


Stanford



Tom Cheng

Masters Student in Education, admitted Autumn 2022

 Resume available Online

Bio

BIO

As a former educator in Hong Kong with IT leadership experience in schools, I help ed-tech companies make products that teachers and learners will actually use.

Key achievements:

- Winner, Stanford Digital Learning Design Challenge
- Stanford GSE Fellowship (Merit-based scholarship)
- Bei Shan Tang Foundation Scholarship (Full-ride scholarship for graduate studies at Stanford University)
- CUHK Outstanding Students Award (Top 0.6% in The Chinese University of Hong Kong)
- Cheng Ming Award (Top student in New Asia College)
- Outstanding Teaching Practice Award at Faculty of Education, CUHK (Top student in cohort)

HONORS AND AWARDS

- Stanford Digital Learning Design Challenge Design Award, Stanford Accelerator for Learning (December 2022)
- Stanford GSE Fellowship, Stanford University (February 2022)
- Bei Shan Tang Foundation Scholarship Tenable at Stanford University 2022/23, The Chinese University of Hong Kong (June 2022)
- Outstanding Students Award, The Chinese University of Hong Kong (September 2018)
- Cheng Ming Award, The Chinese University of Hong Kong (July 2018)

EDUCATION AND CERTIFICATIONS

- BA & BEd (First Class Honours), The Chinese University of Hong Kong , English Studies & English Language Education (2018)

SERVICE, VOLUNTEER, AND COMMUNITY WORK

- Co-Founder (6/1/2021 - 8/31/2022)

PERSONAL INTERESTS

Pop music, Gaming, Reading, Drag Race, Memes

LINKS

- Chenglish – HKDSE Exam Skills Analysis: <https://chenglish.hk>

Research & Scholarship

RESEARCH INTERESTS

- Collaborative Learning
- Motivation
- Professional Development
- Secondary Education
- Technology and Education

CURRENT RESEARCH AND SCHOLARLY INTERESTS

I am interested in developing an application which provides immediate feedback to intermediate learners of English as a Second Language (ESL) who are interested in improving their speaking with the help of AI. This application will address several issues in learning and teaching, including but not limited to: importance of conversational practice and feedback in ESL learning; ESL learners' lack of support outside of classroom; lack of manpower; teachers' workload; and modeling and peer feedback.

Professional

WORK EXPERIENCE

- English Teacher - Shatin Tsung Tsin Secondary School (9/1/2018 - 8/31/2020)
- English Teacher - Tung Wah Group of Hospitals Mrs. Wu York Yu Memorial College (9/1/2020 - 7/31/2021)
- English and Computer & Technology Teacher - Ho Fung College (Sponsored by Sik Sik Yuen) (9/1/2021 - 8/31/2022)

Publications

PUBLICATIONS

- **Online Language Teaching during the COVID-19 Pandemic – What Has and Hasn't Worked?** *The 19th Asia TEFL International Conference*
Cheng, C.
2021
- **Language Across the Curriculum in support of English Language Education – Challenges and Possibilities in the Hong Kong context** *The International Conference on English Language Education in the Chinese Context*
Cheng, C.
2018
- **Effectiveness of Pop Songs in Enhancing ESL Learners' Intrinsic Motivation** *The 16th Asia TEFL International Conference*
Cheng, C.
2018
- **The Online Community of Practice Co-constructed by EFL Teachers: Case Studies from Hong Kong, China and South Korea** *TESOL International Convention & English Language Expo 2017*
Cheng, C., Park, M.
2017