



CONTINUING PROFESSIONAL DEVELOPMENT SYMPOSIUM

FOR HONG KONG UNIVERSITY
LANGUAGE CENTRES

05 JUNE 2019

The Hong Kong University
of Science and Technology



Pre-Symposium Workshops :
04 June 2019

The Hong Kong Polytechnic University



Post-Symposium Workshops :
06 June 2019

The University of Hong Kong



Programme



Welcome message from the Organizing Committee

Dear Colleagues and Friends,

We are delighted to welcome you to the Continuing Professional Development Symposium for Hong Kong University Language Centres, “**Higher education best practices – English teaching and learning in Hong Kong**”. The Symposium is organized by Hong Kong Continuing Professional Development Hub (HKCPD Hub) for University English Teachers, a UGC-funded project, on 5 June 2019 with pre-symposium workshops on 4 June at the Hong Kong Polytechnic University and post-symposium workshops on 6 June at the University of Hong Kong.

This Symposium aims to provide a dynamic platform for University Language Centre English teachers to share best practices and research findings. It is an excellent opportunity for all of us to meet, network, discuss, and learn from each other and explore opportunities for greater collaboration to encourage and sustain interactive communities of practice.

Professor Professor Clare Furneaux of the University of Reading and Dr. Maggie Sokolik of UC Berkeley have been invited as plenary speakers, and they will also run pre-symposium and post-symposium workshops.

The symposium programme includes 22 papers, 2 colloquia and 2 workshops given by 50 colleagues from various Language Centres that were selected by a double-blind review process. These presentations address topics in key areas of English teaching and learning in Hong Kong universities and have been arranged with reference to the 5 Communities that are being formed: Assessment for Learning, English for General and Specific Academic Purposes, Technology and Language Teaching and Learning, Curriculum Design and Materials Development, and Pedagogy and Teaching Practices. There will be annual meetings of the 5 Communities at the Symposium. Some papers will be selected for a book publication on the Symposium theme.

Details of the Symposium 2019 can be viewed at <https://hkcpdhub.hku.hk/symposium2019/>

This Symposium is an opportunity to promote effective teaching practices and disseminate innovative research aimed at improving the quality of English teaching and learning in higher education in Hong Kong. The organizing committee would like to thank you all for participating. We wish you an inspiring and enjoyable Symposium.

Best wishes,

Symposium Organizing Committee and Project Team
Hong Kong Continuing Professional Development Hub (HKCPD Hub)
for University English Teachers

Table of contents

Pre-Symposium Workshops	4
Symposium Programme	5-8
Plenary sessions	9-10
Community Annual Meetings	11
Abstracts	12-25
Presenter bios	26-33
Housekeeping information.....	34-35
• HKUST venue details	
• Coffee, tea, lunch, etc.	
• Wi-Fi	
• Book displays	
Post-Symposium Workshops	36

Pre-Symposium Workshops: 4 June 2019

Workshop: Using technology to foster student autonomy

Speaker: Dr. Maggie Sokolik

Date: 4 June 2019

Time: 10:30 – 12:30

Venue: BC302, The Hong Kong Polytechnic University

Abstract:

Effective classrooms require students to exercise a certain degree of autonomy. However, most students in higher education have acquired the skills of learning by being taught. They do not know how to understand their own learning process, set their own goals, compare learning strategies, or assess their success in learning. Similarly, most approaches towards student autonomy look primarily at techniques and activities, such as project-based-learning, and not the underlying mindsets of both instructors and students. In this workshop, we will look at current trends in student autonomy research, and how emerging technologies (adaptive learning/brain-based applications, such as Cerego, or digital participation apps, such as PollEverywhere or SNAPP) can help us surrender more of the power in the classroom and help develop lifelong learning habits in students.

Workshop: Analysing your curriculum: An ABC Learning Design Workshop to explore critical thinking in the curriculum

Speaker: Professor Clare Furneaux

Date: 4 June 2019

Time: 14:30 – 16:30

Venue: BC302, The Hong Kong Polytechnic University

Abstract:

ABC Curriculum Design is a rapid-design workshop developed at University College London (UCL), and is being used widely in a range of universities to encourage focused course development. In this workshop teams work together to create a visual 'storyboard' outlining the type and sequence of learning and assessment activities required to meet a course's learning outcomes, focusing in this case particularly on critical thinking. The course can include offline and online activities. The session requires you to work with at least one other person to design a teaching module (as a team).

Continuing Professional Development Symposium for Hong Kong University Language Centres 2019

Theme: Higher education best practices – English teaching and learning in Hong Kong

(Organized by Hong Kong Continuing Professional Development Hub (HKCPD Hub) for University English Teachers, a UGC-funded project)

Hong Kong University of Science and Technology

5 June 2019 (Wednesday)

Programme

Registration: The registration desk is in outside Lecture Theatre A (LT-A). It will be open from 08:30-16:20.

Book displays: McGraw Hill and Clarity will have displays outside Lecture Theatre A (LT-A) from 08:30-18:00.

09.15-09.25	Welcome and Opening Lam Woo Lecture Theatre B (LT-B)
09.25-10.25	Plenary Session: <i>Critical thinking in the curriculum: How can EAP help?</i> Professor Clare Furneaux Lecture Theatre B (LT-B)

Concurrent Sessions

All concurrent sessions take place in rooms in the vicinity of the registration desk. Signs will direct you to the rooms.

Sessions are colour coded as follows to reflect the five strands of presentations, foci of the project and the five communities that have been formed. Sessions are paper presentations unless otherwise noted.

Assessment for Learning

Curriculum Design and Materials Development

English for General and Specific Academic Purposes

Pedagogy and Teaching Practices

Technology and Language Teaching and Learning

Room	Room 1511	Room 1103	Room 1104	Room 1409	Room 1410	Lecture Theatre H (LT-H)
10:35-11:00 Concurrent Sessions <i>One</i>	Improving grammatical accuracy through using Written Corrective Feedback (WCF) Sihui Liu Dr Aditi Jhaveri (HKU)	Researching student researchers: Insights on student approaches to academic research Michael Tom Christine Ho (PolyU)	Teaching tone and style to business students: Why and how? Dr Grace Wong Siu Chung Chong Ivan Yung (HKUST)	Promoting student participation and engagement using alternative text analytical approaches Serina Chan (HKU)	Adopting team collaboration applications for instruction, writing tasks and feedback Ryan Hunter (PolyU)	
11:00-11:25	Tea break Outside Lecture Theatre A (LT-A)					
Room	Room 1511	Room 1103	Room 1104	Room 1409	Room 1410	Lecture Theatre H (LT-H)
11:25-11:50 Concurrent Sessions <i>Two</i>	Electronic feedback on Google Docs for ESL college students Dr Sin Wang Chong (EdUHK)	Scientific writing with style: Exploring subjectivity and writer's voice Rebecca Farmer (HKUST)	<u>Workshop</u> Embedding critical thinking instruction into EAP courses Jay Bidal Dr Issa Ying Adam Barker Visanna Lee (PolyU)	Sharing exemplars effectively to help students develop their writing skills Phil Smyth (HKU)	<u>Colloquium</u> Mobile app as supporting tool in capstone project writing Christy Chan (CityU) Grace Lim (PolyU) Vicky Man (HKBU) Dr Elza Tsang (HKUST) Dr Christelle Davis (CUHK)	Informing EAP teaching and learning with big data analytics Dr Julia Chen Dr Dennis Fong (PolyU)
11:55-12:20 Concurrent Sessions <i>Three</i>				Cyclical teaching-learning activities and class ergonomics Dr Ping Chui Yik (HKUST)		The role of writing in developing design thinking Dr Sylwia Ejmont (CUHK)
12:30-13:10 Community Annual Meetings	English for General and Specific Academic Purposes Room 1103			Pedagogy and Teaching Practices Room 1104		

Lunch						
Chinese Restaurant ChinaGarden / 南北小廚 G/F The Hong Kong Jockey Club Atrium						
Room	Room 1511	Room 1103	Room 1104	Room 1409	Room 1410	Lecture Theatre H (LT-H)
13:10-14:30						
14:30-14:55 Concurrent Sessions <i>Four</i>	Revising assessment rubrics for a university language centre Dr Alan Urmston Dr Jane Robbins Dr Dennis Fong (PolyU)	Examining the role of Small Private Online Courses in ELT Dr Daya Datwani Tess Hogue Dr Aditi Jhaveri (HKU)	Learning transfer in academic English writing Anna Cheung Dr Julia Chen Grace Lim (PolyU)	Student tutor writing consultation as an alternative to teacher advising Dr Cissy Li (HKBU)	Postgraduate students' attitudes toward MALL for learning English pronunciation Nguyen Doan Hanh Nguyen Vu Phuong Thao (CityU)	Technology-driven language learning: Self-training modules on grammar for academic English Dr Natalie Fong Dr Parco Wong Dr Ken Lau (HKU)
15:00-15:25 Concurrent Sessions <i>Five</i>		Students' views on online grammar learning Man Chan (PolyU)	<u>Colloquium</u> Helping science and engineering undergraduates to master technical vocabulary Dr Kam Yin Wu (HKUST) Irene Wai Yee Ng (HKUST) John Fung (HKUST) Anna Yu (HKUST) Adam Tse (PolyU) Hannah Lai (PolyU) Frankie Har (PolyU)	Developing teacher learning communities in a tertiary language centre Phil Smyth Keith Chau (HKU)	<u>Workshop</u> Wikipedia assignments for academic English courses in Hong Kong Laura Wakeland Simon Boynton Dr. Daya Datwani Juan Castillo (HKU)	Dissecting the collaborative processes and perspectives of online group writing Geffrey Heathman (PolyU)
15:30-15:55 Concurrent Sessions <i>Six</i>		Beyond the ALF: Making technology 'invisible' In language education Sean McMinn Delian Gaskell (HKUST)				Remixing and reinterpreting Shakespearean works with innovative use of technology Sumie Chan (CityU)

15:55-16:20	<p style="text-align: center;">Tea break Outside Lecture Theatre A (LT-A)</p>		
16:20-17:00 Community Annual Meetings	<p style="text-align: center;">Curriculum Design and Material Development Room 1103</p>	<p style="text-align: center;">Technology and Language Teaching and Learning Room 1104</p>	<p style="text-align: center;">Assessment for Learning Lecture Theatre H (LT-H)</p>
17:10-18:10	<p style="text-align: center;">Plenary Session: <i>Real and virtual learner engagement in writing</i> Dr. Maggie Sokolik Lecture Theatre B (LT-B)</p>		

Critical thinking in the curriculum: How can EAP help?

Professor Clare Furneaux
University of Reading, UK

Lecture Theatre B (LT-B)**Abstract**

This plenary will discuss what we mean by critical thinking, and how far the meaning varies across disciplines. Programmes which encourage critical thinking in general terms may not help students when they have to write in non-humanities-based contexts. How can EAP teachers identify what critical thinking means in different contexts and then help our students to develop these skills? The plenary will also consider how EAP teachers can work with Faculty discipline-specific colleagues in producing tasks to develop critical thinking within their curriculum, focusing on academic literacy. Reading and writing will be considered as separate and then integrated skills.

Professor Clare Furneaux is Professor of Applied Linguistics in the British University of Reading's Department of English Language and Applied Linguistics. She has background in English language teaching in schools and universities in Asia (China, Japan, Malaysia and Nepal) and in the UK. In the role of Professor Applied Linguistics, she has taught on and led MA ELT programmes on campus and by distance learning over many years. She supervises and conducts research into academic literacy, especially writing. Clare also has a major leadership role at Reading as a Teaching and Learning Dean; her portfolio includes responsibility for 'the student experience'. She is also a UK National Teaching Fellow.



Real and virtual learner engagement in writing*Dr. Maggie Sokolik*

UC Berkeley, USA

Lecture Theatre B (LT-B)**Abstract**

Student engagement in writing courses, especially those taught online, is a complex problem. To increase retention and completion rates in two ELL MOOCs, research into using goal-setting and statements of inclusion to improve student participation was conducted. While goal-setting was correlated with improved retention and completion rates, statements of inclusion were less effective. These results can be related to face-to-face classrooms as well, where we seek ways to improve learner engagement, inclusion, and motivation through goal-setting. We look at the outcome of the research, and ways to make writing classes more inclusive and engaging.

Dr. Maggie Sokolik has a Ph.D. in applied linguistics from UCLA. She has taught writing and technical communication on the Berkeley campus since 1992, where she is now the Director of College Writing Programs. She has taught reading and composition courses, advanced composition, American Cultures courses, and a full range of courses for multilingual student writers. She is the author/editor of more than thirty ESL and composition textbooks. She travels frequently to speak about technology, writing, and instructor education, most recently in Bosnia-Herzegovina, Bulgaria, Turkey, New Zealand, France, and Nepal. She teaches a graduate course on writing pedagogy, as well as several MOOCs through edx.org.



Community Annual Meetings *Session One***12.30-13.10****English for General and Specific Academic Purposes****Room 1103****Pedagogy and Teaching Practices****Room 1104****Community Annual Meetings *Session Two*****16.20-17.00****Curriculum Design and Material Development****Room 1103****Technology and Language Teaching and Learning****Room 1104****Assessment for Learning****Lecture Theatre H (LT-H)**

The above five communities have been formed as part of the HKCPD Hub. These communities focus on five key areas of English teaching and learning in higher education in Hong Kong. Everyone is welcome to join one or more Community that interests them. Each Community is led by a Co-ordinating Committee (steering group) and at these initial meetings the Co-ordinating Committee will present their goals and objectives and will invite the views of colleagues on what they would like to gain from these Communities. There will be time for questions and general discussion so you can find out about the Communities, offer your suggestions and give feedback to the Co-ordinating Committee. Further information about the Communities is available on the HKCPD Hub website.

Considerations of time have forced us to schedule these meetings in parallel. The atmosphere in all the meetings will be welcoming and informal so please feel free to move from one meeting to another to get the fullest possible impression of what your Communities have to offer and how you can participate and contribute.

Concurrent Sessions One**10.35-11.00****Improving grammatical accuracy through using Written Corrective Feedback (WCF)***Sihui Liu, Dr Aditi Jhaveri*

The University of Hong Kong

Room 1511**Abstract**

English is of great significance in the world today not only as a lingua franca for daily communication but also as a tool for information exchange. Among the four essential skills (i.e. listening, speaking, reading and writing) of commanding a second language, writing is widely recognized as "the most problematic" one from L2 learners' perspective (Schultz, 2011). As a result, large quantities of studies have tried to figure out efficient ways to improve different aspects of L2 learners' English writing skills, among which using written corrective feedback (WCF) to improve L2 learners' grammatical accuracy is a significant one. However, the effectiveness of this approach is still controversial according to previous research (e.g. Truscott, 1997, 2010; Bruton, 2009; Ferris, 2006, 2010 etc.). Further, although studies have provided some supportive evidence for the justification of the effectiveness of WCF, many of them could only be realized in a relatively "pure" experimental environment and are too far away from the real classroom context (Lee, 2018). Therefore, the present research aims to fill this niche, namely, to put our designed written corrective feedback method into real classroom settings and testify to its effectiveness based on the principle of "assessment for learning".

Researching student researchers: Insights on student approaches to academic research*Michael Tom, Christine Ho*

The Polytechnic University of Hong Kong

Room 1103**Abstract**

English language teachers and academic support staff in Hong Kong universities are often asked to develop students' academic research skills or teach skills that presuppose a level of research ability. Consequently, these educators put considerable effort into teaching research skills, especially with first-year students who may arrive at university with little to no research training. Despite such efforts, teachers are often left to wonder: (1) Are students using the research techniques that have been taught? (2) If not, why? (3) What other approaches are students using? This presentation reports on a qualitative study of first-year students at a university in Hong Kong taking a compulsory advanced EAP course in their first semester. Data was gathered using two semi-structured focus group interviews to learn which research techniques students actually used in writing an academic essay. Comments from interviewees suggest that they faced several challenges, including finding context and tolerating the reclusive nature of searching but were continuously learning throughout the process. Participants in this session will learn some of the choices students make when conducting academic research and their reasons for such choices. Understanding students' thinking may aid teachers in better targeting lesson content for revision or new pedagogy.

Teaching tone and style to business students: Why and how?

Dr Grace Wong, Siu Chung Chong, Ivan Yung

The Hong Kong University of Science and Technology

Room 1104

Abstract

One prominent feature taught in Professional Communication is tone/style. In producing a Supplementary Writing Kit for a Business English course in HKUST, the researchers will first investigate the 'existing state' and the 'ideal' by adopting both 'bottom-up' and 'top-down' approaches: We will conduct surveys to examine how our clientele (teachers and students) understand the notion of 'using the right tone/style' (its meaning and importance). We will then reflect on how tone/style should be taught [the 'ideal']: Should our teaching only cover 'mechanics' (e.g. modals), or include thorough 'audience' and 'purpose' analyses as well? (For example, instead of just examining the reader's relative status, the writer should also consider their intricate 'power' relationship, i.e. can he afford to antagonize the reader even when he is higher in status?) More importantly, should we help our students understand that using the appropriate tone/style means making informed choices regarding the 'distance' they want to establish with their reader, and also empower them to do so? To search for an answer, we will survey the classical literature (Systemic Functional Grammar: 'Field', 'Tenor' and 'Mode'). Such investigations will help us produce a kit to meet our students' genuine needs.

Promoting student participation and engagement using alternative text analytical approaches

Serina Chan

The University of Hong Kong

Room 1409

Abstract

Many English for academic purposes (EAP) and English for specific purposes (ESP) courses have heavily drawn on the genre approach to the learning and teaching of academic writing. Move analysis, one of its most popular text analytical techniques, has informed not only the design of the course/curriculum, but also the development of the pedagogical materials. Simply performing traditional move analysis to explore the linguistic features and rhetorical structures of academic texts as in-class activities in EAP and ESP classes with students, especially undergraduates who are non-English majors, can be challenging, boring and demotivating. In view of this, while preserving the essence of move analysis, we have designed and experimented with several alternative approaches which aim to increase active student participation and engagement.

In this presentation, we will describe and illustrate the different approaches we have experimented with in an ESP course for Information Management students focusing on the writing of an academic research report. Using qualitative and quantitative data, we will discuss student feedback on and perceptions of these alternatives and contrast them with the traditional approach. We will end the presentation with an exploration of the pedagogical implications of text analytical tasks that can promote active learning and participation.

Adopting team collaboration applications for instruction, writing tasks and feedback

Ryan Hunter

The Hong Kong Polytechnic University

Room 1410

Abstract

While searching for a single, robust platform to facilitate in-class communication, synchronous and asynchronous out-of-class communication, and group collaboration for writing and research, I began to experiment with a variety of team collaboration applications. After considering privacy issues and the benefits of single sign-on (SSO), I decided to pilot Microsoft Teams in several English Language Centre required subjects and electives in an EMI university context. Microsoft Teams is team collaboration software that is available through the Office 365 suite and can be accessed through desktop, mobile and web-based versions. The software features channel-based discussion forums, public and private instant messaging, Voice over Internet Protocol (VoIP), group video conferencing, file sharing, collaborative editing, and educational tools such as assignment and quiz functions. During the presentation, I will demonstrate how Microsoft Teams was used during class time for brainstorming, thesis statement development, summary and paraphrasing tasks, editing/revision, and live feedback. I will also show how it was used outside of class time for student-teacher consultations, research and project proposal development, resource sharing, online discussion, and communication across multiple sections of the same course. I will then discuss the benefits, limitations and problems involved in using this type of software in language courses.

Concurrent Sessions Two**11.25-11.50****Electronic feedback on Google Docs for ESL college students***Dr Sin Wang Chong*

The Education University of Hong Kong

Room 1511**Abstract**

The increasing prominence of technology has given rise to new ways for writing teachers in higher education to give feedback electronically. Specifically, this presentation focuses on electronic written feedback (e-feedback) given to a group of English-as-a-Second-Language (ESL) community college students. Adopting grounded theory as the methodology (Charmaz, 2006) and a tripartite definition of written feedback as the conceptual framework (Chong, 2018), the presentation reports 93 students' perception of e-feedback on Google Docs from two sources: students' written reflections and semi-structured, focus group interviews. Findings indicate five conceptual categories, including (1) giving e-feedback, (2) reading e-feedback, (3) responding to e-feedback, (4) dialogic e-feedback, and (5) colors of e-feedback. Pedagogical implications related to how e-feedback practices could incorporate technical (how teachers go about giving feedback), socio-emotional (how relational and emotional factors affect students' uptake of feedback), and personal (how students' individual differences affect their uptake of feedback) considerations will be discussed.

Scientific writing with style: Exploring subjectivity and writer's voice*Rebecca Farmer*

The Hong Kong University of Science and Technology

Room 1103**Abstract**

Many UG science students believe that written genres of professional science communication must contain no subjectivity, no creative language and no writer's voice. However, analysing examples of published peer reviewed science papers, we see that this is not the case. Creative language use, subjective statements and a strong writer's voice are evident, and indeed, often helpful - and even at times necessary for the science reader to interpret the ideas based on the scientific evidence available. This session presents findings of action research into science students' perceptions of subjectivity, creativity, and writer's voice in scientific writing and how these concepts impact on the science reader and how our ESP courses can support these. I will share my experience of working with science students to develop their understanding of linguistic features that can be used to communicate some of these aspects in their own writing. I will also reflect on some ESP course materials for science students on this topic.

Workshop**11.25-12.20****Embedding critical thinking instruction into EAP courses***Jay Bidal, Dr Issa Ying, Adam Barker, Visanna Lee*

The Hong Kong Polytechnic University

Room 1104**Abstract**

Enhancing students' ability to apply critical thinking to information and communication is a commonly-stated objective of university strategic plans, including institutions in Hong Kong. Those in charge of curriculum and course design are encouraged to integrate a critical thinking focus. However, many EAP instructors have no direct control over the creation of their courses and thus might see such integration as problematic. An added complication is that the achievement of stated EAP course objectives might appear to preclude adding even more instructional content related to critical thinking. This workshop aims to share with participants various approaches to embedding critical thinking instruction--in both concepts and language--into EAP courses. These approaches were trialed in a study conducted recently at the ELC of The Hong Kong Polytechnic University. After a review of the results of the study, in which 30 students took a pre- and post-test of their critical thinking ability, expression, and understanding, the workshop presenters will take participants through some hands-on activities with actual materials to illustrate their individual approaches to integrating critical thinking instruction into pre-existing EAP courses. Participants will come away with ideas about how to do the same in the EAP courses that they teach.

Sharing exemplars effectively to help students develop their writing skills*Phil Smyth*

The University of Hong Kong

Room 1409**Abstract**

Exemplars are sample texts chosen to illustrate levels of quality or competence (Sadler, 2005) and are used in a number of approaches to teaching writing. Although their use is ubiquitous, there is surprisingly little known about how teachers share exemplars with their students, and little advice in the literature about how to most effectively share them. This can result in problems. For example, students often see exemplars as models to follow and teachers fear that students might copy unproductively (Handley & Williams, 2011). This paper utilizes interview and observation data collected from lecturers at the Centre for Applied English Studies to better understand how teachers share exemplars to help students with their writing. Data analysis enabled the construction of a typology of three exemplar sharing approaches; a structured approach, an exploratory approach and a dialogic approach. Through analyzing the practices that constitute each approach, certain facilitating and inhibiting factors were identified that could aid or hinder learning from exemplars. The paper finishes with some tentative recommendations for practice.

Colloquium**11.25-12.20****Mobile app as supporting tool in capstone project writing***Christy Chan* City University of Hong Kong*Grace Lim* The Polytechnic University of Hong Kong*Vicky Man* Baptist University of Hong Kong*Dr Elza Tsang* The Hong Kong University of Science and Technology*Dr Christelle Davis* The Chinese University of Hong Kong**Room 1410****Abstract**

Capstone projects are highly regarded by the industry as evidence of students' graduating standard and the academic rigor of an undergraduate programme. They have also been increasingly valued by employers as evidence of an applicant's creativity and innovation as well as the associated skills such as goal setting, planning, research skills, communication skills and media literacy, which are important in work settings (Dunlap, 2005). To give students ubiquitous support on managing their FYPs and improving their English for dissertation writing, teachers from five universities have been developing an interactive mobile app which contains English learning resources for various disciplines and project types at different stages of writing (Evans, 2008). This colloquium reports on the project development to date, presents the new interactive features and presents the teacher and student user feedback on both the learning units and the new functions such as chat, message notification and organizer. The presenters will also discuss some of the challenges faced by the team and future implementation of this tool of language, content and skills integration among different universities.

Informing EAP teaching and learning with big data analytics*Dr Julia Chen, Dr Dennis Fong*

The Hong Kong Polytechnic University

Lecture Theatre H (LT-H)**Abstract**

Despite an increasing use of data systems for educational research in this era of big data, little has been done to explore how analytics of assessment data can inform the teaching and learning of English. The presentation will showcase a range of learning analytics studies that the authors have recently conducted in a university in Hong Kong with student assessment data. The presentation demonstrates ways in which assessment data can be used in an extensive manner (i.e. beyond assessment moderation) in the field of language learning. The presenters first explain why data-driven studies were first introduced in their university. They then present some of their studies, including (1) progression across EAP courses, (2) effects of streaming, (3) disciplinary differences and (4) alignment between assessments and learning outcomes. They will describe the rationales, methods and some of the results derived; and discuss how these studies inform teaching and learning from the perspectives of subject leaders and frontline teachers. The session will conclude with challenges and recommendations for other English teaching professionals on similar uses of assessment data.

Cyclical teaching-learning activities and class ergonomics*Dr Ping Chui Yik*

The Hong Kong University of Science and Technology

Room 1409**Abstract**

Classroom communication and interaction are cyclical in nature. Through cycles of teacher-student and student-student interactions or message exchanges in the classroom, teachers are more informed about the nature and duration of activities that facilitate class dynamics. We ran an interview study and the results informed us about cyclical teaching-learning activities and class ergonomics. We interviewed 6 teachers using three questions: 1. What makes you feel pleased about a lesson? 2. What usually happens before, during and after a more/less satisfying lesson? 3. Briefly summarize the elements of a well-run lesson. Rank them if possible. Preliminary results suggest that all interviewed teachers ask for minimal message loss during a lesson (full class engagement), look for positive emotions or feelings (fun/pleasure/positive energy) and therefore work toward an efficient way that minimizes message loss to display target information according to one's habit, preference or expectation; some expect a more predictable flow up to seconds of interactions whereas others prefer a less predictable interaction while having an overall flow in mind. We further compared these results with those from a previous survey study on what makes a good lesson (Li, 2012) and found consistency.

The role of writing in developing design thinking*Dr Sylwia Ejmont*

The Chinese University of Hong Kong

Lecture Theatre H (LT-H)**Abstract**

The role of writing in architectural education and practice, where verbal expression is seen as secondary or supplementary to the graphic representation of design ideas and technical details, is often underestimated by students of Architecture. As a discipline that requires its practitioners to exhibit both artistic sensibility and technical expertise, Architecture presents a unique challenge for EAP and ESP instructors who aim to support learners in developing writing skills across the curriculum (Dias, Freedman, Medway & Pare, 1999; Medway, 2000). This presentation will discuss the challenges of creating meaningful tasks for such English courses in the Hong Kong context, and suggest best practices for optimizing limited classroom time and increasing legitimacy of 'layman' teachers dealing with discipline-specific content. It will use the example of tailor-made courses that target Architecture students at CUHK, crafted in close collaboration with content faculty as part of the English Across the Curriculum project. In particular, it will focus on the writing tasks that support the development of criticality and metacognition that play a crucial role in cultivating creative design thinking.

Revising assessment rubrics for a university language centre*Dr Alan Urmston, Dr Jane Robbins, Dr Dennis Fong*

The Hong Kong Polytechnic University

Room 1511**Abstract**

Changes in university policy regarding the use of assessment rubrics at the HK PolyU have required a more inclusive approach to rubric use by involving students more. Assessment rubrics are mandated for grading of all "major assessments" across all subjects and these rubrics must be shared with students. The English Language Centre (ELC) has used rubrics as part of its assessment system for a considerable time but did not previously share them with students, consequently, the existing rubrics were redesigned to make them more student-friendly. A total of 85 English teachers teaching 380 classes approximating to 5000 students made full use of 80 redesigned rubrics for the first time in the first semester of 2018-19. Given this change, research into the validity in use of these rubrics became necessary. This presentation reports on this validity study, involving multiple data sources, both quantitative (grade comparisons, grade spreads) and qualitative (student and teacher feedback). It is anticipated that the findings can help the ELC further enhance its assessment practices and provide other language centres and academic departments facing similar assessment issues with valuable insights to draw from.

Examining the role of Small Private Online Courses in ELT*Dr Daya Datwani, Tess Hogue, Dr. Aditi Jhaveri*

The University of Hong Kong

Room 1103**Abstract**

Innovation in ELT increasingly involves greater choice for students and diversity of delivery methods. The trend is to combine online and face-to-face student-teacher interaction through blended-learning pedagogy. While credit-bearing language courses are an essential part of a university curriculum, shorter blended-learning workshops called SPOCs (small private online courses) are not only taken on a voluntary basis, but also become valuable as focused language skill are delivered intensively and time-efficiently. If they are part of an existing course, they are geared towards complementing face-to-face classroom learning rather than replacing it (Wu, 2017) and due to their operation on a smaller scale, they are extremely targeted and timely in terms of meeting student needs. Additionally, they are characterized by higher interactivity, collaboration, sharing, and autonomy in learning. The development of SPOCs began when an exemption policy was introduced for our first year EAP course. Thus, the Centre could meet a wider range of student needs while making strategic and effective use of staff time. Three SPOCs will be piloted this academic year, namely, Concise Writing, Impactful Presentations and Intercultural Communication. The SPOCs team will share their experience of producing these courses and examine the potential and constraints of adopting this pedagogical approach.

Learning transfer in academic English writing*Anna Cheung, Dr Julia Chen, Grace Lim*

The Hong Kong Polytechnic University

Room 1104**Abstract**

The notion of transfer is central to language teaching and learning. It encompasses both language transfer (related to language features) and learning transfer (related to acquired skills). In the university EAP context, most teachers would agree that they have seen language transfer in student performance (e.g. language features of Chinese found in their English) but they seldom know whether their students have learning transfer or not (e.g. the application of EAP writing skills in other discipline courses). In fact, quite a number of studies revealed that students failed to recognize the linkage between the skills learned in English courses and those required in their discipline assignments. In view of this, learning transfer will be introduced to a group of business capstone project students through explicit “instruction”, highlighting the association between the writing skills learned in English courses and the language requirements of the capstone project report. It is anticipated that students would be able to apply some of these skills in writing their reports. The research and pedagogical implications of this study will also be discussed.

Student tutor writing consultation as an alternative to teacher advising*Dr Cissy Li*

Hong Kong Baptist University

Room 1409**Abstract**

Peer learning models have been discussed in the academic literature for decades. Much research suggests that there are substantial benefits to both faculty and students in a learning community (Budd, Cohen & Sampson, 2001; Falchikov, 2001). Theoretical foundations for peer-learning practices lie in the cognitive psychology of the Piaget tradition (Falchikov, 2001) and social constructivism of Vygotsky, who accounts for cognitive growth in socio-cultural contexts involving problem-solving activities not only under expert guidance, but also in collaboration with more capable peers (Vygotsky, 1978). This paper reports on part of a cross-sectional peer writing consultation service in a local university. As revealed by the questionnaire survey, an overwhelming majority of the tutees expressed satisfaction with the service and felt that they had made good improvement in writing in general as a result of the consultations. The biggest concern to the tutees, also an area that they consulted the tutors about most was still language use, followed by contents and organisation across all the academic genres that were worked on. The findings may suggest a number of implications for the teaching and learning of EAP/ESP in the tertiary context.

Postgraduate students' attitudes toward MALL for learning English pronunciation

Nguyen Doan Hanh Nguyen, Vu Phuong Thao
City University of Hong Kong

Room 1410

Abstract

One determining factor for strong English pronunciation ability among ESL adult learners is their learning techniques. Despite the availability of modern techniques which emphasizes technology-assisted self-learning (Hismanoglu, M., & Hismanoglu, S., 2010), students still depend heavily on traditional pronunciation learning tactics where teacher's involvement is essential (Pawlak, Mirosław et al., 2011). Moreover, few studies have reported on the reasons for students' lack of interest in using the latest technology for self-learning. This research aims at investigating the attitude of postgraduate students from Mainland China about Mobile-Assisted Language Learning in a university's pronunciation consultation program in Hong Kong. Two interviews were carried out to understand students' pronunciation learning experience before and after four weeks using a pronunciation app (ELSA Speak) in learning pronunciation independently. With artificial intelligence, ELSA Speak has been proven to outweigh other pronunciation apps by providing instant personalized feedback at both segmental and suprasegmental levels. From the perception of users after experimenting with ELSA in the study, ways of incorporating mobile phone apps in teaching and learning pronunciation will be suggested to maximize the merits of ubiquitous learning.

Technology-driven language learning: self-training modules on grammar for Academic English

Dr Natalie Fong, Dr Parco Wong, Dr Ken Lau
The University of Hong Kong

Lecture Theatre H (LT-H)

Abstract

The project aims to develop a mobile app and a website for members of the public who want to receive self-training in the usage of academic English grammar. Currently, an independent learning site on Academic Grammar has been developed for first-year undergraduate students who enroll in a General English for Academic Purposes course in the University of Hong Kong. The existing Grammar site has been modified to benefit wider sectors in teaching and learning within and beyond Hong Kong. Users such as senior secondary students and post-secondary students would become more aware of the language features in academic grammar and find the interactive learning package relevant to their writing. Users such as in-service teachers would use the self-training exercises as English resources and apply them in their classroom teaching.

The presentation aims to introduce the structure and learning components of the online self-training modules. The practical significance of this project is to contribute to knowledge exchange between HKU communities and other non-academic sectors. This project should prove specifically relevant to public members who are interested in improving grammatical accuracy for academic use. The project will lead to insights into enhancement of independent learning and development of technology-driven language learning.

Concurrent Sessions Five**15.00-15.25****Students' views on online grammar learning***Man Chan*

The Hong Kong Polytechnic University

Room 1103**Abstract**

As part of a Language Enhancement Grant project at The Hong Kong Polytechnic University, a Small Project Online Course (SPOC) entitled "Upgrading Your Grammar" was developed by the English Language Centre. This SPOC has been adopted with a flipped classroom approach in two degree-level EAP classes (N=30), in the hope of helping students consolidate their familiarity with grammar structures relevant to the subject. A study was subsequently conducted to examine students' view on the effectiveness of this online grammar learning approach. Based on the feedback from students, the study results suggested that in general the experience of using the SPOC has been positive. This session presents how the online course was implemented to facilitate students' grammar learning and reports students' views on its effectiveness, as well as some of the practical challenges encountered.

Colloquium**15.00-15.55****Helping science and engineering undergraduates to master technical vocabulary***Dr Kam In Wu* The Hong Kong University of Science and Technology*Irene Wai Yee Ng* The Hong Kong University of Science and Technology*John Fung* The Hong Kong University of Science and Technology*Anna Yu* The Hong Kong University of Science and Technology*Adam Tse* The Hong Kong Polytechnic University*Hannah Lai* The Hong Kong Polytechnic University*Frankie Har* The Hong Kong Polytechnic University**Room 1104****Abstract**

Recent research suggests that the role played by technical vocabulary in specialized texts has been significantly under-estimated. Technical vocabulary can account for a very large proportion (often over 30%) of the words in a text (Chung & Nation, 2004). Although it has often been assumed that students do not require assistance with technical language since it will be acquired during the study of content courses, the challenges represented by technical vocabulary in science, technology, engineering and mathematics (STEM) content areas are receiving special recognition internationally (e.g. Crumpler, 2013). This colloquium reports on a UGC-funded project which aims to develop resources to support the learning and use of STEM vocabulary for undergraduate students and their teachers. The first presentation outlines the background and motivation for the project, with a special emphasis on the role of technical lexis in an EAP curriculum. The second presentation describes how technical words were identified for the project, and how wordlists were compiled. The final presentation examines students' resource needs by summarizing the results of an online survey and focus group interviews with students and teachers. Implications for resource development will be presented.

Developing teacher learning communities in a tertiary language centre

Phil Smyth, Keith Chau
The University of Hong Kong

Room 1409

Abstract

Teacher professional development is often seen as vital in developing better quality learning in students, but it is often difficult to know what development to provide and how to provide it. Several studies have suggested that teacher professional development has minimal impact on teachers' practice. Professional development is conventionally conceived as a series of "one-shot" seminars that are removed from teacher's daily work and offer few follow-up opportunities. This work-in-progress reports on an alternative approach to teacher professional development being developed at the Centre for Applied English Studies (CAES) at The University of Hong Kong. The approach aims to overcome some of the shortfalls of professional development by attempting to seed communities of teacher learners through Teacher Learning Communities (TLCs). The communities are defined as groups of teachers, who share a common goal and develop through participation. The presentation outlines the theoretical rationale for attempting to develop professionally in this way before outlining some of the challenges in seeding communities that allow opportunities for full participation of staff.

Workshop

15.00-15.55

Wikipedia assignments for Academic English courses in Hong Kong

Laura Wakeland, Simon Boynton, Dr. Daya Datwani, Juan Castillo
The University of Hong Kong

Room 1410

Abstract

Although Wikipedia has a bad reputation when used as an academic source, it has a number of advantages when used as an academic writing assignment, since it is similar to conducting a literature review. These advantages include contributing to solving a real-world problem by writing on topics that are missing, underrepresented or inaccurate on Wikipedia. Students also have a "real" audience for their writing outside the classroom and are held accountable to an online community of writers with their own stringent standards. They also need to use transferable academic skills such as searching for sources, critical reading, paraphrasing, citation and referencing, awareness of register and audience, communicating an unbiased or balanced view and maintaining high standards of academic English.

We introduced a wiki assignment for the first time in an academic English course for biomedical sciences students. In this workshop we will show you how to use the Wikipedia outreach dashboard, facilitate electronic student feedback on each other's work, and assess wiki articles. We will also include students' feedback on their experience of writing a wiki article assignment for our course and any difficulties or pitfalls that we experienced during the process which we have tips for overcoming.

Dissecting the collaborative processes and perspectives of online group writing

Geoffrey Heathman

The Hong Kong Polytechnic University

Lecture Theatre H (LT-H)

Abstract

Technological advances in communications combined with adept learner IT skills have unleashed vast potential for teaching and learning both online and offline. Merging these two complimentary avenues of education further expands upon the educational possibilities and may best reflect the needs within society. Group work in education has traditionally focused on offline experiences; yet, today, groups tend to communicate and collaborate more frequently online. Students can develop and refine vital skills and abilities that they will need throughout life through group project work. Thus, educational experiences should enable and promote student communication and collaboration both online and offline while working on a project. The process and product of group collaborative writing is highly influenced by the group dynamics which in turn relies upon the individual learner perspectives on how to collaborate. Therefore, there is a need to better understand the writing processes and evolution of an online document written by a group. Research findings on the processes and writer perspectives of collaborative writing can provide insights into the effective use of collaborative online writing. In addition, pedagogical implications will be highlighted through an exploration of practices that can be integrated into formal education contexts.

Beyond the ALF: Making technology ‘invisible’ in language education*Sean McMinn, Delian Gaskell*

The Hong Kong University of Science and Technology

Room 1103**Abstract**

Literature suggests that normalisation of technology in language education should be a goal of educators. Normalisation refers to when a technology has become “invisible” because it is used seamlessly in our everyday life. Yet, technology should not be the only element when considering normalisation; pedagogy and content also play key roles. There is also the question of whether a technology is ever truly “invisible”. In our presentation, we will reflect on our delivery of Multimodal Communications courses for the HKUST-Minerva Scholars program using the learning platform called Active Learning Forum (ALF). We will explore how a combination of the learning platform (technology), pedagogy and content effectively “makes technology invisible”. We will also discuss how we can learn from this and propose a model for creating Hong Kong’s own active learning platform.

Remixing and reinterpreting Shakespearean works with innovative use of technology

Sumie Chan

City University of Hong Kong

Lecture Theatre H (LT-H)**Abstract**

My individual presentation explores how university students demonstrate their creativity and critical literacy through the use of technology as shown from their awareness of intertextuality with reference to their reinterpretation and adaptation of Shakespeare’s classical plays with modern English in their language learning. They recreate and rewrite the work with the power of language and media innovation, in the form of a variety of different genres, which include poems, short stories, online blogs, songs, social media, films and staging. Throughout students’ work, they imagine themselves as the characters in any or some of the Shakespearean plays and rewrite the texts of their own. Their creativity and critical literacy could be illustrated by their awareness of various genres and sensitivity to syntactic and semantic features in literature. These experimental works document remix of both classical and modern language and values, showing the evolution of English Language and a new form of English which are based on students’ original application from written texts to new forms of genres with the innovative use of technology.

Presenter bios (in alphabetical order of first name)

Adam Barker

Adam Barker is currently working at The Polytechnic University in Hong Kong and previously taught in Australia and Japan. He has 15 years of teaching experience and is interested in curriculum design, pedagogy and teaching, and critical thinking.

Adam Tse

Adam Tse is a co-leader of the UGC-funded STEM vocabulary project. He teaches at the ELC of HKPU and coordinates the discipline-specific courses for the Faculty of Engineering.

Aditi Jhaveri

Dr Aditi Jhaveri is a Lecturer working at CAES in HKU. She has been teaching language, communication, journalism and media related courses (e.g. 'Pedagogical Grammar', 'Thesis Writing', 'Academic English for Science', 'Academic English for Education Students', 'Academic Communication for Business' etc.) to tertiary students in Hong Kong for 14 years.

Alan Urmston

Dr Alan Urmston is an Assistant Professor in the English Language Centre at The Hong Kong Polytechnic University, where he teaches and coordinates assessments at undergraduate and postgraduate level. He has extensive experience as a practitioner and researcher in English language assessment at the secondary and tertiary levels.

Anna S.C. Cheung

Anna S.C. Cheung is a Project Associate in the English Language Centre of The Hong Kong Polytechnic University. Her research interests are in second language acquisition and English Across the Curriculum.

Anna P.S. Yu

Anna PS Yu is an Instructor in the Centre for Language Education at The Hong Kong University of Science and Technology. She is a committee member of the UGC-funded STEM vocabulary project. She is interested in vocabulary teaching and learning, and is currently teaching science students in writing and presenting FYPs.

Christelle Davis

Dr Christelle Davis is a Lecturer at The Chinese University of Hong Kong where she teaches EAP and ESP courses, as well as co-supervising the English Across the Curriculum Project

Christine Ho

Christine Ho is the Faculty Librarian for the Humanities (English Language programs) and a User Experience and Outreach librarian at The Hong Kong Polytechnic University. She designs and delivers the Library instruction session for undergraduates taking the university

Christy Chan

Christy Chan is a Senior Tutor and Manager of English Language Support Services of the English Language Centre at the City University of Hong Kong. She is an Investigator of two current UGC teaching and learning projects on Capstone Project App and Hong Kong Continuing Professional Development Hub.

Cissy Li

Dr Cissy Li is a principal lecturer at the Language Centre of Hong Kong Baptist University, where she has been teaching General English and English for Academic Purposes at both undergraduate and postgraduate level. Her research interests include academic writing, contrastive rhetoric, peer tutoring and ESL/EFL teaching and learning.

Daya Datwani

Dr Daya Datwani is a lecturer at the Centre for Applied English Studies in The University of Hong Kong. She has been involved in innovative pedagogy initiatives such as “Flipped Classroom” and using Google Classroom. Her current project is on Small Online Private Courses (SPOCs). Her research interests include policy and planning (teacher training and development), self-access language learning and learner autonomy.

Delian Gaskell

Delian Gaskell is a Senior Lecturer at the Centre for Language Education at The Hong Kong University of Science and Technology.

Dennis Fong

Dr. Dennis Fong is a Teaching Fellow in The Hong Kong Polytechnic University. He holds a doctorate in language education. Having a keen interest in learning analytics, he is the facilitator of his university's Community of Practice on Learning Analytics. Other than learning analytics, his research interests include CALL and assessment.

Elza Tsang

Dr Elza Tsang is a Senior Lecturer at the Centre for Language Education, HKUST. She oversees the development of English curricula for senior students in the School of Science. She has been involved in several funded projects related to self-access language learning, e-learning and development of informal language curricula.

Frankie Har

Frankie Har is a team member of the UGC-funded STEM Vocabulary project. He teaches both EAP and ESP courses at HKPU and has been actively involved in mobile phone learning and other innovative pedagogies.

Geffrey Heathman

Geffrey Heathman is a Language Instructor in The Hong Kong Polytechnic University. His current interests include professional development, technology and language learning, assessment, and process writing. His past research has focused on fostering learner autonomy, multimedia design and communication, and collaborative learning environments.

Grace H.Y. Wong

Dr Grace Wong is a Lecturer of the Center for Language Education, HKUST. Being passionate in Discourse Analysis, she is committed in improving coherence and cohesion in her students' writing. She enjoys teaching postgraduate and undergraduate courses, including M.A. Discourse, Final-year ESP and First-year EA.

Grace Lim

Grace Lim is a Teaching Fellow at the English Language Centre of The Hong Kong Polytechnic University. She has been involved in projects on English Across the Curriculum (EAC). She is in charge of English subjects for the construction discipline. Her research interests include EAC, Corpus Linguistics and Discourse Analysis.

Hannah Lai

Hannah Lai is a team member of the UGC-funded STEM vocabulary project. She teaches EAP and ESP courses at HKPU.

Irene Wai Yee Ng

Irene Ng is a co-leader of the UGC-funded STEM vocabulary project. She is the test developer of the vocabulary paper of English Language Proficiency Assessment used in HKUST and has been actively involved in vocabulary learning and assessment.

Issa Danjun Ying

Dr Issa Danjun Ying currently works at the English Language Centre of The Hong Kong Polytechnic University. Her research interests include pedagogical strategies for language teaching and learning, using social media for language teaching and learning, teacher development and professional learning communities, narrative inquiry and discourse analysis.

Ivan Yung

Ivan Yung is a Lecturer at the Center for Language Education, HKUST. He experienced the importance of English in the globalized workplace when working in the business field and there he realized his passion for language teaching. He believes language learning is most effective in an interactive and relaxed atmosphere.

Jane Robbins

Dr. Jane Robbins is a Senior Teaching Fellow at the English Language Centre of The Hong Kong Polytechnic University, where she currently co-coordinates assessments. She has broad experience of teaching and assessing professional and workplace English both as a corporate trainer as the ELC's Discipline-specific Requirement Coordinator.

Jay Bidal

Jay Bidal has more than 20 years of experience teaching EAP and ESL in a variety of contexts, including Japan, Turkey, Canada, the UAE, Macau and, currently, The Hong Kong Polytechnic University. He is interested in curriculum/materials development, writing pedagogy, critical thinking, and the integration of technology in teaching.

John Fung

John Fung teaches on a number of communication courses including English for Science and runs workshops such as When a Quantitative Researcher Meets a Qualitative Researcher: The Art of Asking Questions for post-graduates at HKUST. He received his MA in TESOL from the Institute of Education, University of London, England.

Juan Castillo

Juan Castillo is a lecturer at the Centre for Applied English Studies in The University of Hong Kong. He mainly teaches undergraduate academic literacy courses at level, especially those for the Faculty of Medicine. Externally, he serves as an examiner for the Hong Kong Examinations and Assessment Authority. His academic interests include vocabulary acquisition and L2 speaking proficiency.

Julia Chen

Dr Julia Chen is Director of the Educational Development Centre in The Hong Kong Polytechnic University, and was formerly Associate Director of the English Language Centre. She is a two-time recipient of her university's President Award for Excellent Performance, first in teaching and then in service.

Kam Yin Wu

Dr K Y Wu is a co-leader of the UGC-funded STEM vocabulary project. He teaches EAP courses, and has written teaching materials for multiple courses in technical/academic communication at undergraduate and postgraduate levels.

Keith Chau

Keith Chau is an Assistant Lecturer at the Centre for Applied English Studies in The University of Hong Kong. He was involved in the development of the English-in-the-Discipline courses for the Faculty of Education in the new 4-year curriculum. His research interests include teacher autonomy, teacher stress and language education.

Ken Lau

Dr. Ken Lau is a Senior Lecturer at the Centre for Applied English Studies in The University of Hong Kong. He has strong interest and published in the areas of internationalization, assessment, English for Academic Purposes, English learning experiences and the use of reflection for English language teaching and learning.

Laura Wakeland

Laura Wakeland is a Lecturer at the Centre for Applied English Studies in The University of Hong Kong. She is the Programme Coordinator for CAES courses for the Faculty of Medicine which covers academic literacy and communication courses for medical, nursing, pharmacy, Chinese medicine and biomedical sciences students.

Man Chan

Man Chan is a Language Instructor at the English Language Centre of The Hong Kong Polytechnic University.

Michael Tom

Michael Tom is an Instructor at the English Language Centre in The Hong Kong Polytechnic University. He has taught EFL/ESL to learners in China, Taiwan, Hong Kong, and the United States. His interests include blended learning/teaching, educational technology, instructional design, materials design, TBLT, and learner motivation.

Natalie Fong

Dr. Natalie Fong is a Senior Lecturer at the Centre for Applied Studies in The University of Hong Kong. Her research interests include English language teaching and learning, curriculum development, assessment in English writing classrooms, and second language curricula.

Nguyen Doan Hanh Nguyen

Nguyen Doan Hanh Nguyen is a visiting fellow at the English Language Center in City University of Hong Kong. She received a bachelor's degree in English Linguistics and Literature from Ho Chi Minh City University of Social Sciences and Humanities. Her current professional interests are learner autonomy and blended learning.

Parco Wong

Dr. Parco Wong is a Lecturer teaching both EAP and ESP undergraduate courses and supervising dissertation writing of master's students at the Centre for Applied English Studies (CAES), The University of Hong Kong. His research interests mainly focus on (critical) discourse analysis and sociolinguistics.

Phil Smyth

Phil Smyth is a Senior Lecturer at the Centre for Applied English Studies, The University of Hong Kong. He teaches Testing and Assessment on the MA Applied Linguistics programme and Thesis Writing for postgraduate students. His research interests include formative assessment, exemplars implementation and dialogic feedback.

Ping Chui Yik

Dr Ping Chui Yik is interested in questions concerning learning efficiency. What is optimal learning? How much does classroom teaching and learning contribute to optimal learning of individuals? Can we apply an optimization process at verbal precision to raise teaching and learning efficiency? Answering these questions will likely help look into class ergonomics.

Rebecca Farmer

Rebecca Farmer is a Lecturer in English at HKUST. She is also an ex-chemist. Combining these, her professional interests are science communication and scientific writing. She is currently working in the Materials Development team for Science in the Center for Language Education, helping to develop new ESP language courses.

Ryan Hunter

Ryan Hunter is currently an Instructor in The Hong Kong Polytechnic University, and he has previously worked for universities in Macau, South Korea and the United States. His professional interests include eLearning, instructional design, assessment, LMS administration, in-service and pre-service language teacher training, literacy development and second language writing.

Sean McMinn

Sean McMinn is an Associate Professor of Language Education at the Center for Language Education in The Hong Kong University of Science and Technology. His main focus is technology-enhanced language teaching and learning. He is also the Co-Academic Director for the Master of Arts in International Language Education program.

Serina Chan

Serina Chan obtained Bachelor of Education in Language Education and an MA in Applied Linguistics in The University of Hong Kong. At CAES, she teaches a range of undergraduate courses including Core University English, Academic English for Information Management Students and Academic Communication for Business and Economics.

Sihui Liu

Sihui Liu is a full-time RA working at CAES in HKU. After finishing her MA in Linguistics in CUHK, she worked as a full-time RA in several universities in HK. She has published one journal paper on Language Testing and one conference paper on ICCE 2018.

Simon Boynton

Simon Boynton is a lecturer at the Centre for Applied English Studies in The University of Hong Kong. He has been the Programme Coordinator for Science, Programme Coordinator for Medicine, and is currently working on the Communication Intensive Courses initiative. His interests include teacher training, materials design, assessment, and undergraduate ESP/technical writing.

Sin Wang Chong

Dr Sin Wang Chong is a lecturer in The Education University of Hong Kong. His publications have appeared in international refereed journals including *Assessing Writing*, *Assessment & Evaluation in Higher Education*, *Language Assessment Quarterly*. He is Associate Editor of *Innovation in Language Learning and Teaching* (Taylor & Francis).

Siu Chung Chong

Siu Chung Chong has taught English and communication courses at different institutes to students with a wide variety of needs. Throughout his years in the profession, his students range from secondary school leavers, university students to working adults from disciplines that include business, engineering, construction and information technology.

Sumie Chan

Sumie Chan is teaching English courses at the English Language Centre at City University of Hong Kong. She is also experienced in teaching Language and Gender, as well as Drama and Performance. Her research interests are in language and gender, cultural studies and literatures.

Sylwia Ejmont

Dr Sylwia Ejmont serves as a Lecturer at the English Language Teaching Unit in The Chinese University of Hong Kong. Her current research interests include English Across the Curriculum, literacy in the digital age, and e-learning.

Tess Hogue

Tess Hogue has been working in The University of Hong Kong for 15 years. She has coordinated the Language and Style for Narrative Journalism course as well as the Intensive English for Post Graduate Students course. Currently, she is developing the Intercultural Communication SPOC specifically for HKU exchange students.

Vicky Man

Vicky Man is a Senior Lecturer at the Language Centre, HKBU. Currently, she is the coordinator of several credit-bearing courses including HKBU's core academic English course 'University English I'. Her professional interests include writing and speaking across the curriculum, pronunciation pedagogy, applied phonetics, and World Englishes.

Vu Phuong Thao

Vu Phuong Thao is a visiting fellow at the English Language Centre in City University of Hong Kong.

Housekeeping information: coffee, tea, lunch

Getting to The Hong Kong University of Science and Technology (HKUST)

Please refer to this part of the HKUST website <https://www.ust.hk/visit> and scroll down until you come to the section labelled “Map and Direction”.

Registration

The registration desk is in the Chia-Wei Woo Academic Concourse outside Lecture Theatre A (LT-A)



The Entrance Piazza, The Hong Kong University of Science and Technology with the Academic Building in the background.

Symposium Venue

The Symposium will be held in the Academic Building of HKUST in rooms off the Chia-Wei Woo Academic Concourse. Plenaries will take place in Lecture Theatre B (LT-B) and all other sessions will be in rooms nearby. Signage will direct you to the rooms.

Wi-Fi Access

If you do not have access to Eduroam Wi-Fi, you can connect to “Wi-Fi.HK via HKUST”. This service is provided by ITSC for university guests. You simply need to:

1. Enable WiFi on your device
2. Select “Wi-Fi.HK via HKUST” on the available network list
3. Accept the terms and conditions to use the service

More details can be found here (<https://itsc.ust.hk/services/general-it-services/wifi/wi-fi-services/configuration-wifihk/>).

Refreshments and lunch

11.00-11.25	Morning coffee/tea	Outside Lecture Theatre A (LT-A)
13.10-14.30	Lunch	ChinaGarden / 南北小廚 G/F The Hong Kong Jockey Club Atrium
15.55-16.20	Afternoon coffee/tea	Outside Lecture Theatre A (LT-A)

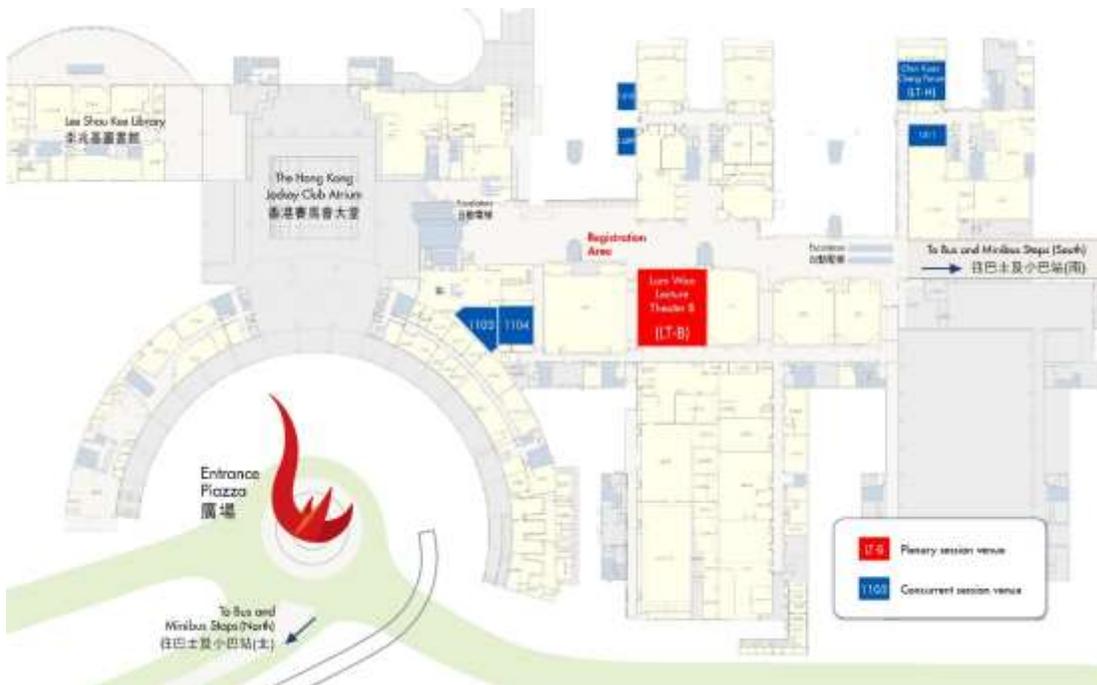
Amenities at The Hong Kong University of Science and Technology

On the Chia Wei Woo Academic Concourse and on the Entrance Piazza (facing the iconic “red bird” statue) you can find a number of amenities.

- mini-banks plus ATMs
- the University Bookstore
- various food and beverage outlets

Book displays

Clarity and McGraw Hill will have displays near the registration desk, near Lecture Theatre A (LT-A) from 09.00-18.00.



Post-Symposium Workshops: 6 June 2019

Workshop: Developing critical literacy skills

Speaker: Professor Clare Furneaux

Date: 6 June 2019

Time: 10:30 – 12:30

Venue: CPD-G.02, G/F, Cheng Yu Tung Tower, Centennial Campus, The University of Hong Kong

Abstract:

This workshop will consider how to develop critical literacy skills. We will address reading using an 'Academic Reading Circles' approach. The idea of developing literacy skills through reading circles is not new, but the transition to Academic Reading Circles is a more recent development, and teachers such as Tyson Seburn (<http://the-round.com/resource/academic-reading-circles/>) have documented this approach to co-construction of meaning around texts. We will explore the development of an ARC activity for undergraduate students, including how this could be used for EAP teachers to approach critical reading skills for discipline-specific as well as general texts. We will then turn to consider the development of critical writing skills, exploring what students are asked to do in academic writing tasks from different disciplines. This will include analysis of assignment rubrics and discussion of the implications for writing critically in English for Specific Academic Purposes contexts.

Workshop: Challenges to assessment

Speaker: Dr. Maggie Sokolik

Date: 6 June 2019

Time: 14:30 – 16:30

Venue: CPD-G.02, G/F, Cheng Yu Tung Tower, Centennial Campus, The University of Hong Kong

Abstract:

Writing assessment is often time-consuming, and the outcome is frequently questioned when instructors feel that students don't read or understand feedback. As a result, instructors don't see the improvement they hope for in their students' writing ability. In this workshop, we will look at the research behind different assessment techniques (minimal marking, collaborative rubrics, peer review, portfolio assessment, oral assessment, multimodal assessment) to evaluate which types are best for different writing circumstances. We'll then use student writing samples with these different assessment types to test our hypotheses about each type's usefulness.