<table>
<thead>
<tr>
<th></th>
<th>CONTENTS</th>
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<td>Introduction</td>
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<td>Vision</td>
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<td>English Language Teaching</td>
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<td>CAES Committees</td>
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<td>30</td>
<td>Staff List</td>
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</table>
Introduction

Perhaps the biggest event for The Centre for Applied English Studies (CAES) this year was hosting the *Faces of English* 2 conference around the theme of specialized academic and professional English. For three days at the beginning of June over 530 people from 30 countries gave almost 300 presentations at one of the biggest ESP and EAP conferences ever held. Because the conference theme was directly relevant to the research and teaching that goes on in the Centre, 17 colleagues, and all our PhD students, presented and many of them went to the sessions. The conference was a success, however, not because of the presentations, catering or activities, but the energy, commitment and cheerfulness of Centre colleagues who created a fantastic atmosphere which was appreciated by everyone who attended. *Faces 2* helped establish CAES as a leading EAP centre and people left asking when we would host *Faces 3*!

In terms of teaching, during the year we continued to offer quality, specialised academic language education to students throughout the university. Since the curriculum reform of 2012, we have been tasked with offering courses for the 12-credit English requirement for undergraduates at HKU. Almost all 3,000 freshmen take our Core University English (CUE) course, the largest course at HKU, which provides a general academic English course to bridge the gap between the kind of English that students studied at secondary school and the disciplinary English they will need from the second year onwards. In subsequent years, they take one of our 33 English-in-the-Discipline (ED) courses which requires them to engage with the literacy demands and expectations of their major discipline. CAES is therefore at the heart of students’ experience here at the University of Hong Kong (HKU).

In addition to this credit-bearing academic literacy support to undergraduate students, we provide a variety of courses for all research postgraduate students [through the Graduate School], courses for HKU administrative/clerical staff, a long-running Master of Arts in Applied Linguistics, and supervision for our own group of 10 or so PhD students. We also conduct research into issues related to language education and seek to reach out to the broader educational community in Hong Kong and internationally. Our one-year full-time Master of Arts in Teaching English to Speakers of Other Languages (TESOL), taught in partnership with colleagues in the Faculty of Education, has expanded with huge interest.
from around the region. Over the last year the Centre has expanded its range of out-of-class learning opportunities and sought new ways of integrating technology more closely into our courses. We have also expanded our provision of consultations and small group discussion opportunities in the Learning Commons and continued our successful English Teaching Assistant (ETA) scheme, bringing three overseas teachers to initiate language activities around the campus.

Overall, in 2016-17 we taught 6,428 undergraduate students in credit-bearing courses (including 2,972 in CUE), 802 students in summer workshops, staff courses and other programmes, 204 students in Summer English Support Programme and 1,756 students in postgraduate courses. We also conducted 4,491 self-access consultations in the Learning Commons and graduated 38 students from our MAAL programme. We also continued to teach 9 full-time and 2 part-time students on our PhD programme. We graduated five PhD students this year.

This teaching is conducted in an environment which values research and professional development. We have a full programme of PD sharing sessions and research seminars each year and a number of active Special Interest Groups around issues ranging from postgraduate writing to autonomy. We have also been successful over the year in gaining 2 Teaching Development Grants to research and improve our courses. In June we were awarded University Grants Council funding of HK$8.5 million for three CAES led collaborative projects to develop a professional development hub, a Student-Tutor Writing Consultation Programme and employ additional English Teaching Assistants. Another project to develop a multimodal online literacy lab, co-led by CAES, was awarded another HK$3.8 million.

Finally, 2017 marks my final year as Director of this centre as I return to the UK to take-up a post-retirement part-time professorship at the University of East Anglia. I feel privileged and fortunate to have held this position as CAES director and to have worked with so many committed and knowledgeable colleagues here. Together I believe we have had a significant influence in strengthening academic literacy at HKU, encouraging the professional development of teachers, promoting language research, and enhancing the life chances of many students. I also believe that, by our example, we have provided of what a language centre can achieve which has had an impact beyond this campus.

Professor Ken Hyland  
Director  
Chair Professor of Applied Linguistics  
September 2017
The Centre for Applied English Studies aims to be recognized as a regional and international leader in the field of second language education through teaching, research and innovation. In this way, we will continue to make a vital contribution to the University of Hong Kong as a leading English-medium university.
In 2016-2017, the following courses were offered:

### Regular undergraduate enhancement courses:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>CAES Code</th>
<th>Course</th>
<th>Year</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>1000</td>
<td>Core University English</td>
<td>1</td>
<td>2,972</td>
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<tr>
<td>Architecture</td>
<td>9120</td>
<td>Communication Course for Architecture Students</td>
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<td>91</td>
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<td></td>
<td>9121</td>
<td>Communication Course for Real Estate &amp; Built Environment Students</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td>Arts</td>
<td>9201</td>
<td>Academic English: Countries and Cultures</td>
<td>2</td>
<td>151</td>
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<tr>
<td></td>
<td>9202</td>
<td>Academic English: Literary Studies</td>
<td>2</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>9203</td>
<td>Academic English: Philosophy and the History of Ideas</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>9204</td>
<td>Academic English: History</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>9205</td>
<td>Academic English: Language Studies</td>
<td>2</td>
<td>143</td>
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<tr>
<td></td>
<td>9206</td>
<td>Academic English: Creative and Visual Arts</td>
<td>2</td>
<td>48</td>
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<tr>
<td>Business &amp; Economics</td>
<td>9920</td>
<td>Academic Communication for Business and Economics</td>
<td>2</td>
<td>664</td>
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<tr>
<td>Dentistry</td>
<td>9350</td>
<td>Academic English for Dentistry</td>
<td>5</td>
<td>51</td>
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<tr>
<td>Education</td>
<td>9420</td>
<td>Academic English for Information Management Students</td>
<td>3</td>
<td>48</td>
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<tr>
<td></td>
<td>9421</td>
<td>Academic English for Speech &amp; Hearing Sciences Students</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>9423</td>
<td>Academic English for Education Students</td>
<td>2</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>9430</td>
<td>Academic English for Applied Child Development Students</td>
<td>3</td>
<td>30</td>
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<tr>
<td>Engineering</td>
<td>9531</td>
<td>Technical English for Medical Engineering</td>
<td>3</td>
<td>21</td>
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<tr>
<td></td>
<td>9532</td>
<td>Technical English for Industrial and Manufacturing Systems Engineering</td>
<td>3</td>
<td>5</td>
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<tr>
<td></td>
<td>9540</td>
<td>Technical English for Civil Engineering</td>
<td>4</td>
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<tr>
<td></td>
<td>9541</td>
<td>Technical English for Electrical and Electronic Engineering</td>
<td>4</td>
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<tr>
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<td>9542</td>
<td>Technical English for Computer Science</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>9544</td>
<td>Technical English for Mechanical Engineering</td>
<td>4</td>
<td>126</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>2021</td>
<td>2022</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9422</td>
<td>Academic English for Exercise &amp; Health Students</td>
<td>2</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>9720</td>
<td>English for Clinical Pharmacy</td>
<td>2</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>9721</td>
<td>Academic Communication for Nursing Students</td>
<td>2</td>
<td>191</td>
<td></td>
</tr>
<tr>
<td>9722</td>
<td>Academic English for Biomedical Sciences Students</td>
<td>2</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>9730</td>
<td>English for Clinical Clerkship for Chinese Medicine Students</td>
<td>3</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>9740</td>
<td>English for Clinical Clerkships</td>
<td>4</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>9820</td>
<td>Academic English for Science Students</td>
<td>2</td>
<td>570</td>
<td></td>
</tr>
<tr>
<td>9921</td>
<td>Great Speeches: Rhetoric and Delivery</td>
<td>2</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>9922</td>
<td>Language, Genre and Reports</td>
<td>2</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>9923</td>
<td>Writing Psychology: Text and Context</td>
<td>2</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>9924</td>
<td>Language and Style of Narrative Journalism</td>
<td>2</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>9925</td>
<td>Academic and Professional Literacies in Social Work</td>
<td>2</td>
<td>40</td>
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</tr>
<tr>
<td>9930</td>
<td>Dissertation Writing in the Social Sciences</td>
<td>3</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal: 6,428
### Postgraduate courses (2016 – 17):

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Writing for Medical Sciences</td>
<td>67</td>
</tr>
<tr>
<td>MEd/MSc Writing Workshops</td>
<td>245</td>
</tr>
<tr>
<td>EdD Thesis Writing Workshop</td>
<td>23</td>
</tr>
<tr>
<td>Academic Writing Skills Workshop for MA (TESOL) students</td>
<td>56</td>
</tr>
<tr>
<td>Intensive English for Postgraduate Students</td>
<td>96</td>
</tr>
<tr>
<td>Introduction to Thesis Writing (The Humanities &amp; Related Disciplines)</td>
<td>145</td>
</tr>
<tr>
<td>Introduction to Thesis Writing (The Sciences &amp; Related Disciplines)</td>
<td>455</td>
</tr>
<tr>
<td>Effective Academic Speaking Skills</td>
<td>43</td>
</tr>
<tr>
<td>Writing Right: Writing Accurately and Clearly</td>
<td>61</td>
</tr>
<tr>
<td>Effective Conference Preparation and Participation</td>
<td>39</td>
</tr>
<tr>
<td>Getting Published in Academic Journals (Sciences)</td>
<td>6</td>
</tr>
<tr>
<td>Getting Published in Academic Journals (Humanities)</td>
<td>29</td>
</tr>
<tr>
<td>Managing Your Confirmation Seminar and Viva</td>
<td>19</td>
</tr>
<tr>
<td>Dissertation Writing for MSc Computer Science</td>
<td>203</td>
</tr>
<tr>
<td>MSc Computer Science Proofreading Workshop</td>
<td>127</td>
</tr>
<tr>
<td>MSc Computer Science Presentation Workshop</td>
<td>100</td>
</tr>
<tr>
<td>Writing Workshops for Students of MSocSci in Criminology</td>
<td>42</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>1,756</strong></td>
</tr>
</tbody>
</table>

### Other courses (2016 – 17):

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Academic English Writing Workshop for Nursing Undergraduates</td>
<td>22</td>
</tr>
<tr>
<td>Dissertation Writing for Year 4 Speech and Hearing Sciences</td>
<td>49</td>
</tr>
<tr>
<td>Medical/Dental Terminology Workshop</td>
<td>76</td>
</tr>
<tr>
<td>Dissertation Writing for Year 4 Undergraduate Students – Bachelor of Education in Language Education &amp; Liberal Studies</td>
<td>10</td>
</tr>
<tr>
<td>Intensive Summer English Course, Kyoto Women’s University</td>
<td>16</td>
</tr>
<tr>
<td>Summer Institute</td>
<td>391</td>
</tr>
<tr>
<td>English courses for HKU Non-academic staff</td>
<td>194</td>
</tr>
<tr>
<td>Summer Institute in the Arts and Humanities</td>
<td>44</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>802</strong></td>
</tr>
</tbody>
</table>

**Total no. of HKU students taught**: 8,732  
**Total no. of staff/external students taught**: 254  
**Self-Access Consultations**: 4,491  
**Summer English Support Programme**: 204
SUMMER COURSES
The Centre offered a wide variety of summer courses from June to August 2017 as follows:

Summer Institute for Students
In the 2016-2017 academic year, the Centre continued to offer its own Summer Institute from June 5 to June 30. Three hundred and ninety one students (220 undergraduates and 171 postgraduates) were enrolled in these courses.

List of courses:
- English Pronunciation
- Grammar Improvement for Effective Communication
- English Vocabulary Building
- R.I.S.E.- Resume & Interview Skills in English
- Worlds of Language: Learn English through Creative Writing
- IELTS Speaking
- IELTS Writing
- IELTS Reading and Listening
- Using the Right Tone and Style in Academic Writing
- Writing and Speaking Effectively in the Workplace
- "So, you think you can talk?": How NOT to sound and look like a fool
- Academic Discussion and Presentation Skills- Exploring Japanese Subculture

Summer English Support Programme
To help students work on their English skills continuously during the summer period, the Centre offered a Summer English Support Programme from June 5 to July 28 to provide:

1. 30-minute one-to-one English support sessions in which students either practised speaking with a CAES teacher or received feedback on a sample of their writing. The teacher diagnosed weaknesses in the student’s speaking or writing, and advised the student on ways of improvement and self-access resources for future independent learning;
2. one-hour group discussion sessions in which groups of up to eight students practised speaking through discussion of current issues and other topics moderated by a CAES teacher. Students reflected on their own performance, shared ideas for improvement at the end of each discussion and received feedback from the teacher.

Both activities were popular with HKU undergraduate and postgraduate students. A total of 204 individual students (141 undergraduates and 63 postgraduates) attended the programme among which 146 participated in the one-to-one sessions and 58 in the group discussions.
English Courses for the Summer Institute in the Arts and Humanities

Forty-four students participated in the following English courses offered as part of the Summer Institute in the Arts and Humanities in collaboration with the Faculty of Arts from July 17 to August 4.

**English Discussion Skills: Critical Discussions on China**

This is an advanced speaking skills course that aims to improve students’ ability to discuss critical issues in English. Students are exposed to a range of views on specific issues in Chinese culture and society, and are required to discuss these issues with others. The course uses a number of scholarly readings on China as starting points for discussions, and students are required to do some reading to prepare for lessons. Students will receive focused advice on how to improve their speaking skills.

**English for Effective Communication in Business and Social Contexts**

This course aims to develop students’ business and social communication skills. Areas covered include negotiation and telephoning skills and writing business correspondence such as email, business letters and investigative reports; as well as oral and presentation skills in both informal and formal social contexts such as meeting new friends and interacting at social gatherings. Students will be given extensive opportunities to practice and apply the skills through a variety of speaking tasks and an end-of-course social function.

**Academic Writing and Critical Reading**

This is an advanced academic writing skills course that aims to enhance students’ writing abilities in academic contexts. Students are exposed to a number of scholarly texts on selected topics, and analyze these texts through critical reading and discussions in class. Students are then required to respond to these readings to write well-structured and stylistically appropriate academic papers. Students will receive focused advice and constructive feedback from both their peers and teachers on how to improve their writing skills.
Self-Access Language Learning

CAES provided the English Language Advisory Services in Zone R, Chi Wah Learning Commons (formerly the ELRC), and the Virtual English (VE) websites throughout the year to provide self-access language learning opportunities to all HKU students. CAES provision for self-access learning includes one-to-one advisory sessions; and group discussions and workshops held throughout the week on topics ranging from fine art, through current affairs to intercultural communication, with workshops for IELTS, presentation skills, pronunciation and LPATE preparation.

Use of these self-access services is voluntary, so evaluation is carried out based on the take-up of services offered. This was the second cohort of three English Teaching Assistants (ETAs) who worked full time in the Advisory Services Zone although for four months only two ETAs were employed due to the two employees leaving in November 2016 and a newly recruited ETA leaving only after one month in February 2017. However, further promotion of the services was enhanced through the work of these ETAs. These extra services and the successful promotion of the services via CAES teachers and ETAs visiting classrooms to talk to students may have contributed to the following increased student-participant use of CAES Advisory Zone (AZ) services.

According to data collected, a total number of 4,491 participants used our services during the year (4,531 in 2015-16). There were 3,159 individual consultations (2,563 in 2015-16), and 1,332 students attended discussion groups and workshops (1,968 in 2015-16).

The Peer-Tutoring Scheme, which is coordinated by CEDARS and CAES, continued to operate in Zone R of the Learning Commons from late September 2016. In 2016-17, 41 peer tutors, with 15 returning peer tutors [28 in 2015-16], who are native or expert speakers of English, provided 1,021 one-on-one 25-minute chat sessions to fellow students [1,001 in 2015-6]. A new informal peer tutor small group chat services was set up this academic year and 230 students attended these.

The breakdown of these services are as follows:
- Language advice (one-to-one consultations) by CAES teachers: 775
- Language advice (discussion and workshops) by CAES teachers: 657
  Total 1,432
- Writing support (one-to-one consultations) by CAES research postgraduates (RPGs): 832
- One-to-one and recorded consultations by ETAs: 505
- Workshop and discussions by ETAs: 445
  Total 950
- Peer one-to-one consultation by HKU students: 1,021
- Peer small group discussion: 230
  Total 1,251
- One-to-one online consultation: 26

The VE website provides information about resources in Zone R, online booking of consultations and groups, and other online services, including, since January 2014, organized links to online resources. The number of visitors to the VE site was 26,484 (33,594 in 2015-16). These can be considered either unique or returning visits. The statistical software no longer supplies information about length of visit.
Publicity about self-access learning was carried out by a combination of PowerPoint information, class visits and bulk e-mail flyers to all CAES staff and students and via HKU faculty staff. Posters and flyers were distributed around the campus at intervals throughout the year. The Facebook page has 1500+ members and there are regular posts on language and opportunities in Hong Kong for language improvement/volunteering.

CAES continued collaboration with Learning Environment Services (LES) this year to provide outreach events for English communication and cultural events. CAES is also a member of ‘Friends of the Learning Commons’ which promotes such out-of-class learning English language events with HKU staff from Common Core Office, University Museum and Art Gallery (HKUMAG), Gallant Ho Experiential Centre and LES. A new student-led discussion by a group of Business & Economics students under the name of ‘Effective Altruism’ was piloted successfully in the Advisory Zone under CAES AZ services.

English Language Support for Research Postgraduates

The Centre offers all HKU MPhil and PhD students a required core course, six workshops, and the Postgraduate Writing Support Service (via the Graduate School). In total 893 students attended these courses during the academic year. In addition, research postgraduate students are invited to access all the CAES self-access learning resources.

Introduction to Thesis Writing is the core course for research postgraduates. It aims to raise students’ awareness of the linguistic demands of writing a thesis and of possible strategies for meeting these demands. Two specialised versions of this course are offered to students in the Humanities and related disciplines, and students in Sciences and related disciplines. Feedback from students was very positive, with 82.2% and 88% of them respectively rating the course and the teachers as effective.

The workshops focus on either speaking or writing skills. The academic writing workshop helps students with those specific language points that have been observed to cause most difficulties in writing at thesis level and language use which is of particular relevance to reviewing the work of other researchers. The academic speaking skills workshop provides ample opportunities for students to practise and refine their skills for presenting their research to an audience. Two other workshops show students how to publish their research. A workshop on conference preparation and participation provides guidance on proposal writing and how to prepare for and participate in conferences. All workshops were rated very highly by the students for their usefulness. A new workshop was introduced aiming to help students maximize the effectiveness of their communication in their confirmation seminar and viva. The average workshop effectiveness was 85.7%.

The Centre also offers a special English course for selected students from non-English medium universities. It develops students’ ability to produce coherent academic texts with a strong focus on grammatical accuracy. It also aims to improve speaking skills by developing students’ confidence, fluency, pronunciation, and awareness of effective communicative strategies. This course continued to receive very high ratings, with 87.5% and 93.5% of students respectively considering the course and the teachers effective.

The Graduate Writing Support Service assists research postgraduates who have identified themselves, or who have been identified by a course tutor or thesis supervisor, as requiring special help with their academic writing.
Specially Funded English Courses (SFEC)
The Centre provides specially-designed English courses to meet the needs of specific target groups. These courses are aimed at both students and working professionals.

During the 2016-17 academic year, the Centre’s involvement in SFEC includes the following areas:

**Workplace English Courses for HKU Non-academic Staff**
Since 2008, the Centre has offered English for Professional Communication courses which aimed at improving the English skills of administrative and support staff at the University. These courses enhance staff’s level of confidence and competence in using English at different levels of employment.

In 2016-17, a total of 194 staff members benefited from the following courses:

- **Everyday Spoken Communication at Work**
- **Grammar Essentials at Work**
- **Professional English Basics**
- **Workplace Accuracy**
- **Workplace Speaking**
- **Workplace Speaking: Presenting Information (Skills-based)**
- **Workplace Writing**

**Courses/Workshops for Undergraduate and Taught-Postgraduate Programmes**
During the 2016-17 academic year, the Centre offered the following courses or writing workshops to provide English support for both undergraduate and postgraduate programmes.

At undergraduate level:

- **Dissertation Writing for Year 4 Speech and Hearing Sciences Students**
- **Dissertation Writing for Year 4 Undergraduate Students – Bachelor of Education in Language Education & Liberal Studies**
- **Medical/Dental Terminology Workshops for Dentistry Students**
- **Summer Academic English Writing Workshop for Nursing Undergraduates**

At postgraduate level:

- **Academic Writing Skills Workshop for MA(TE50L) Students**
- **Dissertation Writing for Medical Sciences – An Induction Course**
- **EdDThesis Writing Workshop**
- **Dissertation Writing for MSc Computer Science**
- **Supplementary Workshops [Proofreading & Presentation] for MSc Computer Science**
- **Writing Workshops for MSocSc in Criminology**
- **Writing Workshops for MEd Education**
- **Writing Workshops for MSc Education**

**Courses involving collaboration with overseas institutions**
The Centre also collaborates with overseas institutions to provide specific English courses targeted to their learners’ needs. During the 2016-17 academic year, the Centre offered the following course:

- **Intensive Summer English Course for Kyoto Women’s University**
Research Projects

In 2016-2017, the Centre conducted a wide range of projects, focused in the following areas:

**Academic Genres**
- Proposal for the integration of an experiential learning component into a dissertation writing course for Social Sciences (J. Lee; T. Ip)

**Assessment**
- CAES assessment policy (M. Raquel; P. Smyth; S. Boynton; N. Fong; K. Yung; B. Wo)
- Validation of the DELTA (M. Raquel; F. Fang, Hong Kong Polytechnic University; V. Man, Hong Kong Baptist University; R. Wong, City University of Hong Kong; R. Hunger, University of Macau)
- Medical terminology test (M. Raquel; S. Boynton; L. Wakefield)

**Autonomy and Language Learning**
- Online project for the improvement of university speaking (OPTIMUS) (K. Lau; D. Gardner; K. Pat; J. King, City University of Hong Kong; J. Robbins, Hong Kong Polytechnic University; H. Wong, City University of Hong Kong)
- Promoting learner autonomy through a self-access language learning (SALL) component of a taught English course (E. Law)
Discourse Analysis

- An ethnographic study of the triad mentality in Hong Kong (P. Wong)
- From transition to enculturation: The discourse of postgraduate learning at HKU (K. Lau)
- Triad discourse in three social domains: A critical discourse analysis (P. Wong)

English-in-the-Discipline

- An investigation of students' writing needs and problems in an English-in-the-discipline (ED) course for Social Sciences (J. Lee; P. Wong)
- Online support for academic writing for engineering curriculum [OSAWEC] (E. Kwan; D. Gardner; A. Ha; W. Ho)
- Epistemic and rhetorical recontextualization in undergraduate Engineering writing: A text-informed investigation (K. Ho)

Language Education

- Motivating student collaborative learning with mobile technology in EAP classrooms (L.L.C Wong; G. Lai; K. Ngeow; A. Wong; M. Zee)
- Remediating Chinese EFL speakers' pronunciation difficulties (M. Yeldham)

Pedagogy and EAP Innovation

- Peer feedback instruction and the development of evaluative capacities (A. Wong; D. Datwani)

Postgraduate Writing and Technology

- Enhancing disciplinary postgraduate thesis writing via a data-driven learning approach (L.L.C. Wong; P. Crosthwaite; L. Cheung)

Technology in Language Learning

- Case studies on how Chinese English learners in Hong Kong secondary schools mediate automated content feedback and related contextual learning elements for essay writing: Implications for pedagogy (C. Lee; W. Cheung, Hong Kong Baptist University; K. Wong, Hong Kong Baptist University)

Funding

Funding for the projects came from various sources including the HKU Seed Fund, University Grants Committee, Standing Committee on Language Education and Research (SCOLAR) of Hong Kong Education Bureau, and Teaching Development Grants.
Professional development which is contextualized in individual practice and closely linked to the day-to-day professional concerns of the Centre has always been a part of the Centre’s distinctive profile. In 2016-17 we continued to run our highly successful series of CAES Seminars. Staff also participated in conferences around the world, several as keynote or plenary speakers. A number of staff members completed their doctoral studies or are moving towards completion. Other staff were awarded prizes for their work and obtained research grants. Several staff members are engaged in activities with journals and international bodies such as TESOL which both increase the influence and profile of the Centre while professionally developing the staff members involved.

### RESEARCH AND PROFESSIONAL DEVELOPMENT SEMINARS AND WORKSHOPS OFFERED IN 2016–2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker/Institution</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>14th September 2016</td>
<td>Miranda Legg, CAES, The University of Hong Kong</td>
<td>Research Seminar: <em>An exploration of the English language demands of the HKU common core curriculum: Implications for the teaching of English for academic purposes</em></td>
</tr>
<tr>
<td>28th September 2016</td>
<td>Susan Bridges, Faculty of Education &amp; CETL, The University of Hong Kong</td>
<td>Professional Development Seminar: <em>Blended approaches and collaborative visualizations</em></td>
</tr>
<tr>
<td>11th October 2016</td>
<td>Stephen Evans, Department of English, The Hong Kong Polytechnic University</td>
<td>Research Seminar: <em>Language and decolonisation: The special case of Hong Kong</em></td>
</tr>
<tr>
<td>26th October 2016</td>
<td>Natalie Fong, Kevin Yung and Patrick Leung, CAES, The University of Hong Kong</td>
<td>Professional Development Seminar: <em>Development of an English-in-the-Discipline course: Implications from two teaching development grant projects</em></td>
</tr>
<tr>
<td>9th November 2016</td>
<td>Gary Barkhuizen, School of Cultures, Languages and Linguistics, University of Auckland</td>
<td>Research Seminar: <em>Why narrative inquiry in language teaching and learning research?</em></td>
</tr>
<tr>
<td>16th November 2016</td>
<td>David Gardner, Ken Lau, Kevin Pat and Jovi Chan, CAES, The University of Hong Kong</td>
<td>Professional Development Seminar: <em>An Inter-institutional collaborative project: The Why, the What and the How</em></td>
</tr>
<tr>
<td>Date</td>
<td>Speaker(s)</td>
<td>Institution(s)</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 23\(^{rd}\) November 2016 | David Carless  
Faculty of Education, The University of Hong Kong | Research Seminar: *Implementing peer feedback: Potentials and challenges from three CAES colleagues* |
| 25\(^{th}\) January 2017 | Phil Smyth  
CAES, The University of Hong Kong | Professional Development Seminar: *Teaching and learning quality: Who should be responsible?* |
| 15\(^{th}\) February 2017 | Susan Hunston  
Department of English Language and Applied Linguistics, The University of Birmingham | Research Seminar: *Phraseology, local grammars and evaluative meaning* |
| 15\(^{th}\) March 2017 | Peter Crosthwaite  
CAES, The University of Hong Kong | Research Seminar: *Unlocking the hidden curriculum: Insights from locally-generated written and spoken learner EAP corpora* |
| 29\(^{th}\) March 2017 | Albert Wong and Karissa Muse  
CAES, The University of Hong Kong | Professional Development Seminar: *Managing collaborative learning through the use of Google classroom* |
| 5\(^{th}\) April 2017 | English Teaching Assistants: Sascha Athey, Mitasha Kirpalani, Abigail Birkett and Janice Tsang  
CAES, The University of Hong Kong | Professional Development Seminar: *ETAs 2017: Promotion, integration, improvement and handover* |
| 19\(^{th}\) April 2017 | Facilitated by Lillian Wong and Michael Yeldham  
CAES, The University of Hong Kong | Brown Bag Sharing Session: *Addressing challenges faced in doing a PhD [1]* |
| 26\(^{th}\) April 2017 | Allan Bell  
The Institute of Culture, Discourse & Communication, Auckland University of Technology | Research Seminar: *Media talk: The sociolinguistic life of accent stereotypes* |
| 10\(^{th}\) May 2017 | Grahame Bilbow, Miranda Legg and Tracy Zou  
CETL, The University of Hong Kong; CAES, The University of Hong Kong | Professional Development Seminar: *Designing and assessing effective group work* |
| 9\(^{th}\) June 2017 | Facilitated by Lillian Wong and Michael Yeldham  
CAES, The University of Hong Kong | Brown Bag Sharing Session: *Addressing challenges faced in doing a PhD [2]* |
The Centre encourages research and publishing to foster scholarly activity and professional development among its staff and to contribute to the world-wide dialogue on key issues in applied linguistics, academic literacy and language education. Centrally, research informs curricular development. The Director of the Centre was the founding co-editor of the *Journal of English for Academic Purposes* and is now co-editor of *Applied Linguistics*, a leading journal in our field. The Centre publishes the *Asian Journal of Applied Linguistics*. Other researchers at the Centre also serve as editors or reviewers for international journals and publishers. Recent output includes articles in publications such as *ELT Journal, English for Specific Purposes Journal, Journal of Second Language Writing and System*. Centre teachers have also contributed to the organization of conferences and given plenary and keynote addresses. Such activities are supported by funding from a range of sources such as the Research Grants Council and Teaching Development Grants.

Centre staff published the following items from July 2016 to June 2017:

**Staff Publications**

**Boynton, S.D.**


**Cheung, L.M.L.**


**Choy, D. D.**


**Cole, III S.F.**


**Crosthwaite, P.R.**

Research and Publications


Doyle, A.T.


Gardner D.P.


Hyland, K.L.


**Jiang, F.**


**Lau, K.K.**

• (with Vilches, M.) [Eds.], *Understanding English in Use in Language Education and Language Studies*. Kaohsiung, Taiwan: Department of English, Wenzao Ursuline University of Languages. 2017.
Research and Publications

Lee J.C.Y.


Luo, N.


Ngeow, Y.H.K.


Wong, L.L.C.


Yeldham, M.A.

- Investigating second language listener processing of different formula types, Studies in English Language and Literature. 2016, 38: 23-45.

Yung, K.W.H.

Boynton, S.D.

Cheung L.M.L.

Choy Datwani D.

Crosthwaite P.R.
- What does second language learning theory have to say about IELTS?, *Global Education - The 36th Exhibition (Autumn 2016), Shanghai, China*. 2016.

Doyle A.T.

**Fong N.S.N.**


**Gardner D.P.**


• [with Lau K.K. and Pat K.] An online project for the improvement of university speaking (OPTIMUS): The self-access potential., *Invited talk at Hong Kong Association for Self-Access Learning and Development (HASALD)*, Hong Kong. 2016.

**Hazell A.A.L.**


**Ho K.L.**


**Hui J.S.Y.**


**Hyland K.L.**

• Writing research: Methods and methodologies. *Doing Research in Applied Linguistics/ English in South-East Asia Conference. King Mongkut’s University of Technology, Bangkok*. 2017.


• Feedback on writing: Faculty and student perceptions. *Writing for Readers Conference. Polytechnic University of Hong Kong*. 2017


• Working with writing: Understanding texts, writers and readers. *4th International Conference on Language in Focus, Famagusta, Cyprus*. 2017

• Teaching EFL writing: 3 perspectives. *International Conference on Applied Linguistics and Language*
Education. De La Salle University, Manila, Philippines. 2017.

- Teaching and researching writing. 4th conference of Applied Linguistics of China, Guangdong University of Foreign Studies. 2016.
- Disciplinary specificity and academic writing: reimagining tertiary EAP. Hong Kong Association of Applied Linguistics AGM, The Hong Kong Polytechnic University, Hong Kong. 2016.
- “Corpus insights into community and identity in academic writing”, American Association for Corpus Linguistics Annual conference, Iowa State University, USA. 2016.
- Innovating English teaching: A new approach to EAP. Pan-Pacific Association of Applied Linguistics (PAAL) conference, Tamkang University, Taiwan, August 22 to 24, 2016

Kwan V.


Lai Y.C.G.


Lau K.K.

- [with Gardner, D.P. and Pat, K.] An online project for the improvement of university speaking (OPTIMUS): The self-access potential., Invited talk at Hong Kong Association for Self-Access Learning and Development (HASALD), Hong Kong. 2016.
- English Professional Communication, Invited lecture series given to Department of English, Wenzao Ursuline University of Languages, Kaohsiung, Taiwan. 2016.
- The implementation of English Across the Curriculum: English as Medium of instruction, Invited talk at Fu Jen Catholic University, Taiwan. 2017.

Law Y.Y.

- [with Lee, J.C.Y. and Wong, P.M.T.] Blending an English course with a social work flavor, Influencing Teaching and Learning Practice - Achieving the Ripple Effect, University of Hong Kong, Hong Kong. 2017.
Lee J.C.Y.
• [with Law, Y.Y. and Wong, P.M.T.] Blending an English course with a social work flavor, Influencing Teaching and Learning Practice - Achieving the Ripple Effect, University of Hong Kong, Hong Kong, 2017.
• ’We don’t just talk, we have to write!’ – Students’ perceptions of an English Course for Social Work, KATE 2016 International Conference, Seoul, Korea, 2016.

Legg M.G.
• An Exploration of Three Voices in a New Curriculum, CAES International Conference Faces of English 2: Teaching and Researching Academic and Professional English Conference. The University of Hong Kong, Hong Kong, 2017.
• An Exploration of Three Voices in a New Curriculum, Annual Australian Systemic Functional Linguistics Association Conference. 2016.

Ngeow Y.H.K.

Pat K.
• [with Lau K.K. and Gardner D.P.] An online project for the improvement of university speaking (OPTIMUS): The self-access potential, Invited talk at Hong Kong Association for Self-Access Learning and Development (HASALD), Hong Kong, 2016.

Phillips L.
• Talking about art: Evoking and supporting English for Academic Purposes, CAES International Conference Faces of English 2: Teaching and Researching Academic and Professional English Conference. The University of Hong Kong, Hong Kong, 2017.

Raquel M.R.

Smyth, P.D.
• Teaching and Learning Quality: Who should be responsible?, CAES seminar, University of Hong Kong, 2017.
Taylor R.J.

Wo B.W.

Wong A.C.

Wong L.L.C.

Wong P.M.T.

Wu C.H.
• Incorporating Csikszentmihalyi’s Systems Model of Creativity into an ESP Speaking Course: An experimental case study, *11th International Symposium on Teaching English at Tertiary Level: Rethinking ELT in Higher Education. The Hong Kong Polytechnic University*. 2016.
• Interdisciplinarity in the ESP courses for engineering students: Stakeholders’ perspectives, *CAES International Conference Faces of English 2: Teaching and Researching Academic and Professional English Conference. The University of Hong Kong, Hong Kong*. 2017.
• How Can a 1975 Linguistic Theory Help Us with Essay Drafting and Editing, *THINK@Café, Lap-Chee College, Jockey Club Student Village III, University of Hong Kong*. 2016.
• Academic English Writing, *Department of Applied Foreign Languages, Yunlin University of Science and Technology. Yunlin, Taiwan*. 2017.
• Prosperity or Paucity: ESP Developments in Taiwan, *Genre SIG, CAES, University of Hong Kong*. 2016.
Yung K.W.H.


- (with Fong, N.S.N.) Preparing future professionals through English in the Discipline: Pedagogical innovation in Hong Kong higher education, *The 2015 International Conference on ESP, ESP: Moving higher education closer to industry, Feng Chia University, Taichung*. 2016.


Zhang Y.

CAES Committees

CAES operates a set of in-house committees with clearly defined roles in order to streamline operations and allow for more effective management. The key committees are: the Programme Coordination Committee, the Teaching and Learning Quality Committee, the Research and Professional Development Committee and the Publicity and Outreach Committee. Their roles and their major work in 2016-2017 are described below:

Programme Coordination Committee

<table>
<thead>
<tr>
<th>Chair: Miranda Legg</th>
<th>Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary: Icy Tsang</td>
<td>Simon Boynton</td>
</tr>
<tr>
<td></td>
<td>Sam Cole</td>
</tr>
<tr>
<td></td>
<td>Jon Hui</td>
</tr>
<tr>
<td></td>
<td>Clarence Wang</td>
</tr>
<tr>
<td>Louisa Chan</td>
<td>Daya Datwani</td>
</tr>
<tr>
<td>Ellie Law</td>
<td>Lillian Wong</td>
</tr>
<tr>
<td>Lisa Cheung</td>
<td>Natalie Fong</td>
</tr>
<tr>
<td>Joanna Lee</td>
<td></td>
</tr>
</tbody>
</table>

The Programme Coordination Committee (PCC) consists of the Programme Coordinator for each university faculty who is responsible for the related CAES undergraduate courses, as well as the coordinator for the postgraduate courses run for the Graduate School. The committee mission is to ensure that CAES courses provide a high-quality learning experience for HKU students, by providing a platform for the discussion of and implementation of CAES and HKU policy with respect to the delivery of English enhancement courses.

During the 2016-17 academic year, the committee members have continued to improve courses as they are implemented and developed, in the light of student, teacher and External Examiner feedback and through collaboration with faculty teaching and learning representatives. This year, the committee has also focused on reviewing assessment workload across courses and exploring ways to communicate the ethos of courses clearly to students.

Next year, the committee will be focusing on further improving courses, gathering and acting on quality assurance feedback from students, teachers, external examiners and faculties and sharing best practices amongst members.

Research and Professional Development Committee

<table>
<thead>
<tr>
<th>Chair: Lillian Wong</th>
<th>Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary: Sanny Kwook</td>
<td>Aaron Doyle</td>
</tr>
<tr>
<td>Advisor: Ken Hyland</td>
<td>Laura Wakefield</td>
</tr>
<tr>
<td></td>
<td>Ashley Hazell</td>
</tr>
<tr>
<td></td>
<td>Michael Yeldham</td>
</tr>
<tr>
<td></td>
<td>Karen Ngeow</td>
</tr>
</tbody>
</table>

The Research and Professional Development Committee (RPDC) encourages and strengthens a culture of continuous development in research and professional practices within the Centre. The Committee advises and supports colleagues who are engaged in, or who are interested in, any aspect of applied research which has pedagogical implications or applications. RPDC also identifies and provides opportunities for professional development relevant to the Centre’s and colleagues’ needs.
CAES Committees

In 2016-17, 16 research seminars, professional development sessions and brown bag sharing sessions were organized to facilitate teaching and support colleagues’ research interests. Brown bag sessions, which are more flexible in time and format than the regular seminars, were introduced this year for colleagues to share and discuss any topics related to research techniques and/or teaching skills with each other.

The RPDC website (http://caes.hku.hk/rpdc) provides information and resources to enhance colleagues’ knowledge and interest in research and professional development. The new section, International Scholars Talking at CAES, has grown. It provides videos of invited renowned scholars sharing their latest research through presentations and insights in one-on-one interviews discussing important developments in their areas of research. This public resource promotes the areas of excellence of CAES and contributes to the community of professional learning.

Special Interest Groups (SIGs) covering eight key areas of Applied Linguistics have helped foster greater interaction and collaboration among colleagues who share similar interests in research and/or teaching. Various projects were carried out and some groups shared their investigations in seminars, at conferences and through publications.

In the coming academic year, the RPDC will continue to organise research seminars, professional development and brown bag sessions that support colleagues in exploring their interests and provide opportunities for further development. We will continue to support SIGs to foster collaboration and project investigation to enhance English teaching, learning and research.

Teaching and Learning Quality Committee

<table>
<thead>
<tr>
<th>Chair: Phil Smyth</th>
<th>Members: Patrick Desloge, Joanna Lee, Jon Hui, Michelle Raquel</th>
<th>Eleanor Kwan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary: Sherri Cheng, Jennifer Mak</td>
<td>Jon Hui, Michelle Raquel</td>
<td></td>
</tr>
</tbody>
</table>

The role of the Teaching and Learning Quality Committee (TLQC) is to review the teaching and learning quality of all CAES courses, to support teachers and programme coordinators through facilitating dialogue about teaching and learning quality, and to disseminate teaching and learning quality information to students, staff of the Centre, the university at large, and the University Grants Committee.

The TLQC conducts immediate reviews of courses which receive course effectiveness scores below a mean of 60. The TLQC also conducts reviews of course modifications to ensure any course changes are aligned with CAES assessment policy and are likely to bring about positive outcomes in terms of course quality.

The TLQC also continues to run the Staff Student Consultative Committee (SSCC) meetings after each semester to gain student feedback on CAES courses. Representatives from each faculty attend the meetings with the programme coordinator and representatives from TLQC.
The Publicity and Outreach Committee (POC) primarily aims to raise the profile of and create a positive image for the Centre, as well as to make its name known to the HKU and Hong Kong communities.

In 2016-17, in addition to making a contribution to the usual publicity events such as the University Information Day and Faculty of Arts Open Day, POC took over the organization of the HKU English Public Speaking Competition, attracting nearly 40 contestants of very high quality. The Knowledge Exchange website ProWriteHK has already attracted over 35,000 page views from users of over 100 countries. Members have also been invited to give talks in relation to ProWriteHK.

In the new academic year, POC will continue its mission of making the Centre's courses and services known to students, academics and Hong Kong community through various channels. In addition, we will further strengthen our involvements in the area of knowledge exchange and provide support to colleagues in this aspect.
Staff List

Director and Chair Professor:
Hyland, K., BA Warw.; MA Birm.; PhD Qld.; PGCE Worc.

Associate Director and Senior Lecturer:
Legg, M., BA Mel.; MA, PhD Macq; CELTA, DELTA Roy. Soc. of Arts.

Associate Professor
Lee, C.F.K., BEd E. Cowan; MA, PhD London; MCIL

Honorary Associate Professor and Senior Lecturer:
Gardner, D.P., BA Sheff.; MA R’dg; PhD Open; Cert.TEFL. Trinity Coll. Lond.

Assistant Professors
Crosthwaite, P.R. BA Sal; MA IOE Lond; MPhil, PhD Cantab.
Lau, K.K.K., BA HKPU; MRes, PhD Lanc.; FCIL, MIEEE.
Yeldham, M. A., BA Macq; MEd [TESOL] QUT; PhD Melb; Grad. Cert. in Ed. [TESOL] QUT.

Senior Lecturers
Cole III, S.F., BA Tennessee; MA HK; CELTA Cambridge ESOL.
Desolge, P.D., BA Richmond College; MA Monterey Inst. of International Studies.
Fong, S.N., BA City; MPhil CUHK; PhD HK.
Lee, J.C.Y., BA; MA, PhD York; PGDE HK.
*Ngeow, K.Y.H., BA, MA Malaysia; MSc, MEd, PhD Indiana USA.
Raquel, M., BS, MA DLSU; PhD UTAAS.
Smyth, P.D., BA Cen. Lancers; MA R’dg; MPhil Nott; Cert. TESOL Trinity Coll. Lond; DELTA Roy. Soc. of Arts.
Wong, L.L.C., BPhil Birm.; MA, PhD HK.

Lecturers
Boynston, S.D., BSc Newc; MA Birm; CTEFLA, DTEFLA Roy. Soc. of Arts; CELTA Trainer, DELTA Trainer Cambridge ESOL.
*Castillo, J., BA HK; MSc Oxon; PGDE CUHK.
Chan, L.S.W., BBA CUHK; MA HK; PCEd.
Cheung, L.M.L., BA, MA HK; PhD Birm.
Dawson, D.D., MBA Hull; MA HK; EdD Northeastern; CELTA Cambridge ESOL; PCEd.
Hazell, A., BA Winc; MEd TESOL Edin; MA Leic; Cert. TESOL Lond; Cert. Teacher Training, Dip.ELT, British Council
#Ho, K.L., BSc Berkeley; MSc Stanford; MSc San Jose; MA HK; Cert.TESOL Trinity Coll. Lond.; PDES HK.
Hogue, T., BA Monash; MA HK; CTEFL RMIT.
Hui, J.S.Y., BA, MA, PhD Wellington; Dip. TESOL Wellington; NZCE AAVA NZ.
Jhaveri, A., BSc Delhi; MA Westmin; PhD HK; PGDE HK.
Kwan, E.K.P., BSc Duke; MA McGill; MA HK; PhD Lanc; PGDE HK.
Law, E.Y.Y., BA, MA HK; PGDE HK.
#Ng, C.Y.L., BA, MPhil HK.
Ng, J.Y.F., BSc Lond; BA HK; MA HKBU; PCEd.
#Pat, K., BBA Baruch College CUNY; MA Macq; CELTA, DELTA Cambridge ESOL.
Phillips, L., BA [Hons] Scotland; MA HK; CTEFLA, DTEFLA. Roy. Soc. of Arts
Tait, C.D.C., BA, MA HK; CELTA, DELTA Cambridge ESOL.
Wakeland, L.J., BA Syd; MScD N.S.W.; MA Technol Syd; CELTA Aust. TESOL.
Wang, C.W.F., BA Hebei; MA Beijing Foreign Studies Univ.; PhD HK.
Wo, B.W.L., BA Virginia; MS Wheelock; EdD Teachers College, Columbia; Grad. Cert. Massachusetts.
Wong, P.M.T., BA, MPhil HK; MPhil Cantab.; PhD HK.
#Yung, K.W.H. BA, MA, PhD HK.

**Assistant Lecturers:**
*Allen, C.*, BA Denver; CELTA Denver
Cazen, C., BA [Hons] Toronto; MEd HK.
**Chai, A.K.,** BA [Hons], MA HK; MA UCL.
Chase, J.C.G., BA, MA Oxford; P.G. Dip. Napier; PGCE Cert. Bangor; CELTA Cambridge ESOL.
Chau, K.F., BA CUHK; MEd HKBU; PGDE CUHK.
*Chiba Mereu, A.,* BA Keio; MA Teachers College, Columbia
*Dunton, B.,* BA UC Santa Cruz; MA San Jose; D.E.U.G Bordeaux
Ho, W.S.Y., BA City, MA Oxon; PhD. Lanc.; PGDE HK; Dip. CIOL.
*Kwan, V.,* BA HKBU; MA HK.
*Lai, G.Y.C.,* BA, BEd, MA HK.
Leung, P. BEd, MA HK; MCII.
Muse, K., BA Alberta.
Scanlon, S., BA Dublin; MA HKPU; Cert. Teacher Training Alpha College Dublin.
*Taylor, R.,* BA Washington; MA Oregon; TESOL Certification Seattle.
Thomas, G., BA [Hons] UWL; Cert. TESOL Trinity Coll., DELTA Cambridge ELA.
Wong, A.C., BA, BEd HK; CELTA Cambridge ELA.
**Wong, D.,** BA, BEd, MPhil, HK.
Wong, H.H.T., BA HKPU; MA HK.
Zee, M., BA Toronto; MA Derby; MA HK; Cert. TESOL Trinity Coll. Lond.

*Effective from August 2016
**Effective from January 2017
#Effective from July 2017
Staff List

Administration Manager
Yu, E.W.C., BA, MSc HK; Cert.Per.Mgt. H.K.P.

IT Manager
Chow, W.W.H., BSc Hawaii Pacific; MSc Middx.

General Office Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chan, C.S.Y.</td>
<td>Clerk I</td>
</tr>
<tr>
<td>Chan, J.C.F.</td>
<td>Clerk I</td>
</tr>
<tr>
<td>Cheng, A.W.Y.</td>
<td>Clerk I</td>
</tr>
<tr>
<td>Cheng, S.S.Y.</td>
<td>Executive Assistant</td>
</tr>
<tr>
<td>Cheung, B.P.Y.</td>
<td>Clerical Assistant</td>
</tr>
<tr>
<td>Kwok, S.W.S.</td>
<td>Secretary I</td>
</tr>
<tr>
<td>Mak, J.Y.Y.</td>
<td>Executive Assistant [Effective from August 2017]</td>
</tr>
<tr>
<td>Sum, A.C.M.</td>
<td>Executive Assistant</td>
</tr>
<tr>
<td>Tsang, I.M.S.</td>
<td>Executive Officer</td>
</tr>
<tr>
<td>Wong, I.K.M.</td>
<td>Part-time Office Assistant</td>
</tr>
</tbody>
</table>

IT Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wong, B.Y.N.</td>
<td>IT Technician</td>
</tr>
<tr>
<td>Leung, C.C.W.</td>
<td>IT Officer</td>
</tr>
<tr>
<td>Choi, W.K.Y.</td>
<td>Senior IT Assistant [Effective from December 2016]</td>
</tr>
</tbody>
</table>

CENTRE LOCATIONS

<table>
<thead>
<tr>
<th>Department</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Office</td>
<td>Room 6.60, Run Run Shaw Tower</td>
</tr>
<tr>
<td>Director's Office</td>
<td>Room 6.48, Run Run Shaw Tower</td>
</tr>
<tr>
<td>Academic Staff Offices:</td>
<td>6th Floor, Run Run Shaw Tower</td>
</tr>
<tr>
<td>English Language Resource Centre:</td>
<td>Chi Wah Learning Commons, The Advisory Zone [Zone R], Student Advisory Services</td>
</tr>
<tr>
<td>Multi-Media Classrooms:</td>
<td>Rooms 6.31-6.33, Run Run Shaw Tower</td>
</tr>
</tbody>
</table>
Centre for Applied English Studies

Room 6.60, 6/F
Run Run Shaw Tower
The University of Hong Kong
Pokfulam Road, Hong Kong

Tel : (852) 3917 2004
Fax : (852) 2547 3409
E-mail : caes@hku.hk
Website : http://caes.hku.hk