Centre for Applied English Studies
THE UNIVERSITY OF HONG KONG
Annual Report 2017-2018
The 2017-2018 academic year was a productive and exciting one for the Centre for Applied English Studies (CAES). We have continued to offer over 40 courses that are tailored to the needs of undergraduate students in different disciplines. 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 (HKU), which ensures that students have every chance of succeeding in their studies in an English-medium university and beyond.

To fulfill this mission, we are expanding the support that we provide to students out of the formal classroom. We now have five English Teaching Assistants (ETAs) who provide one-to-one and small group support to students on their academic, professional and social English skills. These ETAs, who are fresh graduates with an excellent command of English, have been able to render focused support to undergraduate and postgraduate students across HKU.

This year we have also expanded the out-of-class writing support we provide to students by employing and training students as peer writing tutors. These students were selectively recruited for their expertise in writing. This year, 13 peer tutors have provided more than 500 consultations for both undergraduate and postgraduate students. Next year, we aim to employ more peer writing tutors in order to provide significantly more consultation slots.

CAES has also begun to expand our support for academic literacy at HKU by establishing a Digital Literacy Lab operated in coordination with Learning Environment Services to assist students engaged in assessments involving digital media. Our Digital Literacy Services support students through consultations, workshops, equipment lending and forming partnerships with faculty teachers who are incorporating new literacies into their assessment practices. This will continue to grow in the next year and beyond.

This year, we also launched the Nurturing Global Leaders (NGL) Programme, the Centre’s first 12-credit elective course for undergraduate students. The programme allows students at HKU to apply their English language skills by teaching marginalized youth for 8 weeks over summer in a variety of locations across Thailand, Myanmar and Mainland China. The programme also involves local Hong Kong youth who are mentored by our HKU students, adding a leadership development component. The NGL Programme has been made possible through a generous grant from the Hong Kong Jockey Club.

CAES staff also continue to be involved in valuable teaching-related research projects. This year, staff have completed projects which (i) developed a multi-disciplinary corpus database to support the learning of thesis writing for postgraduate students, (ii) developed interactive online learning packages for six Arts English-in-the-Discipline courses and (iii) analysed HKU students’ experiences as they transition from senior secondary education to university studies. These projects have improved the support that we provide to students at HKU.

Lastly, CAES has also launched a project to support professional development across all of the English language centres in Hong Kong universities. This project aims to help colleagues develop and engage in communities of practice and learning through the development of the Hong Kong Continuing Professional Development Hub (HKCPD Hub). It provides a platform for the eight English language centres to collaborate and share expertise among colleagues in order to continue to increase the impact we have on student learning.

The Centre’s mission is to improve the academic literacy skills of students at HKU and next year we will continue to innovate in our teaching and materials.
**Vision**

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.

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**English Language Teaching**

English language instruction, in the form of academic literacy support, forms the heart of the Centre’s activities. The Centre provided courses for 8,637 postgraduate and undergraduate students last year. Given the distinctive philosophy of the Centre, in which every course we teach is seen as a form of programme innovation, the teaching functions are closely integrated with curriculum development and research.

In 2017-2018, the following courses were offered:

### Regular undergraduate enhancement courses:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Code</th>
<th>Course</th>
<th>CABS</th>
<th>No. of</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>1000</td>
<td>Core University English</td>
<td>1</td>
<td>3,097</td>
</tr>
<tr>
<td>Architecture</td>
<td>9120</td>
<td>Communication Course for Architecture Students</td>
<td>2</td>
<td>86</td>
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<tr>
<td></td>
<td>9121</td>
<td>Communication Course for Real Estate &amp; Built Environment Students</td>
<td>2</td>
<td>100</td>
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<tr>
<td>Arts</td>
<td>9201</td>
<td>Academic English: Countries and Cultures</td>
<td>2</td>
<td>155</td>
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<tr>
<td></td>
<td>9202</td>
<td>Academic English: Literary Studies</td>
<td>2</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>9203</td>
<td>Academic English: Philosophy and the History of Ideas</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>9204</td>
<td>Academic English: History</td>
<td>2</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>9205</td>
<td>Academic English: Language Studies</td>
<td>2</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>9206</td>
<td>Academic English: Creative and Visual Arts</td>
<td>2</td>
<td>36</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>654</td>
</tr>
<tr>
<td>Dentistry</td>
<td>9350</td>
<td>Academic English for Dentistry</td>
<td>5</td>
<td>50</td>
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<tr>
<td>Education</td>
<td>9420</td>
<td>Academic English for Information Management Students</td>
<td>3</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>9421</td>
<td>Academic English for Speech &amp; Hearing Sciences Students</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>9423</td>
<td>Academic English for Education Students</td>
<td>2</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>9430</td>
<td>Academic English for Applied Child Development Students</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>Engineering</td>
<td>9531</td>
<td>Technical English for Medical Engineering</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>9532</td>
<td>Technical English for Industrial and Manufacturing Systems Engineering</td>
<td>3</td>
<td>30</td>
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<tr>
<td></td>
<td>9561</td>
<td>Technical English for Electrical and Electronic Engineering</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>9562</td>
<td>Technical English for Computer Science</td>
<td>4</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>9564</td>
<td>Technical English for Mechanical Engineering</td>
<td>4</td>
<td>144</td>
</tr>
<tr>
<td>Medicine</td>
<td>9723</td>
<td>Academic English for Exercise &amp; Health Students</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>9720</td>
<td>English for Clinical Pharmacy</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>9721</td>
<td>Academic Communication for Nursing Students</td>
<td>2</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>9722</td>
<td>Academic English for Biomedical Sciences Students</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>9730</td>
<td>English for Clinical Clerkship for Chinese Medicine Students</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>9740</td>
<td>English for Clinical Clerkships</td>
<td>4</td>
<td>204</td>
</tr>
<tr>
<td>Science</td>
<td>9820</td>
<td>Academic English for Science Students</td>
<td>2</td>
<td>545</td>
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</tbody>
</table>
Other courses (2017 – 18):

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Writing for Year 4 Speech and Hearing Sciences</td>
<td>49</td>
</tr>
<tr>
<td>Medical/Dental Terminology Workshop</td>
<td>75</td>
</tr>
<tr>
<td>ITS English Writing Workshop</td>
<td>14</td>
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<tr>
<td>Academic English Writing Workshop for Nursing Undergraduates</td>
<td>25</td>
</tr>
<tr>
<td>Summer Institute</td>
<td>201</td>
</tr>
<tr>
<td>English courses for HKU Non-academic Staff</td>
<td>140</td>
</tr>
<tr>
<td>Summer Institute in the Arts and Humanities</td>
<td>35</td>
</tr>
</tbody>
</table>

Subtotal: 540

Total no. of HKU students taught: 9,177
Self-Access Consultations: 7,442
Summer English Support Programme: 43

SUMMER COURSES

The Centre offered a wide variety of summer courses from June to August 2018 as follows:

Summer Institute for Students

In the 2017-2018 academic year, the Centre continued to offer its own Summer Institute from 11 June to 29 June, 2018. A total of 201 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
- Written and Spoken Features of Casual Native Speaker English
- "Anyone can teach English, or so you think!"

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 11 June to 29 June, 2018 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 2018, a total of 48 one-to-one consultation sessions were offered, among which 41 sessions were attended.
35 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 14 July to 3 August, 2018.

English Discussion Skills: Critical Discussions on China
This is an advanced speaking skills course which 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 in an in-depth and critical manner. 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 receive focused advice on how to improve their speaking skills, and are required to do independent work in specific areas where they would like to improve. Students are expected to demonstrate a satisfactory level of English language proficiency during discussions.

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 by writing 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.

OUT-OF-CLASS LANGUAGE LEARNING: 
CAES IN THE ADVISORY ZONE 2017-2018
CAES provided the English Language Advisory Services in Zone R, Chi Wah Learning Commons, throughout the 2017-2018 academic year to support HKU students with their out-of-class language learning goals. CAES in the Advisory Zone includes one-to-one advisory sessions, online advising, academic, professional and social group discussions and workshops, volunteer peer tutor chat sessions, student-as-partner discussions and outreach events. Use of CAES self-access services in the Advisory Zone is self-directed and voluntary, so all quality assurance/student evaluation is carried out based on the uptake of services offered. Data is provided by the CAES IT Team, and student and adviser evaluations are collated by the Advisory Zone Coordinator.

The advisory services are supervised by the Advisory Zone Coordinator and the Deputy Coordinator and hosted by CAES language advisers, CAES research postgraduate students (RPgs), HKU volunteer students and CAES ETAs. This academic year, a third cohort of three ETAs with two additional research ETAs were employed through UGC Triennium funding. These two ETAs were involved in 50% classroom research and 50% Advisory Zone duties which facilitated research into how CAES in the Advisory Zone can be better equipped to support students taking our Core University English and English-in-the-Discipline courses, as well as HKU students as a whole.

A total of 7,442 users participated in the various CAES Advisory Zone services in the 2017-2018 academic year. This shows a remarkable increase of 64% from 2014-2017. A total of 6,348 advising slots were offered with 3,633 attendees for CAES language advice, ETAs consultations, Writing Support-RPgs consultations and online advising.

CAES teachers offered 184 workshops and discussions this academic year with 819 students in attendance. At the same time, ETAs offered 479 workshops and discussion slots with 2,144 students in attendance. This generated a total of 663 workshops and discussions with 2,983 students attending; an average of 5 students per workshop/discussion with 18 seats available in each workshop/discussion.

The Peer-Tutoring Scheme, which is coordinated between CEDARS and CAES, continued to operate in Zone R of the Learning Commons from late September 2017 to early February 2018. There were 28 peer tutors of native or near-native English language proficiency in both semesters offering a total of 845 one-to-one informal chat sessions and 333 small group chat sessions. A total of 403 tutors attended the one-to-one sessions and there were 226 group chat sessions (between 1 and 3 tutors each). In sum, 1,024 students participated in the Peer Tutoring Programme in the 2017-2018 academic year. This is in contrast with 41 peer tutors in 2016-17, who provided 1,021 one-on-one 25-minute and informal small group chat sessions, with 230 students attending the latter. It should be noted that the reduction in the number of peer tutors in 2017-2018 was a strategic decision on the part of both CEDARS and CAES to maintain tutoring quality and streamline administrative efficiency.

The Advisory Zone website was launched in September 2017, providing information about independent language learning resources in Zone R, online booking of consultations and groups, and other organized links to online resources. Learning Environment Services (LES) also provided CAES in the Advisory Zone with four computers in the central area and a digital board, as well as all the consultation and teaching rooms.

Publicity work for the CAES Advisory Zone was carried out through a variety of means. They included 159 class visits by our ETA reaching over 3,000 students, PowerPoint presentations delivered by class teachers as well as bulk email flyers to staff, students and HKU faculty staff. Posters and flyers were distributed weekly on campus via a CAES promotion table hosted by the ETAs. The Facebook page attracted an additional 1,000 likes this year (approximately 2,500 in total) and the Instagram page was updated every day to inform students about our services. These promotional services were also hosted by the ETAs. The ETAs also informed faculty staff about the services and presented at an orientation meeting in the Faculty of Business and Economics. Three ETAs presented a paper at the Continuing Professional Development Symposium for Hong Kong University Language Centres at The Hong Kong Polytechnic University on 31 May, 2018.

CAES continued its collaboration with Learning Environment Services (LES) this year to conduct outreach events for English communication and cultural events. The student-led discussion by a group of Business & Economics students under the name of ‘Effective Altruism’ continued successfully under CAES Advisory Zone discussion services. CAES in the Advisory Zone also provided support to independent student group ‘International Society’ and ‘Slam and Jam Poetry from Lap Chee College Global Diversity group.

ENGLISH LANGUAGE SUPPORT FOR RESEARCH POSTGRADUATES
The Centre offers all HKU MPill and PhD students a required core course, six workshops, and the Postgraduate Writing Support Service (via the Graduate School). In total, 963 students attended these courses during the academic year 2017-2018. In addition, research postgraduate students are invited to access all the CAES self-access learning resources.
English Language Teaching

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 specialized versions of this course are offered to students in the Humanities and related disciplines, as well as those in Sciences and related disciplines. Feedback from students was very positive, with 85.5% and 90.9% of them rating the course and the teachers effective respectively.

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 practice 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. Another workshop aims at helping students maximize the effectiveness of their communication in their confirmation seminar and viva. All workshops were rated very highly by the students for their usefulness. The average workshop effectiveness was 89.1%.

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 89.3% and 92.9% 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 aim to enhance English skills of students and working professionals.

In 2017-2018, the Centre’s SFEC contributions covered the following areas.

Workplace English Courses for HKU Non-academic Staff
Since 2008, the Centre has collaborated with HKU Registry to offer English for Professional Communication courses aimed at improving the English skills of administrative staff. Through these popular and successful courses, staff members have the opportunity to enhance confidence and competence in using English for various workplace purposes.

In 2017-2018, a total of 184 staff members at HKU benefited from these courses:

- Everyday Spoken Communication at Work
- Grammar Essentials at Work
- Professional English Basics
- Workplace Speaking
- Workplace Writing
- Workplace Accuracy

English Writing Workshop for ITS
This workshop was specially designed with materials and tasks aimed at enhancing the confidence and communication skills of staff who provide Information Technology Services (ITS) to the university community.

Courses/Workshops for Undergraduate and Taught-Postgraduate Programmes
The Centre also offers Academic English courses or workshops to provide writing support for undergraduate and postgraduate programmes.

At undergraduate level (148 students in total):
- Dissertation Writing for Final Year Speech and Hearing Sciences Students
- Medical/Dental Terminology for Dentistry Students
- Summer Academic English Writing for Nursing Undergraduates

At postgraduate level (1101 students in total):
- Academic Writing Skills for MA(TESOL) Students
- Academic Writing for MSc Education
- Academic Writing for MSc Education
- Academic Writing and Avoiding Plagiarism for MSocSc in Criminology/MCCG
- Academic Writing for Faculty of Social Sciences: MSocSc in Behavioral Health and 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: Editing and Proofreading
- MSc Computer Science Workshop: Presentation
- Supplementary Workshops (Presentation & Proofreading) for MSc Computer Science
- Thesis Writing for Postgraduate Education (EEED) Programmes
- Summer Institute in the Arts & Humanities – English Enhancement workshops

Courses involving collaboration with overseas institutions
The Centre also collaborates with overseas institutions to provide English courses targeting international students’ needs. In August 2017, the Centre offered the following course, Summer English Course for Kyoto Women’s University, and will continue to offer similar learning initiatives.

SFEC curricula and lessons are very well received by staff, faculties and students, with highly positive feedback for course quality in terms of instructional delivery, materials relevance and student engagement. If you wish to request about current and new courses, please contact the SFEC Coordinator, Dr. Karen Ng (karen.ng@hku.hk), for information or collaboration opportunities.
Professional Development

Professional development 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 2017-2018 (Semester 1) 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, International Association 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 2017-2018 (Semester 1)

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter(s)</th>
<th>Title of Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 September, 2017</td>
<td>Colin TAIT and Wilson CHOW</td>
<td>CAES, The University of Hong Kong Professional Development Seminar: The devil is in the data: HKU’s incoming data policies – What you need to know?</td>
</tr>
<tr>
<td>18 October, 2017</td>
<td>Diane PECORARI</td>
<td>Department of English, City University of Hong Kong Professional Development Seminar: What can plagiarism tell us about academic writing?</td>
</tr>
<tr>
<td>25 October, 2017</td>
<td>Karissa HUSE, Albert WONG and IT SIG</td>
<td>CAES, The University of Hong Kong Brown Bag Workshop: Spicing up your classroom with the use of interactive tools</td>
</tr>
<tr>
<td>1 November, 2017</td>
<td>Lillian WONG and Laura WAKELAND</td>
<td>CAES, The University of Hong Kong Brown Bag Sharing Session: Innovative pedagogy sharing</td>
</tr>
<tr>
<td>8 November, 2017</td>
<td>Michelle RAQUEL and Assessment SIG</td>
<td>CAES, The University of Hong Kong Professional Development Seminar: Exploring assessment practices of CAES: Connecting assessment and learning</td>
</tr>
<tr>
<td>15 November, 2017</td>
<td>Sue STARFIELD</td>
<td>School of Education, UNSW Sydney Research Seminar: Beyond the student-supervisor dyad: Distributing writing support for students doing research</td>
</tr>
<tr>
<td>4 December, 2017</td>
<td>Christine Pearson CASANAVE</td>
<td>Temple University, Japan Campus &amp; Middlebury Institute of International Studies at Monterey Research Sharing Session: Continuing and emerging controversies in teaching, learning, and researching L2 writing in EAP contexts in higher education</td>
</tr>
</tbody>
</table>
Research and Publications

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 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 2017 to June 2018:

Staff Publications

Cheung, Scanlon S.

Chiba, Mereu A.

Gardner, D.P.

Jhaveri, A.D.

Kim, C.

Lau, K.K.

Ma, X.

Ng, C.Y.L.

Wingrove, P.E.

Yeldham, M.A.

Zhang, Z.
Conference, Seminar and Other Presentations (July 2017 – June 2018)

Boynton, S.D.
- [With Wakeland L.J.] Teaching and learning writing skills for nursing student whose first language is not English, 4th AMEA Symposium: Frontiers in Medical and Health Sciences Education, The University of Hong Kong, Hong Kong, 2017.
- [With Wakeland L.J.] Faculty collaboration in the grading of assessments in English courses for healthcare students at a Hong Kong university: issues of validity and reliability, International Conference on ESP, New Technologies and Digital Learning. The Hong Kong Polytechnic University, Hong Kong, 2017.

Chau, K.F.

Chiba, Mereu A.
- Nonnative students’ perception of disagreement in university academic discussion, Asia TEFL 2018 International Conference, Macau SAR, China, 2018.
- An emic approach to the investigation on facework in academic disagreement among nonnative university students in Hong Kong, HKU Higher Education Student Seminar, Hong Kong, 2018.

Cole, III S.F.

Choy Datwani, D.

Deslorge, P.D.

Hazell, A.A.L.

Ho, K.L.
- Knowledge and rhetoric in the written discourse of engineering internship, 4th International Conference on Linguistics and Language Studies, Hong Kong, 2018.

Jhaveri, A.D.

Kwan, V.

Lau, K.K.
- English language needs and support for postgraduate students in Hong Kong: Disciplinary variations, The International Conference on English Language Education in the Chinese Context, 2018.
- A tale of two universities: English as a lingua franca and its implication for language policies in internationalized higher education, Invited talk, National Taiwan Normal University, Taipei, Taiwan, 2017.

Law, Y.Y.

Lee, J.C.Y.

Leung, C.Y.

Ma, X.
- [With Li Y.] Writing for academic success: An academic writing course for med students, 14th Asia TEFL International Conference, Macau, China, 2018.

Ng, C.Y.L.

Ngew, Y.H.K.
- Task engagement and its role in autonomous learning, JECT, Association of Teachers and Researchers in Asia (ATERAI), Osaka, 2018.

Raquel, M.R.
Wakeland, L.J.
- [With Boynton S.D.] Faculty collaboration in the grading of assessments in English courses for healthcare students at a Hong Kong university: Issues of validity and reliability. International Conference on ESP, New Technologies and Digital Learning, The Hong Kong Polytechnic University, Hong Kong. 2017.
- [With Boynton S.D.] Teaching and learning writing skills for nursing student whose first language is not English. 9th AMEA Symposium: Frontiers in Medical and Health Sciences Education, The University of Hong Kong, Hong Kong. 2017.

Wang, W.

Wo, B.W.

Wong, A.C.

Wong, L.L.C.
- Effective thesis writing for postgraduates, Invited lecture, School of Foreign Language Education, Jilin University, Changchun, China. 2018.

Wu, P.M.T.
- Neglected features in Hong Kong triad movies, Special Interest Group: Genre, Centre for Applied English Studies, The University of Hong Kong, Hong Kong. 2018.

Wu, C.H.
- Introduction to academic writing. Invited speaker, Undergraduate applied linguistics course. Department of English Language, Literature, and Linguistics, Providence University, Taichung. 2018.
- English writing for professional purposes. Invited speaker, Postgraduate Digital Story Writing course, Department of Applied Foreign Languages, National Yunlin University of Science and Technology, Douliu. 2018.
- Presenting yourself professionally from Year One. Invited speaker, Campus-wide lecture. Foreign Language Center, National Chengchi University, Taipei. 2018.

Zee, M.
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 2017-2018 are described below.

Programme Coordination Committee

| Chair: Joanna LEE | Members: Simon BOYNTON, Michelle RAQUEL, Ellie LAW, Louisa CHAN, Daya DATWANI, Clarence WANG, Lisa CHEUNG, Natalie FONG, Sam COLE, Lillian WONG |

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 the light of feedback from students, teachers, External Examiners, and representatives from faculties, committee members reviewed and streamlined core team membership. They also participated in the Centre’s management retreat to discuss Centre-wide initiatives for future development.

Moving into the sixth year of the new curriculum, the committee aims to embark on a review of courses which involves collecting and acting on feedback from relevant stakeholders. Members will also share and explore best practices amongst themselves through the committee platform to ensure our courses continue to provide a high-quality learning experience for HKU students.

Research and Professional Development Committee (2017-2018, Semester 1)

| Chair: Lillian WONG | Members: Vivian KWAN, Karen NGOEOW, Laura WAKELAND |

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.

In 2017-2018 (Semester 1), seven research seminars, professional development sessions and brown bag sharing sessions were organized to facilitate teaching and support colleagues’ research interests. Colleagues, international scholars and experts in the field were invited as speakers to discuss topics relevant to the Centre’s teaching and research. No seminars were offered in Semester 2 as the Centre was in the process of reviewing and reconfiguring the professional development and research support to staff.

Teaching and Learning Quality Committee

| Chair: Phil SMYTH | Members: Patrick DESLOGE, Michelle RAQUEL, Ken HD, Heidy WONG, Eleanor KWAN |

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 4.0. 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 after each semester to listen to student perspectives on CAES courses. Over 300 student representatives from various faculties attend the meetings.

Publicity and Outreach Committee

| Chair: Ken LAU/Laura WAKELAND | Members: Cezar CAZAN, Rebecca TAYLOR, Lisa CHEUNG, Parco WONG, Daya DATWANI, Alex SUM |

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 communities.

In 2017-2018, in addition to contributing to the usual publicity events such as the University Information Day, Faculty of Arts Open Day and the HKU English Public Speaking Competition, CAES was invited to contribute a booth to the CUHK Symposium.

Also, in order to promote a better understanding of our Centre and the courses and services that we offer to students earlier on in their HKU experience, a range of promotional leaflets and souvenirs were created to accompany our talks to each faculty during the orientation period.

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, such as the Centre’s new Facebook and Instagram pages, which were also launched this year.
Staff List

Interim Director:
Legg, M., BA MeI.; MA, PhD Macq; CELTA, DELTA Roy. Soc. of Arts.

Honorary Professor and Chair Professor:
Hyland, R., BA Warw.; MA Birm.; PhD Oxf.; PGCE Worc.

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

Honorary Associate Professor:
Gardner, D.P., BA Sheff.; MA Rdg.; PhD Open; Cert. TEFL. Trinity Coll. Lond.

Assistant Professors:
Lau, K.K.K., BA HKPU; MRes, PhD Lanc.; FCIL, MIEEE.
Yeldham, M. A., BA Macq.; MEd [TESOL] GUT; PhD Melb; Grad. Cert. in Ed. [TESOL] GUT.

Honorary Assistant Professor:
Cruthwalt, P.R., BA SalK; MA IGE Lond.; MPhil, PhD Cantab.

Senior Lecturers:
Cole III, S.F., BA Tennessee; MA HK; CELTA Cambridge ESOL.
Desloges, P.D., BA Richmond College; MA Monterey Inst. of International Studies.
Fong, S.M., 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.
Raquei, M., BS, MA DLSU; PhD UIAS.
Wong, L.L.C., BPhil Birm.; MA, PhD HK.

Lecturers:
Boynton, S.D., BSc News; 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; PGCE.
Cheung, L.M.L., BA, MA HK; PhD Birm.
Datwani, D.D., MBA Hull; MA HK; EdD Northeastern; CELTA Cambridge ESOL; PGEd.
Ho, K.L., BSc Berkeley; MSc Stanford; MSc San Jose; MA HK; Cert. TESOL Trinity Coll. Lond.; PGDE HK.
Hogue, T., BA Monash; MA HK; CTEFL RM17.
Jhaveri, A., BSc Delhi; MA Westminster; 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; PGEd.
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, T.D.C., BA, MA HK; CELTA, DELTA Cambridge ESOL.
Wakefield, L.J., BA Syd.; MSc N.S. W.; MA Technology; CELTA Aust. TESOL.
Wong, C.W.F., BA Hebei; MA Beijing Foreign Studies Univ.; PhD HK.
Woo, 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.

Assistant Lecturers:
Allen, C., BA Denver; CELTA Denver.
Cavanagh, C., BA (Hons) Toronto; MEd HK.
Chai, A.K., BA (Hons) MA CUHK; MA UCL.
Chang, S.C.C., BA, MA Garforth; P.Dip. Napier; P.G. Cert. Bangor; CELTA Cambridge ESOL.
Chau, K.F., BA CUHK; MEd HKBU; PGDE CUHK.
Chiba Mercier, A., BA Keio; MA Teachers College, Columbia.
*Choi, M., BA (Hons) Leeds; SDL University of Law, Guildford; MA HK.
*Cheung, A.W.Y., BA, BEd HKBU; MA Waterloo; Cert. TESOL Queensland.
*Hui, J., BA CUHK; MA UCL.
Leung, F., BEd, MA HK; MCol.
Muse, K., BA Alberta.
Scanlon, S., BA Trinity College Dublin; MA HKPU; Cert. Teacher Training Alpha College Dublin.
Taylor, R., BA Washington; MA Oregon; Cert. TESOL Seattle.
Thomas, D., BA (Hons) West London; Cert. TESOL Trinity College London, DELTA Cambridge ELA.
*Wigges, M., BA Glasgow; MA California State Fresno.
Wong, A.C., BA, BEd HK; MSc Stirling; CELTA Cambridge ESOL.
Wong, D., BA, BEd, MPhil, HK.
Wong, H.T.H., BA HKPU; MA HK.
*Yau, A., BA, MPhil, PhD HK.
Zee, M., BA Toronto; MA Derby; MA HK; Cert. TESOL Trinity College London.

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

IT Manager:
Chow, W.K.H., BSc Hawaii Pacific; MSc Middle.

* Effective from August 2017  ★ Effective from January 2018

General Office Staff

Chen, C.Y.Y., Clerk I
Chan, C.C.P., Clerk I
Cheung, B.W., Clerk I
Kwok, S.W.S., Secretary I

Ma, J.Y.Y., Executive Assistant
Sum, A.C.M., Executive Assistant
Tsang, I.M.S., Executive Officer
Wong, I.K.M., Part-time Office Assistant
#Yip, S., Part-time Executive Officer

IT Staff

Wong, B.W.K., IT Technician
Leung, C.C.W., IT Officer
Choi, W.K.Y., Senior IT Assistant

Centre Locations

General Office: Room 6.40, Run Run Shaw Tower
Interim Director’s Office: Room 6.45, Run Run Shaw Tower
Academic Staff Offices: 4th Floor, Run Run Shaw Tower
The Advisory Zone: Zone K, Chi Wah Learning Commons
Multi-Media Classrooms: Rooms 6.31-6.33, Run Run Shaw Tower
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