

Publications

Refereed journal articles

1. Chan, A.Y.W. (1998). Formal criteria for interpreting Chinese serial verb constructions. *Communications of COLIPS*, 8.1: 13-29.
2. Chan, A.Y.W. (1999). Notes on the classifications of Chinese serial verb constructions. *Journal of the Chinese Language Teachers' Association*, 34.1: 1-20.
3. Li, D.C. S. and Chan, A.Y.W. (1999). Helping teachers correct structural and lexical English errors. *Hong Kong Journal of Applied Linguistics*, 4.1: 79-102.
4. Chan, A.Y.W. (2000). A study of English non-parallel structures – typology, causes and rectification. *EA Journal*, 18.2: 21-30.
5. Chan, A.Y.W. (2000). Chinese serial verb constructions with experiential aspect marker – syntactic representations and semantic interpretations. *Communications of COLIPS*, 10.1: 69-97.
6. #Chan, A.Y.W. and Li, D.C.S. (2000). English and Cantonese phonology in contrast: explaining Cantonese ESL learners' English pronunciation problems. *Language, Culture and Curriculum*, 13.1: 67-85.
7. Chan, A.Y.W. (2001). Iconicity in Chinese serial verb constructions. *Journal of the Chinese Language Teachers' Association*, 36.2: 77-96.
8. #Chan, A.Y.W. and Taylor, A. (2001). Evaluating learner dictionaries: what the reviews say. *International Journal of Lexicography*, 14.3: 163-180. Reprinted in Hartmann, R. R. K. (ed.) (2003). *Lexicography: Critical Concepts in Linguistics*. New York: Routledge, Vol. 1, 254-273.
9. Li, D.C.S. and Chan, A.Y.W. (2001). Form-focused negative feedback: correcting three common errors. *TESL Reporter*, 34.1: 22-34.
10. *#Chan, A.Y.W. (2002). Syntactic structures of Chinese serial verb constructions. *Journal of Chinese Linguistics*, 30.1: 16-38.
11. Chan, A.Y.W., Kwan, B.S.C. and Li, D.C.S. (2002). An algorithmic approach to error correction: correcting three common errors at different levels. *JALT Journal*, 24.2: 201-216.
12. Chan, A.Y.W., Kwan, B.S.C. and Li, D.C.S. (2002). Helping students overcome the *somewhere has something* Problem. *Guidelines*, 4.1: 14-18.
13. #Chan, A.Y.W. and Li, D.C.S. (2002). Form-focused remedial instruction: an empirical study. *International Journal of Applied Linguistics*, 12.1: 24-53.
14. Chan, A.Y.W. (2003). Alerting students to the correct use of *until* using an algorithmic approach. *The ORTESOL Journal*, 22: 69-78.
15. Chan, A.Y.W., Kwan, B.S.C. and Li, D.C.S. (2003). Tackling the 'independent clause as subject' problem. *Asian Journal of English Language Teaching*, 13: 107-117.
16. Chan, A.Y.W., Li, D.C.S. and Kwan, B.S.C. (2003). Misplacement and misuse of *very*: helping students overcome the *very + VERB* problem. *The English Teacher: An International Journal*, 6.2: 125-132.
17. Kwan, B.S.C., Chan, A.Y.W. and Li, D.C.S. (2003). 'According to X, X said ...' a consciousness-raising approach to helping Cantonese speakers overcome problems in topic-comment structures. *Asia Pacific Journal of Language in Education*, 5.2: 87-94.
18. #Chan, A.Y.W. (2004). Noun phrases in Chinese and English: a study of English structural problems encountered by Chinese ESL students in Hong Kong. *Language, Culture and Curriculum*, 17.1: 33-47.
19. *Chan, A.Y.W. (2004). Syntactic transfer: evidence from the interlanguage of Hong Kong Chinese ESL learners. *The Modern Language Journal*, 88.1: 56-74.
20. Chan, A.Y.W. (2004). The boy who Mary loves him is called John: a Study of the resumptive pronoun problem and its correction strategies. *Hong Kong Journal of Applied Linguistics*, 9.1: 53-69.

21. Chan, A.Y.W. (2005). Tactics employed and problems encountered by university English majors in Hong Kong in using a dictionary. *Applied Language Learning*, 15.1&2: 1-28.
22. *#Chan, A.Y.W. (2006). An algorithmic approach to error correction: an empirical study. *Foreign Language Annals*, 39.1: 131-147.
23. #Chan, A.Y.W. (2006). Cantonese ESL learners' pronunciation of English final consonants. *Language, Culture and Curriculum*, 19.3: 296-313.
24. #Chan, A.Y.W. (2006). Strategies used by Cantonese speakers in pronouncing English initial consonant clusters: insights into the interlanguage phonology of Cantonese ESL learners in Hong Kong. *International Review of Applied Linguistics in Language Teaching*, 44.4: 331-355.
25. *#Chan, A.Y.W. (2007). The acquisition of English word-final consonants by Cantonese ESL learners in Hong Kong. *Canadian Journal of Linguistics*, 52.3: 231-253.
26. Chan, A.Y.W. (2009). Helping Cantonese ESL learners overcome their difficulties in the production and perception of English speech sounds. *English Language Teaching World Online: Voices from the Classroom*, 1. Retrieved December 5 2009 from <http://blog.nus.edu.sg/eltwo/2009/12/05/helping-cantonese-esl-learners-overcome-their-difficulties-in-the-production-and-perception-of-english-speech-sounds/>
27. *#Chan, A.Y.W. (2010). Advanced Cantonese ESL learners' production of English speech sounds: problems and strategies. *System*, 38.2: 316-328.
28. *#Chan, A.Y.W. (2010). An investigation into Cantonese ESL learners' acquisition of English initial consonant clusters. *Linguistics*, 48.1: 99-141.
29. *#Chan, A.Y.W. (2010). Toward a taxonomy of written errors: investigation into the written errors of Hong Kong Cantonese ESL learners. *TESOL Quarterly*, 44.2: 295-319.
30. *#Chan, A.Y.W. (2011). Bilingualized or monolingual dictionaries? preferences and practices of advanced ESL learners in Hong Kong. *Language, Culture and Curriculum*, 24.1: 1-21.
31. *#Chan, A.Y.W. (2011). The perception of English speech sounds by Cantonese ESL learners in Hong Kong. *TESOL Quarterly*, 45.4: 718-748.
32. *#Chan, A.Y.W. (2012). Cantonese English as a second language learners' perceived relations between "similar" L1 and L2 speech sounds: a test of the Speech Learning Model. *The Modern Language Journal*, 96.1: 1-19.
33. *#Chan, A.Y.W. (2012). Cantonese ESL learners' use of grammatical information in a monolingual dictionary for determining the correct use of a target word. *International Journal of Lexicography*, 25.1: 68-94.
34. *#Chan, A.Y.W. (2012). The use of a monolingual dictionary for meaning determination by advanced Cantonese ESL learners in Hong Kong. *Applied Linguistics*, 33.2: 115-140.
35. *#Chan, A.Y.W. (2012). Advanced Cantonese ESL learners' use of a monolingual dictionary for language production. *Lexikos*, 22: 109-138.
36. Chan, A.Y.W. (2012). Teaching the concept of allophones using analogies. *TESL Reporter*, 45.2: 71-73.
37. Chan, A.Y.W. (2013). The discrimination of English vowels by Cantonese ESL learners in Hong Kong: a test of the Perceptual Assimilation Model. *Open Journal of Modern Linguistics*, 3.3: 182-189.
38. *#Chan, A.Y.W. (2014). The perception and production of English speech sounds by Cantonese ESL learners in Hong Kong. *Linguistics*, 52.1:35-72.
39. *#Chan, A.Y.W. (2014). Using LDOCE5 and COBUILD6 for meaning determination and sentence construction: What do learners prefer? *International Journal of Lexicography*, 27.1: 25-53.
40. *#Chan, A.Y.W. (2014). How can ESL students make the best use of learners' dictionaries? – Fostering dictionary skills for lifelong learning. *English Today*, 30.3: 33-37.
41. *#Chan, A.Y.W. (2016). How much do Cantonese ESL learners know about the English article system? *System*, 56: 66-77.
42. Chan, A.Y.W. (2017). Why do Hong Kong Cantonese ESL learners choose a certain English article for use? *Asian Journal of Applied Linguistics*, 4.1: 16-29.

43. *#Chan, A.Y.W. (2017). The effectiveness of using a bilingualized dictionary for determining noun countability and article selection. *Lexikos*, 27: 183-213.
44. Chan, A.Y.W. (2019). L1 influence on the acquisition of English articles by Cantonese ESL learners in Hong Kong: Presence or absence? *Journal of Language and Communication*, 6.1: 103-113.
45. +#Chan, A.Y.W. (2019). Use and misuse of the English “the”: A case of Hong Kong Cantonese ESL learners. *The Journal of Asia TEFL*, 16.3: 859-875.
46. *#Chan, A.Y.W. (in press). Typology and contexts of article errors: Investigation into the use of English articles by Hong Kong Cantonese ESL learners. *International Review of Applied Linguistics in Language Teaching*. Advance online publication. <https://doi.org/10.1515/iral-2018-0268>
47. +#Chan, A.Y. W. (2021). Using metalinguistic explanations to help advanced ESL/EFL learners overcome their problems with the use of English articles and reference representation. *TESOL Journal*, 12.2: e559.

* Social Sciences Citation Index (SSCI-) or Arts and Humanities Citation Index (AHCI-) listed

Scopus-listed

+ Emerging Sources Citation Index (ESCI-) listed

Refereed book chapters:

1. Chan, A.Y.W. (1996). The truth-conditional treatment of ambiguity and Chinese serial verb constructions. In B. S. Park and J. B. Kim (Eds.), *Language, information and computation*. Language Education and Research Institute, Kyung Hee University, 73-82.
2. Chan, A. and Loong, Y. (1999). Establishing criteria for evaluating a learner's dictionary. In R. Berry, B. Asker, K. Hyland, and M. Lam (Eds.), *Language analysis, description and pedagogy*. Hong Kong: Hong Kong University of Science and Technology, 298-307.
3. Li, D.C.S. and Chan, A.Y.W. (2000). Form-focused negative feedback: toward a pedagogically sound model of remedial instruction. In D.C.S. Li, A. Lin and W.K. Tsang (Eds.), *Language and education in postcolonial Hong Kong*. Hong Kong: Linguistic Society of Hong Kong, 333-351.
4. Chan, A.Y.W. and Taylor, A. (2003). Evaluating learner dictionaries: what the reviews say. In R. R. K. Hartmann (Ed.), *Lexicography: critical concepts in linguistics*. New York: Routledge, Vol. 1, 254-273. (A reprint of Chan and Taylor (2001). Evaluating Learner Dictionaries: What the Reviews Say. *International Journal of Lexicography*, 14.3: 163-180.)

Publications in professional journals/magazines

1. Chan, A.Y.W. (1999). Edit your own writing. *Modern English Teacher*, 8.4: 39-40.
2. Chan, A.Y.W. (2004). Although ... but; Because ... so: why can't they be used together? *Modern English Teacher*, 13.2: 24-25.
3. Chan, A.Y.W. (2008). Ideas for teaching ergative verbs to ESL students. *Internet TESL Journal*, XIV.1, January 2008.
(Retrieved from <http://iteslj.org/Techniques/Chan-ErgativeVerbs.html>)
4. Chan, A.Y.W. (2009). Piecing it together. *Modern English Teacher*, 18.4: 44-46.
5. Chan, A. (2009). That word. *English Teaching Professional*, 60: 20-21.

Refereed publications in conference proceedings:

1. Chan, A.Y.W. (1997). Entailment relations between the different interpretations of an ambiguous Chinese serial verb construction. *Proceedings of the 8th North American Conference on Chinese Linguistics*, University of Illinois at Urbana-Champaign, Illinois, USA, pp. 1-14.
2. Chan, A.Y.W. (1998). Temporal sequence and Chinese serial verb constructions. *Proceedings of the 9th North American Conference on Chinese Linguistics*, University of Victoria, B.C. Canada, pp. 17-34.
3. Chan, A.Y.W. (2004). ESL learners' difficulties in learning English final consonants. *Proceedings of the Korea Association of Teachers of English 2004 International Conference*, Seoul National University, Korea, pp. 59-62.
4. Chan, A.Y.W. (2005). An investigation into Cantonese ESL learners' acquisition of English onsets. *Proceedings of the 7th Annual International Conference of the Japanese Society for Language Sciences*, Sophia University, Japan, pp. 129-131.
5. Chan, A.Y.W. (2005). Strategies used by Cantonese ESL learners in pronouncing English onsets. *Proceedings of the Korea Association of Teachers of English 2005 International Conference*, Korea University, Korea, pp. 45-48.
6. Chan, A.Y.W. (2009). Does mother tongue influence have a greater effect on L2 speech perception or production? a study of the learning of English by Cantonese ESL learners in Hong Kong. *Proceedings of the Phonetics Teaching and Learning Conference 2009*, University College London, London, U.K., pp. 31-34. (Also retrieved from http://www.phon.ucl.ac.uk/ptlc/ptlc2009/ptlc2009-proceedings/ptlc2009_CHAN_001_ed.pdf).
7. Chan, A.Y.W. (2009). Does perception inform production? A case of Cantonese ESL learners. *Proceedings of the Korea Association of Teachers of English 2009 International Conference*, Ewha Womans University, Korea, pp.167-169.
8. Chan, A.Y.W. (2012). What problems do ESL learners encounter in the use of a monolingual dictionary for language production? *Proceedings of the Annual International Conference on Language, Literature & Linguistics 2012*, Hotel Fort Canning, Singapore, pp.1-3.
9. Chan, A.Y.W. (2012). A comparison between COUBILD, LDOCE5 and CALD3: efficacy and effectiveness of the dictionaries for language comprehension and production. *Proceedings of the 15th EURALEX International Congress*, University of Oslo, Oslo, Norway, pp. 606-612.
10. Chan, A.Y.W. (2015). Making your phonetics and phonology lessons interesting. *Proceedings of the Phonetics Teaching and Learning Conference 2015*, University College London, London, U.K., pp. 35-38.
(Also retrieved from http://www.ucl.ac.uk/pals/study/cpd/cpd-courses/ptlc/proceedings_2015/PTLC_2015_Chan.pdf)

Other Outputs (Internal Publications)

1. Li, D.C.S. and Chan, A.Y.W. (1999). Correcting two common ESL errors. *TESL- HK*, 4: 4-5.
2. Taylor, A. and Chan, A. (2000). Choosing a dictionary for students or ourselves. *TESL-HK*, 5: 10.
3. Chan, A.Y.W. (2001). Games for teaching long and short vowels. *TESL-HK*, 6: 6.
4. Chan, A.Y.W. (2004). An investigation into the effectiveness of an algorithmic approach to error correction. *Perspectives*, 16.2.

Editorship

1. Editor of *TESL-HK*, Issue No. 4, July 1999.