

Wednesday 1 June**4:10pm - 4:50pm**

Block Y, Room Y302

Presentation Title: The processes and challenges in developing text-based courses for Business and Economics students

Presenter / Co-presenters: Mr Philip Smyth, The University of Hong Kong
Ms Ashley Hazell-Yildirim, The University of Hong Kong
Ms Tess Hogue, The University of Hong Kong
Ms Carolyn Ngai, The University of Hong Kong
Ms Polly Tse, The University of Hong Kong

Abstract

The reformed curriculum at HKU will see students taking 12 credits of English in two courses. The first of these will be a General University English course in their freshman year and the second a more discipline-specific English course in their second year. For business and economics students this second year English in the Discipline course aims to take a broadly genre-based approach sets out to develop students' awareness of the generic features of the texts they would be required to read and produce in their major studies. While this approach allows students a more integrated learning experience that is relevant to their communication needs during their course of study, it also represents considerable challenges in material development. This paper reports on the ongoing development of this course and the challenges faced. It describes the process of the needs analysis and how the target communicative demands in the faculty were investigated. It further elaborates how student involvement in the project was sought. The paper also describes the challenges in working and liaising with the business faculty, and the challenges in identifying and selecting suitable texts within this course approach.

Biodata

Philip Smyth taught in Slovakia, Italy and the UK, before coming to Hong Kong. He teaches undergraduate courses in English enhancement, postgraduate thesis writing, and teaches language testing and evaluation and the applied research project on the MA Applied Linguistics programme. He is the programme coordinator for courses for Business and Economics students. He is also an MA dissertation supervisor.

Ashley has been in English language teaching and training for 15 years, with 8 years in Turkey and 7 in Hong Kong and China. Her Hong Kong experience includes working for a private Hong Kong based Business English company, The Centre for Professional and Business English (CPBE) at Hong Kong Polytechnic University (HKPU) and The Centre for Language in Education (CLE) at The Hong Kong Institute of Education (HKIEd). She has also worked extensively as a part-time assessor and marker for the Hong Kong Examinations and Assessment Authority (HKEAA) and as a teacher trainer for the Faculty of Education, The University of Hong Kong (HKU) on School-Based Assessment (SBA).

Tess Hogue has lived abroad for many years. She commenced her studies in performance at the New South Wales Conservatorium of Music, and went on to do her Bachelors

(Honours) in History at Monash University. She completed her Master's in Applied Linguistics at the University of Hong Kong. Her interests include language and anthropology as well as performance in classical, Latin American and Javanese songs and writing fiction.

Carolyn joined the teaching profession upon graduation. She taught English at different levels of secondary school and served as an examiner for both English Language and Use of English examinations before joining CAES. She currently coordinates English courses for Economics and Finance students and is also involved in the teaching of undergraduate English enhancement courses across faculties such as Arts, Dentistry, Business, Social Sciences, Engineering and Science. Carolyn's research interests include authenticity, curriculum and materials development, and second language acquisition.

Polly Tse teaches ESP and EAP courses at the Centre for Applied English Studies at The University of Hong Kong. Her research interests include disciplinary discourses, English for Academic/Specific Purposes and genre analysis. She has published in various journals including Applied Linguistics, English for Specific Purposes, Journal of Pragmatics and TESOL Quarterly.