Contents

Writing Roundtable 2015

Eyes on writing - Discovering creativity across the curriculum

Hosted by The Hong Kong Polytechnic University English Language Centre, The 3rd Writing Roundtable brings together creative writers, writing teachers, and practitioners for a discussion on how the academic and creative literacy of novice writers and tertiary students could be supported across the curriculum and through different genres. The Writing Roundtable will enable participants to delve deeper and unleash creative forces within writing.

Message from the Organiser

Continuing the tradition we started in 2013, the Writing Roundtable Team at the English Language Centre of the Hong Kong Polytechnic University are delighted to welcome you to the Third Writing Roundtable 2015. Thank you for being here. We are all a community of practitioners who involve ourselves in language in one way or another. We are in the profession of equipping thoughts with words. The written text has the ability to tease the mind and populate the visual spaces around us, be they digital or print. It has the power to cultivate the soul and psyche of the masses and the elites alike, and the subtle force to formulate opinions both popular and those of the intelligentsia. Being the most human of all activities, writing makes our thoughts visible for all to see.

Over millennia, writing has grown, branching out into an array of various genres, signifying the various unfolding fields of knowledge and tremendously expanding the arena of information and knowledge our undergraduates need to traverse. Underpinning all subjects, whether in the sciences or the arts, be these psychology or astronomy, aerodynamics or logistics, writing continues to rule and the rules of writing flex their muscles to shape assignments across the curricula and within the disciplines. Among all the formulaic structure, creativity and innovation still hold the key to success. Some say, all writing is creative. Do our students understand that writing is the tool of the mind? The tool that gives their creativity, its speech? Can we equip our students with this tool?

Shari Dureshahwar Lughmani
Convener
Writing Roundtable 2015

Information for Participants

Lunch and Refreshments

Apart from the refreshments during the session breaks, lunch will be provided for participants at a Chinese restaurant on the 4th floor of the Communal Building.

Snacks and drinks are available to purchase at various catering outlets in the campus and 7-Eleven [Shaw Amenities Building].

Participants can refer to the last page of this booklet for all the locations mentioned above.

Commercial Press Book Fair

Please drop by the Book Fair provided by Commercial Press today in the main lobby area outside V322. Selections from some of the Writing Roundtable invited speakers are available, as well as books on topics related to writing, general interest, and modern to classic literature. The Book Fair will be available during the morning coffee break, lunch break, and afternoon coffee break. Enjoy this opportunity to peruse and buy a selection of relevant books.

Hong Kong Writers Circle Book Display

Hong Kong Writers Circle displays its past annual anthologies of short stories written by inspired and talented local writers. Each year, the anthologies are centred around a different genre or concept, but all stories are focused on Hong Kong issues, people and interests. Its 2014 anthology titled Hong Kong Gothic has received a four-star rating out of five in the SCMP book review. Don't miss the opportunity to visit the book display located in the main lobby area outside V322 during the coffee and lunch breaks.

WiFi

Participants can enjoy free Wi-Fi service at the podium level by selecting the WiFi SSID: 'Wi-Fi.HK via PolyU'. After accepting the terms and conditions, users can enjoy the service for two hours, after which they have to accept the terms again to continue using the service.

Programme Schedule - Friday, 15 May 2015

Morning Sessions

Time	Programme			
08:45-09:00	Registration (Outside V322)			
09:00-10:00	**Keynote Speech I** **Empowering discipline teachers: How to improve university students'** **EAP competence** Prof Winnie Cheng Associate Dean of Faculty of Humanities The Hong Kong Polytechnic University (Venue: V322 – Theatre Hall)			
10:00-10:30	Coffee + Book Fair (Outside V322)			
	V312	**V313**	**V314**	**V315**
10:30-11:20	**What the … is a Fog Index?** Susan Ramsay – Invited Speaker Editor of *Young Post*	**Creative strategies and solutions to support academic writing development with large classes and large course loads** *(Roundtable)* Ryan Hunter, University of Macau	**Finding creativity in unexpected corners: The power of the narrative in the Humanities, Sciences and Mathematics** *(Roundtable)* Elizabeth Solomon, The ISF Academy	**Supporting literacy in engineering** *(Workshop)* Dr Hebe Wong, City University of Hong Kong
11:30-12:20	**From blogging to getting published** Jason Ng – Invited Speaker Author – *'HONG KONG State of Mind'*	**Mechanics, meaning, or creativity? Teaching poetry writing in Hong Kong** *(Roundtable)* James Shea, Hong Kong Baptist University	**Understanding university writing in Social Sciences** *(Roundtable)* Lucy Chan & Shari Lughmani, The Hong Kong Polytechnic University	**Models and modeling in the teaching of academic writing** *(Roundtable)* Jay Bidal, University of Macau
12:30- 1:45	Lunch + Book Fair (Outside V322)			

Afternoon Sessions

Time	Programme			
1:45-2:35	**Keynote Speech II** **Making creativity work** Mr Justin Hill Assistant Professor City University of Hong Kong (Venue: V322 – Theatre Hall)			
	V312	**V313**	**V314**	**V315**
2:45-3:35	**Writing and publishing children's books: The good, the bad and the downright fun!**	**Playwriting and theatre** *(Roundtable)* Dr Matthew DeCoursey, Hong Kong Institute of Education	**Write, share and review using digital tools** *(Roundtable)* Dora Wong, The Hong Kong Polytechnic University	**Exploring new territory: Genre-specific feedback** *(Roundtable)* Chrissy Burns & Dr Svetlana Chigaeva, The Hong Kong Polytechnic University
3:45-4:35	Sarah Brennan – Invited Speaker Author – *'The Chinese Calendar Tales'*	**Developing a self-learning material pack for reflection writing** *(Roundtable)* Man Chan & Shari Lughmani, The Hong Kong Polytechnic University	**How can we provide models and utilize group activities without stifling creativity?** *(Roundtable)* Sean Grant, University of Macau	**To use or not to use: The influence of first language on the second language composing process** *(Workshop)* Dr Daisy Zou, The Hong Kong Polytechnic University
4:35-4:55	Coffee + Book Fair (Outside V322)			
4:55-5:45	**The publishing industry in London** Kelly Falconer – Invited Speaker Founder – *Asia Literary Agency*	**The five mistakes that stop writers going global** Nury Vittachi – Invited Speaker Author – *'The Feng Shui Detective'*	**Creating creativity in the EAP classroom** *(Roundtable)* Geffrey Heathman & David Barnard, The Hong Kong Polytechnic University	
5:45-6:30	**Closing Plenary** (Venue: V322) Shari Lughmani (Convenor), Nury Vittachi (Invited Author), Jay Bidal (Macau), Dr Matthew DeCoursey (HKIEd), James Shea (BaptistU), Elizabeth Solomon (The ISF Academy), Dora Wong (PolyU), Dr Hebe Wong (CityU)			
6:30	**Reception** (Venue V315)			

Keynote Speaker

Prof Winnie Cheng
Associate Dean
Faculty of Humanities
The Hong Kong Polytechnic University

Prof Winnie Cheng

Topic   Empowering discipline teachers: How to improve university students' EAP competence

Abstract

The Hong Kong Polytechnic University has a strong English support programme in which students study reading and writing skills and strategies related to their discipline areas in their early years of study. These courses are, however, not often referred to by teachers of discipline subjects. Working with discipline subject teachers, the Writing across the Curriculum (WAC) project aims to supplement this by revisiting these skills and strategies through embedding them in discipline subjects. This talk describes the recently completed inter-faculty teaching development project that involved nine academic departments in The Hong Kong Polytechnic University (Cheng, et al., 2014). The WAC project aims to address the challenges of improving students' writing in the context of their academic subjects by embedding academic reading and writing skills related to their discipline areas in the subject syllabuses and major assessments. The project introduces WAC strategies and activities in three major ways: (1) by designing innovative written assessment tasks that are conducive to effective, critical writing and thinking rather than simply cutting and pasting from other sources; (2) by providing scaffolding to help students to plan and structure their writing effectively; and (3) by including feedback not only on the content and grammar but also the rhetorical functions and structural pattern of their writing. The talk will present examples of each of these approaches in order to explore the effectiveness of the WAC strategies and activities.

Reference
Cheng, W., Chan, M., Chiu, H., Kwok, A., Lam, K. H., Lam, K. M. K., Lim, G., & Wright, R. (2014). Enhancing students' professional competence and generic qualities through writing in English across the curriculum. Hong Kong: The Hong Kong Polytechnic University.

Biodata

Prof Winnie Cheng is Associate Dean, Faculty of Humanities, Professor of English and Director of Research Centre for Professional Communication in English (RCPCE), Department of English, The Hong Kong Polytechnic University. She is a Founding Fellow of the Hong Kong Academy of the Humanities. Her research interests include ESP, writing across the curriculum, corpus linguistics, conversation analysis, critical discourse analysis, discourse intonation, intercultural pragmatics and communication, and professional and organizational communication. As Principal Investigator, she has recently completed an inter-faculty teaching development project and published a co-authored book entitled *Enhancing students' professional competence and generic qualities through writing in English across the curriculum* (2014). She is Co-Leader of a project entitled 'Data-driven learning in research publication for PhD students' (2015-17), funded by the UGC Language-related Collaborative Projects Initiative.

Keynote Speaker

Mr Justin Hill
Assistant Professor
Department of English
City University of Hong Kong

Mr Justin Hill

Topic   Making creativity work

Biodata

Mr Justin Hill has lived and worked in China since 1992. His *Crouching Tiger Hidden Dragon - Green Legend* will be published in March 2015. His novel *The Drink and Dream Teahouse*, a portrait of small-town China, won the Geoffrey Faber Memorial Prize and a Betty Trask Award and was banned within the People's Republic of China. It was also a Washington Post Book of the Year in 2001.

His translations of Chinese poetry have been published in Modern Poetry in Translation, Asian Literary Review and Asian Cha. His work on the poems of Tang Dynasty poetess Yu Xuanji led to her re-imagined life in the novel *Passing Under Heaven*, which was shortlisted for the Encore Award and awarded the 2006 Somerset Maugham Award.

The Independent on Sunday listed him as one of their Top Twenty Young British Writers. He currently lives in Hong Kong. He is Assistant Professor at City University of Hong Kong, where he teaches Creative Writing.

Invited Speaker

Ms Susan Ramsay
Editor of *Young Post*

Ms Susan Ramsay

Topic   What the… is a Fog Index?

Abstract

A "Fog Index" is a must have secret weapon for all writers.
Writing creatively, and for a paying readership, is a different art entirely.
Come and find out "What the… is a Fog Index?"

Biodata

Ms Susan Ramsay is a South African journalist who is the current editor of Hong Kong's most popular English newspaper for teenagers, Young Post. She has been in journalism for more than 20 years, the last 15 of which have been in Hong Kong.

In 2008 she took the reins of Young Post where one of her passions is nurturing young local writing talent through the Junior Reporters' Club. Since Susan has been at the Young Post it has won several international awards for its publication, including recently a silver award in the World Association of Newspaper's youth category for Press Freedom. The recent protests propelled the Young Post to international attention and it has received many accolades for its coverage of this event.

In her spare time Susan critiques books, writes stories for publication, enjoys horse riding and walking her new puppy.

Roundtable

Creative strategies and solutions to support academic writing development with large classes and large course loads

Leader

Mr Ryan Hunter (rhunter@umac.mo),
English Language Centre,
University of Macau

Abstract

Writing instructors are rarely afforded ideal circumstances to practice their craft, and many must make compromises to deal with the reality of teaching academic writing to large amounts of students in unrealistic time frames for process writing and extensive feedback. What activities and pedagogical practices can support writing with limited instructor support and interaction both in and outside of class? What strategies can be used to maintain both efficiency and quality of feedback and assessment? What can be cut or glossed over in a course with significant limitations? How much progress can instructors realistically expect from students in non-ideal contexts?

Biodata

Mr Ryan Hunter is currently Senior Teacher, Testing and Language Laboratory Supervisor, and Technology Advisor at the University of Macau English Language Centre. He was recently an Instructor, Educational Technology Specialist and Moodle Administrator at Seoul National University of Science & Technology and also taught courses in Hanyang University's TESOL program.

Roundtable

Finding creativity in unexpected corners: The power of the narrative in the Humanities, Sciences and Mathematics

Leader

Ms Elizabeth Solomon (soloelsie@gmail.com),
The ISF Academy

Abstract

Our narratives define us. Telling stories is how we make sense of our world. We use our definitive scripts to navigate our realities, and we edit the drafts of narrative of self and world, constantly. Every good story requires creativity and the many narratives that surround us are by no means limited to the realm of the creative writing classroom. As such, this discussion asks: what are the narratives that power subject-specific learning and where does creativity fit in the story?

This roundtable discussion examines how creativity is made visible in various areas of study: What sparks it? Where can it be found? How is it externalised and expressed, if at all? What is its purpose? What is its value? What is its power? What does creativity look like within the parameters of the subject being taught? What are the various forms that creativity can manifest itself within a subject? What are the commonalities and differences across curricula?

Through her findings based on teacher surveys and interviews, the presenter aims to deepen collective understanding about creativity across the curriculum. In addition to this, practical tools to enhance creative thinking/writing will be shared for participants to apply in their academic English classes. Participants will be asked to share their own experiences in this regard and consider the value of the process (and not just the products) of creativity.

Biodata

Ms Elizabeth Solomon currently teaches English Language Literature and Academic English to high school students at the ISF Academy in Hong Kong. A Humanities & English Master Teacher with an MA in Classical Linguistics and Gender Studies, Elizabeth has been an IELTS speaking/writing examiner for the British Council for 10 years and has lectured on Post Colonial Literature. Elizabeth presented her workshop "Making the Writing Process Visible: A Teacher's Toolbox" at Hong Kong Poly University's 2014 Writing Roundtable and has published her first short story in the Hong King Writers Circle's Hong Kong *Gothic Anthology* in March 2015. Her recent essay was published in the April edition of "Asia Literary Review".

Workshop

Supporting literacy in engineering

Leader

Dr Hebe Wong (elhebe@cityu.edu.hk),
City University of Hong Kong

Abstract

Writing for a discipline in a genre with linguistic features different from the ones they have been trained to use is often a challenge for many university undergraduates. Subject teachers, though they see the importance of effective writing in the discipline, feel unprepared to cope with the problem. More understanding of the needs of the faculty and the students in writing for the discipline will be useful for supporting the various stakeholders in the profession.

This workshop, based on a recent study of the key assignments identified in the Electronic Engineering Department of a local university, aims to create an opportunity for language teachers who support specific writing for the disciplines to discuss and share ideas on

1) the common problems students encounter in completing the key writing tasks in the Engineering faculty in their institutions
2) the current language support for students or subject teachers in writing for the discipline
3) the success and difficulties in supporting the technical writing
4) suggestions on ways for supporting writing for Engineering students.

Biodata

Dr Hebe Wong has been teaching technical writing for Engineering students since 2007. Recently she has been actively involved in inter-institution research projects on EAP and ESP topics. Her research interests include metacognitive reading strategies, academic and technical writing.

Invited Speaker

Mr Jason Ng
Author – *'Hong Kong State of Mind'*

Mr Jason Ng

Topic   From blogging to getting published

Abstract

Mr Jason Y. Ng, bestseller author of *HONG KONG State of Mind* and *No City for Slow Men*, went from a blogger to a published writer and magazine columnist in less than two years. In his workshop, he will share some of the dos and don'ts of writing online and offer advice on the transition from blogosphere to the printed world, including working with publishers, self-marketing and being a writer in the digital age.

Biodata

Born in Hong Kong, Mr Jason Y. Ng is a globetrotter who spent his entire adult life in Italy, Canada and the United States before settling in his birthplace to rediscover his roots. He is a full-time lawyer and an adjunct lecturer at the Faculty of Law of the University of Hong Kong. Jason is the bestselling author of *HONG KONG State of Mind (2010)* and *No City for Slow Men (2013)*. His short stories have appeared in various anthologies. He is also a writer for the *South China Morning Post, TimeOut HK* and *Manifesto* magazine. His social commentary blog "As I See It" and lifestyle column "The Real Deal" have attracted a cult following on blogsphere. Jason speaks frequently at universities and cultural events, and appears from time to time on radio and television. For more, visit www.jasonyng.com.

Roundtable

Mechanics, meaning, or creativity? Teaching poetry writing in Hong Kong

Leader

Mr James Shea (james2shea@hkbu.edu.hk),
Department of Humanities and Creative Writing,
Hong Kong Baptist University

Abstract

With a special focus on poetry writing workshops in English, this roundtable explores various pedagogical goals and best practices for teaching creative writing in Hong Kong's tertiary institutions. Questions include:

1. *How do you evaluate student work in a poetry writing workshop—do you focus primarily on a poem's mechanics, meaning, or creativity?*
2. *What kinds of poetry writing assignments work best?*
3. *How do you encourage revision in a writing workshop?*
4. *How can poetry and poetry writing play a role in other kinds of writing courses?*

Biodata

Mr James Shea is an Assistant Professor in the Department of Humanities and Creative Writing at Hong Kong Baptist University. A graduate of the Iowa Writers' Workshop and a former Fulbright Scholar in Hong Kong, he is the author of two poetry collections, *Star in the Eye* and *The Lost Novel*.

Roundtable

Understanding university writing in Social Sciences

Leaders
Ms Lucy Chan (lucy.ml.chan@polyu.edu.hk),
English Language Centre, The Hong Kong Polytechnic University,

Ms Shari Lughmani (dureshahwar.lughmani@polyu.edu.hk),
English Language Centre, The Hong Kong Polytechnic University

Abstract

This session aims to give an overview of typical assignments required of undergraduates of Applied Social Sciences (APSS) at Polyu, and ask participants to share ideas about the best ways to build (English language) support systems that can empower both subject teachers and students to produce more effective course assignments.

1. *What linguistic and non-linguistic skills and resources are needed when students write for a specific course assignment?*
2. *Should assignment instructions clearly indicate those skills and resources required of students in writing for the assignment?*
3. *Is giving a model sample student script to students helpful?*
4. *What are some of the ways that the language teacher can effectively engage with the subject teachers to influence the outcome of the students' work?*
5. *What are the implications for professional development for language teachers to enable them to effectively provide language support in the discipline?*

Biodata

Ms Lucy Chan is an English language instructor at Hong Kong Polytechnic University. She is currently involved in the UGC-funded project 'Literacies in the Disciplines', which aims to examine and enhance literacy skills used by students in the three broad disciplines of Engineering, Social Work, and Science.

Ms Shari Lughmani is a senior lecturer at the English Language Centre at Hong Kong Polytechnic University. She leads the English Writing Requirement programme, and the UGC-funded project 'Literacies in the Disciplines', both of which make use of genre analysis. Shari also teaches Creative Writing.

Roundtable

Models and modeling in the teaching of academic writing

Leader
Mr Jay Bidal (jbidal@umac.mo), English Language Centre,
University of Macau

Abstract

Although the use of models to teach writing has a lengthy history, the advent of genre-based approaches to writing instruction has made the presentation and analysis of models to students a core method for many instructors of academic writing. This roundtable will center around the use and abuse of models in the teaching of academic writing, with a few examples prepared to foster discussion on key issues such as purpose, level appropriateness, and formularization. Ideas about processes, techniques, and strategies in using models for teaching academic writing will also be shared among participants.

Discussion Questions
What are the pros and cons of using models to teach academic writing?
What are the characteristics of a good model for the teaching of academic writing?
How appropriate is it to use "negative" or poor models for the teaching of academic writing?
What processes or steps do you follow in teaching writing with models?
What aspects of academic writing do you tend to focus on with students in using models to teach?
What techniques and strategies do you bring to the use of models in your teaching?
How do you deal with student tendencies towards formularization based on models?

Biodata

Mr Jay Bidal has more than 20 years of experience teaching EAP and ESL in a variety of contexts, including Japan, Turkey, Canada, the UAE, and, currently, Macau. He is interested in writing instruction, curriculum and materials development, grammar pedagogy, and the integration of technology in teaching.

Invited Speaker

Ms Sarah Brennan
Author- 'The Chinese Calendar Tales'

Ms Sarah Brennan

Topic   Writing and publishing children's books: The good, the bad and the downright fun!

Abstract

Ms Sarah Brennan has been there, done that for ten years as the author and publisher of children's books in Hong Kong – and has learned all her lessons the hard way! Come and hear Sarah talk about her experiences from ground zero to local (and increasingly international) hero in a fun roundtable discussion including the practical nuts and bolts of publishing, her writing technique, and the ins and outs of marketing and distribution.

Biodata

Ms Sarah Brennan is the Hong Kong-based international author and publisher of the best-selling *Chinese Calendar Tales (The Tale of Chester Choi, The Tale of Run Run Rat, The Tale of Oswald Ox, The Tale of Temujin, The Tale of Rhonda Rabbit, The Tale of Pin Yin Panda, The Tale of Sybil Snake, The Tale of a Dark Horse* and her latest title *The Tale of Rodney Ram* to date) as well as the hugely popular *Dirty Story* series. A featured author in Hong Kong, Shanghai and Beijing International Literary Festivals since 2004, Sarah conducts regular reading tours, workshops and weeks in residence in schools in Hong Kong, Shenzhen, Shanghai, Beijing, Singapore, Australia and the UK. Her books are now also distributed in the United States and Canada where she visits schools on Skype.

Sarah's particular mission is to bring Chinese culture, history and landscape to young English speakers everywhere through the medium of humour, verse and funny illustrations, while at the same time giving children living in East Asia stories that relate to their own heritage. She also believes passionately in rich vocabulary and intelligent text for primary school children: "dumbing down" is her particular bête noir! As a result, her books can be read on many levels and are popular among children aged as young as 5 and as old as 12.

The great Australian author Thomas Keneally (*Schindler's List*) has described Sarah's work as "*a meeting between traditional Asian narratives and the universal taste of children for graphic stories. The tale-telling gifts shown in these books, along with the exuberance of the language and rhymes, make them unique in children's literature*".

All of Sarah's books are wickedly illustrated by Hong Kong's much-loved cartoonist from the South China Morning Post, Harry Harrison. Sarah lives in Hong Kong with her French husband, two daughters and an opinionated cocker spaniel.

Roundtable

Playwriting and theatre

Leader

Dr Matthew DeCoursey (matthew@ied.edu.hk),
Department of Literature and Cultural Studies,
The Hong Kong Institute of Education

Abstract

Playwriting is different from most other creative writing, because a play is a blueprint for a production. This fact creates a separate set of aesthetic issues. Young playwrights need to know about dramatic impact, not only from words, but from sight and sound. What experience will develop this?

Questions:
How do the practicalities of the stage both stimulate and limit the process of creative writing?
How does directing feed back into playwriting?
What constitutes appropriate aesthetic education for aspiring playwrights?
How does the experience of a production compare to the experience of drama class as background for playwriting?

Biodata

Dr Matthew DeCoursey teaches theatre, literature and French through drama at the Hong Kong Institute of Education. He has directed eleven plays at the Institute and teaches a course in theatrical performance and playwriting. He is co-author of "Mong Kok Dancer," performed in February 2015 at HKIEd.

Roundtable

Write, share and review using digital tools

Leader
Ms Dora Wong (dora.wong@polyu.edu.hk),
Department of English,
The Hong Kong Polytechnic University

Abstract

The topic of this round table discussion is proposed to be on how to make effective use of the digital media tools in the ESL writing class. Models used for feedback in higher and professional education (Boud & Molloy, 2013) and online peer learning (Masur, 2013) will form one of the teaching pedagogies in this discussion.

To initiate the discussion, a few samples of student writing using social media network and desktop publications including news articles, creative writings and technical writings will be circulated. It is also suggested how skills of critical thinking, creative thinking and reflective thinking can be developed using collaborative learning platform like the weblog, Facebook and wikipedia.

Biodata

Ms Dora Wong teaches at the Department of English, The Hong Kong Polytechnic University. Her research interests include ESL writing, language arts in community projects and service learning.

Roundtable

Exploring new territory: Genre-specific feedback

Leaders
Ms Chrissy Burns (ceburns@polyu.edu.hk),
English Language Centre,
The Hong Kong Polytechnic University

Dr Svetlana Chigaeva (ecsveta@polyu.edu.hk),
English Language Centre,
The Hong Kong Polytechnic University

Abstract

While there has been substantial research on feedback practices and interesting developments in the field of genre research, no research has focused on teacher feedback practices in the context of different genres. This Roundtable raises these questions:

What is the role of genre in the context of your teaching/institution?
What comes to mind when you hear "genre-specific feedback"?
What is the role of language in this kind of feedback?
How do teachers offer feedback on unfamiliar genres?

After a general discussion, participants will have the chance to review a sample assignment and discuss ways in which they would offer their feedback.

Biodata

Ms Chrissy Burns is a Language Instructor at the Hong Kong Polytechnic University English Language Centre, having previously taught in South Korea and Mainland China. She is a member of the Reading and Writing Requirements team. Her areas of interest include innovation in teaching and learning.

Dr Svetlana Chigaeva is a Teaching Fellow in the English Language Centre at the Hong Kong Polytechnic University where, in addition to teaching, she helps coordinate the implementation of the university-wide Reading and Writing Requirements. Her research interests focus primarily on academic literacy development, writing across curriculum and genre-based writing instruction.

Roundtable

Developing a self-learning material pack for reflection writing

Leaders
Ms Man Chan (ecman.chan@polyu.edu.hk,
English Language Centre, The Hong Kong Polytechnic University

Ms Shari Lughmani (dureshahwar.lughmani@polyu.edu.hk),
English Language Centre, The Hong Kong Polytechnic University

Abstract

This session aims to share the experience of developing self-learning materials for reflection writing in the university, which includes (i) paper-based activities designed for SPEED, PolyU, and (ii) online videos and relevant activities developed for the sub-genre project. Following this, participants will be invited to share their ideas on how the self-learning materials can be developed better, with the discussion questions below.

1. How significant is reflection writing in your teaching/ your institution as a whole?
2. What is your experience in developing genre-based learning materials?
3. What do you think are the students' strengths and weaknesses in reflection writing in general?
/ What kind of support do you think the students would most need in their reflection writing experience?
4. How would you modify the self-learning material pack introduced in this session so that it responds to your students' needs better?

Biodata

Ms Man Chan is a Language Instructor at the English Language Centre of the Hong Kong Polytechnic University. Before joining the ELC, she taught at Monash University and City University of Hong Kong. She is currently involved in various projects at the ELC, PolyU, such as the "ELC Massive Open Online Course (MOOC)" and "Reading and Writing Requirements". Her professional interests include Hong Kong English and cross-cultural communication.

Ms Shari Lughmani is a senior lecturer at the English Language Centre at Hong Kong Polytechnic University. She leads the English Writing Requirement programme, and the UGC-funded project 'Literacies in the Disciplines', both of which make use of genre analysis. Shari also teaches Creative Writing.

Roundtable

How can we provide models and utilize group activities without stifling creativity?

Leader
Mr Sean Grant (SGrant@umac.mo),
English Language Centre,
University of Macau

Abstract

Researchers and practitioners in the field of creativity suggest a process approach and thinking independently for encouraging divergent thinking. Despite this, students often seek out models of creative products they are working on, and group activities can often result in convergent rather than divergent ideas being generated.

The questions that will be discussed in this session include:

- *To what extent does providing models to students inhibit creativity?*
- *To what extent does group work inhibit student creativity?*
- *How can we design group work tasks to minimize the negative impact on creativity?*
- *How can we can we maintain divergent thinking in students who seek out models of creative products?*

Biodata

Mr Sean Grant is a Senior Instructor at the University of Macau. He is also currently a doctoral candidate at the University of Auckland where he is exploring the relationship between task-based language learning and creativity.

Workshop

To use or not to use: The influence of first language on the second language composing process

Leader
Dr Daisy Zou (daisy.zou@polyu.edu.hk),
English Language Centre,
The Hong Kong Polytechnic University

Abstract

In contrast to the traditional English teaching philosophy which emphasized the significance of thinking and writing completely in English at all stages of writing process, increasingly more researchers argue that good use of first language (L1) can positively influence second language (L2) writing. This workshop involves a review of possible facilitative effects of L1 on L2 writing in aspects like content generation and organization, syntactic complexity, cognitive processing and release of writing anxiety. Participants will be invited to brainstorm pedagogical implications of L1 use in the L2 composing process, based on which, a bank of practical guidelines will be created.

Biodata

Dr Daisy Zou is an Instructor at the English Language Centre of the Hong Kong Polytechnic University. She believes in multimedia computer assisted instruction and task-based language teaching which creatively integrates materials in which students are interested. Her research interests include second language acquisition, computer-assisted language learning and e-learning systems.

Invited Speaker

Ms Kelly Falconer
Founder – *Asia Literary Agency*
www.asialiteraryagency.org

Ms Kelly Falconer

Topic   The publishing industry in London

Abstract

What's hot, what's not, and how to capture the attention of the editors and agents you submit to.

Biodata

Ms Kelly Falconer is the founder of the Asia Literary Agency, which represents Asian writers, experts on Asia and writers living in the region. She has contributed to the *Financial Times*, the *Times Literary Supplement* and the *Spectator* magazine, and has worked as an editor in London for a variety of publishers including Weidenfeld & Nicolson and *Granta* magazine. In 2012, she was the literary editor of the Hong Kong-based *Asia Literary Review*.

Invited Speaker

Mr Nury Vittachi
Author – '*The Feng Shui Detective'*
http://www.mrjam.org/

Mr Nury Vittachi

Topic   The five mistakes that stop writers going global

Abstract

In a world of self-publishing and digital media, everybody's a writer. But these so-called opportunities are actually widening the gap between would-be writers and professional authors, warns Nury Vittachi. Shortcuts are leading aspiring writers to miss the boat.

Biodata

Mr Nury Vittachi has written many novels for major publishers distributed in multiple languages around the world. He is best known for The Feng Shui Detective series (St Martin's Press). He's been shortlisted for science fiction and crime-writing awards, and is chairman of Asia's biggest writers' association.

Roundtable

Creating creativity in the EAP classroom

Leaders
Mr Geff Heathman (g.heathman@polyu.edu.hk),
English Language Centre,
The Hong Kong Polytechnic University

Mr David Barnard (david.barnard@polyu.edu.hk),
English Language Centre,
The Hong Kong Polytechnic University

Abstract

Students are often expected to show originality and creativity in their work. Yet, the EAP classroom often focuses on form and function; creativity is often conspicuously absent. Language creativity could increase along with awareness of form and function through word play games. This roundtable discussion will focus on the value of word play games within EAP courses in order to nourish creative juices within students. Could word play games provide a welcome reprieve from the mundane onslaught of EAP activities and lectures? Can students develop creativity and language awareness at the same time? Which word play games are most effective?

Biodata

Mr Geff Heathman is an Instructor at the Hong Kong Polytechnic University and has taught English in Asia for 20 years. His current interests include curriculum design, assessment, professional development, and process writing. His past research has focused on fostering learner autonomy, multimedia design and communication, and collaborative learning environments.

Mr David Barnard has been an English language teacher for around 12 years, teaching in Poland, Brazil, South Korea, China and is now an instructor at the PolyU. He's a fan of all types and manner of games and strongly believes that 'a game a day can keep the doctor away'.

Organising Committee

Advisor and Centre Director: **Dr Bruce Morrison**
Convenor: **Shari Lughmani**
Event Coordinator: **Lucas Kohnke**

Keynote liaison: **Shari Lughmani, Lucas Kohnke and Billy Chan**
Content editing and session leaders liaison: **Geffrey Heathman**
Abstract review and communication: **Svetlana Chigaeva**
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Hospitality: **Helen Yu and Caitlin Feenstra**
IT and web coordinator: **Dennis Foung**
Master of Ceremonies: **Shari Lughmani, Caitlin Feenstra, Geffrey Heathman**

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Polly Chan
Kit Cheung
Emily Chan

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Dr Voyce Li
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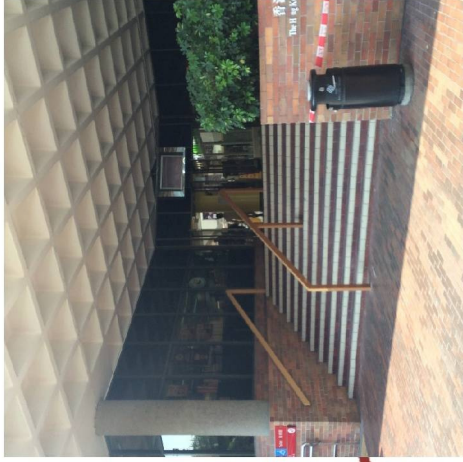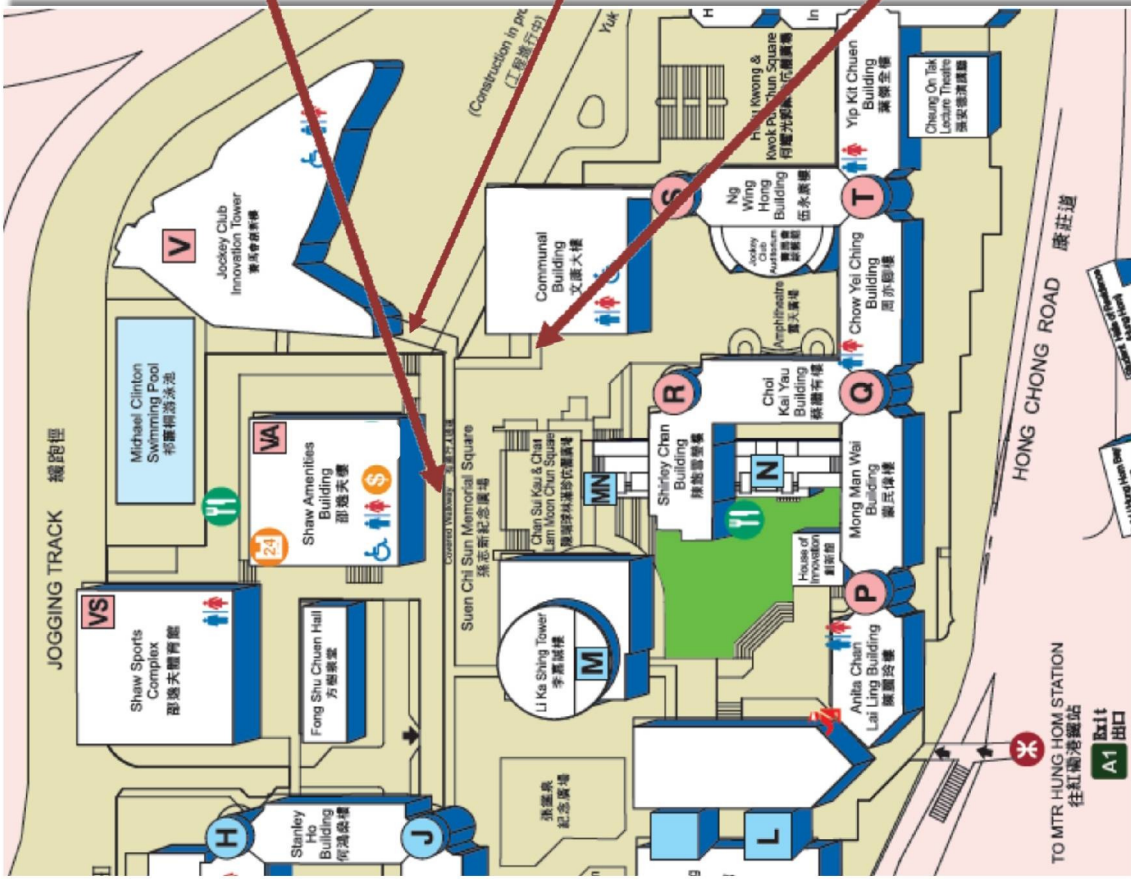**Peggy Lui**

Audio Visual Team
Marie Ng
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Logo Designer: **Daniel Li (**Student from the Institute of Textiles & Clothing)

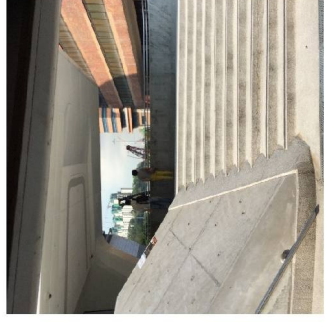Student Assistants: **Rachel Lin and Steven Yao**

Campus Map

Convenience Store - Podium floor of Shaw Amenities Building
(photo taken at the entrance of the building on the podium floor)

Venue of Writing Roundtable 2015:
Entrance of the building

Venue of Writing Roundtable 2015:
3/F of Jockey Club Innovation Tower

Lunch - Staff Restaurant (南北小廚): 4/F Communal Building
(photo taken at the entrance of the building, on the podium floor)

Catering Outlets