



The Evolution of ESP in Hong Kong:

A Translanguaging Perspective on Language Planning at HKUST

by

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Abstract:

This dissertation examines the evolution of English for Specific Purposes (ESP) at the Hong Kong University of Science and Technology (HKUST) from 1991 to 2008, framed through a translanguaging lens on language policy and planning (LPP) under founding director Gregory James. Adopting an interpretive paradigm and ethnographic single-case study design, the study reconstructs James's multilingual vision—rooted in his polyglot background—and its implementation in an English-medium instruction (EMI) context, highlighting shifts from remedial English for Academic Purposes (EAP) to competency-based communication across professional domains.

The research method integrates systematic archival document searches (yielding 51 documents via deductive and inductive keywords, partially adapting PRISMA principles for transparency), a specialized corpus of 224 course descriptions from 1991-2008 (8,172 words) analyzed via ROAD-MAPPING analysis, and autoethnographic reflections on the researcher's experiences as an ESP student, ESP practitioner, and an Applied Linguist at HKUST for triangulating findings from the primary evidence. Thick description and tracing networks of signification reveal how James's LPP fostered translanguaging spaces, enabling bidirectional flows between policy ideals and pedagogical practices while navigating colonial legacies and globalization pressures.

This study offers three key contributions. First, it provides a comprehensive documentation of ESP development in Hong Kong, using the HKUST Language Centre as its primary case study. Second, it demonstrates a transition from monolingual EMI constraints to dynamic multilingual repertoires, with course offerings expanding from foundational skills to contextual innovations, reflecting decolonization efforts amid Hong Kong's socio-political changes. Third, this research is methodologically significant as it demonstrates how LPP can be examined through the lenses of transpositioning, showcasing how Gregory James' LPP visions and implementations were shaped by his fluid identities.

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3 September 2025

Chapter 1. A Concise Socio-historical review of ESP Development

“Tell me what you need English for and I will tell you the English that you need” (Hutchinson & Water, 1987, p.8)

1.1 Chapter Introduction

English for Specific Purposes emerged in the 1960s as a significant development in applied linguistics (Salmani-Nodoushan, 2020). It evolved from pressing demands for specialized language training and a focus on learners' needs (Hyland, 2022). ESP has grown steadily, with international authorship and increasing publications (Tan et al., 2023). The field's evolution can be mapped onto three stages: initial conceptualization (1970s-1990s), maturation (1990s-2000s), and flourishing (2000s-present) (Liu & Hu, 2021). This chapter provides a comprehensive socio-historical review of English for Specific Purposes (ESP) development, with particular focus on its evolution at the Hong Kong University of Science and Technology (HKUST) from 1991 to the present. Through reviewing related academic resources together with a series of publicly available grey literature, such as policy documents, media interviews, etc., this chapter traces the transformative journey of ESP from its global origins in the 1960s and its development in Hong Kong.

1.2 ESP in the 1960s: Global Beginnings and Theoretical Foundations

The emergence of ESP as a distinct approach to language teaching represents one of the most significant developments in applied linguistics of the 20th century. As Hutchinson and Waters (1987) documented in their seminal work - ***English for Specific Purposes***, three converging forces triggered ESP's launch in the post-war decades: the demands of a "Brave New World," a revolution in linguistics, and a focus on the learner. The end of the Second World War in 1945 marked the beginning of a new era of unprecedented international expansion in science, technology, and commerce,

creating demand for a global lingua franca that fell to English due to America's post-war economic dominance, which generated "a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology, commerce and travel". This utilitarian shift from traditional cultural learning to specific-purpose instruction was accelerated by the 1970s Oil Crisis, which channeled Western expertise into oil-rich countries and intensified pressure on language educators to deliver clearly defined outcomes, as Hutchinson and Waters noted that English became "subject to the wishes, needs and demands of people other than language teachers". Concurrently, three converging forces shaped ESP's theoretical foundations: a linguistic revolution that shifted focus from formal grammar rules to actual language use in real communication contexts, revealing that English varies significantly across situations and enabling tailored instruction through register analysis pioneered by scholars like John Swales and Jack Ewer; and an educational psychology emphasis on learner-centered approaches that recognized how course relevance to specific needs enhances motivation and learning effectiveness. These developments established the core ESP principles of needs analysis, context-specific linguistic variation, and learner-centered design. This triumvirate of influences established the foundational principles that would later influence ESP development globally and, ultimately, at HKUST.

1.3 The language challenges and ESP in the Hong Kong university language centres (1960s-1990s)

The challenges of English-medium instruction in Hong Kong have deep historical roots. As early as 1926, the Vice Chancellor of Hong Kong University (HKU) complained that the institution's work "has always been handicapped by the fact that the majority of students who enter the University are ill-equipped in the practical use of the English language, and are not therefore able, to start with at any rate, to profit fully by the instruction which they receive in the University (cited in Yeung, 2002, p. 142)." As the vast majority of these Hong Kong undergraduates are native Cantonese speakers, they generally had little need to speak English outside the classroom, as noted by the colonial government's Committee on Higher Education (1952): 'most of

the students now at the university [HKU] speak Cantonese outside the lecture rooms (p. 26)'. Therefore, HKU formed the Language Centre in 1968, aiming to "provide a range of language courses for the University, as well as intensive, booster, and remedial teaching in languages as required (Hong Kong Education Department, 1970, p. 51)". In 1970, HKU made a requirement that "only that the students have taken the Use of English Examination immediately preceding entry to the University (University of Hong Kong, Calendar, 1969-70, p.67 cited in Yu, 1979, p.30)" would be considered for admission, and "in 1971, Grade D in the Use of English will be expected (University of Hong Kong, Calendar, 1970-71, p.67 cited in *ibid.*)" for the students reading degrees in the Faculty of Arts. "For students of other Faculties, all that is required is sitting the Use of English Examination before entry (*ibid.*)". Yu further noted that,

"One development of this is that the Language Centre of Hong Kong University is increasingly being called upon to provide English courses for the very weak students of other faculties - a more expensive arrangement but one that can cater for the immediate needs of English as a medium of learning and communication in university studies. Only the Arts Faculty now imposes a requirement for their students to achieve 'a standard acceptable to the departments(s) in which he is enrolled. No student shall be permitted to enter the third year of the curriculum until he has reached a standard acceptable to his head of department (University of Hong Kong, Calendar, 1976-77 p.67 cited in *ibid.*)'

Despite being the highly selected and academically gifted group entering HKU, Professor Robert Lord (1974), the Director of HKU Language Centre, commented, "for the majority of students entering the University of Hong Kong, English is not a viable means of communication at all. About a fifth of them cannot make themselves understood in English, and their comprehension of spoken English is poor in the extreme. Few students can write English which is not bizarre."

This was confirmed by Professor John Lyon and others on the diagnostic test study from an unpublished report in the HKU Faculty of Science (1973). A test passage of straightforward scientific English was read twice, with the second time reading in sections to 143 first- and second-year science students. While reading comprehension

was considered not as a major problem for students in Science Faculty, only one third of the test takers showed as good listening comprehension (as compared to native English speakers) and this group of students were evaluated to have adequate basis for benefitting from oral instruction in English. Be that as it may, at least one third obtained scores which showed serious difficulties in listening comprehension, and they were likely to miss or misunderstood one third or more of what is given to them in purely oral form. Interestingly, Lyon noted that the group who had failed the Use of English examination obtained exactly the same average score as those who had passed it, meaning that there was no correlation between the Use of English grade and listening comprehension score as suggested by Lyon.

According to the “Language Analysis Sessions” done by students admitted into the HKU Faculty of Arts (the records of the Language Centre in 1975-76, as cited in Yu, 1979, p.31), there were high percentages of students in the faculty taking different remedial English courses (see table 1.1)

Table 1.1 HKU Students in Faculty of Arts taking Language Analysis Sessions in 1975-1976 (the records of the Language Centre in 1975-76, as cited in Yu, 1979, p.31)

	Remedial English (1 or more courses)	Speaking Skills	Writing Skills	Reading Skills	Listening Skills	Vocabulary	Speech Production	Integrated Language Skills
1975	74.5%	48.9%	56.8%	68.5%	54.4%	61.5%	2%	-
1976	79.9%	60.4%	67.8%	53%	46%	50%	3%	12.6%

The editorial of South China Morning Post (1989, February 27) also commented:

“The decline in the standard of spoken and written English in recent decades is obvious and measurable, and efforts by the Government and the tertiary education institutions have been insufficient to stop the slide (p. 18).”

Gibbons (1984) believed that, despite having 800 hours of primary and some 200 hours per year of secondary English instruction, the social distance between most Chinese students and native-English speakers—shaped by limited direct contact, low

integrative motivation, and strong cultural cohesion—undermines acculturation necessary for effective language acquisition for Hong Kong students.

In the 1980s–1990s, Hong Kong universities saw a gap between language policy and practice, as English-medium instruction was officially mandated but many local professors used Cantonese to explain English-based content in lectures and seminars, a disparity in the oral (not written) medium evidenced by both anecdotal and empirical data. Professor Roy Harris in his inaugural lecture at HKU as the Chair of English made a controversial comment:

“It is an open secret that much teaching is done in Cantonese. And when there are public complaints that even English literature is being taught here in Cantonese - the writing is on the wall for academic bilingualism (1989, p. 42).”¹

In the 1990s, the challenge facing Hong Kong's universities remained substantial. Students entering EMI institutions faced multiple difficulties: comprehension of lectures and learning materials, academic writing and speaking requirements, technical vocabulary and discipline-specific terminology, and the transition from secondary school English to university-level academic English (Flowerdew & Miller, 1996). It was also similarly noted by Littlewood and Liu (1996) that a large proportion of undergraduates had experienced ‘some’ or ‘a lot’ of difficulty in meeting the English-language demands of academic study (p. 106).

The 1990s represented a crucial period in Hong Kong's educational and linguistic landscape. As the territory approached the 1997 handover to China, questions of language policy and educational provision became increasingly complex. Since 1996, the Hong Kong government's promotion of “trilingualism and biliteracy” provided an ideal context for applied linguistic research (Standing Committee on Language Education and Research, 2023), though it was recognized as an ambitious goal that would likely never be fully attained (Evan, 2013). Schools were designated as either Chinese-medium of instruction (CMI) or English-medium of instruction (EMI), with

¹ However, to avoid decontextualizing Harris's provocation, it should be underscored—following Hutton (1997) and Pablé (2015)—that Harris's remarks and interrogative framing of “The Worst English in the World?” aimed to foreground community responsibility and the politics of standard-setting in Hong Kong, not to denigrate “Hong Kong English,” but to challenge naturalized appeals to “the language itself” and prompt informed, context-aware debate about English policy and practice.

significant competition among parents to gain admission for their children into EMI schools due to the employment and educational advantages that English proficiency provided (Choi, 2003). This perception created what researchers described as a "holy grail" mentality toward EMI education by parents in Hong Kong (Woo, 2016).

These challenges over several decades demanded systematic, institutional responses rather than ad hoc language support. Hence, different universities began to establish standalone academic units for concurrent language support in Hong Kong as part of their curricula. This dissertation aims to provide a thick description of the evolution of ESP in the HKUST Language Centre by tracing the networks of signification of Gregory James, the founding director, through systematic document search—revealing how his multilingual background and fluid identities contributed to policy shifts from 1991 to 2008. Following Chapter 1, the next chapter provides an overview of English Medium Instruction and translanguaging research, including key frameworks like transpositioning LPP and ROAD-MAPPING. In Chapter 3, I outline the research questions and explain the research plan in detail. Chapter 4 begins with a thick description of Gregory James's LPP visions and implementations, followed by other key evidence. After that, I address each research question and discuss other interesting findings in Chapter 5. Finally, I provide conclusions, implications, limitations, and future work in Chapter 6.

Chapter 2. Theoretical framework

2.1 English Medium Instruction (EMI): An Overview and Approaches to Language Support

English Medium Instruction (EMI) has emerged as a significant global phenomenon in higher education, driven by internationalization efforts and the perceived economic and academic benefits of English proficiency. The EMI Oxford Centre defines EMI as:

The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population's first language is not English. (Macaro et al. 2019, p. 231)

While this definition was first used in Dearden (2014), Macaro et al. (2019) further refined it by adding “other than English itself”. The parenthetical “(other than English itself)” is used to draw a sharp boundary between subject teaching through English and the teaching of English as a subject, so that EMI research does not conflate English-for-language-learning courses (e.g. EAP/ESP) with content courses delivered in English. This delimitation clarifies that EMI concerns disciplinary subjects like engineering, business, or medicine taught via English, while language courses (including English linguistics or EAP/ESP classes) fall outside EMI by definition. It also preserves comparability across contexts by separating language-support curricula from content instruction, which is crucial for designing and evaluating models of language support in EMI programs.

EMI aims to enhance students' content knowledge while implicitly supporting English language development, but explicit language goals are often absent. A key challenge in EMI implementation is ensuring adequate language support for students, particularly those transitioning from L1-medium instruction. Galloway and Rose (2021) highlight how the rapid expansion of EMI has reshaped the role of English language teaching (ELT) practitioners, who increasingly provide academic language support in internationalized higher education settings. They adapted Macaro's (2018) framework to outline four primary approaches to language support in EMI, emphasizing the need

for tailored strategies to address linguistic barriers. These approaches, illustrated in Figure 2.1 include:

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Figure 2.1 Approaches to language support in EMI (adapted from Macaro, op.cit.).

1. Preparatory Model: Students receive intensive English training before enrolling in EMI programs, aiming to build foundational proficiency. This model is common in contexts like Japan, where pre-sessional courses prepare learners for content demands.
2. Concurrent Support Model: Language assistance, such as English for Academic Purposes (EAP) courses, runs alongside EMI content classes to address ongoing needs.
3. Multilingual Model: Incorporates students' L1 alongside English, fostering a bilingual environment that supports comprehension without fully excluding the local language.
4. Pre-Institutional Selection Model: Relies on entry-level proficiency tests, offering minimal in-program support, which can lead to challenges if students' skills are insufficient.

These models underscore that EMI success depends on integrating language support, as unaddressed proficiency gaps can hinder content learning.

2.2 English Medium Education in Multilingual University

Settings

While EMI focuses on the instructional practice of delivering academic content through English at the course or classroom level, English Medium Education (EME) represents a broader conceptual framework that encompasses the entire institutional ecosystem where English serves as the primary medium of teaching, learning, and administration (Rose and Sahan, 2020). This wider scope positions EME as an institutional phenomenon, particularly in contexts like Hong Kong where English is not the majority language but plays a pivotal role in higher education due to colonial legacies and globalization pressures.

A refined extension of EME is found in the concept of English-Medium Education in Multilingual University Settings (EMEMUS), proposed by Dafouz and Smit (2016). EMEMUS explicitly foregrounds the multilingual nature of modern universities, viewing them as dynamic ecosystems where English interacts with other languages (e.g., local, national, or migrant ones) across teaching, learning, administration, and research. Unlike the more general EME, which describes systemic English use without emphasizing linguistic diversity, EMEMUS highlights super-diversity and fluidity in globalized higher education, acknowledging tensions between monolingual English norms and multilingual realities. For instance, in settings like HKUST, EMEMUS captures how English as the institutional medium coexists with Cantonese and Putonghua, (as can be seen later in chapter 4, such as the Year 0 courses for mainland students in their preparatory year and local talented students during their summer) influencing everything from policy implementation to classroom interactions. Central to EMEMUS is the ROAD-MAPPING model (Dafouz and Smit, 2016; Rose and Sahan, 2020), a dynamic analytical tool that deconstructs these multilingual settings into six interconnected dimensions mediated by discourse (a detailed discussion of this is in chapter 3 under data analysis).

2.3 Language Policy and Planning, translanguaging, transpositioning and networks of significations

Li Wei (2022) suggested that:

“Language policy and planning (LPP) is both a field of practical enquiry and a field of theoretical enquiry. As a practical field, LPP is about actions—actions that are taken by various agents and agencies on the structure, use and acquisition of language. As a theoretical field, LPP critically assesses these actions and further our understanding of why individuals and society decide to take certain actions at certain times in certain ways with regard to language structure, language use and language acquisition (p.1).”

He viewed translanguaging as a suitable analytical concept for studying LPP, framing it as a "practical theory of language" (Li Wei, 2018) that transcends socially constructed boundaries of named languages (e.g., English, Chinese, Cantonese). Translanguaging allows researchers to examine how linguistic structures and systems interact within and beyond rigid systems, fostering fluid multilingual practices. The concept of translanguaging space can be used to understand the contact zones between people, communities, cities, and regions. Translanguaging spaces "are not physical locations or historical contexts only, but are networks of social relations, real or virtual, that are created by individuals through distinctive (of the network) and shared (amongst the network members) practices for specific social purposes (Li Wei, 2011, p. 1225)."

Studying translanguaging spaces helps LPP researchers understand similarities between them and enables a systematic analysis of key components within these spaces, including how components relate across overlapping spaces and affect LPP decisions. These spaces are created through translanguaging actions based on "networks of signification" (García & Wong, forthcoming; Wong & García, 2025). "Through locating the networks of signification and tracing the stories, researchers are able to discover how meanings emerge and evolve, are produced and understood (Wong & García, 2025, p. 28)."

Translanguaging and transpositioning are closely related, with the latter building on the former to emphasize identity fluidity. Translanguaging involves the dynamic integration of multilingual and multimodal resources for meaning-making (Li Wei, 2018). Transpositioning, as conceptualized by Li Wei and Lee (2024), refers to a processual and iterative shifting of identity positions, where individuals allow their

perspectives to remain in constant "flow-and-flux" as they engage with different aspects of interaction. While translanguaging focuses on linguistic and semiotic fluidity, transpositioning extends this to identity negotiation, enabling speakers to transcend fixed roles and foster empathy through adaptive practices. The shared emphasis on fluidity links the two: translanguaging practices create spaces for transpositioning, allowing agents to navigate and reshape policies beyond static linguistic boundaries.

While LPP can be viewed at both institutional (e.g., Language Centre) and individual (e.g., Gregory James) levels, transpositioning introduces a perspective on fluid identity that enriches this analysis. In this study, I attempt to define and operationalize transpositioning LPP as "LPP analyzed through the lens of transpositioning, where fluid identity shifts at individual and institutional levels reveal dynamic policy-making processes". Transpositioning's emphasis on shifting identities affects LPP by revealing how personal fluidity intersects with institutional structures, leading to dynamic policy outcomes. This is implied in the fluid identity shifts of transpositioning (a detailed discussion will be in Chapter 5, drawing on evidence from Chapter 4).

2.4 Bringing the two theoretical frameworks into one

Building on the definition of transpositioning LPP in the previous section, this framework can be combined with discussions in EMEMUS (English-Medium Education in Multilingual University Settings), which views fluid practices at an institutional level (e.g., EMI in diverse contexts), to provide a dual analytical lens. Institutionally, HKUST's Language Centre implemented policies like integrated skills courses (e.g., LANG 001–006 - which will be further discussed in chapters 4 & 5) to address multilingual needs, creating translanguaging spaces amid EMI pressures. Individually, the director's decisions—such as those on curriculum planning, scholarship development, and community engagement—could be reflected from the process of, and by the outcome of, transpositioning, where fluid identity as an educator and linguist influenced institutional shifts (e.g., from remedial to advanced ESP). This dual lens illuminates how transpositioning LPP shaped university-level policies, as evidenced in Chapter 4 using ROAD-MAPPING analysis, reviewing from an institutional level. This enables bidirectional flows between ideals and practices.

Chapter 3: Methodology

This chapter outlines the methodological framework for analyzing Gregory James's Language Policy and Planning (LPP) vision and implementations at HKUST. The design is grounded in an interpretive paradigm, employing an ethnographic case study approach with HKUST as the single bounded case. Data collection draws on systematic document searches from the HKUST Digital University Archives, a specialized corpus of course descriptions, and autoethnographic reflections for researcher-practitioner reflexivity. The analysis integrates thick description, corpus linguistics techniques, researcher positionality, and the conceptual lens of tracing networks of signification. Measures for trustworthiness, credibility, and ethical considerations are detailed to ensure rigor.

3.1 Research Paradigm and Design

This study employs an interpretive paradigm that perceives social reality as subjectively shaped through individual meanings and interactions, making it well-suited for delving into the intricate, situational dynamics of language policy and planning (LPP) within an English-medium instruction (EMI) university, where emphasis is placed on how participants perceive and implement policies. This perspective regards the world as inherently subjective, with reality emerging from social constructions (Lincoln & Guba, 2000); as truth arises collaboratively within communities of research and practical interests that define and prioritize knowledge (Gasson, 2004, p. 87), it embodies a consensus-oriented view of shared understandings (Lincoln & Guba, 2000).

In terms of the research design, I use a mini-ethnographic case study, centering on HKUST as a single intrinsic case to deliver profound understanding of language policy and planning (LPP) developments during Gregory James's tenure, with ethnography's focus on deep cultural engagement and situational nuances complementing the interpretive framework and enabling detailed, time-spanning reconstructions while avoiding undue extrapolation.

Although case study research lacks a uniform definition (Heale & Twycross, 2018), it generally entails thorough examination of one unit—such as a location, event,

organization, or individual—either at a fixed moment or across time, aiming to illuminate patterns applicable to comparable entities (Gerring, 2004). Generally speaking, a case study research can involve a single or multiple cases, being exploratory, explanatory, or descriptive in nature (Yin, 2003). Harwati (2019) further expanded on these approaches:

A single-case study emphasizes on a single case only, whereas multiple-case studies include two or more cases in the same study. An exploratory case study attempts to define questions and hypotheses of a subsequent study, while an explanatory case study tries to explain how particular phenomena happened. Here, data are presented, bearing on cause-effect relationships. A descriptive case study depicts a phenomenon completely within its context (ibid). Respondents are seen as experts not just as objects that inform or produce data and this approach studies a typical case, using a number of methods to prevent errors and distortions (p. 152).

While case studies may often align with positivist methods through empirical evidence gathering (Yin, 2003), they can equally embrace interpretive lenses to probe social realities across their forms (Harwati, 2019). In certain cases, Fusch, Fusch & Ness (2017) noted that the case study approach could also incorporate elements of ethnography:

A mini-ethnographic case study design uses data collection methods from both designs yet bounds the research in time and space. This type of blended design also allows researchers to explore causality links, which is not typical for ethnographies. Finally, the use of a mini-ethnographic case study design enables researchers to generate as well as study theory in real world applications (p. 926).

They suggested that the combination of both designs combined the best of both worlds, allowing researchers to collect ethnographic data to gain an understanding of the culture of a place or a community, while using cases and units to explore definitions, explain causal links, and describe phenomena.

3.2 Data Collection Methods

3.2.1 Document Search and Screening

Although the PRISMA guidelines were designed for systematic reviews and meta-analyses (Page et al., 2020), I adapt them partially to ensure transparent, replicable screening of archival documents, which is essential for tracing subtle LPP evolutions amid repetitive university records. I plan to conduct the document search systematically by closely observing relevant items from the PRISMA 2020 checklist in the HKUST Digital University Archives (see Figure 3.1).

3.2.1.1 Research Questions:

My primary research question with two follow-up questions are as follows:

1. How did Gregory James's multilingual background and his fluid identities contribute to the evolution of ESP courses at HKUST within his directorship from 1991 to 2008?
 - a. In what ways and to what extent does the HKUST case demonstrate a transition from monolingual EMI constraints to dynamic, equitable multilingual practices, and what are the key factors driving this change?
 - b. How can tracing Gregory James' networks of signification reveal the interplay between colonial legacies, globalization pressures, and decolonization efforts, as analyzed from the thick description of HKUST Language Centre?

3.2.1.2 Inclusion and Exclusion Criteria

The following grey literature would be included if they satisfy the following:

- Publication date - They were published in or before 2008. I considered 2008 because it was the year which Gregory James stepped down as the Director of Language Centre.
- Materials Type - Publicly available policy and planning documents, newsletters (for staff, students, or general audiences), course catalogues/academic calendars, press releases, narrative and historical accounts, photographic archives/visual materials

- Context - Language Centre was the subject of teaching and learning, or personally related to Gregory James' life from the HKUST digital archives.

Materials would be excluded if they were:

- Non-informative materials type - staff profiles, name lists or contact lists for communicative purposes
- Irrelevant context - Putonghua, French, Japanese, other languages that are not English

3.2.1.3 Search Strategy

I searched the Digital University Archives managed by HKUST Library. The following keywords were used to search the database for grey literature published in or before 2008. Deductive keywords, derived from the research questions on LPP vision and EMI support, included "language centre" (224 entries), "Language Center" (155 entries), "Gregory James" (105 entries), "annual report" (37 entries), and "HKUST newsletters" (124 entries). Inductive keywords emerged during extensive reading, refining the search: "year-0" (20 entries), "preparatory year" (26 entries), "self-access centre" (40 entries), and "LABU" (5 entries).

3.2.1.4 Selection Process

Initial screening involved manually reviewing titles to exclude irrelevant entries, such as "faculty profiles" or "Handbook for Research Postgraduate Studies." Remaining documents were rescreened using secondary keywords like "language," "English," and "James," with inclusion limited to those providing descriptive accounts of events or persons (e.g., excluding mere mentions in committee lists).

3.2.1.5 Data Extraction and Data Items

The materials were extracted and sorted into two types. General materials for constructing thick description and course description materials (see appendix 1).

3.2.1.6 Synthesis

Based on my understanding of the EMI challenges and solutions depicted in chapter 1, I expected the materials would be more homogenous in terms of the way of language planning at the beginning stage, but slowly diverged into its own model for

providing EMI supports to HKUST students. To address RQ1, I created a thick description (Geertz, 1973) of HKUST Language Centre (this will also be used to answer RQ1a), and used his detailed interview article ‘Wearing a Jacob’s coat of Languages’ (HKUST,1991, p.70-71) for understanding his networks of signification (Wong & García, 2025; García & Wong, Forthcoming) (also for RQ1b).

3.2.2 Specialized Corpus Compilation based on Corpus Descriptions

Course descriptions serve as core expectations and tangible products of LPP, encapsulating institutional decisions on language use, pedagogy, and equity. As implementations of top-down policies (e.g., EMI mandates per the 1991 ordinance), they reflect bidirectional flows in researching EMEMUS language supports, making them suitable for ROAD-MAPPING analysis to quantify shifts from monolingual constraints to multilingual practices (to be further discussed in 3.4.2).

Based on policy documents obtained from Digital University Archive, a specialized corpus was also compiled comprising 224 course descriptions from HKUST Academic Calendars (1991–2008), totalling 8,172 words (see appendix 1), with an average of 36.5 words per course description. This corpus not only enables diachronic analysis of course shifts, from remedial EAP focusing on academic communication and text structures to broader communication in professional and contextual settings, but the metadata (such as the course hour and credits) could also provide an indirect understanding of the LPP decisions. For example, a 6-hour level 0 course, compared with a 3-hour level 1 course, the comparison could imply that students taking that level 0 course would need more input in developing his English skills. The analytical method of course descriptions will be discussed in 3.4 below.

3.3 Autoethnography for Reflexivity

Autoethnography is a qualitative research method that combines autobiographical and ethnographic approaches to analyze personal experiences within cultural contexts (Ellis et al., 2010). It challenges traditional research methods and emphasizes reflexivity, making it valuable for interpretive paradigm research (Mcilveen, 2008). It serves as both a process and product, allowing researchers to embed themselves in theory and practice while providing intimate accounts of phenomena under

investigation. The method involves systematic analysis of personal experiences to understand cultural experiences, treating research as a socially conscious act.

Hughes and Pennington (2017) explained that conducting autoethnography required the researcher to emphasize iterative reflection, data collection from one's life, and theoretical integration to produce insightful, emancipatory research. They suggested three guiding processes:

The first guiding process in autoethnography, problematizing what you know for new-self insight, involves critically examining and disrupting taken-for-granted assumptions, biases, and cultural norms embedded in one's lived experiences. This stage encourages researchers to turn the analytical gaze inward, interrogating how personal histories intersect with broader social, political, and institutional contexts. Through techniques like memory recollection, auto-interviewing, and assembling diverse data sources such as artifacts and external narratives, autoethnographers generate raw material for reflection. This process fosters vulnerability and self-awareness, revealing hidden privileges, oppressions, and contradictions, ultimately leading to transformative insights that position the researcher as both subject and analyst in the cultural narrative.

The second guiding process, legitimizing autoethnography with three approaches, focuses on establishing the method's credibility, rigor, and ethical grounding within academic and professional standards. This involves linking autoethnographic work to existing qualitative constructs (such as authenticity and fairness), traditional methodologies (like analytic reflexivity and dialogue with others), and professional association guidelines (such as those from the American Educational Research Association). Reflexivity serves as a cornerstone, ensuring transparency about the researcher's positionality and potential biases, while addressing relational ethics, consent, and representation of others. By adhering to these approaches, autoethnographers counter critiques of subjectivity, demonstrating that personal narratives can withstand scholarly scrutiny and contribute to critical social inquiry, all while balancing evocative storytelling with analytical depth.

The third guiding process, synthesizing new-self insights with MICA (Meta-synthesis of Individualized and Coauthored Autoethnography), entails integrating personal reflections with broader narratives to create meaningful analogies and interpretations.

It adapts principles from meta-ethnography to focus on interpretive translations across narratives, rather than aggregating data or seeking generalizations. Researchers systematically code and compare themes from multiple autoethnographies, extending individual experiences into collective understandings of cultural phenomena. This synthesis not only advances theoretical knowledge but also promotes ongoing reflexivity, positioning autoethnography as a dynamic tool for social critique and personal growth.

In this study, I adapted and expanded my autoethnography made on the chapter, co-written, validated and refined via the discussion with Ofelia García (García & Wong, forthcoming) to ensure rigour. I used that as a basis to extend my autoethnography to trace my own experiences as an ESP student (2003–2004), an ESP practitioner (2010–2025), and an Applied Linguist at HKUST (2016–2025). This ethnographic element connects personal networks of signification (Wong & García, 2025; García & Wong, Forthcoming) to Gregory James's LPP, enhancing insider insights while acknowledging positionality.

3.4 Data Analysis

Data analysis proceeds iteratively, blending qualitative interpretation with corpus-driven techniques to reconstruct and interrogate James's LPP vision. Thick description serves as the overarching analytical strategy, providing layered, contextual narratives that go beyond surface facts to uncover meanings, motivations, and cultural implications.

3.4.1 Thick Description

Thick description (Geertz, 1973) refers to a detailed ethnographic account that goes beyond mere observation of behaviors (thin description) to interpret the layered meanings, contexts, and cultural significance of those behaviors as understood by the participants. It involves unpacking the "webs of significance" that humans create, treating culture as a semiotic system where actions are symbolic and require contextual interpretation to reveal intentions, norms, and social structures. This method allows researchers to understand not just what happens, but why it matters within a specific cultural framework, emphasizing that culture is public and interpretive

rather than purely subjective. It is achieved through iterative, immersive qualitative processes that prioritize depth and context. Key procedures include immersion in data by spending extensive time reviewing field notes, interviews, and artifacts to capture nuances; coding and theme development to label and group data segments, identifying patterns and meanings; contextualization to relate observations to broader historical, social, and cultural factors; memoing and reflection to document analytical insights and ensure transparency; seeking feedback through member checking with participants to validate interpretations; and triangulation using multiple data sources or methods to corroborate and enrich the account.

In this study, I constructed rich narratives of LPP events (e.g., the establishment of the Self-Access Centre) while interpreting underlying networks of significance, such as how James's multilingual background influenced policy decisions. The thick description integrated document details with contextual layers, ensuring a nuanced historical account that reveals ideological shifts in EMI support. The account as seen in chapter 4 was checked, commented, and verified by two long serving members in the Language Centre (joined during the 1990s).

3.4.2 ROAD-MAPPING for Course Descriptions

The ROAD-MAPPING framework, developed by Dafouz and Smit (2016), represents a sophisticated analytical tool specifically designed for investigating English-medium education (EME) in multilingual university settings. Unlike traditional multilayered frameworks that organize analysis into hierarchical macro-meso-micro levels, ROAD-MAPPING deconstructs EME through six interconnected dimensions that are dynamically linked through discourse, which serves as "a viable access point to the analysis of social practices". There are six dimensions of ROAD-MAPPING:

1. Roles of English - examining how English functions within the educational context and its relationship with other languages;
2. Academic Disciplines - exploring how different subject areas influence and are influenced by EME implementation;
3. Management - analyzing institutional policies, procedures, and administrative decisions regarding EME;

4. Agents - identifying key stakeholders and their roles in EME policy creation and implementation;
5. Practices and Processes - investigating actual classroom and institutional practices; and
6. Internationalisation and Glocalisation - examining how global and local forces shape EME policies.

As Rose and Sahan (2023) demonstrated, while multilayered approaches provide holistic but less focused investigations, ROAD-MAPPING excels at explicating discourses between policy arbitration within its key dimensions. The framework's strength lies in providing a more nuanced and dynamic understanding of policy implementation by deconstructing boundaries between administrative levels and instead prioritizing activities of individual actors according to dimensions of EME implementation. This approach is especially valuable in multilingual contexts where competing forces exist between local languages and English, traditional and new pedagogies, and top-down versus bottom-up policy planning.

The specialized corpus of 224 course descriptions from HKUST Academic Calendars (1991-2008) provides an ideal dataset for ROAD-MAPPING analysis, particularly for understanding Gregory James's LPP decisions and the evolution of EME at HKUST. Following the methodological approach demonstrated in Sahan's (2020) study, the analysis should incorporate all six dimensions of the framework to explore EME implementation comprehensively. Qualitative discourse analysis was used to trace diachronic shifts in course provision and policy orientation by coding following these deductive codes:

1. RO: Role of English (in relation to other languages)
2. AD: Academic Discipline
3. M: (language) Management
4. A: Actors or Agents
5. PP: Practices and Processes
6. ING: Internationalization and Glocalization

It is to note that multiple dimensions can be coded under the same course description.

3.4.3 Researcher Positionality, Reflexivity, and Tracing Networks of Signification

In this study, the ethnographic component plays a crucial role in strengthening the validity of evidence analysis, particularly for operationalizing transpositioning LPP (as defined in section 2.3). With autoethnography produced as secondary evidence, practitioner-researcher reflexivity was employed for triangulation and evidence evaluation. This approach allows for cross-verification of primary data (e.g., from Chapter 4's thick description, and ROAD-MAPPING analysis) against personal reflections, mitigating biases inherent in subjective interpretation and revealing dynamic policy-making processes through fluid identity shifts.

Central to this ethnographic process is the LLTT framework—Looking, Listening, Talking, and Thinking—proposed by Li and Zhu (2013) as the four key components of ethnographic research in multilingual contexts. LLTT facilitates systematic data gathering: "Looking" involves observing interactions in translanguaging spaces (e.g., HKUST's Language Centre); "Listening" captures nuances in multilingual practices; "Talking" engages participants (e.g., reflections on Gregory James's decisions) to elicit narratives; and "Thinking" promotes reflexive synthesis of these elements. By applying LLTT, the study triangulates autoethnographic insights with empirical evidence, ensuring a holistic understanding of how fluid identities intersect with LPP at individual (e.g., personal visions) and institutional (e.g., EMI policies) levels.

Beyond triangulation, autoethnography serves to provide readers with a transparent sense of what the author may know (or may not), the reasons why certain evaluations are made (or not made), and the underlying sense-making process that informs the study's arguments. As a practitioner-researcher, this reflexive narrative discloses knowledge boundaries as well as knowledge gaps—for instance, acknowledging limitations in accessing historical institutional records while leveraging personal experiences in HKUST's multilingual contexts to interpret policy evolutions (e.g., LANG courses). It explains evaluative choices, such as prioritizing individual fluidity in transpositioning (Li Wei & Lee, 2024) over rigid institutional metrics, based on observed "flow-and-flux" in data from Chapter 4. This transparency supports readers in understanding the sense-making process, where meanings are iteratively constructed through networks of signification (Wong & García, 2025, p. 28)—tracing

stories from observation (via LLTT's "Looking" and "Listening") to reflective interpretation (via "Talking" and "Thinking"). By revealing these steps, autoethnography empowers readers to critically engage with the arguments, evaluating how fluid identity shifts reveal dynamic LPP processes at individual (e.g., director's visions) and institutional levels, as detailed in Chapter 5.

3.5 Ethical Considerations

This study adheres to ethical principles in qualitative research, with a focus on minimizing risks and ensuring transparency, particularly given its reliance on publicly available data and autoethnographic methods. Although formal ethical approvals from an institutional review board (IRB) or similar body were not obtained (as not required), the methodology involved no direct involvement of human participants beyond the researcher and poses minimal risk to any individuals or groups.

The primary data sources consist of publicly available records, such as institutional documents, policy archives, and published materials related to HKUST's Language Centre and ESP programmes (e.g., course catalogues, annual reports, and etc.). These materials are openly accessible and do not contain sensitive personal information, eliminating concerns around privacy, confidentiality, or informed consent. As such, their use aligns with ethical guidelines for archival research, where data are already in the public domain and require no additional protections.

Autoethnography, employed as secondary evidence for reflexivity and triangulation (as detailed in section 3.4.3), is inherently self-directed and involves no third parties. This introspective approach focuses solely on the author's experiences and interpretations without collecting data from or about others. Consequently, it also presents minimal risk, avoiding potential harms like emotional distress or breach of trust that might arise in participant-based studies.

Chapter 4: Result

Building on the theoretical framework of transpositioning LPP established in Chapter 2 and the methodological approaches outlined in Chapter 3, this chapter presents empirical evidence from publicly available records and autoethnographic reflections to illustrate dynamic policy-making processes at HKUST's Language Centre. I will first demonstrate how the document search was conducted systematically. Followed by a thick description of HKUST Language Centre. Then I will summarize key findings of the ROAD-MAPPING analysis. At the end I would end the chapter with my own autoethnography.

4.1 Systematic Document Search

Following the steps in 3.2.1, after deduplication, 736 digital materials were screened and a total of 93 records were removed before screening due to these reasons: Foreign languages (n=3), Wrong year (n=1), Non-informative materials (n=18), Duplicated items (n=71). Followed by 592 records excluded, there were 51 items remaining potentially eligible for composing the thick descriptions and the specialized corpus (Figure 4.1).

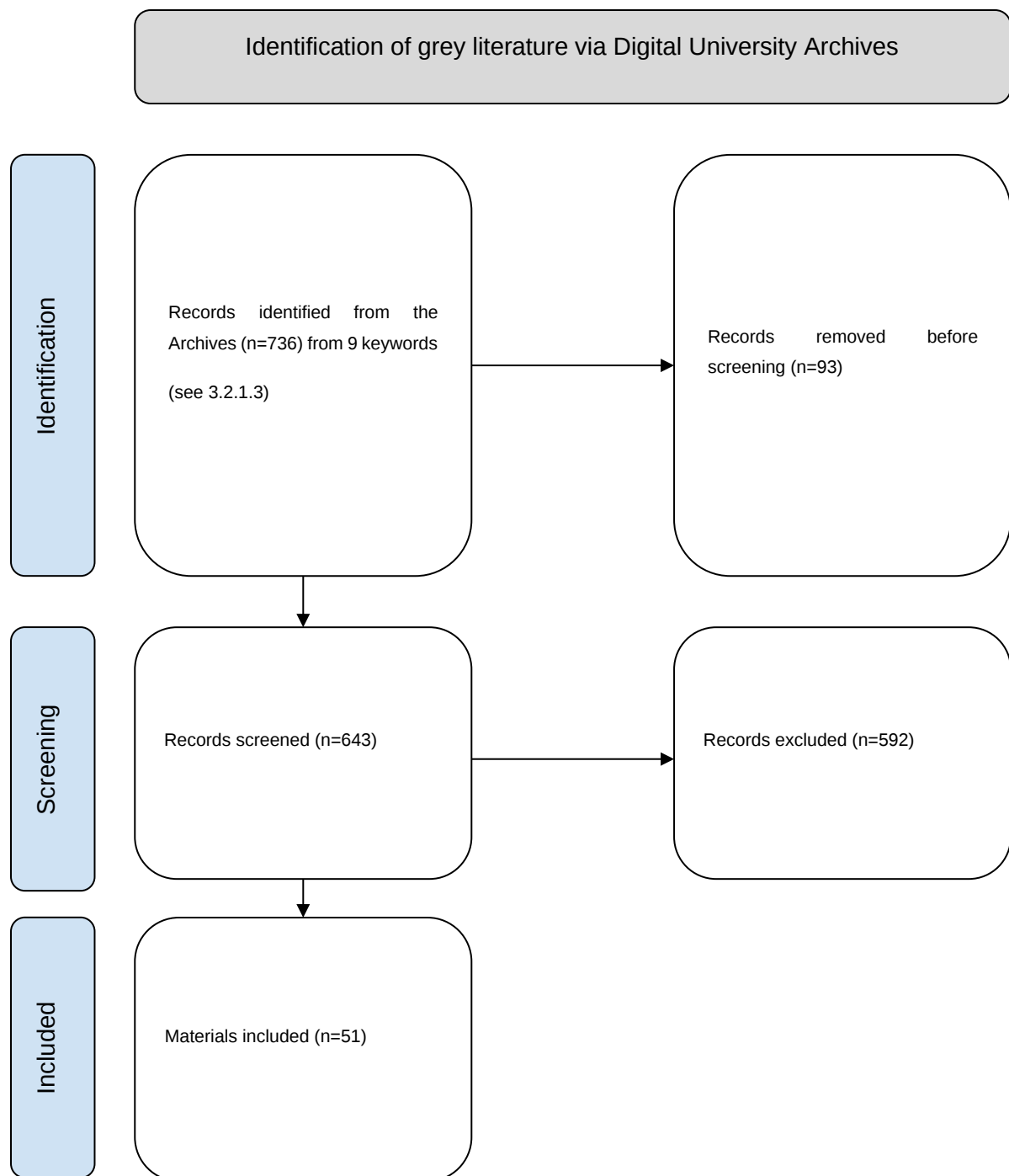


Figure 4.1 Flow diagram of the systematic document search with partial adaptation on the PRISMA guidelines

4.2 A concise description of the HKUST's Founding Vision and Language Centre Establishment

In the following section, I will provide a concise account based on the grey literature obtained from HKUST Digital University Archives from 1988-2008 via the result of document search in 4.1 and create a tick description following the principles in 3.4.1.

In 1985, the Hong Kong Government planned a new university to meet rising demand for graduates in a service- and technology-driven economy (HKUST Business School, 2022, October 19). On 1 July 1987, The Hong Kong University of Science and Technology Ordinance was enacted, to be brought into effect on a date to be decided by Sir David Wilson, the Hong Kong governor (HKUST, 1989, March 15). Professor Chia-Wei Woo the founding HKUST President and Vice-Chancellor was appointed on 10 October 1987 and the university was formally incorporated on 10 April 1988. It was brought into effect by order of the Governor as Hong Kong's third university and the first university without any precursory existence upon its formation. Professor Woo provided his vision on the future HKUST students' language competence:

One practical issue: Will our medium of teaching be strictly and forever English? There is no question that the universal language of science, technology, and business is English, and is likely to remain so in the international arena. There is also no question that our students must be fluent and, in time, eloquent in that universal language. But we do not wish to impart to our students an absolute bias toward English to the extent of downgrading or neglecting their mother tongue(s). In the case of Hong Kong, there is also a practical need for our graduates to be able to flourish up north. Perhaps most importantly, language is fundamental to one 's feeling of belonging, of personal identity. To lose command of one 's own language is to be cut adrift from one's roots (HKUST, 1990, October 15, p.8).

The HKUST Planning committee also believed that “Bilingualism is no longer regarded as a luxury (HKUST, 1987, September 15, p.18-19)” and it’s important to train students “to be fully bilingual” (HKUST, 1988, October 15, p. 5).

While recognising that the universities in Hong Kong are dependent on the school system and its output, the Planning Committee believes that in the modern free world, English is the principal language of engineering, technology and business, and that, graduates of the University must be conversant with English in order to enable them to benefit from gainful employment, further education, and to keep abreast of developments. English, therefore, must be the major language of instruction. Nonetheless, in the context of Hong Kong, emphasis must also be placed on Chinese (HKUST, 1987, September 15, p.18-19)

Therefore, the committee emphasized the importance of EMI, stating “the medium of instruction, with English being the major language of instruction but with strong emphasis being placed on Chinese, and with consideration being given to third languages, such as Japanese (1989, March 15, p.2). According to Chapter 1141 - Section 4 of the Hong Kong University of Science and Technology Ordinance, HKUST was designed from inception as an English-medium institution dedicated to the advancement of science, technology, engineering, management and business studies" (Hong Kong Government, 1991).

In the ***First Report of the Planning Committee for the HKUST***, Language Centre was planned as one of the centralised academic support services under Learning Resources Centre (see figure 4.2). During that time, the Language Centre was planned as a unit providing language supports via technology:

It has been assumed that the Language Centre will be fully equipped with language laboratories and will house the teaching staff associated with the Centre. A figure of 0.4m2 (net) has been used for all first year undergraduate students in the three Schools and this provides sufficient space for over 100 language laboratory stations, staff accommodation and some ancillary space (HKUST, 1987, September 15, p. 116)

During the planning stage, it was anticipated that the Language Centre was mainly used to support only undergraduates:

The Languages Centre requirement assumes that only the first-year undergraduates of the three Schools will use the facility on a regular taught basis (HKUST, 1987, September 15, p. 174)

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at HKUST, 1987, September 15, p. 85.

Figure 4.2 Excerpt taken from the ***First Report of the Planning Committee for the HKUST.***

It was later restructured under the General Education Centre (See figures 4.3 and 4.4) in 1988. Professor Maurice Craft (formerly Dean of Education and Pro-Vice-Chancellor at Nottingham University) was appointed as the Dean of General Education in 1989 under the General Education Centre to support the planning of HKUST and its curriculum, including language instructions (HKUST, 1989, February 15). In 1990, the General Education Centre was repositioned as the School of Humanities and Social Science with two academic units - Division of Humanities and Division of Social Sciences providing general education courses to undergraduates and postgraduates. The Language Centre in the School of Humanities and Social Science was responsible for language studies, with primary mandate in improving:

“students’ English language competency and communication skills generally” in order to “satisfy the University as to their competence in the language; and, in particular in written and spoken English for academic purposes. Those in need of language support will be required to attend the Language Centre’s courses until they have demonstrated the required competence. The University is also considering the adoption of graduation requirements in communication skills, in recognition of the leadership roles awaiting graduates. (HKUST, 1991, June 15, p.37)”.

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at HKUST, 1988, October 15, p. 7.

Figure 4.3 The administrative structure of HKUST.

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at HKUST, 1989, March 15, p. 42-43.

Figure 4.4 The interim management structure of HKUST.

The Centre's integration within HKUST's academic structure was crucial to its success. Rather than being positioned as a remedial service unit, the Language Centre was established as a central academic facility serving the entire university community. This positioning facilitated collaboration with content faculty and enabled the development of discipline-specific ESP courses that genuinely integrated language and content instruction.

The university's founding reflected the Hong Kong Government's anticipation of strong demand for university graduates to fuel an economy increasingly based on services with strong language competence. Recognizing the critical importance of language support in an EMI environment, HKUST established its Language Centre as one of the foundational units of the university. This decision represented a visionary approach to supporting EMI education, positioning language education not as remedial support but as central to institutional academic mission. The Centre was established with the understanding that effective EMI implementation required more than simply technological support for teaching content in English; it demanded sophisticated understanding of the relationship between language and learning.

4.2.1 Gregory James's Leadership and LPP Vision

"When you learn a language there's a change of personality, a change of clothing. We have to help students ... feel comfortable in their new clothes."

By Prof. Gregory James (HKUST, 1991, October 31, p.70)

An official announcement was made on January 8, 1990 by the university that Gregory C.A. James was appointed as the Director and the Senior Lecturer in the Centre (under the professorial track, equivalent as an associate professor) (HKUST, 1990, January 8). He was well recognized as an Applied Linguistic researcher, an experienced language practitioner, and also a polyglot (HKUST, 1990, January 15) (see figure 4.5).

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at Press Release of Prof. Gregory James' appointment on January 8, 1990.

Figure 4.5 As summarised in his interview article "Wearing a Jacob's coat of Languages" in

Building a university : the story of the Hong Kong University of Science and Technology (HKUST,1991, p.70-71), Professor James, the founding director of HKUST's Language Centre, embodied the spirit of a true linguistic nomad whose "wild, nomadic instincts" took him far beyond his native Cornwall, England, to become a pioneering figure in international language education. With a self-deprecating humor, he once joked about sociological theories labeling those interested in foreign cultures as "social deviants," yet his extraordinary journey through diverse linguistic landscapes shaped his revolutionary approach to language pedagogy. Professor James was not merely a passive observer of cultures but an active participant who engaged in what he called a "fair exchange of language and culture"—teaching English while immersing himself in local languages wherever he traveled.

His academic credentials were as diverse as his geographical experiences, earning multiple degrees in languages and applied linguistics: a master's in French and general linguistics from Edinburgh, followed by training in English as a foreign language at the University of Wales where he "got hooked" on the profession. After earning a Master of Philosophy in Linguistic Science from Reading, he returned to

Edinburgh for a third master's in applied linguistics, and finally completed a doctorate in applied linguistics at Exeter, where he investigated communication problems of overseas students in British universities. His professional journey began with the transformative Madras English Language Teaching (MELT) Campaign in India, dubbed the "Madras Snowball" for its cascade training model that reached 60,000 teachers. There, he mastered Tamil, which later became central to his groundbreaking research on Tamil dictionaries written on palm leaves—a scholarly pursuit that took him to libraries across Europe, where he often encountered skeptical officials who didn't recognize the significance of their collections.

James's four-year sojourn in Iran under the Shah demonstrated his remarkable linguistic aptitude, as he became so fluent in Persian that local magistrates asked him to serve as a court translator. His prescient departure before the revolution, even as his students secretly listened to Ayatollah Khomeini's speeches on language laboratory equipment, reflected his keen political awareness. His international expertise extended to consultancies across Europe and the Far East for the British Council, with visiting positions in Canada, Germany, New Zealand, and the USSR, proudly claiming to be "the first (and so far only during that time) Westerner since World War II to have given an English class in Albania."

James's connection to Hong Kong began in 1983 when he took a two-year sabbatical from his position at the University of Exeter to work with the Hong Kong Government as Vice-Principal, helping to establish the Institute of Language in Education from 1983 to 1985. This experience provided him with crucial insights into Hong Kong's educational landscape and language policy challenges. When he assumed the directorship of HKUST's Language Centre in March 1990, he brought not only his wealth of international cross-cultural experience but also his deep understanding of Hong Kong's specific educational context to bear on his educational philosophy.

His approach was fundamentally humanistic, rooted in what he called a "healthy respect for students" developed through his own struggles with language acquisition across multiple cultures. He understood that "when you learn a language, there is a change of personality, a change of clothing," and recognized that some students don't feel comfortable in their "new clothes." This metaphor became the cornerstone of his teaching philosophy at HKUST, where 80% of students would receive five hours of

English training weekly under his "functional approach to language instruction." James's commitment to hands-on teaching—insisting on carrying a full teaching load despite his administrative duties—reflected his belief that personal satisfaction came from direct student interaction, helping learners "overcome their shyness, their discomfort when speaking a foreign language in front of their peers." His vision for HKUST's Language Centre extended beyond English to include Japanese, Korean, and European languages, establishing the multilingual foundation that would define the institution's approach to language education for decades to come.

4.2.2 Teaching and Learning in HKUST Language Centre

Under James's leadership, the Language Centre developed a distinctive philosophy that positioned it as a pan-university unit with comprehensive responsibilities.

As stated in the first Academic Calendar of HKUST, "the main priority of the Language Centre is to assist students in all Schools to acquire the necessary language skills for them to gain the maximum benefit from their degree courses (HKUST, 1991, July 15, p. 207)". "To this end, a range of courses concentrating on listening, speaking, reading and writing with particular reference to English for academic purposes is made available in the Language Centre". In 1991, three non-credit bearing language courses were introduced and made as a programme requirement for all undergraduate programmes. It provides on-going progressive assessment on students' English proficiency on an on-going basis until they are assessed to have fulfilled the university English requirement:

All undergraduate students entering the University will be assessed as to their English language proficiency. Those for whom further English language support is not essential will be given the option of elective language classes. For the remainder, LANG 001 is a programme requirement and will provide an integrated course in language skills improvement during the Fall Semester. LANG 002 is a Winter Session and Spring Semester follow-up course for students who do not gain exemption at the end of LANG 001. LANG 003 is an intensive summer course which offers the opportunity for students not exempted after LANG 002 to complete their English language requirements. Students will not be able to continue into the second year unless an exemption has been gained (HKUST, 1991, July 15, p. 20).

LANG 001 was an English for Academic Purposes course emphasizing Reading and Writing, with assessment weighted at 75 percent for assignments and overall in-class performance and 25 percent for a final examination. To ensure consistent marking across sections, instructors met regularly to co-mark sample work and align grading standards. It was noted that students took a diagnostic test at the start of the Fall semester, and that the final exam used the same or parallel questions to gauge learning gains—a “parallel test” design that was intended to show improvement and could be used only once before familiarity affected results. The typical progression was from LANG 001 (Reading/Writing) to LANG 002 (Listening/Speaking) (HKUST, 1992, April 1).

As reported by the President's report in 1991, 10,229 students applied for the 560 undergraduate places at HKUST. Interestingly, when asked for their impressions of students, most lecturers responded with concern for students' difficulties with, firstly - English, followed by their workload, or their tendency to spend time on extra-curricular activities rather than study (HKUST, 1992, April 15). When asked for personal assessments, the students gave themselves high ratings in analytical ability, adaptability, self-confidence, and creativity; average ratings in leadership and organisational qualities, general knowledge, and social and communication skills; and low ratings in language ability (HKUST, 1992, June 15). Eventually, 595 students enrolled and 454 of them were taking the language classes, filling 23 sections to improve their ability to use English for academic purposes. Teaching began on 2 October with the first undergraduate classes to be offered in the University. During that time, all classes were scheduled at 8am. James commented, “students complained a lot, but this was the only way to schedule classes to get a mix of academic disciplines.” Despite the complaints, attendance was high with around 96-100%. He further added “although sometimes we had to send students home to sleep (HKUST, 1992, April 15, p.5)”. After one semester of English courses in the Language Centre, close to 90% of the students showed significant improvement as measured by standard assessment tests. Listening comprehension is the area of greatest weakness-according to both students' self-assessment and their test results. Hence, 118 students, who were identified as having special needs in the area of listening comprehension, were recommended for a second semester of language study (HKUST, 1992, April 15, p.2 & p.5).

Besides, the Language Centre also offered a three-credit one-semester course in Business Communication for students in the School of Business and Management, and a two-credit one-semester ESP course in Technical Communication for students in the School of Science and School of Engineering. Both courses had strong advocacy in bringing students out of the classroom. The business communication course (offered in 1992) employed innovative techniques of simulation, which staff were invited to present at two international conferences. As part of their preparation for the project component of the course, groups of students conducted on-site investigations and interviews with managers of 93 local companies. The Technical communication course also culminated in an inter-class team contest, sponsored by Digital Equipment Corporation, for awards for Excellence in Technical Communication. It was widely regarded as the presentations by the four finalists were judged by representatives of Digital, as well as of the University's academic community (HKUST, 1993, December 15).

All undergraduate English language courses, regardless credit or non-credit bearing, followed a 3+2 hour instructional design in a small class setting (3 hours tutorial/seminar + 2 laboratory hours). This marked the beginning of ESP courses (for academic and business purposes) offered by the Language Centre in Hong Kong history (see table 4.1).

Table 4.1 Undergraduate Courses offered by Language Centre in 1991 (HKUST, 1991, July 15, p. 208).

Course Code	Course Title	Credit Hours	Course Description
LANG 001	Language Skills Enhancement I	[0-3-2:0]	A general integrated-skill course in English for academic purposes, comprising a study of the language of description, definition, temporal and sequential relationships, comparison and contrast, classification, cause and effect, and argumentation.
LANG 002	Language Skills Enhancement II	[0-3-2:0]	A general integrated-skill course in English for academic purposes, revising and supplementing the language study areas of LANG 001.
LANG 003	Language Skills Enhancement III	[0-3-2:0]	A general integrated-skill course in English for academic purposes, further revising and supplementing the language study areas of LANG 001 and LANG 002.
LANG 101	Business Communication	[0-3-2:3]	A language course for students in the School of Business and Management focusing on a study of the processes and skills of effective oral presentation, negotiation and report writing in business situations where English is the medium of communication.
LANG 103	Technical Communication	[0-3-2:2]	Similar to LANG 101 for students in the School of Engineering and the School of Science.

In the subsequent year, the Language Centre continued to register 842 students in its English Language Enhancement programme for the fall semester, and 271 for the spring semester. These courses in English for Academic Purposes focused on the skills based on student's need in order to deal effectively with the language demands made upon them in their content programmes. In addition to the one-semester course in Business Communication (for 522 undergraduates in the School of Business and Management), the Language Centre offered courses in Business Communication in Putonghua to full-time and part-time students reading for the University's MBA during the winter session. The Language Centre also began to conduct various workshops on aspects of English writing and speaking skills which were well attended by undergraduates and postgraduates, and inaugurated an English Writing Centre, a

pan-University consultancy service to help students develop fluency in their writing (HKUST, 1993, December 15). During the second semester in 1994, the Language Centre inaugurated its multi-media Self-Access Centre (SAC), which began to provide an extensive range of facilities for self-directed learning, from multimedia tools as well as printed materials for the learning of Cantonese, Putonghua, English, and 19 other languages ranging from Arabic to Vietnamese (HKUST, 1994, December 15) (see figure 4.6). Professor Chia-Wei Woo, the Vice-Chancellor and President of HKUST made an unexpectedly accurate prediction about the future of language and technology during the SAC Grand Opening (which was indeed accurate in this era of Generative AI today):

(He) “looked forward to a time in the not-too-distant future when, he predicted, human thought-patterns would be interpreted automatically, and communication via the “messy” system of human languages would no longer be necessary. In the meantime, though, he recognised the vital importance of improving language skills if Hong Kong is to maintain its competitive edge, and welcomed the development of the Self-Access Centre as a means towards that end. (HKUST, 1994, April 15, p.2)”

Although its slogan “Flexibility & Fun” aptly reflected the characteristics of the centre, it was more than the content because it was also equipped with high-tech equipment, including but not limited to 18 Macintosh computers, for computerised and interactive language learning. Students could receive an on-screen summary of all the materials available on any topic they hoped to pursue. Students could also use it for informal learning via the available foreign language multimedia materials, such as songs and videos without subtitles (HKUST, 1994, February 25). It enabled innovative technology-based pedagogy at HKUST. For example, Sarah Carmichael, an instructor in the Language Centre, leveraged SAC support to embed authentic, realtime communication tasks: students joined specialized Internet discussion groups or tapping into a virtual reality environment called MOO (where students would talk in real time) to build fluency and vocabulary through faster, consequential interaction, with weekly conversation samples submitted for monitoring and feedback (HKUST, 1995, March 14).

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at HKUST, 1992, March 20.

Figure 4.6 The Self-Access Centre (First row: a student using the Macintosh; Second row from left to right: the Reading and Writing Area, the Video Area, the Audio Area)

In 1995, the Language Centre organized a series of training programmes for the University's English debating team, with Mike Courtney, Senior Instructor of the Centre as the team advisor. Four inter-institution debates were held during the spring semester, with the HKUST team winning three of them, including one in the Eagle Star Inter-collegiate Debate Contest (HKUST, 1995, December 15, p.20-21). The senior management of the university valued this result highly as they commented on the subsequent annual reports and staff communication magazines (see figure 4.7):

“On a different, and perhaps unexpected front, the HKUST English Debate Team won the Hong Kong intercollegiate competition on 3 April 1996, defeating the defending champions from the University of

Hong Kong. Although HKUST has no law school - a traditional source of talent for student debate teams - it does stress the importance of language skills. All students must attain a basic level of skill in English to graduate, and the Language Centre provides instruction to more than three-quarters of each entering class to help them achieve this standard. As the success of the English Debate Team shows, some students at HKUST go well beyond the minimum requirement. (HKUST, 1996, December 15, p.18-19)”

In competition at home, HKUST’s English Debate Team distinguished itself by winning Hong Kong’s intercollegiate championship for the second year in a row. The repeated victory is even more impressive in that it came in only their second year of competition (HKUST, 1997, December 15, p. 21).

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at HKUST, 1996, May 1, p.4-5.

Figure 4.7 The news reportage of the English Debate Team on **HKUST Genesis** .

In 1997, the Language Centre introduced LANG 100, a year-long, one-credit English for Academic Purposes course that replaced the former pass/fail LANG 001-003 Language Skills Enhancement sequence for all entering students from Fall 1997 onward. As a credit-bearing, letter-graded course, LANG 100 counted toward SGA, CGA, and GGA, and was a graduation requirement unless formally exempted.

Students who failed had to retake the entire course the following year, with the new passing grade replacing the “F.”

In the ***HKUST Academic affairs newsletter No. 2/03*** issued in Fall 2003, HKUST streamlined entry-permit procedures for Mainland students—cutting processing time from 3–5 months to about 8–10 weeks and handling applications, signaling an expectation of increased Mainland enrolment (HKUST, 2003, September 15). In 2004, HKUST enrolled a record 167 mainland undergraduates in late August, drawn from major regions and cities across China, with intake numbers more than double the previous year while maintaining high quality—average JEE scores well above Band-1 China university cutoffs. All were following a Preparatory Year (‘Year 0’) on the HKUST campus, a tailored program designed to bridge to HK A-level-equivalent readiness, featuring required courses in language, mathematics, moral philosophy, an introduction to Hong Kong society, and school-specific requirements; for example, Business School students must study an additional language (e.g., French, Japanese, or Latin). Upon successful completion, students progress to Year 1 of their degree programs (HKUST, 2004, September 15, p.2). For the mainland intake into the preparatory year (Year 0), the Language Centre structured a four-course EAP pathway that builds foundational academic English and then adds business-specific skills (HKUST, 2004, September 1):

- LANG 001 English for University Studies I [0-6-0:3]: For all Year 0 students; intensive skills-building to raise overall English proficiency, with an emphasis on critical thinking and logical presentation for success in English-medium study.
- LANG 002 English for University Studies II [0-6-0:3] (prerequisite: LANG 001): Continues the university-wide track, deepening critical discussion and logical presentation skills in English to consolidate readiness for EMI.
- LANG 003 English for Business Studies at University I [0-3-0:2]: For Year 0 Business students; introduces basic academic reading and writing through business-related topics while strengthening critical thinking.
- LANG 004 English for Business Studies at University II [0-3-0:2]: For Year 0 Business students; extends reading and writing in business contexts and adds training in oral presentations alongside critical thinking.

Together, LANG 001-002 form the general academic English strand for Year 0 entrants, while LANG 003-004 provide a parallel, discipline-focused strand for Business students that culminates in presentation skills.

In 2005, an additional course LANG 005 was designed particularly for form 6 entrants (via the early admission scheme “EAS” into HKUST due to exceptional public exam results in form 5) (HKUST, 2005, July 15), which was refined as LANG 006 in 2006 (HKUST, 2006, July 15):

- LANG 005 Use of English in Tertiary Studies [0-3-0:3]: This course aims to prepare F6 entrants for the linguistic demands of studying through the medium of English. The main areas of focus will be aspects of academic English.
- LANG 006 Critical Reading and the Origins and Development of English [0-3-0:3]: For EAS students. This course develops a critical approach to reading through evaluating evidence, drawing conclusions, examining the validity of arguments and identifying fallacies in arguments. Students will also be led to investigate where the English Language has come from, how it has developed and where it is going, with a particular focus on vocabulary.

In 2006, an inter-departmental course “LABU 101 Business Case Analyses” was jointly developed by the School of Business (HKUST, 2006, October 15). LABU stands for (Language and Business) and it was a unique first-year undergraduate course that gave students early exposure to business case studies while simultaneously building language and critical thinking skills, delivered in close collaboration between the Business School and the Language Center². Faculty from the School developed case studies based on each core discipline and integrated them into LABU 101, with the Language Center responsible for teaching the course and requiring students to write case analyses and participate in discussions both in LABU 101 and in their business classes. The course was an enhancement of an existing compulsory language and communication skills program and was scaled from a successful Global Business offering taken by 40 students to a School-wide foundation course taken by all 700 business freshmen. Professor Kar Yan Tam, the Associate Dean of the Business School said:

² Language Centre was renamed as Language Center in early 2000s.

“Employers want students to have very good communication skills and analytical thinking. Given we only have three years in our undergraduate programs, we thought it would help to start a little earlier.” (HKUST, 2006, October 15, p.4)

As can be seen, its distinctiveness lied in starting case-method learning from the very beginning of the degree, directly addressing employer priorities for strong communication skills and analytical thinking within a 3-year undergraduate timeframe.

Other new EAP and ESP courses were developed for all undergraduate and postgraduate students. In 2007, a third-year course “Communication for International Management” was particularly developed for the Dual Degree Program in Technology and Management. A new postgraduate ESP course was also developed for the MSc students in Engineering, focusing on the development of academic skills e.g. in academic seminars (HKUST, 2007, July 15). In 2008, three ESP introductory courses were developed for students in Business (in preparatory year), engineering, and science (both focusing on reading development and textual analysis) (HKUST, 2008, July 15).

Figure 4.8 and Table 4.2 summarized the number of courses offered by Language Centre from 1991 to 2008. Overall, there was a substantial increase in total course offerings over the 18-year period, rising from 5 courses in 1991 to 22 courses in 2008, representing a 340% growth. The data reveals three distinct phases of development. Initially, from 1991 to 1994, course provision remained static at 5 undergraduate courses annually, with no postgraduate offerings. The first expansion occurred in 1995 when total courses increased to 7, maintaining this level through 1996. A significant transformation began in 1997 with the introduction of postgraduate provision, bringing the total to 10 courses (9 UG, 1 PG). The most dramatic growth phase commenced in 1999, when offerings surged to 15 courses and peaked at 17 in 2000. After the relatively stable period from 2001 to 2006, with totals fluctuating between 14 and 17 courses, the final phase witnessed steady growth, culminating in the highest provision of 22 courses in 2008 (19 UG, 3 PG).

Table 4.3 illustrated a different angle in viewing the courses - by the number of undergraduate courses offered by the Language Centre categorized by academic levels. Overall, there was a marked increase in course offerings across all levels over

the period, with a clear shift from exclusive focus on level 1 in the early years to a more balanced distribution across levels 1, 2, and 3 by 2008. While level 0 courses only emerged in 2004 as preparatory support, the expansion reflected evolving EMI needs, moving toward comprehensive language development throughout the undergraduate journey. In the initial phase from 1991 to 1996, language support provision was entirely concentrated at level 1 with 5 courses annually, and no offerings at other levels until 1995, when 2 advanced level courses were introduced. This pattern evolved significantly in 1997, as level 2 courses expanded to 4 and level 3 courses debuted with 2, while level 1 courses decreased slightly to 3, signaling the beginning of multi-year distribution.

Overall, the efforts made by Language Centre was recognized by the improvement of average scores in the International English Language Testing System (IELTS) showing a steady increase over the last five years from 6.44 in 2003 to a very creditable 6.72 in 2008 by the small-class tutorials for English language, and also due in part to the internationalization of campus life (HKUST, 2008, December 15) (A full list of the courses offered from 1991 - 2008 during Gregory's directorship can be found in Appendix I).

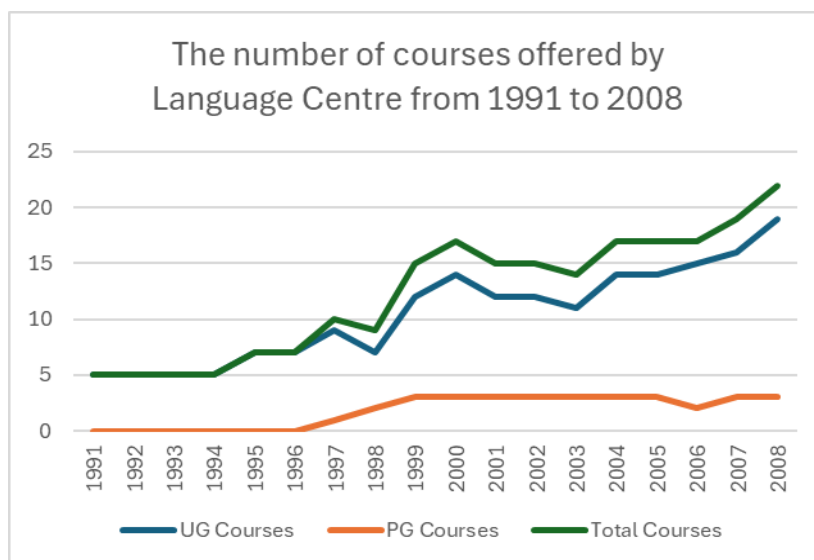


Figure 4.8 The number of courses offered by Language Centre from 1991 to 2008 (Based on the HKUST Academic Calendar from 1991-2008)

Table 4.2 The number of courses offered by Language Centre from 1991 to 2008
(Based on the HKUST Academic Calendar from 1991-2008)

Year	UG Courses	PG Courses	Total Courses	UG %	PG %	Year-over-Year Change
1991	5	0	5	100	0	-
1992	5	0	5	100	0	0
1993	5	0	5	100	0	0
1994	5	0	5	100	0	0
1995	7	0	7	100	0	2
1996	7	0	7	100	0	0
1997	9	1	10	90	10	3
1998	7	2	9	77.8	22.2	-1
1999	12	3	15	80	20	6
2000	14*	3	17	82.4	17.6	2
2001	12**	3	15	80	20	-2
2002	12	3	15	80	20	0
2003	11	3	14	78.6	21.4	-1
2004	14	3	17	82.4	17.6	3
2005	14	3	17	82.4	17.6	0
2006	15	2	17	88.2	11.8	0
2007	16	3	19	84.2	15.8	2
2008	19	3	22	86.4	13.6	3

*In 2000, both the old and updated LANG 206 and LANG 306 were listed, hence I deducted those and counted as only 14 undergraduate courses

**In 2001, both the old and updated LANG 306 were listed, hence I deducted those and counted as only 12 undergraduate courses

Table 4.3 The number of undergraduate courses offered by Language Centre from 1991 to 2008 -sorted by academic level (Based on the HKUST Academic Calendar from 1991-2008)

Year /Lvl	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004 *	2005 *	2006 *	2007 *	2008 *
0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	5	5	5	6
1	5	5	5	5	5	5	3	1	1	4	4	4	3	3	3	4	4	6
2	0	0	0	0	2	2	4	4	6	5	4	4	4	4	4	4	4	4
3	0	0	0	0	0	0	2	2	5	5	5	4	4	4	2	2	3	3

*Year 0 (The preparatory year) was only introduced in 2004 onwards.

4.2.3 Scholarship and Community Engagement

In December 1991, John Milton, a founding member and senior instructor of the Language Centre, wrote an article titled "Computerization of Language Centre Teaching Technology" in the HKUST CCST Newsletter (Issue No. 9) (HKUST, 1990, August 15). In it, Milton outlined the Centre's policy to provide students with relevant language programs enhancing academic studies and equipping them with practical linguistic skills for professions. He detailed the acquisition of state-of-the-art Sony LLC-9000 systems for three language labs, enabling sophisticated audio-visual integration for listening and speaking skills, with features like central monitoring, group activities, electronic analysis, instant feedback, and privacy for self-paced learning. He also highlighted the installation of a visipitch machine for pronunciation practice and 24 AT terminals in one lab for CALL programs focused on vocabulary, reading, grammar, and writing. Future R&D plans included electronic vocabulary databases, student writing databases, and interactive text-video-audio simulations, emphasizing continual updates for self-access facilities (p.3). This article underscored the Centre's innovative use of technology to support communicative methodologies and personalized instruction under James's visionary leadership.

Scholarship and grants opportunities were not limited to only research-track faculty at that time. As detailed in the HKUST Annual Report 1991-1992, of the quota of 20

proposals that the University was allowed to submit to the Research Grants Council (RGC) competition, 18 were successful. These were selected in competition with proposals from all UPGC institutions (funded by University and Polytechnic Grants Committee), by the appropriate RGC panels, which included Physical Sciences and Engineering, Biology and Medicine, and Humanities and Social Sciences. Averaging almost \$500,000 each, the funded projects spanned multiple disciplines: eight in biology, chemistry, and biochemistry; three in computer science; and others in mathematics, mechanical engineering, finance, and electronics. Participation was not restricted to researchers in academic departments alone. While the Research Centre received a grant for damage assessment technology for large structures, and notably, the Language Centre also secured funding for a study on the comprehension of academic English in science and technology (HKUST, 1992, June 15, p.17), reflecting the university's recognition of language education as a critical area of research and development. The Language Centre's "English in Computer Science" research project (funded by an RGC grant in 1991-93) was awarded the grade of Excellent in the RGC's post-project peer-assessment review, and was featured at the RGC press conference held in June 1995 (HKUST, 1995, December 15). Further demonstrating the university's commitment to diverse academic areas, in 1992, HKUST received an additional grant - \$8 million for language improvement (HKUST, 1992, January 15) and 1 million grant from the RGC for supporting research projects in the Language Centre (HKUST, 1993, December 15). In 1993-1994, the Language Centre was awarded a grant of \$50,000 for the compilation of a corpus of one million words extracted from textbooks in business studies. The Centre also received a research grant of \$632,000 for the continuation of a project aimed at compiling and analysing a database of six million words of Cantonese-speaking students' writing in English (HKUST, 1994, December 15). An online English learning platform that incorporates various tools and 500 original language activities to help improve oral and aural, reading and writing skills was developed by John Milton in 2004 (HKUST, 2004, December 15). With six million dollars funded by the University Grants Committee, the Language Centre completed the make-over of its Self-Access Centre to enhance

facilities for independent language learning in August 2007 (HKUST, 2007, December 15).³

More academic exchanges were also organised between language centres and academic departments. At the end of the second semester in 1994, the Language Centre jointly hosted an international conference on Autonomy in Language Learning with the English Language Teaching Unit of the Chinese University of Hong Kong and the Department of English of Shenzhen University. with major sponsors including the British Council, Longman Asia, and Oxford University Press (HKUST, 1994, December 15, p. 34). In 1995, the Language Centre hosted a four-day international conference on "Testing and Evaluation in Second Language Education" together with the English Department of the Hong Kong Polytechnic University. Over 150 delegates from all over the world attended the conference (HKUST, 1995, December 15). In June 1996, the Language Centre co-hosts an international conference on Language Analysis and Description: Applications to Language Teaching (HKUST, 1996, December 15). In August 1996, the Language Centre at HKUST received a \$158,000 award from a Japanese government fund supporting projects in Asian countries affected by earlier conflicts—the sole recipient among 10 Hong Kong proposals submitted to Tokyo (HKUST, 1996, August 7). The funds were used to host the March 1997 conference Dictionaries in Asia: Research and Pedagogical Implications, including scholarships for postgraduate students from across Asia, ultimately leading to the founding of the Asian Association for Lexicography (ASIALEX) (HKUST, 1997, December 15).⁴

Besides the academic communities, the Language Centre was also committed to public engagement. During summer 2001, the Language Centre offered an intensive summer program accredited by the renowned Institute of Linguists in the UK in English. It was designed to help secondary school students enhance their skills in written and spoken English in preparation for the English Language examinations in the Hong Kong Certificate of Education Examination (HKCEE). It was the first English

³ Besides projects, there were also many publications made - long-serving colleagues mentioned that, as many of them were reading doctoral degree during that time, Gregory would help each of them to convert their thesis into their own published book, with funding supported internally by the Centre. Personally, I have collected a number of these HKUST published books from retired colleagues from the Centre.

⁴ As mentioned by long-serving colleagues during the verification of this thick description, they mentioned that the Centre used to organize various conferences every year, and not just in the 1990s.

program for secondary school students in Hong Kong to receive accreditation from this international language assessment body (HKUST, 2001, December 15, p. 34-35)

4.2.4 A final note on Gregory James

Gregory James was promoted as the Professor in the Center in 1999. Although he decided to step down as the director in 2008 (HKUST, 2008, July 15), he stayed in the Language Centre as a teacher, teaching courses such as ancient Greek and retired in 2013.

4.2.5 A summary of the LPP initiated by HKUST Language Centre

The thick description in section 4.2 provides a detailed account of the Language Centre's evolution from HKUST's founding in 1991 to 2008, under Gregory James's directorship. Below, I systematically organize the key LPP initiatives chronologically, categorized by focus areas, emphasizing initiation (planning) and implementation (execution and outcomes) (Table 4.4).

Table 4.4 Language Planning and Policy Initiatives by HKUST Language Centre (1991-2008)

Phase	Initiation	Implementation	LPP Alignment
1. Foundational Planning and EMI Framework (1987 - 991)	The Language Centre was planned as a centralized academic support unit under the Learning Resources Centre (1987), later restructured under General Education (1988) and the School of Humanities and Social Science (1990). Policies emphasized English as the primary medium of instruction (EMI) per the HKUST Ordinance (1991), while promoting bilingualism (English and Chinese) and third languages (e.g., Japanese) to meet economic needs. Founding visions from President Chia-Wei Woo stressed fluency in English without neglecting mother tongues for cultural identity.	By 1991, the Centre launched non-credit-bearing English for Academic Purposes (EAP) courses (LANG 001 - 003) as a graduation requirement, focusing on integrated skills (listening, speaking, reading, writing). Credit-bearing ESP courses included LANG 101 (Business Communication) and LANG 103 (Technical Communication), with small-class formats (3+2 hours: tutorials + labs). Outcomes: High attendance (96 - 100%) and 90% improvement in assessments for 454 students in the first year.	Top-down EMI policy with bottom-up skill-building to address proficiency gaps through concurrent support

2. Expansion of Support Services and Technology Integration (1992 - 1994)	Policies shifted to include workshops, consultancies, and self-directed learning to enhance communication skills beyond classrooms. Grants (e.g., \$8 million for language improvement in 1992; \$632,000 for Cantonese-English database in 1993) funded research and tech infrastructure.	Introduced Business Communication in Putonghua for MBA students (1992); Launched English Writing Centre for fluency development (1993); Opened the Self-Access Centre (SAC) in 1994 with multimedia facilities (e.g., Macintosh computers, visipitch machines) for 20+ languages, including Cantonese and Putonghua. Innovative pedagogy included internet-based tasks and virtual reality (MOO) for real-time interaction.	Hybrid model blending concurrent support (embedded skills) with preparatory elements, promoting equity through technology-enhanced, self-paced learning amid EMI pressures.
3. Curriculum Diversification and Community Engagement (1995 - 2003)	Policies expanded to include debating, conferences, and community programs, with grants for corpora (e.g., \$50,000 for business textbook analysis in 1993). LANG 100 was planned as a credit-bearing replacement for LANG 001 - 003 (1997).	Trained debating team (1995), leading to intercollegiate wins (1995 - 1997); Hosted international conferences (e.g., Autonomy in Language Learning in 1994; Testing and Evaluation in 1995); Offered summer programs for secondary students (2001, accredited by UK Institute of Linguists). Introduced LANG 100 (1997) with letter grading; developed inter-departmental LABU 101 (2006) for business case analyses.	Bottom-up responses to student needs (e.g., communication skills for leadership), fostering bidirectional flows and decolonization through inclusive, real-world engagement.
4. Preparatory and Specialized Programs for Diverse Learners (2004 - 2008)	Streamlined mainland student intake (2003) prompted Year 0 preparatory policies; Grants (e.g., \$6 million for SAC makeover in 2007) supported expansion.	Launched Year 0 pathway for mainland students (2004) with LANG 001 - 004 (EAP and business-focused); Introduced LANG 005/006 for Early Admission Scheme (EAS) students (2005 - 2006), evolving from proficiency to critical thinking/English origin to internet-era focus. Added ESP courses for MSc Engineering (2007) and introductory ESP for business, engineering, and science (2008). Course offerings grew from 5 (1991) to 22 (2008), with improvements in IELTS scores (6.44 in 2003 to 6.72 in 2008).	Hybrid models incorporating preparatory and concurrent support, addressing globalization (e.g., mainland influx) and equity for low-proficiency learners.

4.3 ROAD-MAPPING Analysis on the course descriptions from 1991-2008.

In this section, I began by showing examples how the six deductive codes were applied to the course descriptions, taken from the HKUST Academic Calendar (1991-2008). Then, I will provide a summary of the ROAD-MAPPING analysis (the full set of analysis can be found in appendix 2 for verification).

4.3.1 Examples of ROAD-MAPPING Coding in HKUST Course Descriptions:

Given the repetitive nature of course descriptions on the wordings within the same year, or even in consecutive years (e.g., minor word modifications or deletion), a 3/2/1 scale was adopted to quantify nuances across cohorts, avoiding dichotomies (yes/no) and enabling trend detection. Criteria included 3=strong explicit relevance, 2=partial/ implied, and 1=minimal or no relevance. This extends standard qualitative tagging (Sahan, 2020) for longitudinal subtlety, triangulated with 4.2's thick descriptions to mitigate bias. Based on the ROAD-MAPPING framework (Dafouz & Smit, 2016), six examples are provided on each deductive code for readers' better understanding with my new methods:

1. Roles of English (RO): This dimension examines English's positioning (e.g., as a remedial tool or multilingual resource).
 - Example from LANG 001 (1991): "A general integrated-skill course in English for academic purposes, comprising a study of the language of description, definition, temporal and sequential relationships, comparison and contrast, classification, cause and effect, and argumentation."
 - This would be coded as **High** because it explicitly positions English as the core academic medium, emphasizing prescriptive skills without multilingual references, aligning with early deficit-oriented LPP.
2. Academic Disciplines (AD): This focuses on discipline-specific influences (e.g., business vs. engineering adaptations).
 - Example from LANG 101 (1991): "A language course for students in the School of Business and Management focusing on a study of the

processes and skills of effective oral presentation, negotiation and report writing in business situations where English is the medium of communication."

- This would be coded as **High** due to its direct tailoring to business disciplines, integrating field-specific scenarios like negotiation, which shows strong disciplinary integration in course design.
3. Management (M): This analyzes institutional policies (e.g., credits, prerequisites, grading).
- Example from LANG 001 (1992): "A general integrated-skill course in English for academic purposes... Graded either P or IP."
 - This would be coded as **High** because the grading system (Pass/In Progress) and zero-credit structure reflect explicit management decisions on assessment and resource allocation, indicating administrative emphasis on remedial progression.
4. Agents (A): This identifies stakeholders (e.g., students, administrators).
- Example from LANG 204 (1995): "For SBM students only. Focuses on developing reading and writing skills... Grades will be awarded as Pass or Fail."
 - This would be coded as **High** as it explicitly restricts to School of Business and Management (SBM) students, implying agents like centre directors shaping access and targeting specific stakeholder groups.
5. Practices and Processes (PP): This investigates pedagogical methods (e.g., integrated skills, assessments).
- Example from LANG 206 (1997): "A compulsory one-year discipline-oriented course... which focuses on skills in organising and conducting meetings, writing minutes and memos, writing proposals, progress and final reports, and preparing, giving and defending oral presentations."
 - This would be coded as **Mid** for its detailed task-based practices, emphasizing practical processes like report writing and presentations, central to engineering pedagogy. It will be high if pedagogical approaches such as TBLT was mentioned.
6. Internationalisation and Globalisation (ING): This explores global-local tensions (e.g., cultural identity, global demands).

- Example from LANG 307 (2007): "The course prepares students for meeting challenges in the increasingly globalized management context by raising their awareness of their cultural identity and values and developing their skills in English communication through case studies and simulation activities."
- This would be coded as **High** due to explicit references to globalization, cultural identity, and international management, highlighting global balances in later LPP evolution.

As there were only 224 entries, with many being duplicated or highly similar as mentioned, instead of using tools such as **NVivo**, the course descriptions were manually coded with numeral scores: 1 (low), 2 (mid), and 3 (high).

Simply viewing individual courses could not provide a holistic view on the Centre's language support. By scoring cohorts holistically, fragmentation on data could be avoided, providing a holistic view to understand the nuance changes across course levels or offering years. Hence, the six dimensions were first categorized by years and levels (e.g., Level 0 for preparatory courses, Levels 1-3 for undergraduate progression, EAS for Extended Academic Studies, and separate aggregates for all UG and PG levels). Averages were calculated to reveal diachronic trends. Following Sahan's (2020) approach in analyzing Turkish EMI policies, the following subsections comment on each dimension, highlighting variations across years, levels (including Level 0, EAS, Levels 1-3, and aggregates), and UG/PG distinctions.

4.3.2 Summary of ROAD-MAPPING Analysis by Dimension

4.3.2.1 Roles of English (RO)

This dimension reveals how English was positioned in course descriptions, evolving from a primarily remedial, monolingual tool in early years to a more integrated academic and professional communication training by 2008. At Level 1 (core undergraduate), averaged start high (2.40 in 1991) (except the dip to 1.67 by 1997), and stabilizing around 2.50-3.00 post-2004 with emphasis on It indicates that there had been consistently positioned as proficiency courses for university studies.

Level 2 and 3 courses consistently score lower (1.00-1.50), indicating less explicit emphasis on English's role as courses assume baseline proficiency, but focusing more on communicative competence training. Level 0 preparatory courses (introduced 2004) maintained mid-to-high scores (1.60-1.75), underscoring English as foundational for EMI entry, while EAS tracks show variability (3.00 in 2005, dropping to 2.00), which I believe it was due to a wrong estimation on students' language proficiency. Aggregated UG levels declined from 2.40 (1991) to 1.22 (1997) before rising to 1.84 (2008), suggesting LPP maturation toward viewing English from a prescriptive model towards a communicative model. PG courses remained high (2.00-3.00), positioning English as essential for research communication (e.g., LANG 501's "writing research-type documents").

4.3.2.2 Academic Disciplines (AD)

AD highlights growing discipline-specific tailoring, with scores increasing over time, particularly in higher levels. Level 1 started at 1.80 (1991) but rose to 3.00 by 2003-2008, driven by specialized courses like LABU 101 Business Case Analysis. It suggested that the emphasis on interdisciplinary approach at the beginning was found to be problematic or less effective, affecting why Levels 2 and 3 showed consistent highs (2.50-3.00 from 1995) (e.g., LANG 206's engineering reports). It was also reflected on Level 0, from 1.67 in 2004 to 2.60 in 2008. EAS remained low (1.00), focusing on general topics for talented early-admission students rather than preparing them for discipline specific topics. UG aggregated climbed from 1.80 (1991) to 2.79 (2008), reflecting LPP's evolution toward generality to specificity, with discourse linking to PP through task-based methods (to be discussed in 4.3.2.5). PG scored vary (1.67-3.00), peaking in managerial contexts (LANG 502) for MBA students, but remain lower than UG highs. Interconnections with ING emerged post-2000, as glocal elements (e.g., "globalized management") infused disciplinary content, supporting James's polyglot approach to contextual relevance.

4.3.2.3 Management (M)

Management dimensions, capturing credits, prerequisites, and grading, show increasing institutional structuring. Level 1 scores rose from 1.00 (1991, zero-credit remediation) to 2.20 (1992-1994) with the explicit mentioning of the Pass/Fail policy.

However, with more and more students and also teachers suggesting how pass/fail policy would discourage students maximizing their potential for working hard in the course, the pass/fail policy was hence cancelled, stabilizing this dimension at 1.25-1.83 post-2006. The same was applicable for levels 2 and 3, which peaked at 3.00 early (1995-1996), dropping slightly to 2.00 after the cancellation of pass/fail policy. Level 0 (post-2004) averages 1.25-1.40, with prerequisites like LANG 002 building on LANG 001 for progression. EAS is low (1.00), lacking formal structures, which was probably because these courses were offered during the summer before the EAS students began their year 1. UG aggregates increased from 1.00 (1991) to 2.09 (2003), then fluctuated, indicating formalized LPP (e.g., credit-bearing from 2004). PG maintained highs (2.00-3.00), with clear progression pathways. Discourse connects M to A, as stakeholder restrictions (e.g., program-specific) reflecting how the course progression was discipline-specific.

4.3.2.4 Agents (A)

Agents dimension identifies stakeholders, with scores reflecting increasing specificity. Level 1 rose from 1.40 (1991) to 3.00 (1997-1998), then remaining high within 2.75-2.83, which could be seen from descriptions such as "restricted to Business students" for some courses. Levels 2 and 3 maintained highs (2.00-3.00), with prerequisites implying schools oversight, as these courses were often tailored for their students in their school. Both level 0 and EAS consistently scored 3.00 as they were not the regular cohorts accepted from normal university admission pathways. "UG aggregates grew from 1.40 (1991) to 2.95 (2008), showing LPP's shift to targeted access. PG scored high (1.67-3.00), restricting to programs (e.g., "MSc ISM students").

4.3.2.5 Practices and Processes (PP)

PP tracks pedagogical evolution, with a slow increase across levels. Levels 1, 2 and 3 slowly increased from 1.80 to 2.16, with level 1 focusing on "integrated-skill" tasks, and levels 2 and 3 (range 1.75-2.50) with practical modules (e.g., "oral presentations"). Interestingly to note, the Centre had formally created the first course in 1997 - LANG 100 using the task-based language teaching (TBLT) approach. Since then, almost all courses in the Centre used TBLT as a framework for materials development. However, only a handful of courses had listed TBLT on the course descriptions. Level 0 scored

1.00-1.60, building basics like "present ideas logically." EAS varies (1.00-3.00), emphasizing "critical reading." UG aggregates hover at 1.64-2.22, rising post-2006 with task-based approaches. PG dipped to 1.00-2.00, prioritizing "presentations and seminars."

4.3.2.6 Internationalisation and Glocalisation (ING)

ING shows gradual increases, from lows in early years to highs post-2004. Level 1 starts at 1.20, rising to 1.75 with "globalized" references. Levels 2 and 3 range 1.00-2.00, with glocal elements (e.g., "cultural identity"). As Level 0 and EAS were courses developed in the later stage both remained high: Level 0 averaged 2.00, EAS peaked at 3.00 (e.g., "Age of the Internet"). UG aggregates climbed from 1.20 to 1.68, PG remained low (1.00). Ties to RO and AD reflect the Centre's decision in integrating local contexts with global demands.

4.4 Tracing Networks of Signification Through Personal Transpositioning

Following the principles in 3.3, this section presents an interpretive, translanguaging-informed autoethnography, tracing how my lived experiences as an ESP student and later practitioner assembled shifting networks of signification across spaces, roles, and timescales. The analytic focus centers on how resources from my unitary repertoire were orchestrated, forming and reforming translanguaging spaces that both enabled and constrained learning, teaching, and policy work. It also serves as an example of how tracing the networks of signification works for the reader, as this is a novel concept in the field of translanguaging, proposed by Ofelia García. Therefore, this autoethnography draws partially, paraphrased, from the section "Translanguaging: Tracing our own networks of signification" in García and Wong's (Forthcoming) book chapter, with extensions incorporating my ESP background to provide an example of "tracing networks of signification". However, as the content was irrelevant to the primary analysis, and the provision of the autoethnography, as discussed in 3.4.3, was only to help readers to identify "knowing" and "not-knowing". The autoethnography is placed in the appendix to avoid affecting the overall coherence.

Chapter 5. Discussion

In this chapter, I will first provide an answer to the follow-up questions, then I will answer the primary question as my conclusion in chapter 6. At the end, I will also discuss other issues that emerged from the analyses in Chapter 4.

5.1 In what ways and to what extent does the HKUST case demonstrate a transition from monolingual EMI constraints to dynamic, equitable multilingual practices, and what are the key factors driving this change?

Through the transpositioning LPP framework (defined in section 2.3 as LPP analyzed via transpositioning, where fluid identity shifts reveal dynamic policy processes), validated by ROAD-MAPPING analysis from section 4.3, the analysis reveals a partial yet progressive shift from monolingual English-Medium Instruction (EMI) constraints to more dynamic and equitable multilingual practices. This transition is moderate—evident in expanded language support but limited by persistent EMI dominance—driven by intertwined institutional adaptations and individual agency.

5.1.1 Overview of the Transition in the HKUST Case

HKUST's early EMI policies [M], established post-1991 amid colonial legacies [ING], initially imposed monolingual constraints [RO], prioritizing English as the sole medium to align with global academic standards [ING]. This created barriers for multilingual students [A], limiting equitable access in a diverse linguistic context (e.g., Cantonese and Mandarin speakers) [PP]. The first few years mainly offered remedial courses [PP]. However, successes like the debate team [A], along with the introduction of Year 2 and Year 3 courses and the interactive self-access centre [PP], transformed the centre. These developments supported the university's EMI policy [M] while expanding students' communicative competence [AD], addressing issues from Chapter 1 and concerns raised by HKUST faculty in the early 1990s [A].

The ROAD-MAPPING analysis shows courses not only diversified by discipline and level [AD], but also tailored to varied Chinese backgrounds (e.g., Level 0 preparatory

courses for mainland students) or learning abilities (e.g., EAS) [A/ING]. This indicates moderate progress, with language planning blending top-down directives [M] (e.g., university anticipation of preparatory needs for fast-tracked mainland applications) and bottom-up innovations [A]. On one hand, four courses emerged post-announcement of the fast-tracking for mainland students' application [ING], implying advance resource planning from a top-down perspective [M]. On the other hand, LANG 005, a one-time proficiency-based offering for talented EAS students (e.g., those with 10As in Form 5 exams or with exceptional talents) [A], was offered once only and replaced by LANG 006 in the consecutive year, focusing on critical thinking and English origins, a common topic in English linguistics [AD]. It later evolved to emphasize the internet era [PP]. LANG 005 was planned but unsuccessful, and in order to respond to the students' needs (a bottom up LPP) [A/PP], LANG 006 was immediately created for these talented youngsters. These changes reflect bidirectional policy flows, enabling fluidity without fully eradicating monolingual elements [RO] only from a top-down LPP perspective [M].

5.1.2 Evidence of Transition from Monolingual EMI to Multilingual Practices

Chapter 4's evidence illustrates the shift through course evolutions and policy implementations [PP]. Initially, Year 1 courses like LANG 001–003, LANG 101, and LANG 103 originally embodied the Concurrent Support Model (Galloway and Rose, adapted from Macaro, 2018) [PP], providing embedded English support alongside EMI content to build academic skills [AD]. By 2004, support expanded to a three-year hybrid model, incorporating Preparatory Year elements (e.g., pre-sessionals intensives for proficiency gaps) and ongoing concurrent aids [PP], such as the Year-0 LANG 001-004, or summer preparatory course such as LANG 005-006) as public records showed [M].

However, the transition's extent is limited: Core EMI assessments remained predominantly monolingual [RO], per "Roles of English" in ROAD-MAPPING, highlighting inequities in high-stakes contexts [ING]. This partial shift demonstrates progress toward inclusivity but underscores ongoing communicative constraints from students [A]. Many students still entered HKUST with low proficiency. In HKUST, compulsory language courses were assigned if their public exam scores on English

just reached or went over the minimum English requirement (e.g. HKALE Use of English E - equivalent to IELTS 5.40-6.02, or D - equivalent to IELTS 6.03-6.5, Hong Kong Examinations and Assessment Authority, taken from Hong Kong Examinations and Assessment Authority, 2004), mandating remedial enrollment [A]. Evans & Morrison (2011) concluded that, between 2000 and 2010, the gap between Hong Kong universities' English-medium policy and actual classroom practice narrowed notably [PP], with lectures and seminars conducted more consistently in English due to internationalisation pressures and stronger institutional enforcement [ING/M], even though alignment is not watertight and Cantonese remains common in small-group clarification and out-of-class interactions (as discussed in chapter 1.3) [PP]. They find students seldom need or wish to use English outside class except with international or nonCantonese-speaking peers [A], while inside class they increasingly follow lecturers' English use but still face early difficulties with lecture speed, specialist vocabulary, and participation, gradually adjusting through exposure rather than explicit strategy training [PP]. Such students often faced fundamental issues like vocabulary deficits, hindering the minimum reading threshold of 95-98% lexical coverage needed for comprehension [AD].

5.1.3 Key Factors Driving the Change

Several interconnected factors propelled this transition. Institutionally, globalization and university rankings imposed EMI pressures [ING], but internal management adaptations drove transformation [M/PP], beyond considering courses with multilingual, multi-level, discipline-specific perspectives [AD], as evidenced by the three-level course developments [PP], 2004 hybrid year-0 language support [ING], and school or programme specific language courses (e.g. for MBA, for Technology and Management) [A].

Individually, Gregory James's multilingual background and fluid identities were pivotal, embodying transpositioning (Li Wei and Lee, 2024) to bridge institutional gaps [A]. As recalled by many of my HKUST colleagues, Gregory James was a dedicated teacher who loved engaging with students, but he was also undoubtedly a university administrator and a scholar. His visions—partly reflected and was evident in technology-enhanced pedagogy and community initiatives—catalyzed bidirectional flows [PP], expanding language support across years with also various informal

curricular programmes (such as the English debate) [PP] and technological support (For instance, as discussed in 4.2 the interview article, he emphasized that language learning cannot be decontextualized and must occur in real-world contexts - experience the culture [ING]. The use of the SAC by teachers and learners constituted the creation of a technology-mediated translanguaging space (Tai, 2024) [PP], supporting dynamic, equitable, and interactive engagement essential for multilingual education, as discussed by Sarah Carmichael in 4.2) [A/PP].

These factors interacted dynamically: James's individual agency influenced top-down adaptations, while being a front-line teacher would also inform him of potential bottom-up changes, ultimately promoting immediate LPP changes.

5.2 How can tracing Gregory James' networks of signification reveal the interplay between colonial legacies, globalization pressures, and decolonization efforts, as analyzed from the thick description of HKUST Language Centre?

To answer the RQ, the networks of signification needs to be traced via examining the interview article of Gregory James mentioned in 4.2. The article presents James as a multilingual "nomad" whose stories reveal fluid identity shifts, embodying transpositioning (iterative repositioning in "flow-and-flux," per Li Wei & Lee, 2024). Although I am fully aware that the evidence provided solely based on historical materials is weak, this still serves as a preliminary analysis which can be useful for future study (see also chapter 6). In this section, I systematically thematize the analysis based on key components of translanguaging spaces (e.g. linguistic repertoire, cognitive/physical capacities, attitudes/beliefs/ideologies, and personal history/ lived experiences), identifying core stories or qualities to support my analysis (Table 5.1).

Table 5.1 An analysis on Gregory James's unitary repertoire

Themes	Description of Unitary Repertoire Component	Core Stories/Qualities mentioned in the article
Linguistic Repertoire	Gregory James's linguistic repertoire encompasses a holistic integration of	Learning Tamil in India during the Madras Snowball campaign, where he trained 60,000

	multiple languages, acquired through immersion and professional practice. This includes fluent command of English (as a teacher), French (academic study), Tamil (self-taught in India), Persian (modern and classical, used in court translation), and implied exposure to others via consultancies (e.g., in Albania and USSR). These are deployed fluidly as semiotic resources for survival, empathy, and pedagogy.	teachers while immersing in the language, blending it with English for cross-cultural exchange. Fluent Persian enabling court translation in Iran, evolving into classical Persian study for "soul cleansing," showing adaptive use amid political upheaval (e.g., monitoring Ayatollah speeches via tape decks). Teaching English in Albania as the first Westerner post-WWII, integrating local contexts with his repertoire for rare cross-cultural instruction.
Cognitive/Physical Capacities	James's cognitive capacities include intellectual agility for multilingual research and problem-solving, while physical capacities involve endurance and mobility for nomadic travels. These integrate into a unitary repertoire enabling embodied, adaptive performances (e.g., quick learning under pressure, physical navigation of global challenges).	Earning multiple advanced degrees (e.g., MPhil in Linguistic Science, PhD on overseas students' communication, master's in Persian/Islamic history) while conducting research on Tamil palm-leaf dictionaries, involving cognitive synthesis of historical and linguistic data across Europe. Physical endurance during travels, such as escaping Iran's revolution and confronting armed police in Florence over rare artifacts, blending cognitive research with bodily action. Consulting in the USSR and Albania, using cognitive flexibility to adapt teaching in politically isolated contexts, supported by physical mobility ("wild, nomadic" instincts).
Attitudes/Beliefs/Ideologies	His attitudes emphasize empathy, functionality, and cultural respect, rooted in ideologies that view language learners as "social deviants" positively and language as transformative These beliefs form part of his unitary repertoire, promoting decontextualized-rejecting pedagogy that fosters real-world immersion.	Reflecting on sociological theory labeling foreign culture enthusiasts as "social deviants," which he laughs off as self-descriptive, shaping his belief in appreciating students' "weaknesses and foibles." Advocacy for a "functional approach" at HKUST, rejecting decontextualized learning for "real-world contexts," drawn from experiences like overcoming shyness in foreign languages to help students "feel comfortable in their new clothes." Gaining "healthy respect for students" through global postings, influencing his decision to teach a full load at HKUST and plan multilingual programs (e.g., Japanese, Korean),

		emphasizing satisfaction from empathetic teaching.
Personal History/Lived Experiences	James's lived experiences form a narrative web of global wanderlust and professional milestones, integrating personal relationships and cultural immersions into his unitary repertoire for meaning-making and identity fluidity	Nomadic path from Cornwall to India (Madras campaign), Iran (pre-revolution teaching and escape), Albania (rare post-WWII teaching), and USSR consultancies, returning "poor and thin" to England but enriched by hybrid identities. Meeting and marrying Hong Kong-born Ng Kit-ying at Exeter, which tied into his 1983 sabbatical in Hong Kong to set up the Institute of Language in Education, blending personal life with professional relocation to HKUST in 1990. Research sabbaticals involving palm-leaf dictionary hunts in Europe, including a confrontation with armed police in Florence, evolving personal "wanderlust" into scholarly contributions on Tamil history.

5.2.1 University emphasis on multilingual development - Gregory James' polyglot's background

There is a congruent overlap between HKUST's institutional emphasis on multilingual development—as embodied in its EMEMUS framework (English-Medium Education in Multilingual University Settings, per Dafouz & Smit, 2020)—and Gregory James's polyglot background, as reconstructed from his networks of signification for this analysis.

As recalled in Chapter 1, the HKUST Planning Committee viewed bilingualism as essential and "no longer regarded as a luxury" (HKUST, 1987, September 15, p. 18-19), stressing the need to train students "to be fully bilingual" (HKUST, 1988, October 15, p. 5). While recognizing that universities in Hong Kong depend on the school system's output, the Committee believed that "in the modern free world, English is the principal language of engineering, technology and business, and that graduates of the University must be conversant with English in order to enable them to benefit from gainful employment, further education, and to keep abreast of developments. English, therefore, must be the major language of instruction. Nonetheless, in the context of Hong Kong, emphasis must also be placed on Chinese" (HKUST, 1987, September 15, p. 18–19). Therefore, the Committee emphasized the importance of EMI, stating

that the medium of instruction would involve "English being the major language of instruction but with strong emphasis being placed on Chinese, and with consideration being given to third languages, such as Japanese" (HKUST, 1989, March 15, p. 2). As can be seen, HKUST was not positioned as an English-only university, in contrast to HKU discussed in Chapter 1.

Recalling what was said in the interview by Gregory James, "when you learn a language, there is a change of personality, a change of clothing" as in 4.2. If I were to make a speculative claim, Gregory James was likely appointed not only for his credentials but also his multilingual qualities (e.g., polyglot experiences in India and Iran, per interview in 4.2), which aligned with HKUST's vision - and further evidenced by his leadership in expanding multilingual self-access courses. This contrasts with HKU's English Centre (founded 1992 under Professor David Nunan, a leading applied linguist in English language teaching), which focused on specialized ESP, reflecting a narrower EMI approach without strong multilingual emphasis⁵ (e.g., HKU's policy emphasis on concurrent English support; see Chapter 1 for details). Such divergence underscores how leadership identities shape LPP trajectories, with one university prioritizing a specialized unit focused on ESP and the other emphasizing training in multilingual competence.

5.2.2 Beyond ensuring basic proficiency to excellence in communication with criticality - Gregory James' Cognitive capacity, Attitudes and Beliefs

The ideal-reality divide is evident in HKUST's founding vision: Senior management ideally hoped to cultivate bilingually or even multilingually capable students, as seen in planning documents emphasizing English as the major instructional medium while placing "strong emphasis" on Chinese and third languages like Japanese (HKUST, 1987, September 15, p. 18–19; HKUST, 1989, March 15, p. 2) - However, reality presented challenges, with HKUST as Hong Kong's third university in the early 1990s likely receiving students with lower English proficiency after selections by HKU and CUHK (Evans & Morrison, 2011). Senior management anticipated this, as reflected in the 1991 ordinance prioritizing EMI amid proficiency gaps.

⁵ LLTT: This is also based on my reflective interpretation and my knowledge in the field of Applied Linguistics/ELT as supported from my background stated in my autoethnography

In the founding year of 1991, both the thick description (depicting the majority of students just reaching or above the English requirement, hence taking LANG 001-003) and course descriptions of LANG001-003 (positioned mainly as remedial courses) highlighted how English proficiency enhancement was important (as discussed in 4.3). However, the emphasis decreased in later years, with one of the examples cited - debate team winning over the "legendary" HKU team and rising IELTS scores (Table 4.4) signaling improved reputation—students increasingly chose HKUST proactively. This shifted provided room for the Centre to enhance students' communication competence in various contexts, as seen in low [RO] averages in Year 2 and 3 courses throughout the years in 4.3.

In the interview article (see section 4.2), James advocated a functional approach in language instruction, recognizing not just proficiency issues but communicative barriers beyond such, like shyness and discomfort (e.g., language as a "change of clothing"). If the first few courses were probably reflecting the university's initial demands in the early years, the later newly developed communication courses could be likely to follow James's LPP vision. Levels 2 and 3 were mainly communication-oriented, with inter-departmental collaborations like LABU 101. EAS courses were even positioned to train criticality through exploring English origins and changes in the internet era. While it could be hasty to equate the Language Centre's LPP with James's vision, overlaps are evident.

5.2.3 Language Centre beyond the classroom - Gregory James' personal history and lived experience

The HKUST Language Centre stood out as an atypical entity among language centres in Hong Kong, differing notably from units like the CUHK English Language Teaching Unit (ELTU) or Language Centres in other universities. While many centres focused primarily on in-class instruction with some informal out-of-class language learning curricula, few extended language support to a broad spectrum of academic activities and community engagement, making HKUST's model uniquely comprehensive.⁶

⁶ LLTT: This was my impression as an experienced ESP teacher with over past 15 years of experience, talking, listening to, discussing with other ESP colleagues in Hong Kong higher education.

This expansive approach positioned the Centre not merely as a support unit for HKUST students but as a hub serving both academic and local communities. For instance, beyond traditional language courses, it organized intercollegiate debating competitions, international conferences, and summer programs for secondary students (accredited by the UK Institute of Linguists; section 4.2). It also secured grants for interdisciplinary research, such as the \$50,000 corpus compilation for business textbooks in 1993 and \$6 million SAC makeover in 2007 (Table in 4.2), fostering collaborations like LABU 101 with business departments (Appendix 1).

Gregory James's life mirrored this atypicality, extending beyond roles as scholar and administrator to encompass rich, global teaching experiences and unconventional research. His nomadic career included teaching English in pre-revolutionary Iran, consulting in the USSR, and rare Western instruction in post-WWII Albania, blending pedagogy with cultural immersion. His research on Tamil palm-leaf manuscripts—unexpected for a language centre director—demonstrated his curiosity beyond his established field. This multifaceted background aligned with the Centre's unusual positioning, and a good level of congruence is also evident between the Centre's broad scope and James's experiences, as his global adaptability catalyzed bidirectional LPP flows.

Chapter 6. Conclusion

In this chapter, I plan to give a conclusion, and my answer to the primary research question. I will also discuss the theoretical and methodological significance proposed in this dissertation. Limitations will be discussed with future directions at the end.

6.1 My answer to the primary research question

“How did Gregory James’s multilingual background and his fluid identities contribute to the evolution of ESP courses at HKUST within his directorship from 1991 to 2008?”

From a transpositioning Language Planning and Policy (LPP) perspective—as defined in section 2.3, emphasizing fluid identity shifts that reveal dynamic, bidirectional policy processes—Gregory James’s unitary repertoire - his multilingual background, attitude, beliefs, personal history, lived experience, and fluid identities were all pivotal in shaping the evolution of English for Specific Purposes (ESP) courses at HKUST during his directorship from 1991 to 2008. Transpositioning LPP highlights how individual agency, rooted in unitary repertoires, interacts with institutional and global forces to negotiate education leader’s LPP decision, as seen in this dissertation - fostering a moderate transition from monolingual EMI constraints to more equitable, communicative-centred practices. Drawing on the evidence from Chapter 4 (thick description in 4.2 and ROAD-MAPPING analysis in 4.3), James’s contributions embodied iterative repositioning (“flow-and-flux,” per Li Wei & Lee, 2024), transforming ESP from remedial support to innovative, contextually responsive curricula that addressed colonial legacies, globalization pressures, and decolonization efforts. His personal ethos directly influenced ESP evolution, as transpositioning LPP posits that policy makers shifting identities provides diversified and decolonized policy adaptations. Congruence between James’s fluidity and HKUST’s atypical model—contrasting narrower ESP foci at HKU or CUHK (Chapter 1)—is evident in the prior discussion of HKUST Language Centre’s hybrid model of language support.

6.2 Theoretical and methodological implications

6.2.1 Theoretical Implications

This study employs ROAD-MAPPING for macro-level institutional LPP analysis within the EMEMUS framework, while transpositioning LPP provides micro-level insights into individual agency via a translanguaging-transpositioning lens. The policy and document analysis (e.g., course evolutions in 4.3) supports institutional findings, complemented and triangulated by translanguaging analysis of James's networks (Table 5.1). While EMEMUS/ROAD-MAPPING is well-established (Dafouz & Smit, 2020), translanguaging LPP remains a developing trend (Li, 2022). Here, transpositioning LPP serves not only as an analytical lens for understanding policy-makers' decisions based on their multiple roles/identities but also reveals how their networks of signification act as an "imprint" on institutional policy—evident in James's nomadic background shadowing HKUST's hybrid ESP models (e.g., SAC's global focus, section 4.2). This suggests analyzing decision-makers' repertoires can, to some good extents, connect current plans (e.g., bidirectional flows in Year 0 pathways) and inform potential future LPP directions, though such speculation requires caution due to contextual variables (e.g., globalization in [ING] scores, Table 4.4). The current study also shows how EMEMUS and translanguaging - both frameworks are compatible and provide macro (institutional level) and micro (individual level) analyses on LPP.

6.2.2. Methodological Implications

Methodological robustness stems from adapting ROAD-MAPPING for policy documents and interviews in EMEMUS research, with three-level coding (high/mid/low as 3/2/1) enabling objective trend observation in situations requiring nuance analysis, such as the repetitive course descriptions (section 4.3). This numeralization supplements conventional qualitative tagging (e.g., as demonstrated in 5.1), revealing nuances like declining [RO] scores amid minimal year-to-year changes, - it excels at indicating a shift in LPP policy. However, it potentially introduces subjectivity without inter-rater checks on the scoring - which is a limitation for future refinement.

Autoethnography also strengthens the ethnographic stance by explicating my insider identity (section 3.4.3), providing transparency to avoid readers' false dichotomy of full trust or skepticism when reading an ethnographic-based work (also see all my footnotes, where reflective interpretation was made with evidence drawn from my autoethnography). As noted in 3.4.3, it reveals "what the author may know (or may not)" on the sense-making process, including "knowing the not-knowing" (e.g., my 1990s observations on student intake). This enhances validity but potentially highlights biases - hence it can also be seen why the autoethnography is placed in the appendix and reflective interpretation is usually served during evaluation.

6.3 Limitations and Future Work

This study, while methodologically robust in its ethnographic single-case design and triangulation of archival data with autoethnography (section 3.4.3), has notable limitations. Primarily, it over-relies on "silent" archival documents (e.g., HKUST calendars and reports in 4.2), which provide historical depth but cannot clarify ambiguities or respond to interpretive queries. This results in sections like 5.2 was still thin with evidence—e.g., the speculative claim on James's appointment (5.2.1) or student intake perceptions (5.2.2), due to lack of primary sources like interviews or memos, positioning arguments as valid but not fully sound due to missing key data (e.g., stakeholder perspectives). Reflexivity as an insider and experienced language practitioner may in some ways mitigate this by offering contextual evaluations, but it may still introduce potential bias, as personal observations (e.g., my point of view on 1990s intake could be just "my common sense", which is not common to others) may not fully represent broader realities.

Additionally, the single-case focus on HKUST limits generalizability to other EMI contexts, potentially overlooking inter-institutional influences (e.g., from HKU's English Centre, or CUHK ELTU). Ethical constraints (low-risk approach in 3.5) prevented interviews with retired colleagues or James, further restricting lived insights. These limitations, while partially addressed through ROAD-MAPPING's quantitative adaptations (4.3), underscore the need for diverse data sources to enhance evidential strength.

To strengthen this study, future research could incorporate additional qualitative tools, such as content analysis of prior textbooks or learning materials to reveal pedagogical nuances (e.g., multilingual elements in ESP curricula). Oral history interviews with long-serving/retired colleagues or Gregory James would be methodologically suitable, allowing less-related but important lived experiences to emerge for a holistic view—capturing "not-knowing" aspects beyond semi-structured formats. The oral history should also be open-access to all, not only it is important for open science movement, but we should also not let history be forgotten. This would address archival non-responsiveness and ethical barriers.

Methodologically, expanding to a multiple-case study—comparing HKUST with sister centres like HKU's English Centre—would explore cross-institutional influences on LPP decisions, enhancing generalizability in postcolonial EMI settings. Quantitative elements, such as surveys on alumni proficiency via further digital archival mining, could validate speculative claims (although these are likely to be documents that are not open to public and required consent from the institutions).

6.4 A Final Note - a reflective ending

Early at the beginning of this dissertation, Hutchinson & Waters (1987, p. 8) asked the students: "Tell me what you need English for and I will tell you the English that you need". I would like to end this dissertation with an answer for teachers:

"We have to help students... feel comfortable in their new clothes."

For years I have seen many students in Hong Kong EMI universities are still experiencing discomfort with all the new, unknown technical vocabularies seen and heard from their discipline, or feel a lack of confidence in using English to write or talk about their ideas (perhaps not writing anymore, thanks to OpenAI and ChatGPT). In HKUST, the language curriculum has been constantly changing in the past 34 years (1991–2025 to date), with some old courses being replaced with other new courses. While students in different eras had different language challenges and were offered different solutions (remedial courses, computerised-learning tools, etc), the role of the Language Centre remains the same—we have to help students... feel comfortable in

their new clothes; we have to help students... feel comfortable in this new, exciting, and ever-changing learning environment in university.

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at HKUST, 1996, May 1, p.4-5.

Figure 6.4 An excerpt taken from “Wearing a Jacob’s coat of Languages” in ***Building a university: the story of the Hong Kong University of Science and Technology***.

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Appendices.

Appendix 1. All courses with course descriptions offered by HKUST Language Centre from 1991 - 2008.

Year	UG/PG	Course code	hours and credits*	Course description	Notes
1991	UG	LANG 001 Language Skills Enhancement I	[0-3-2:0]	A general integrated-skill course in English for academic purposes, comprising a study of the language of description, definition, temporal and sequential relationships, comparison and contrast, classification, cause and effect, and argumentation.	
1991	UG	LANG 002 Language Skills Enhancement II	[0-3-2:0]	A general integrated-skill course in English for academic purposes, revising and supplementing the language study areas of LANG 001.	
1991	UG	LANG 003 Language Skills Enhancement III	[0-3-2:0]	A general integrated-skill course in English for academic purposes, further revising and supplementing the language study areas of LANG 001 and LANG 002.	
1991	UG	LANG 101 Business Communication	[0-3-2:3]	A language course for students in the School of Business and Management focusing on a study of the processes and skills of effective oral presentation, negotiation and report writing in business situations where English is the medium of communication.	
1991	UG	LANG 103 Technical Communication	[0-3-2:2]	Similar to LANG 101 for students in the School of Engineering and the School of Science	
1992	UG	LANG 001 Language Skills Enhancement I	[0-3-1:0]	A general integrated-skill course in English for academic purposes, comprising a study of the language of description, definition, temporal and sequential relationships, comparison and contrast, classification, cause and effect, and argumentation.. Graded either P or IP.	
1992	UG	LANG 002 Language Skills Enhancement II	[0-3-1:0]	A general integrated-skill course in English for academic purposes, revising and supplementing the language study areas of LANG 001. . Graded either P or IP.	
1992	UG	LANG 003 Language Skills Enhancement III	[0-3-1:0]	A general integrated-skill course in English for academic purposes, further revising and supplementing the language study areas of LANG 001 and LANG 002. . Graded either P or F.	
1992	UG	LANG 101 Business Communication	[0-3-0:3]	A communication course, restricted to students in the School of Business and Management, which focuses on a study of the processes and skills of effective oral presentation, negotiation, and report writing	
1992	UG	LANG 103 Technical Communication	[0-3-0:3]	A communication course, restricted to students in the School of Engineering and the School of Science, which focuses on developing the skills of practising oral and written reports relevant to the students' various disciplines.	

1993	UG	LANG 001 Language Skills Enhancement I	[0-3-1:0]	A general integrated-skill course in English for academic purposes, comprising a study of the language of description, definition, temporal and sequential relationships, comparison and contrast, classification, cause and effect, and argumentation.. Graded either P, IP or F.	
1993	UG	LANG 002 Language Skills Enhancement II	[0-3-1:0]	A general integrated-skill course in English for academic purposes, revising and supplementing the language study areas of LANG 001. . Graded either P, IP or F.	
1993	UG	LANG 003 Language Skills Enhancement III	[0-3-1:0]	A general integrated-skill course in English for academic purposes, further revising and supplementing the language study areas of LANG 001 and LANG 002. . Graded either P or F.	
1993	UG	LANG 101 Business Communication	[0-3-0:3]	A communication course, restricted to students in the School of Business and Management, which focuses on a study of the processes and skills of effective oral presentation, negotiation, and report writing	
1993	UG	LANG 103 Technical Communication	[0-3-0:3]	A communication course, restricted to students in the School of Engineering and the School of Science, which focuses on developing the skills of practising oral and written reports relevant to the students' various disciplines.	
1994	UG	LANG 001 Language Skills Enhancement I	[0-3-1:0]	A general integrated-skill course in English for academic purposes, comprising a study of the language of description, definition, temporal and sequential relationships, comparison and contrast, classification, cause and effect, and argumentation.. Graded either P, IP or F.	
1994	UG	LANG 002 Language Skills Enhancement II	[0-3-1:0]	A general integrated-skill course in English for academic purposes, revising and supplementing the language study areas of LANG 001. . Graded either P, IP or F.	
1994	UG	LANG 003 Language Skills Enhancement III	[0-3-1:0]	A general integrated-skill course in English for academic purposes, further revising and supplementing the language study areas of LANG 001 and LANG 002. . Graded either P or F.	
1994	UG	LANG 101 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication	
1994	UG	LANG 103 Technical Communication	[0-3-0:3]	Restricted to students from certain departments in the schools of engineering and science. Focuses on developing the skills of practising oral and written reports relevant to the students' various disciplines	
1995	UG	LANG 001 Language Skills Enhancement I	[0-3-1:0]	A general integrated-skill course in English for academic purposes, comprising a study of the language of description, definition, temporal and sequential relationships, comparison and contrast, classification, cause and effect, and argumentation.. Graded either P, IP or F.	
1995	UG	LANG 002 Language Skills Enhancement II	[0-3-1:0]	A general integrated-skill course in English for academic purposes, revising and supplementing the language study areas of LANG 001. . Graded either P, IP or F.	

1995	UG	LANG 003 Language Skills Enhancement III	[0-3-1:0]	A general integrated-skill course in English for academic purposes, further revising and supplementing the language study areas of LANG 001 and LANG 002. . Graded either P or F.	
1995	UG	LANG 101 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication	
1995	UG	LANG 103 Technical Communication	[0-3-0:3]	Restricted to students from certain departments in the schools of engineering and science. Focuses on developing the skills of practising oral and written reports relevant to the students' various disciplines	
1995	UG	LANG 204 Advanced English Reading-Writing for Business Students	[0-3-1:2]	For SBM students only. Focuses on developing reading and writing skills relevant to the study of business. The material used will draw heavily on business magazines. Can be taken concurrently with LANG 205. Grades will be awarded as Pass or Fail.	
1995	UG	LANG 205 Advanced English Reading-Speaking for Business Students	[0-3-1:2]	For SBM students only. Focuses on developing reading and speaking skills in the context of business-related topics. The material used will draw heavily on publications related to business. Can be taken concurrently with LANG 204. Grades will be awarded as Pass or Fail.	
1996	UG	LANG 001 Language Skills Enhancement I	[0-3-1:0]	A general integrated-skill course in English for academic purposes, comprising a study of the language of description, definition, temporal and sequential relationships, comparison and contrast, classification, cause and effect, and argumentation. Graded either P, IP or F.	
1996	UG	LANG 002 Language Skills Enhancement II	[0-3-1:0]	A general integrated-skill course in English for academic purposes, revising and supplementing the language study areas of LANG 001. Graded either P, IP or F.	
1996	UG	LANG 003 Language Skills Enhancement III	[0-3-1:0]	A general integrated-skill course in English for academic purposes, further revising and supplementing the language study areas of LANG 001 and LANG 002. Graded either P or F.	
1996	UG	LANG 101 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication	
1996	UG	LANG 103 Technical Communication	[0-3-0:3]	Restricted to students from certain departments in the schools of engineering and science. Focuses on developing the skills of practising oral and written reports relevant to the students' various disciplines	
1996	UG	LANG 204 Advanced English Reading-Writing for Business Students	[0-3-1:2]	Focuses on developing reading and writing skills relevant to the study of business. The material used will draw heavily on business magazines. Can be taken concurrently with LANG 205. Grades will be awarded as Pass or Fail. SB&M students will have priority in course registration.	
1996	UG	LANG 205 Advanced English Reading-Speaking for Business Students	[0-3-1:2]	Focuses on developing reading and speaking skills in the context of business-related topics. The material used will draw heavily on publications related to business. Can be taken concurrently with LANG 204.	

				Grades will be awarded as Pass or Fail. SB&M students will have priority in course registration.	
1997	UG	LANG 100 English for Academic Purposes	[0-1-1:1]	A compulsory, one-year course for all students in the basic English language skills required to study at tertiary level. Upon completion, students should be able to express views and present oral and written information effectively and appropriately.	
1997	UG	LANG 101 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication	
1997	UG	LANG 103 Technical Communication	[0-3-0:3]	Restricted to students from certain departments in the schools of engineering and science. Focuses on developing the skills of practising oral and written reports relevant to the students' various disciplines	
1997	UG	LANG 204 Advanced English Reading-Writing for Business Students	[0-3-1:3]	Focuses on developing reading and writing skills relevant to the study of business. The material used will draw heavily on business magazines. Can be taken concurrently with LANG 205. Grades will be awarded as Pass or Fail. For second and third year students only. SB&M students will have priority in course registration.	
1997	UG	LANG 205 Advanced English Reading-Speaking for Business Students	[0-3-1:3]	Focuses on developing reading and speaking skills in the context of business-related topics. The material used will draw heavily on publications related to business. Can be taken concurrently with LANG 204. Grades will be awarded as Pass or Fail. For second and third year students only. SB&M students will have priority in course registration.	
1997	UG	LANG 206 English for Engineering Management	[0-1-1:1]	For all Engineering students admitted in 1997-98. A compulsory one-year discipline-oriented course for all Engineering students, which focuses on skills in organising and conducting meetings, writing minutes and memos, writing proposals, progress and final reports, and preparing, giving and defending oral presentations. Prerequisite: LANG 100	
1997	UG	LANG 207 Technical Communication for Engineers	[0-1-1:2]	For all Engineering students admitted in 1996-97. A compulsory one-year discipline-oriented course for all Engineering students, which focuses on skills in organising and conducting meetings, writing minutes and memos, writing proposals, progress and final reports, and preparing, giving and defending oral presentations.	
1997	UG	LANG 306 English for Engineering Management II	[0-1-1:1]	For all Engineering students admitted in 1997-98. A compulsory one-year discipline-oriented course for all Engineering students. A range of modules focus on skills in resume writing, job interviewing, business plan and contract understanding, research proposal and paper writing, oral presentations. Prerequisite: LANG 206	
1997	UG	LANG 307 Technical Communication for Engineers II	[0-1-1:1]	For all Engineering students admitted in 1996-97. A compulsory one-year discipline-oriented course for all Engineering students. A range of modules focus on skills in resume writing, job interviewing, business plan and contract understanding, research proposal and paper writing, oral presentations. Prerequisite: LANG 207	

1998	UG	LANG 100 English for Academic Purposes	[0-1-1:1]	A compulsory, one-year course for all students in the basic English language skills required to study at tertiary level. Upon completion, students should be able to express views and present oral and written information effectively and appropriately.	
1998	UG	LANG 201 Business Communication	[0-3-0:3]	[Previous Course Code: LANG 101] Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication. Prerequisite: LANG 100	
1998	UG	LANG 203 Technical Communication	[0-3-0:3]	[Previous Course Code: LANG 103] Restricted to students in the School of Science. Focuses on developing the skills of practising oral and written reports relevant to the students' disciplines. Prerequisite: LANG 100	
1998	UG	LANG 206 English for Engineering Management I	[0-1-1:1]	(For Engineering students admitted in 1997-98 or after.) A compulsory one-year discipline-oriented course for all Engineering students, which focuses on skills in organizing and conducting meetings, writing minutes and memos, writing proposals, progress and final reports, and preparing, giving and defending oral presentations. Prerequisite: LANG 100	
1998	UG	LANG 207 Technical Communication for Engineers I	[0-1-1:2]	(For Engineering students admitted in 1996-97.) A compulsory one-year discipline-oriented course for all Engineering students, which focuses on skills in organizing and conducting meetings, writing minutes and memos, writing proposals, progress and final reports, and preparing, giving and defending oral presentations.	
1998	UG	LANG 304 Advanced English Reading-Writing for Business Students	[0-3-1:3]	[Previous Course Code: LANG 204] Focuses on developing critical reading and writing skills relevant to the study of business. The material used will draw heavily on business magazines. Graded P or F. Prerequisite: LANG 201	
1998	UG	LANG 305 Advanced English Reading-Speaking for Business Students	[0-3-1:3]	[Previous Course Code: LANG 205] Focuses on developing reading and speaking skills in the context of business-related topics. The material used will draw heavily on publications related to business. Graded P or F. Prerequisite: LANG 201	
1999	UG	LANG 100 English for Academic Purposes	[0-1-1:1]	A compulsory, one-year course for all students in the basic English language skills required to study at tertiary level. Upon completion, students should be able to express views and present oral and written information effectively and appropriately.	
1999	UG	LANG 201 Business Communication	[0-3-0:3]	[Previous Course Code: LANG 101] Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication. Prerequisite: LANG 100	
1999	UG	LANG 203 Technical Communication	[0-3-0:3]	[Previous Course Code: LANG 103] Restricted to students in the School of Science. Focuses on developing the skills of practising oral and written reports relevant to the students' disciplines. Prerequisite: LANG 100	
1999	UG	LANG 206 English for Engineering Management I	[0-1-1:1]	(For Engineering students admitted in 1997-98 or after.) A compulsory one-year discipline-oriented course for all Engineering students, which focuses on skills in organizing and conducting meetings, writing	

				minutes and memos, writing proposals, progress and final reports, and preparing, giving and defending oral presentations. Prerequisite: LANG 100	
1999	UG	LANG 207 Technical Communication for Engineers I	[0-1-1:2]	(For Engineering students admitted in 1996-97.) A compulsory one-year discipline-oriented course for all Engineering students, which focuses on skills in organizing and conducting meetings, writing minutes and memos, writing proposals, progress and final reports, and preparing, giving and defending oral presentations.	
1999	UG	LANG 208 Technical Communication for Science Students I	[0-2-0:1]	A one-semester course for all Science students to focus on developing the skills of practising oral and written report relevant to the students' disciplines. Prerequisite: LANG 100	
1999	UG	LANG 209 Technical Communication for Science Students II	[0-2-0:1]	A one-semester course for all Science students. Offers modules on English in the workplace and project presentations. Prerequisite: LANG 100	
1999	UG	LANG 304 Advanced English Reading-Writing for Business Students	[0-3-0:3]	[Previous Course Code: LANG 204] Focuses on developing critical reading and writing skills relevant to the study of business. The material used will draw heavily on business magazines. Graded P or F. Prerequisite: LANG 201	
1999	UG	LANG 305 Advanced English Reading-Speaking for Business Students	[0-3-0:3]	[Previous Course Code: LANG 205] Focuses on developing reading and speaking skills in the context of business-related topics. The material used will draw heavily on publications related to business. Graded P or F. Prerequisite: LANG 201	
1999	UG	LANG 306 English for Engineering Management II	[0-1-1:1]	(For Engineering students admitted in 1997-98 or after.) A one-year discipline-related course for all Engineering students. Focuses on targeting communication for different audiences, and offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	
1999	UG	LANG 307 Technical Communication for Engineers II	[0-1-1:1]	(For Engineering students admitted in 1996-97.) A compulsory one-year discipline-related course for all Engineering students. Focuses on targeting communication for different audiences, and offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 207	
1999	UG	LANG 308 Technical Communication for Science Students III	[0-2-0:1]	A one-semester discipline-related course for all Science students. Offers a range of modules on business presentations, business letter writing, job application writing, interviewing skills, technical vocabulary and self-access learning. Prerequisites: LANG 208 and LANG 209	
2000	UG	LANG 100 English for Academic Purposes	[0-1-1:1]	A compulsory, one-year course for all students in the basic English language skills required to study at tertiary level. Upon completion, students should be able to express views and present oral and written information effectively and appropriately.	
2000	UG	LANG 106 English for Engineering Students	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on enhancing English language skills, developing learning strategies and building student confidence. Graded P or F.	

2000	UG	LANG 107 English for Academic Purposes for Business Students	[0-2-0:1]	A one-year English language course designed to equip students from the School of Business and Management with basic language skills for their academic studies. Upon completion, students should be aware of how to express and support their viewpoints and present oral and written information effectively and appropriately.	
2000	UG	LANG 108 English for Academic Purposes for Science Students	[0-2-0:1]	A one-year English language course designed to equip students from the School of Science with basic language skills for their academic studies. The main components of the course are units on critical thinking, academic speaking, academic writing and using graphics and data. There is also a significant basic grammar component.	
2000	UG	LANG 201 Business Communication	[0-3-0:3]	[Previous Course Code: LANG 101] Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication. Prerequisite: LANG 100	
2000	UG	LANG 203 Technical Communication	[0-3-0:3]	[Previous Course Code: LANG 103] Restricted to students in the School of Science. Focuses on developing the skills of practising oral and written reports relevant to the students' disciplines. Prerequisite: LANG 100	
2000	UG	LANG 206 English for Engineering Management I	[0-1-1:1]	(For Engineering students admitted in 1999-2000.) A one-year discipline-oriented course for all Engineering students, which focuses on organizing and conducting meetings; writing minutes and memos; writing proposals, progress and final reports; and preparing, giving and defending oral presentations. Prerequisite: LANG 100/LANG 106	
2000	UG	LANG 208 Technical Communication for Science Students I	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on technical and administrative writing. The oral component of the course focuses on the skills necessary for organizing and conducting meetings and presenting graphical data. Prerequisite: LANG 100/LANG 108	
2000	UG	LANG 209 Technical Communication for Science Students II	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on the skills necessary for writing analytical research reports and progress reports, as well as for giving and defending oral presentations. Prerequisite: LANG 100/LANG 108	
2000	UG	LANG 304 Advanced English Reading-Writing for Business Students	[0-3-0:3]	[Previous Course Code: LANG 204] Focuses on developing critical reading and writing skills relevant to the study of business. The material used will draw heavily on business magazines. Graded P or F. Prerequisite: LANG 201	
2000	UG	LANG 305 Advanced English Reading-Speaking for Business Students	[0-3-0:3]	[Previous Course Code: LANG 205] Focuses on developing reading and speaking skills in the context of business-related topics. The material used will draw heavily on publications related to business. Graded P or F. Prerequisite: LANG 201	
2000	UG	LANG 306 English for Engineering Management II	[0-1-1:1]	(For Engineering students admitted in 1997-98 or after.) A one-year discipline-related course for all Engineering students. Focuses on targeting communication for different audiences, and offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	

2000	UG	LANG 307 Technical Communication for Engineers II	[0-1-1:1]	(For Engineering students admitted in 1996-97.) A compulsory one-year discipline-related course for all Engineering students. Focuses on targeting communication for different audiences, and offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 207	
2000	UG	LANG 308 Technical Communication for Science Students III	[0-2-0:1]	A one-semester discipline-related course for all Science students. Offers a range of modules on business presentations, business letter writing, job application writing, interviewing skills, technical vocabulary and self-access learning. Prerequisites: LANG 208 and LANG 209	
2000	UG	LANG 206 English for Engineering Students II	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on organizing memos; writing proposals, progress and final reports; and preparing, giving and defending oral presentations. Prerequisite: LANG 106	Engineering students admitted in 2000-01 should follow the following course, which will be available from the 2001-02 academic year
2000	UG	LANG 306 English for Engineering Students III	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on targeting communication for different audiences. It offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	Engineering students admitted in 2000-01 should follow the following course, which will be available from the 2002-03 academic year
2001	UG	LANG 100 English for Academic Purposes	[0-1-1:1]	A compulsory, one-year course for all students in the basic English language skills required to study at tertiary level. Upon completion, students should be able to express views and present oral and written information effectively and appropriately.	
2001	UG	LANG 106 English for Engineering Students	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on enhancing English language skills, developing learning strategies and building student confidence. Graded P or F.	
2001	UG	LANG 107 English for Academic Purposes for Business Students	[0-2-0:1]	A one-year English language course designed to equip students from the School of Business and Management with basic language skills for their academic studies. Upon completion, students should be aware of how to express and support their viewpoints and present oral and written information effectively and appropriately.	
2001	UG	LANG 108 English for Academic Purposes for Science Students	[0-2-0:1]	A one-year English language course designed to equip students from the School of Science with basic language skills for their academic studies. The main components of the course are units on critical thinking, academic speaking, academic writing and using graphics and data. There is also a significant basic grammar component	

2001	UG	LANG 201 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication. Prerequisite: LANG 100/LANG 107	
2001	UG	LANG 206 English for Engineering Students II	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on organizing and conducting meetings; writing minutes and memos; writing proposals, progress and final reports; and preparing, giving and defending oral presentations. Prerequisite: LANG 106	
2001	UG	LANG 208 Technical Communication for Science Students I	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on technical and administrative writing. The oral component of the course focuses on the skills necessary for organizing and conducting meetings and presenting graphical data. Prerequisite: LANG 100/LANG 108	
2001	UG	LANG 209 Technical Communication for Science Students II	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on the skills necessary for writing analytical research reports and progress reports, as well as for giving and defending oral presentations. Prerequisite: LANG 100/LANG 108	
2001	UG	LANG 304 Advanced English Reading-Writing for Business Students	[0-3-0:3]	[Previous Course Code: LANG 204] Focuses on developing critical reading and writing skills relevant to the study of business. The material used will draw heavily on business magazines. Graded P or F. Prerequisite: LANG 201	
2001	UG	LANG 305 Advanced English Reading-Speaking for Business Students	[0-3-0:3]	[Previous Course Code: LANG 205] Focuses on developing reading and speaking skills in the context of business-related topics. The material used will draw heavily on publications related to business. Graded P or F. Prerequisite: LANG 201	
2001	UG	LANG 306 English for Engineering Students III	[0-2-0:1]	(For Engineering students admitted in 1998-99 and 1999-2000.) A one-year discipline oriented course for all Engineering students, which focuses on targeting communication for different audiences. It offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	
2001	UG	LANG 308 Technical Communication for Science Students III	[0-2-0:1]	A one-semester discipline-related course for all Science students. Offers a range of modules on business presentations, business letter writing, job application writing, interviewing skills, technical vocabulary and self-access learning. Prerequisites: LANG 208 and LANG 209	
2001	UG	LANG 306 English for Engineering Students III	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on targeting communication for different audiences. It offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	Engineering students admitted in 2000-01 should follow the following course, which will be available from the 2002-03 academic year
2002	UG	LANG 100 English for Academic Purposes	[0-1-1:1]	A compulsory, one-year course for all students in the basic English language skills required to study at tertiary level. Upon completion, students should be	

				able to express views and present oral and written information effectively and appropriately.	
2002	UG	LANG 106 English for Engineering Students	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on enhancing English language skills, developing learning strategies and building student confidence. Graded P or F.	
2002	UG	LANG 107 English for Academic Purposes for Business Students	[0-2-0:1]	Students A one-year English language course designed to equip students from the School of Business and Management with basic language skills for their academic studies. Upon completion, students should be aware of how to express and support their viewpoints and present oral and written information effectively and appropriately.	
2002	UG	LANG 108 English for Academic Purposes for Science Students	[0-2-0:1]	A one-year English language course designed to equip students from the School of Science with basic language skills for their academic studies. The main components of the course are units on critical thinking, academic speaking, academic writing and using graphics and data. There is also a significant basic grammar component.	
2002	UG	LANG 201 Business Communication	[0-3-0:3]	[Previous Course Code: LANG 101] Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication. Prerequisite: LANG 100/LANG 107	
2002	UG	LANG 206 English for Engineering Students II	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on organizing and conducting meetings; writing minutes and memos; writing proposals, progress and final reports; and preparing, giving and defending oral presentations. Prerequisite: LANG 106	
2002	UG	LANG 208 Technical Communication for Science Students I	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on technical and administrative writing. The oral component of the course focuses on the skills necessary for organizing and conducting meetings and presenting graphical data. Prerequisite: LANG 100/LANG 108	
2002	UG	LANG 209 Technical Communication for Science Students II	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on the skills necessary for writing analytical research reports and progress reports, as well as for giving and defending oral presentations. Prerequisite: LANG 100/LANG 108	
2002	UG	LANG 304 Advanced English Reading-Writing for Business Students	[0-3-0:3]	Students Focuses on developing critical reading and writing skills relevant to the study of business. The material used will draw heavily on business magazines. Graded DI/ PA/F. Prerequisite: LANG 201	
2002	UG	LANG 305 Advanced English Reading-Speaking for Business Students	[0-3-0:3]	Students Focuses on developing reading and speaking skills in the context of business-related topics. The material used will draw heavily on publications related to business. Graded DI/PA/F. Prerequisite: LANG 201	
2002	UG	LANG 306 English for Engineering Students III	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on targeting communication for different audiences. It offers a range of modules on oral presentations, business	

				letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	
2002	UG	LANG 308 Technical Communication for Science Students III	[0-2-0:1]	A one-semester discipline-related course for all Science students. Offers a range of modules on business presentations, business letter writing, job application writing, interviewing skills, technical vocabulary and self-access learning. Prerequisites: LANG 208 and LANG 209	
2003	UG	LANG 106 English for Engineering Students	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on enhancing English language skills, developing learning strategies and building student confidence. Graded P or F.	
2003	UG	LANG 107 English for Academic Purposes for Business Students	[0-2-0:1]	A one-year English language course designed to equip students from the School of Business and Management with basic language skills for their academic studies. Upon completion, students should be aware of how to express and support their viewpoints and present oral and written information effectively and appropriately.	
2003	UG	LANG 108 English for Academic Purposes for Science Students	[0-2-0:1]	A one-year English language course for students from the School of Science, which focuses on enhancing language skills, confidence, and critical thinking. The main components of the course are an individual and group presentation, a seminar discussion, and an academic paper	
2003	UG	LANG 201 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication. Prerequisite: LANG 100/LANG 107	
2003	UG	LANG 206 English for Engineering Students II	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on organizing and conducting meetings; writing minutes and memos; writing proposals, progress and final reports; and preparing, giving and defending oral presentations. Prerequisite: LANG 106	
2003	UG	LANG 208 Technical Communication for Science Students I	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on technical and administrative writing. The oral component of the course focuses on the skills necessary for organizing and conducting meetings and presenting graphical data. Prerequisite: LANG 100/LANG 108	
2003	UG	LANG 209 Technical Communication for Science Students II	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on the skills necessary for writing analytical research reports and progress reports, as well as for giving and defending oral presentations. Prerequisite: LANG 100/LANG 108	
2003	UG	LANG 304 Advanced English Reading-Writing for Business Students	[0-3-0:3]	Students Focuses on developing critical reading and writing skills relevant to the study of business. The material used will draw heavily on business magazines. Graded DI/PA/F. Prerequisite: LANG 201	
2003	UG	LANG 305 Advanced English Reading-Speaking for Business Students	[0-3-0:3]	Students Focuses on developing reading and speaking skills in the context of business-related topics. The material used will draw heavily on publications related to business. Graded DI/PA/F. Prerequisite: LANG 201	

2003	UG	LANG 306 English for Engineering Students III	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on targeting communication for different audiences. It offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	
2003	UG	LANG 308 Technical Communication for Science Students III	[0-2-0:1]	A one-semester discipline-related course for all Science students. Offers a range of modules on business presentations, business letter writing, job application writing, interviewing skills, technical vocabulary and self-access learning. Prerequisites: LANG 208 and LANG 209	
2004	UG	LANG 001 English for University Studies I	[0-6-0:3]	For Year 0 students only. This course equips students with the English proficiency and the ability to think critically and present ideas logically in order to succeed in English medium university studies.	
2004	UG	LANG 002 English for University Studies II	[0-6-0:3]	For Year 0 students only. This course enhances students' ability to think critically and discuss and present ideas logically in English to prepare them for English medium university studies. Prerequisite: LANG 001 LANG 003	
2004	UG	LANG 003 English for Business Studies at University I	[0-3-0:2]	For Year 0 Business students only. Develops basic reading and writing skills in the context of business-related topics. Enhance students' ability in critical thinking.	
2004	UG	LANG 106 English for Engineering Students I	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on enhancing English language skills, developing learning strategies and building student confidence. Graded P or F	
2004	UG	LANG 107 English for Academic Purposes for Business Students	[0-2-0:2]	A one-year English language course designed to equip Business students and students in Technology and Management with basic language skills for their academic studies. Upon completion, students should be aware of how to express and support their viewpoints and present oral and written information effectively and appropriately.	
2004	UG	LANG 108 English for Academic Purposes for Science Students	[0-2-0:1]	A one-year English language course for students from the School of Science, which focuses on enhancing language skills, confidence, and critical thinking. The main components of the course are an individual and group presentation, a seminar discussion, and an academic paper.	
2004	UG	LANG 201 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication. Prerequisite: LANG 100 (prior to 2001-02)/LANG 107	
2004	UG	LANG 206 English for Engineering Students II	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on organizing and conducting meetings; writing minutes and memos; writing proposals, progress and final reports; and preparing, giving and defending oral presentations. Prerequisite: LANG 106/LANG 107	
2004	UG	LANG 208 Technical Communication for Science Students I	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on technical and administrative writing. The oral component of the course focuses on the skills necessary for organizing and conducting	

				meetings and presenting graphical data. Prerequisite: LANG 100 (prior to 2001-02)/LANG 108	
2004	UG	LANG 209 Technical Communication for Science Students II	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on the skills necessary for writing analytical research reports and progress reports, as well as for giving and defending oral presentations. Prerequisite: LANG 100 (prior to 2001-02)/LANG 108	
2004	UG	LANG 304 Advanced English Reading-Writing for Business Students	[0-3-0:3]	Focuses on developing critical reading and writing skills relevant to the study of business. The material used will draw heavily on business magazines. Graded DI/PA/F. Prerequisite: LANG 201	
2004	UG	LANG 305 Advanced English Reading-Speaking for Business Students	[0-3-0:3]	Students Focuses on developing reading and speaking skills in the context of business-related topics. The material used will draw heavily on publications related to business. Graded DI/PA/F. Prerequisite: LANG 201	
2004	UG	LANG 306 English for Engineering Students III	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on targeting communication for different audiences. It offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	
2004	UG	LANG 308 Technical Communication for Science Students III	[0-2-0:1]	A one-semester discipline-related course for all Science students. Offers a range of modules on business presentations, business letter writing, job application writing, interviewing skills, technical vocabulary and self-access learning. Prerequisites: LANG 208 and LANG 209	
2005	UG	LANG 001 English for University Studies I	[0-6-0:3]	For Year 0 students only. This course equips students with the English proficiency and the ability to think critically and present ideas logically in order to succeed in English medium university studies.	
2005	UG	LANG 002 English for University Studies II	[0-6-0:3]	For Year 0 students only. This course enhances students' ability to think critically and discuss and present ideas logically in English to prepare them for English medium university studies. Prerequisite: LANG 001	
2005	UG	LANG 003 English for Business Studies at University I	[0-3-0:2]	For Year 0 Business students only. Develops basic reading and writing skills in the context of business-related topics. Enhance students' ability in critical thinking.	
2005	UG	LANG 004 English for Business Studies at University II	[0-3-0:2]	For Year 0 Business students only. Further develops reading and writing skills in the context of business-related topics. Apart from critical thinking, students' ability to make oral presentation will be enhanced.	
2005	UG	LANG 005 Use of English in Tertiary Studies	[0-3-0:3]	This course aims to prepare F6 entrants for the linguistic demands of studying through the medium of English. The main areas of focus will be aspects of academic English.	
2005	UG	LANG 106 English for Engineering Students I	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on enhancing English language skills, developing learning strategies and building student confidence. Graded P or F.	

2005	UG	LANG 107 English for Academic Purposes for Business Students	[0-2-0:2]	A one-year English language course designed to equip Business students and students in Technology and Management with basic language skills for their academic studies. Upon completion, students should be aware of how to express and support their viewpoints and present oral and written information effectively and appropriately.	
2005	UG	LANG 108 English for Academic Purposes for Science Students	[0-2-0:1]	A one-year English language course for students from the School of Science, which focuses on enhancing language skills, confidence, and critical thinking. The main components of the course are an individual and group presentation, a seminar discussion, and an academic paper.	
2005	UG	LANG 201 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication. Prerequisite: LANG 100 (prior to 2001-02)/LANG 107	
2005	UG	LANG 206 English for Engineering Students II	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on organizing and conducting meetings; writing minutes and memos; writing proposals, progress and final reports; and preparing, giving and defending oral presentations. Prerequisite: LANG 106/LANG 107	
2005	UG	LANG 208 Technical Communication for Science Students I	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on technical and administrative writing. The oral component of the course focuses on the skills necessary for organizing and conducting meetings and presenting graphical data. Prerequisite: LANG 100 (prior to 2001-02)/LANG 108	
2005	UG	LANG 209 Technical Communication for Science Students II	[0-2-0:1]	A discipline-oriented course for all Science students, which focuses on the skills necessary for writing analytical research reports and progress reports, as well as for giving and defending oral presentations. Prerequisite: LANG 100 (prior to 2001- 02)/LANG 108	
2005	UG	LANG 306 English for Engineering Students III	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on targeting communication for different audiences. It offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	
2005	UG	LANG 308 Technical Communication for Science Students III	[0-2-0:1]	A one-semester discipline-related course for all Science students. Offers a range of modules on business presentations, business letter writing, job application writing, interviewing skills, technical vocabulary and self-access learning. Prerequisites: LANG 208 and LANG 209	
2006	UG	LABU 101 Business Case Analyses	[0-3-0:4]	A one-year course for Business students and students in Technology and Management. This course develops students' critical thinking and communication skills as well as interdisciplinary awareness through a process of comprehending, analyzing and presenting business cases in various disciplines. Exclusion: LANG 107	COURSE IN LANGUAGE FOR BUSINESS
2006	UG	LANG 001 English for University Studies I	[0-6-0:3]	For Preparatory Year students only. This course equips students with the English proficiency and the ability to think critically and present ideas logically in order to succeed in English medium university studies.	

2006	UG	LANG 002 English for University Studies II	[0-6-0:3]	For Preparatory Year students only. This course enhances students' ability to think critically and discuss and present ideas logically in English to prepare them for English medium university studies. Prerequisite: LANG 001	
2006	UG	LANG 003 English for Business Studies at University I	[0-3-0:2]	For Preparatory Year Business students only. Develops basic reading and writing skills in the context of business-related topics. Enhance students' ability in critical thinking.	
2006	UG	LANG 004 English for Business Studies at University II	[0-3-0:2]	For Preparatory Year Business students only. Further develops reading and writing skills in the context of business-related topics. Apart from critical thinking, students' ability to make oral presentation will be enhanced.	
2006	UG	LANG 006 Critical Reading and the Origins and Development of English	[0-3-0:3]	For EAS students. This course develops a critical approach to reading through evaluating evidence, drawing conclusions, examining the validity of arguments and identifying fallacies in arguments. Students will also be led to investigate where the English Language has come from, how it has developed and where it is going, with a particular focus on vocabulary.	
2006	UG	LANG 106 English for Engineering Students I	[0-2-0:1]	This one-year course for Engineering students seeks to enhance students' skills in understanding spoken and written English, as well as the ability to present ideas confidently and coherently in speech and writing.	
2006	UG	LANG 107 English for Academic Purposes for Business Students	[0-2-0:2]	A one-year English language course designed to equip Business students and students in Technology and Management with basic language skills for their academic studies. Upon completion, students should be aware of how to express and support their viewpoints and present oral and written information effectively and appropriately.	
2006	UG	LANG 108 English for Academic Purposes for Science Students	[0-2-0:1]	A one-year English language course for students in the School of Science. The course focuses on the four language skills of reading, writing, speaking and listening, and aims to increase students' confidence and competence in using written and spoken English to present ideas clearly and succinctly through a task-based, integrated skills approach.	
2006	UG	LANG 201 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, negotiation, and report writing in business situations where English is the medium of communication. Prerequisite: LANG 100 (prior to 2001-02)/LANG 107	
2006	UG	LANG 206 English for Engineering Students II	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on organizing and conducting meetings; writing minutes and memos; writing proposals, progress and final reports; and preparing, giving and defending oral presentations. Prerequisite: LANG 106/LANG 107	
2006	UG	LANG 208 Technical Communication for Science Students I	[0-2-0:1]	A one-semester discipline-related course for all Science students, which offers a range of modules on basic language skills such as presentation, discussion and translation/interpretation. Prerequisite: LANG 108	

2006	UG	LANG 209 Technical Communication for Science Students II	[0-2-0:1]	A one-semester discipline-related course for all Science students, which offers a range of language enhancement modules based on areas such as critical thinking, text analysis, error correction, discussion, and the language of teaching science. Prerequisite: LANG 108	
2006	UG	LANG 306 English for Engineering Students III	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on targeting communication for different audiences. It offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	
2006	UG	LANG 308 Technical Communication for Science Students III	[0-2-0:1]	A one-semester discipline-related course for all Science students. Offers a range of modules on business presentations, business letter writing, job application writing, interviewing skills, technical vocabulary and self-access learning. Prerequisites: LANG 208 and LANG 209	
2007	UG	LABU 101 Business Case Analyses	[0-3-0:4]	A one-year course for Business students and students in Technology and Management. This course develops students' critical thinking and communication skills as well as interdisciplinary awareness through a process of comprehending, analyzing and presenting business cases in various disciplines. Exclusion: LANG 107	
2007	UG	LANG 001 English for University Studies I	[0-6-0:3]	For Preparatory Year students only. This course equips students with the English proficiency and the ability to think critically and present ideas logically in order to succeed in English medium university studies.	
2007	UG	LANG 002 English for University Studies II	[0-6-0:3]	For Preparatory Year students only. This course enhances students' ability to think critically and discuss and present ideas logically in English to prepare them for English medium university studies. Prerequisite: LANG 001	
2007	UG	LANG 003 English for Business Studies at University I	[0-3-0:2]	For Preparatory Year Business students only. Develops basic reading and writing skills in the context of business-related topics. Enhance students' ability in critical thinking.	
2007	UG	LANG 004 English for Business Studies at University II	[0-3-0:2]	For Preparatory Year Business students only. Further develops reading and writing skills in the context of business-related topics. Apart from critical thinking, students' ability to make oral presentation will be enhanced.	
2007	UG	LANG 006 English from its Origins to the Age of the Internet	[0-3-0:3]	For EAS students. This course develops a critical approach to reading through evaluating the validity of arguments presented in online resources. Students will also be led to investigate where the English Language has come from, how it has developed and where it is going, with a particular focus on vocabulary.	
2007	UG	LANG 106 English for Engineering Students I	[0-2-0:1]	This one-year course for Engineering students seeks to enhance students' skills in understanding spoken and written English, as well as the ability to present ideas confidently and coherently in speech and writing.	
2007	UG	LANG 107 English for Academic Purposes for Business Students	[0-2-0:2]	A one-year English language course designed to equip Business students and students in Technology and Management with basic language skills for their academic studies. Upon completion, students should	

				be aware of how to express and support their viewpoints and present oral and written information effectively and appropriately.	
2007	UG	LANG 108 English for Academic Purposes for Science Students	[0-2-0:2]	A one-year English language course for students in the School of Science. The course focuses on the four language skills of reading, writing, speaking and listening, and aims to increase students' confidence and competence in using written and spoken English to present ideas clearly and succinctly through a task-based, integrated skills approach.	
2007	UG	LANG 201 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, report and letter writing in business situations where English is the medium of communication. Prerequisite: LABU 101/LANG 107	
2007	UG	LANG 206 English for Engineering Students II	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on organizing and conducting meetings; writing minutes and memos; writing proposals, progress and final reports; and preparing, giving and defending oral presentations. Prerequisite: LANG 106/LANG 107	
2007	UG	LANG 208 Technical Communication for Science Students I	[0-2-0:1]	A one-semester discipline-related course for all Science students, which offers a range of modules on basic language skills such as presentation, discussion and translation/interpretation. Prerequisite: LANG 108	
2007	UG	LANG 209 Technical Communication for Science Students II	[0-2-0:1]	A one-semester discipline-related course for all Science students, which offers a range of language enhancement modules based on areas such as critical thinking, text analysis, error correction, discussion, and the language of teaching science. Prerequisite: LANG 108	
2007	UG	LANG 306 English for Engineering Students III	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on targeting communication for different audiences. It offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	
2007	UG	LANG 307 Communication for International Management	[0-2-0:2]	Restricted to students in the Dual Degree Program in Technology and Management. The course prepares students for meeting challenges in the increasingly globalized management context by raising their awareness of their cultural identity and values and developing their skills in English communication through case studies and simulation activities. Prerequisite: LANG 201	
2007	UG	LANG 308 Technical Communication for Science Students III	[0-2-0:1]	A one-semester discipline-related course for all Science students. Offers a range of modules on business presentations, business letter writing, job application writing, interviewing skills, technical vocabulary and self-access learning. Prerequisites: LANG 208 and LANG 209	
2008	UG	LABU 101 Business Case Analyses	[0-3-0:4]	A one-year course for Business students and students in Technology and Management. This course develops students' critical thinking and communication skills as well as interdisciplinary awareness through a process of comprehending, analyzing and presenting business cases in various disciplines. Exclusion: LANG 107	

2008	UG	LANG 001 English for University Studies I	[0-6-0:3]	For Preparatory Year students only. This course equips students with the English proficiency and the ability to think critically and present ideas logically in order to succeed in English medium university studies.	
2008	UG	LANG 002 English for University Studies II	[0-6-0:3]	For Preparatory Year Science and Engineering students only. This course enhances students' ability to think critically and discuss and present ideas logically in English to prepare them for English medium university studies. Prerequisite: LANG 001	
2008	UG	LANG 003 English for Business Studies at University I	[0-3-0:2]	For Preparatory Year Business students only. Develops basic reading and writing skills in the context of business-related topics. Enhance students' ability in critical thinking.	
2008	UG	LANG 004 English for Business Studies at University II	[0-3-0:2]	For Preparatory Year Business students only. Further develops reading and writing skills in the context of business-related topics. Apart from critical thinking, students' ability to make oral presentations will be enhanced.	
2008	UG	LANG 006 English from its Origins to the Age of the Internet	[0-3-0:3]	For EAS students. This course develops a critical approach to reading through evaluating the validity of arguments presented in online resources. Students will also be led to investigate where the English Language has come from, how it has developed and where it is going, with a particular focus on vocabulary.	
2008	UG	LANG 007 Introduction to English Communication for Business Studies	[0-6-0:3]	For Preparatory Year Business students only. Develops basic reading, speaking and writing skills in the context of business-related topics. Enhances students' ability in critical thinking and in presenting arguments. Prerequisite: LANG 001	
2008	UG	LANG 101 Styles of English for Engineering Students	[0-2-0:1]	A one-year English language course for identified students in the School of Engineering. The course focuses on the recognition, interpretation and analysis of styles and strategies in English, according to the purpose of a text; figures of speech and other techniques will be exemplified and practised. Graded P or F. Exclusion: LANG 106 Prerequisite: Grade B or above at AS Use of English, or equivalent	
2008	UG	LANG 102 Styles of English for Science Students	[0-2-0:2]	A one-year English language course for identified students in the School of Science. The course focuses on the recognition, interpretation and analysis of styles and strategies in English, according to the purpose of a text; figures of speech and other techniques will be exemplified and practised. Graded P or F. Exclusion: LANG 108 Prerequisite: Grade B or above at AS Use of English, or equivalent	
2008	UG	LANG 106 English for Engineering Students I	[0-2-0:1]	This one-year course for Engineering students seeks to enhance students' skills in understanding spoken and written English, as well as the ability to present ideas confidently and coherently in speech and writing.	
2008	UG	LANG 107 English for Academic Purposes for Business Students	[0-2-0:2]	A one-year English language course designed to equip Business students and students in Technology and Management with basic language skills for their academic studies. Upon completion, students should be aware of how to express and support their viewpoints and present oral and written information effectively and appropriately.	

2008	UG	LANG 108 English for Academic Purposes for Science Students	[0-2-0:2]	A one-year English language course for students in the School of Science. The course focuses on the four language skills of reading, writing, speaking and listening, and aims to increase students' confidence and competence in using written and spoken English to present ideas clearly and succinctly through a taskbased, integrated skills approach.	
2008	UG	LANG 201 Business Communication	[0-3-0:3]	Restricted to students in the School of Business and Management. Focuses on the processes and skills of effective oral presentation, report and letter writing in business situations where English is the medium of communication. Prerequisite: LABU 101/LANG 107	
2008	UG	LANG 206 English for Engineering Students II	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on organizing and conducting meetings; writing minutes and memos; writing proposals, progress and final reports; and preparing, giving and defending oral presentations. Prerequisite: LANG 106/LANG 107	
2008	UG	LANG 208 Technical Communication for Science Students I	[0-2-0:1]	A one-semester discipline-related course for all Science students, which offers a range of modules on basic language skills such as presentation, discussion and translation/interpretation. Prerequisite: LANG 108	
2008	UG	LANG 209 Technical Communication for Science Students II	[0-2-0:1]	A one-semester discipline-related course for all Science students, which offers a range of language enhancement modules based on areas such as critical thinking, text analysis, error correction, discussion, and the language of teaching science. Prerequisite: LANG 108	
2008	UG	LANG 306 English for Engineering Students III	[0-2-0:1]	A one-year discipline-oriented course for all Engineering students, which focuses on targeting communication for different audiences. It offers a range of modules on oral presentations, business letter-writing, legal contracts and technical vocabulary. Prerequisite: LANG 206	
2008	UG	LANG 307 Communication for International Management	[0-2-0:2]	Restricted to students in the Dual Degree Program in Technology and Management. The course prepares students for meeting challenges in the increasingly globalized management context by raising their awareness of their cultural identity and values and developing their skills in English communication through case studies and simulation activities. Prerequisite: LANG 201	
2008	UG	LANG 308 Technical Communication for Science Students III	[0-2-0:1]	A one-semester discipline-related course for all Science students. Offers a range of modules on business presentations, business letter writing, job application writing, interviewing skills, technical vocabulary and self-access learning. Prerequisites: LANG 208 and LANG 209	
1997	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	For Computer Science students only. A skill-based English Language course dealing with major units in the areas of writing research-type documents, delivering formal presentations and conducting, and participating in, small group discussions.	
1998	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	A skill-based English Language course dealing with major units in the areas of writing research-type documents, delivering formal presentations and conducting, and participating in, small group discussions. It is compulsory for Computer Science and Civil Engineering students but it can be audited by all PG students. Graded Pass or Fail.	

1999	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	A skill-based English Language course dealing with major units in the areas of writing research-type documents, delivering formal presentations and conducting, and participating in, small group discussions. It is compulsory for Computer Science and Civil Engineering students but it can be audited by all PG students. Graded Pass or Fail.	
2000	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	A skill-based English Language course dealing with major units in the areas of writing research-type documents, delivering formal presentations and conducting, and participating in, small group discussions. Graded Pass or Fail.	
2001	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	A skill-based English Language course dealing with major units in the areas of writing research-type documents, delivering formal presentations and conducting, and participating in, small group discussions. Graded Pass or Fail.	
2002	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	A skill-based English Language course dealing with major units in the areas of writing research-type documents, delivering formal presentations and conducting, and participating in, small group discussions. Graded Pass or Fail.	
2003	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	A skill-based English Language course dealing with major units in the areas of writing research-type documents, delivering formal presentations and conducting, and participating in, small group discussions. Graded P or F.	
2004	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	A skill-based English Language course dealing with major units in the areas of writing research-type documents, delivering formal presentations and conducting, and participating in, small group discussions. Graded P or F.	
2005	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	A skill-based English Language course dealing with major units in the areas of writing research-type documents, delivering formal presentations and conducting, and participating in, small group discussions. Graded P or F.	
2006	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	A skill-based English Language course dealing with major units in the areas of writing research-type documents, delivering formal presentations and conducting, and participating in, small group discussions. Graded P or F.	
2007	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	This one-semester course aims at helping postgraduate students to meet their academic requirements in English, which include conducting presentations and seminars, as well as writing theses and research-related documents, such as conference abstracts and proposals. Graded P or F.	
2008	PG	LANG 501 Group Communication Skills Development	[0-3-0:1]	This one-semester course aims at helping postgraduate students to meet their academic requirements in English, which include conducting presentations and seminars, as well as writing theses and research-related documents, such as conference abstracts and proposals. Graded P or F.	
1998	PG	LANG 502 Managerial Communication	[2-0-0:2]	[Previous Course Code: MGMT 545, MGTO 545] Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management. This is a core courses for MBA.	

1999	PG	LANG 502 Managerial Communication	[2-0-0:2]	[Previous Course Code: MGMT 545, MGTO 545] Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management. This is a core courses for MBA.	
2000	PG	LANG 502 Managerial Communication	[2-0-0:2]	Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management. This is a core course for MBA.	
2001	PG	LANG 502 Managerial Communication	[2-0-0:2]	[Previous Course Code: MGTO 545] Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management. This is a core course for MBA.	
2002	PG	LANG 502 Managerial Communication	[2-0-0:2]	[Previous Course Code: MGTO 545] Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management. This is a core course for MBA.	
2003	PG	LANG 502 Managerial Communication	[2-0-0:2]	Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management. This is a core course for MBA.	
2004	PG	LANG 502 Managerial Communication	[2-0-0:2]	Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management. This is a core course for MBA.	
2005	PG	LANG 502 Managerial Communication	[2-0-0:2]	Restricted to MSc ISM students. Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management.	
2006	PG	LANG 502 Managerial Communication	[2-0-0:2]	Restricted to MSc ISM students. Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management. Exclusion: SBMT 511	
2007	PG	LANG 502 Managerial Communication	[2-0-0:2]	Restricted to MSc ISM students. Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management. Exclusion: SBMT 511	
2008	PG	LANG 502 Managerial Communication	[2-0-0:2]	Restricted to MSc ISM students. Study and practice of oral and written communications in management; audience analysis; delivery skills; group writing; presentation of technical information; meeting management. Exclusion: SBMT 511	
1999	PG	LANG 503 Postgraduate Self-Access English Language Course	[0-3-1:0]	A one-semester program enabling students to plan and conduct their own language learning project in order to improve any aspect of their English. A program of introductory workshops and ongoing advice is provided by personal advisers. Graded Pass or Fail.	

2000	PG	LANG 503 Postgraduate Self- Access English Language Course	[0-3-1:0]	A one-semester program enabling students to plan and conduct their own language learning project in order to improve any aspect of their English. A program of introductory workshops and ongoing advice is provided by personal advisers. Graded Pass or Fail.	
2001	PG	LANG 503 Postgraduate Self- Access English Language Course	[0-3-1:0]	A one-semester program enabling students to plan and conduct their own language learning project in order to improve any aspect of their English. A program of introductory workshops and ongoing advice is provided by personal advisers. Graded Pass or Fail.	
2002	PG	LANG 503 Postgraduate Self- Access English Language Course	[0-3-1:0]	A one-semester program enabling students to plan and conduct their own language learning project in order to improve any aspect of their English. A program of introductory workshops and ongoing advice is provided by personal advisers. Graded Pass or Fail.	
2003	PG	LANG 503 Postgraduate Self- Access English Language Course	[0-3-1:0]	A one-semester program enabling students to plan and conduct their own language learning project in order to improve any aspect of their English. A program of introductory workshops and ongoing advice is provided by personal advisers. Graded P or F.	
2004	PG	LANG 503 Postgraduate Self- Access English Language Course	[0-3-1:0]	A one-semester program enabling students to plan and conduct their own language learning project in order to improve any aspect of their English. A program of introductory workshops and ongoing advice is provided by personal advisers. Graded P or F.	
2005	PG	LANG 503 Postgraduate Self- Access English Language Course	[0-3-1:0]	A one-semester program enabling students to plan and conduct their own language learning project in order to improve any aspect of their English. A program of introductory workshops and ongoing advice is provided by personal advisers. Graded P or F.	
2007	PG	LANG 504 English Communication for Postgraduate Engineering Studies	[0-3-0:1]	This one-semester course addresses the specific communication needs of MSc students in Engineering, such as the skills to play an active part in academic seminars. It also allows students to enhance their abilities in speaking, listening to and writing English through intensive practice. Graded P or F.	
2008	PG	LANG 504 English Communication for Postgraduate Engineering Studies	[0-3-0:1]	This one-semester course addresses the specific communication needs of MSc students in Engineering, such as the skills to play an active part in academic seminars. It also allows students to enhance their abilities in speaking, listening to and writing English through intensive practice. Graded P or F.	

*As stated in the Academic Calendar (HKUST, 1991, July 15, p.17-18), The basic unit of instruction at the University is a course. Courses usually take place in either the Fall or Spring Semester, and each course has a specified credit value 0, 1, 2, 3, 4, etc. All courses are designated in the format of the following

Example :

BICH 121 Introduction to Biochemistry [3-0-0:3]

in which BICH denotes the Department of Biochemistry, 121 is the course number with the first digit denoting the programme year in which the course is given :

0 = introductory

1 = year 1

2 = year 2

3 = year 3

5 = postgraduate course

6 = special topics, Master's research

7 = doctoral seminars and research

and the second and third digits follow a departmental code. The course vector [3-0-0:3] gives the number of instructional hours required and the course credits using the code

1st digit = lecture hours per week

2nd digit = tutorial, seminar or recitation hours per week

3rd digit = laboratory hours per week

4th digit = number of course credits

The credit value of a course depends on both the required scheduled hours of instruction and the additional non-scheduled hours of work expected of students. Normally one lecture hour per week equals one credit, one seminar hour per week one credit, and three laboratory hours per week one credit. Some sessions may be given less credit per hour if the scheduled hours reduce or eliminate non-scheduled work by students

Appendix 2. ROAD-MAPPING Analysis on the course description (1991-2008)

ROAD-MAPPING analysis by Course Level (UG/PG)

Year	UG/PG	Course level	RO	AD	M	A	PP	ING
1991	UG	Level 1	2.40	1.80	1.00	1.40	1.80	1.20
1992	UG	Level 1	2.20	1.80	2.20	1.80	2.00	1.20
1993	UG	Level 1	2.20	1.80	2.20	1.80	2.00	1.20
1994	UG	Level 1	2.20	1.40	2.20	1.80	2.00	1.40
1991	UG	All Levels	2.40	1.80	1.00	1.40	1.80	1.20
1992	UG	All Levels	2.20	1.80	2.20	1.80	2.00	1.20
1993	UG	All Levels	2.20	1.80	2.20	1.80	2.00	1.20
1994	UG	All Levels	2.20	1.40	2.20	1.80	2.00	1.40
1995	UG	Level 1	2.20	1.40	2.20	1.80	2.00	1.40
1995	UG	Level 2	1.00	3.00	3.00	3.00	2.00	2.00
1995	UG	All Levels	1.86	1.86	2.43	2.14	2.00	1.57
1996	UG	Level 1	2.20	1.40	2.20	1.80	2.00	1.40
1996	UG	Level 2	1.00	2.50	3.00	2.00	2.50	2.00
1996	UG	All Levels	1.86	1.71	2.43	1.86	2.14	1.57
1997	UG	Level 1	1.67	1.67	1.33	3.00	2.00	1.67
1997	UG	Level 2	1.00	2.75	2.25	2.50	2.50	1.50
1997	UG	Level 3	1.00	3.00	2.00	3.00	2.00	1.00
1997	UG	All Levels	1.22	2.44	1.89	2.78	2.22	1.44
1998	UG	Level 1	3.00	1.00	2.00	3.00	2.00	2.00
1998	UG	Level 2	1.25	3.00	1.75	3.00	2.00	1.25
1998	UG	Level 3	1.00	2.00	3.00	1.00	2.00	2.00
1998	UG	All Levels	1.25	2.13	1.88	2.13	1.75	1.38
1999	UG	Level 1	3.00	1.00	2.00	3.00	2.00	2.00
1999	UG	Level 2	1.50	3.00	1.83	2.83	1.83	1.33
1999	UG	Level 3	1.00	2.60	2.40	2.20	2.00	1.20
1999	UG	All Levels	1.42	2.67	2.08	2.58	1.92	1.33

2000	UG	Level 1	3.00	2.50	1.75	2.75	2.25	1.75
2000	UG	Level 2	1.20	3.00	2.00	3.00	1.80	1.20
2000	UG	Level 3	1.00	2.60	2.40	2.20	2.00	1.20
2000	UG	All Levels	1.64	2.71	2.07	2.64	2.00	1.36
2001	UG	Level 1	3.00	2.50	1.75	2.75	2.25	1.75
2001	UG	Level 2	1.25	3.00	2.00	3.00	1.75	1.25
2001	UG	Level 3	1.00	2.50	2.50	2.00	2.00	1.25
2001	UG	All Levels	1.75	2.67	2.08	2.58	2.00	1.42
2002	UG	Level 1	3.00	2.50	1.75	2.75	2.25	1.75
2002	UG	Level 2	1.25	3.00	2.00	3.00	1.75	1.25
2002	UG	Level 3	1.00	2.50	2.50	2.00	1.75	1.50
2002	UG	All Levels	1.75	2.67	2.08	2.58	1.92	1.50
2003	UG	Level 1	3.00	3.00	1.67	2.67	2.00	1.67
2003	UG	Level 2	1.25	3.00	2.00	3.00	1.75	1.25
2003	UG	Level 3	1.00	2.50	2.50	2.00	1.75	1.50
2003	UG	All Levels	1.64	2.82	2.09	2.55	1.82	1.45
2004	UG	Level 0	2.00	1.67	1.33	3.00	1.00	2.00
2004	UG	Level 1	3.00	3.00	1.67	2.67	2.00	1.67
2004	UG	Level 2	1.25	3.00	2.00	3.00	1.75	1.25
2004	UG	Level 3	1.00	2.50	2.50	2.00	1.75	1.50
2004	UG	All Levels	1.71	2.57	1.93	2.64	1.64	1.57
2005	UG	Level 0	1.75	2.00	1.25	3.00	1.25	2.00
2005	UG	Level 0 - EAS	3.00	1.00	1.00	3.00	1.00	1.00
2005	UG	Level 1	3.00	3.00	1.67	2.67	2.00	1.67
2005	UG	Level 2	1.25	3.00	2.00	3.00	1.75	1.25
2005	UG	Level 3	1.00	3.00	2.00	3.00	2.00	1.00
2005	UG	All Levels	1.86	2.57	1.64	2.93	1.64	1.50
2006	UG	Level 0	1.75	2.00	1.25	3.00	1.25	2.00
2006	UG	Level 0 - EAS	2.00	1.00	1.00	3.00	3.00	3.00
2006	UG	Level 1	2.50	3.00	1.25	2.75	2.25	1.75

2006	UG	Level 2	1.25	3.00	2.00	3.00	2.00	1.25
2006	UG	Level 3	1.00	3.00	2.00	3.00	2.00	1.00
2006	UG	All Levels	1.73	2.60	1.53	2.93	1.93	1.67
2007	UG	Level 0	1.75	2.00	1.25	3.00	1.25	2.00
2007	UG	Level 0 - EAS	2.00	1.00	1.00	3.00	3.00	3.00
2007	UG	Level 1	2.50	3.00	1.25	2.75	2.25	1.75
2007	UG	Level 2	1.25	3.00	2.00	3.00	2.00	1.25
2007	UG	Level 3	1.33	3.00	2.00	3.00	2.33	1.67
2007	UG	All Levels	1.75	2.63	1.56	2.94	2.00	1.75
2008	UG	Level 0	1.60	2.60	1.40	3.00	1.60	2.00
2008	UG	Level 0 - EAS	2.00	1.00	1.00	3.00	3.00	3.00
2008	UG	Level 1	2.67	3.00	1.83	2.83	2.50	1.50
2008	UG	Level 2	1.25	3.00	2.00	3.00	2.00	1.25
2008	UG	Level 3	1.33	3.00	2.00	3.00	2.33	1.67
2008	UG	All Levels	1.84	2.79	1.74	2.95	2.16	1.68
1997	PG	All Levels	3.00	3.00	2.00	3.00	2.00	1.00
1998	PG	All Levels	2.00	2.50	2.00	3.00	2.00	1.00
1999	PG	All Levels	2.33	2.00	2.33	2.33	1.67	1.00
2000	PG	All Levels	2.33	1.67	2.33	1.67	1.67	1.00
2001	PG	All Levels	2.33	1.67	2.33	1.67	1.67	1.00
2002	PG	All Levels	2.33	1.67	2.33	1.67	1.67	1.00
2003	PG	All Levels	2.33	1.67	2.33	1.67	1.67	1.00
2004	PG	All Levels	2.33	1.67	2.33	1.67	1.67	1.00
2005	PG	All Levels	2.33	1.67	2.33	1.67	1.67	1.00
2006	PG	All Levels	2.00	2.00	2.50	2.00	2.00	1.00
2007	PG	All Levels	2.00	2.33	2.67	2.67	1.67	1.00
2008	PG	All Levels	2.00	2.33	2.67	2.67	1.67	1.00

ROAD-MAPPING Analysis by course

Year	UG/PG	Course code	RO	AD	M	A	PP	ING
1991	UG	LANG 001 Language Skills Enhancement I	3	1	1	1	2	1
1991	UG	LANG 002 Language Skills Enhancement II	3	1	1	1	2	1
1991	UG	LANG 003 Language Skills Enhancement III	3	1	1	1	2	1
1991	UG	LANG 101 Business Communication	2	3	1	2	2	2
1991	UG	LANG 103 Technical Communication	1	3	1	2	1	1
1992	UG	LANG 001 Language Skills Enhancement I	3	1	3	1	2	1
1992	UG	LANG 002 Language Skills Enhancement II	3	1	3	1	2	1
1992	UG	LANG 003 Language Skills Enhancement III	3	1	3	1	2	2
1992	UG	LANG 101 Business Communication	1	3	1	3	2	1
1992	UG	LANG 103 Technical Communication	1	3	1	3	2	1
1993	UG	LANG 001 Language Skills Enhancement I	3	1	3	1	2	1
1993	UG	LANG 002 Language Skills Enhancement II	3	1	3	1	2	1
1993	UG	LANG 003 Language Skills Enhancement III	3	1	3	1	2	2
1993	UG	LANG 101 Business Communication	1	3	1	3	2	1
1993	UG	LANG 103 Technical Communication	1	3	1	3	2	1
1994	UG	LANG 001 Language Skills Enhancement I	3	1	3	1	2	1
1994	UG	LANG 002 Language Skills Enhancement II	3	1	3	1	2	1
1994	UG	LANG 003 Language Skills Enhancement III	3	1	3	1	2	2
1994	UG	LANG 101 Business Communication	1	1	1	3	2	2
1994	UG	LANG 103 Technical Communication	1	3	1	3	2	1

1995	UG	LANG 001 Language Skills Enhancement I	3	1	3	1	2	1
1995	UG	LANG 002 Language Skills Enhancement II	3	1	3	1	2	1
1995	UG	LANG 003 Language Skills Enhancement III	3	1	3	1	2	2
1995	UG	LANG 101 Business Communication	1	1	1	3	2	2
1995	UG	LANG 103 Technical Communication	1	3	1	3	2	1
1995	UG	LANG 204 Advanced English Reading-Writing for Business Students	1	3	3	3	2	2
1995	UG	LANG 205 Advanced English Reading-Speaking for Business Students	1	3	3	3	2	2
1996	UG	LANG 001 Language Skills Enhancement I	3	1	3	1	2	1
1996	UG	LANG 002 Language Skills Enhancement II	3	1	3	1	2	1
1996	UG	LANG 003 Language Skills Enhancement III	3	1	3	1	2	2
1996	UG	LANG 101 Business Communication	1	1	1	3	2	2
1996	UG	LANG 103 Technical Communication	1	3	1	3	2	1
1996	UG	LANG 204 Advanced English Reading-Writing for Business Students	1	2	3	2	2	2
1996	UG	LANG 205 Advanced English Reading-Speaking for Business Students	1	3	3	2	3	2
1997	UG	LANG 100 English for Academic Purposes	3	1	2	3	2	2
1997	UG	LANG 101 Business Communication	1	1	1	3	2	2
1997	UG	LANG 103 Technical Communication	1	3	1	3	2	1
1997	UG	LANG 204 Advanced English Reading-Writing for Business Students	1	2	3	2	3	2
1997	UG	LANG 205 Advanced English Reading-Speaking for Business Students	1	3	3	2	3	2

1997	UG	LANG 206 English for Engineering Management	1	3	2	3	2	1
1997	UG	LANG 207 Technical Communication for Engineers	1	3	1	3	2	1
1997	UG	LANG 306 English for Engineering Management II	1	3	2	3	2	1
1997	UG	LANG 307 Technical Communication for Engineers II	1	3	2	3	2	1
1998	UG	LANG 100 English for Academic Purposes	3	1	2	3	2	2
1998	UG	LANG 201 Business Communication	2	3	2	3	2	2
1998	UG	LANG 203 Technical Communication	1	3	2	3	2	1
1998	UG	LANG 206 English for Engineering Management I	1	3	2	3	2	1
1998	UG	LANG 207 Technical Communication for Engineers I	1	3	1	3	2	1
1998	UG	LANG 304 Advanced English Reading-Writing for Business Students	1	2	3	1	2	2
1998	UG	LANG 305 Advanced English Reading-Speaking for Business Students	1	2	3	1	2	2
1999	UG	LANG 100 English for Academic Purposes	3	1	2	3	2	2
1999	UG	LANG 201 Business Communication	2	3	2	3	2	2
1999	UG	LANG 203 Technical Communication	1	3	2	3	2	1
1999	UG	LANG 206 English for Engineering Management I	1	3	2	3	2	1
1999	UG	LANG 207 Technical Communication for Engineers I	1	3	1	3	2	1
1999	UG	LANG 208 Technical Communication for Science Students I	1	3	2	2	2	1
1999	UG	LANG 209 Technical Communication for Science Students II	3	3	2	3	1	2
1999	UG	LANG 304 Advanced English Reading-Writing for Business Students	1	2	3	1	2	2

1999	UG	LANG 305 Advanced English Reading-Speaking for Business Students	1	2	3	1	2	1
1999	UG	LANG 306 English for Engineering Management II	1	3	2	3	2	1
1999	UG	LANG 307 Technical Communication for Engineers II	1	3	2	3	2	1
1999	UG	LANG 308 Technical Communication for Science Students III	1	3	2	3	2	1
2000	UG	LANG 100 English for Academic Purposes	3	1	2	3	2	2
2000	UG	LANG 106 English for Engineering Students	3	3	3	3	2	1
2000	UG	LANG 107 English for Academic Purposes for Business Students	3	3	1	3	2	2
2000	UG	LANG 108 English for Academic Purposes for Science Students	3	3	1	2	3	2
2000	UG	LANG 201 Business Communication	2	3	2	3	2	2
2000	UG	LANG 203 Technical Communication	1	3	2	3	2	1
2000	UG	LANG 206 English for Engineering Management I	1	3	2	3	2	1
2000	UG	LANG 208 Technical Communication for Science Students I	1	3	2	3	2	1
2000	UG	LANG 209 Technical Communication for Science Students II	1	3	2	3	1	1
2000	UG	LANG 304 Advanced English Reading-Writing for Business Students	1	2	3	1	2	2
2000	UG	LANG 305 Advanced English Reading-Speaking for Business Students	1	2	3	1	2	1
2000	UG	LANG 306 English for Engineering Management II	1	3	2	3	2	1
2000	UG	LANG 307 Technical Communication for Engineers II	1	3	2	3	2	1
2000	UG	LANG 308 Technical Communication for Science Students III	1	3	2	3	2	1
2000	UG	LANG 206 English for Engineering Students II	1	3	2	3	2	1

2000	UG	LANG 306 English for Engineering Students III	1	3	2	3	2	1
2001	UG	LANG 100 English for Academic Purposes	3	1	2	3	2	2
2001	UG	LANG 106 English for Engineering Students	3	3	3	3	2	1
2001	UG	LANG 107 English for Academic Purposes for Business Students	3	3	1	3	2	2
2001	UG	LANG 108 English for Academic Purposes for Science Students	3	3	1	2	3	2
2001	UG	LANG 201 Business Communication	2	3	2	3	2	2
2001	UG	LANG 206 English for Engineering Students II	1	3	2	3	2	1
2001	UG	LANG 208 Technical Communication for Science Students I	1	3	2	3	2	1
2001	UG	LANG 209 Technical Communication for Science Students II	1	3	2	3	1	1
2001	UG	LANG 304 Advanced English Reading-Writing for Business Students	1	2	3	1	2	2
2001	UG	LANG 305 Advanced English Reading-Speaking for Business Students	1	2	3	1	2	1
2001	UG	LANG 306 English for Engineering Students III	1	3	2	3	2	1
2001	UG	LANG 308 Technical Communication for Science Students III	1	3	2	3	2	1
2001	UG	LANG 306 English for Engineering Students III	1	3	2	3	2	1
2002	UG	LANG 100 English for Academic Purposes	3	1	2	3	2	2
2002	UG	LANG 106 English for Engineering Students	3	3	3	3	2	1
2002	UG	LANG 107 English for Academic Purposes for Business Students	3	3	1	3	2	2
2002	UG	LANG 108 English for Academic Purposes for Science Students	3	3	1	2	3	2
2002	UG	LANG 201 Business Communication	2	3	2	3	2	2

2002	UG	LANG 206 English for Engineering Students II	1	3	2	3	2	1
2002	UG	LANG 208 Technical Communication for Science Students I	1	3	2	3	2	1
2002	UG	LANG 209 Technical Communication for Science Students II	1	3	2	3	1	1
2002	UG	LANG 304 Advanced English Reading-Writing for Business Students	1	2	3	1	1	2
2002	UG	LANG 305 Advanced English Reading-Speaking for Business Students	1	2	3	1	2	2
2002	UG	LANG 306 English for Engineering Students III	1	3	2	3	2	1
2002	UG	LANG 308 Technical Communication for Science Students III	1	3	2	3	2	1
2003	UG	LANG 106 English for Engineering Students	3	3	3	3	2	1
2003	UG	LANG 107 English for Academic Purposes for Business Students	3	3	1	3	2	2
2003	UG	LANG 108 English for Academic Purposes for Science Students	3	3	1	2	2	2
2003	UG	LANG 201 Business Communication	2	3	2	3	2	2
2003	UG	LANG 206 English for Engineering Students II	1	3	2	3	2	1
2003	UG	LANG 208 Technical Communication for Science Students I	1	3	2	3	2	1
2003	UG	LANG 209 Technical Communication for Science Students II	1	3	2	3	1	1
2003	UG	LANG 304 Advanced English Reading-Writing for Business Students	1	2	3	1	1	2
2003	UG	LANG 305 Advanced English Reading-Speaking for Business Students	1	2	3	1	2	2
2003	UG	LANG 306 English for Engineering Students III	1	3	2	3	2	1
2003	UG	LANG 308 Technical Communication for Science Students III	1	3	2	3	2	1

2004	UG	LANG 001 English for University Studies I	3	1	1	3	1	2
2004	UG	LANG 002 English for University Studies II	2	1	2	3	1	2
2004	UG	LANG 003 English for Business Studies at University I	1	3	1	3	1	2
2004	UG	LANG 106 English for Engineering Students I	3	3	3	3	2	1
2004	UG	LANG 107 English for Academic Purposes for Business Students	3	3	1	3	2	2
2004	UG	LANG 108 English for Academic Purposes for Science Students	3	3	1	2	2	2
2004	UG	LANG 201 Business Communication	2	3	2	3	2	2
2004	UG	LANG 206 English for Engineering Students II	1	3	2	3	2	1
2004	UG	LANG 208 Technical Communication for Science Students I	1	3	2	3	2	1
2004	UG	LANG 209 Technical Communication for Science Students II	1	3	2	3	1	1
2004	UG	LANG 304 Advanced English Reading-Writing for Business Students	1	2	3	1	1	2
2004	UG	LANG 305 Advanced English Reading-Speaking for Business Students	1	2	3	1	2	2
2004	UG	LANG 306 English for Engineering Students III	1	3	2	3	2	1
2004	UG	LANG 308 Technical Communication for Science Students III	1	3	2	3	2	1
2005	UG	LANG 001 English for University Studies I	3	1	1	3	1	2
2005	UG	LANG 002 English for University Studies II	2	1	2	3	1	2
2005	UG	LANG 003 English for Business Studies at University I	1	3	1	3	1	2
2005	UG	LANG 004 English for Business Studies at University II	1	3	1	3	2	2
2005	UG	LANG 005 Use of English in Tertiary Studies	3	1	1	3	1	1

2005	UG	LANG 106 English for Engineering Students I	3	3	3	3	2	1
2005	UG	LANG 107 English for Academic Purposes for Business Students	3	3	1	3	2	2
2005	UG	LANG 108 English for Academic Purposes for Science Students	3	3	1	2	2	2
2005	UG	LANG 201 Business Communication	2	3	2	3	2	2
2005	UG	LANG 206 English for Engineering Students II	1	3	2	3	2	1
2005	UG	LANG 208 Technical Communication for Science Students I	1	3	2	3	2	1
2005	UG	LANG 209 Technical Communication for Science Students II	1	3	2	3	1	1
2005	UG	LANG 306 English for Engineering Students III	1	3	2	3	2	1
2005	UG	LANG 308 Technical Communication for Science Students III	1	3	2	3	2	1
2006	UG	LABU 101 Business Case Analyses	2	3	2	3	2	3
2006	UG	LANG 001 English for University Studies I	3	1	1	3	1	2
2006	UG	LANG 002 English for University Studies II	2	1	2	3	1	2
2006	UG	LANG 003 English for Business Studies at University I	1	3	1	3	1	2
2006	UG	LANG 004 English for Business Studies at University II	1	3	1	3	2	2
2006	UG	LANG 006 Critical Reading and the Origins and Development of English	2	1	1	3	3	3
2006	UG	LANG 106 English for Engineering Students I	3	3	1	3	2	1
2006	UG	LANG 107 English for Academic Purposes for Business Students	3	3	1	3	2	2
2006	UG	LANG 108 English for Academic Purposes for Science Students	3	3	1	2	3	1
2006	UG	LANG 201 Business Communication	2	3	2	3	2	2

2006	UG	LANG 206 English for Engineering Students II	1	3	2	3	2	1
2006	UG	LANG 208 Technical Communication for Science Students I	1	3	2	3	2	1
2006	UG	LANG 209 Technical Communication for Science Students II	1	3	2	3	2	1
2006	UG	LANG 306 English for Engineering Students III	1	3	2	3	2	1
2006	UG	LANG 308 Technical Communication for Science Students III	1	3	2	3	2	1
2007	UG	LABU 101 Business Case Analyses	2	3	2	3	2	3
2007	UG	LANG 001 English for University Studies I	3	1	1	3	1	2
2007	UG	LANG 002 English for University Studies II	2	1	2	3	1	2
2007	UG	LANG 003 English for Business Studies at University I	1	3	1	3	1	2
2007	UG	LANG 004 English for Business Studies at University II	1	3	1	3	2	2
2007	UG	LANG 006 English from its Origins to the Age of the Internet	2	1	1	3	3	3
2007	UG	LANG 106 English for Engineering Students I	3	3	1	3	2	1
2007	UG	LANG 107 English for Academic Purposes for Business Students	3	3	1	3	2	2
2007	UG	LANG 108 English for Academic Purposes for Science Students	3	3	1	2	3	1
2007	UG	LANG 201 Business Communication	2	3	2	3	2	2
2007	UG	LANG 206 English for Engineering Students II	1	3	2	3	2	1
2007	UG	LANG 208 Technical Communication for Science Students I	1	3	2	3	2	1
2007	UG	LANG 209 Technical Communication for Science Students II	1	3	2	3	2	1
2007	UG	LANG 306 English for Engineering Students III	1	3	2	3	2	1

2007	UG	LANG 307 Communication for International Management	1	3	2	3	3	3
2007	UG	LANG 308 Technical Communication for Science Students III	1	3	2	3	2	1
2008	UG	LABU 101 Business Case Analyses	2	3	2	3	2	3
2008	UG	LANG 001 English for University Studies I	3	1	1	3	1	2
2008	UG	LANG 002 English for University Studies II	2	3	2	3	1	2
2008	UG	LANG 003 English for Business Studies at University I	1	3	1	3	1	2
2008	UG	LANG 004 English for Business Studies at University II	1	3	1	3	2	2
2008	UG	LANG 006 English from its Origins to the Age of the Internet	2	1	1	3	3	3
2008	UG	LANG 007 Introduction to English Communication for Business Studies	1	3	2	3	3	2
2008	UG	LANG 101 Styles of English for Engineering Students	3	3	3	3	3	1
2008	UG	LANG 102 Styles of English for Science Students	3	3	3	3	3	1
2008	UG	LANG 106 English for Engineering Students I	3	3	1	3	2	1
2008	UG	LANG 107 English for Academic Purposes for Business Students	3	3	1	3	2	2
2008	UG	LANG 108 English for Academic Purposes for Science Students	3	3	1	2	3	1
2008	UG	LANG 201 Business Communication	2	3	2	3	2	2
2008	UG	LANG 206 English for Engineering Students II	1	3	2	3	2	1
2008	UG	LANG 208 Technical Communication for Science Students I	1	3	2	3	2	1
2008	UG	LANG 209 Technical Communication for Science Students II	1	3	2	3	2	1
2008	UG	LANG 306 English for Engineering Students III	1	3	2	3	2	1

2008	UG	LANG 307 Communication for International Management	1	3	2	3	3	3
2008	UG	LANG 308 Technical Communication for Science Students III	1	3	2	3	2	1
1997	PG	LANG 501 Group Communication Development Skills	3	3	2	3	2	1
1998	PG	LANG 501 Group Communication Development Skills	3	2	3	3	2	1
1999	PG	LANG 501 Group Communication Development Skills	3	2	3	3	2	1
2000	PG	LANG 501 Group Communication Development Skills	3	1	3	1	2	1
2001	PG	LANG 501 Group Communication Development Skills	3	1	3	1	2	1
2002	PG	LANG 501 Group Communication Development Skills	3	1	3	1	2	1
2003	PG	LANG 501 Group Communication Development Skills	3	1	3	1	2	1
2004	PG	LANG 501 Group Communication Development Skills	3	1	3	1	2	1
2005	PG	LANG 501 Group Communication Development Skills	3	1	3	1	2	1
2006	PG	LANG 501 Group Communication Development Skills	3	1	3	1	2	1
2007	PG	LANG 501 Group Communication Development Skills	3	1	3	2	2	1
2008	PG	LANG 501 Group Communication Development Skills	3	1	3	2	2	1
1998	PG	LANG 502 Managerial Communication	1	3	1	3	2	1
1999	PG	LANG 502 Managerial Communication	1	3	1	3	2	1
2000	PG	LANG 502 Managerial Communication	1	3	1	3	2	1
2001	PG	LANG 502 Managerial Communication	1	3	1	3	2	1

2002	PG	LANG 502 Communication	Managerial	1	3	1	3	2	1
2003	PG	LANG 502 Communication	Managerial	1	3	1	3	2	1
2004	PG	LANG 502 Communication	Managerial	1	3	1	3	2	1
2005	PG	LANG 502 Communication	Managerial	1	3	1	3	2	1
2006	PG	LANG 502 Communication	Managerial	1	3	2	3	2	1
2007	PG	LANG 502 Communication	Managerial	1	3	2	3	2	1
2008	PG	LANG 502 Communication	Managerial	1	3	2	3	2	1
1999	PG	LANG 503 Postgraduate Self- Access English Language Course		3	1	3	1	1	1
2000	PG	LANG 503 Postgraduate Self- Access English Language Course		3	1	3	1	1	1
2001	PG	LANG 503 Postgraduate Self- Access English Language Course		3	1	3	1	1	1
2002	PG	LANG 503 Postgraduate Self- Access English Language Course		3	1	3	1	1	1
2003	PG	LANG 503 Postgraduate Self- Access English Language Course		3	1	3	1	1	1
2004	PG	LANG 503 Postgraduate Self- Access English Language Course		3	1	3	1	1	1
2005	PG	LANG 503 Postgraduate Self- Access English Language Course		3	1	3	1	1	1
2007	PG	LANG 504 Communication for Postgraduate Engineering Studies		2	3	3	3	1	1
2008	PG	LANG 504 Communication for Postgraduate Engineering Studies		2	3	3	3	1	1

Appendix 3. An autoethnography of Nick Wong

Born during Hong Kong's British colonial period but raised after its handover to PRC governance, my thinking draws from Kuan-Hsing Chen's (2010) "Asia as method," which centers Asia as a critical analytic and political category rather than perpetually referencing the West, while linking decolonization to de-imperialization. My multifaceted Asian identity has given me extensive experience with what Li and Lee (2024) term transpositioning—a process of continually (re)evaluating, (dis)confirming, and (trans)forming relations with others through the creativity of translanguaging. This enables individuals to break free from default roles and navigate stances in interactions (Li & Lee, 2024). In my work, the emphasis lies on translanguaging practices as more than mere escapism; they serve as a fugitive political practice, where apparent linguistic creativity signals profound criticality, asserting the unspeakable or indecible through diverse communicative means.

My academic journey began as a descriptive linguist during undergraduate and postgraduate studies at the University of Hong Kong. My first project investigated Chinese Pidgin English in Shanghai (Wong, 2010). My father, born in Shanghai and raised in a capitalist family amid China's rising communism, later fled to Hong Kong and spoke to me in a perceived Cantonese-Shanghainese "mixed" language. My primary and secondary education unfolded in bilingual Chinese-English schools during the colonial era, with Cantonese as the classroom lingua franca. Through it, I learned Standard Classical Chinese—a dead written language from ancient China—as well as Modern Chinese, which aligns more closely with Mandarin's morphology and syntax than Cantonese's. I also mastered the colony's prescriptive Standard English, following British conventions, while using a home-only "Chinglish" with my Filipino auntie, our domestic helper who cared for my family for over 15 years. These experiences sparked my interest in how I languaged differently to perform multiple identities: as a Hongkonger navigating shifting political landscapes, a son of a Shanghainese father, a Chinese child raised by a Filipino caregiver, and a student immersed in Cantonese yet acquiring Standard Classical Chinese, Modern Chinese, and English.

As a Year 1 student in 2003, I took an EAP course focused on essay-writing skills, including thesis statements, paragraph coherence, citation norms, and academic stance. In 2004, I enrolled in an ESP course tailored to workplace communication tailored for HKU Bachelor of Arts students, which extended beyond the classroom through a job-shadowing task and a reflective academic presentation to build speaking skills.

In 2010, I began teaching ESP at a newly founded tertiary institution in Hong Kong, where I encountered echoes of my prior learner's challenges in my students. Many navigated the same shuttling I had: between Cantonese peer discussions, English task genres, and institutional standards. By 2013, I had an opportunity to make plans for these students - I oversaw English curriculum development for sub-degree programs, planning language policies, representing English in accreditation processes, and coordinating enhancement initiatives for my institution.

Like many English teachers, I initially taught the prescribed curriculum and standardized English varieties but felt confined by rigid language boundaries. Inspired by social media's rise and my own experiences with fluid social and linguistic norms, I explored expressions beyond named languages. I coined "Kongish" to reclaim Cantonese-English mixing from the deficit label of Chinglish—often dismissed as learner errors or a modern pidgin (Wong, 2024). For me, Kongish represents a practice owned by Hongkongers. Drawing on my descriptive linguistics training, I launched Kongish Daily in August 3 2015, a social media news-sharing platform to document it, initially viewing it as basilectal Hong Kong English. As a Facebook fan page, it addressed Hong Kong issues from diverse viewpoints through this shared local practice. Remarkably, it resonated deeply: within 24 hours of the first post, it garnered over 15,000 likes and 10,000 subscribers, revealing Hongkongers' yearning for self-expression via a dynamic linguistic identity—rooted yet distinct from China and the West (Wong & García, 2025). This overnight success filled a cultural void, asserting Hong Kong's uniqueness amid rapid changes and showing how people affirm themselves by rejecting fixed stances and embracing creative navigation.

Kongish Daily's popularity opened doors for discussions with the public, academics, and, in 2016, Li Wei at length. Gradually, I reconceived Kongish not as mere Hong Kong English but as a dynamic translanguaging practice among Hongkongers (Li et

al., 2020). In 2016, I joined HKUST as a language practitioner, where I pursued innovative teaching projects and knowledge exchanges to foster inclusive, collaborative learning environments. I co-initiated an English teaching opportunity program in 2017, aiding undergraduate and postgraduate students in building language proficiency, teaching skills, and self-efficacy in learning English. I was also invited to give lectures on Kongish at various universities, and I worked with colleagues to organize various knowledge exchange events like a 2021 public forum and a 2024 language education conference.

For me, translanguaging creatively acknowledges meaning-making's complexity, legitimizing diverse communities' practices on their own terms (e.g., Kongish) rather than imposing norms like Standard English or Chinese. My background as a CMI student and administrator equipped me to tailor language activities to students' needs. Though I joined HKUST as a language practitioner, I demonstrate transpositioning as a teacher, a scholar, an administrator, an innovator - and also a father and husband of my wife and my bilingual son.