Centre for Applied English Studies

THE UNIVERSITY OF HONG KONG

CAES
Centre for Applied English Studies

Annual Report
2015-2016

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Introduction

This year saw the first batch of students completing the four-year curriculum at HKU and therefore the first graduates who had benefited from the support of our English-in-the-Discipline courses. The curriculum reform of 2012, which saw Hong Kong universities transform themselves from three- to four-year institutions while accepting an additional 30,000 undergraduates in the process, was a challenging time for all teachers, and we are pleased to see the first fruits of our labours. We have now taught almost all our 30 English-in-the-Discipline (ED) courses, refining and tweaking them as we go, and, they seem to have been successful in both engaging students and helping them to develop their academic literacy skills in the particular areas of their studies. Similarly, our Core University English (CUE) freshman course, the largest course at HKU with some 3,000 students each year, is also now well-established and gaining increased student approval.

Because English is the official medium of instruction at HKU, the role played by the Centre for Applied English Studies (CAES) is at the heart of students' experience here. Undergraduate students are required to take 12 credits of English, six of which are in CUE and six in the form of ED. CUE is designed to help students new to higher education bridge the gap between the kind of English they are familiar with from school and the English they will need to navigate their learning in the university. In subsequent years, they take an ED course which requires them to engage with the literacy demands and expectations of their major discipline. Over the last year the Centre has also expanded its range of out-of-class learning opportunities with a wide range of Moodle activities and short video packages which allow teachers to flip their classrooms and make more use of class time for discussion rather than input. We have also expanded our role in providing consultations and small group discussion opportunities in the Learning Commons and continued our successful English Teaching Assistant (ETA) scheme, bringing three overseas teachers to initiate language activities around the campus.

Since its creation as the English Centre in 1992, CAES's main role has always been to provide credit-bearing academic literacy support to undergraduate students. In addition, we provide a variety of courses for all research postgraduate students (through the Graduate School), courses for HKU administrative/clerical staff, a large Summer Institute, a Master of Arts in Applied Linguistics, and supervision for

our own group of PhD students. We also conduct research into issues related to language education and seek to reach out to the broader educational community in Hong Kong and internationally. Our one-year full-time Master of Arts in Teaching English to Speakers of Other Languages (TESOL), taught in partnership with colleagues in the Faculty of Education, has expanded with huge interest from around the region.

Overall, we taught 6,216 undergraduate students in credit-earning courses (including 2,910 in CUE), 1,002 students in summer workshops, staff courses and other programmes, 285 students in Summer English Support Programme and 1,547 students in postgraduate courses. We also conducted 5,532 self-access consultations in the Learning Commons and graduated 42 students from our MAAL programme. We also continued to teach 10 full-time and 4 part-time students on our PhD programme. We graduated one PhD student this year.

The 2016-2017 academic year promises to be another challenging and productive period as we continue to refine our courses and expand our out-of-class learning opportunities for students. We have secured substantial funding in collaboration with other institutions and invited various scholars to participate in our professional development programme this year. Planning and preparation for a second Faces of English conference is well under way to build on the success of our 2015 conference and bring scholars from around the world to discuss issues relevant to English for Academic and Specific Purposes. We will meet these new challenges with the same enthusiasm and attitude towards research-informed language education for which we are well-known.

Ken Hyland

Professor Ken Hyland
Director
Chair Professor of Applied Linguistics

September 2016

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.
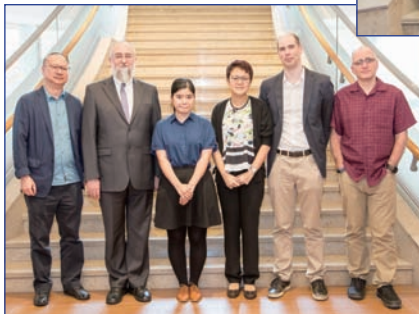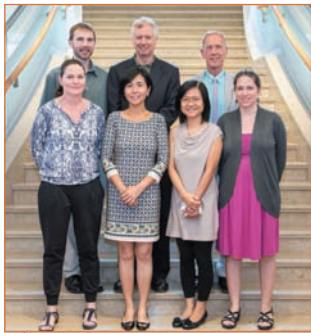
English Language Teaching

English language instruction, in the form of academic literacy support, forms the heart of the Centre's activities. The Centre provided courses for 8,765 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 2015-2016, the following courses were offered:

Regular undergraduate enhancement courses:

Faculty	CAES Code	Course	Year	No. of Students
All	1000	Core University English	1	2,910
Architecture	9120	Communication Course for Architecture Students	2	90
	9121	Communication Course for Real Estate & Built Environment Students	2	88
Arts	9220	Academic English for Students of Chinese Language, Literature, History, and Culture	2	53
	9221	Academic English for Students of Modern Languages and Cultures (SMLC)	2	127
	9222	Academic English for Students of Comparative Literature, English Studies, Philosophy, Fine Arts, & Translation (CEPAT)	2	184
	9223	Academic English for History Students	2	39
	9224	Academic English for Students of General Linguistics, and Language and Communication	2	65
	9225	Academic English for Music Students	2	12
Business & Economics	9920	Academic Communication for Business and Economics	2	656
Education	9420	Academic English for Information Management Students	3	50
	9421	Academic English for Speech & Hearing Sciences Students	2	46
	9422	Academic English for Exercise & Health Students	2	21
	9423	Academic English for Education Students	2	120
Engineering	9520	Technical English for Industrial and Manufacturing Systems Engineering	2	38
	9531	Technical English for Medical Engineering	3	15
	9540	Technical English for Civil Engineering	4	114
	9541	Technical English for Electrical and Electronic Engineering	4	58
	9542	Technical English for Computer Science	4	50
	9543	Technical English for Mechanical and Building Services Engineering	4	77

Medicine	9720	English for Clinical Pharmacy	2	31
	9721	Academic Communication for Nursing Students	2	198
	9722	Academic English for Biomedical Sciences Students	2	33
	9730	English for Clinical Clerkship for Chinese Medicine Students	3	22
	9740	English for Clinical Clerkships	4	212
Science	9820	Academic English for Science Students	2	566
Social Sciences	9921	Great Speeches: Rhetoric and Delivery	2	76
	9922	Language, Genre and Reports	2	60
	9923	Writing Psychology: Text and Context	2	98
	9924	Language and Style of Narrative Journalism	2	34
	9925	Academic and Professional Literacies in Social Work	2	44
	9930	Dissertation Writing in the Social Sciences	3	29
Subtotal				**6,216**

Postgraduate courses:

Course	No. of Students
Dissertation Writing for Master of Dental Surgery and Master of Science	21
Dissertation Writing for Medical Sciences	54
MEd/MSc Writing Workshops	218
EdD Thesis Writing Workshop	26
Academic Writing Skills Workshop for MA (TESOL) students	55
Intensive English for Postgraduate Students	79
Introduction to Thesis Writing (The Humanities & Related Disciplines)	161
Introduction to Thesis Writing (The Sciences & Related Disciplines)	440
Effective Academic Speaking Skills	55
Writing Right: Writing Accurately and Clearly	89
Effective Conference Preparation and Participation	33
Getting Published in Academic Journals (Sciences)	16
Getting Published in Academic Journals (Humanities)	34
Dissertation Writing for MSc Computer Science	228
Writing Workshops for Students of MSocSci in Criminology	38
Subtotal	**1,547**

Other courses:

Course	No. of Students
Speech Express	22
Dissertation Writing for Year 4 Speech and Hearing Sciences	49
Medical/Dental Terminology Workshop	54
Dissertation Writing for Year 4 Undergraduate Students - Bachelor of Education in Language Education & Liberal Studies	42
Summer Institute	660
English course for HKU Non-academic staff	120
Summer Institute in the Arts and Humanities	55
Subtotal	**1,002**

Total no. of students taught

8,765

Summer English Support Programme

285

Self-Access Consultations

5,532
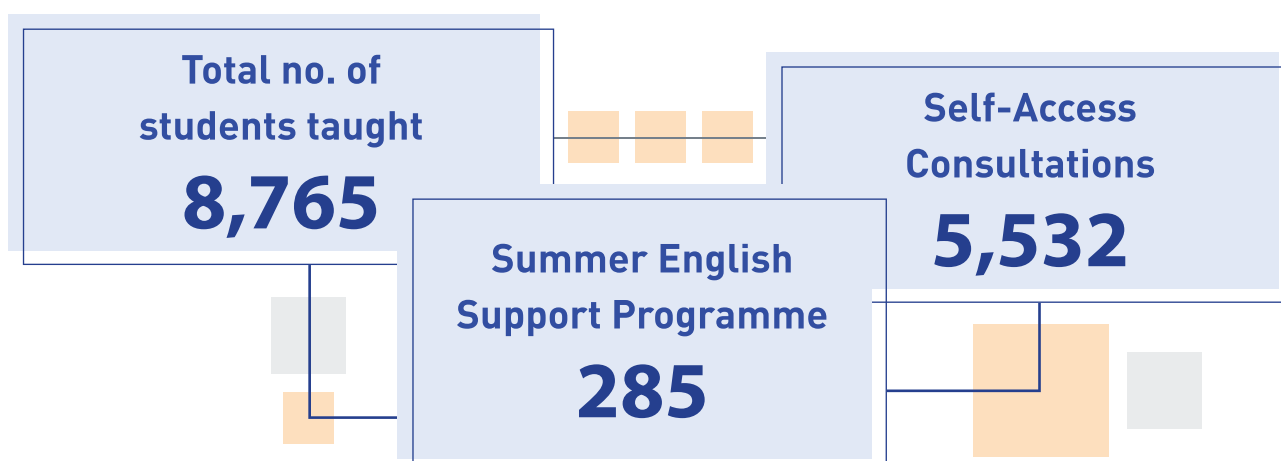
SUMMER COURSES

The Centre offered a wide variety of summer courses from June to August 2016 for both HKU and external students.

Summer Institute for Students

In the 2015-2016 academic year, the Centre continued to offer its own Summer Institute from May 30 to July 29. Six hundred and sixty students (397 undergraduates and 263 postgraduates) were enrolled in these courses.

List of courses:

- English Pronunciation
- Grammar Improvement for Effective Communication
- English Vocabulary Building
- R.I.S.E. – Resume & Interview Skills in English
- Worlds of Language: Learn English through Creative Writing
- Discussing the news
- IELTS Speaking
- IELTS Writing
- IELTS Reading and Listening
- Motivational Public Speaking
- Nice to Meet You – Confident Conversational English
- Using the Right Tone and Style in Academic Writing
- Improving Your Writing through Corpora
- Writing and Speaking in the Workplace
- Developing Competence in English: From Interpersonal to Intercultural Communication
- "Man, like WTF??!" Using the Right Words, Sounds and Phrases to Make You Appear Less Nerdy and More Native
- English for Public Relations
- Pronunciation and Phonology for Postgraduate Students

Summer English Support Programme

To help students work on their English skills continuously during the summer period, the Centre offered a Summer English Support Programme from May 30 to August 12 to provide:

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

Both activities were popular with HKU undergraduate and postgraduate students. A total of 285 individual students (190 undergraduates and 95 postgraduates) attended the programme among which 170 participated in the one-to-one sessions and 115 in the group discussions.

English Courses for the Summer Institute in the Arts and Humanities

Fifty-five students participated in the following English courses offered as part of the Summer Institute in the Arts and Humanities from July 13 to July 29.
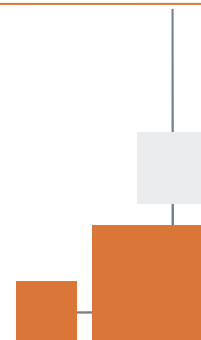
Academic English Proficiency: Engaging with Visual Art

In this 6-credit 3-week course students enhance their written and spoken academic English and Fine Art appreciation in a creative, visually-rich, and unique way by describing, analyzing and discussing Fine Art (e.g. paintings, sculpture, and prints). Students visit an art gallery with the course lecturer and also visit art venues of their own choosing as part of the learning hours. Students present art work of their own choice to the class as part of the assessment requirement.

Course material is based on authentic audio, video, and online resources. A course website provides a base for course materials and tasks, access to art information and national/international galleries and museums, and links to language learning resources.

English Discussion Skills: Critical Discussions on China

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

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 develop their communication skills in relation to business meetings and cross cultural interactions and are given extensive opportunities to practise and apply the skills through a variety of speaking tasks and an end-of-course social function.

Self-Access Language Learning

CAES provided English Language Advisory Services in Zone R, Chi Wah Learning Commons, and the Virtual English (VE) website throughout the year to provide self-access language learning opportunities to all HKU students. CAES provisions for self-access learning include one-to-one advisory sessions; and group discussions and workshops on topics ranging from fine art, through current affairs to intercultural communication, with workshops for IELTS, presentation skills, pronunciation and LPATE preparation. This year three English Teaching Assistants (ETAs) worked full time in the Advisory Services Zone. Further promotion of the services was enhanced through the work of these ETAs.

Use of self-access services is voluntary, so evaluation is carried out based on the take-up of services offered. A total number of 5,532 participants used self-access services during the year (up from 1,477 in 2014-15). There were 2,563 individual consultations (645 in 2014-5), and 1,968 students attended discussion groups and workshops (419 in 2014-15).

The Peer-Tutoring Scheme, which is jointly coordinated by CEDARS and CAES, continued to operate in Zone R of the Learning Commons from late September 2015. In 2015-6, 28 peer tutors, who are native or expert speakers of English, provided 1,001 one-on-one 25-minute chat sessions to fellow students (413 in 2014-5).

The VE website provides information about resources in Zone R, online booking of consultations and groups, and other online services and resources. The number of visitors to the VE site was 33,594 (23,244 in 2014-15). The Facebook page has 1,200 members and there are regular posts on language and opportunities in Hong Kong for language improvement/volunteering.
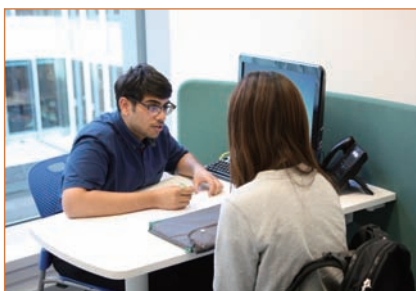
English Language Support for Research Postgraduates

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). Nine hundred and seven students attended these courses during the academic year. In addition, research postgraduate students are invited to access all the CAES self-access learning resources.

Introduction to Thesis Writing is the core course for research postgraduates. It aims to raise students' awareness of the linguistic demands of writing a thesis and of possible strategies for meeting these demands. Two specialised versions of this course are offered to students in the Humanities and related disciplines, and students in Sciences and related disciplines. Feedback from students was very positive, with over 91% and 94% of them respectively rating the course and the teachers as effective.

The workshops focus on either speaking or writing skills. The academic writing workshop help students with those specific language points that have been observed to cause most difficulties in writing at thesis level and language use which is of particular relevance to reviewing the work of other researchers. The academic speaking skills workshop provides ample opportunities for students to practise and refine their skills for presenting their research to an audience. Two other workshops show students how to publish their research. A workshop on conference

preparation and participation provides guidance on proposal writing and how to prepare for and participate in conferences. All workshops were rated very highly by the students for their usefulness. A new workshop aims to help students maximize the effectiveness of their communication in their confirmation and viva.

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 over 97% and 100% 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 Courses

Whenever appropriate, the Centre also provides intensive courses for specific target groups by special arrangement. In 2015-16, Centre staff taught the following programmes:

Workplace English Courses for HKU Non-academic Staff

The Centre has been providing English for Professional Communication courses to administrative and support staff at the University since 2008. These courses enhance the written and spoken English of staff at different levels of employment in the University. In 2015-16, 120 staff members benefited from the following five courses:

- *English for Professional Communication (Intermediate Level)*
- *Professional English in Focus (Advanced Level): Writing and Grammar*
- *Professional English in Focus (Advanced Level): Presentations and Pronunciation*
- *Intensive English Workshop (Listening)*
- *Intensive English Workshop (Grammar)*

Courses / Workshops for Undergraduate and Taught Postgraduate Programmes

During the 2015-16 academic year, the Centre also offered the following courses or writing workshops to provide English support for specific undergraduate and postgraduate programmes.

At undergraduate level:
- *Medical / Dental Terminology Workshops for Dentistry Students*
- *Dissertation Writing for Year 4 Speech and Hearing Sciences Students*
- *Dissertation Writing for Year 4 Undergraduate Students – Bachelor of Education in Language Education & Liberal Studies*

At postgraduate level:
- *MEd/MSc Writing Workshops*
- *Dissertation Writing for Medical Sciences – An Induction Course*
- *EdD Thesis Writing Workshop*
- *Dissertation Writing for Master of Dental Surgery and Master of Science – An Induction Course*
- *Academic Writing Skills Workshop for MA(TESOL) Students*
- *Dissertation Writing for MSc Computer Science*
- *Writing Workshops for Students of MSocSc in Criminology*

Research Projects

In 2015-2016, the Centre conducted a wide range of projects, focused in the following areas:

Academic Genres

- Academic publishing *(K. Hyland; N. Luo)*
- An exploration of the voices of a new curriculum: Implications for the teaching of English for academic purposes *(M. Legg)*
- Diachronic change in features of academic writing *(K. Hyland; K. Jiang)*
- Online project for the improvement of university speaking (OPTIMUS) *(D. Gardner; K. Lau; K. Pat; H. Wong, J. King, City University of Hong Kong; J. Robbins, Hong Kong Polytechnic University)*
- Preparing postgraduate students to write theses in their disciplines *(L.L.C. Wong)*

Academic Literacy

- Plagiarism: Awareness, avoidance and assurance *(D. Gardner)*

Assessment

- Development of e-learning and peer assessment activities for an English-in-the-discipline course for speech & hearing sciences students *(N. Fong; K Yung; C. Wang; E. Ma, HKU Faculty of Education)*

Autonomy and Language Learning

- Bridging the gap: Principles for integrating SALL into taught English courses *(E. Law)*

Discourse Analysis

- Critical discourse analysis: Triad discourse in Hong Kong *(P. Wong)*
- From transition to enculturation: The discourse of postgraduate learning at HKU *(K. Lau)*

English-in-the-Discipline

- Blending academic and professional literacies: Developing an English-in-the-discipline course for social work with genre pedagogy *(J. Lee; P. Wong; E. Law)*
- Epistemic and rhetorical recontextualization in undergraduate engineering writing: A text-informed investigation *(K. Ho)*
- Online support for academic writing for the engineering curriculum (OSAWEC) *(D. Gardner; E. Kwan; F. Williams, City University of Hong Kong; H. Wong, City University of Hong Kong; B. Morrison, Hong Kong Polytechnic University; L. Lin, Hong Kong Polytechnic University)*
- Proposal for the integration of an experiential learning component into a dissertation writing course for social sciences *(J. Lee; T. Ip)*

Internationalisation in Higher Education

- English as the medium of integration: Experiences of local and non-local undergraduates in a hall of residence *(K. Yung)*

Language Acquisition

- Investigating the L2 motivation of local and international English majors in Mainland China *(A. Doyle)*
- Learning English as a second language in Hong Kong: Understanding the selves of senior secondary students in shadow education *(K. Yung)*

Language Education

- A corpus analysis of L2 English group oral tutorial discussion: Engagement, interaction and confluence *(P. Crosthwaite)*
- Analysing English learners' experiences in the transition from senior secondary mainstream and shadow education to university studies *(K. Yung; N. Fong; O. Kwo, HKU Faculty of Education)*
- Assessing, validating and improving an L2 English speaking assessment rubric *(P. Crosthwaite; S. Boynton; S. Cole)*
- Case studies on how Chinese English learners in Hong Kong secondary schools mediate automated content feedback and related contextual learning elements for essay writing: Implications for pedagogy *(C. Lee; W. Cheung, Department of Computer Studies, Hong Kong Baptist University; K. Wong, Department of Computer Studies, Hong Kong Baptist University)*
- Curriculum innovation, teacher change and professional development *(L.L.C. Wong)*
- Profiling the new generation of English learners: The case of HKU *(K. Lau; D. Gardner)*
- Remediating Chinese EFL speakers' pronunciation difficulties *(M. Yeldham)*

Technology in Language Teaching and Learning

- Improving writing through corpora *(P. Crosthwaite, L. Cheung)*

Funding

Funding for the projects came from various sources including the UGC Collaborative Project Fund, Standing Committee on Language Education and Research (SCOLAR) of Hong Kong Education Bureau, Teaching Development Grants, HKU CETL teacher development grants and Louis Cha Postgraduate Research Fellowship.

Professional Development

Professional development which is contextualized in individual practice and closely linked to the day-to-day professional concerns of the Centre has always been a part of the Centre's distinctive profile. In 2015-16 we continued to run our highly successful series of CAES Seminars. Staff also participated in conferences around the world, several as keynote or plenary speakers. A number of staff members completed their doctoral studies or are moving towards completion. Other staff were awarded prizes for their work and obtained research grants. Several staff members are engaged in activities with journals and international bodies such as TESOL which both increase the influence and profile of the Centre while professionally developing the staff members involved.

RESEARCH AND PROFESSIONAL DEVELOPMENT SEMINARS AND WORKSHOPS OFFERED IN 2015-2016

16th September 2015	**Phil Smyth** **CAES, The University of Hong Kong** Professional Development Workshop: *Grading and moderation: How should we do it?*
23rd September 2015	**David Coniam** **Faculty of Education and Human Development,** **The Hong Kong Institute of Higher Education** Research Seminar: *Half a century of language assessment in Hong Kong*
7th October 2015	**Pat Desloge and Kevin Pat** **CAES, The University of Hong Kong** Professional Development Workshop: *Using Google programs in class to promote interaction and feedback*
15th October 2015	**Sean McGinn** **Centre for Language Education, Hong Kong University of Science and Technology** Professional Development Workshop: *Participants' engagement in and perceptions of English language MOOCs*
28th October 2015	**Icy Lee** **Faculty of Education, The Chinese University of Hong Kong** Research Seminar: *Two decades of written corrective feedback: Have Hong Kong teachers become any wiser?*
4th November 2015	**Linda Yeung** **CEDARS, The University of Hong Kong** Professional Development Workshop: *Students in distress: How can you help as a teacher?*

11th November 2015	**Daya Datwani, Jon Hui and Eleanor Kwan** **CAES, The University of Hong Kong** Research Seminar: *Diverse applications: Research sharing from three CAES colleagues*
16th November 2015	**Rosa Manchón** **Department of English, University of Murcia, Spain** Research Seminar: *Writing to learn: Implications for second language acquisition and L2 writing research*
23rd February 2016	**Marina Bondi** **University of Modena and Reggio Emilia, Italy** Research Seminar: *Changing voices: Diachronic perspectives on authorial voices in abstracts*
24th February 2016	**Mike Botelho** **Faculty of Dentistry, The University of Hong Kong** Professional Development Workshop: *Know thy impact: An exploration of visible learning*
9th March 2016	**English Teaching Assistants - Christian Allen, Lauren Boyden and Nabil Hudda** **CAES, The University of Hong Kong** Professional Development Workshop: *ETAs 2016: Bridging the academic, professional and social*
23rd March 2016	**Jette Hansen Edwards** **Department of English, The Chinese University of Hong Kong** Research Seminar: *Individual differences in second language pronunciation attainment*
6th April 2016	**Vocabulary SIG - Louisa Chan, Tess Hogue,** **Tiffany Ip, Patrick Leung, Carly Ng and Heidy Wong** **CAES, The University of Hong Kong** Professional Development Workshop: *Mental imaging for learning academic vocabulary: Techniques and effects*
20th April 2016	**Carmen Lee** **Department of English, The Chinese University of Hong Kong** Research Seminar: *Edu-social discourse in Facebook groups for undergraduate students*
26th May 2016	**Hilary Nesi** **Coventry University, UK** Research Seminar: *The sources and citation styles of undergraduate student writers: Evidence from the BAWE corpus*
27th May 2016	**Anne Burns** **School of Education, University of New South Wales, Australia** Research Seminar: *Researching teacher cognition: Key concepts and ontological developments*

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 Director of the Centre was the founding co-editor of the *Journal of English for Academic Purposes* and is now co-editor of *Applied Linguistics*, a leading journal in our field. The Centre publishes the *Asian Journal of Applied Linguistics*, of which the Associate Director is the editor. Other researchers at the Centre also serve as editors or reviewers for international journals and publishers. Recent output includes articles in publications such as *Language Learning*, *Journal of Second Language Writing* and *TESOL Quarterly*. 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 2015 to June 2016:

Staff Publications

Chan, A.C.K.
- (with Zhang, W., Zayts, O.A., Tang, M.H.Y. and Tam, W.K.) Directive-giving and grammatical forms: Mitigation devices in a medical laboratory setting, *Chinese Language and Discourse*. 2015, 6: 133-161. http://dx.doi.org/10.1075/cld.6.2.02cha

Crosthwaite, P.R.
- (with Bailey, D. and Meeker, A.) Assessing in-class participation for EFL: Considerations of effectiveness and fairness for different learning styles, *Language Testing in Asia*. 2015, 5(9). http://dx.doi.org/10.1186/s40468-015-0017-1
- Difficulties with computational coreference tracking: How to achieve 'coherence in mind' without a mind?, *Linguistic Research*. 2015, 32(2): 451-468. http://dx.doi.org/10.17250/khisli.32.2.201508.007
- Book Review: Corpus-based research in Applied Linguistics: Studies in Honor of Doug Biber, (V. Cortes and E. Csomay, Eds., 2015), *International Journal of Corpus Linguistics*. 2015, 20(4): 553–559. http://dx.doi.org/10.1075/ijcl.20.4.06cro
- A longitudinal multidimensional analysis of EAP writing: Determining EAP course effectiveness, *Journal of English for Academic Purposes*. 2016, 22: 166-178. http://dx.doi.org/10.1016/j.jeap.2016.04.005
- Definite article bridging relations in L2: A learner corpus study, Corpus Linguistics and Linguistic Theory. 2016. http://dx.doi.org/10.1515/cllt-2015-0058
- What's in an A? - Assessment for learning at CAES, *HKU CETL Teaching and Learning Connections*. 2016.
- Book review: Multiple Affordances of Language Corpora for Data-driven Learning (Leńko-Szymańska, A. and Boulton, A., 2015). Amsterdam: John Benjamins, *Linguistlist*, 2016, 27.1078

Doyle, A.T.
- Book review: Motivational dynamics in language learning (Z. Dörnyei, P. D. MacIntyre, and A. Henry, Eds., 2015), *The Asian Journal of Applied Linguistics*. 2015, 2(2): 156-157.

Gardner, D.P.
- (with Yung, K.W.H.) Learner motivation in self-access language learning, *Innovation in Language Learning and Teaching*. 2015: 1-18. http://dx.doi.org/10.1080/17501229.2015.1088545

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- Researching writing, In: B. Paltridge & A. Phakiti, *Continuum companion to second language research methods* (2nd edition). London, Bloomsbury, 2015, 335-348.
- (with Jiang, F.) 'The fact that': Stance nouns in disciplinary writing, *Discourse Studies*. 2015, 17(5): 1-22. http://dx.doi.org/10.1177/1461445615590719
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- General and specific EAP, In: S. Preece, *Routledge Applied Linguistics: A compilation of cutting edge research*. London, Routledge, 2016.
- *Teaching and researching writing* (3rd edition). London, Routledge, 2016.
- Writing with attitude: Conveying a stance in academic texts, In: E. Hinkel, *Teaching grammar to speakers of other languages*. New York, Routledge, 2016, 246-265.
- Academic publishing and the myth of linguistic disadvantage, *Journal of Second Language Writing*. 2016, 31: 58-69. http://dx.doi.org/10.1016/j.jslw.2016.01.005
- *Academic Writing: Critical readings Vol 1-3*. London, Bloomsbury, 2016
- Methods and methodologies in second language writing, *System*. 2016, 59: 116-125.
- (with Luo, N.) Chinese academics writing for publication: English teachers as text mediators, *Journal of Second Language Writing*. 2016, 33: 43-55. http://dx.doi.org/10.1016/j.jslw.2016.06.005
- (with P. Shaw, Eds.) *Routledge Handbook of English for Academic Purposes*. London, Routledge, 2016.

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Lee, F.K.C.

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Luo, N.

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- Book review: Guide to research projects for engineering students: planning, writing and presenting (Leong, E. C., Heah, C. L. H. and Ong, K. K. W., 2016), *English for Specific Purposes*. 2016, 43: 71-72. http://dx.doi.org/10.1016/j.esp.2016.01.003

Ng, C.Y.L.

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Raquel, M.R.

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Yeldham, M.A.

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Yung, K.W.H.

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Conference, Seminar and Other Presentations (July 2015 – June 2016)

Boynton, S.D.

- The appliance of Science: The challenges of undergraduate Science students writing Popular Science, *HAAL 2016 Conference, Hong Kong*. 2016.
- (with Crosthwaite, P.R. and Cole, III S.F.) Combining quantitative and qualitative measures to validate a group speaking assessment test, *Second International Conference on Linguistics and Language Studies (ICLLS 2016), Hong Kong*. 2016.
- (with Hazell, A.A.L. and Lee, J.C.Y.) Managing and mentoring across cultures, *CAES Retreat, Hong Kong*. 2016.

Chan, A.C.K.

- (with Zhang, W.) Dealing with turn-taking troubles: Managing turn-taking, repair and sequence organization in Chinese conversation, *The 14th International Pragmatics Conference, 26-31 July 2015, Antwerp, Belgium*. 2015.
- (with Lee, F.K.C., Tse, L.K. and Wakeland, L.J.) "The floor is now open for discussion": Questioning in Q&A sessions in academic presentations by professionals and students, *The 14th International Pragmatics Conference, Antwerp, Belgium*. 2015.

Chan, W.S.

- Diachronic changes of academic writing development: The case of Engineering undergraduates, *6th Hong Kong Association for Applied Linguistics (HAAL) Conference, The Hong Kong Polytechnic University, Hong Kong*. 2016.
- The study of specificity in novice and expert Engineering writing: A corpus-based comparison, *International Conference on Corpus Linguistics, The University of Malaga, Spain*. 2016.

Cheung, L.M.L.

- (with Crosthwaite, P.R.) English in the Dentistry discipline: A learner corpus study of certainty and doubt, *International Conference on English Across the Curriculum 2015, The Hong Kong Polytechnic University, Hong Kong*. 2015.

Cole, III S.F.

- (with Boynton, S.D. and Crosthwaite, P.R.) Combining quantitative and qualitative measures to validate a group speaking assessment test, *Second International Conference on Linguistics and Language Studies (ICLLS 2016), Hong Kong*. 2016.

Crosthwaite, P.R.

- A learner corpus study of Filipino L2 English definite article use: The way forward for language teachers, *14th Annual International TESOL Asia / Asian EFL Journal TESOL Conference, Pampanga, Philippines*. 2015.
- 'Almost people' - Quantificational NP use and misuse by Mandarin and Korean L2 English learners, *2015 PKETA/GETA Joint International Conference: L2 Literacy in the New Era of Communication, Pusan National University, Seoul, South Korea*. 2015.
- A longitudinal multidimensional analysis of EAP writing: Implications for pedagogy, *International Conference on Corpus Linguistics and Technology Enhancement (CoLTA), Hong Kong*. 2015.
- Combining diagnostic and prescriptive corpus functions for ELT: The HKU-CAES Learner Corpus, *iELT-Con 2015: 7th Penang English Language Learning and Teaching Conference (PELLTA), Penang, Malaysia*. 2015.

- L2 English article use: The good, the bad, and the implications, *TESOL Regional Conference: Excellence in Language Instruction, Singapore*. 2015.
- Managing referential movement in Asian L2 writing: Implications for pedagogy, *The 14th Symposium on Second Language Writing (SSLW), Auckland University of Technology, New Zealand*. 2015.
- (with Cheung, L.M.L.) English in the Dentistry discipline: A learner corpus study of certainty and doubt, *International Conference on English Across the Curriculum 2015, The Hong Kong Polytechnic University, Hong Kong*. 2015.
- A longitudinal analysis of the effect of EAP instruction on the presentation of Stance in L2 writing, *HAAL 2016 Conference, Hong Kong*. 2016.
- Assessing EAP course effectiveness via learner corpus analysis, *ICAME37*, Hong Kong. 2016.
- (with Boynton, S.D. and Cole, III S.F.) Combining quantitative and qualitative measures to validate a group speaking assessment test, *Second International Conference on Linguistics and Language Studies (ICLLS 2016), Hong Kong*. 2016.

Desloge, P.D.

- (with Smyth, P.D.) Supporting learning-oriented assessment in writing instruction with online video, *Excellence in Language Instruction: Supporting Classroom Teaching & Learning, TESOL Regional Conference, Singapore*. 2015.
- (with Hazell, A.A.L. and Smyth, P.D.) CAES9920: The evolution of a course, Invited Lecture given at *CLE, The Hong Kong University of Science and Technology, Hong Kong*. 2016.

Doyle, A.T.

- Addressing declines in English majors' motivation, *The 10th International Symposium on Teaching English at Tertiary Level, Tsinghua University, China*. 2015.
- Divergent aspirations: exploring the language learning motivation of local and international English majors in China, *The 4th International Conference on Language, Education and Diversity, The University of Auckland, New Zealand*. 2015.
- China as a destination for English majors, *The 14th Asia TEFL International Conference and 11th FEELTA International Conference, Far Eastern Federal University, Russia*. 2016.

Fong, N.S.N.

- Developing sustainable learning through English-in-the-discipline, *The 60th Annual Conference of the Comparative And International Education Society (CIES), "Six Decades of Comparative and International Education: Taking Stock And Looking Forward", hosted by The Faculty of Education and Comparative Education Research Centre (CERC), The University of Hong Kong, Vancouver, British Columbia, Canada*. 2016.
- Innovative feedback mechanism in learning English-in-the-discipline in Hong Kong, *The 51st Regional Language Centre (RELC) International Conference, "Teaching Literacies: Emerging Pathways And Possibilities in Language Education", Seameo Regional Language Centre, Singapore*. 2016.
- (with Yung, K.W.H.) Aligning peer assessment with academic English writing in higher education: Promoting collaborative learning inside and outside the classroom, *The 2016 British Association for Applied Linguistics Special Interest Group Language Learning and Teaching Conference, Lancaster University, Lancaster*. 2016.
- (with Yung, K.W.H.) Internationalisation of higher education in Hong Kong through the use of English inside and outside the classroom, *The Association of Southeast Asian Institutions of Higher Learning (ASAIHL) Conference 2016: Mapping out new landscapes of higher education in Southeast Asia, National Taiwan University, Taipei, Taiwan*. 2016.

Hazell, A.A.L.

- (with Boynton, S.D. and Lee, J.C.Y.) Managing and mentoring across cultures, *CAES Retreat, Hong Kong*. 2016.
- (with Desloge, P.D. and Smyth, P.D.) CAES9920: The evolution of a course, Invited Lecture given at *CLE, The Hong Kong University of Science and Technology, Hong Kong*. 2016.

Ho, K.L.

- I believe that or it is argued that: A learner-corpus investigation of the usage and perception of authorial presence and reporting verbs in academic argument, *2nd International Conference on English Language and Literary Studies at Chulalongkorn University, Bangkok, Thailand*. 2015.

Hui, J.S.Y.

- Coupled or not coupled: The dilemma in ESP course design, *Chulalongkorn University Language Institute International Conference 2015, ESP: Needs, Pedagogy, and Assessment, Bangkok, Thailand*. 2015.
- Designing ESP course to support discipline majors: Is closer better?, *The Sixth Asian Conference on Language Learning, ACLL2016, Kobe, Japan*. 2016.

Hyland, K.L.

- English for specific purposes: Why is specificity important?, *6th International Language Learning Conference (ILLC), Malaysia*. 2015.
- Learning to write for academic purposes: Specificity and second language writing, *14th Symposium on Second Language Writing. AUT University, Auckland, New Zealand*. 2015.

Ip, N.M.

- (with Lee, J.C.Y.) The royal road to great speeches: An evaluation of a public speaking course for ESL learners , *Taiwan International Conference On Education And Psychology, Taiwan*. 2016.
- (with Lee, J.C.Y.) The encounter of two Asian dragons - Reflections on CAU-HKU collaborative project, *CAU-HKU Global Capstone Design*. 2016.

Jhaveri, A.D.

- Developing critical thinking skills and interdisciplinary writing through an ESP course within a liberal education framework: A critical discourse analysis approach, *51st RELC International Conference on Teaching Literacies - Emerging Pathways and Possibilities in Language Education, Seameo Regional Language Centre, Singapore*. 2016.

Jiang, F.

- Metadiscursive nouns on the move: interaction and persuasion in abstracts, *Symposium of Second Language Writing 2015, Auckland University of Technology, New Zealand*. 2015.
- Nouns, knowledge and persuasion: Stance nouns across research article sections, *International Conference on Corpus Linguistics and Technology Advancement (CoLTA), Hong Kong Institute of Education, Hong Kong*. 2015.
- Change of attitude: A diachronic study of stance in academic writing, *The 2nd Conference on Writing Education across Borders, Guangdong University of Foreign Studies, Guangdong, China*. 2016.
- Nominal stance construction in L1 and L2 students' writing, *Annual Conference of Hong Kong Association of Applied Linguistics 2016, The Hong Kong Polytechnic University, Hong Kong*. 2016.
- Stylistic prescriptivism vs. authorial practice: An answer from corpus evidence, *The 37th ICAME Conference, The Chinese University of Hong Kong, Hong Kong*. 2016.
- Nouns and academic interaction: A neglected feature of metadiscourse, *Shanghai Maritime University, Shanghai*. 2016.

Lau, K.K.

- Placement as a site of re-contextualisation: Implications for ESP teaching and learning, *2015 International Conference on English for Specific Purposes, Feng Chia University, Taiwan*. 2015.
- Roles and identities of reflective English learners: A corpus-driven discourse study, *2nd International Conference of English Language and Literary Studies, Chulalongkorn University, Bangkok, Thailand*. 2015.

- Once upon a time...but what about now? Academic English provisions and English learners in Hong Kong over the last 20 years, *Genre SIG at CAES, The University of Hong Kong, Hong Kong*. 2015.
- What did I do wrong? An analysis of revision of manuscripts for scholarly publication, *3rd English Scholars Beyond Borders Conference, Providence University, Taiwan*. 2016.
- Empowering your writing with online resources, Invited talk at *National Taipei University of Business, Taipei, Taiwan*. 2016.
- English across the curriculum: materials design, learner participation and resources, Invited workshop conducted at *Central Taiwan Teaching/Learning Resource Center, Taichung, Taiwan*. 2016.
- English as a lingua franca in an internationalized university, Invited talk at *National Taipei University of Business, Taipei, Taiwan*. 2016.
- Writing for scholarly publications: Learning from experience, Invited talk at *Wenzao Ursuline University of Languages, Kaohsiung, Taiwan*. 2016.

Lee, F.K.C.

- (with Chan, A.C.K., Tse, L.K. and Wakeland, L.J.) "The floor is now open for discussion": Questioning in Q&A sessions in academic presentations by professionals and students, *The 14th International Pragmatics Conference, Antwerp, Belgium*. 2015.

Lee, J.C.Y.

- (with Boynton, S.D. and Hazell, A.A.L.) Managing and mentoring across cultures, *CAES Retreat, Hong Kong*. 2016.
- (with Ip, N.M.) The royal road to great speeches: An evaluation of a public speaking course for ESL learners, *Taiwan International Conference On Education And Psychology, Taiwan*. 2016.
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Luo, N.

- Chinese academics writing for publication: English teachers as text mediators, *PRISEAL III (Researching, Teaching and Supporting Research Communication: Perspectives and Prospects), Coimbra, Portugal*. 2015.

Ma, X.

- Perspectives and practices of learning academic writing: Case studies of mainland Chinese postgraduate students in an English-medium university, *The Conference on Writing Education Across Borders, Guangdong University of Foreign Studies, China*. 2016.
- Autonomous learning of English academic writing: Case studies of mainland Chinese postgraduate students, *The HAAL 2016 Conference, The Hong Kong Polytechnic University, Hong Kong*. 2016.
- From EFL to EAP context: Challenges and opportunities from student perspectives, *The 2nd China EAP Association Annual Conference & the First International Symposium on EAP in Asia, Fudan University, China*. 2016.

Smyth, P.D.

- Grading and moderation" How should we do it?, *CAES Seminar, Hong Kong*. 2015.
- Promoting assessment for learning in primary classrooms, *In-service Programme for Guandong English Teachers, The Chinese University of Hong Kong, Hong Kong*. 2015.
- (with Desloge, P.D.) Supporting learning-oriented assessment in writing instruction with online video, *Excellence in Language Instruction: Supporting Classroom Teaching & Learning, TESOL Regional Conference, Singapore*. 2015.
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- (with Desloge, P.D. and Hazell, A.A.L.) CAES9920: The Evolution of a course, Invited Lecture given at *CLE, The Hong Kong University of Science and Technology, Hong Kong*. 2016.

Wakeland, L.J.

- (with Chan, A.C.K., Lee, F.K.C. and Tse, L.K.) "The floor is now open for discussion": Questioning in Q&A sessions in academic presentations by professionals and students, *The 14th International Pragmatics Conference, Antwerp, Belgium.* 2015.

Wong, L.L.C.

- English language curriculum innovation: Integrating experiential and reflective learning with e-portfolios. Invited plenary speaker at "English Language Innovation, Implementation, and Sustainability", *TESOL Symposium. University of Da Nang, Danang, Vietnam*. 2015.
- Exploring innovation and change in English language education: Curriculum innovation and teacher change, Invited plenary speaker at "English Language Innovation, Implementation, and Sustainability", *TESOL Symposium, University of Da Nang, Danang, Vietnam*. 2015.
- Curriculum innovation and teacher change in English language education, Invited speaker, *School of Foreign Languages, Northeast Normal University, Changchun, China*. 2016.
- Engaging students, enhancing teaching, and activating learning with information technology, Invited plenary speaker, *International Conference on English Language Teaching "Excellence in Teaching: Engage, Enhance, Activate", Qatar University and Qatar TESOL, Qatar*. 2016.
- Innovative English curriculum: Integrating experiential and reflective learning into an ESP programme, Invited speaker, *School of Foreign Language Education, Jilin University, Changchun, China*. 2016.
- Innovative teaching and learning: Enhancing English language education using technology, Invited speaker, *Jilin Agricultural University, Chang Chun, China*. 2016.
- Investigating teachers' processes of change and adoption of innovation, Invited speaker, *School of Foreign Languages, Northeast Normal University, Changchun, China*. 2016.

Yung, K.W.H.

- Shadow education received by senior secondary students in Hong Kong: Learning experiences and perceptions of the effectiveness of English private tutoring, *Comparative and International Education Society Annual Conference 2016, Comparative and International Education Society, Vancouver, B.C., Canada*. 2016.
- (with Fong, N.S.N.) Aligning peer assessment with academic English writing in higher education: Promoting collaborative learning inside and outside the classroom, *The 2016 British Association for Applied Linguistics Special Interest Group Language Learning and Teaching Conference, Lancaster University, Lancaster*. 2016.
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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 2015-2016 are described below:

Programme Coordination Committee

Chair: Miranda Legg Secretary: Icy Tsang	Members: Simon Boynton Ken Hyland Joanna Lee Jane Stokes	Lisa Cheung Natalie Fong Jon Hui Sam Cole	Louisa Chan Daya Datwani Clarence Wang Lillian Wong

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

During the 2015-16 academic year, the committee members have continued to improve courses as they are implemented and developed, in the light of student, teacher and External Examiner feedback and through collaboration with faculty teaching and learning representatives. This year, the committee has also focused on streamlining and consolidating assessment mechanisms.

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

Research and Professional Development Committee

Chair: Lillian Wong Secretary: Sanny Kwok Advisor: Ken Hyland	Members: Aaron Doyle Laura Wakeland	Ashley Hazell Michael Yeldham	Polly Tse

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 2015-16, 16 research seminars and professional development sessions and workshops were organized to facilitate teaching and support colleagues' research interests (see p.14-15 for details). The committee also

organized a productive 2-day Staff Retreat with the theme "Where to from here: Teacher professional development and Centre advancement" including both academic and team building activities.

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

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

In the coming academic year, the RPDC will continue to organise research seminars and professional development sessions that support colleagues in exploring their interests and provide opportunities for further development. The CAES International Conference on "Faces of English 2: Teaching and Researching Academic and Professional English" is in preparation and will be held from 1-3 June 2017. The support of SIGs will be strengthened to foster collaboration and project investigation to enhance English teaching, learning and research.

Teaching and Learning Quality Committee

Chair: Phil Smyth Secretary: Katrina Sham/ Sherri Cheng	Members: Patrick Desloge Jon Hui	David Gardner Eleanor Kwan	Joanna Lee

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

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

The TLQC also continues to run the Staff Student Consultative Committee (SSCC) meetings after each semester to gain student feedback on CAES courses. Representatives from each faculty attend the meetings with the programme coordinator and representatives from TLQC.

Publicity and Outreach Committee

Chair: Ken Lau Secretary: Alex Sum Advisor: David Gardner	Members: Aditi Jhaveri Parco Wong	Ken Ho	Julie Ng

The Publicity and Outreach Committee (POC) primarily aims to raise the profile of and create a positive image for the Centre, as well as to make its name known to the HKU and Hong Kong communities.

In 2015-16, in addition to making a contribution to the usual publicity events such as the University Information Day and Faculty of Arts Open Day, POC were actively involved in knowledge exchange activities to contribute our expertise and knowledge to society. ProWriteHK, an online interactive website (http://caes.hku.hk/prowritehk), was developed to help enhance the professional writing skills of the general public and business executives. Free public workshops were offered to provide face-to-face support. Nearly 80 attendees from different walks of life benefitted from the input and advice from CAES teachers. To further reach out to the community, interviews were conducted with two professionals in the business fields to solicit their feedback on ProWriteHK.

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

Staff List

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

Associate Directors and Senior Lecturers
Gardner, D.P., BA *Sheff.*; MA *R'dg*; PhD *Open*; Cert.TEFL. *Trinity Coll.Lond.*
**Legg, M., BA *Mel.*; MA *Macq*; CELTA, DELTA *Roy. Soc. of Arts.*

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

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

Senior Lecturers
Desloge, P.D., BA *Richmond College*; MA *Monterey Inst. of International Studies.*
Fong, S.N., BA *City*; MPhil *CUHK*; PhD *HK.*
Lee, J.C.Y., BA; MA, PhD *York*; PGDE *HK.*
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.*
*Cole III, S.F., BA *Tennessee*; MA *HK*; CELTA *Cambridge ESOL.*

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 *HK*; PCEd.
Cheung, L.M.L., BA, MA *HK*; PhD *Birm.*
Datwani, D.D., MBA *Hull*; MA *HK*; EdD *Northeastern*; CELTA *Cambridge ESOL*; PCEd.
Hall, K.B., BA *Queen's Univ.*; MA *Dalhousie.*
Hazell, A., BA *Winc*; MEd TESOL *Edin*; Cert.TESOL *Lond*; Cert. Teacher Training, Dip.ELT *British Council.*
Hogue, T., BA *Monash*; MA *HK*; CTEFL *RMIT.*
Hui, J.S.Y., BA, MA, PhD *Wellington*; Dip. TESOL *Wellington*; NZCE *AAVA NZ.*
Jhaveri, A., BSc *Delhi*; MA *Westmin*; PhD *HK*; PGDE *HK.*
Kwan, E.K.P., BSc *Duke*; MA *McGill*; MA *HK*; PhD *Lanc*; PGDE *HK.*
Law, E.Y.Y., BA, MA *HK*; PGDE *HK.*
Ng, J.Y.F., BSc *Lond*; BA *HK*; MA *HKBU*; PCEd.
Phillips, L., BA (Hons) *Scotland*; MA *HK*; CTEFLA, DTEFLA. *Roy. Soc. of Arts*
*Tait, C.D.C., BA, MA *HK*; CELTA, DELTA *Cambridge ESOL.*
Tse, P.H.Y., BA *HKPU*; MPhil *CUHK.*
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.*
Welland, R.J., BA *Oxon*; MA *Sur*; DELTA *Cambridge ESOL.*
Wo, B.W.L., BA *Virginia*; MS *Wheelock*; EdD *Teachers College, Columbia*; Grad. Cert. *Massachusetts.*
Wong, P.M.T., BA, MPhil *HK*; MPhil *Cantab.*
*Yung, K.W.H. BA, MA *HK.*

Assistant Lecturers
Cazan, C., BA (Hons) *Toronto*; MEd *HK.*
Chase, J.C.G., BA, MA *Oxon*; P.G.Dip. *Napier*; P.G.Cert. *Bangor*; CELTA *Cambridge ESOL.*
Chau, K.F., BA *CUHK*; MEd *HKBU*; PGDE *CUHK.*
Ho, K.L., BSc *Berkeley*; MSc *Stanford*; MSc *San Jose*; MA *HK*; Cert.TESOL *Trinity Coll. Lond.*; PDES *HK.*
Ho, W.S.Y., BA *City*; MA *Oxon*; PhD. *Lanc.*; PGDE *HK*; Dip. *CIOL.*
Leung, P. BEd, MA *HK*; MCIL.

Muse, K., BA *Alberta.*
Ng, C.Y.L., BA, MPhil *HK.*
Pat, K., BBA *Baruch College CUNY*; MA *Macq*; CELTA, DELTA *Cambridge ESOL.*
Scanlon, S., BA *Dublin*; MA *HKPU*; Cert. Teacher Training *Alpha College Dublin.*
Thomas, G., BA(Hons) *UWL*; Cert. TESOL *Trinity Coll.*, DELTA *Cambridge ELA.*
Wong, A.C., BA, BEd *HK*; CELTA *Cambridge ELA.*
Wong, H.H.T., BA *HKPU*; MA *HK.*
Zee, M., BA *Toronto*; MA *Derby*; Cert. TESOL *Trinity Coll. Lond.*

Honorary Assistant Professor
Chan, A.C.K., BA *City*; MPhil *HK*; PhD *Wellington*

Post-doctoral Fellow
Ip, T.N.M., BSocSc, PhD *HK.*

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

Chan, C.S.Y.	(Clerk I)
Chan, J.C.F.	(Clerk I)
Cheng, A.W.Y.	(Clerk I)
Cheng, S.S.Y.	(Executive Assistant) (Effective from April 2016)
Cheung, B.P.Y.	(Clerical Assistant)
Kwok, S.W.S.	(Secretary I)
Sham, K.Y.W.	(Executive Assistant)
Sum, A.C.M.	(Executive Assistant)
Tsang, I.M.S.	(Executive Officer)
Wan, A.H.M.	(Clerk I)
Wong, I.K.M.	(Part-time Office Assistant)

IT Staff

Wong, B.Y.N.	IT Technician
Leung, C.C.W.	IT Officer

* Promotion effective from 1st July 2016
** Effective from 15th June 2016

CENTRE LOCATIONS

General Office	Room 6.60, Run Run Shaw Tower
Director's Office	Room 6.48, Run Run Shaw Tower
Academic Staff Offices	6th Floor, Run Run Shaw Tower
English Language Resource Centre	Chi Wah Learning Commons, The Advisory Zone (Zone R), Student Advisory Services
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

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