from a sociocultural perspective. *Research Report, Postgraduate Research Conference, Faculty of Education, University of Hong Kong*. Hong Kong. 2010.
- (with Chan E. and Tariq A.) Making good use of your citation software. *Workshop, University of New South Wales, Sydney*. Australia. 2011.
- Teaching applications of spoken discourse analysis. *Paper presented at the 45th Annual TESOL Convention, New Orleans*. USA. 2011.
- Cognitive vs. sociocultural approaches to second language acquisition. *Invited Lecture, University of New South Wales, Sydney*. Australia. 2011.
- Letting the data speak. *Invited presentation at the 2011 Summer Institute for Language Teaching, School of Education, University of New South Wales, Sydney*. Australia. 2011.
- Professional development for research postgraduates. *Invited Seminar, University of New South Wales, Sydney*. Australia. 2011.
- Understanding learning in the context of English for Specific Purposes from the perspective of third generation activity theory. *Public Lecture, University of New South Wales, Sydney*. Australia. 2011.

Cheung, L.M.L.

- Exploring corpora applications in English in the discipline courses. *The 15th ESEA Conference, University of Macau*. China. 2010.
- Paraphrases: Duplication or Construction of knowledge in a computer-supported environment. *International Conference on Learning, Hong Kong Institute of Education*. Hong Kong. 2010.
- “English in the Major in the Faculty of Dentistry: A pilot project”. *Invited presentation for the UGC Consultant Visit, The University of Hong Kong*. Hong Kong. 2011.
- (with Hyland K.L., Desloge P.D., Lau K.K.K. and Voller P.W.) Tools and resources of academic literacy. *English-in-the-disciplines and academic literacy seminar series, The University of Hong Kong*. Hong Kong. 2011.

Desloge, P.D.

- (with Hyland K.L., Cheung L.M.L., Lau K.K.K. and Voller P.W.) Tools and resources of academic literacy. *English-in-the-disciplines and academic literacy seminar series, The University of Hong Kong*. Hong Kong. 2011.

Fong, N.S.N.

- Co-construction of knowledge through scaffolding processes in a collaborative writing class: Designed-in-scaffolding and point of need scaffolding. *Australian Association for Research in Education (AARE), International Research in Education Conference. University of Melbourne*. Australia. 2010.
- Learning English in the discipline: A report of the course implementation and challenges. *46th RELC International Seminar, Teaching language to learners of different age groups, SEAMEO Regional Language Centre*. Singapore. 2011.
- (with Wang C.W.F.) An initiative in developing students' academic literacy through English Courses. *English Language Centre Symposium, Developing students as readers and writers in the four-year curriculum: The Role of the English Language Centres, The Hong Kong Polytechnic University*. Hong Kong. 2011.

Gardner, D.P.

- Online publishing: Authentic writing opportunities for learners. *ELC Symposium, Developing students as readers and writers in the four-year curriculum: the role of the English Language Centres. Polytechnic University*. Hong Kong. 2011.
- (with Miller L.) SALL: 15 years on. *The Hong Kong Association of Self-access Learning and Development*. 2011.

Hazell-Yildirim, A.A.L.

- (with Hogue T.A., Ngai C.K.Y., Smyth P.D. and Tse P.P.T.) The processes and challenges in developing text-based courses for Business and Economics students. *The ELC Symposium, The Hong Kong Polytechnic University*. Hong Kong. 2011.
- (with Smyth P.D. and Stokes J.H.) Materials workshop: Using a genre-based approach for teaching productive skills. *Centre for Applied English Studies seminar. The University of Hong Kong*. Hong Kong. 2011.

Hogue, T.A.

- (with Hazell-Yildirim A.A.L., Ngai C.K.Y., Smyth P.D. and Tse P.P.T.) The processes and challenges in developing text-based courses for Business and Economics students. *The ELC Symposium, The Hong Kong Polytechnic University*. Hong Kong. 2011.

Hui, J.S.Y.

- Locating relational work in call centre discourse. *Second Conference of the Asia-Pacific Rim LSP and Professional Communication Association, University of Malaya, Kuala Lumpur*. Malaysia. 2010.
- "I can go on holiday now...": Engagement and rapport building in call centre discourse. *12th New Zealand Language and Society Conference. AUT, Auckland*. New Zealand. 2010.
- Developing technical teaching materials using a language-focused, task-based instructional design. SIG Workshop, Centre for Applied English Studies, The University of Hong Kong. Hong Kong. 2011.
- (with Hui-Bon-Hoa M.L., Hyland K., Tse L.K. and Wong C.W.W.) Understanding English-in-the-Disciplines. *English-in-the-Disciplines and Academic Literacy Seminar Series, Steering Committee on 4-Year Undergraduate Curriculum & Centre for Applied English Studies & Centre for the Enhancement of Teaching and Learning, The University of Hong Kong*. Hong Kong. 2011.

Hui-Bon-Hoa, M.L.

- (with Wong P.M.T.) English in the Major: New initiatives. *Enhancing Learning Experiences In Higher Education: International Conference*. 2010.
- (with Hyland K., Hui J.S.Y., Tse L.K. and Wong C.W.W.) Understanding English-in-the-Disciplines. *English-in-the-Disciplines and Academic Literacy Seminar Series, Steering Committee on 4-Year Undergraduate Curriculum & Centre for Applied English Studies & Centre for the Enhancement of Teaching and Learning, The University of Hong Kong*. Hong Kong. 2011.
- (with Tsang W.L., Tse L.K., Tang M.K.K., Sung M.C.C., Wakeland L.J., Samson E., and Voller P.W.) Design and development of ED-Medicine: Rationale and principles. *In Course Design and Development Sharing Session, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.
- (with Prosser M., Kember D., Wong L.L.C., and Tse L.K.) Professional development through lesson study: A contextualised peer observation model. *CAES Roundtable Sharing Session: "Classroom visit - peer observation" for formative assessment*. 2010.

Hyland, K.

- Identifying disciplinary differences: some things a corpus can tell us. *Universitas 21 Conference on Digital humanities. University of Birmingham*. UK. 2010.
- Promotion and information: Evaluation in Journal Descriptions. *British Association for Applied Linguistics (BAAL) Annual Conference. University of Aberdeen*. Scotland. 2010.
- "He works as a lecturer": identity in academic bio statements. *American Association for Applied Linguistics Conference. Chicago*. Illinois. 2011.
- Constructing identity in Applied Linguistics. *International PRISEAL Conference, Silesia*. Poland. 2011.
- Discursive practices in EAP: unpacking specificity in academic writing. *2nd Conference of the Asia-Pacific Rim LSP and Professional Communication. Kuala Lumpur*. Malaysia. 2010.
- Formative feedback: instruction through commentary. *University of Malaya, Kuala Lumpur*. Malaysia. 2011.
- Genre in teaching and research: an approach to EAP writing instruction. *ESP International Conference. Shih Chien University, Taipei*. Taiwan. 2011.
- (with Hui-Bon-Hoa M.L., Hui J.S.Y., Tse L.K. and Wong C.W.W.) Understanding English-in-the-Disciplines. *English-in-the-Disciplines and Academic Literacy Seminar Series, Steering Committee on 4-Year Undergraduate Curriculum & Centre for Applied English Studies & Centre for the Enhancement of Teaching and Learning, The University of Hong Kong*. Hong Kong. 2011.
- New beginnings or same again? Preparing for 2012. *Conference on English Curriculum reform in Hong Kong. Hong Kong Polytechnic University*. Hong Kong. 2011.
- Talking to readers: interactions in professional and popular science writing. *University of Malaya, Kuala Lumpur*. Malaysia. 2011.
- Teaching and researching genre in EAP. *2nd Asian ESP Conference Nottingham University Ning Bo*. China. 2010.
- Writing in the academy: constructing reputation, knowledge and students. *Enhancing Learning Experiences in Higher Education Conference. The University of Hong Kong*. Hong Kong. 2010.
- (with Desloge P.D., Cheung L.M.L., Lau K.K.K. and Voller P.W.) Tools and resources of academic literacy. *English-in-the-disciplines and academic literacy seminar series, The University of Hong Kong*. Hong Kong. 2011.

Kwan, K.P.E.

- Beyond 'Baby English': Stories of writing and the emergent writer identity of a first-year business studies undergraduate student. *The Fourth Lancaster University Postgraduate Conference in Linguistics and Language Teaching*. 2010.

Lai, C.M.W.

- In-service teacher development for facilitating learner autonomy. *In Curriculum-based SALL, ACLA Conference, UNB, New Brunswick*. Canada. 2011.

Lam, A.S.L.

- 'My cerebral child', 'Cliff of the sky', 'Watching my husband sleep' and 'Vanilla in the stars'. *Poetry reading at Zakir Husain College, Delhi*. India. 2010.
- 'What the body needs', 'Rendezvous with glow worms', 'Sakura, sakura' and 'Every other day'. *Poetry reading at the 8th Hong Kong Literary Festival, the Central Library*. Hong Kong. 2010.
- Book recommendation: *City Voices, Hong Kong Reads Channel*. 2011.
- Interview by RTHK Multimedia Editor, Angie Man. *RTHK interview*. 2010.
- Interview by RTHK3 "Morning brew" hosted by Phil Whelan. *RTHK interview*. 2010.
- 'Horror story', 'I took my wind chime for a walk' and 'Watching my husband sleep'. *Poetry reading at Translating Hong Kong Symposium, the Centre for Humanities Research, Lingnan University in collaboration with the Hong Kong Central Library, MCCM Creations, MUSE and Parole*. Hong Kong. 2011.
- 'My cerebral child', 'Rape of a nation', 'Sakura, sakura', 'White orchids on concrete', 'Two foreign men talking', 'My city' and 'Rendezvous with glow worms'. *Poetry reading at the India International Centre, co-sponsored by the Poetry Society of India, Delhi*. India. 2010.
- 'Watching my husband sleep' and 'Vanilla in the stars'. *Poetry reading at the University of Macau*. Macao. 2011.
- (with Tse Y.N.) Becoming poets: Stories from Asia. *Seminar paper presented at the Centre for Applied English Studies, the University of Hong Kong*. Hong Kong. 2010.
- Asian poets writing in English: A developmental model. *Distinguished lecture, Department of English, University of Macau*. Macao. 2011.
- Reading as empowerment. *Invited panel speaker for Hong Kong Reads Campaign 2011*. Hong Kong. 2011.
- Translation and poetry aesthetics. *Invited panel speaker for Translating Hong Kong Symposium, the Centre for Humanities Research, Lingnan University in collaboration with the Hong Kong Central Library, MCCM Creations, MUSE and Parole*. Hong Kong. 2011.

Lau, K.K.K.

- An ESP oral presentation course for Engineering students: From design to evaluation. *Voices in ELT, University of Thammasat*. Thailand. 2011.
- (with Wong C.W.W.) Teaching English in the technical discipline: How much technical knowledge do we need? *Enhancing Learning Experiences in Higher Education*. 2010.
- Writing, feedback and professional practice. *Asia-Pacific Rim LSP and Professional Communication Association Conference*. 2010.
- (with Hyland K.L., Desloge P.D., Cheung L.M.L. and Voller P.W.) Tools and resources of academic literacy. *English-in-the-disciplines and academic literacy seminar series, The University of Hong Kong*. Hong Kong. 2011.

Law, E.Y.Y.

- (with Lee J.C.Y.) Developing autonomous writers in a report writing course. *Developing students as Readers and Writers in the 4-year Curriculum: the role of the English Language Centres*. 2011.

Lee, J.C.Y.

- (with Law E.Y.Y.) Developing autonomous writers in a report writing course. *Developing students as Readers and Writers in the 4-year Curriculum: the role of the English Language Centres*. 2011.
- (with Storey A.M.) From 'writing outside' to writing in the disciplines: A case-based approach to developing 'Writing Reports and Proposals' in Social Sciences, *Enhancing Learning Experiences in Higher Education*. Centre for the Enhancement of Teaching and Learning, The University of Hong Kong. Hong Kong. 2010.

Loong, Y.C.W.

- A comparison of difficulties perceived by students in China and Hong Kong when writing English academic papers. *International Journal of Arts and Sciences Conference at Harvard*. 2011.

- Language across curriculum: Students' perspectives in a final year capstone project in Dentistry. *2010 Applied Linguistics Association of Australia (ALAA) Congress*. 2010.
- (with Christopher E.R.) The Business Communication Assessment (BCA) and its Curriculum Implications. *Proceeding of Enhancing Learning Experiences in Higher Education: International Conference*. 2010.

Ngai, C.K.Y.

- (with Hazell-Yildirim A.A.L., Hogue T.A., Smyth P.D. and Tse P.P.T.) The processes and challenges in developing text-based courses for Business and Economics students. *The ELC Symposium, The Hong Kong Polytechnic University*. Hong Kong. 2011.

Pao, D.

- (with Storey A.M., Tsang W.L. and Tse L.K.) A collaborative approach To EMP. *The 2011 International Conference of English for Medical Purposes, National Cheng Kung University Medical College, Tainan*. Taiwan. 2011.
- (with Tse L.K.) Panel discussion on embedded EMP curriculum and pedagogy for the future. *2011 International Conference of English for Medical Purposes, National Cheng Kung University Medical College, Tainan*. Taiwan. 2011.

Phillips, L.

- The language of art and the art of language. *Enhancing learning experiences in higher education and international conference. The Centre for the Enhancement of Teaching and Learning. The University of Hong Kong*. Hong Kong. 2010.
- The language of art and the art of language: linking the visual and the verbal. *Hong Kong Institute of Higher Education 17th International Conference on Learning*. 2010.
- Visualizing tertiary creativity. *English in South East Asia Conference 2010: our diverse communities. University of Macau, China*. 2010.
- From painting to paragraph: from looking and reading to writing. *Developing students as readers and writers in the 4-year curriculum: the role of the English language centres. The Hong Kong Polytechnic University*. Hong Kong. 2011.

Samson, E.

- (with Voller P.W.) Utopian Phalansteries: Designing a course for architectural literacy. *Developing students as readers and writers in the four year curriculum: The role of the Elcs, Elc Symposium, Hong Kong Polytechnic University*. Hong Kong. 2011.
- (with Tsang W.L., Hui-Bon-Hoa M.L., Tang, M.K.K., Sung M.C.C., Wakeland L.J., Tse L.K., and Voller P.W.) Design and development of ED-Medicine: Rationale and principles. *In Course Design and Development Sharing Session, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.

Smyth, P.D.

- How do students construct their understanding of what is important in their legal writing? *Enhancing Learning Experiences in Higher Education*. 2010.
- Learning outcomes and assessment. *Centre for Applied English Studies seminar. The University of Hong Kong*. Hong Kong. 2011.
- (with Hazell-Yildirim A.A.L. and Stokes J.H.) Materials workshop: Using a genre-based approach for teaching productive skills. *Centre for Applied English Studies seminar. The University of Hong Kong*. Hong Kong. 2011.
- (with Hazell-Yildirim A.A.L., Hogue T.A., Ngai C.K.Y. and Tse P.P.T.) The processes and challenges in developing text-based courses for Business and Economics students. *The ELC Symposium, The Hong Kong Polytechnic University*. Hong Kong. 2011.
- Aiming for sustainability: Developing feedback processes in writing. *British Council seminar*. Hong Kong. 2010.

Stokes, J.H.

- (with Hazell-Yildirim A.A.L. and Smyth P.D.) Materials workshop: Using a genre-based approach for teaching productive skills. *Centre for Applied English Studies seminar. The University of Hong Kong*. Hong Kong. 2011.

Storey, A.M.

- (with Tse L.K.) A research-informed approach to EMP: Analysing student discourse. *Invited workshop given at the 2011 International Conference of English for Medical Purposes, National Cheng Kung University Medical College, Tainan*. Taiwan. 2011.
- (with Lee J.C.Y.) From 'writing outside' to writing in the disciplines: A case-based approach to developing 'Writing Reports and Proposals' in Social Sciences, *Enhancing Learning Experiences in Higher Education. Centre for the Enhancement of Teaching and Learning, The University of Hong Kong*. Hong Kong. 2010.

- (with Tse L.K., Chan L.K. and Yip L.M.) Interpreting evidence in clinical training: The language of likelihood in the diagnostic process. *9th Interdisciplinary Conference on Communication, Medicine and Ethics (COMET 2011)*, The University of Nottingham. UK. 2011.
- (with Tse L.K., Chan L.K. and Yip L.M.) The challenges of presenting the patient history in a second language context: Evidence from clinical interlanguage. *1st Conference on Applied Linguistics and Professional Practice (ALAPP)*, Cardiff University. UK. 2011.
- Zones of credibility: A discursual study of evidence and uncertainty in clinical tutorials in medicine. *9th Interdisciplinary Conference on Communication, Medicine and Ethics (COMET 2011)*, The University of Nottingham. UK. 2011.
- (with Pao D., Tsang W.L. and Tse L.K.) A collaborative approach To EMP. *The 2011 International Conference of English for Medical Purposes, National Cheng Kung University Medical College, Tainan*. Taiwan. 2011.
- (with Tsang W.L.) EMP materials design and development at the University of Hong Kong. *The 2011 International Conference of English for Medical Purposes (Tainan)*. 2011.

Sung, M.C.C.

- Constructing multiple identities in the use of English: An interview study of university students in Hong Kong. *3rd International Conference on English, Discourse and Intercultural Communication*. 2011.
- ELF and identity: A Hong Kong perspective. *4th HAAL (Hong Kong Association of Applied Linguistics) Conference*. 2011.
- English as a multicultural language: English language education planning in multicultural contexts. *Macao Language Planning and Language Policy Conference*. 2010.
- English, accent, and identity: A case study of Hong Kong university students. *4th International Conference of English as a Lingua Franca (ELF4)*. 2011.
- (with Tsang W.L., Hui-Bon-Hoa M.L., Tang M.K.K., Tse L.K., Wakeland L.J., Samson E., and Voller P.W.) Design and development of ED-Medicine: Rationale and principles. *In Course Design and Development Sharing Session, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.

Tang, M.K.K.

- (with Tsang W.L., Hui-Bon-Hoa M.L., Tse L.K., Sung M.C.C., Wakeland L.J., Samson E., and Voller P.W.) Design and development of ED-Medicine: Rationale and principles. *In Course Design and Development Sharing Session, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.

Tsang, W.L.

- Aspectual marking among English and Korean learners of mandarin chinese: a corpus-based analysis'. *The 23rd North American Conference on Chinese Linguistics*. 2011.
- (with Tse L.K., Wakeland L.J., Chan L.K. and Yip L.M.) Colloquium: Researching disciplinary discourses: perspectives from applied linguistics and medical education in a second language context. *1st Conference on Applied Linguistics and Professional Practice (ALAPP)*, Cardiff University. UK. 2011.
- Discourse choices in clinical communication: a comparison between medical and chinese medicine students' patient histories. *The Applied Linguistics and Professional Practice (ALAPP) Conference*. 2011.
- The construction of the Mandarin Interlanguage Corpus. *Using Corpora in Contrastive and Translation Studies (UCCTS 2010)*. 2010
- (with Storey A.M.) EMP materials design and development at the University of Hong Kong. *The 2011 International Conference of English for Medical Purposes (Tainan)*. 2011.
- (with Pao D., Storey A.M. and Tse L.K.) A collaborative approach To EMP. *The 2011 International Conference of English for Medical Purposes, National Cheng Kung University Medical College, Tainan*. Taiwan. 2011.
- (with Hui-Bon-Hoa M.L., Tang M.K.K., Sung M.C.C., Tse L.K., Wakeland L.J., Samson E., and Voller P.) Design and development of ED-Medicine: Rationale and principles. *In Course Design and Development Sharing Session, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2011.

Tse, P.P.T.

- (with Hazell-Yildirim A.A.L., Hogue T.A., Smyth P.D. and Ngai C.K.Y.) The processes and challenges in developing text-based courses for Business and Economics students. *The ELC Symposium, The Hong Kong Polytechnic University*. Hong Kong. 2011.

Tse, L.K.

- (with Wakeland L.J.) In search of a genre: The evolution of pharmacy students' first drug information document. *1st Interdisciplinary Conference on Applied Linguistics and Professional Practice (ALAPP)*, Cardiff University. UK. 2011.

- (with Tsang W.L., Hui-Bon-Hoa M.L., Tang M.K.K., Sung M.C.C., Wakeland L.J., Samson E., and Voller P.) Design and development of ED-Medicine: Rationale and principles. *In Course Design and Development Sharing Session, Centre for Applied English Studies, The University of Hong Kong.* Hong Kong. 2011.
- Making a good doctor: Some crucial dimensions in medical education – communication, PBL, medical ethics, reflection. *Invited talk given at the Second Military Medical University, Shanghai.* 2010.
- (with Prosser M., Kember D., Wong L.L.C., and Hui-Bon-Hoa M.L.) Professional development through lesson study: A contextualised peer observation model. *CAES Roundtable Sharing Session: "Classroom visit - peer observation" for formative assessment.* 2010.
- Synergising medical ethics and English studies. *Keynote speech given at The 2nd English Forum on Medical Humanity, Second Military Medical University.* 2010.
- (with Hui-Bon-Hoa M.L., Hui S.Y., Hyland K. and Wong C.W.W.) Understanding English-in-the-Disciplines. *English-in-the-Disciplines and Academic Literacy Seminar Series, Steering Committee on 4-Year Undergraduate Curriculum & Centre for Applied English Studies & Centre for the Enhancement of Teaching and Learning, The University of Hong Kong.* Hong Kong. 2011.
- (with Pao D.) Panel discussion on embedded EMP curriculum and pedagogy for the future. *2011 International Conference of English for Medical Purposes, National Cheng Kung University Medical College, Tainan.* Taiwan. 2011.
- (with Storey A.M.) A research-informed approach to EMP: Analysing student discourse. *Invited workshop given at The 2011 International Conference of English for Medical Purposes, National Cheng Kung University Medical College, Tainan.* Taiwan. 2011.
- (with Pao D., Storey A.M. and Tsang W.L.) A collaborative approach To EMP. *The 2011 International Conference of English for Medical Purposes, National Cheng Kung University Medical College, Tainan.* Taiwan. 2011.
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- (with Tsang W.L., Wakeland L.J., Chan L.K. and Yip L.M.) Colloquium: Researching disciplinary discourses: perspectives from applied linguistics and medical education in a second language context. *1st Conference on Applied Linguistics and Professional Practice (ALAPP), Cardiff University.* UK. 2011.

Voller, P.W.

- English in the discipline and out of class learning, *CAES Annual Retreat.* 2011.
- (with Hyland K.L., Desloge P.D., Cheung L.M.L. and Lau K.K.K.) Tools and resources of academic literacy. *English-in-the-disciplines and academic literacy seminar series, The University of Hong Kong.* Hong Kong. 2011.
- (with Samson E.) Utopian Phalansteries: Designing a course for architectural literacy. *Developing students as readers and writers in the four year curriculum: The role of the ELCs, ELC Symposium, Hong Kong Polytechnic University.* Hong Kong. 2011.
- (with Tsang W.L., Tse L.K., Hui-Bon-Hoa M.L., Tang M.K.K., Sung M.C.C., Wakeland L.J. and Samson E.) Design and development of ED-Medicine: Rationale and principles. *In Course Design and Development Sharing Session, Centre for Applied English Studies, The University of Hong Kong.* Hong Kong. 2011.

Wakeland, L.J.

- (with Tse L.K., Tsang W.L., Chan L.K. and Yip L.M.) Colloquium: Researching disciplinary discourses: perspectives from applied linguistics and medical education in a second language context. *1st Conference on Applied Linguistics and Professional Practice (ALAPP), Cardiff University.* UK. 2011.
- (with Tse L.K.) In search of a genre: The evolution of pharmacy students' first drug information document. *1st Interdisciplinary Conference on Applied Linguistics and Professional Practice (ALAPP), Cardiff University.* UK. 2011.
- (with Tsang W.L., Hui-Bon-Hoa M.L., Tang M.K.K., Sung M.C.C., Tse L.K., Samson E., and Voller P.W.) Design and development of ED-Medicine: Rationale and principles. *In Course Design and Development Sharing Session, Centre for Applied English Studies, The University of Hong Kong.* Hong Kong. 2011.

Wang, C.W.F.

- (with Fong N.S.N.) "An initiative in developing students' academic literacy through English courses". *English Language Centre Symposium, "Developing students as readers and writers in the four-year curriculum: The Role of the English Language Centres", The Hong Kong Polytechnic University.* Hong Kong. 2011.
- Teachers' beliefs and practices: Case studies of four EFL teachers in China. *AAAL 2011 Conference, Chicago.* USA. 2011.

Wong, C.W.W.

- (with Hui-Bon-Hoa M.L., Hui J.S.Y., Hyland K. and Tse L.K.) Understanding English-in-the-Disciplines. *English-in-the-Disciplines and Academic Literacy Seminar Series, Steering Committee on 4-Year Undergraduate Curriculum & Centre for Applied English Studies & Centre for the Enhancement of Teaching and Learning, The University of Hong Kong*. Hong Kong. 2011.
- (with Lau K.K.K.) Teaching English in the Technical Discipline: How much technical knowledge do we need? *Enhancing Learning Experiences in Higher Education*. 2010.

Wong, L.L.C.

- Electronic portfolio mediated pedagogy. *Paper, 45th Annual International TESOL Convention, New Orleans, Louisiana*. USA. 2011.
- Enhancing language learning and assessment through electronic portfolios. *Paper, American Association for Applied Linguistics 2011 Conference, Chicago, Illinois*. USA. 2011.
- Enhancing learning experience through electronic portfolios in an ESP course. *Paper, International Conference on English Education, Taipei*. Taiwan. 2011.
- Enhancing learning, teaching and assessment through e-portfolios. *Paper, Enhancing Learning Experiences in Higher Education: International Conference, University of Hong Kong*. Hong Kong. 2010.
- Innovation and change: In-service professional development and teacher technology integration. *Paper, 45th Annual International TESOL Convention, New Orleans, Louisiana*. USA. 2011.
- Issues in designing a cross-cultural “English in the Discipline” EAP course. *Paper, ELC Symposium on Developing students as readers and writers in the 4-year Curriculum, Hong Kong Polytechnic University*. Hong Kong. 2011.
- Teaching English using technology: From learning to practice. *Paper, the 8th Asia TEFL, Hanoi*. Vietnam. 2010.
- Using IT to cater for learner diversity. *Invited speaker for Hong Kong primary and secondary English teachers, Connect & Inspire: Learner Diversity in a Digital Age, Longman Pearson*. Hong Kong. 2011.
- (with Prosser M., Kember D., Tse L.K., and Hui-Bon-Hoa M.L.) Professional development through lesson study: A contextualised peer observation model. *CAES Roundtable Sharing Session: “Classroom visit - peer observation” for formative assessment*. 2010.

Wong, P.M.T.

- (with Hui-Bon-Hoa M.L.) English in the Major: New initiatives. *Enhancing Learning Experiences In Higher Education: International Conference*. 2010.

CAES Committees

In the academic year 2010-11, CAES undertook a restructuring of in-house committees in order to streamline operations and allow for more effective management. Three new committees expanded on the roles of previous committees: the Programme Coordination Committee, the Teaching and Learning Quality Committee and the Research and Professional Development Committee. The Publicity and Outreach Committee was also newly established. Each committee plays a key role as described below.

Programme Coordination Committee

Chair: Liz Samson

Secretary: Eliza Yu

Assistant Secretary: Icy Tsang

Members:

Lisa Cheung

Patrick Desloge

Natalie Fong

David Gardner

Max Hui-Bon-Hoa

Ken Hyland

Ken Lau

Joanna Lee

Miranda Legg

Phil Smyth

Anne Storey

Tse Lai Kun

Peter Voller

The major responsibilities of the Programme Coordination Committee (PCC) reflect the work of the individual program coordinators in organizing the CAES courses provided for each Faculty. The committee acts as a forum for interpreting University curricula regulations and policy and for coordinating and sharing course implementation issues.

In the past year, apart from dealing with aspects of daily running of the current English Enhancement courses, members have shared their experiences of liaison with faculty groups. Workshops have also been held on OBASL (Outcomes Based Approaches to Student Learning) as well as assessment, in preparation for the new 2012 curriculum.

In the coming academic year, as PCC members work on the conceptual and pedagogical development of 33 new English-in-the-Discipline (ED) courses, the committee will focus on the administrative processes required to set these up within the framework of the new 4-year curriculum in each Faculty.

Research and Professional Development Committee

Chair: Lillian Wong

Secretary: Sanny Kwok

Advisor: Ken Hyland

Members:

Elaine Martyn

Martin Tang

Tsang Wai Lan

Polly Tse

Peter Voller

The Research and Professional Development Committee (RPDC) encourages and strengthens a culture of continuous development in research and professional practices within the Centre. In this year, a number of initiatives were implemented. A survey on staff research and professional needs was conducted to help making plans and organizing activities to support colleagues. An RPD website (<http://caes.hku.hk/research/>) was created to promote research and professional practices. Twelve research seminars and professional development sessions were organized to facilitate our transition in the curriculum reform. One key innovation has been to introduce virtual seminars to bring experts from around the world to share expertise with colleagues. Workshops and sharing sessions were also conducted by Centre's colleagues to share experiences and discuss issues in course design and development. The Committee has developed guidelines and evaluation forms for the Centre's new peer observation practice and a sharing session on formative assessment was offered in collaboration with the Centre for the Enhancement of Teaching and Learning (CETL) to facilitate this professional development initiative.

In the coming academic year, RPDC will continue to support colleagues in course development for the new curriculum and one main area of focus is out-of-class learning and technology-supported materials development. The Committee will also encourage and support colleagues in exploring opportunities for research skills development out of the experience of implementing the new curriculum. Seminars on action research, research ethics application and research grants application will be offered. Throughout the year, various research seminars, workshops, demonstrations and sharing sessions will be organized for colleagues to share experiences and discuss research and professional development issues with speakers and experts.

Teaching and Learning Quality Committee

Chair: Miranda Legg

Secretary: Frankie Wong

Members:

Patrick Desloge

David Gardner

Max Hui-Bon-Hoa

Joanna Lee

Phil Smyth

Peter Voller

The Teaching and Learning Quality Committee (TLQC) was set up to review the teaching and learning quality of undergraduate and postgraduate courses. It also disseminates teaching and learning quality information to students, staff of the Centre, the university at large, and the UGC. It allows for new bottom-up and top-down initiatives related to teaching and learning quality to be implemented within the Centre. TLQC also aids collaboration and exchange of good practice amongst teachers.

During the academic year 2010-11, the TLQC set up a website (<http://caes.hku.hk/home/qualityassurance/>) outlining its mission and activities, put in place a new course quality review system which will review all new courses being developed for the 2012 four-year curriculum, instituted a new system for gathering student feedback on specific courses and also created a new system for dissemination of quality assurance data to students.

Over the next academic year, the committee will work on carrying out quality assurance reviews of new courses and broaden the Centre's quality assurance data gathering mechanisms.

Publicity and Outreach Committee

Chair: Ken Lau

Deputy Chair: Anne Storey **Secretary:** Frankie Wong

Members:

Louisa Chan

David Gardner

Julie Ng

Francesca Sin

The newly established Publicity and Outreach Committee (POC) primarily aims to raise the profile and create a positive image for the Centre, as well as to make its name known to the HKU and Hong Kong communities.

In the academic year 2010-11, POC was involved in two major publicity events, the University Information Day and the Faculty of Arts Open Day. The former event involved entertaining nearly 1,500 visitors through a range of activities, including talks, diagnostic tests, and language games. The latter event introduced to JUPAS applicants a range of resources available at HKU to support English language enhancement. In addition, POC contributed to the promotion of the very popular student peer-tutoring scheme jointly organised by the Centre and CEDARS. The Chair and the Deputy Chair of POC also served on the Faculty Centenary Committee and conducted interviews for the faculty exchange programmes respectively.

In the coming year, POC will continue its mission of making the Centre's courses and services known to students, academics and the Hong Kong community. The major work will be the involvement in various functions to celebrate the University's Centenary anniversary. Among other events, the University Open Day in late October will be a major highlight.

Staff List



Director and Chair Professor:

Hyland, K., B.A. Warw.; M.A. Birm.; Ph.D. Q'ld.; P.G.C.E. Worcester.

Associate Director and Senior Language Instructor:

Gardner, D.P., B.A. Sheff.; M.A. Reading; Ph.D. Open; Cert.T.E.F.L. Trinity Coll. Lond.

Professor:

Lam, A.S.L., B.A. Sing.; M.A. Sing. Nat.; Ph.D., Cert.T.E.S.O.L. Pitt.

Assistant Professors:

Lau, K.K.K., B.A. H.K.P.U.; M.Res., Ph.D. Lanc.; MCIL, MIEEE.

Loong, Y.C.W., B.A. H.K.P.; P.C.Ed. H.K.; M.A. Warw.; Ph.D. City.

Tsang, W.L., B.A., M.Phil. H.K.; M.Phil., Ph.D. Cambridge.

Senior Language Instructors:

Hui-Bon-Hoa, M.L., B.A., M.A. Stanford, Cert. Adv. St. Harvard; Ph.D. Lond.

Legg, M., B.A. Mel.; CELTA, DELTA Roy. Soc. of Arts; M.A. Macquarie.

Martyn, E., B.A., B.Ed. Wpg.; M.Ed. Manitoba; Ph.D. H.K.

Samson, E., B.A. Lanc.; M.A. Birm.; P.G.C.E. Leic.

Storey, A.M., B.A., P.G.C.E. Wales; Dip.T.E.F.L. Roy. Soc. of Arts; M.A. Birm.

Language Instructors:

Chan, C.S.C., B.B.A., M.Sc. H.K.U.S.T.; M.A. Birm.; CELTA Cambridge/Roy. Soc. of Arts; Cert. in Teaching English for Business L.C.C.I.; Ph.D. H.K.

Chan, L.S.W., B.B.A. C.U.H.K.; P.C.Ed., M.A. H.K.

Cheung, L.M.L., B.A., M.A. H.K.; Ph.D. Birm.

Cole III, S.F., B.A. Tennessee; CELTA, British Council/Cambridge; M.A. H.K.

Desloge, P.D., B.A. Richmond College; M.A. Monterey Inst. of International Studies

Fong, S.N., B.A. City; M.Phil. C.U.H.K.; Ph.D. H.K.

Hogue, T., B.A. Monash; M.A. H.K.; CTEFL Royal Melbourne Inst. of Tech.

Lai, C.M.W., B.A. City; M.Phil. C.U.H.K.; M.A., P.C.Ed. H.K.

Lee, J.C.Y., B.A., P.G.D.E. H.K.; M.A., Ph.D. York.

Phillips, L., B.A. (Hons) Scotland; M.A. H.K.; CTEFLA, DTEFLA. Roy. Soc. of Arts

Smyth, P.D., B.A. Central Lancashire; M.A. Reading; Cert. TESOL Trinity Coll. Lond.; DELTA Roy.Soc. of Arts.

Tse, L.K., B.A. C.U.H.K.; M.Sc. Edin.; Dip.Ed. H.K.; Cert.T.E.F.L. Roy. Soc. of Arts

Voller, P.W., B.A. Leeds; M.Ed. Temple.

Wong, C.W.W., B.A., M.Phil., Ph.D. H.K.

Wong, L.L.C., B. Phil. Birm.; M.A., Ph.D. H.K.

Assistant Language Instructors:

Hazell, A., B.A. Winchester; Cert.TESOL London; Dip.ELT, Cert. Teacher Training British Council; M.Ed. TESOL Edinburgh.

Hall, K.B., B.A. Queen's Univ.; M.A. Dalhousie.

Hills, T., B.A. London; Cert.TESOL London.

Hui, J.S.Y., B.A., M.A., Dip.TESOL Victoria Univ.

Kwan, E.K.P., B.Sc. Duke; M.A. McGill; M.A. H.K.

Lam, A.Y.H., B.A., M.A., York; M.Ed. Brock Univ.; M.A. City.

Law, E.Y.Y., B.A., P.G.D.E., M.A. H.K.

Muse, K., B.A. *Alberta*.

Ng, J.Y.F., B.Sc. *London*; B.A., P.C.Ed. *H.K.*; M.A. *Baptist*.

Sin, F.N.K., B.Econ. *Sydney*; M.B.A., P.G.D.E. *H.K.*

Stokes, J.H., B.Sc. *Leeds Poly U.*; CELTA *British Council*; DELTA *I.T.T.C.*

Sung, M.C.C., B.A., M.Phil. *H.K.*

Tang, K.K., B.A, M.Ed. *C.U.H.K.*; P.C.Ed. *H.K.*; M.A. *City*; Ed.D. *Univ. of Tech., Sydney*.

Tse, P.P.T., B.A. *H.K.P.*; M.Phil *C.U.H.K.*

Wakeland, L.J., B.A. *Sydney*; MISD *N.S.W.*; CELTA *Aust. TESOL*.

Wang, C.W.F., B.A. *Hebei*; M.A. *Beijing Foreign Studies Uni.*; Ph.D. *H.K.*

Wo, B.W.L., B.A. *Virginia*; M.S. *Wheelock*; Grad. Cert. *Massachusetts*; Ed.D. *Teachers College, Columbia*.

Wong, P.M.T., B.A., M.Phil. *H.K.*; M.Phil. *Cambridge*.

Wu, E. W., B.A., Cert.Ed. *H.K.*; M.Ed. *Manchester*.

Half-time/Part-time teaching staff:

Chan, J.H., B.A. *City*; M.Sc. *Oxford*; P.G.D.E. *H.K.*

Lam, L., B.A., B.Ed. *Tor.*; M.A.A.L. *Reading*.

Ngai, C.K.Y., B.A., M.A., P.C.Ed. *H.K.*

Pao, D., B.A. *Wheaton, IL.*; M.A. *CSULA*.

Smith, G.P., B.Sc. *Brist.*; P.G.C.E. *Sussex*; M.Phil., Ph.D. *Papua New Guinea U. Tech.*

Administration Manager:

Yu, E.W.C., B.A., M.Sc. *H.K.*; Cert.Per.Mgt. *H.K.P.*

IT Manager:

Chow, W.W.H., B.Sc. *Hawaii Pacific*; M.Sc. *Middlesex*

General Office Staff

Chan, C.S.Y.	(Clerk I)
Chan, J.C.F.	(Clerk I)
Cheng, A.W.Y.	(Clerk I)
Kwok, S.W.S.	(Secretary I)
Lam, C.L.W.	(Clerical Assistant)
Tsang, I.M.S.	(Executive Assistant)
Wan, A.H.M.	(Clerk I)
Wong, F.S.L.	(Executive Assistant)
Wong, I.K.M.	(Part-time Office Assistant)

IT Staff

Wong, B.Y.N.	Research Assistant I – Designer (Multi-media)
Leung, C.C.W.	IT Officer

CENTRE LOCATIONS

General Office:	Room 705, K.K. Leung Building
Director's Office:	Room 709, K.K. Leung Building
Academic Staff Offices:	6 th , 7 th , 8 th & 10 th floor, K.K. Leung Building 1 st & 2 nd floor, Eliot Hall
Practice Laboratory:	Room 615, K.K. Leung Building
Language Resource Centre:	4th floor, 402 Meng Wah Complex
Multi-Media Learning Centre:	Room 2-29, Old Wing Main Library