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Barley Mak has been training primary and secondary English language teachers at the undergraduate and postgraduate levels in Hong Kong and New Zealand for many years. The undergraduate and postgraduate courses she has taught include English Language Teaching methodology, English for specific purposes, professional development of English language teachers, psycholinguistics, and research methodology. She is the founding Programme Director of the Master of Arts in English Language Teaching and has been working on a strategic plan to launch an Ed.D in English Language Teaching. Her publications have appeared in internationally referred journals, for example, Asia-Pacific Education Researcher, Asia Pacific Education Review, Educational Review, English Language Teaching Journal, Language Testing and System.

Barley Mak is the founding Director of the Centre for Enhancing English Learning and Teaching (CEELT), which operates a number of research and development projects, among which are the Writing for Integrated Teacher Education Project (WriTE) and the Support Measures for Invigorating the Learning of English (SMILE) Project.

She has conducted various public-funded research projects (e.g., the Quality Education Fund, the Language Fund, Hong Kong Education Bureau funding, Hong Kong Education City funding). Since 2001, she has secured over HK\$37,300,000 external funding for her research projects (of which over HK\$26,000,000 has been in the capacity as the principal investigator). She has also been awarded internal funding amounting to over HK\$500, 000.

Barley Mak has served on a number of prominent HKSAR teacher education committees, for example, the Task Force on Language Benchmark Training Arrangements (English) of the Advisory Committee on Teacher Education and Qualifications; the Working Group on Implementing SCOLAR Recommendations on Qualifications and Training (Administrative Arrangements).

Her research areas are teacher professional development, language learning anxiety, language testing and assessment as well as second language writing and reading.