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Is there a fix-all English  
Curriculum or  
an educational  
programme?

# Overview

Profiling Hong Kong tertiary English learners and their language needs

- Littlewood and Liu (1996)
- Evans & Green (2007)
- Evans & Morrison (2011a, 2011b)
- Gardner & Lau (2015)

Institutional language programmes

- Expansion of credit-bearing language courses : HKU model and CUHK model

Other educational programmes initiatives

- Language across the Curriculum (LAC) – POLYU initiative and CUHK LAC project

# Background

- Changes in language policies (Poon, 2004)
- Expansion of tertiary places
- Internationalisation of local universities

# Profile of Hong Kong tertiary English learners

- Littlewood & Liu (1996)
- Evans & Green (2007)
- Evans & Morrison (2011a, 2011b)
- Gardner & Lau (2015)

## Littlewood & Liu (1996)

The area of study includes:

- Language competence
- English learning experience
- Attitudes to English learning and use

Subjects : senior secondary student, First Year university students and teachers.

- Cantonese speaking students and native to Hong Kong
- shared a very similar learning experience
- considered the elite students of the time since access to university is more restricted.

Questionnaires, interviews and language tests were used to collect data.

## Evans & Green (2007)

*Is EAP necessary?* (Hyland 1997)

A large-scale study of the language problems experienced by Cantonese speaking university students.

Subjects : 5000 undergraduate students of 26 different academic departments in local English-medium university

A survey questionnaire was used for data collection.

Follow-up interviews with students and discussions with department programme

The results :

- Difficulty in studying the content subjects through the medium of English.
- Difficulty in academic writing : mastery of style, grammar, cohesion  
Difficulty in academic speaking : grammar, fluency and pronunciation
- Vocabulary in terms of receptive and productive use also is found to be inadequate.
- Academic listening is less difficult than writing, speaking and reading

# Evans & Morrison (2011a, 2011b)

A small scale interview-based study to track language-related problems over a period of 3 years

Subjects : 28 undergraduate students in a local English medium university

Aim of Study : to understand the language-related problems they encountered in adapting to an English medium learning surroundings

This longitudinal study is supported by a parallel questionnaire survey of 3000 students from the same university

Major difficulties for students :

- the understanding and use of specialist vocabulary, comprehending academic requirements from different disciplines
- processing and producing key disciplinary genres

## Gardner & Lau (2015)

A Pre/post questionnaire exercise to study the pre-university and university English language learning experience of 63 First Year students

The study investigates the language needs and exposure to English in and out of class in order to understand how English is used in academic and social contexts.

The findings suggest that academic English is considered most important to enable these students to perform well in their academic studies and future career.

These students also show diverse views in their awareness and preference for learning styles.

They perceive English as an academic lingua franca rather than a social lingua franca

# Institutional intervention of teaching and learning

Credit-bearing language courses

The HKU 6 + 6 model

The CUHK 4+3+2 model

# The HKU 6 + 6 model

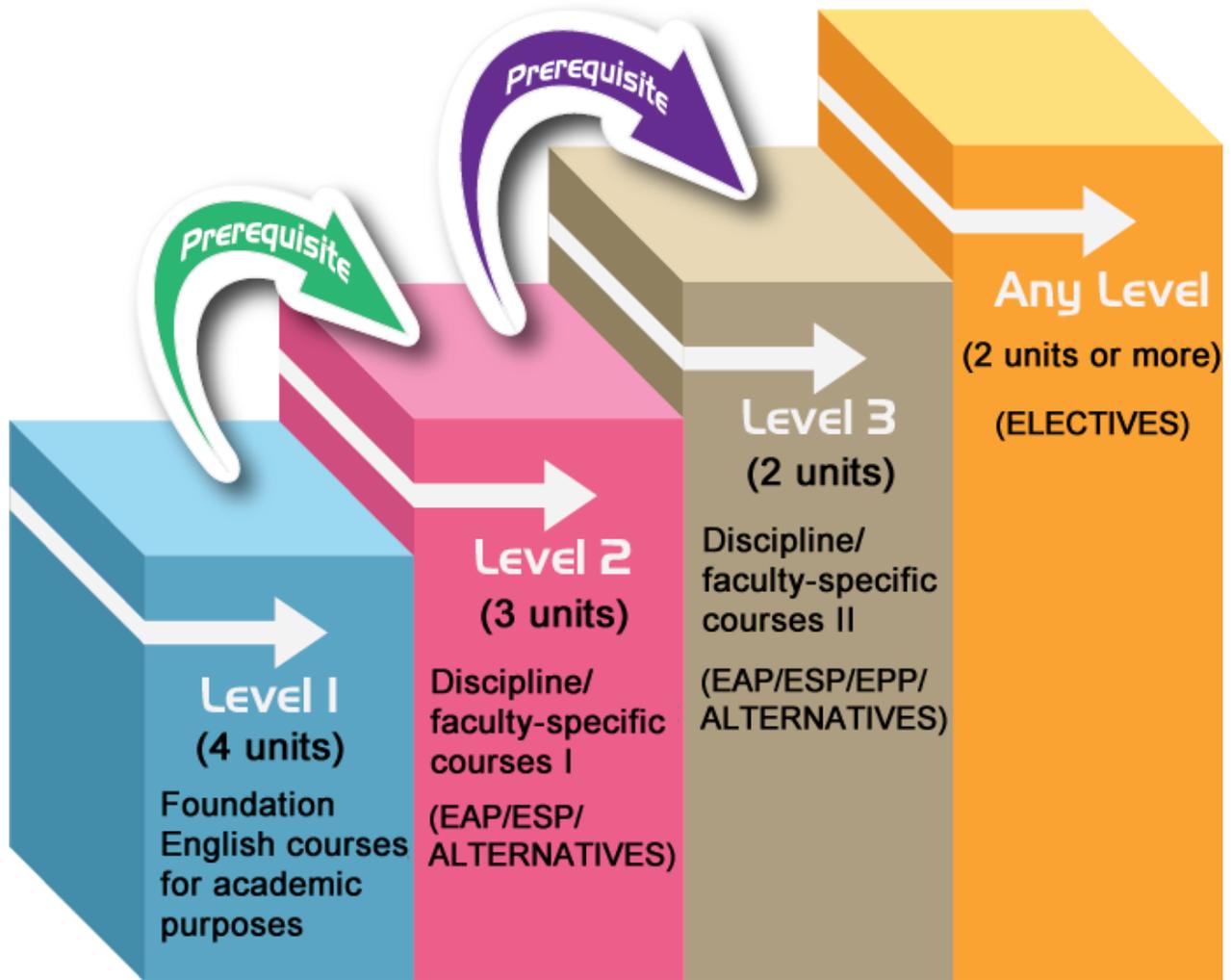
6 credits - the first year EAP course CUE, Core University English (CUE), a bridging course between secondary school and university.

6 credits - ED courses, English in the Discipline courses to be taken according to their chosen major in their second, third or fourth year depending on the preference of the faculty

Some examples

- Communication course for Real Estate and Built Environment Students
- Language and Style of Narrative journalism
- English for Clinical Clerkship for Chinese Medicine Students

The CUHK  
4+3+2  
model



# Additional educational programme initiatives

'international university' should provide a variety of avenues for student language development, ranging from student self-access strategies to language support that is totally embedded in the curriculum. (Briguglio & Watson, 2014)

The PolyU  
initiative  
(Lughmani  
et al 2016)

The Competitive Funding Scheme on Teaching and Learning 2012-2015, University Grants Committee

*Integrating literacy across the curriculum through English writing requirement: Supporting students through interdepartmental collaboration*

*Integrating literacy in the disciplines through a UGC-funded project: "Supporting and developing students' English Literacy Practices in the disciplines." Or Literacy in the Disciplines (LID)*

# The CUHK English across the Curriculum (EAC) project

In-house language enhancement initiative funded by the CUHK Teaching Development and Language Enhancement Grant (2016-2019)

[http://eac.eltu.cuhk.edu.hk/?page\\_id=27](http://eac.eltu.cuhk.edu.hk/?page_id=27)

# The HSUHK ELT course offerings

	Semester 1	Semester 2
<b>Core</b>		
ENG1010 English for Effective Communication	✓ (Yr 1)	-
ENG2010 English for Academic Purposes	-	✓ (Yr 1)
ENG2020 English for Business Communication	✓ (Yr 2)	✓ (Yr 2)
ENG1020 English for Public Speaking	✓ (BJC Yr 2, BA-CMCT Yr 2)	✓ (Elective)
ENG1030 English for Academic Purposes	✓ (BTB Yr 1)	-
ENG3010 Advanced English	✓ (BTB Yr 3)	✓ (Elective)
ENG3030 English for Specific Purposes (CCI)	✓ (BA-CCI Yr 3)	-
<b>Elective</b>		
ENG3020 English for Business Analysis	✓	✓
<b>Non-credit bearing</b>		
ENG1000 English for University Studies	✓ (year-long module)	
ENG2000 IELTS Preparation Course	-	✓
ENG4000 English Proficiency Course	✓	✓

# The HSUHK ELT course offerings

Language support in the first and second year of study

Any support in the third and fourth year of study?

HSUHK  
imitative

Collaboration with  
departments/programmes

Source of funding

# Considerations for implementation

To examine how to undertake staff deployment

To devise a mechanism for checking project effectiveness

To set a time frame for implementation

An on-going  
process

Students'  
needs

Socio-  
political  
factors

Academic  
literacy

English  
proficiency

English  
curriculum

Other  
educational  
programmes

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