Hong Kong Association for Applied Linguistics (HAAL)

4th HAAL Conference

Saturday, 25th June 2011

Hong Kong Polytechnic University
HAAL Executive Committee, 2010-11

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Message from the President of HAAL

The Hong Kong Association for Applied Linguistics (HAAL) committee would like to very warmly welcome you to the fourth HAAL Conference!

The HAAL conference has continued to evolve since our first small-scale research forum in 2000. After a gap of seven years, the very successful second HAAL Research Forum was held in June 2007. Following this, the third Research forum was held in December 2009, with 48 presenters from Hong Kong, the Mainland, Macau, Taiwan, Japan, Thailand, India and Australia. In 2010 the HAAL committee decided to make the Research forum a regular biannual event and to rename it the HAAL Conference. At this year’s fourth HAAL Conference we have 50 presenters from Hong Kong, Taiwan, New Zealand, Singapore, USA and the mainland.

HAAL was established in 1980. It holds regular seminars throughout the academic year, with invited local and overseas speakers addressing a range of topics of interest to language teachers and researchers and students. We aim for HAAL seminars to be interesting, interactive and collegial. We hope that they allow attendees not just to learn about new developments and research, but also provide opportunities for networking and sharing ideas with colleagues and fellow students from other institutions. HAAL is currently thriving; our seminars are very well attended and we have a current HAAL membership of 100. In addition, HAAL is an affiliate of TESOL, which means we are members of a network consisting of over 40,000 English teaching professionals worldwide. To encourage interaction, we also have an annual social event for members and non-members. This year, we organized a boat trip to see the dolphins off Lantau which was followed by a seafood lunch in Lamma. Beautiful weather and pleasant lunchtime conversation compensated for the distinct lack of cooperative dolphins!

HAAL aims to support and nurture our student members. We offer them reduced fees for membership and we also have a Postgraduate Student Travel Grant to offer a travel subsidy to postgraduate student members to present at international conferences. This year two students have been awarded grants to contribute towards their costs for attending the TESOL conference and the AILA conference in Beijing.

We hope that the fourth HAAL conference will offer a great opportunity for all members and visitors alike to meet together and share and discuss their research and concerns as applied linguists, teachers and researchers.
This conference has only been made possible by the hard work of a dedicated Organizing Committee. I am very grateful indeed to Gavin Bei, Mable Chan, John Chau, Gail Forey, Andy Gao, Jon Hui, Amy Kong, Icy Lee, Chris Leung, Emily Lui, Des Moriarty, Jesssie Wang and Lixun Wang for all their help and support. They have worked really hard to make sure that the conference runs smoothly. Finally, I would like to thank all the presenters, attendees, and book exhibitors. I hope you will all enjoy this fourth HAAL conference and that you find the papers both thought-provoking and interesting!

Fiona Hyland
President
Hong Kong Association for Applied Linguistics
# Hong Kong Association for Applied Linguistics (HAAL)
## 4th HAAL Conference
### 25 June 2011

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How to make English interesting and relevant to students? How to engage students in English lessons in Hong Kong? If students have come from a background where English does not serve any everyday communicative purposes, English lessons tend easily to focus mainly on textbook drills for tests and exams.

In this presentation, I shall share our experience in a 3-year school-based curriculum development project. In this project we worked with teachers in a secondary school to design a culturally responsive English language arts enrichment curriculum for junior secondary students. Apart from discussing the theory and practice of ‘culturally responsive curriculum’ that have informed our curriculum design, a non-intrusive, supportive model of teacher-researcher collaboration in curriculum and pedagogical transformation is also discussed. This model has been found to suit the local needs and situation of teachers in Hong Kong. Implications for future TESOL curriculum work will also be discussed.

Angel Lin received her PhD from the Ontario Institute for Studies in Education, University of Toronto, Canada. She is currently an Associate Professor and Associate Dean in the Faculty of Education, The University of Hong Kong. She is well known for her research in the areas of language and identity, bilingual education, classroom discourse analysis, and youth language and culture and has published six books and over seventy research articles and book chapters in these areas. She serves on the editorial boards of a number of international research journals including: *Applied Linguistics, British Educational Research Journal, International Journal of Bilingual Education and Bilingualism, Language and Education, Journal of Critical Discourse Studies* and *Pragmatics and Society.*
Fluency in L2 tasks: Measurement and performance

BEI Xiaoyue (Gavin)
Hang Seng Management College

Fluency in broad terms is a major indicator of one’s L2 proficiency level. This research approaches fluency, from a narrow definition, as the ongoing speech without undue pausing or hesitation (Ellis and Barkhuizen, 2005). Fluency has been operationalized in a variety of measures in L2 research literature, including speed (e.g., speech rate), pausing (e.g., mid-clause pauses), and repairs (e.g., reformulation and repetition). However, the proliferation of measures only results in a paucity of consensus as to which measure can best represent the nature of smooth delivery of L2 speech, which becomes an issue of methodology in research and of practical value in pedagogy for fluency development.

The present study aims to investigate L2 fluency performance in communicative tasks. Eighty undergraduate students from a major university in Hong Kong, grouped into a planning and a non-planning condition, participated in two speaking tasks of different familiarity levels. Fourteen measures of fluency that appeared in literature were employed to explore their performance in terms fluency.

Results will be discussed from a performance and a methodological perspective. Firstly, learners were in general more fluent when given more familiar tasks, or when offered the opportunity to plan. Secondly, a factor analysis showed that all these measures could be categorized into two broad types, namely breakdown fluency and repair fluency. Meanwhile, a selected few of the measures will be shown to have better discriminative power than the others.

BEI Xiaoyue (Gavin) received his PhD from the English Department, The Chinese University of Hong Kong. He is currently assistant professor at the English Department, Hang Seng Management College.
Peer teaching as a pedagogical strategy for autonomy: 
Promoting teaching and learning in teacher education

Phil Benson & YING Danjun (Issa)
Hong Kong Institute of Education

This study is concerned with the use of peer teaching as a pedagogical strategy for autonomy to provide student teachers experiences of autonomous learning in an English general education programme called Hong Kong Pop Culture. Data is derived from observation, focus group interview, and questionnaire to explore how peer teaching actively involves student teachers in the process of learning during the course and whether it could help to raise their awareness of autonomous learning and teaching. Data analysis shows that autonomous learning was embedded in the process of peer teaching. Peer teaching addressed learner diversity and gave student teachers more opportunities to share and make choices for their learning. Student teachers had a better understanding of peer teaching by experiencing it themselves. Most of them would like to try it when they become teachers, but would consider the factors such as student age, subjects and English levels. They also reported the challenge of using English to talk about cultural issues. This study provides insights into promoting student teachers' autonomous learning by providing such experience to them as part of their teacher education.

**Phil Benson** is a professor in Department of English at Hong Kong Institute of Education (HKIED) and has published widely on autonomy in language teaching and learning.

**YING Danjun (Issa)** is a Senior Research Assistant in Department of English at HKIED. Her research interests include learner autonomy, teachers’ professional development and teacher communities.
Lexical bundles in published and L2 student academic writing in the field of applied linguistics

CAI Jing

The University of Hong Kong

This study adopts an automated frequency-driven approach to identify frequently-used word combinations (i.e., lexical bundles) in academic writing. Lexical bundles were retrieved from a corpus of published academic texts from established journals in the field of Applied Linguistics and a learner corpus of L2 Chinese students' academic writing. Quantitative data showed that, contrary to previous findings, L2 student writing was found to exhibit a wider range of lexical bundle use than published academic writing; however, half of the bundles were not shared in the published academic writing. Lexical bundles used in the two corpora were also compared in term of function. Results suggested that L2 students were less capable of using referential bundles with the function of intangible framing, hedging devices and discourse organizers. Furthermore, some high-frequency expressions in published texts, such as at the time of, were not used or underused in student corpus, while the L2 student writers overused certain expressions (e.g., that is to say) which native academics rarely used. For pedagogical purpose, this study further explored the problems underlying the use of some bundles in the L2 student corpus that cannot be found in the reference corpus, which may help the students build up their repertoire of words for certain functions in the future.

CAI Jing is a PhD student in English Language Education at the University of Hong Kong. Her current research interest is in genre-based EAP writing and the teaching of lexical bundles.
Language knowledge, background knowledge, and LSP reading test performance

*CAI Yuyang & LI Lei*

*The University of Hong Kong & Kedihua Professional College*

This study investigates the effect of background knowledge on LSP (language for specific purposes) reading test performance. Much evidence has been provided to support the hypothesis that background knowledge effect takes place between two language thresholds: a lower threshold and an upper threshold. Below the lower threshold, language knowledge is too low to allow this effect to operate, while above the upper threshold, language knowledge is high enough to allow a reader to comprehend texts with ease and thus makes background knowledge redundant. The research question was whether and in what way language knowledge moderates the effect of background knowledge on LSP reading test performance. In all, 802 nursing students from a medical college in China participated in this study. Background knowledge was indicated by students’ terminal examination scores of four subjects (Basic Nursing, Paediatrics, Health Assessment, and Gynaecology). Language knowledge and LSP reading test performance were measured with a nursing English test, all sections of which specifying English in nursing context but not assuming previous knowledge. The scores of the Vocabulary and Structure section were used as indicators of language knowledge, and the scores of the four reading texts as indicators of LSP reading test performance. Results from structural equation modelling found that, while the effect of background knowledge on LSP reading test performance is strong, the existence of any threshold is still an open question.

**CAI Yuyang** is a PhD candidate in language testing and assessment at the University of Hong Kong. He worked as a test designer and developer at Office of Medical English Test System, National Educational Examination Authority, China

**LI Lie** is a medical English teacher and director of teaching and research section at Kedihua Professional College. She received her first degree from University of International Business and Economics in Beijing and completed her master studies at Hebei Normal University.
Negotiated peer feedback

Helen Cartner
Auckland University of Technology

This research project examines current peer feedback mechanisms within an academic literacy paper and redesigns a section of the paper to use more constructivist criteria to negotiate feedback mechanisms. This project posits that for feedback to be effective it needs to be timely, involve student engagement, and include cycles of feedback and revision that characterise academic writing (Carless, 2007; Tarras, 2006). Research by Carless (2006) suggests that both students and tutors are in agreement that it is often difficult for students to decode assignment criteria. This project aims to resolve this problem by having students engage in the writing of the criteria for the peer feedback assignment. The research methodology involves Action Research as this suits multiple modalities such as blended learning of online and face-to-face learning situations.

Helen Cartner has been a lecturer within the adult tertiary sector for over 20 years. Her research interests are in digital technology and academic literacy.
Learning to become a teacher: The professional identity development of pre-service PGDE (English) teachers in Hong Kong

Wai-nga Gloria Chan
The Chinese University of Hong Kong

This research examines the professional teacher identity development of four non-native speaker (NNS) pre-service English as a foreign language (EFL) teachers in a one-year full-time Postgraduate Diploma in (Secondary) Education (PGDE) program in Hong Kong. Data was collected at strategic intervals throughout their programme: in-depth, semi-structured, individual interviews, documents (e.g. reflective writings, concept maps, teaching portfolios, field notes), and survey questionnaires. The analysis and triangulation of the qualitative and quantitative data captured changes in the participants’ self-perceptions as professional NNS EFL teachers, and EFL learners over time. It was found that their development as professional NNS EFL teachers was influenced by: (1) socio-contextual factors (e.g., community, school, parents); (2) the participants’ evolving expectations for themselves as EFL teachers and learners; (3) their learning and teaching experience in the teacher training programme; (4) the community/support group they formed with other pre-service teachers; and (5) their perceived roles of professional EFL teachers. Implications for the education of NNS pre-service EFL teachers and teacher educators are discussed.

Wai-nga Gloria Chan is currently a 2nd year PhD student in Applied English Linguistics at CUHK. Her research interests are adult education, continuing education, and language learning and identity development.
Combining electronic commenting and face-to-face interaction in peer review: A study of a sub-degree ESL writing classroom in Hong Kong

Wing Man Venus Chan
The Chinese University of Hong Kong

In light of the relative strengths in face-to-face and computer-mediated modes, some researchers have suggested that these two different modes can be used together as hybrid learning; however, this combination mode has not been widely investigated. This study examined the impact on students’ perceptions and their writing of combining electronic commenting with the use of Word editing features and Moodle with face-to-face interaction as a two-step peer review process.

Based on qualitative and quantitative analyses of the e-feedback provided by 2 dyads ESL sub-degree students, comparisons of their initial and revised drafts, and interviews, the study showed that the students had positive attitudes towards the combination mode and suggested that it could merge some of the best features of e-feedback and oral talk. The participants adopted a collaborative stance towards their dual roles; however, there were mismatches between writers’ expected feedback and readers’ comments. In terms of impact upon feedback and revisions, the results revealed that there were substantial local alterations and changes. The results supported Liu and Sadler’s (2003) findings that students might rely too much on the convenience of the spelling and grammar check function. This study offered pedagogical implications for joining oral response to online collaboration.

Wing Man Venus Chan is a part-time PhD candidate at HKU. She is also an instructor at CUHK. Her research interests include feedback and revision in ESL writing and L2 acquisition.
Rhetorical construction for authorial identity in applied linguistics: A Corpus-based analysis of undergraduate writings in Hong Kong

Wing Shan Ivy Chan
Hong Kong Baptist University

Research on academic writing has long stressed the connection between writing and discipline. In addition to discipline, other social forces that relate to discipline are also found to be important for identity construction reflected in writings. Yet they have received very limited attention in previous studies. In view of this, this paper aims to examine one of these social forces (i.e. the authors’ different stages of study) to see how it helps construct the identity of Applied Linguistics through writing. To this end, this paper reports on a critical review of dissertations from final-year undergraduates and undergraduate writings of their first-year cohorts. In total, 20 writings with 10 from each stage will be compiled to undertake the corpus-based investigation by Wordsmith 5.0. Following Hyland (2004)’s model, 3 lexemes associated with transitions (i.e. in addition, moreover, thus) and endophoric markers (i.e. noted above/below) will be examined in terms of their frequencies as in normalized ratios (raw frequency/ corpus size *10,000) and distribution patterns to depict the rhetorical construction of students’ writings. This study makes an additional contribution to the growing body of research pointing to the fact that the rhetorical construction for authorial identity is discipline-specific.

Wing Shan Ivy Chan is Research Assistant in Language Centre at Hong Kong Baptist University researching on conceptual metaphor analysis in political discourse and gender studies in religious discourse. She is currently studying at the Chinese University of Hong Kong for her Master degree in Applied English Linguistics. Her research interests include academic writing, conceptual metaphor analysis, gender studies, systematic functional linguistics and corpus linguistics.
Taiwanese Technological University students’ self-attributions for success and failure in English learning

Chi-Fen Emily Chen & Chun-Hsien Winfred Lee
National Kaohsiung First University of Science and Technology

Students’ self-attributions for success and failure in past learning experiences have received greater attention from researchers and educators in foreign language learning. Most attribution studies in this field, however, were conducted in English-speaking countries; only few were done in Asian countries. This paper reports a large-scale investigation of Taiwanese technological university students’ self-attribution for success and failure in English learning. Drawing on Weiner’s (1983, 1992) three-dimensional framework of attribution, this study employed a self-designed questionnaire consisting of 23 factors. Data comprised 2,412 valid responses from first-year students of 20 technological universities in Taiwan and were analyzed quantitatively to find out what attributional factors are important and whether these factors were affected by students’ major, gender, parental educational background and family-income background. The results show that students tended to attribute success to external factors while failure to internal ones. Significant differences in self-attributions were found between groups of each variable. It is noteworthy that the two highest rated factors for success were teachers’ English language ability and placing importance on English test results, whereas the two highest rated factors for failure were practice and effort. These findings indicate that the effect of self-serving and altruism existed in students’ English learning and confirm that attributions for success were not the same as those for failure. Pedagogical implications will be provided at the end.

Chi-Fen Emily Chen is an associate professor in the Department of English. Her research interests include second language acquisition, discourse analysis, pragmatics, computer-assisted language learning, and TESOL methodology.

Chun-Hsien Winfred Lee is an MA student in the Department of English. Currently, he is working on his thesis about learners’ attribution.
Social Network, intercultural contact and self-identity: A multiple-case study of CUHK Mainland students on exchange

CUI Jiaying (Jane)  
The Chinese University of Hong Kong

This study aims to investigate the influence of social networks on exchange students’ identity, intercultural adjustment, and attitudes towards the host language and culture.

The participants are Chinese Mainland students from the Chinese University of Hong Kong who participate in a semester-long exchange programme in an English-speaking country in the first term of the 2011-2012 academic year. The research is divided into four stages: pre-sojourn, sojourn, immediate post-sojourn and post post-sojourn. The pre-sojourn data collection begins in April 2011, and this research reports only on the pre-sojourn stage. The study is qualitative in nature, and involves triangulation of some quantitative data (e.g. survey). The analysis centres on how social networks and intercultural contact impact on the case participants’ language and intercultural learning. This study will offer some insights for educators who are in a position to guide exchange students towards a more promising sojourn. Moreover, this study will add to the current literature on how social context and extralinguistic factors (e.g., social networks and interaction) influence students’ language and cultural learning.

CUI Jiaying is a PhD student majoring Applied English Linguistics at the Chinese University of Hong Kong. Her research interests concern study abroad and intercultural communication, specifically, the influence of social networks on language and intercultural learning.
How can students acquire the vocabulary they need to succeed at higher levels? Is it really possible for L2 weaker readers to acquire vocabulary from reading as the literature suggests? What are the reasons for students not reading and is there a better reading method than extensive reading?

In this presentation I will outline a quasi-experiment carried out in a CMI secondary school comparing weaker and stronger readers on vocabulary acquisition from uninstructed (UR) and reading with tasks (R+). The results revealed that both weaker and stronger readers could acquire vocabulary from UR, with little difference in acquisition between them. Both groups acquired significantly more vocabulary from R+ than from UR, although there was no advantage for either group. Although R+ required more time, vocabulary acquisition was more guaranteed than from UR. The key element of vocabulary acquisition from reading is text at an appropriate level.

The presentation will discuss some of the advantages for R+ in H.K. classes in its ability to make text easier, aid enjoyment, ensure interaction with text, fit the H.K. education system and scaffold ER.

Grant Dykes was trained as a primary teacher in New Zealand and later moved to teach in secondary schools. He taught in New Zealand, Brunei and as a NET teacher in Hong Kong for the last ten years.
The learning of English as a patriotic enterprise

*GAO Xuesong
Hong Kong Institute of Education*

Successes in learning English have been often achieved by learners in contexts where constraints on learning are numerous. Accounts of such successes are sometimes presented as myths foundational to the promotion of learning English as a political/economic enterprise in contexts such as the Chinese mainland. This paper reports on an analysis of the accounts of learning English as constructed by Li Yang, one of the most famous English learner and the creator for Crazy English on the Chinese mainland. The success Li Yang had in learning English has reportedly made him a successful entrepreneur because of the nationwide enthusiasm for learning more English in the 1990s. Using his biographical writings and documentary evidences (such as movies and video recordings of his teaching), the study analyzed the meanings of learning English in his discourses. The learner’s learning success against all the difficulties was found to have echoed a traditional emphasis on the critical role that individuals’ willpower could play in helping them achieve the impossible. The analysis revealed the importance of patriotism underlying the learner’s motivational drive towards the learning of English and also identified his efforts to integrate the learning of this foreign language and perseverance of Chinese traditional values, which were then considered contradictory. These findings further address questions as to what extent an understanding of social, cultural and historical contexts help appreciate the constructions of learning English in individual learners’ narratives.

**GAO Xuesong (Andy)** is an assistant professor in the Department of English at Hong Kong Institute of Education. His research and teaching interests are in the areas of sociolinguistics, vocabulary studies, language learning narratives and language teacher education. He will be joining the Faculty of Education, the University of Hong Kong in September.
Identity Construction in cross-cultural Interactions in a multilingual University

GU Mingyue (Michelle)
Hong Kong Institute of Education

Informed by linguistic ecological theory and the notion of identity, this study investigates language uses and identity construction in interactions among students with different linguistic and cultural backgrounds in a multilingual university. Individual and focus group interviews were conducted with two groups of students: Hong Kong and mainland Chinese students. The findings indicate that, while different languages position their speakers in different symbolic spaces, language users employ a variety of languages for different identification purposes, and exercise symbolic power in various ways in order to be heard and respected. It is also found that language often plays a substantial role in achieving a sense of intimacy among group members and that the huge inherent differences between Hong Kong and mainland China, lead to a mutual non-identification between Hong Kong and mainland students. The study extends understandings of the interconnected relations of languages and context.

GU Mingyue (Michelle) is currently an assistant professor at the Research Centre into Language Education and Acquisition in Multilingual Societies (RCLEAMS) at Hong Kong Institute of Education. She has recently completed her doctorate studies in applied linguistics at the University of Hong Kong. Her research interests include language and identity, linguistic ecology, discourse theory and analysis, second language learning motivation, communities of practice in language education, and teacher education.
An ESP writing-based course: What do the nursing students think about its usefulness to help them complete academic writing assignments in their discipline?

Chi Ho Allen Ho
The Chinese University of Hong Kong

At the beginning of the 1990s, it was predicted that the demand for ESP (English for Specific Purposes) courses would expand throughout the world (Johns & Dudley-Evans, 1991). After the millennium, there has been a rapid increase in the number of these courses and Hyland (2002) commented that “ESP has become central to the teaching of English in university contexts” (p.385).

Despite their growing prevalence, there are controversies, including whether generic or discipline-specific skills should be the teaching focus (Hyland, 2002) and whether there is a transfer of what has been learnt in the ESP courses to other academic contexts (Leki, 2003). This presentation focuses on the second controversy mentioned above and investigates 1) the academic writing assignments of about 40 undergraduate nursing students studying in Hong Kong in an ESP writing-based course and in their major courses, 2) how the ESP course helps them complete the academic writing assignments in their major courses, and 3) their self-evaluation about their academic writing performance. Through a questionnaire survey, focus groups and analyses of course materials, insights can be gained concerning the effectiveness of the ESP course from students’ perspectives, which may facilitate the preparation of a revised ESP course for the coming 4-year undergraduate curriculum.

Chi Ho Allen Ho is currently an instructor in the English Language Teaching Unit at the Chinese University of Hong Kong. His research interests are related to second language writing.
My presentation will be informed by a reading of Derrida, other post-structuralist theorists and by my own, fairly typical, post-industrial practice in the teaching profession. I will start the presentation with a clear account of what ‘text’ means in this collision of theory and practice. The amount of writing, video and audio generated by the praxis of language teaching is vast. What is the relationship of language teachers to this great text?

In a playful and interactive presentation, I shall look at why teachers’ connections to this text matter, what these connections might look like and how an understanding of them can help us with the sometimes serious and solitary aspects of our professional lives.

With some colleagues, I recently made a small contribution to the great text in question. As part of some work we were doing on new courses, we did some comprehensive research into the needs of the new courses’ client groups. Having given a brief account of our research, I will use the larger understanding of text as a starting point for an explanation of the central role of text in language teaching.

Nigel Huckstep has worked as a language teacher and researcher in Europe, North America and Asia. His research interests include Discourse Analysis and European perceptions of the Cultural Revolution.
The effectiveness of written corrective feedback in improving the accuracy of primary six students in Hong Kong: An action research

Yee Chi Gigi Kwok
TWGHs Sin Chu Wan Primary School / University of Hong Kong

This action research investigates whether written corrective feedback leads to uptake, which in turn leads to an improvement in accuracy, in a class of primary six second language English learners. In addition, it explores and distinguishes the effectiveness of direct and indirect written corrective feedback and whether such effectiveness is mediated by individual differences in language proficiency.

The participants were given a writing task each week over a course of six weeks and received either direct or indirect written corrective feedback together with a post-task whole-class metalinguistic conference and the accuracy of their subsequent written work will be compared. Pre- and post-treatment questionnaires were administered and the researcher kept a personal diary to document her reflection through the research process. Tentative findings from the study suggest indirect feedback on more-abled students yield higher accuracy, although the empirical data has yet to be processed statistically.

Yee Chi Gigi Kwok has taught in primary schools for eight years. She is undertaking MEd (English language studies) studies at Faculty of Education, the University of Hong Kong.
As researchers have become more open to the use of task-based language teaching (TBLT) alongside traditional teaching approaches (Ellis, 2009), and the effectiveness of TBLT in promoting vocabulary acquisition remains a relatively under-researched direction (Samuda & Bygate, 2008), the present study investigated how tertiary students in Hong Kong benefited from a combination of an authentic task and written vocabulary exercises. This presentation will begin with a summary of the results, which indicated that such a combination yielded better immediate and delayed retention than a purely communication-oriented approach. Form recall, however, remained the most difficult type of word knowledge irrespective of the treatments. The second part will focus on issues in pedagogy and research methodology. Examples include the type of words to be taught and tested, the amount of time given for the post-task vocabulary exercises, the number of teaching sessions needed to enhance internal validity, and the dimensions of word mastery to be measured in the testing instruments.

Siu On Tim Lee is currently pursuing his PhD in Applied English Linguistics. He has been teaching English to adults and associate degree students since 2006.
Newspaper language: Reporting and commentary

Sum-hung Eden Li & Ms. Sai-fong Chan
The Open University of Hong Kong

The present paper investigates two major functions of language used in newspapers – reporting and commentary. Taking a text-based approach, this study examines the patterns of language used in the news reports, and the editorials or columns concerning the recent incidence of President Hu’s visit to the USA in six newspapers of five different countries: the China Daily (Mainland China), the South China Morning Post (Hong Kong), the Tai Pei Times (Taiwan), the Washington Post (America), The Guardian (Britain), and the Sydney Morning Herald (Australia). The analysis adopts the theoretical framework of systemic functional linguistics; it contrasts the patterns of language choices in terms of process types of the representational mode of meaning, speech functions, modalities and appraisal of the interpersonal mode of meaning, and also the thematic selection and development of the textual mode of meaning expressed in the reporting and commentary texts in the six newspapers. The study intends to highlight the lexicogrammatical differences in reporting and commentary presented in reports, and editorials and columns of newspapers in different countries.

Dr Eden Li and Ms. Sai-fong Chan work in the School of Arts and Social Sciences, the Open University of Hong Kong. Dr Li is the author of A Systemic Functional Grammar of Chinese and the co-author of Analysing and Applying English Grammar, and he has published papers in journals such as Journal of Pragmatics and Functions of Language.
Challenges of measuring metaphorical competence of EFL learners: taking the Internet as target domain

LI Lan
The Hong Kong Polytechnic University

Metaphoric competence reflects the ability to understand and use metaphor appropriately and effectively. It contributes to all aspects of communicative competence, and is therefore ‘highly relevant to second language learning, teaching and testing’ (Littlemore & Low, 2006: 268). However, how to test student metaphorical competence has been a challenge to psychologists, linguists and EFL practitioners. This paper reports a project of investigating Chinese student performance of using English metaphors. An experimental test to describe the Internet was given to an experiment group and a control group; the former with metaphor prompt and the later without. The findings demonstrate a clear difference between the two groups. While 92% students in the experiment group used different metaphors, only 40% students in the control group used figurative language. The linguistic metaphors used by the students were investigated with Lakoff and Johnson’s Conceptual Metaphor Theory (CMT) and mapped into different target domains. Although the research methodology has room to improve, the metaphors do reflect the way students think, what they experience, and what they do every day with the Internet.

Dr Li Lan is an associate professor in the Department of English, The Hong Kong Polytechnic University, and a Fellow of Chartered Institute of Linguists, UK. She has MPhil and PhD degrees in Applied Linguistics from Exeter University and her research interests and publications cover lexicology, lexicography, professional communication, corpus linguistics and sociolinguistics.
The motivation of Chinese ESL learners

LI Qi
The University of Auckland

This longitudinal qualitative study investigated changes in the motivation of Chinese learners of English over a three month period of residence in New Zealand. The participants were 11 Chinese ESL learners in New Zealand. The instruments included learner diaries and follow-up interviews. The 11 participants kept a diary of their English learning over a period of three months. Their diary entries were collected once a week. During this three month period, 4 diarists were interviewed once in order to clarify certain items in their diary entries. Data were analyzed by following the typical sequence of a qualitative analysis: coding for themes – looking for patterns – making interpretations – building theory (Ellis & Barkhuizen, 2005). The results revealed individual changes and general patterns of change in the motivation of the Chinese ESL learners. According to the similarities and differences in their motivational changes, five types of learners were identified based on Dörnyei’s L2 Motivational Self System. Three types of learners were able to maintain or increase their overall motivation; they were the more motivated learners. Another two types of learners were not able to maintain their overall motivation. In fact, their motivation decreased; they were the less motivated learners.

LI Qi is a PhD candidate at the University of Auckland. She teaches at Nanjing University of Aeronautics and Astronautics. Her research interests are individual learner differences and second language acquisition.
Multimodal discourse analysis in the case of YouTube vlogs

Pierre Lien
The Chinese University of Hong Kong

YouTube is a video-sharing site established in 2005. Progressively throughout the 6 years as of this paper, more instances of social networking between videobloggers (vloggers) can be found on the site. These vlogs are devised to communicate in not just by speech, but other modes of communication such as words, images, and music. The rise of multimodality in online discourse calls for new approaches to discourse analysis.

The present study explores the relationship between verbal and non-verbal modes of communication in first-person vlogs on YouTube. Five English-speaking vloggers are selected for the study; their vlogs are analyzed by content coding and other methods inspired from previous studies. Triangulation is done by online ethnographic interviews with the vloggers. This paper draws theoretical perspectives from New Literacy Studies (Barton, 2007; Gee, 1996) and the Social-Semiotic Approach (Kress & vanLeeuwen, 1996).

This paper highlights initial findings from the study, focussing on the use of different multimodal resources to achieve communication, including speech, subtitles, annotations, music, etc. The initial findings show that meaning is derived not solely from speech, but from the interaction of different communicative modes. Implications to theoretical and methodological perspectives and their relation to education will be discussed.

Pierre Lien is an MPhil candidate in the Chinese University of Hong Kong. His research interest lies in Internet Linguistics, currently looking particularly at multimodality and social practices on YouTube.
The effects of enhanced positive evidence in combination with implicit treatment in learning aspect morphology: A qualitative account

LIN Shuyang (Sylvia)
The Chinese University of Hong Kong

For decades, much discussion has been generated concerning the acquisition of tense-aspect morphology, and the Aspect hypothesis has been identified (Andersen and Shirai, 1994): learners tend to limit a tense/aspect marker to a restricted class of verbs according to the inherent lexical aspect of the verb. Despite the much discussion, the pedagogical issues are still left relatively untouched. This present study investigated the effects of enhanced positive evidence used in three different treatments—explicit treatment (explicit instruction based on positive evidence), implicit treatment (awareness-raising exercises based on positive evidence and follow-up discussion), and a combined method. The participants were divided into three groups, receiving the three treatments respectively. Statistical analysis confirms the effective role of enhanced positive evidence in learning aspect morphology—all three treatments promoted learning. Moreover, when implicit treatment was used with learners of low-intermediate level, the improvement is still pronounced. In addition, the presentation will give a qualitative account concerning how this group of participants carried out discussions and finally reached the correct interpretation of the use of aspect morphology.

LIN Shuyang (Sylvia) is an MPhil student in the Department of English, the Chinese University of Hong Kong.
In the New Senior Secondary (NSS) English language curriculum, film is treated as a popular text of culture for students to analyze and develop their critical thinking skills (Education Bureau, 2007). In the classroom context, narrative analysis activities have been used to engage learners to analyze the storyline of the film in terms of plot, character and setting (Costanzo, 2004; Teasley & Wilder, 1996 as cited in Anderson, 2008). The purpose of the study was to investigate Hong Kong Form 6 students’ perceptions on whether they found narrative analysis activities with films useful and interesting for developing their critical thinking skills. In a 2-week period, 33 Form 6 students did narrative analysis activities with films in two rounds for two different films and questionnaires were completed. After an analysis of questionnaire data from the two rounds, follow-up semi-structured interviews were carried out with nine students of different English academic abilities to probe for further qualitative data. In general, students found narrative analysis activities with films useful and interesting for developing their critical thinking skills.

Chi Hong Paul Lip is a lecturer at the Caritas Institute for Further & Adult Education—Kowloon. His research interests are film and critical thinking, discourse analysis and computer-assisted language learning.
An investigation into the test use of the College English Test Band Four with an assessment use argument

LIU Min
The Hong Kong Polytechnic University

The College English Test Band Four (CET-4) is a large-scale and high-stakes test in the mainland of China and has become the largest EFL test in the world (Jin, 2008). It is intended to serve as an accurate measure of students’ overall English proficiency, and maximize its beneficial washback on college English teaching and learning.

Given the huge impact of the test and its far-reaching influence on different stakeholders, the study draws on an Assessment Use Argument (Bachman and Palmer, 2010) to investigate the following questions: 1) In what way and to what extent does the CET-4 and the decisions made on it affect the college English teaching and learning? 2) What are the specific decisions to be made on the CET-4 scores? And who are responsible for these decisions?

Over 900 students and teachers participated in this study. Both qualitative and quantitative methods were adopted including documentary analysis, test users’ responses to questionnaires and interviews. The study is expected to have practical values to test uses, teaching and learning practices. The major findings will be reported in the proposed paper.

LIU Min is a PhD candidate in The Hong Kong Polytechnic University. Her research interests include language assessment and English language teaching.
Being “talkaholic”: Social talk and learning in workplace socialization

Chun Nam Bernie Mak & LIU Yiqi
Hong Kong Institute of Education

Employees are increasingly in need of changing their jobs in the modern world. As newcomers in a work group, they often face the need to acquire “the new ways of doing things” (Holmes and Stubbe, 2003). One challenge in this learning process is the communication patterns shared among the integral co-workers. In this context, I select social talk to investigate from a sociolinguistic point of view.

The study which draws on authentic discourse collected in three Hong Kong workplaces elucidates the role of social talk in such a process of workplace socialization. I employ the framework of Communities of Practice (Wenger, 1998) in a critical discourse analysis (Fairclough, 1989) approach to demonstrate how newcomers in different workplaces learn (or fail to learn) to appropriately participate in social talk with other colleagues.

My findings reveal that social talk is not always beneficial for newcomers. It sometimes enables them to integrate into their new work groups through verbal participation, sometimes excludes them from insider conversations, and sometimes even makes them embarrassed when they raise a conversation in the wrong context. From a linguistic perspective, exploration of social talk in this particular context is an innovative way of gaining insights into organizational studies.

Chun Nam Bernie Mak and LIU Yiqi completed their MPhils at the School of English, the University of Hong Kong. Bernie’s current research interests include oral and written discourse in institutional settings. Yiqi’s are sociolinguistics and discourse analysis.
Tapping into teachers’ beliefs about feedback practices

Pauline Mak and Icy Lee
The Chinese University of Hong Kong

Since Truscott (1996) sparked a debate on the effectiveness of grammar correction, the past decade has seen an upsurge of research in written corrective feedback. Although some insights have been gained regarding productive written feedback approaches (such as the use of selective rather than comprehensive error feedback), such insights have failed to take into account teachers’ beliefs and their work contexts as possible factors that influence their feedback practices. The purpose of this paper is to unravel the prevailing beliefs of teachers that underlie their feedback practices and to uncover the factors that influence their practices. The significance of this study lies in its focus on the primary context, which is an under-explored area in feedback research. Given that entrenched practices in primary classrooms could be carried over to secondary and post-secondary classrooms, the study can contribute to the research literature by providing greater understanding on how alternative feedback approaches derived from research are perceived by frontline teachers. The implications of the study are not limited to Hong Kong but have relevance for similar EFL contexts.

Pauline Mak is a doctoral student at the Chinese University of Hong Kong.

Icy Lee is an associate professor at the Chinese University of Hong Kong.
English teachers’ cognitions of World Englishes and how these cognitions impact on their professional practices

Enoch Man
The University of Hong Kong

As English manifests itself differently with different speakers/writers at different locations, there has been much discussion regarding whether a Standard English should be maintained or whether a model of English should take into account variations of English, a phenomenon captured by the term world Englishes. However, not many studies have investigated what English teachers think about different varieties and even fewer studies have looked into what roles these cognitions play in their professional practices. This qualitative case study will examine the cognitions and practices of English teachers in the world Englishes paradigm within Borg’s (2003) framework that attempts to capture the relationship between teacher cognition, schooling, professional education and practice.

The main instruments comprise a first interview to understand the informants cognitions about world Englishes, a lesson observation in which the informant teaches a lesson with materials provided by the researcher, and a stimulated recall interview (SRI) in which the research and the informant together review the video recording of the lesson and discuss matters related to the focus of the research. In this presentation, findings of this pilot study will be presented.

Enoch Man is an EdD Candidate in the Division of English Language Education, Faculty of Education, the University of Hong Kong. He is a secondary English teacher and is author of Success in Grammar Book 1 (OUP).
Bilinguality, additional language proficiency and academic achievement: Findings on EFL learners in Iran

Sima Modirkhamene & Charles C. Mann
Tshwane University of Technology (South Africa)

This paper reports on findings on the possible effects of bilinguality on additional language proficiency, and the academic achievements of a sample of Iranian EFL learners. The study is a longitudinal survey of 98 students in the English Language Department, Urmia University, in Azerbaijan, Iran, over a period of two academic years. It compares, in three phases of data collection, 56 Turkish-Persian bilinguals with 42 Persian monolinguals, in terms of their performances on the FCE language proficiency tests (i.e., speaking proficiency, listening comprehension, reading comprehension, and writing proficiency). The two groups were also compared, with regard to their academic achievements, based on their recorded grades at every stage of the study. Analyses of the data submitted to a series of independent t-tests indicated that bilinguals performed significantly better than monolinguals in all measures of language proficiency (except for the writing skill), and attained higher levels of academic achievement. The findings, therefore, appear to suggest support for the argument that bilinguality is a good predictor of success in learning additional languages – in this case, English.

Sima Modirkhamen is Deputy Head of the Foreign Languages Center, Urmia University, Iran.

Charles C. Mann is currently full professor (Research) at Tshwane University of Technology, Pretoria, South Africa.
Genre in three traditions: A second look at the Americans proves rewarding for EFL

Des Moriarty
Chiu Chow Association Secondary School

We begin with a brief look at the history of genre theory, and re-encapsulate genre in its three modern traditions as theorised in applied linguistics. We will also note that the task, especially of the school-based, English learner and teacher in Hong Kong is often not a happy one. It will be argued that the application of genre theory from the Sydney and British schools makes assumptions that mean a dislocation in the practice of teaching because the context demands something other. It is that ‘other’, a sense of the emotional and experiential nature of the learner, which is brought into focus by American rhetorical theorists, who provide a way forward. It will be argued that English teaching and its materials for many secondary learners in Hong Kong are out of step with the emotional and experiential needs of many learners before sample materials informed by the American tradition are presented with a rationale. In doing so note will be made of correspondences to Chinese traditions in rhetoric and practice.

Sample materials have been trailed in school and are known to be successful in motivating students, in aiding reading comprehension and offer friendly ways into the acquisition of vocabulary and phonology.

Des Moriarty is an English teacher in an HK CMI secondary school in the New Territories. He has extensive experience as an English teacher and in teacher-training in Asian and Australian contexts.
Understanding Mainland Chinese junior secondary school students’ metacognitive strategies in reading English and Chinese

QU Xiaoyuan
Hong Kong Institute of Education

The main purpose of this study is to examine the strategies adopted by mainland Chinese junior secondary school students who are identified as either proficient or less-proficient readers when reading Chinese (L1) and English (L2) texts in their level and to explore the link between proficient and less-proficient readers in using metacognitive reading strategies in both Chinese and English reading.

This study was carried out on 280 mainland Chinese junior secondary school students with two questionnaires - The Survey Of Reading Strategies (SORS) (Mokhtari & Sheorey, 2002) and the Metacognitive Awareness of Reading Strategies Inventory (MARSI) (Mokhtari & Reichard, 2002) to measure mainland Chinese junior secondary school students’ metacognitive strategies use when reading texts in their L1 and L2 respectively. Moreover, twelve students who were chosen and grouped into proficient readers (6 students who are successful in both L1 and L2 reading) and less-proficient readers (6 students who are unsuccessful in both L1 and L2 reading) took stimulated recall interviews after doing both English and Chinese reading tasks to investigate the possible strategic reading processes. Narrative interviews about their reading experiences and learning experiences in the end gained further insights on reading approaches and strategies they employ in their L1 and L2 reading.

QU Xiaoyuan is an EdD student at Hong Kong Institute of Education. She did her MA studies at The Queen’s University of Belfast (UK).
The incorporation of ePortfolios in EFL courses: Barriers encountered in the diffusion of technology

Fiona Siu
City University of Hong Kong

The challenges of incorporating Electronic Portfolios in courses run by the English Language Centre at the City University of Hong Kong from Jan 2009 to Aug 2010 constitute the substance of this report. Major challenges included: 1) Making the ePortfolio platform user-friendly by providing technical support; and 2) Balancing the workload imposed on teachers and students against the aims of developing ePortfolios. Difficulties encountered in the dissemination of the new technology to students and teachers are also discussed.

Findings suggest that the incorporation of ePortfolios into ELC courses has been successful initially in that the ePortfolio platform has been made user-friendly through the availability of ePortfolio templates; uploading videos to YouTube has also successfully resolved the technical problem of overloading a platform. Some students have learnt to monitor their own learning through reflecting on their learning process, but it appears that the process of developing ePortfolios has not been considered as particularly useful in developing students’ higher-order studying skills, possibly due to the lack of ongoing teacher and peer feedback. However, were students provided regular and extensive feedback, the imposition on the already heavily impacted teachers’ and students’ time could constitute a continuing difficulty in making ePortfolio usage a fully successful process.

Dr Fiona Siu, currently working at the English Language Centre of CityU, has been a coordinator working under the UGC-funded Inter-institutional ePortfolio Project and has managed the ELC ePortfolio activity.
Discourse reflexive elements in an online asynchronous forum of popular culture

*Cameron Smart*

*Hong Kong Examinations and Assessment Authority / University of Birmingham*

Discourse reflexivity (Mauranen, 2007; 2010), (often referred to as ‘metadiscourse’) has increasingly been regarded as a ‘central pragmatic construct’ (Hyland, 1998: 437), which serves not only as a means of examining how writers attempt to persuade readers and facilitate comprehension but also as a means by which the norms of a discourse community are manifested (Hyland, 2005). This has most typically been applied to the study of formal academic writing. However, the precise delimitation of the concept has remained problematic, leading to several theoretical frameworks being employed in its description (e.g. Hyland 1998; Hyland 2005; Ädel 2006).

This paper will present the findings of a corpus-based study into the use of discourse reflexive elements in online asynchronous forums from the Internet Movie Database (http://www.imdb.com). As such it constitutes a significant departure from the focus of previous studies in this area. A system of analysis based on Sinclair and Mauranen’s (2006) Linear Unit Grammar and Francis and Hunston’s (1992) model of discourse analysis was developed for the purpose and will be presented here. The role of discourse reflexive in the structure of such texts, both in its organisational and message-oriented aspects will be discussed.

**Cameron Smart** is an English Language Subject Manager (Assessment Development) at Hong Kong Examinations and Assessment Authority. He has been working in the field of EFL teaching and testing for the last twenty-three years. He has worked in Scotland, Spain, Hong Kong and England. His interests lie in discourse reflexivity and the application of linear unit grammar to discourse analysis. He is presently studying towards a PhD at the University of Birmingham.
ELF and identity: A Hong Kong Perspective

Matthew Sung
The University of Hong Kong

In the growing English as a lingua franca (ELF) literature, scholars such as Kirkpatrick (2007) and Jenkins (2007) point to the importance of preserving ELF users’ identity when using English as a lingua franca, and one of the ways to do so is through their distinct accent. Drawing on data collected from focus group discussions with more than 40 students from a university in Hong Kong, this paper explores a group of students’ perspectives about the role of identity in the use of English as an international language. It was found that the participants did not see identity as important when they use English for communication purposes. The data suggests that there was little desire among the participants to express their own cultural identity with their localized accent, and that the local accent was perceived in a negative light. In addition, the participants were found to see native-speaker English as the ideal model for communication, which led them to approximate native-speaker English as closely as possible. This paper has implications for promoting ownership of English among Hong Kong students and for re-considering the relevance of identity in deciding which models of English should be adopted in ELT classroom.

Matthew Sung teaches in the Centre for Applied English Studies at the University of Hong Kong, while completing a PhD in Linguistics. His research interests include language education, world Englishes, and gendered discourses.
The major purpose of this study was to investigate the relationship between gender, second language proficiency and social status and language learning strategies (LLSs) using a quantitative method. 50 first year university students from the Hong Kong Polytechnic University were investigated in this study, using SILL test version 7.0 developed by Oxford (1990) as the measuring instrument. The Use of English Examination results (HKALE) of students were used as the proficiency indicator.

It was found that gender, second language proficiency and socio-economic classes would affect the user’s use of LLSs. The major finding was that males and females had a significant difference in using Memory, Compensation, Cognitive, Metacognitive and Social strategies to learn English, with females using all of these strategies more frequently. A positive correlation was found between Compensation, Cognitive and Social strategies and the users’ second language proficiency. This partly explains why females perform better in second language acquisition. It was also found that Social classes would greatly influence local university students’ use of social strategies. This result provides area for future research since the relationship between social classes and LLSs was seldom investigated in previous study.

TAM Chi Him obtained his bachelor degree in Language Studies for the Professions from the Hong Kong Polytechnic University in 2010.
Investigating the actual and ideal L2 selves of first-year Chinese university students through their own voices: An exploratory study

Evelyn Tan & Letty Chan
University of Nottingham Ningbo China & The University of Hong Kong

While much of L2 research has focused on the extrinsic factors influencing learner motivation, more can be done on the internal, psychological factors that help determine the level of motivation of L2 learners. This projected self image has direct implications for the kind of action plan that they will design for themselves because “if individuals believe they have control over attaining or avoiding a possible self, they will be more inclined to take the necessary steps to do so” (Norman & Aron, 2003).

This paper aims to investigate the extent to which the ideal L2 self in first-year undergraduate Chinese L2 learners affects their achievement in language learning, with special reference to how they do a self-assessment of needs, select the relevant materials and structure the autonomous learning segment of their Foundation Year EAP programme. This will also have implications for curriculum design as a whole. It will employ both quantitative (questionnaires) and qualitative (semi-structured interviews) methods.

Evelyn Tan is currently a senior tutor with the Centre for English Language Education (CELE) at UNNC. She has taught EAP in leading universities in Singapore, Hong Kong and Shanghai.

Letty Chan is currently a full-time PhD student at the University of Nottingham (UK) researching in second language motivation. She has been an English teacher in Hong Kong for a number of years and has taught students at different levels.
A learner-centred and interactive approach to writing feedback

Kit-Lam Eunice Tang
Sacred Heart Canossian College of Commerce

The study takes a learner-centred, interactive approach to feedback, with teacher feedback provided at different stages of writing, and with students playing an active role throughout the feedback process. The participants of the study are students from a subdegree institute in Hong Kong. Using data gathered from student questionnaire, peer evaluation, writing drafts and interviews, the study aims to investigate how writing can be improved through a learner-centred and interactive approach to feedback. The results, together with the students' positive response to a learner-centred and interactive approach to writing feedback, support the need to involve students more actively in the process of writing feedback. The study concludes with suggestions about how feedback can be effectively used to encourage continuous progress in writing development.

Kit-Lam Eunice Tang is currently an assistant lecturer at Sacred Heart Canossian College of Commerce. She is also an MA student at the Chinese University of Hong Kong.
Identity construction and membership in a community of academic literacy practice

Jessie Teng
National University of Singapore

Based on Lave and Wenger’s (1991) notion of legitimate peripheral participation and Wenger’s communities of practice framework (1998), this paper examines how participation in a community of academic literacy practices (CALP) impacts the identity construction of three undergraduates: Steve (a Singaporean Chinese male), Vasanthi (a Singaporean Indian female) and Ming (a PRC transnational male scholar). The discussion focuses on a comparison of their varying memberships in the community, which are impacted by factors such as institutional forces and different economies of literacies. Theoretically, the findings of this study raise awareness of the impacts of power relations and different economies of literacies on identity construction within a community of academic literacy practice. Pedagogically, they call for further consideration of and support for the notion and practice of critical pedagogy aimed at empowering students to challenge inequities both within and outside the classroom. Furthermore, suggestions are proposed to enable learners to participate more fully in their communities of academic practices.

Jessie Teng has taught English language proficiency, professional communication skills and academic writing courses to undergraduates and graduates from different countries and disciplines.
Mediating second language academic discourse in a business course at the sub-degree level: The roles of bilingual resources

Esther Tong
The Hong Kong Polytechnic University

Educators in the sub-degree sector in Hong Kong are being challenged to prepare students with weaker English language proficiency to learn through English as a second language [L2]. While some researchers support the adoption of an ‘English-only policy’ to maximise students’ exposure to their L2, others argue that bilingual learners’ accessibility to both L1 and L2 as semiotic resources for learning may facilitate their verbal mediation of cognitive tasks, and subsequently their academic discourse development. This paper presents the preliminary results of a qualitative study which aims to explore the roles of learners’ bilingual resources in mediating learners’ L2 academic discourse development in a series of project tasks in a sub-degree level business course. The main data sources were the spoken and written discourse data from a project group’s out-of-classroom discussions, written report and oral presentations, which were analysed using Mohan’s model of social practice analysis (2007) – one that considers content, language and higher level thinking skills as one. It will also discuss how bilingual resources can be used as mediating tools for L2 academic discourse development.

Esther Tong is currently an EdD candidate at the University of Hong Kong. Her research interests lie in the areas of teaching English as a second language and applied/functional linguistics.
Identification of sexism in the Chinese language

Wing Bo Anna Tso  
The Hong Kong Polytechnic University

As in other cultures, the Chinese Language is the living evidence of the long history of Chinese culture. Looking into language usage, there are many hidden and explicit linguistic patterns that are pervaded with sexist assumptions and notions. These sexist and systematic linguistic patterns ingrained in the Chinese Language have made it difficult for Chinese users to remain gender neutral when using Chinese.

In the presentation, I will examine: (1) the morphology of Chinese characters; (2) Chinese vocabulary (occupational terms and forms of address); (3) the Chinese pronoun system; (4) Chinese word order; (5) Chinese four-character idioms, and (6) Chinese proverbs. The analysis will shed light on the sexist bias that even translators and feminists who are aware of sexism in the Chinese Language cannot avoid.

Wing Bo Anna Tso is a lecturer in the Division of Communication and Social Sciences at the Hong Kong Communication College of the Hong Kong Polytechnic University.
A Face/off show of Chinese as a Foreign Language teachers: Between Chinese-only principle and English as a lingua franca pedagogy

Wang Danping  
Hong Kong Institute of Education

The teaching Chinese as a Foreign Language (CFL) is one of the fastest developed national business in the past decade. However, little empirical research has been done with the introduction of standard qualitative research methods.

This study investigated CFL teachers about their attitudes and beliefs about using English as a lingua franca (ELF) in assisting Chinese teaching in the beginner’s class. It invited 24 Chinese teachers from four universities in Beijing in 2010 to participate in one-to-one in-depth interview. They study was informed by principles of grounded theory and narrative inquiry. Finding indicated that three categories of beliefs which can be classified adopting Macaro’s (2009) terms of virtual, maximal and optional positions were shared amongst participants. Discrepancy was found between the principle that CFL teachers supported in teaching Chinese through Chinese only and their actual practice of the ELF pedagogy. Two types of identities, national identity and foreign language identity, were relevant in explain their beliefs towards the use of ELF pedagogy in the teaching of CFL. The study suggested that CFL teachers were in need of guidelines or theoretical supports in developing this ELF pedagogy in meeting the needs of multilingual international learners of Chinese in Beijing.

WANG Danping is currently an EdD candidate at Hong Kong Institute of Education under the supervision of Prof Andy Kirkpartick. She is interested in research of Teaching of Chinese as a Foreign Language.
Group autonomy and Internet-mediated intercultural community building

WANG Liang
The Open University (UK)

In the information age, the advent of Internet technologies has made it possible to transform language learning and teaching, through online intercultural exploration and exchange. How to integrate Internet technologies into language curricular and activities to facilitate autonomous learning and intercultural competence development has received much discussion.

This paper reports on research conducted between 2008 and 2009 into the situation of Internet-mediated intercultural English language teaching and learning at China’s higher education institutions. Employing multi-stage and multi-site fieldwork and combining a survey approach and a case study approach, it investigates the delivery of an intercultural dimension mediated by Internet technologies beyond the classroom.

Analysis of four cases suggests that, despite their differing characteristics and contexts, elements of Internet-mediated intercultural teaching and learning can contribute to a pedagogical framework which advocates establishing an Internet-mediated intra-class community as the basis for undertaking intercultural language activities, promoting autonomous learning for the development of intercultural competence.

WANG Liang recently obtained his PhD degree at The Open University (UK), where he is currently an Associate Lecturer in Chinese. His research interest is Internet-mediated intercultural foreign language teaching and learning.
Web2.0: Socialized English teaching

WANG Tianchong & Dave Towey
Beijing Normal University - Hong Kong Baptist University United International College (UIC)

Since the term was coined in 2005, Web 2.0 applications have had enormous success, including Facebook, Twitter, MySpace, YouTube, and Wikipedia, to name a few. Although having diverse objectives, all these applications have socialized features, which offer the promise of use of the web in a collaborative and interactive manner. Considering this trend, one of Web 2.0 essential applications, the Social Network Site (SNS), has been deployed to evaluate its effectiveness in the Teaching English as a Second Language (TESL) programme at United International College (UIC), an English medium of instruction (EMI) university in Zhuhai, Mainland China. A small-scale quantitative and qualitative study was conducted in a freshmen year English class. It was hypothesized that the immersive socialized features and the interactive experience of Web 2.0 SNS, as future interfaces of technology enhanced learning, may play a positive role in shaping the learning process and its outcomes. The study consisted of experiments and follow-up interviews. This paper reports the success of this deployment. Some tentative conclusions were made. Furthermore, some findings and the potential and future directions of this technology being leveraged are discussed.

WANG Tianchong is currently a senior (year 4) TESL student at UIC, where he also serves as a Student teaching assistant and a Webmaster for the programme. He has obtained a series of professional qualifications in the field of IT, including MCP, MCSA, MCSE, MCDBA, MCTS, MCITP, ACSP and ACTC. His research interests include Business Intelligence and Educational Technology, especially related to Web 2.0 e-learning.

Dr Dave Towey is currently an associate professor of Computer Science and Linguistics at the UIC, where he is the coordinator for the TESL Degree Programme. His research interests include technology-enhancement of education, especially computer-assisted language learning.
Effects of working memory and task repetition on L2 written performance of narrative tasks

WEN Zhisheng(Edward)
Hong Kong Shue Yan University

Previous studies in L2 task-based language teaching (TBLT, e.g. Bygate, 1996 & 2001; Lynch & Maclean, 2000 & 2001; see Ellis, 2005 & 2009 for recent reviews) have suggested that task repetition positively affects L2 oral performance. However, SLA researchers have not yet shown the underlying mechanisms that lead to such facilitative effects of repeating the same task over time. Ellis (2005) proposed three cognitive mechanisms underlying L2 task-based planning performance (a noticing mechanism, a focus-on-form mechanism and a limited capacity of working memory). Building on these, the present study was set out to further explore the effects of working memory (WM) and task repetition on L2 performance.

As such, 55 intermediate EFL learners from two intact classes participated in this study. They carried out a written narrative task (based on a video) at two times, with the interval of 10 weeks apart (following Bygate, 2001). Their written narratives were then analysed and coded following the well-established CAF framework (complexity, accuracy and fluency) indexing L2 performance. Their working memory capacity was measured by a writing span task (in which they were required to produce separate sentences based on an increasing number of words presented to them from a computer screen). A series of statistical analyses were then implemented to elucidate the main and interaction effects of working memory and task repetition on these L2 learners’ written performance. Theoretical and pedagogical implications of the study will also be discussed within the context of TBLT.

Dr WEN Zhisheng (Edward) is currently an assistant professor in the Department of English at Hong Kong Shue Yan University. He has lectured, researched and published on SLA, Psycholinguistics and TBLT.
A second pair of eyes

Hebe Wong
City University of Hong Kong

Few people can rely only on their own judgement to tell if their writing is clear and concise enough. This paper describes the introduction of peer editing, a learning and writing strategy, to two writing tutorial groups (n=23). Associate Degree students took the writing tutorials for one semester. In the tutorials, students exchanged their writing, read others’ writing, evaluated and commented on their peer’s work with a focus on organisation and accuracy. Post editing conferencing was encouraged to ensure that writers and editors were able to communicate their views on the writing effectively. The writers could decide if they should apply the changes that their peers suggested before they submitted their work to the teacher. Data from an evaluation survey showed that students supported the peer editing practice and believed that they benefitted more from being an editor rather than having their work edited. In the presentation of the paper, samples of student work will be used to illustrate how students were empowered by peer editing in their writing. The impact of peer editing on the students’ critical analysis skills, communication skills and writing will be discussed.

Hebe Wong, an associate head of the English Language Centre of City University of Hong Kong, has been writing and co-ordinating language courses for associate degree students for more than 15 years. Research interest includes WAC programmes, reading and writing strategies.
English as a lingua franca in ASEAN: A corpus-based study on present and past tense marking

WU Jingjing(Wendy)
Hong Kong Institute of Education

Third person singular present tense marking and past tense marking have been topics of great concern in the study of English as a Lingua Franca (ELF). This research aims to compare the marking and non-marking of third person singular present tense and past tense in an Asian ELF corpus and a European ELF corpus. The computer program ConcGram will be used to identify the instances of marking and non-marking of third person ‘-s’ and past tense in the Asian Corpus of English (ACE) — the first general corpus of spoken ELF in Asia. The findings about third person singular present tense marking and past tense marking in ACE will be compared with those already documented by researchers who did similar studies based on the Vienna-Oxford International Corpus of English (VOICE) — the most well known general corpus of spoken ELF in Europe. It is hoped that the study will provide significant insights into basic processes of language usage in Asian and European ELF. Possible implications of these insights and findings for English language teaching in the Asian-Pacific region will also be considered.

WU Jingjing(Wendy) is an EdD student at Hong Kong Institute of Education. She received her first degree in Russian at Beijing Foreign Studies University (China) and did her master studies in language teaching at University of Edinburgh (UK).
Exploring strategies of teaching business English to low-English-proficiency L2 learners in a Chinese context

XU Qi
The Chinese University of Hong Kong

English as a *lingua franca* (ELF) in business communication has drawn greater attention from researchers globally, as a result, business English teaching has turned into a great enterprise in mainland China. This study aims to explore the strategies of teaching business English to second language learners whose English proficiency is relatively low, by means of analyzing the features of English used in the Chinese context.

The participants were four Chinese and four African business people. In this one-day-observation study, participants’ business conversations were recorded. Additionally, the data were supplemented with interviews which were conducted with both Chinese and foreign participants. Then both conversations and interviews were transcribed and subject to data analysis.

The findings indicate that in international business settings, communication efficiency is more about “getting the job done”, instead of achieving perfect and standard English proficiency. Such findings also suggest that for teaching business English, 1) teaching goals should be adjusted on the basis of the learners’ needs, 2) teaching should take authentic business context into consideration, and 3) cultural differences and communication strategies should be introduced explicitly in class.

XU Qi has researched in second language acquisition and corpus linguistics. She currently works towards her MPhil degree in English Department at the Chinese University of Hong Kong.
Circumstantial elements in high school students’ writing: A case study

XUAN Winfred
The Hong Kong Polytechnic University

From the perspective of Systemic Functional Linguistics (e.g. Halliday & Matthiessen, 2004; Hasan, Matthiessen & Webster, 2005, 2007), this paper explores the nature of the English writings by Guangzhou Grade 10 students through the analysis of clauses in terms of the system of transitivity (e.g. Halliday, 1967/8; Hopper & Thompson, 1980), focussing on circumstantial transitivity. The study sets out to probe how learners expand the basic transitivity configuration of a process and one or more participants directly involved in it by meant of circumstantial elements attendant on the process (elements expanding it in terms of time, place, manner, cause, accompaniment and other circumstantial features realized by prepositional phrases or adverbial groups) and how the employment of circumstantial elements can be characterised in their writing. The analysis is both qualitative and quantitative. On the quantitative side, the present research retrieves and categorises all the circumstances detected while the qualitative side involves an in-depth comparative analysis of two writing samples of distinct levels of proficiency. Research findings show that circumstantial elements can serve as a good predictor of the overall quality of L2 learners' written production; in particular, they are conducive to the enrichment and diversity of written expression. Based on the above, constructive suggestions are given as how to improve writing teaching and learning at secondary school level from the broad perspective of Systemic Functional Linguistics.

XUAN Winfred is a full time PhD student at the Hong Kong Polytechnic University. His major interest is systemic functional linguistics, applied linguistics and teaching Chinese as a foreign language.
Expansive learning in the genre-based framework of medical English instruction

YANG Miao
The Shantou University Medical College

An intervention case study with 46 first-year medical students in a medical college in mainland China was conducted to investigate how genre-based pedagogy (GBP) transforms current Medical English (ME) instruction and leads to expansive learning. GBP was introduced into the ME class in the form of boundary-crossing actions between the researcher and a ME teacher. And data were collected through questionnaire surveys, classroom observations, focus discussions, and interviews. Three observational dimensions are adopted from the theory of expansive learning: the vertical development as displayed by the students’ reconceptualization of their object of English learning; the horizontal development as displayed by the boundary-crossing learning of the ME teacher and the researcher; and the teacher and the students’ concept formation of genre and GBP as an indication of developing both vertically and horizontally.

It was found that GBP has mediated expansive learning during and after the intervention instruction: new teaching/learning tools were formed, new values were attached to learning English, new understanding of the objects of the ME course were developed, and new identities emerged. The research results are significant for any further research on the development of EMP (English for Medical Purposes) curriculum based on the collaboration between general English teachers and medical teachers.

YANG Miao is an associate professor in the Shantou University Medical College. She did her PhD at the Chinese University of Hong Kong and did her MA studies in TESOL at University of Leeds. She also received her first degree from Guangzhou Institute of Foreign Languages.
Motivational factors of Hong Kong vocational students in learning English language

Siu May Yvonne Yeung
Hong Kong Institute of Vocational Education

Motivation determines the extent of active and personal involvement in learning a second/foreign language (L2) at different stages. This paper briefly discusses motivation theories in relation to L2 learning; and presents the motivational factors in the English language learning, of 10 participants and what causes them to like or dislike learning the English language.

The findings show that participants have strong instrumental motivations and they regarded English as a functional language which was tied up with their careers. In addition, participants’ motivational factors involved in learning the English language was found to be influenced and encouraged by many factors, namely: influences of significant others on motivation; educational influences on motivation; and self-achievement and self-esteem. The most important agent is, in fact, the students’ own ability of learning. To succeed, students need to learn to maintain interest, set goals, exercise self-efficacy and manage their own learning responsibilities. The role of others, like teachers is to present a quality and strategic instruction which can encourage the less motivated students to improve their English learning behavior; and promote an active learning environment.

Dr Siu May Yvonne Yeung has been teaching English language in Tertiary Institute and secondary schools over twenty-five years. This paper is part of her thesis for an EdD degree at Leicester University, UK.
Complex realization of contrast relations in Chinese EFL learners’ writing

ZHANG Yan

The Hong Kong Polytechnic University

This study investigates the use of contrast relations in writing by Chinese EFL learners. It includes a Contrastive Interlanguage Analysis (CIA) comparing learner essays from Chinese Learner English Corpus to essays from British Academic Written English Corpus. To analyze contrast relations at discourse level, the study is theoretically based on Rhetoric Structure Theory (RST) and systemic functional linguistics. Specifically this paper aims to answer three critical questions: first, how do Chinese EFL learners mark different categories of contrast relations identified by RST; second how relations of contrast are related to the rest of the discourse via some other relations in a text; third how do ‘ideational’, ‘textual’ and ‘interpersonal’ resources contribute to relations of contrast. The analysis reveals that (a) although contrast relations in Chinese learner’s texts are marked explicitly with conjunctives, such as but, however, on the contrary, instead etc, writers often impose contrast with conjunctives as superficial textual clues where the target of contrast cannot be traced in the previous text; (b) contrast relations found in native speakers’ text involve more implicit devices such as MODALITY as interpersonal, TRANSITIVITY as ideational; (c) relations of contrast in Chinese learners’ texts are relatively loosely connected with the rest of the text via some other relations thus problems of coherence.

ZHANG Yan is a final-year PhD student in the Hong Kong Polytechnic University. Zhang’s PhD study aims to describe complex realization of contrast relations in writing by Chinese advanced EFL learners as compared with native speaker writers.
Panel Discussion
Technology and language learning and teaching

Carmen Lee, John Milton and WANG Lixun
The Chinese University of Hong Kong, Hong Kong University of Science and Technology & Hong Kong Institute of Education

1. Resource-based Language Learning: Examples from MyWords
   John Milton

The growing interest in social media has opened new possibilities for authentic language use by novice writers and speakers of English. However, it is important that learners not be entirely left to their own devices in dealing with their second or third language. I will demonstrate how one approach to integrating the discoveries of corpus-based research into our curricula can greatly enhance learners’ confidence and the quality of their written and spoken English.

2. Wikibook Projects and Academic Reading and Writing
   WANG Lixun

In this talk, I will share my experience in the implementation of student-authored wikibook projects to promote academic reading and writing among English major students at the Hong Kong Institute of Education. Wikibook technology allows students to freely create and edit a book online in a collaborative manner, which helps students to become more active and autonomous learners. It is also a powerful tool to promote academic reading and writing, which is crucial for academic studies at tertiary level.

3. Talking about English online: Meta-discourses about language learning on the photo-sharing site Flickr
   Carmen Lee

In this talk, I focus on self-directed language learning in new media, drawing upon examples from my on-going research on the photo-sharing site, Flickr. The study involves a group of active Flickr users who do not use English as their primary language outside Flickr. Through analyzing their self-generated
English texts on Flickr, their meta-discourses about language learning, and their self-evaluation of their English knowledge, I discuss the significance of understanding learners' informal language learning online from a social practice perspective.

4. Questions and Answers

About Panel Discussants:
Carmen Lee received a PhD in Linguistics from Lancaster University in England. Her main research interests include social aspects of language and literacy, linguistic practices on the internet, and multilingual literacy practices. Over the past few years, she has published book chapters and journal articles on the language and literacy practices of various digital media, including electronic mail, instant messaging, mobile phone texting, and more recently, Facebook and Flickr. Her work is also concerned with the educational implications of new media and the nature of informal learning on the web. Currently, she is carrying out a project funded by the Hong Kong Research Grant Council which examines how university students construct identities through writing in Web 2.0 spaces such as weblogs and Facebook. (Web page: http://www.cuhk.edu.hk/eng/staff/clee/index.html)

John Milton has taught English as a first, second and foreign language in Canada, Bahrain, Mainland China and Hong Kong. Currently, his research interests are the empirical analysis of learners' English and the development of language tools and web-based resources for Second Language Acquisition. He has developed a number of analytical and pedagogical tools, and incorporated these into a course delivery system and blended (online and f-2-f) EFL courses. These courses are based on the empirically identified needs of learners and are built around real world social, academic and professional tasks. Participants are encouraged in the mastery of language learning tools and strategies for lifelong learning.

WANG Lixun has been teaching and researching in the areas of General Linguistics, Computer-Assisted Language Learning, Corpus Linguistics, Online Learning, and Multilingualism. He has taught a Masters course ‘Computer-Assisted Language Learning’ (CALL) in the University of Hong
Kong and the Hong Kong Institute of Education. In the past few years, he has been carrying out Wikibook projects in his courses to promote academic reading and writing, and recently he published a book with his colleagues titled ‘Academic Writing in Language and Education Programmes’. He has also published a textbook titled ‘Introduction to Language Studies’ and a number of journal articles and book chapters on corpus linguistics, CALL and other topics. He is currently engaged in various research projects on corpus linguistics, education technology, and multilingualism.