



CAES

Centre for Applied English Studies

Centre for Applied English Studies THE UNIVERSITY OF HONG KONG



Annual Report
2014-2015



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Introduction

This has been another busy year for CAES as we have finally completed our work on the old curriculum and seen the end of the double cohort of 2012. The curriculum reform, which saw Hong Kong universities transform themselves from three- to four-year institutions while accepting an additional 30,000 undergraduates in the process, has been a challenging time for all teachers. This is particularly so for those of us responsible for undergraduate academic literacy support. With almost all our 30 English-in-the-Discipline (ED) courses now launched and our Core University English (CUE) freshman course having completed its third year, we feel our contribution to this process is now well-established.

Because English is the official medium of instruction at HKU, the role played by the Centre for Applied English Studies is at the heart of students' experience here. Undergraduate students are now required to take 12 credits of English, six of which are in CUE and six in the form of ED. Most of the 3,000 students who enter the University each year take CUE, which is designed to help them bridge the gap between the kind of English they are familiar with from school and the English they will need to navigate their learning in their disciplines. In subsequent years, students take an ED course which requires them to engage with the literacy demands and expectations of their major discipline. The Centre has also expanded its range of out-of-class learning opportunities with a wide range of Moodle activities and short video packages which allow teachers to flip their classrooms and make more use of class time for discussion rather than input.

Since its creation as the English Centre in 1992, CAES's main role has always been to provide credit-bearing academic literacy support to undergraduate students. In addition, we provide a variety of courses for all research postgraduate students (through the Graduate School), courses for HKU administrative/ clerical staff, a large Summer Institute, a Master of Arts in Applied Linguistics, and supervision for our own group of PhD students. We also conduct research into issues related

to language education and seek to reach out to the broader educational community in Hong Kong and internationally. Last year we started a one-year, full-time Master of Arts in Teaching English to Speakers of Other Languages (TESOL) in partnership with colleagues in the Faculty of Education, which has already graduated its first cohort of 30 students. Overall, we taught 5,902 undergraduate students (including 2,879 in CUE), 1,245 students in summer workshops, staff courses and other programmes, and 1,354 students in postgraduate courses. We also conducted 1,477 self-access consultations in our new rooms in the Learning Commons and graduated 33 students from our MAAL programme. We also continued to teach 11 full-time and four part-time students on our PhD programme.

Among the highlights for the Centre this year was hosting the Faces of English conference at HKU. Two years in planning, the event brought over 600 academics and teachers from around the world for three days of professional engagement and cultural activities. With five internationally renowned scholars giving plenaries and over 300 presentations, workshops and colloquia, the conference was one of the biggest academic events in Hong Kong this year, with lion dancers, martial artists, musicians and other performers contributing to a great atmosphere. Our research interests were also demonstrated through our professional development seminar series and the success of several staff in securing research and teaching development grants. Almost all of our 50 teachers attended conferences, several giving plenary or keynote presentations, and many published their research in peer reviewed journals and in books, with titles appearing with Oxford University Press, Routledge, and Bloomsbury.

The 2015-2016 academic year promises to be another challenging and productive period as we continue to refine our courses and expand our out-of-class learning opportunities for students. We have brought three English Teaching Assistants to CAES to assist students with their English and to help promote English as the language of the HKU campus. We have also recently secured substantial funding in collaboration with other institutions and invited various scholars to participate in our professional development programme this year. We will meet these new 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

September 2015

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 8,174 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 2014-2015, the following courses were offered:

Regular undergraduate enhancement courses

Faculty	CAES Code	Course	Year	No. of Students
All	1000	Core University English	1	2,879
Architecture	9120	Communication Course for Architecture Students	2	81
	9121	Communication Course for Real Estate & Built Environment Students	2	81
Arts	2202	Professional English for Arts Students	2 (Old curriculum)	85
	9220	Academic English for Students of Chinese Language, Literature, History, and Culture	2	50
	9221	Academic English for Students of Modern Languages and Cultures (SMLC)	2	112
	9222	Academic English for Students of Comparative Literature, English Studies, Philosophy, Fine Arts, & Translation (CEPAT)	2	161
	9223	Academic English for History Students	2	40
	9224	Academic English for Students of General Linguistics, and Language and Communication	2	50
	9225	Academic English for Music Students	2	10
Business & Economics	1602 (BBA Law)	Writing Solutions to Legal Problems	3 (Old curriculum)	58
	2905	English for Professional Communication for Economics and Finance Students	2 (Old curriculum)	53
	9920	Academic Communication for Business and Economics	2	654

English Language Teaching

Education	9420	Academic English for Information Management Students	3	41
	9421	Academic English for Speech & Hearing Sciences Students	2	49
	9422	Academic English for Exercise & Health Students	2	14
	9423	Academic English for Education Students	2	112
Engineering	9520	Technical English for Industrial and Manufacturing Systems Engineering	2	53
	9531	Technical English for Medical Engineering	3	14
	9540	Technical English for Civil Engineering	* 4	6
	9541	Technical English for Electrical and Electronic Engineering	* 4	12
	9542	Technical English for Computer Science	* 4	5
	9543	Technical English for Mechanical and Building Services Engineering	* 4	3
Medicine	9720	English for Clinical Pharmacy	2	31
	9721	Academic Communication for Nursing Students	2	198
	9722	Academic English for Biomedical Sciences Students	2	30
	9730	English for Clinical Clerkship for Chinese Medicine Students	3	22
Science	2802	Advanced English for Science Students	2 (Old curriculum)	62
	9820	Academic English for Science Students	2	578
Social Sciences	2902	English for Professional Communication for Social Sciences	2 (Old curriculum)	76
	9921	Great Speeches: Rhetoric and Delivery	2	75
	9922	Language, Genre and Reports	2	97
	9923	Writing Psychology: Text and Context	2	79
	9924	Language and Style of Narrative Journalism	2	29

Subtotal

5,902

* Specially catered for Yr-3 students who are expected to graduate in 2014-2015



Postgraduate courses

Course	No. of Students
Dissertation Writing for Master of Dental Surgery and Master of Science	48
Dissertation Writing for Medical Sciences	59
MEd/MSc Writing Workshops	232
EdD Thesis Writing Workshop	15
English Course for Masters in Common Law (MCL) students	52
Intensive English for Postgraduate Students	95
Introduction to Thesis Writing (The Humanities & Related Disciplines)	160
Introduction to Thesis Writing (The Sciences & Related Disciplines)	479
Effective Academic Speaking Skills	58
Writing Right: Writing Accurately and Clearly	91
Effective Conference Preparation and Participation	27
Getting Published in Academic Journals (Sciences)	19
Getting Published in Academic Journals (Humanities)	19
Subtotal	1,354

Other courses

Course	No. of Students
Speech Express	20
Dissertation Writing for Year 4 Speech and Hearing Sciences	49
Medical/Dental Terminology Workshop	50
Management & Communication Skills for Engineers	7
Summer Institute	812
English course for HKU Non-academic staff	172
Oral Presentation Skills Workshop for Secondary Students	81
Summer Institute in the Arts and Humanities	54
Subtotal	1,245



**Total no. of students
taught**

8,501

**Self-Access
Consultations**

1,477

**Summer English
Support Programme**

686

Summer Courses

The Centre offered a wide variety of summer courses from June to August 2015 for both HKU and external students.

Summer Institute for Students

In the 2014-2015 academic year, the Centre continued to offer its own Summer Institute from June 1 to August 14. Eight hundred and twelve students (530 undergraduates and 282 postgraduates) were enrolled in these courses.



List of courses:

- *English Pronunciation*
- *Grammar Improvement for Effective Communication*
- *English Vocabulary Building*
- *R.I.S.E. – Resume & Interview Skills in English*
- *Oral Presentation Skills*
- *Learning English through Films*
- *Worlds of Language: Learn English through Creative Writing*
- *Getting the Hang of Idioms and Slang*
- *Discussing the news*
- *English for Travel*
- *Culinary Discourse*
- *Learning English through Talking about Chinese Culture*
- *English through/for Fashion*
- *IELTS Writing*
- *IELTS Reading*
- *IELTS Listening*
- *IELTS Speaking*
- *Motivational Public Speaking*
- *Nice to Meet You – Confident Conversational English*
- *Using the Right Tone and Style in Academic Writing*
- *Learning English through Everyday Psychology*
- *Learning English through Drama*
- *Developing Competence in English: from Interpersonal to Intercultural Communication*
- *Presenting Your Research*
- *Postgraduate Writing Skills*
- *Improving Your Writing through Corpora*
- *Pronunciation and Phonology for Postgraduate Students*

Summer English Support Programme

To help students work on their English skills continuously during the summer period, the Centre offered a Summer English Support Programme from June 1 to August 14 to provide:

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

Both activities were popular with HKU undergraduate and postgraduate students. A total of 686 individual students (388 undergraduates and 298 postgraduates) attended the programme among which 356 participated in the one-to-one sessions and 374 in the group discussions.

English Courses for the Summer Institute in the Arts and Humanities

Fifty-four students participated in the following English courses offered as part of the Summer Institute in the Arts and Humanities from July 13 to August 7. Eight students were participants of the “Oxford Programme”, organized by Hertford College of the University of Oxford.

Exploring Art through English

In this 6-credit 3-week course students enhance their written and spoken academic English and Fine Art appreciation in a creative, visually-rich, and unique way by describing, analyzing and discussing Fine Art (e.g. paintings, sculpture, and prints). Students are required to visit an art gallery in Hong Kong; they also present art work of their own choice to the class. Course material is based on authentic audio, video, and online resources. A course website provides a base for course materials and tasks, access to art information and national/international galleries and museums, and links to language learning resources.

English Discussion Skills: Critical Discussions on China

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

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 develop their communication skills in relation to business meetings and cross cultural interactions and are given extensive opportunities to practise and apply the skills through a variety of speaking tasks and an end-of-course social function.

Effective English Summer Programme

In this programme, students have the opportunity to experience the vibrant multicultural environment of the University of Hong Kong and the prestigious collegiate culture at the University of Oxford. The programme focuses on developing students’ speaking and social communication skills and preparing them to apply the skills in real-life contexts. Topics covered include meeting new friends at social gatherings and individual and group presentation skills in both formal and informal social contexts. Students are given extensive opportunities to practise and apply the skills through a variety of speaking tasks and daily life situations, including the authentic use of English in an English-speaking environment.

Self-Access Language Learning

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



Use of these self-access services is voluntary, so evaluation is carried out based on the take-up of services offered. This year, calculations from the VE booking system have been made differently from the previous years. This year is one student, one count. Therefore, even if one student booked 3 sessions during the year, their visit has been counted as one. Additionally, due to the student protests in Hong Kong from September to December 2014, total figures are lower. CAES staff numbers on Self-access duty for the Advisory Services were also reduced due to timetabling and other factors.

According to the above data collection revision, a total number of 1,477 participants used our services during the year (2,564 in 2013-14). There were 645 individual consultations (945 in 2013-4), and 419 students attended discussion groups and workshops (1,619 in 2013-14).

The Peer-Tutoring Scheme, which is coordinated by CEDARS and CAES, continued to operate in Zone R of the Learning Commons from late September 2014. In 2014-5, 50 peer tutors, who are native or expert speakers of English, provided 413 one-on-one 25-minute chat sessions to fellow students (31 peer tutors in 2013-14). An extra peer tutor chat room was secured and the number of peer tutors was increased this year due to demand for this service.

The VE website provides information about resources in Zone R, online booking of consultations and groups, and other online services, including, since January 2014, organized links to online resources. The number of visitors to the VE site was 23,244. These can be considered either unique or returning visits. The statistical software no longer supplies information about length of visit. The most popular pages on the VE website in rank order according to visit numbers were grammar (252,741), English for Professional Communication (92,082) and Plagiarism and How to Avoid it (24,585).

Publicity about self-access learning was carried out by a combination of PowerPoint information and bulk e-mail flyers to all CAES staff and students, and posters and flyers distributed around the campus, a new Facebook with regular posting on language and opportunities in Hong Kong for language improvement/volunteering, and regular updates on the VE website.



English Language Support for Research Postgraduates 2014-15

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

“Introduction to Thesis Writing” is the core course for research postgraduates. The course aims to raise students’ awareness of the linguistic demands of writing a thesis and of possible strategies for meeting these demands. Two specialised versions of this course are offered to students in the Humanities and related disciplines, and students in Sciences and related disciplines. Feedback from students was very positive, with over 86% and 91% of them respectively rated the course and the teachers effective.

The five workshops focus on either speaking or writing skills. The academic writing workshop help students with those specific language points that have been observed to cause most difficulties in writing at thesis level and language use which are of particular relevance to reviewing the work of other researchers. The academic speaking skills workshop provides ample opportunities to students to practise and refine their skills in presenting their research in front of an audience. Two other workshops aim to help students learn how to publish their research. The workshop on conference preparation and participation provides guidance on proposal writing and how to prepare for and participate in conferences. All workshops were rated highly by the students for their usefulness.

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 over 86% and 91% 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 Courses

Whenever appropriate, the Centre also provides intensive courses for specific target groups by special arrangement. In 2014-15, Centre staff taught the following programmes:

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 enhance the written and spoken English of staff at different levels of employment in the University. The Professional English courses provide students with a website containing authentic and language-learning multimedia materials. In 2014-15, 172 staff members benefited from the following five courses offered:

- *English for Professional Communication (Intermediate Level)*
- *Professional English in Focus (Advanced Level): Writing and Grammar*
- *Professional English in Focus (Advanced Level): Presentations and Pronunciation*
- *Intensive English Workshop (Listening)*
- *Intensive English Workshop (Grammar)*

Courses / Workshops for Undergraduate and Taught Postgraduate Programmes

During the 2014-15 academic year, the Centre also offered the following courses or writing workshops to provide English support for specific undergraduate and postgraduate programmes.

At undergraduate level:

- *Management and Communication Skills for Engineers*
- *Medical / Dental Terminology Workshops for Dentistry Students*

At postgraduate level:

- *English for Masters of Common Law (MCL) Students*
 - *MEd/MSc Writing Workshops*
 - *Dissertation Writing for Medical Sciences – An Induction Course*
 - *EdD Thesis Writing Workshop*
 - *Dissertation Writing for Year 4 Speech and Hearing Sciences Students*
 - *Dissertation Writing for Master of Dental Surgery and Master of Science – An Induction Course*
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Research Projects



In 2014-2015, the Centre conducted a wide range of projects, focused in the following areas:

Academic Genres

- Academic publishing: Issues and challenges in the construction of knowledge (*K. Hyland*)
- Disciplinary and seniority variations in research articles (*P. Tse*)
- Enhancement of Core University English course through development of eLearning Moodle materials (*M. Legg, K. Pat, K. Ho, L. Wakeland, C. Tait*)
- Genre, discipline and identity (*K. Hyland*)
- Textual and rhetorical interaction in engineering undergraduate writing: An activity theory analysis (*K. Ho*)

Academic Literacy

- Plagiarism: Awareness, avoidance and assurance (*D. Gardner*)

Assessment

- Assessing in-class participation for EFL: Considerations of effectiveness and fairness for different learning styles (*P. Crosthwaite, D. Bailey, Cheongju University Language Education Center, A. Meeker, Texas Tech University*)
- Assessing reflection and independent learning (*K. Lau*)

Autonomy and Language Learning

- Evaluating a self-access centre's effectiveness and efficiency: A case study (*D.D. Choy*)
- Principles for the effective integration of self-access language learning into taught English courses (*E. Law*)

Discourse Analysis

- A study of L1 and L2 tutors' and peer tutors' advice in writing consultations (*C. Lee*)
- A study of question and answer sessions in academic presentations (*A. Chan, L.K. Tse, L. Wakeland*)
- Triad discourse in Hong Kong (*P. Wong*)

English-in-the-Discipline

- Evaluation of the implementation of an English-in-the-Discipline course for Speech and Hearing Sciences students (*N. Fong, K. Yung*)
- Fostering sustainable learning through English-in-the-Discipline (*K. Yung, N. Fong*)

Research Projects

English as a Lingua Franca

- English as a Lingua Franca in Taiwan and Hong Kong universities (*K. Lau*)

Language Acquisition

- Definite article bridging relations in L2: A learner corpus study (*P. Crosthwaite*)
- Definite discourse-new reference in L1 and L2: A study of bridging in Mandarin, Korean and English (*P. Crosthwaite*)
- English as the medium of integration: Experiences of local and non-local undergraduates at a hall of residence in Hong Kong (*K. Yung*)
- L2 article use by speakers of [-ART] languages (*P. Crosthwaite, L. Choy*)
- The HKU-CAES learner corpus: Selecting error and rhetorical criteria for corpus annotation (*P. Crosthwaite, L. Choy*)

Language Education

- An overview of EAP (*K. Hyland, P. Shaw, University of Stockholm*)
- Curriculum innovation, teacher change and professional development (*L.L.C. Wong*)
- Examining the language learning styles, motivation and autonomy of university students in Hong Kong (*C. Lee, T. Ip and Professor A. Yeung, Australian Catholic University*)
- Learning English in the shadows: Conflicting or complementing ideologies with mainstream education (*K. Yung*)
- Problematizing teacher questioning behavior in the first-year university EAP classroom (*K. Pat, L.L.C. Wong, J. Castillo, A. Wong,*)
- Profiling the new generation of English learners: The case of HKU (*K. Lau, D. Gardner*)
- Re-imagining literacy: English in Hong Kong's new university curriculum (*K. Hyland*)
- Remediating Chinese EFL speakers' pronunciation difficulties (*M. Yeldham*)

Postgraduate Writing

- Preparing PhD students to write literature reviews in their disciplines: A preliminary study (*L.L.C. Wong, E. Martyn*)

Technology in Language Teaching and Learning

- Corpora and written academic English (*K. Hyland*)
- Improving writing through corpora (*P. Crosthwaite, L. Cheung*)
- Supporting learner autonomy and diversity using technologies (*L. Wong*)

Vocabulary Teaching and Learning

- An investigation into the effectiveness of mental imaging in the acquisition of academic vocabulary (*L. Chan, H. Wong, T. Ip, C. Ng*)
- Evaluation and revision of the academic vocabulary Moodle for the Core University English Course (CUE) (*L. Chan, E. Kwan*)

Funding

Funding for the projects came from various sources including the Internal Research Grants, Teaching Development Grants, the Seed Funding Programme for Basic Research and Small Project Fund from HKU and Korea TESOL Association.



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 2014-15 we continued to run our highly successful series of CAES Seminars. Staff also participated in conferences around the world, several as keynote or plenary speakers. A number of staff members completed their doctoral studies or are moving towards completion. Other staff were awarded prizes for their work and obtained research grants. Several staff members are engaged in activities with journals and international bodies such as TESOL which both increase the influence and profile of the Centre while professionally developing the staff members involved.



Research and professional development seminars and workshops offered in 2014-2015

17th September 2014	Steve Roberts CETL, University of Hong Kong Professional Development Seminar: <i>Pedagogy-informed technology: from the known to the new</i>
24th September 2014	Patrick Desloge CAES, University of Hong Kong Professional Development Seminar: <i>Moodle review: Outside-in</i>
8th October 2014	Phil Smyth and Ashley Hazell CAES, University of Hong Kong Professional Development Seminar: <i>Flipping the classroom and making it work</i>
15th October 2014	Gabriele Kasper Department of Second Language Studies, University of Hawaii Research Seminar: <i>A socio-interactional perspective on cognition and learning</i>

Professional Development

29th October 2014	<p>John Bacon-Shone Human Research Ethics Committee for Non-Clinical Faculties, University of Hong Kong Research Seminar: <i>Ethics in research in Humanities</i></p>
12th November 2014	<p>Adam Jaworski School of English, University of Hong Kong Research Seminar: <i>Welcome: Frames for the linguistic landscape of global mobility</i></p>
26th November 2014	<p>Cynthia Lee CAES, University of Hong Kong Research Seminar: <i>Language advice, rapport and language learning in university English writing consultations: A case study</i></p>
12th January 2015	<p>Patrick Desloge and Karissa Muse CAES, University of Hong Kong Professional Development Workshop: <i>Juggling Acrobat</i></p>
21st January 2015	<p>Ken Hyland CAES, University of Hong Kong Research Seminar: <i>Feedback on writing: Faculty and student perceptions</i></p>
4th February 2015	<p>Gavin Brown Faculty of Education, University of Auckland Professional Development Seminar: <i>Student peer assessment</i></p>
8th April 2015	<p>Jane Stokes and Simon Boynton CAES, University of Hong Kong Professional Development Workshop: <i>Expanding your management skills</i></p>
27th May 2015	<p>Liz Samson and Elaine Martyn CAES, University of Hong Kong Professional Development Seminar: <i>Embracing the tide: The CCP (Centre, Curriculum, People) A retrospective view of The Centre from 1981 to mid-2000s</i></p>



Research and Publications

The Centre encourages research and publishing to foster scholarly activity and professional development among its staff and to contribute to the world-wide dialogue on key issues in applied linguistics, academic literacy and language education. Centrally, research informs curricular development. The Director of the Centre was the founding co-editor of the *Journal of English for Academic Purposes* and is now co-editor of *Applied Linguistics*, a leading journal in our field. The Centre publishes the *Asian Journal of Applied Linguistics*, of which the Associate Director is the editor. Other researchers at the Centre also serve as editors or reviewers for international journals and publishers. Recent output includes articles in publications such as *Language Learning*, *Journal of Second Language Writing* and *TESOL Quarterly*. 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 2014 to June 2015:

Staff Publications

Boynton, S.D.

- Book Review: Primary School English-Language Education in Asia: From Policy to Practice, In: David Gardner, *The Asian Journal of Applied Linguistics*. 2015.

Chan, L.S.W.

- (with Legg, M.G., Pat, K., Roberts, S., Welland, R.J., Chan, L.H.Y. and Tsang, W.L.) *Academic English: Skills for Success. Second Edition. HKU Press, 2014.*

Crosthwaite, P.R.

- Definite Discourse-new Reference In L1 And L2: A Study Of Bridging In Mandarin, Korean, And English, *Language Learning*. 2014, 64 (3): 456-492. <http://dx.doi.org/10.1111/lang.12062>

Gardner, D.P.

- (with Lau, K.K.) A new generation: Profiling Hong Kong tertiary English learners, In: K. C. Li, K. S. M. Leung, J. Yam, S. Lee, F. K. C. Lee & M. Y. M. Tsoi, *Proceedings of the First International Conference on Linguistics and Language Studies*. Chartered Institute of Linguists Hong Kong Society, 2015.
- Editor, *The Asian Journal of Applied Linguistics*. 2015.

Hyland, K.L.

- Academic publishing: Issues and challenges in the production of knowledge, Oxford University Press, 2015.
- Corpora and written academic English, In: D. Biber & R. Reppen, *The Cambridge Handbook of English Corpus Linguistics*. Cambridge, Cambridge University Press, 2015, 292-308.
- English for Academic Purposes, In: Leung, C. & Street, B., *Routledge Handbook of English Language Studies*. London, Routledge, 2014.
- Metadiscourse, *International Encyclopedia of Language and Social Interaction*. London, Wiley-Blackwell, 2015. <http://dx.doi.org/DOI: 10.1002/9781118611463/wbielsi003>
- Second Language Writing: The manufacture of a social fact, *Journal of Second Language Writing*. Elsevier, 2014, 22: 426-7. <http://dx.doi.org/10.1016/j.jslw.2013.08.001>

Ip, N.M.

- Book review: Researching language teacher cognition and practice: International case studies (Roger Barnard and Anne Burns, Eds., 2012), *The Asian Journal of Applied Linguistics*. 2014, 1: 194-195.

Research and Publications

- (with Lee, J.C.Y.) Difficulties in Mastering Psychology Writing: A Student Perspective, *Frontiers of Language and Teaching*. Universal Publishers, 2015, 6: 12-21.

Lau, K.K.

- (with Gardner, D.P.) A new generation: Profiling Hong Kong tertiary English learners, In: K. C. Li, K. S. M. Leung, J. Yam, S. Lee, F. K. C. Lee & M. Y. M. Tsoi, *Proceedings of the First International Conference on Linguistics and Language Studies*. Chartered Institute of Linguists Hong Kong Society, 2015.
- Assessing reflection in English enhancement courses: Teachers' views and development of a holistic framework, *Assessment & Evaluation in Higher Education*. 2015. <http://dx.doi.org/10.1080/02602938.2015.1048424>

Lee, F.K.C.

- The Use of Information Computer Technology for Writing Consultations: Tutors' Opinions and Implications, *Engaging Language Learners Through Technology: Theory, Applications and Outcomes*. Hershey, PA, IGI Global, 2014, 257-275.

Lee, J.C.Y.

- (with Ip, N.M.) Difficulties in Mastering Psychology Writing: A Student Perspective, *Frontiers of Language and Teaching*. Universal Publishers, 2015, 6: 12-21.

Lee, S.O.

- Factors affecting the use of L2 motivational strategies: Teachers' understanding of motivation and beyond, *The Asian Journal of Applied Linguistics*. 2015, (2) 1: 3-16.

Legg, M.G.

- (with Pat, K., Roberts, S., Welland, R.J., Chan, L.H.Y., Chan, L.S.W. and Tsang, W.L.) *Academic English: Skills for Success. Second Edition*. HKU Press, 2014.

Luo, N.

- Inverted U-Shaped relationship between central venous pressure and intraAbdominal pressure in the early phase of severe acute ancreatitis: A retrospective study, *PloS One*. 2015.

Pat, K.

- (with Legg, M.G., Roberts, S., Welland, R.J., Chan, L.H.Y., Chan, L.S.W. and Tsang, W.L.) *Academic English: Skills for Success. Second Edition*. HKU Press, 2014.

Wang, W.

- Book review of Perspectives on Teaching and Learning English Literacy in China, *The Asian Journal of Applied Linguistics*. 2014, 1(2): 196-197.

Welland, R.J.

- (with Legg, M.G., Pat, K., Roberts, S., Chan, L.H.Y., Chan, L.S.W. and Tsang, W.L.) *Academic English: Skills for Success. Second Edition*. HKU Press, 2014.

Yeldham, M.A.

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Conference, Seminar and Other Presentations (July 2014 – June 2015)

Boynton, S.D.

- (with Pat, K. and Tait, C.D.C.) Practical Ideas to Increase Student Motivation in the Classroom, *CAES Seminar*. 2014.
- (with Stokes, J.H.) Expanding your Management Skills II, *CAES Seminar*, 2015.
- (with Stokes, J.H.) Expanding your Management Skills, *CAES Seminar*, 2015.

Castillo, J.J.T.

- with Wong, L.L.C. and Wong, A.C.) Problematizing teacher questioning behavior in the first-year University EAP classroom, *CAES International Conference Faces of English: Theory, Practice and Pedagogy*. 2015.

Chan, A.C.K.

- Constructing an “effective” meeting chair: an analysis of the discourse of meeting management, *The Sociolinguistics of Globalization, Hong Kong*. 2015.
- (with Lee, F.K.C., Tse, L.K. and Wakeland, L.J.) “I have a question”: Staging questions in Q&A sessions in presentations, *Face of English: Theory, Practice and Pedagogy, Hong Kong*. 2015.
- (with Tse, L.K., Lee, F.K.C. and Wakeland, L.J.) Communicating reasoning in Q&A sessions of academic presentations: Experts and novices in action, *the 50th RELC International Conference, Singapore*. 2015.

Chan, W.S.

- Academic Writing Development of Engineering Students in CAS Measures, *CAES International Conference – Faces Of English: Theory, Practice And Pedagogy, Hong Kong*. 2015.
- Tracing Academic Writing Development in Complexity, Accuracy and Specificity, *2015 International Conference on Language Education and Studies, Kaohsiung, Taiwan*. 2015.

Cheung, L.M.L.

- "Rethinking language pedagogy: The use of dentistry corpora at HKU", *CAES International Conference, The University of Hong Kong*. 2015.
- “Deploying specialized corpora to enhance Dentistry students’ academic literacy”, *The International Symposium on Language, Linguistics, Literature and Education, Hokkaido, Japan*. 2014.
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Crosthwaite, P.R.

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- The Effect of In-class Participation as a Measure of Achievement on Tertiary EFL Courses with L2 learners of Different Learning Styles, *1st CULI-LITU International Conference 2014, October 16th, Bangkok, Thailand*. 2014.

Choy, Datwani D.

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Desloge, P.D.

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Conference, Seminar and Other Presentations

Doyle, A.T.

- The L2 motivation of English majors in China : A comparison of Chinese and international students, *Poster presented at the International Conference on Motivational Dynamics and Second Language Acquisition, University of Nottingham, Nottingham, U.K..* 2014.
- The motivation of local and international English majors in China, *Paper presented at Faces of English: Theory, Practice and Pedagogy, The University of Hong Kong, Hong Kong.* 2015.

Fong, N.S.N.

- Building Connections between English Language Needs and Subject Knowledge: From Course Planning to Implementation, *The 17th World Congress of the International Association of Applied Linguistics (AILA), "One World, Many Languages", Brisbane Convention & Exhibition Centre, Brisbane, Australia.* 2014.
- (with Yung, K.W.H. and Leung, C.Y.) Designing and Implementing Out-of-class Learning Tasks for an English-in-the-Discipline Course in University., *the International Conference on Language Education and Studies, Wenzao Ursuline University of Languages, Kaohsiung, Taiwan.* 2015.
- Developing an English-in-the-Discipline Course for the New Undergraduate Curriculum in Hong Kong. , *50th Regional Language Centre (RELC) International Conference, "Transcending Boundaries in Language Learning: Language Arts and ELT Across the Curriculum", SEAMEO Regional Language Centre, Singapore.* 2015.
- (with Yung, K.W.H.) Transferring Academic English Skills to Disciplinary Study: Pedagogical Challenges in Developing an English-in-the-Discipline Course in an Undergraduate Curriculum, *The Association of Southeast Asian Institutions of Higher Learning (ASAIHL) Conference, "Education Innovation for the Knowledge-based Economy: Curriculum, Pedagogy and Technology", Nanyang Technological University, Singapore.* 2014.
- (with Yung, K.W.H.) Students' Responses to Peer Assessment in an English-in-the-Discipline Course, *The International Conference: Assessment for Learning in Higher Education, Centre for the Enhancement of Teaching and Learning, University of Hong Kong, Hong Kong.* 2015.
- (with Yung, K.W.H.) Teaching English-in-the-Discipline: Challenges and Opportunities in Course Development and Implementation, *the English Language Teaching International Conference, "Departing from Tradition: Innovations in English Language Teaching and Learning", University of Macau, Macau.* 2015.

Gardner, D.P.

- (with Lau, K.K.) A New Generation: Profiling the English learning experience of Hong Kong tertiary students, *International Conference on Linguistics and Language Education, Chartered Institute of Linguists, Hong Kong.* 2015.
- (with Lau, K.K.) English as an academic and social lingua franca: Room for Innovation, *ELC Conference 2015, University of Macau, Macau.* 2015.
- One University, Many Languages: Difficulties promoting English as a social lingua franca, *International Conference on Language Education and Studies, Wenzao Ursuline University of Languages, Taiwan.* 2015.
- (with Lau, K.K., Chang, J.-F., Weng, I.-J. and Wu, C.-H.) The Changing Face of ELF: A tale of two cities, *Faces of English Conference, University of Hong Kong, Hong Kong,* 2015.
- Understanding Self-access Language Learning: Theory and practice, *Wenzao Ursuline University of Languages, Taiwan.* 2014.

Hazell, A.A.L.

- (with Smyth, P.D.) Flipping the classroom and making it work, *CAES seminar, University of Hong Kong, Hong Kong,* 2014.

Ho, K.L.

- (with Hui, J.S.Y.) Teaching technical manual writing: A genre-based, English-in-the-discipline approach in EAP, *1st CAES International Conference. Faces of English: Theory, Practice and Pedagogy. The University of Hong Kong, Hong Kong.* 2015.

Conference, Seminar and Other Presentations

- (with Hui, J.S.Y.) Addressing Commonality and Language Specifics: Challenges in ESP Material Development, *50th RELC International Conference, Transcending Boundaries In Language Learning: Language Arts and ELT across the Curriculum, 16-18 March 2015. RELC Singapore, Singapore. 2015.*
- (with Hui, J.S.Y., Martyn, E.R. and Tsia, K.K.M.) Reducing the Language Barrier between ESP Classroom and Professional Practice, *The Asian Conference on Language Learning 2015. Kobe, Japan. 2015.*
- (with Lau, K.K.) An Introduction to Activity Theory (AT): A Socio-cultural Meta-theory, *Genre SIG, Centre for Applied English Studies, University of Hong Kong, Hong Kong. 2014.*

Hogue, T.A.

- (with Lee, J.C.Y., Kwan, K.P.E., Law, Y.Y., Wong, P.M.T., and Ip, N.M.) Embracing variations of English-in-the-discipline models within Social Sciences, *English Language Teaching Unit, Chinese University of Hong Kong, Hong Kong. 2015.*

Hui, J.S.Y.

- (with Ho, K.L.) Teaching technical manual writing: A genre-based, English-in-the-discipline approach in EAP., *1st CAES International Conference. Faces of English: Theory, Practice and Pedagogy. The University of Hong Kong, Hong Kong. 2015.*
- (with Ho, K.L.) Addressing Commonality and Language Specifics: Challenges in ESP Material Development, *50th RELC International Conference, Transcending Boundaries In Language Learning: Language Arts and ELT across the Curriculum, 16-18 March 2015. RELC Singapore, Singapore. 2015.*
- English In The Engineering Discipline: Challenges And Opportunities, "*Departing from Tradition: Innovations in English Language Teaching and Learning*", *English Language Teaching International Conference 2015, The University of Macau, Macau. 2015.*
- (with Ho, K.L., Martyn, E.R. and Tsia, K.K.M.) Reducing the Language Barrier between ESP Classroom and Professional Practice, *The Asian Conference on Language Learning 2015. Kobe, Japan. 2015.*
- When Not Talking is 'Talking': The Functions of Silence, *Proceedings of The 17th Annual Conference of Pragmatics Society of Japan, Kyoto Notre Dame University, Kyoto, Japan. 2014.*

Hyland, K.L.

- A corpus approach to academic identity, *AILA Conference. University of Queensland, Brisbane, Australia. 2014.*
- Faculty feedback: perceptions and practices in L2 disciplinary writing, *AILA Conference. University of Queensland, Brisbane, Australia. 2014.*
- Targeting learners academic writing needs at Hong Kong U., *TESOL International Convention, Toronto, Canada. 2015.*
- Undergraduate understandings: stance and engagement in L2 undergraduate writing, *TESOL International Convention, Toronto, Canada. 2015.*
- A critical reflection on research methods in writing, *American Association for Applied Linguistics Conference. Toronto, Canada. 2015.*
- Advice from the editors: publishing in humanities journals, *Sydney Seminar Series. University of Sydney, Australia. 2014.*
- Anecdote, attitude and evidence. Does English disadvantage EAL authors in international publishing? *Faces of English Conference. University of Hong Kong, Hong Kong. 2015.*
- Community and Identity in academic writing, *Sydney Seminar Series. University of Sydney, Australia. 2014.*
- Faculty feedback: Writing to learn?, *5th Language Education Symposium. Polytechnic University, Hong Kong. 2015.*
- Feedback on writing: Faculty and student perceptions, *CAES Seminar series, University of Hong Kong, Hong Kong. 2015.*
- Feedback to L2 writers: What, how and why bother? , *ETA International Symposium. Chien Tan Conference Centre, Taipei, Taiwan. 2014.*

Conference, Seminar and Other Presentations

- Feedback to L2 writers: What, how and why bother? , *English Teachers' Association International Symposium*. 2014.
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- Genre, corpora and academic writing: understanding community and identity through texts, *8th Free Linguistic Conference, Jiao Tong University, Shanghai, China*. 2014.
- Innovating instruction: specificity and English in the disciplines, *British Association of Lecturers in English for Academic Purposes (BALEAP) Conference. University of Leicester, United Kingdom*. 2015.
- Peer review: Objective screening or wishful thinking?, *Writing for scholarly publication symposium. City University of Hong Kong, Hong Kong*. 2015.
- Re-imagining the curriculum: English in the discipline, *Contextual Diversity in Language Teaching and Learning conference. National University of Malaysia, Malaysia*. 2015.
- Specificity and EAP: Writing in the disciplines, *American University of Sharjah, United Arab Emirates*. 2015.
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Ip, N.M.

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- (with Lee, J.C.Y.) Difficulties in mastering psychology writing – a student perspective, *8th International Online Language Conference*. 2015.
- (with Lee, J.C.Y.) Helping students find the 'write' way: An evaluation of a new English-in-the-Discipline course in dissertation writing, *International Conference on Language Education and Studies, Wenzao Ursuline University of Languages, Kaohsiung, Taiwan*. 2015.
- (with Lee, F.K.C.) Computer technology and language learning: Do learning style and gender matter?, *Faces of English CAES International Conference, University of Hong Kong, Hong Kong*. 2015.
- (with Lee, J.C.Y., Kwan, K.P.E., Law, Y.Y., Wong, P.M.T. and Hogue, T.A.) Embracing variations of English-in-the-discipline models within Social Sciences, *English Language Teaching Unit, Chinese University of Hong Kong, Hong Kong*. 2015.

Jiang, F.

- "Shell noun" use in L1 and L2 students' writing, *The 7th International Conference on English Language Teaching in China (ELT2014) Nanjing, China*. 2014.
- Stance and voice in scholarly writing: The Noun that construction and disciplinary variation, *2014 Cross-Straits International Conference on English for Specific Purposes, Taiwan*. 2014.

Kwan, K.P.E.

- (with Lee, J.C.Y., Law, Y.Y., Wong, P.M.T., Ip, N.M. and Hogue, T.A.) Embracing variations of English-in-the-discipline models within Social Sciences, *English Language Teaching Unit, Chinese University of Hong Kong, Hong Kong*. 2015.

Lau, K.K.

- (with Gardner, D.P.) A New Generation: Profiling the English learning experience of Hong Kong tertiary students, *International Conference on Linguistics and Language Education. Chartered Institute of Linguists, Hong Kong*. 2015.

Conference, Seminar and Other Presentations

- (with Gardner, D.P.) English as an academic and social lingua franca: Room for Innovation, *ELC Conference 2015, University of Macau, Macau*. 2015.
- (with Gardner, D.P., Chang, J.-F., Weng, I.-J. and Wu, C.-H.) The Changing Face of ELF: A tale of two cities., *Faces of English Conference, University of Hong Kong, Hong Kong*. 2015.
- Assessment of independent learning: Perception and realization, *2015 International Conference on Language Education and Studies, Wenzao Ursuline University of Languages, Kaohsiung, Taiwan*. 2015.
- (with Lin, C.Y.) Modifiers in dissertation defences in MICASE and TCDD, *Faces of English: Theory, Practice & Pedagogy, University of Hong Kong, Hong Kong*. 2015.
- Towards a holistic approach to assessing reflection, *AILA Congress 2014, Brisbane, Australia*. 2014.
- (with Ho, K.L.) An Introduction to Activity Theory (AT): A Socio-cultural Meta-theory, *Genre SIG, Centre for Applied English Studies, University of Hong Kong, Hong Kong*. 2014.
- Corpus-informed teaching, learning and research, *Workshop at Fu Jen Catholic University, Taiwan*. 2015.

Law, Y.Y.

- Principles for Integrating Self-access Language Learning into Taught English Courses, *The Asian Conference on Language Learning, Kobe, Japan*. 2015.
- (with Lee, J.C.Y., Kwan, K.P.E., Wong, P.M.T., Ip, N.M. and Hogue, T.A.) Embracing variations of English-in-the-discipline models within Social Sciences, *English Language Teaching Unit, Chinese University of Hong Kong, Hong Kong*. 2015.

Lee, F.K.C.

- (with Chan, A.C.K., Tse, L.K. and Wakeland, L.J.) "I have a question": Staging questions in Q&A sessions in presentations, *Face of English: Theory, Practice and Pedagogy, University of Hong Kong, Hong Kong*. 2015.
- (with Ip, N.M.) Computer technology and language learning: Do learning style and gender matter?, *Faces of English CAES International Conference, University of Hong Kong, Hong Kong*. 2015.
- (with Tse, L.K., Chan, A.C.K. and Wakeland, L.J.) Communicating reasoning in Q&A sessions of academic presentations: Experts and novices in action, *the 50th RELC International Conference, Singapore*. 2015.

Lee, J.C.Y.

- (with Ip, N.M.) Can 'Writing Psychology' facilitate psychology writing? , *University of Macau ELT conference. Departing from Tradition: Innovations in English Language Teaching and Learning*. 2015.
- (with Ip, N.M.) Difficulties in mastering psychology writing – a student perspective, *8th International Online Language Conference 2015*.
- (with Ip, N.M.) Helping students find the 'write' way: An evaluation of a new English-in-the-Discipline course in dissertation writing, *International Conference on Language Education and Studies, Wenzao Ursuline University of Languages, Kaohsiung, Taiwan*. 2015.
- (with Kwan, K.P.E., Law, Y.Y., Wong, P.M.T., Ip, N.M. and Hogue, T.A.) Embracing variations of English-in-the-discipline models within Social Sciences, *English Language Teaching Unit, Chinese University of Hong Kong, Hong Kong*. 2015.

Lee, S.O.

- The use of L2 motivational strategies at a Hong Kong community college: Importance, frequency, and considerations, *Paper presented at The 2015 Conference of the American Association for Applied Linguistics, Toronto, Canada*. 2015.

Leung, C.Y.

- (with Fong, N.S.N. and Yung, K.W.H.) Designing and Implementing Out-of-class Learning Tasks for an English-in-the-Discipline Course in University. *The International Conference on Language Education and Studies, Cardinal Shan, International Conference Hall, Wenzao Ursuline University of Languages, Kaohsiung, Taiwan*. 2015.

Conference, Seminar and Other Presentations

Luo, N.

- Language professionals' capacity in shaping manuscripts by disciplinary authors, *Presentation at CAES International Conference Faces of English: Theory, practice and pedagogy, University of Hong Kong, Hong Kong*. 2015.

Martyn, E.R.

- (with Hui, J.S.Y., Ho, K.L. and Tsia, K.K.M.) Reducing the Language Barrier between ESP Classroom and Professional Practice, *The Asian Conference on Language Learning 2015. Kobe, Japan*. 2015.
- (with Wong, L.L.C.) Preparing PhD students to write literature reviews in their disciplines. Paper, The 49th TESOL International Convention & English Language Expo, Toronto, Ontario, USA. 2015.

Pat, K.

- (with Boynton, S.D. and Tait, C.D.C.) Practical Ideas to Increase Student Motivation in the Classroom, *CAES Seminar, University of Hong Kong, Hong Kong*. 2014.

Samson, E.

- (with Wong, A.C.) Developing and Discipline-specific course for Architecture, *ELTU Conference 2014-Curriculum Development, Implementation, and Review, Chinese University of Hong Kong, Hong Kong*. 2014.

Smyth, P.D.

- (with Desloge, P.D.) Developing engaging video to teach writing, *CITE Research Symposium 2015, University of Hong Kong, Hong Kong*. 2015.
- (with Carless, D.R.) Exemplars research: Where are we now and where might we go?, *Assessment For Learning Conference, University of Hong Kong, Hong Kong*. 2015.
- (with Hazell, A.A.L.) Flipping the classroom and making it work, *CAES seminar, University of Hong Kong, Hong Kong*. 2014.
- Promoting assessment for learning in primary classrooms, *In-service programme for Guangdong English teachers, Chinese University of Hong Kong, Hong Kong*. 2014.

Stokes, J.H.

- (with Boynton, S.D.) Expanding your Management Skills II, *CAES Seminar, University of Hong Kong, Hong Kong*. 2015.
- (with Boynton, S.D.) Expanding your Management Skills, *CAES Seminar, University of Hong Kong, Hong Kong*. 2015.

Tait, C.D.C.

- (with Boynton, S.D. and Pat, K.) Practical Ideas to Increase Student Motivation in the Classroom, *CAES Seminar, University of Hong Kong, Hong Kong*. 2014.

Wakeland, L.J.

- (with Chan, A.C.K., Lee, F.K.C. and Tse, L.K.) "I have a question": Staging questions in Q&A sessions in presentations, *Face of English: Theory, Practice and Pedagogy, 11-13 June 2015, University of Hong Kong, Hong Kong*. 2015.
- (with Tse, L.K., Chan, A.C.K. and Lee, F.K.C.) Communicating reasoning in Q&A sessions of academic presentations: Experts and novices in action, *the 50th RELC International Conference, Singapore*. 2015.

Wong, A.C.

- (with Samson, E.) Developing and Discipline-specific course for Architecture, *ELTU Conference 2014-Curriculum Development, Implementation, and Review, Chinese University of Hong Kong, Hong Kong*. 2014.
- (with Wong, L.L.C. and Castillo, J.J.T.) Problematizing teacher questioning behavior in the first-year University EAP classroom, *CAES International Conference Faces of English: Theory, Practice and Pedagogy, University of Hong Kong, Hong Kong*. 2015.

Conference, Seminar and Other Presentations

Wong, L.L.C.

- Building bridges: Technological innovation, teacher professional development and change. *Paper, The 49th TESOL International Convention & English Language Expo, Toronto, Ontario, USA.* 2015.
- Electronic portfolios for reflective learning and authentic assessment. *Paper, The 17th International Applied Linguistics Association World Congress, Brisbane, Australia.* 2014.
- IT in ELT: Researching English teacher change and professional development with technology. *Paper, The 7th International Conference on English Language Teaching (ELT) in China, Nanjing University, Nanjing, Jiangsu, China.* 2014.
- Innovating for a change: Teacher development and technological innovation. *Paper, The 17th International Applied Linguistics Association World Congress, Brisbane, Australia.* 2014.
- (with Martyn, E.R.) Preparing PhD students to write literature reviews in their disciplines. *Paper, The 49th TESOL International Convention & English Language Expo, Toronto, Ontario, USA.* 2015.
- (with Wong, A.C. and Castillo, J.J.T.) Problematizing teacher questioning behavior in the first-year University EAP classroom, *CAES International Conference Faces of English: Theory, Practice and Pedagogy, University of Hong Kong, Hong Kong.* 2015.
- Technology-enhanced English learning: Developing critically aware and reflective learners through e-portfolios. *Paper, The 9th University of Sydney TESOL Research Network Colloquium, University of Sydney, Sydney, Australia.* 2014.
- Innovation in ELT with IT: Case studies of teacher change and professional development. *Invited plenary speaker, The 49th Colombian Association of Teachers of English (ASOCOP), Bogota, Colombia.* 2014.
- (with Anderson, N., Bailey, K., Coombe, C. and Reynolds, D.) Teaching and researching: Making use of the 2014 TESOL Research Agenda. *Invited colloquium speaker, The 49th TESOL International Convention & English Language Expo, Toronto, Ontario, USA.* 2015.

Wong, P.M.T.

- (with Lee, J.C.Y., Kwan, K.P.E., Law, Y.Y., Ip, N.M. and Hogue, T.A.) Embracing variations of English-in-the-discipline models within Social Sciences, *English Language Teaching Unit, Chinese University of Hong Kong, Hong Kong.* 2015.

Yung, K.W.H.

- (with Fong, N.S.N. and Leung, C.Y.) Designing and Implementing Out-of-class Learning Tasks for an English-in-the-Discipline Course in University. , *The International Conference on Language Education and Studies, Cardinal Shan, International Conference Hall, Wenzao Ursuline University of Languages, Kaohsiung, Taiwan.* 2015.
- (with Fong, N.S.N.) Transferring Academic English Skills to Disciplinary Study: Pedagogical Challenges in Developing an English-in-the-Discipline Course in an Undergraduate Curriculum., *The Association of Southeast Asian Institutions of Higher Learning (ASAIHL) Conference, "Education Innovation for the Knowledge-based Economy: Curriculum, Pedagogy and Technology", Nanyang Technological University, Singapore.* 2014.
- Ethical issues in shadow education research in Hong Kong, *the 2015 Annual Conference of the Comparative Education Society of Hong Kong: Developing Scholarship in Comparative Education. Comparative Education Society of Hong Kong, The University of Hong Kong, Hong Kong.* 2015.
- Identity formation in a multicultural university residential hall: An ethnographic narrative inquiry of a local-non-local "hybrid", *CAES International Conference: Faces of English. Centre for Applied English Studies, The University of Hong Kong, Hong Kong.* 2015.
- Learning English in shadow education under the 'oppressed' contextual realities, *Comparative and International Education Society Annual Conference 2015, Washington D.C., U.S.A.* 2015.
- (with Fong, N.S.N.) Students' Responses to Peer Assessment in an English-in-the-Discipline Course. , *The International Conference: Assessment for Learning in Higher Education, Centre for the Enhancement of Teaching and Learning, University of Hong Kong, Hong Kong.* 2015.
- (with Fong, N.S.N.) Teaching English-in-the-Discipline: Challenges and Opportunities in Course Development and Implementation. , *the English Language Teaching International Conference, "Departing from Tradition: Innovations in English Language Teaching and Learning", University of Macau, Macau.* 2015.

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 2014-2015 are described below:

Programme Coordination Committee

Chair: Liz Samson/Miranda Legg
Secretary: Icy Tsang

Members:

Simon Boynton	Lisa Cheung	Natalie Fong
Ken Hyland	Jon Hui	Sam Cole
Joanna Lee	Louisa Chan	Daya Datwani
Jane Stokes	Clarence Wang	Lillian Wong

The Programme Coordination Committee (PCC) consists of the Programme Coordinator for each university faculty who is responsible for the related CAES undergraduate courses. The committee acts as a forum for interpreting University curricula regulations and policy and for coordinating and sharing course implementation issues.

By the end of the 2014-15 academic year, CAES staff have successfully implemented 29 of the 32 courses written for the new Four-year Curriculum. This past year, the committee members have continued to improve courses as they are implemented, in the light of student feedback and through collaboration with faculty teaching and learning representatives.

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

Research and Professional Development Committee

Chair: Lillian Wong
Secretary: Sanny Kwok
Advisor: Ken Hyland

Members:

Angela Chan	Aaron Doyle	Ashley Hazell
Polly Tse	Laura Wakeland	Michael Yeldham

The Research and Professional Development Committee (RPDC) encourages and strengthens a culture of continuous development in research and professional practices within the Centre.

In 2014-15, 12 research seminars and professional development sessions and workshops were organized to facilitate teaching and support colleagues' research interests. Details can be referred to p.15-16.

The RPDC website (<http://caes.hku.hk/rpdc>), which provides information and resources that help enhance colleagues' knowledge and interest in research and professional development, My RPD Page, an internal site on research and professional development for CAES staff, and the "Food for Thought" board have been renewed to enhance sharing of expertise and discussion of teaching and research ideas among colleagues. In addition, Special Interest Groups (SIGs) covering eight key areas of Applied Linguistics have helped foster greater interaction and collaboration among colleagues who share similar interests in research and/or teaching to network, learn, mentor and work together.

The CAES International Conference on "Faces of English: Theory, Practice and Pedagogy" was held successfully on 11-13 June, 2015. It attracted over 600 participants from around the world and was complimented as a very well-organised, inspiring and enjoyable conference.

CAES Committees

In the coming academic year, the RPDC will continue to organise research seminars and professional development sessions that support colleagues in exploring their interests and provide opportunities for further development. Two project ideas will be explored to expand research and professional development opportunities and resources for colleagues and promote areas of excellence of CAES.

Teaching and Learning Quality Committee

Chair: Miranda Legg/Phil Smyth
Secretary: Chris Sun/Katrina Sham

Members:
Patrick Desloge David Gardner Joanna Lee
Jon Hui Jane Stokes

The role of the Teaching and Learning Quality Committee (TLQC) is to review the teaching and learning quality of all CAES courses and to disseminate teaching and learning quality information to students, staff of the Centre, the university at large, and the University Grants Committee. TLQC facilitates new initiatives related to teaching and learning quality within the Centre and aids collaboration and exchange of good practice amongst teachers.

In 2014-15, the TLQC began a process of phasing out quality assurance reviews of courses, which duplicated some of the responsibilities of external examiners, and replacing them with a course modification review process. The aim is to support Programme Coordinators with changes to courses and to ensure changes are aligned to CAES' assessment policy.

The TLQC continues to conduct immediate reviews of courses which receive course effectiveness scores below a mean of 60. The TLQC also continues to run the Staff Student Consultative Committee (SSCC) meetings after each semester to gain student feedback on CAES courses.

Over the next academic year, the committee will continue to strengthen the Centre's quality assurance data gathering mechanisms and will work more closely with the Programme Coordination Committee to achieve this aim.

Publicity and Outreach Committee

Chair: Ken Lau
Secretary: Alex Sum

Members:
Louisa Chan David Gardner Ken Ho
Julie Ng Parco Wong

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

In 2014-15, POC was involved in a range of publicity events. In addition to making a contribution to the usual publicity events such as the University Information Day, the Faculty of Arts Open Day and the Pathfinding Exhibition, we helped co-organize the second HKU English Public Speaking Competition with the Campus Toastmasters Club. We were also actively involved in knowledge exchange activities to contribute our expertise and knowledge to the society. ProWriteHK, an online interactive website (<http://caes.hku.hk/prowritehk>), was developed to help enhance the professional writing skills of the general public and business executives. We continued to reach out to the community by organising several rounds of visits to our Centre for more than 60 students who benefited from the various activities which aimed at improving their English speaking skills and building their confidence in using English.

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

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 Lecturer

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

Associate Professor

Lee, C.F.K., B.Ed. *Western Australia College of Adv. Edu (Edith Cowan U)*; M.A.; Ph.D. *London*; MCIL

Assistant Professors

Chan, A.C.K., B.A. *City*; M.Phil. *H.K.*; Ph.D. *Victoria Univ. of Wellington*

Crosthwaite, P.R. B.A. *Salford* M.A.; *Institute of Education, London*; M.Phil *Cambridge*, Ph.D. *Cambridge*.

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

Yeldham, M. A., B.A., *Macquarie*; Grad. Cert. in Ed. (TESOL), M. Ed. (TESOL), *QUT*; Ph. D., *Melbourne*.

Senior Lecturers

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.*

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

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.*

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

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

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

Lecturers

Boynton, S.D., M.A. *Birmingham*; B.Sc. *Newcastle Upon Tyne*; CTEFLA *Cambridge/Roy. Soc. of Arts*; DTEFLA *Cambridge*; CELTA, DELTA *Trainer Cambridge ESOL*.

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.*

Datwani, D.D., M.B.A. *Hull*; CELTA *British Council/Cambridge*; P.C.Ed., M.A. *H.K.*; Ed.D. , *Northeastern University, Boston*.

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

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

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

Hui, J.S.Y., B.A., M.A., Dip. TESOL, Ph.D. *Victoria University of Wellington, NZCE AAVA NZ*

Kwan, E.K.P., B.Sc. *Duke*; M.A. *McGill*; P.G.D.E., M.A. *H.K.*; Ph.D. *Lancs*.

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

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

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

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*; M.A. *H.K.P.U.*

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

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

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

Welland, R.J., B.A. *Oxford*; M.A. *Surrey*; DELTA *Cambridge*.

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*.

Assistant Lecturers

Castillo, J., B.A., *H.K.*; P.G.D.E., *C.U.H.K.*; M.Sc., *Oxford*.

Chau, K.F., B.A., P.G.D.E. *C.U.H.K.*; M.Ed. *Baptist*.

Ho, K.L., B.Sc. *Berkeley*; M.Sc. *Stanford*; M.Sc. *San Jose*; Cert.T.E.S.O.L *Trinity Coll. Lond.*; PDip.E.S., M.A. *H.K.*

Staff List

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

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

Ng, C.Y.L., B.A., M.Phil. *H.K.*

Pat, K., B.B.A. *Baruch College CUNY*; CELTA, DELTA *Cambridge ESOL*; M.A. *Macquarie Univ.*

Scanlon, S., B.A., *Dublin*; Cert. Teacher Training *Alpha College Dublin*; M.A., *H.K.P.U.*

Tait, C.D.C., CELTA, DELTA *Cambridge/Roy. Soc. of Arts*; B.A., M.A. *H.K.*

Wong, A.C., B.A. *H.K.*; B.Ed. *H.K.*; CELTA *Holmes Institute/Cambridge*.

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

Yung, K.W.H. B.A., M.A. *H.K.*

Honorary Assistant Professor

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

Part-time Teaching Staff

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

Chase, J.C.G., B.A., M.A. *Oxford*, P.G.Dip. *Napier*, P.G.Cert. *Bangor*, CELTA *Cambridge*

Post-doctoral Fellow

Ip, T.N.M., B.Soc.Sc. *H.K.*; Ph.D. *H.K.*

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)
Cheung, B.P.Y.	(Clerical Assistant)
Kwok, S.W.S.	(Secretary I)
Sham, K.Y.W.	(Executive Assistant)
Sum, A.C.M.	(Executive Assistant)
Tsang, I.M.S.	(Executive Officer)
Wan, A.H.M.	(Clerk I)
Wong, I.K.M.	(Part-time Office Assistant)

IT Staff

Wong, B.Y.N.	IT Technician
Leung, C.C.W.	IT Officer

*Promotion effective from 1st July 2015

CENTRE LOCATIONS

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



Centre for Applied English Studies

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