

# ANNUAL REPORT

## 2018 – 2019



**CAES**  
Centre for Applied English Studies

# CENTRE FOR APPLIED ENGLISH STUDIES

## THE UNIVERSITY OF HONG KONG



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## Introduction

The 2018-2019 academic year was a year of significant growth for the Centre for Applied English Studies (CAES). We have extended the support we offer to The University of Hong Kong (HKU) community in the following areas.

Our out-of-class support to students in the Advisory Zone of the Learning Commons has been expanded this year. This support has been restructured into four units – Digital Literacy Lab (DLL), General Language Advising (GLA), Writing Centre (WC) and Speaking Studio (SS). The expansion of writing support, the most common type of assessment across the university, has been our focus this year. CAES has selectively recruited and trained 28 undergraduate and postgraduate Peer Consultants and they provided one-to-one consultations to support students' writing skills development. These Peer Consultants are given continuing professional development from CAES teachers and CAES English Teaching Assistants. Next year, the focus will be expanding the support offered through Digital Literacy Lab and Speaking Studio. These units will provide support to students completing common spoken and digital assignments across the curriculum such as oral presentations, poster presentations, and video assignments. Building on the successful Writing Centre model, both units will also build capacity for support using their own trained Peer Consultants. General Language Advising will also be expanding. This year, a model for advising has been established to offer a tri-sessional support framework over three-week intervals. These will be provided by CAES teachers. Through this service, students and language advisors enter a longer-term learning partnership than in the other units, to develop and review language learning plans and goals while devising effective and sustainable strategies in the process. Finally, CAES also increased the number of English Teaching Assistants working in the Learning Commons this year from five to six. They have provided extensive one-to-one support, workshops, discussions and social activities to develop students' communication skills.

While credit-bearing courses are an essential part of our support to HKU students, shorter blended-learning workshops and courses, which can be undertaken on a voluntary basis, are also valuable as they can teach a focused language skill intensively and time-efficiently. This year CAES created four Small Private Online Courses (SPOCs) in the areas of (i) intercultural communication to support the university's aims to internationalize the curriculum and send students on overseas learning experiences, (ii) concise writing to support students across all faculties and the Common Core Curriculum to produce better disciplinary and interdisciplinary writing, (iii) effective presentations for undergraduate students at HKU to use their language, communication, technical and visual literacy skills to inform, inspire, stimulate and persuade their audiences and (iv)

language skills for job applications to help students to showcase their profiles to future employers.

CAES has expanded its support for experiential learning. In 2018-2019, a record number of students took the Nurturing Global Leaders (NGL) Programme, the Centre's 12-credit experiential learning course for undergraduate students. This year, 128 students applied their English language skills by teaching marginalized youth for eight weeks over summer in a variety of locations across Thailand, Myanmar and Cambodia. The programme involves local Hong Kong youth who are mentored by HKU students, adding a leadership development component. The NGL Programme has been made possible through a generous grant from the Hong Kong Jockey Club.

This year, CAES has also contributed to a university-wide initiative called the Communication Intensive Courses initiative (CiC). CiC courses aim to bolster undergraduate students' communication knowledge, skills and attributes by developing and/or recognizing courses that provide HKU students with the core communicative competencies needed for creative, economic and social success on campus and in the workplace. These courses are outside of CAES but are supported by CAES teachers who help faculty teachers develop materials and assessment instruments to teach and then assess their students' communication skills alongside the learning of disciplinary knowledge. In this first year of the project, 27 courses across the university have been badged as 'communication-intensive'.

CAES has continued to offer 32 credit-bearing courses that are tailored to the needs of undergraduate students in different disciplines. CAES has also run a range of courses and workshops for research postgraduate students through the Graduate School and for taught postgraduate students. Over 8,000 students have taken these courses and workshops this year. We have continued to offer the longest-running Masters in Applied Linguistics programme in Hong Kong.

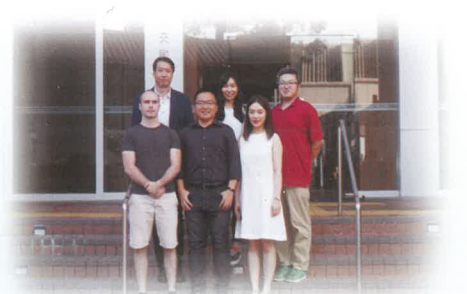
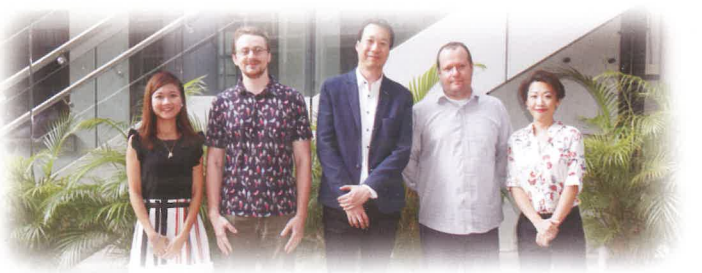
Enhancing the academic writing, speaking, reading and listening skills of undergraduate students is the cornerstone of the work that we do at The University of Hong Kong. This ensures that students have every chance of succeeding in their studies in an English-medium university.

Dr. Miranda LEGG  
Interim Director  
September 2019



## Vision

The Centre for Applied English Studies aims to be recognised 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.



English language instruction, in the form of academic literacy support, forms the heart of the Centre's activities. The Centre provided courses for 8431 postgraduate and undergraduate students in 2018-2019. All of our courses have been designed in consultation with faculty colleagues to ensure that they are teaching communication skills which are well-aligned to students' curricula.

## In 2018-2019, the following courses were offered: Regular undergraduate enhancement courses

Faculty	CAES Code	Course	Year	No. of Students
All	1000	Core University English	1	2,233
Architecture	9120	Communication Course for Architecture Students	2	86
	9121	Communication Course for Real Estate & Built Environment Students	2	98
	9201	Academic English: Countries and Cultures	2	158
Arts	9202	Academic English: Literary Studies	2	61
	9203	Academic English: Philosophy and the History of Ideas	2	16
	9204	Academic English: History	2	56
	9205	Academic English: Language Studies	2	148
	9206	Academic English: Creative and Visual Arts	2	51
Business & Economics	9920	Academic Communication for Business and Economics	2	601
Dentistry	9350	Academic English for Dentistry	5	51
	9420	Academic English for Information Management Students	3	51
Education	9421	Academic English for Speech & Hearing Sciences Students	2	54
	9423	Academic English for Education Students	2	129
	9430	Academic English for Applied Child Development Students	3	31
Engineering	9531	Technical English for Medical Engineering	3	22
	9532	Technical English for Industrial and Manufacturing Systems Engineering	3	40
	9540	Technical English for Civil Engineering	4	150
	9541	Technical English for Electrical and Electronic Engineering	4	103
	9542	Technical English for Computer Science	4	107
Medicine	9544	Technical English for Mechanical Engineering	4	158
	9720	English for Clinical Pharmacy	2	31
	9721	Academic Communication for Nursing Students	2	182
	9722	Academic English for Biomedical Sciences Students	2	41
	9730	English for Clinical Clerkship for Chinese Medicine Students	3	21
Science	9740	English for Clinical Clerkships	4	221
	9820	Academic English for Science Students	2	615
Social Sciences	9921	Great Speeches: Rhetoric and Delivery	2	109
	9922	Language, Genre and Reports	2	67
	9923	Writing Psychology: Text and Context	2	98
	9925	Academic and Professional Literacies in Social Work	2	39
	9930	Dissertation Writing in the Social Sciences	3	19
<b>Subtotal</b>				<b>5,847</b>

## Postgraduate courses

Course	No. of Students
Dissertation Writing for Medical Sciences	96
MEd/MA Writing Workshop	312
EdD Thesis Writing Workshop	16
Academic Writing Skills Workshop for MA (TESOL) students	115
Intensive English for Postgraduate Students	109
Introduction to Thesis Writing (The Humanities & Related Disciplines)	179
Introduction to Thesis Writing (The Sciences & Related Disciplines)	479
Effective Academic Speaking Skills	28
Writing Right: Writing Accurately and Clearly	52
Effective Conference Preparation and Participation	30
Getting Published in Academic Journals (Sciences)	11
Getting Published in Academic Journals (Humanities)	30
Managing Your Confirmation Seminar and Viva	30
Dissertation Writing for MSc Computer Science	194
MSc Computer Science Workshop: Presentation & Language Accuracy Workshop	29
Dissertation Writing for MSc (Eng) in Mechanical Engineering	56
MSc Computer Science Workshop: Presentation & Language Feedback Workshop	204
Dissertation Writing for Master of Dental Surgery and Master of Science	20
Plenary: Academic Referencing and Avoiding Plagiarism for Master of Social Sciences	87
Academic Writing for Faculty of Social Sciences: MSS in Behavioral Health, and MSS in Expressive Arts Therapy	30
<b>Subtotal</b>	<b>2,107</b>

## Other courses

Course	No. of Students
Dissertation Writing for Final Year Speech and Hearing Sciences (for students)	48
Medical/Dental Terminology Workshop (for students)	75
CAES Summer Institute (for students)	159
Medical Terminology Workshop for Biomedical Students (for UG students)	22
Avoiding Plagiarism Workshop (for UG students)	139
Summer Institute in the Arts and Humanities (for students)	34
English courses for HKU Non-academic Staff (for staff)	139
ITS English Writing Workshop (for staff)	16
<b>Subtotal</b>	<b>632</b>

**8,586**

Total Number of Students Taught

**3,569**

Total Number of Self-Access Consultations/General Language Advising offered

**33**

Total Number of Students Enrolled in Summer English Support Programme

## Nurturing Global Leaders (NGL) Programme

In the summer 2019, the NGL team completed the 3-year grant from the Hong Kong Jockey Club to deliver an 8-week experiential learning programme across South East Asia. The team sent 128 HKU undergraduate students from nine faculties plus two students from University College London (UCL) to teach English to marginalised youth across nine locations in Thailand, Myanmar and Cambodia. These students received one week of training in Hong Kong before travelling to their various locations where they served as interns for local community partner organisations. In addition, the programme included a provision to allow 58 local secondary students from 23 different schools in Hong Kong to go to these locations for the final three weeks of the programme where they worked alongside and were mentored by HKU students. Upon completion of the programme, all of the participants engaged in local community service in Hong Kong. HKU participants completed coursework and received 12 free-elective credits as part of their experiential learning experience.



## Out-of-Class Communication Support, 2018-2019

CAES offers a variety of one-to-one consultations, workshops and discussions to help UGC-funded students succeed at The University of Hong Kong, and to support their development as communicators beyond the university. In 2018-2019, CAES restructured the unit previously called the Advisory Zone (AZ), along with its newer Writing Centre, into the umbrella structure now called Communication Support Services (CSS), which consists of Writing Centre (WC), Speaking Studio (SS), Digital Literacy Lab (DLL), and General Language Advising (GLA) service. CSS delivered its services in Zone R of the Chi Wah Learning Commons, and in the HKU Main Library. Use of CSS services in the Advisory Zone is self-directed and voluntary, and all quality assurance/student evaluation is carried out based on the uptake of services offered. Data is provided by the CAES IT Team, and are collated by coordinators of the four CSS sub-units.



## Semester 1

In semester 1, a team of 5 full-time English Teaching Assistants (ETAs) delivered one-to-one and group workshops on writing, speaking, test preparation, and professional English in the Advisory Zone, Zone R, Chi Wah Learning Commons. Two of these ETAs were also engaged in research on how the ETA team could better support students taking CAES English enhancement courses. In addition to ETAs, a team of CAES lecturers served as language learning advisors who could be booked for one-to-one consultations, and volunteer peer tutors were available for chat sessions. In the HKU Main Library, 28 peer tutors employed under a UGC triennium teaching and learning grant delivered one-to-one Writing Centre consultations. The standard length for both Advisory Zone and Writing Centre consultations was 30 minutes. For Writing Centre consultations, students were able to upload their work ahead of time so their tutor could prepare.

**Advisory Zone:** A total of 1904 advising sessions were offered by CAES lecturers, ETAs, peer tutors, catering to a wide range of needs. All such types of advising sessions recorded an attendance rate of over 85%. In addition, CAES lecturers and ETAs offered a total of 207 workshops and discussion slots. Over 90% of such sessions were booked and attended.

**Digital Literacy Lab:** In collaboration with Learning Environment Services (LES), the lab was officially launched to offer a facility, equipment and consultation support to students and staff. DLL piloted in-class support with faculty partners to help students improve their language and communication skills in multi-modal assessments. More than 300 students from two Common Core and two disciplinary courses participated in the workshops and feedback tutorials.

**Writing Centre:** 411 students registered for one-to-one consultations with Writing Centre in the fall semester. WC offered 1,371 thirty-minute consultations, of which 933 were booked, for a booking rate of 66.6%. The attendance rate for booked consultations was 88.7%, and the attendance rate for offered consultations was 60.3%.

## Semester 2

Before January of 2019, Advisory Zone, Writing Centre and Digital Literacy Lab operated as two separate units. Starting in semester 2, all three were integrated under the Communication Support Services umbrella. ETAs ceased to be a separate service bookable as its own unit and began playing a support role for peer tutors in the Writing Centre. Previous speaking and examination preparation support services provided by ETAs and the volunteer peer-tutoring scheme became the Speaking Studio. The General Language Advising service continued to be delivered by CAES lecturers.

**Digital Literacy Lab:** DLL expanded the faculty partnership in the second semester, collaborating with 6 courses (4 Common Core and 2 disciplinary courses) with 497 students in total. In-class briefings, workshops and advice on technical and communication skills were offered.

**Writing Centre:** 628 students registered for one-to-one consultations with Writing Centre in the second semester. WC offered 2,384 thirty-minute consultations, of which 1,495 were booked, for a booking rate of 62.7%. The attendance rate for booked consultations was 91.7%, and the attendance rate for offered consultations was 57.5%.

**General Language Advising:** A reconceptualized GLA programme was launched in Semester 2, 2018-2019 to offer longer-term language learning support focusing on helping learners develop and attain specific goals and language strategies. Led by the Language Advising Teaching Development Grant project team, the newly developed GLA programme aimed to draw upon the findings of the TDG project to re-envision existing language practices at CAES. Six CAES lecturers, including the principal investigator and co-investigator of the TDG project, offered a



total of 291 consultation sessions, with approximately 93% of the sessions being filled. It was envisaged that a stable team of advisors would eventually emerge with a view to fostering the development of the Centre's expertise in learner autonomy as well as advising in language learning. The findings of the programme as well as the results of this pilot would also inform ongoing development in the Centre's longer-term language advising service provisions.

**Speaking Studio:** A total of 439 students participated in one-to-one speaking consultation with ETAs. 36 discussion groups and 86 workshops were also offered with a total of 138 students attending. The volunteer peer-tutoring scheme continued to run in semester 2, offering a total of 426 one-to-one informal chat sessions and 156 small group chat sessions. 395 and 416 students attended the sessions respectively.

## Other Events Throughout the Year

Advisory Zone (AZ) continued to seek opportunities for collaboration within CAES and further afield for events. In semester 1 (October-November 2018), AZ hosted the annual CAES Book Reading Competition to highlight the importance of reading. It showcased and tested students' public speaking and storytelling skills in both the preliminary and final rounds, with award-winning author Seulmi LEE as a guest speaker.



In April 2019, CSS partnered with Lap-Chee College's Global Diversity team for another Slam & Jam night. Poetry readings, dances and musical performances from students were centred around the theme of freedom. CSS provided the room, promotion, set-up support and video production for this alongside LES (Learning Environment Services).

Other than these main events, ETAs also provided a number of one-off extra workshops to meet student demand. These included the IELTS, TOEFL, GMAT & GRE information sessions as well as the Word and Phrase mini-workshops, aimed at helping Business students improve their vocabulary using a linguistic corpus.

## Small Private Online Courses (SPOCs)

Small Private Online Courses (SPOCs) are a new initiative focusing on using blended learning to broaden the Centre's range of language support services.

The bulk of 2018-2019 was spent on writing and developing materials, and working with Technology-Enriched Learning Initiative (TELI) to create courseware on learning platform EdX. There are currently four SPOCs aimed at enhancing students' academic writing and speaking; Concise Writing, Impactful Presentations, Intercultural Communication and Creative Writing.

Run as a pilot project in June 2019, SPOCs focused on testing the materials. Across all four SPOCs, students gave mostly positive feedback with mean scores on all criteria ranging between 3.89 to 4.50 on a five-point scale.

There were opportunities to share ideas and experiences with other education practitioners. In June 2018, the team presented their paper Examining the Role of Small Online Courses in ELT as part of the HKCPD Hub Symposium at the Hong Kong University of Science and Technology (HKUST). The team also met instructional designer Ian BROWN who gave constructive feedback on online materials shortly before the pilot launch date.

## 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). It also offers a special intensive English course to selected postgraduate students. In total, 948 students attended these courses last year. In addition, research postgraduate students can avail themselves of the Communication Support Services (CSS) at CAES.

### Courses

- 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 to meet these demands. Two specialised versions of this course are offered to students to cater for those in the Humanities and related disciplines as well as those in the Sciences and related disciplines.
- The Centre also offers a special intensive English course for selected students from non-English medium universities. This course aims to develop students' ability to produce coherent academic texts with grammatical accuracy and appropriate choice of vocabulary. It also helps students to improve their speaking skills by focusing on their confidence, fluency, pronunciation, and awareness of effective communicative strategies.

### Workshops

The six workshops below focus on either speaking or writing skills:

- The academic writing workshop helps students with specific language issues that have been observed to cause the most difficulties in writing a thesis and highlights language use which is of particular relevance in reviewing the work of other researchers.
- The academic speaking skills workshop provides ample opportunities for students to practise and refine their ability to present their research with their audience in mind.
- There are two other workshops that show students how to publish their research.
- A workshop on conference preparation and participation provides guidance on abstract submission, conference attendance and networking.
- Another workshop aims at helping students maximize the effectiveness of their communication in their confirmation seminar and viva.



## Summer Courses

The Centre offered a wide variety of summer courses from June to August 2019 as follows:

### Summer Institute for Students

In the 2018-2019 academic year, the Centre continued to offer its own Summer Institute from 10 June to 28 June, 2019. A total of 167 students enrolled in these courses.

#### *List of courses:*

- English Pronunciation
- R.I.S.E.- Resume & Interview Skills in English
- IELTS Speaking
- IELTS Writing
- IELTS Reading and Listening
- “Know your bae from your boo.” Written and Spoken Features of Casual Native Speaker English
- Creative Writing for English Enhancement



#### *Summer English Support Programme*

To help students to enhance their English skills continuously during the summer period, the Centre offered a Summer English Support Programme from 10 June to 28 June, 2019 to provide 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 students on ways to improve and utilise self-access resources for future independent learning. This one-to-one consultation has been popular with HKU undergraduate and postgraduate students. In June 2019, a total of 33 one-to-one consultation sessions were attended.

### English Courses for the Summer Institute in the Arts and Humanities

A total of 34 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 15 July to 2 August, 2019.

#### *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 are 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 they 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 receive focused advice and constructive feedback from both their peers and teachers on how to improve their writing skills.



## Specially-funded English Courses (SFEC)

In line with CAES's mission to support English enhancement needs of university staff and taught postgraduate (TPG) programmes, Specially-funded English Courses (SFEC) offer workplace and academic English workshops.

The lessons were conducted as small group tutorials using tailored-made materials designed to cater to targeted learners' workplace or discipline-specific interests.

### *Workplace English for HKU non-academic staff*

Since 2008, the Centre has collaborated with HKU Registry to improve the English skills of the university's administrative staff. These courses cover various aspects of workplace communication: grammar, speaking, telephone, email, writing and meeting skills. There were collaborations with university divisions and centres to provide English training for specialised contexts and staff's language and communication needs, for example, English for Information Technology Services (ITS) staff.

In 2018-2019, a total of 155 non-academic HKU staff participated in our workplace language enhancement courses.

### *Academic English courses and workshops*

The courses are designed based on faculties' requests for Academic English support to meet their taught postgraduate (TPG) students' language needs. Courses are currently offered to these departments and faculties: Computer Science, Dentistry, Education, Engineering, Medicine and Social Sciences.

In 2018-2019, we offered courses to 123 undergraduate and 1,159 postgraduate students to improve their skills in dissertation writing, use of specialised vocabulary and professional presentations.

Current courses that provide tailor-made writing instruction and support are:

#### *At undergraduate level:*

- Dissertation Writing for Final Year Speech and Hearing Sciences
- Medical/Dental Terminology for Dentistry Students

#### *At taught postgraduate level:*

- Academic Writing Skills for MA(TESOL) Students
- Academic Writing for MEd Education
- Academic Writing and Avoiding Plagiarism for MSocSc in Criminology; MSocSc in Media, Culture and Creative Cities
- Academic Writing for Faculty of Social Sciences: MSocSc in Behavioral Health; MSocSc in Expressive Arts Therapy
- Dissertation Writing for Medical Sciences – An Induction Course
- Dissertation Writing for MSc Dental Surgery and Master of Science – An Induction Course
- Dissertation Writing for MSc Mechanical Engineering
- Dissertation Writing for MSc Computer Science

- MSc Computer Science Workshop: Presentation and Language Feedback
- Thesis Writing for Postgraduate Education (EEDD) programmes

SFEC curricula and lessons have been extremely well-received by staff, faculties and students. Many courses have received positive feedback on course relevance and teaching quality, with high satisfaction ratings for effective and interactive delivery, materials' relevance and student engagement.



## Communication Intensive Courses (CiC) initiative

In 2018, a teaching development grant funded the launch of the Communication-intensive Courses (CiC) initiative to support HKU's existing communication agenda. This is an institutional project involving the Centre for the Enhancement of Teaching and Learning (CETL), the Centre for Applied English Studies (CAES), and the Common Core Office. A communication-intensive (CI) course is an HKU undergraduate course that consists of a syllabus with components that explicitly develop communication-related knowledge, skills and attributes. It also specifically develops at least two out of four communication literacies: oral, written, visual and digital, with 40% of the course grade assigned to communication-related assessment tasks.

Approval for the initiative was granted by the Senate in November 2018, making this a permanent feature of the university's undergraduate education. On completion of a CiC course students receive a CiC badge which is visible in the Academic Achievement Profile (AAP) and the HKU mobile app.

Since its launch, a number of professional development activities have taken place in order to promote CiC to teachers who may wish to badge their courses, for badged CiC teachers to share their experience of the initiative and their classroom practices, and for CiC badged teachers to receive further training and development. These development activities include two annual CiC Symposia, Join-the-Conversation events such as *Teaching Visual Literacy in Communication-Intensive Courses: A focus on film and Drama*, and a collaboration with TELL on blended learning *Flipping Classrooms: Key Considerations and Best Practice at HKU*.

When teachers badge their course, they are offered additional support in the teaching of communication skills and either the CiC team or a member of Communication Support Services can offer in-class teaching or workshops to the students taking a CiC course. Examples include a voice training workshop on video narration, a workshop on video editing, a workshop on rubric design to enable students to design their own rubrics, an essay writing workshop for science students, and a peer review session on essay writing.

As part of the badging process, all CiC courses are blind peer reviewed by two reviewers and these reviewers are teachers who have completed the badging process and undergone peer review training. At the current time there are 10 peer reviewers from a range of different faculties. Many of the peer reviewers have commented that they enjoy the peer review process as this provides them with the opportunity to examine other courses and gain insights and practical teaching ideas which can be integrated into their own courses.

As of August 2019, there are 18 Communication-intensive courses that are in various stages of the badging process. These courses are from various Faculties (see Table 1 overleaf).



**Table 1**

Faculty	Number of CI-badged courses
Architecture	5
Arts	1
Business and Economics	1
Education	2
Medicine	2
Science	6
Social Sciences	1
<b>Total</b>	<b>18</b>



# Professional Development

CAES believes strongly that good professional development is of vital importance to bring about the best possible student learning outcomes. At CAES, professional development (PD) occurs in Teacher Learning Communities (TLCs), which aim to bridge the gap between research and practice and create opportunities for problem-solving among staff. The communities create a culture of participation across CAES that brings teachers together to share, reflect and learn from one another in all our work. The PD seminars listed below reflect these aims with all presenters and facilitators from CAES unless otherwise stated.

Teachers are often members of several communities including teaching teams, core teams, project teams, interest groups, mentorship and ad hoc partnership with colleagues. These communities could be as small as two colleagues working together or could be large teams comprising of most of CAES staff. Participation is not only limited to TLCs. In order to further develop communities, colleagues are encouraged to apply for funding to attend local and overseas conferences and can also bid for funding to bring in outside expertise or go on a duty trip abroad.



## PD Sessions Offered in 2018-2019

(Semester 1 and Semester 2)

(All offered and run by CAES colleagues unless otherwise stated)

12 September, 2018

**Phil SMYTH, Keith CHAU and Patrick LEUNG**

*Engaging in Professional Development: Teacher Learning Communities*

19 September, 2018

**Patrick LEUNG and Phil SMYTH**

*Join-the-Dialogue: Special Interest Groups (SIGs)*

**Keith CHAU**

*New Staff Professional Development Sharing*

26 September, 2018

**Michelle RAQUEL and Simon BOYNTON**

*An Introduction to the Communication-intensive Courses Initiative*



10 October, 2018	<b>Patrick DESLOGE, Carly NG, Daya DATWANI, Airlie HEUNG, Patrick LEUNG, Laura WAKELAND and Michael WIGGS</b> <i>Midsummer's Adventures on Experiential Teaching Tales from the Field</i>
24 October, 2018	<b>Irene SHIEH</b> <b>Law Library, The University of Hong Kong</b> <i>Copyright in Teaching and Learning</i>
31 October, 2018	<b>Linda LIN and Vincent Sheung KWUN</b> <b>English Language Centre, The Hong Kong Polytechnic University</b> <b>Melissa MEGAN and Ivy SEK</b> <b>Center for Language Education, The Hong Kong University of Science and Technology</b> <i>HKCPD Hub Inter-institutional Sharing and Discussion Tours: Good Practices in Teaching First-year EAP Courses: Issues and Strategies</i>
7 November, 2018	<b>Sam COLE, Patrick DESLOGE and Heidy WONG</b> <i>CAES Communication Support Services: Moving Forward from Here</i>
14 November, 2018	<b>Ken HO and Phil SMYTH</b> <i>The Role of Programme Coordinators in Supporting and Encouraging Professional Development among Core Teams and Teaching Teams</i>
21 November, 2018	<b>Phil SMYTH, Ken LAU, Lillian WONG and Michael YELDHAM</b> <i>Conference Ideas Brainstorm and Support</i>
7 January, 2019	<b>Keith CHAU, Joanna LEE and Ken LAU</b> <i>Sharing with New Colleagues on Participating in Core Team</i>
16 January, 2019	<b>Keith CHAU, Patrick LEUNG and Phil SMYTH</b> <i>Participation in Professional Development</i>
23 January, 2019	<b>Keith CHAU, Patrick LEUNG and Phil SMYTH</b> <i>Getting to Know PRD</i>
27 February, 2019	<b>Colin TAIT, Eleanor KWAN and Ellie LAW</b> <i>Core Team Community Meetings</i>
27 March, 2019	<b>Kevin PAT</b> <i>Plagiarism and CAES Policy</i>
3 April, 2019	<b>Gagan SINGH and Phil SMYTH</b> <i>Students-as-partners: What is Partnership?</i>
17 April, 2019	<b>Chad HANSEN</b> <b>Department of Philosophy, The University of Hong Kong</b> <b>Daya DATWANI, Simon SCANLON, Aditi JHAVERI and Tess HOGUE</b> <i>MOOCs &amp; SPOCs: Lessons in Blended Learning</i>

## Research and Publications

The Centre encourages research and publishing to foster scholarly exchange and professional development among its staff and to contribute to the international dialogue on key issues in applied linguistics, academic literacy and language education. More importantly, research informs curricular development. The Centre publishes the *Asian Journal of Applied Linguistics*. Teachers at the Centre also serve as editors or reviewers for international journals and publishers. Recent output includes articles in publications such as *Innovation in Language Learning and Teaching*, *Language Assessment Quarterly*, *Language Teaching Research* 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 HKU Teaching Development Grants.

Centre staff published the following items from July 2018 to June 2019:

### Staff Publications

#### Gardner, D.P.

- (With Lau, K.K.) Disciplinary variations in learning styles and preferences: Implications for the provision of academic English, *System*. 2019, (80): 257-268.  
<http://dx.doi.org/10.1016/j.system.2018.12.010>
- (With Lee, T.S.O. and Lau, K.K.) The effects of L2 motivational strategies: within and beyond the L2 classroom, *Innovation in Language Learning and Teaching*. 2019, 1-15.  
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#### Kwan, Y.H.

- Book Review: Language and culture at work, *Language in Society*. 2019, 48(2): 321-322.

#### Lau, K.K.

- (With Gardner, D.P.) Disciplinary variations in learning styles and preferences: Implications for the provision of academic English, *System*. 2019, (80): 257-268.  
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- (With Wu, L.Y.) Language education policy in Taiwan, In: A. Kirkpatrick & A.J. Liddicoat, *The Routledge International Handbook of Language Education Policy in Asia*. Routledge, 2019, 150-160.
- (With Lee, T.S.O. and Gardner, D.P.) The effects of L2 motivational strategies: within and beyond the L2 classroom, *Innovation in Language Learning and Teaching*. 2019, 1-15.  
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- Book Review: The Essential Hyland: Studies in applied linguistics, *The Asian Journal of Applied Linguistics*. 2018, 5: 265-267.

## Raquel, M.R.

- The Rasch measurement approach to differential item functioning (DIF) analysis in language assessment research, In: V. Aryadoust & M. Raquel, *Quantitative Data Analysis for Language Assessment Volume I: Fundamental Techniques*. London, Routledge, 2019, 1: 103-131.
- (With Crosthwaite, P.R.) Validating an L2 academic group oral assessment: Insights from a spoken learner corpus, *Language Assessment Quarterly*. New York, Routledge, 2019, 16(1): 39-63. <http://dx.doi.org/10.1080/15434303.2019.1572149>
- (With Lockwood, J.L.) Can subject matter experts rate the English language skills of customer services (CSRs) at work in Indian call centres? , *Language Assessment Quarterly*. New York, Routledge, 2019, 16(1): 87-104. <http://dx.doi.org/10.1080/15434303.2019.1604711>
- (With Aryadoust, V.) Raquel, M. R. (Eds.). *Quantitative Data Analysis for Language Assessment Volume I: Fundamental Techniques*. London, Routledge, 2019. <https://doi.org/10.4324/9781315187815>

## Wong, L.L.C.

- Implementing disciplinary data-driven learning for postgraduate thesis writing, In: K. Hyland & L.L.C. Wong, *Specialised English: New Directions in ESP and EAP Research and Practice*. London, Routledge, 2019, 195-213. <http://dx.doi.org/https://doi.org/10.4324/9780429492082>
- (With Hyland, K.) Wong, L.L.C. (Eds.). *Specialised English: New Directions in ESP and EAP Research and Practice*. London, Routledge, 2019. <https://doi.org/10.4324/9780429492082>

## Yau, A.H.Y.

- (With Tsang, A. and Fung, D.) Evaluating supplementary and mainstream ESL/EFL education: Learners' views from secondary- and tertiary-level perspectives, *Studies in Educational Evaluation*. 2019, 62: 61-71. <http://dx.doi.org/10.1016/j.stueduc.2019.04.004>

## Yeldham, M.A.

- Does the presence of formulaic language help or hinder second language listeners' lower-level processing? *Language Teaching Research*. 2018. <http://dx.doi.org/10.1177/1362168818787828>
- Examining the impact of teaching Cantonese speakers to enhance the use of their abdominal region in pronouncing English consonant clusters, *The Asian Journal of Applied Linguistics*. 2018, 5(2): 254-262.

# Conference, Seminar and Other Presentations (July 2018 – June 2019)

## Boynton, S.D.

- (With Wakeland, L.J. and Raquel, M.R.) Assessment of Medical Terminology, *40th Language Testing Research Colloquium*, Auckland, New Zealand. 2018.
- (With Raquel, M.R. and Zou, X.T.) Communication-intensive Courses Initiative @ HKU, *Co-Constructing Excellence: Recognising, Scaffolding and Building Excellence in University Learning and Teaching*. The University of Hong Kong, Hong Kong. 2018.
- (With Raquel, M.R.) Enhancing the assessment literacy of teachers of English across the disciplines, *2nd International Conference on English Across the Curriculum*. The Hong Kong Polytechnic University, Hong Kong. 2018.
- (With Wakeland, L.J., Choy Datwani, D. and Castillo, J.J.T.) Wikipedia Assignments for Academic English Courses in Hong Kong, *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

## Castillo, J.J.T.

- (With Wakeland, L.J., Boynton, S.D. and Choy Datwani, D.) Wikipedia Assignments for Academic English Courses in Hong Kong, *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

## Chan, C.F.S.

- (With Leung, C.Y.) Encouraging Student Participation in Classroom Using Various Hands-on Approaches to Text Analysis, *Fifth International Conference on Linguistics and Language Studies*, Hong Kong. 2019.
- (With Leung, C.Y.) Promoting Student Participation and Engagement Using Alternative Text Analytical Approaches, *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

## Chau, K.F.

- (With Smyth, P.D. and Leung, C.Y.) Developing Teacher Learning Communities In A Tertiary Language Centre, *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

## Chiba Mereu, A.

- Sequential construction of disagreement in ELF academic discussion, *16th International Pragmatics Conference*. The Hong Kong Polytechnic University, Hong Kong. 2019.

## Choy Datwani, D.

- (With Wakeland, L.J.) Applying the assertion-evidence approach to the teaching of presentation skills to science-based degree students, *ELTU Conference: Alternative Approaches to English Language Learning and Teaching*. The Chinese University of

Hong Kong, Hong Kong. 2019.

- (With Wakeland, L.J., Boynton, S.D. and Castillo, J.J.T.) Wikipedia Assignments for Academic English Courses in Hong Kong, *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

## Fong, N.S.N.

- (With Wong, P.M.T. and Lau, K.K.) Technology-driven Language Learning: Self-training Modules on Grammar for Academic English. *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

## Kwan, Y.H.

- A case study of the presentation of indirect complaints in an ELT textbook unit in Hong Kong: Its pedagogical implications, *2018 International Conference on Bilingual Learning and Teaching*. The Open University of Hong Kong, Hong Kong. 2018.
- A case study of the presentation of indirect complaints in an ELT textbook unit in Hong Kong: Its pedagogical implications, *2018 International Conference on Bilingual Learning and Teaching E-proceedings*. The Open University of Hong Kong, Hong Kong. 2019, 63-68.

## Lau, K.K.

- (With Fong, N.S.N. and Wong, P.M.T.) Technology-driven Language Learning: Self-training Modules on Grammar for Academic English. *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

## Law, L.H.L.

- >>> print 'How humanities teachers can go tech?' + '#Creativity' + '#AppsGalore', *CITE Research Symposium 2019*. The University of Hong Kong, Hong Kong. 2019.
- (With Matthiessen, C.M.I.M.) Dramatised medical consultations: What are they like and how can we use them, *International Symposium on Communication in Health Care 2019: The Human Dimension in Medicine and Health Care*. Nanyang Technological University, Singapore. 2019.
- RIDCH 38th Seminar: Corpus Linguistics and Creativity in TV and Social Media English, *RIDCH 38th Seminar*. The Open University of Hong Kong, Hong Kong. 2018.

## Leung, C.Y.

- (With Chan, C.F.S.) Encouraging Student Participation in Classroom Using Various Hands-on Approaches to Text Analysis, *Fifth International Conference on Linguistics and Language Studies*, Hong Kong. 2019.
- (With Chan, C.F.S.) Promoting Student Participation and Engagement Using Alternative Text Analytical Approaches, *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

- [With Smyth, P.D. and Chau, K.F.] Developing Teacher Learning Communities In A Tertiary Language Centre, *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

## Ma, X.

- [With Li, Y. and Hu, G.] Graduate writing instruction at Chinese universities: An interview-based study, *International Conference on Teaching and Researching EFL Writing*. Nanjing, China. 2018.
- [With Chen, L., Hu, J., Zhao, J., Liang, X., Xie, X. and Li, Y.] Genre-focused teaching of English academic writing to graduate students at Chinese universities: Practices and negotiations in classrooms, *Colloquium, China EAP Association (CEAPA) Annual Conference*. Shanghai, China. 2019.

## Raquel, M.R.

- [With Urmston, A.U.] An Investigation of DIF in the Assessment of English Listening Comprehension, *Pacific-rim Objective Measurement Symposium (proms)*. Shanghai, China. 2018.
- [With Boynton, S.D. and Wakeland, L.J.] Assessment of Medical Terminology, *40th Language Testing Research Colloquium*, Auckland, New Zealand. 2018.
- [With Boynton, S.D. and Zou, X.T.] Communication-intensive Courses Initiative @ HKU, *Co-Constructing Excellence: Recognising, Scaffolding and Building Excellence in University Learning and Teaching*. The University of Hong Kong, Hong Kong. 2018.
- [With Boynton, S.D.] Enhancing the assessment literacy of teachers of English across the disciplines, *2nd International Conference on English Across the Curriculum*. The Hong Kong Polytechnic University, Hong Kong. 2018.

## Smyth, P.D.

- [With Leung, C.Y. and Chau, K.F.] Developing Teacher Learning Communities In A Tertiary Language Centre, *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.
- Investigating teachers' use of exemplars: Difficulties in managing effective dialogues, *7th International AHE Conference 2019*. Manchester, UK. 2019.
- Sharing exemplars effectively to help students develop their writing skills, *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

## Wakeland, L.J.

- [With Choy Datwani, D.] Applying the assertion-evidence approach to the teaching of presentation skills to science-based degree students, *ELTU Conference: Alternative Approaches to English Language Learning and Teaching*. The Chinese University of Hong Kong, Hong Kong. 2019.
- [With Boynton, S.D., Choy Datwani, D. and Castillo, J.J.T.] Wikipedia Assignments for Academic English Courses in Hong Kong, *Continuing Professional Development*

*Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

- (With Boynton, S.D. and Raquel, M.R.) *Assessment of Medical Terminology, 40th Language Testing Research Colloquium*, Auckland, New Zealand. 2018.

## Wong, A.C.

- (Re-)envisioning Language Advisor Development in Response to Changing ALL Provisions. *Research Institute for Learner Autonomy (RILAE) Lab Session (June 2019)*. Kanda University of International Studies, Chiba, Japan, 2019.
- Dialogue in the EAP Classroom: practitioners' and learners' collaborative knowledge building. *BALEAP PIM "Knowledge in EAP"*. University of Northampton, UK. 2019.
- Articulating EAP Practitioner Identity Through Engagement with Discipline-Specific Classroom Dialogue. *Norwegian Forum for English for Academic Purposes*. Oslo Metropolitan University, Oslo, Norway. 2019.
- Teachers' use of dialogic teaching strategies in discipline specific EAP/ESP classrooms. *Classroom Interaction at the Internationalised University Symposium*. University of Surrey, Guildford, United Kingdom. 2018.

## Wong, L.L.C.

- Enhancing postgraduate thesis writing using a disciplinary data-driven learning approach, *The 53th TESOL International Convention & English Language Expo*. Atlanta, Georgia, USA. 2019.
- Innovation and digital technologies in teaching specialised English: Data Driven Learning in postgraduate disciplinary writing, *XVIII AELFE Congress 2019 "Envisioning the future in academic and professional languages: Emerging trends in teaching and research"*. Institute for Culture and Society, University of Navarra, Pamplona, Spain. 2019.
- Postgraduate students writing in the discipline: Challenges and support, *2018 International Conference on Teaching and Researching EFL Writing*. Nanjing University, China. 2018.
- Curriculum design for innovation and change., *Invited lecture*. School of Foreign Language Education, Jilin University, Changchun, China. 2019.
- Data-driven learning for writing in the disciplines, *Invited lecture*. School of Foreign Language Education, Jilin University, Changchun, China. 2019.
- Disciplinary writing: Data-driven learning for postgraduate writing., *Invited lecture*, Beijing Normal University, School of Foreign Languages and Literature, Beijing, China. 2019.
- English for Academic Purposes: Curriculum design and materials development, *Invited plenary, Academic English Teacher Workshop, organized by China English for Academic Purposes Association (CEAPA), Fudan University Press and Anhui Normal University School of Foreign Languages*, Wuhu, China. 2018.
- English for Academic Purposes: Enhancing students' academic literacy for university studies, *Invited plenary, Academic English Teacher Workshop, organized by China English for Academic Purposes Association (CEAPA), Fudan University Press and Anhui Normal University School of Foreign Languages*, Wuhu, China. 2018.
- HKCPD Hub: Hong Kong Continuing Professional Development Hub for University English Teachers, *Invited speaker, The Learning and Teaching @EdUHK Festival 2019, The Education University of Hong Kong*. 2019.

- [With Christison, M.A., Lopriore, L., Karam, F. and Baker, L.] Research Mentoring Workshop, *The 53th TESOL International Convention & English Language Expo*, Atlanta, Georgia, USA. 2019.
- Thesis writing for academic success: Supervision and pathways, *Invited lecture, School of Foreign Language Education, Jilin University, Changchun, China*. 2018.
- Writing literature reviews: Challenges and strategies, *Invited lecture. School of Foreign Language Education, Jilin University, Changchun, China*. 2018.

### Wong, P.M.T.

- [With Fong, N.S.N. and Lau, K.K.] Technology-driven Language Learning: Self-training Modules on Grammar for Academic English. *Continuing Professional Development Symposium 2019 for Hong Kong University Language Centres*. The Hong Kong University of Science and Technology, Hong Kong. 2019.

### Wu, C.H.

- Engaging dentistry students with disciplinary literacy: A stakeholder's perspectives, *The 54th RELC International Conference and 5th Asia-Pacific LSP and Professional Communication Association Conference. SEAMEO RELC (Southeast Asian Ministers of Education Organization, Regional Language Centre)*. Singapore. 2019.
- Engaging senior-year admitted students with disciplinary literacy: A cases in applied child development, *The 2nd International Conference on English across the Curriculum (EAC 2018)*. The Hong Kong Polytechnic University, Hong Kong. 2018.
- Interdisciplinarity in English-medium Technical English courses: A Hong Kong perspective, *The 2nd Annual Conference of Asia ESP & the 7th Chinese National Symposium on ESP*. Southeast University, Nanjing, China. 2019.
- "We're all engineers": Integrating language and content in a junior language teacher's disciplinary literacy course, *The 36th International Conference on English Teaching and Learning*. Tunghai University, Taichung, Taiwan. 2019.
- Preparing for effective presentations: Hands-on guidelines. *Invited speaker. Central Taiwan Teaching and Learning Resource Center, Ministry of Education*. Providence University, Taichung, Taiwan. 2018.

### Yau, A.H.Y.

- [With Angus, D., Turnbull, M. and Watson, B.] Comparative analysis of English and Cantonese conversations in health care: Using visual analytic tools for multidimensional analysis, *Panel: "Expanding horizons in health communication: empirical and comparative studies of communication, language and pragmatics in Asia"*. *16th International Pragmatics Conference*. The Hong Kong Polytechnic University, Hong Kong. 2019.
- [With Yeung, M. and Au Yeung, G.] "This year's vaccine is only 10% effective": an investigation of lay understanding of medicine in Hong Kong, *The Communication, Medicine & Ethics Conference 2019*. The University of South Australia, South Australia. 2019.



## 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 (PCC), the Teaching and Learning Quality Committee (TLQC) and the Publicity and Outreach Committee (POC). Their roles and their major work in 2018-2019 are described below:

### Programme Coordination Committee (PCC)

Chair: Joanna LEE  
Secretary: Icy TSANG

Members:  
Aditi JHAVERI  
Eleanor KWAN  
Kevin PAT  
Louisa CHAN  
Clarence WANG  
Ellie LAW  
Laura WAKELAND  
Parco WONG  
Colin TAIT  
Ken HO  
Lisa CHEUNG

The Programme Coordination Committee (PCC) is comprised of Programme Coordinators for both undergraduate courses and courses for the Graduate School. Over the years the committee has provided a forum for members to formulate and implement policy for the design, management and delivery of CAES courses.

In the past year, apart from improving course materials and assessment practices in light of feedback from students, teachers, External Examiners, and representatives from faculties, committee members visited the language and communication centres of the National University of Singapore and Nanyang Technological University for academic sharing to obtain new pedagogical insights and explore best practices for the design and delivery of EAP/ESP courses.

In the 2019-2020 academic year, the Programme Coordinators will work with the CAES Teaching and Learning Committee newly established in 2019-2020 to continue to provide a high-quality learning experience for HKU students.

### Teaching and Learning Quality Committee (TLQC)

Chair: Michelle RAQUEL  
Secretary: Jennifer MAK

Members:  
Eleanor KWAN  
Kevin PAT  
Ellie LAW  
Lowana PHILLIPS  
Ken HO

The Teaching and Learning Quality Committee (TLQC) reviews the teaching and learning quality of all CAES courses. It supports teachers and Programme Coordinators in facilitating dialogue about teaching and learning quality, and disseminating 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 organizes and leads Staff Student Consultative Committee (SSCC) meetings at the end of each semester to listen to student perspectives on CAES courses. 312 student representatives from various faculties attended the meetings in 2018-2019.

## Publicity and Outreach Committee (POC)

Chair: Carly NG  
Secretary: Alex SUM

Members:

Albert WONG  
Lisa CHEUNG

Cezar CAZAN  
Patrick LEUNG

Daya DATWANI  
Rebecca TAYLOR

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 wider Hong Kong and International communities.

In 2018-2019, in addition to contributing to the usual publicity events such as the University Information Day, Faculty of Arts Open Day and the HKU English Speaking Competition which CAES co-organized with the HKU Toastmasters Club, Programme Coordinators for various English-in-the-Discipline (ED) courses also delivered briefing sessions to first-year freshmen about the courses offered during Faculty Induction Programmes in August 2019.

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 and reach out and engage more with HKU students and faculty partners.

# Staff List

## Interim Director:

**Legg, M.**, BA *Mel.*; MA, PhD *Macq*; CELTA, DELTA *Roy. Soc. of Arts*.

## Honorary Professor:

**Hyland, K.**, BA *Warw.*; MA *Birm.*; PhD *Qld.*; PGCE *Worc.*

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

## Honorary Associate Professor:

**Gardner, D.P.**, BA *Sheff.*; MA *R'dg*; PhD *Open*; Cert. TEFL. *Trinity Coll. Lond.*

## Senior Lecturers:

**Cole III, S.F.**, BA *Tennessee*; MA *HK*; CELTA *Cambridge ESOL*.

**Desloge, P.D.**, BA *Richmond College*; MA *Monterey Inst. of International Studies*.

**Fong, S.N.**, BA *City*; MPhil *CUHK*; PhD *HK*.

**Lau, K.K.K.**, BA *HKPU*; MRes, PhD *Lanc.*; FCIL, MIEEE.

**Lee, J.C.Y.**, BA; *HK*, MA, PhD *York*; PGDE *HK*.

**Ngeow, K.Y.H.**, BA, MA *Malaysia*; MSc, MEd, PhD *Indiana USA*.

**Raquel, M.**, BS, MA *DLSU*; PhD *UTAS*.

**Smyth, P.D.**, BA *Cen. Lancs*; MA *R'dg*; MPhil *Nott*; Cert. *TESOL Trinity Coll. Lond*; DELTA *Roy. Soc. of Arts*.

**Wong, L.L.C.**, BPhil *Birm.*; MA, PhD *HK*.

**Yeldham, M. A.**, BA *Macq*; MEd *QUT*; PhD *Melb*; Grad. Cert. in Ed. *QUT*.

## Lecturers:

**Boynton, 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; PCed. *HK*

**Cheung, L.M.L.**, BA, MA *HK*; PhD *Birm*.

**Datwani, D.D.**, MBA *Hull*; MA *HK*; EdD *Northeastern*; CELTA *Cambridge ESOL*; PCed. *HK*.

**Hazell, A.**, BA *Winc*; MEd *Edin*; MA *Leic*; Cert. *TESOL Trinity Coll.*; Cert. Teacher Training, Dip. *ELT, British Council*.

**Ho, K.L.**, BSc *Berkeley*; MSc *Stanford*; MSc *San Jose*; PDES MA *HK*; Cert. *TESOL Trinity Coll. Lond.*;

**Hogue, T.**, BA *Monash*; MA *HK*; CTEFL *RMIT*.

**Jhaveri, A.**, BSc *Delhi*; MA *Westmin*; PhD, PGDE *HK*.

**Kwan, E.K.P.**, BSc *Duke*; MA *McGill*; MA *HK*; PhD *Lanc*; PGDE *HK*.

**Law, E.Y.Y.**, BA, MA, PGDE *HK*.

**Leung, P.**, BEd, MA *HK*; MCIL.

**Muse, K.**, BA *Alberta*.

**Ng, C.Y.L.**, BA, MPhil *HK*.

**Ng, J.Y.F.**, BSc *Lond*; BA *HK*; MA *HKBU*; PCed. *HK*.

**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; MISD 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, A.C.**, BA, BEd HK; MSc Stirling; CELTA Cambridge ELA.; FHEA.  
**Wong, H.H.T.**, BA HKPU; MA HK.  
**Wong, P.M.T.**, BA, MPhil HK; MPhil Cantab.; PhD HK.

### **Assistant Lecturers:**

**Cazan, C.**, BA (Hons) Toronto; MEd HK.  
**Chai, A.K.**, BA (Hons), MA CUHK; MA UCL.  
**Chan, S.**, BEd, MA HK  
**Chase, J.C.G.**, BA, MA Oxford; P.G.Dip. Napier; P.G.DipCert. Bangor; CELTA Cambridge ESOL.  
**Chau, K.F.**, BA CUHK; MEd HKBU; PGDE CUHK.  
**Cheung, A.H.Y.**, BSc Singapore; MA HK; CELTA Cambridge ESOL.  
**Chiba Mereu, A.**, BA Keio; MA Teachers College, Columbia.  
**Choi, M.**, BA (Hons) Leeds; GDL University of Law, Guildford; MA HK.  
**Heung, A.**, BA, BEd HKBU; MA Waterloo; Cert. TESOL Queensland.  
**Hui, J.**, BA CUHK; MA UCL.  
**Scanlon, S.**, BA Trinity College Dublin; MA HKPU; Cert. Teacher Training Alpha College Dublin.  
**Singh, G.**, BA (Hons) CityU, MALCS HK, Cert. TESOL Trinity Coll. ege London  
**Taylor, R.**, BA Washington; MA Oregon; Cert. TESOL Seattle.  
**Thomas, G.**, BA (Hons) West London; Cert. TESOL Trinity Coll. ege London,; DELTA Cambridge ELA.  
**Wiggs, M.**, BA Goshen; MA California State Fresno.  
**Wong, D.**, BA, BEd, MPhil, HK.  
**Yau, A.**, BA, MPhil, PhD HK.  
**Zee, M.**, BA Toronto; MA Derby; MA HK; Cert. TESOL Trinity College London.

### **Senior Research Assistants:**

**Law, L.**, BSc CUHK, MA HKPU, PhD HKPU, Cert. TESOL Trinity Coll.  
**Zhang, X.**, BA China, MA China, PhD USA.

### **Research Assistants:**

**Pan, P.**, BA Sun Yat-sen University, MA CUHK  
**San, E. E.**, BJ HK

### **English Teaching Assistants:**

**Kelly, C.G.**, BA University of Ottawa, MA University of Ottawa  
**Leigh, L.**, BA Pontifical Xavierian University, MA HK  
**Khan, S.**, BSc Aston University, CELTA Cambridge ESOL  
**Tsui, S.**, BA British Columbia, MA King's College, Cert. TESOL HK  
**Xu, A.**, BA Shenzhen University, MA Warwick, CELTA Cambridge ESOL

### 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:

<b>Chan, C.S.Y.</b>	Clerk I
<b>Chan, J.C.F.</b>	Clerk I
<b>Cheng, A.W.Y.</b>	Clerk I
<b>Cheung, B.P.Y.</b>	Clerical Assistant
<b>Ching, E.K.L.</b>	Executive Assistant
<b>Kwok, S.W.S.</b>	Secretary I
<b>Lau, C.</b>	Part-time Office Assistant
<b>Lo, C.</b>	Executive Assistant
<b>Mak, J.Y.Y.</b>	Executive Assistant
<b>Sum, A.C.M.</b>	Executive Assistant
<b>Tsang, I.M.S.</b>	Executive Officer
<b>Wong, I.K.M.</b>	Part-time Office Assistant
<b>Wong, S.</b>	Executive Assistant
<b>Yip, S.</b>	Executive Officer

### IT Staff:

<b>Wong, B.Y.N.</b>	IT Technician
<b>Leung, C.C.W.</b>	IT Officer
<b>Choi, W.K.Y.</b>	Senior IT Assistant

### Centre Locations

<b>General Office:</b>	Room 6.60, Run Run Shaw Tower
<b>Interim Director's Office:</b>	Room 6.45, Run Run Shaw Tower
<b>Academic Staff Offices:</b>	6 <sup>th</sup> Floor, Run Run Shaw Tower
<b>Student Advisory Services:</b>	Zone R, 2/F, Chi Wah Learning Commons
<b>Digital Literacy Laboratory (DLL):</b>	Zone S, 2/F, Chi Wah Learning Commons
<b>Multi-media Classrooms:</b>	Rooms 6.31-6.33, Run Run Shaw Tower



**CAES**  
Centre for Applied English Studies

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