Project Title: Supporting students' academic discourse development in sub-degree programmes: An adjunct language-across-the-curriculum instructional model

Grantee: Hong Kong Community College

The Hong Kong Polytechnic University

Principal Investigator: TONG Ka-man, Esther

Hong Kong Community College

The Hong Kong Polytechnic University

Co-investigators: PUN Fung-kan, Cecilia

Hong Kong Community College

The Hong Kong Polytechnic University

SIU Lok-yi, Phoebe

Hong Kong Community College

The Hong Kong Polytechnic University

Final Report

by

Principal Investigator

Final Report of Research and Development Projects

I.   Title

Supporting Students' Academic Discourse Development in Sub-degree Programmes: An Adjunct Language-across-the-curriculum Instructional Model

II.   Abstract

The thrust to adopt explicit instructional approaches that support students' academic discourse development while they are being socialised into an academic discipline has been increasingly appealing to the Hong Kong tertiary education sector. Such an instructional orientation is built upon the need to enhance English language learners' awareness of how meaning is constructed and realised through academic discourse in their disciplinary studies, which calls for learners' coherent presentation of meanings beyond the sentence level. To gain more in-depth understanding of the specific linguistic demands of different English-medium sub-degree programmes in Hong Kong, this study examined the learning demands in three sub-degree programmes, namely Higher Diploma in Mechanical Engineering, AD in Tourism Management and AD in Applied Social Sciences (Sociology and Culture) in a community college in Hong Kong. Based on the findings on the language demands of the target academic programmes identified in the first phase of this study through

student and teacher interviews and programme/course document analysis, the research team designed and implemented an adjunct language-across-the-curriculum instructional model. Drawn from quantitative and qualitative data from questionnaires, interviews and documentary evidence, the findings supported its effectiveness in aiding students' development of academic discourse prerequisite to academic success in their field of study. The results of this study provided a linguistic account of sub-degree students' language demands in the target academic programmes and carried implications for the pedagogical practices of a bridging language-across-the-curriculum programme which facilitate the establishment of formal channels for teacher collaboration, assignment of teaching-learning-assessment, and provision of diversified mode of Language-Across-the-Curriculum (LAC) programmes. The results also call for future research on examining the literacy practices in other study programmes for a fuller account of genre and language requirements of the College.

III. Keywords

- Academic discourse development

- Adjunct instructional model

- Content and language integrated learning

- Language across the curriculum

- Genre-based pedagogy

- Teacher Collaboration

IV. Introduction

This project responds to the need to facilitate students' academic success through developing English academic literacy in a Hong Kong sub-degree context. The impetus of this project is premised on the idea that students will benefit from not only broad-based linguistic knowledge, but also from a range of discourse knowledge and higher order thinking skills, which could better position them in their disciplinary contexts academically (Cummins & Man, 2007).

To take into account the social aspects of language that promote language learning in contexts, some scholars (e.g., Hyland, 2009) use the term "academic discourse" to more accurately describe the language demanded for students' participation in the socially meaningful learning activities at school. A key issue to understand is that the development of academic discourse competence is more than simply learning the four language skills, i.e., listening, reading, writing and speaking. Yet, acquiring these skills in an academic context means that "there is simply no time to delay academic instruction until these students have developed high levels of English language proficiency" (Short, 1993, p. 628).

The focus on social aspects of language learning in sub-degree settings points to the need to design language support initiatives that consider the disciplinary context of language. Necessary at a pedagogical level is a more comprehensive language-across-the-curriculum programme, conducted in collaboration with different stakeholders of the academic programmes to help students develop the language proficiency needed to communicate the ways of knowing, thinking and doing in an academic discipline. An imperative, therefore, is to offer substantial scaffolded support to aid students' development of academic discourse throughout their two years of studies in the sub-degree programmes at the College.

Implemented in three phases, this project aimed to identify the specific language needs of sub-degree students from three academic disciplines, to implement a set of adjunct language-across-the-curriculum instructional model and to evaluate its effectiveness. The results of this study provide a linguistic account of sub-degree students' language demands in the target academic programmes and draw implications for the pedagogical practices of a bridging language-across-the-curriculum programme and will shed light on ways that may promote future collaborative planning of integrated language and content learning activities between disciplinary teachers and language teachers.

V.   Review of literature of the project

The purpose of this literature review is to provide a basis to conceptualize the adjunct instructional model being implemented based on pedagogical perspectives, which clarify the links between content and language. Hyland (2006) viewed academic success as a way of "representing yourself in a way valued by your discipline, adopting the values, beliefs and identities which academic discourses embody" (p. 22). He further asserted that:

> Learning a discipline implies, among other goals, learning to use language in disciplinarily approved ways. It involves learning a specialized discourse for reading and writing, for presenting orally, for reasoning and problem solving, and for carrying out practical research activities. (p. 40)

In affirming the view that academic language learning is embedded within disciplinary contexts, Hyland's message is promising in terms of examining the implications of learning provisions with explicit focus on content-language integration in sub-degree academic environments. This is because majority of sub-degree students have modest English proficiency, which in turn challenges educators to engage these students with academic discourse specific to their disciplines in their study programs.

The impetus of the project stems from the need to help sub-degree students gain academic success by examining what constitutes desirable English language proficiency for students to learn and to participate in their disciplinary contexts in higher education. An outcome of the project thus far is the design of an adjunct language-across-the-curriculum instructional model. The curriculum has been designed with reference to the research findings in Phase I of the project, which identified the language demands of students in the target academic programmes, i.e., Higher Diploma in Mechanical Engineering, Associate in Applied Social Sciences (Sociology and Culture) as well as Associate in Business (Tourism Management).

To articulate the conceptual basis of the adjunct course, in the following sections, we shall first briefly describe the academic language learning context in sub-degree programmes. Then, the key tenets of Content-language Integrated Learning, horizontal / vertical discourse, Systemic Functional Linguistics and genre-based pedagogy as a way of clarifying the content-language link to support sub-degree students' academic discourse development is outlined. Last, drawing upon these conceptual principles, the research questions that guide this study, in which we argue for the use of an adjunct model as a plausible way of promoting students' not only English language development, but also disciplinary ways of thinking, are presented.

5.1 Sub-degree Students' Language Proficiency in Academic Contexts

In Hong Kong, where most teachers and students are native Cantonese speakers, English is used as a second language (L2) or additional language (AL). The language is an official medium of instruction in higher education irrespective of the delivery of non-language content subjects. Accordingly, subject lecturers and sub-degree students are not divorced from the English proficiency demands driven by the pedagogical practice of using English only in classroom teaching, learning and much of the formal written communication. As highlighted in the previous section, such a pedagogical practice is met with a mass of students admitted to sub-degree programmes who are not highly proficient in English as determined by their secondary education public examination results.

The language context described above implies that students are expected to develop and demonstrate a certain degree of competence in English in sub-degree studies, which is a vital skill for their transition to an undergraduate academic environment. The language proficiency demands in academic contexts can be regarded as expected outcomes with demonstrable linguistic repertoires that represent and take up cognitive resources in discipline-specific learning situations. Such demands encompass two broad knowledge dimensions, namely the cognitive dimension and the linguistic dimension. Both of which are interlaced with students' academic performance in English with such a language as medium

of instruction (EMI) education (Lo & Lin, 2014):

> The cognitive dimension mainly concerns whether students have mastered the knowledge or concepts of the subject, and then applied such knowledge to different situations or scenarios. It may also involve higher-order thinking skills such as problem-solving, evaluating, comparing and contrasting … On the other hand, the linguistic dimension is involved when students are required to understand the assessment questions and then express their ideas. (p. 98)

However, what specific cognitive and linguistics knowledge constitute such academic discourse competence in different sub-degree programmes remains unclear. To identify and address these specific demands of academic programmes, collaboration between subject lecturers and English teachers is crucial. In fact, the cross-discipline collaboration between the subject lecturers and English teachers has long been recognised for its potential to strengthen students' academic discourse in English (Tang, 1994). This collaboration, for example, can be accomplished through a series of scaffolding techniques, such as detailed reading and multimodal amplification of meanings. As an instructional effort, the dual emphasis on improving students' language and thinking skills makes it relevant for application in post-secondary learning environments.

5.2 Adopting a Language-across-the-Curriculum Approach in Higher Education

The importance of developing students' literacy competence across the curriculum is widely recognized in the tertiary education sector in many Western contexts. The notion of Language Across the Curriculum (LAC) follows the initiative built upon the 1980s' movement of Writing Across the Curriculum (WAC) in the United States. In the WAC movement, writing was used as a central pedagogical tool in classes, which was offered to university students in non-English departments. Instead of restricting the provision of detailed writing instructions in English writing courses, WAC provides concrete writing instructions and scaffolded language support to students for writing across each curricular specialty. Similarly, LAC is about raising the awareness among subject lecturers, language teachers and students on the unitary relationship of academic language and disciplinary knowledge (Zawacki & Rogers, 2012). Through adopting an LAC approach, subject lecturers and English teachers collaborate in identifying the specific vocabulary, sentence patterns and text types that students have to manage in particular genres and registers for their respective disciplines (Rose & Martin, 2012). In other words, LAC requires appreciating how the use and production of language are played out within particular disciplinary contexts. The implementation of the LAC approach in the tertiary sector in Hong Kong is relatively recent. Meanwhile, the scrutiny of the discursive practices of the English lecturers-subject lecturers collaboration within contexts of time and resources constraints will shed light on feasible

teacher collaboration models that facilitate the outside-of-classroom planning of the scaffolded LAC support.

5.3 Bernstein's Horizontal Discourse vs Vertical Discourse

Bernstein's (1996) notions of horizontal discourse and vertical discourse are helpful in revealing the role of disciplinary contexts on language. Within the spectrum of these notions, knowledge development is seen to be spanning across horizontal discourse (commonsense knowledge) and vertical discourse (uncommon-sense/specialized knowledge); that is from the stage of first-order thinking towards the stages of second-order thinking or even high-order thinking (a re-construal of experience in an abstract semiotic frame other than realizing the immediate experience in daily activities). Vertical discourse is differentiated along a cline, with hierarchical knowledge structure as one end, and horizontal knowledge structure as the other (see Figure 1).

In Horizontal Knowledge Structure, the knowledge is organized segmentally, and there is no necessary relations between segments as in humanities. For example, in humanities, the set of discourse used among genres in not translatable between different Horizontal Knowledge Structures (Bernstein, 1996, pp. 161-162). Unlike Horizontal Knowledge Structure, the knowledge in Hierarchical Knowledge Structure is "building-up", and there is

an accumulating and integrating knowledge from foundation level to a higher level as in
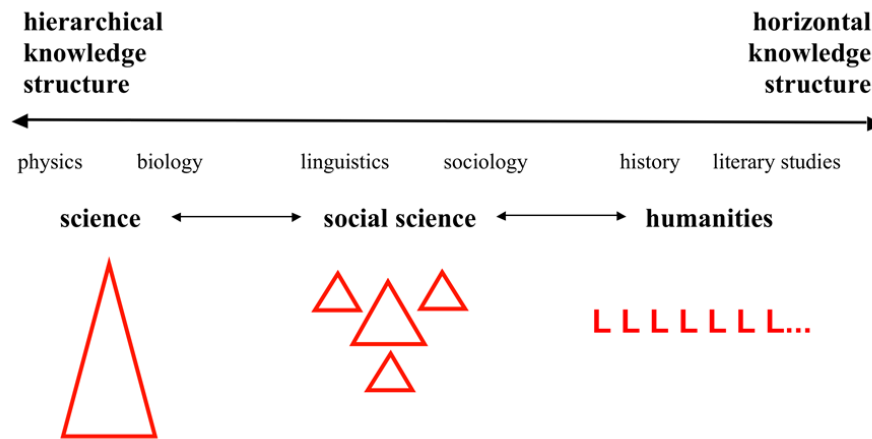
science (Bernstein, 1996, p. 160).

hierarchical knowledge structure   **horizontal knowledge structure**

physics   biology   linguistics   sociology   history   literary studies

science ⟷ **social science** ⟷ **humanities**

△ △ △ △ L L L L L L L...

Figure 1. Vertical discourse as complementarities along a cline (J. Martin, Maton, &

Matruglio, 2010).

Vertical discourse enables the packaging of vast information within an entity. In other

words, the Hierarchical Knowledge Structure allows the "stacking" of meaning, where one

concept or theory builds on the other, and gradually they form a larger unit. The entities with

a floating reference typically referred to abstract or generic terms; whereas the entities with

fixed explanations or definitions that contribute to the sense of technicality are often referred

as abstract or technical terms (Pun, 2013, pp. 23-24). Thus, depending on the nature of

disciplines and genres, it may require the use of generalization, technical term, or abstract

term to denote the uncommon-sense knowledge (i.e., higher-order thinking).

From this perspective, it is possible to speculate that each disciplinary context has its own distinctive set of discourse and language practices, where meanings and genres function in different ways. Each discipline requires a different set of technical competence for an individual to become versed in its language. In other words, some disciplines may require a more specialized set of vocabulary (e.g., science), while other disciplines adopt vocabularies closer to everyday language (e.g., humanities). This conceptual consideration is important in framing a pedagogy to appreciate how language is embedded within disciplinary discourse and practices, which opens up a discussion on the use of Content-language Integrated Learning (CLIL).

5.4 Content-language Integrated Learning

Within the context of language learning and teaching, CLIL responds to linguistic challenges related to medium of instruction policies at national or school levels. Among other bilingual instructional approaches, a key feature of CLIL is marked by its pedagogical emphasis that moves away from a focus on simply helping learners acquire *either* the linguistic *or* content form of a knowledge domain. It is defined as:

> a dual-focused educational approach in which an additional language is used
>
> for the learning and teaching of both content and language. That is, in the

teaching and learning process, there is a focus not only on content, and not

only on language. Each is interwoven, even if the emphasis greater on one or

the other at a given time. (Coyle, Hood, & Marsh, 2010, p. 1)

The emphasis of CLIL on both language and content has often been a basis to enrich students'

language learning experience in a second language, such as studying science in English.

Although CLIL is often discussed in relation to bilingual education instructional approaches,

such as immersion and content-based language learning (Met, 1999), CLIL can be

distinguished by its attention to learners' cognitive development through language learning

(Coyle et al., 2010). For that, CLIL is recognised for its potential in developing learners'

intercultural communication skills, access to subject-specific target language terminology and

improve overall target language competence (Scott & Beadle, 2014). CLIL learning

environments are thus seen as "sites for language use, language learning, conceptual

development and social conduct" (Nikula, Dalton-Puffer, & Llinares, 2013, p. 91).

Beyond CLIL's simultaneous foci on language and content, what is valued in the

pedagogy creating a "synergy" between both language and content (Coyle, 2007). This

emphasis on language-content integration invites educators to consider how language

learning can be achieved through the concurrent promotion of social interaction and cognitive

engagement (Coyle et al., 2010), also known as an interplay between constructivism and L2 acquisition (Cenoz, Genesee, & Gorter, 2014). This attention to learners' cognitive processes makes it possible to recognize the academic language proficiency required for higher level-thinking in pursuit of academic knowledge (Cummins, 1980). In doing so, it is necessary to analyse such a language that explicitly takes into account "the relation of language to social context" (Halliday, 2007a, p. 258).

5.5 Systemic Functional Linguistics

The Systemic Functional Linguistics (SFL) perspective provides a tri-stratal model that which enables the understanding of three simultaneous functions, (1) the construal human experience (ideational metafunction), enactment of social relationship (interpersonal metafunction), and (3) the relevant of text relevant to the context (textual metafunction). These simultaneous metafunctions help us to unpack three layers of meaning on the lexicogrammatical strata, in particular, (1) how field discipline knowledge is construed through ideational metafunction, (2) how social relationship is enacted through interpersonal metafunction, and (3) how text is relevant to context through textual metafunction.

Taking context and genre into consideration, the packing and unpacking of meaning (i.e., knowledge) in a text (logogenetic), and between texts (ontogenetic) could be traced

through the linguistics features (i.e., the logogenetic and ontogenetic development/writing potential). The knowledge is realised through language ("seeing knowledge as meaning, approaching it through the grammar" (Halliday & Matthiessen, 1999, p. 415). Such development could be modelled by the staging structure of genre (i.e., context of culture) through the realization of language. (i.e., how the linguistic resources are deployed in a specific domain (i.e., "regions" in Bernstein's term)). In brief, SFL provides a pedagogical means to realise what constitutes academic discourse competence in different academic disciplines. This pedagogy can be achieved using genre profiling (J. R. Martin, 2007), which can subsequently be used to "describe the features of academic genres so we can make these explicit to students" (Hyland, 2013, p. 59).

5.6 Genre-based Pedagogy

An instructional approach built upon the perspectives discussed thus far should be facilitating learners' socialization into their language use in their disciplines. Accordingly, undergirded by CLIL principles, SFL lays ground for genre-based approach (e.g., Mahboob, 2014) to be adapted in "creatively" by fusing language and content learning (Coyle et al., 2010). Teachers in Australia, for instance, adopt genre-based literacy pedagogy (of the 'Sydney School') to design and deliver a series of curriculum genre teaching/ learning cycles (Rothery, 1994) in which writing can be "explicitly modelled, discussed and guided" (Rose,

2015, p. 4) as seen in the genre teaching / learning in Figure 2. There are three key stages in

the teaching/learning cycle (TLC), namely deconstruction, joint construction and independent

construction. Through each stage of teaching and learning, students are guided to read and

write discipline-specific materials through the processes of detailed reading, prompted

discussion, note-making and guided writing with reference to the genres and academic

contexts.
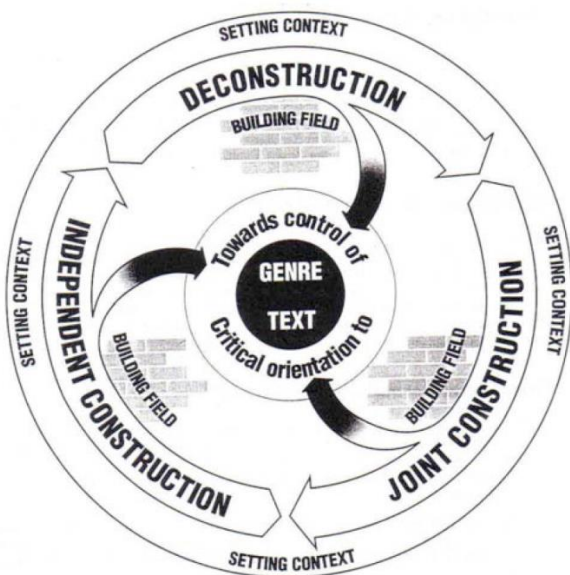
Figure 2. Genre pedagogy cycle (Rothery, 1994).

The overarching goal of genre-based pedagogy is to enrich students' mastery of the

targeted genre and develop critical orientation towards various forms of academic texts

through regular cycles of guided practice. Still, for LAC to be effectively implemented, it

would require developing a curriculum or program in response to the specific academic

language needs identified. A consideration here would be the ways in which LAC is

positioned among other forms of instructional interventions, which is a point we consider in

the next section.

5.7 Positioning an Adjunct Language-across-the-curriculum Instructional Model in the Continuum of Content and Language Integration

LAC draws upon the content-based language instruction movement of the 1990s

(Brinton, Snow, & Wesche, 1989; Stryker & Leaver, 1997). For learners who use English as

their second or additional language, detailed reading and writing instructions for specific

genres and text types are significant. For instance, on top of content knowledge, language

scaffolding and metadiscoursal guidance for Science-related writings, like laboratory reports

and composition diagrams, should be provided to Science students. A common way to

employ LAC is through the use of an adjunct model.

According to Met (1999), the integration between content and language learning

through Content Based Instruction (CBI) and Content and Language Integrated Learning

(CLIL) is displayed in a continuum in Figure 3. Two dimensions are shown on the continuum;

one is completely language-driven and another one is fully content driven. In traditional

English for Academic Purposes/ English for Academic Studies (EAP/EAS) courses, only

English lecturers will be fully responsible for delivering the English classes with frequent use

of content materials designed for language practice. No collaboration or regular curricular-driven communication between subject lecturers and English lecturers is involved. At another extreme, content-driven CBI or CLIL practice just fully relies on subject lecturers' planning and delivery of content courses that require students' total immersion into the targeted language. There are no additional pedagogical resources and manpower support offered to subject lecturers and students.

CONTENT-BASED LANGUAGE TEACHING: A CONTINUUM OF CONTENT AND LANGUAGE INTEGRATION

Content-Driven					Language-Driven
Total Immersion	Partial Immersion	Sheltered Courses	**Adjunct Model**	Theme-Based Courses	Language classes with frequent use of content for language
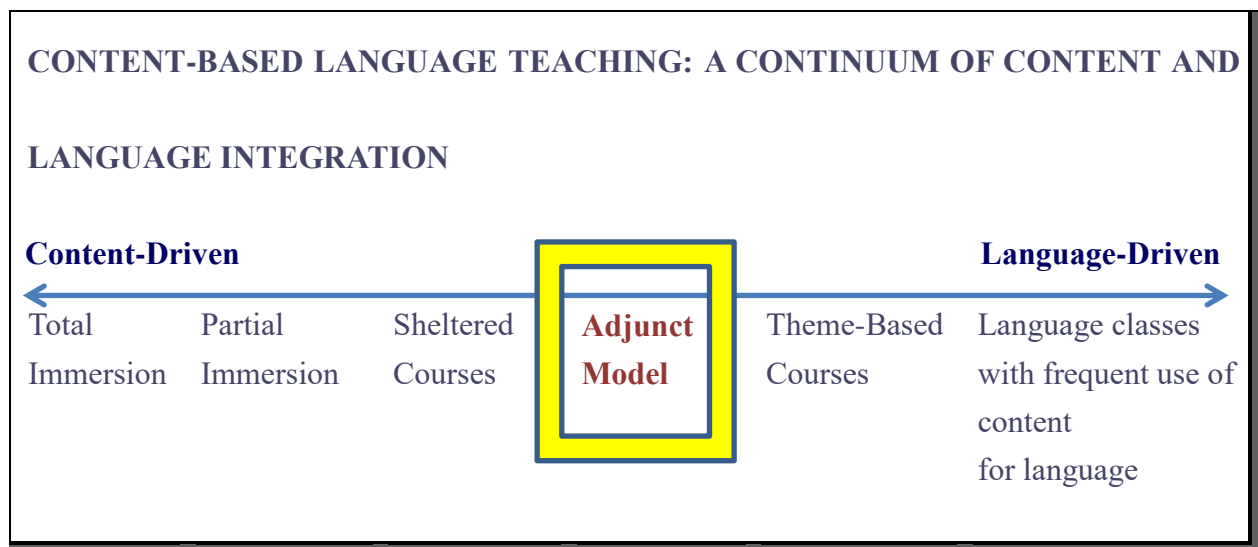
Figure 3. A continuum of content and language integration (Met, 1999, emphasis added).

Amongst the two extreme adoption of CBI/ CLIL models, the adjunct LAC model lies at the centre of the continuum, with a balanced focus on the values of language-driven and content-driven learning. There are targeted language and content learning objectives/ outcomes for teachers and students to fulfil in the adjunct (parallel) course of language instruction supporting subject courses. In the case of higher education, an adjunct LAC

instructional model designed and implemented by a team of English Language Teaching (ELT) researchers and lecturers, along with the academic support from the subject teachers, may serve as a mutually beneficial collaboration platform for further investigation into instructional approaches informed by CLIL principles. An adjunct model is well suited to complement content lessons and language-driven lessons, such as when language is not explicitly taught in content lectures and discipline-specific vocabulary usage is less of a learning objective in language lessons. According to Kinsey (2008), an adjunct model of language and content learning is "an approach for how to best remedy the sense of unpreparedness by transitioning ESL students quickly and effectively into the academic arena" (p.1).

Adjunct model provides a means to integrate the content and language learning, especially in higher education of ESL context, in which "students are enrolled concurrently in two linked courses- a language course and a content course- with the idea being that the two courses share the content base and complement each other in terms of mutually coordinated assignments" (Brinton et al., 1989, p. 16). Studies show that the interventions of the discipline-specific writing models demonstrate positive relation in improving students' disciplinary performance, especially in acquiring their disciplinary knowledge in classroom activities, and in producing spoken and written disciplinary discourse (Austin Community

College, 1993; Baik & Greig, 2009; Mahboob, Chan, & Webster, 2011; Snow & Brinton, 1984). Furthermore, bringing about these outcomes depends on what the chosen instructional model emphasizes: language and/or content.

While this adjunct model typically employed at the university level in western countries where such linking or "adjuncting" of courses is possible (Snow, 2001) yielded positive results, how this model can be adapted to promote the content-language connection in a sub-degree English-medium environment remains an area that needs further scrutiny. Further research is needed to examine how the adjunct language courses may adequately support students' learning in the content courses, and subsequently achieve the English language learning outcomes of different higher education programmes in Hong Kong, especially when the intended learning outcomes set for various post-secondary academic courses are compared locally and internationally. In this light, the effectiveness of this model in aiding students' development of academic discourse prerequisite to academic success in the target sub-degree programmes is examined in this study.

5.8 Implications for Conceptual Framework

Through this adjunct model, it is hoped that students will benefit from a more explicit instruction on the English language use within their disciplines. As Hyland (2013, p. 59)

argued, "Teaching writing therefore needs to be embedded in subject learning to provide students with a means of conceptualising disciplinary epistemologies". This way, learning language is not simply about studying the correct grammar or ways of writing, but also about adopting ways of thinking consistent with the practices in an academic discipline. An important implication of the proposed adjunct is the collaborative effort between content and language teachers in bringing about improved academic outcomes, which is meant to improve students' learning experience in mastering cognitively demanding discourse in their disciplines. This is one crucial step to achieving broader learning objectives in equipping students with disciplinary knowledge and disciplinary context specific communication skills so that they will excel in their future profession and studies.

VI. Research Questions

The project was implemented from February 2016 to January 2018. The inquiry of this project focused on the following four research questions:

1. What are specific English language demands of the target academic programmes in a community college in Hong Kong?

2. How does the adjunct language-across-the-curriculum instructional model support sub-degree students' academic discourse development in these English-medium academic programmes?

3. How does the adjunct language-across-the-curriculum instructional model facilitate collaboration between faculty members and language teachers?

4. To what extent is the adjunct language-across-the-curriculum instructional model effective in aiding students' development of academic discourse in the target?

VII. Theoretical and/or conceptual framework of the project

This study views language as a resource for learning and calls for a framework that highlights the interdependent relationship of language, knowledge and higher order thinking skills demanded in disciplinary studies in higher education programmes as well as the collaborative efforts of the language and disciplinary teachers in the planning of pedagogical tasks. It puts together the perspectives from Halliday's Systemic Functional Linguistic Model of Language and Context (1994, 2007b), Martin's Mode Continuum (1984, 2009), and Gibbons' Mode Shifting Theory (2003). The interlocking relationship of the key constructs which inform this study is presented in Figure 4 below:
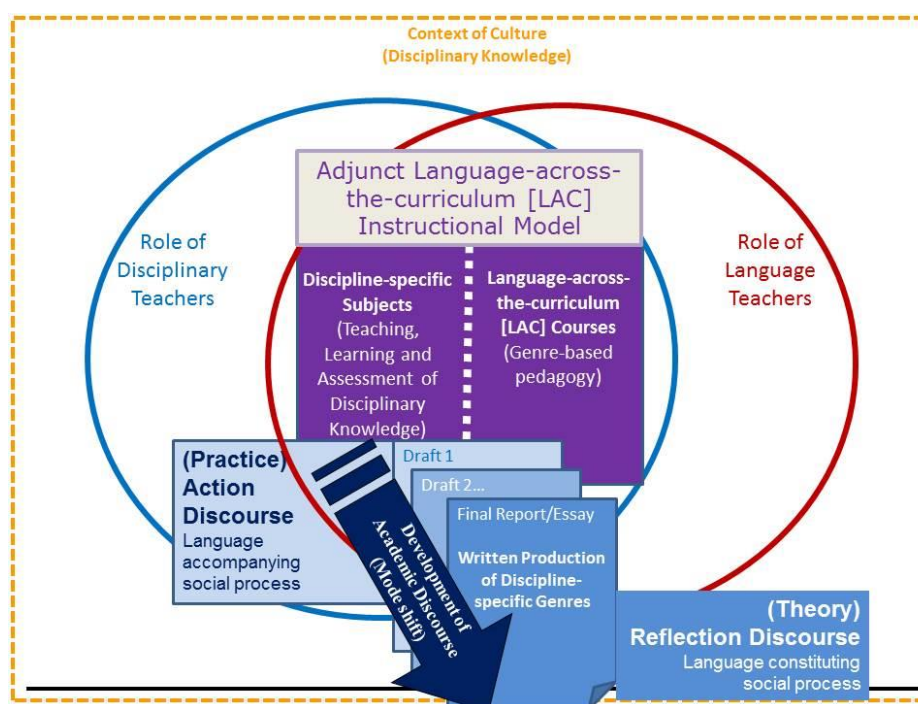
Figure 4 The adjunct language-across-the-curriculum instructional model

The outer orange rectangle and the blue text symbols at the bottom of Figure 1 highlight the

bi-directional relationship between language and context suggested by Halliday's Systemic

Functional Linguistic Model of Language and Context (1994, 2007b). The outer orange

rectangle represents the Context of Culture (i.e. the systems of meaning in the discipline and

the target academic programmes). The text symbols represent the different pieces of language

production of students throughout the language-across-the-curriculum courses. These student

texts are instances of the English system and the culture of the target study discipline. They

are evidence of students' learning of disciplinary knowledge and thinking realised in

academic English discourse. The dark blue arrow at the bottom of the framework illustrates

Martin's Mode Continuum (1984, 2009) which shows students' potential growth in their

academic discourse development, shifting from practical learning (which involves the use of

action discourse) to theoretical learning (which engages learners in the use of reflection

discourse) (Gibbons, 2003) .

The Adjunct Model

Given the emphasis on interdependent relationship of language, content and higher

order thinking skills, it is worth illustrating the collaboration between language and content

subject teachers with discipline expertise in greater detail. We do so by drawing on the works

of Lyster (2017), Met (1999) and Stryker and Leaver (1997) to illustrate how an adjunct

model is implemented. Figure 5 summarises the pedagogical emphasis in an adjunct model,

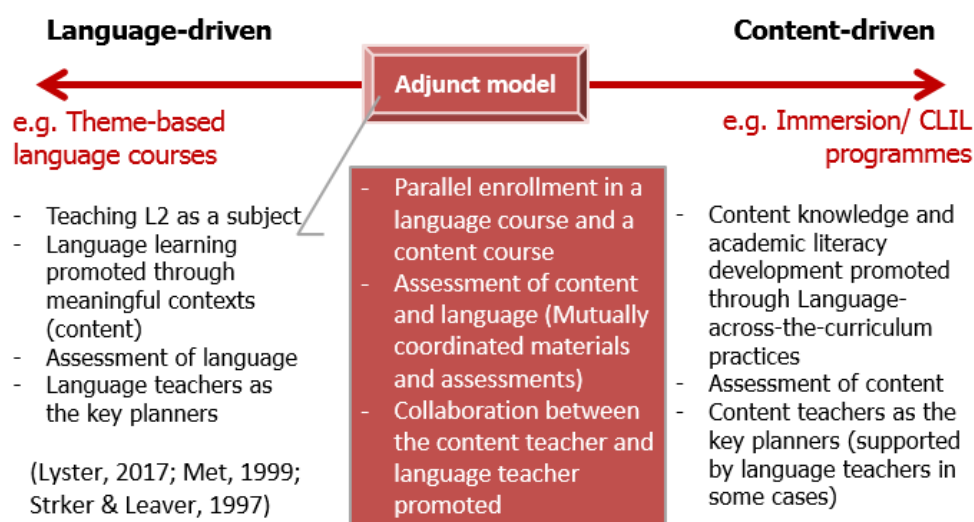which is contrasted with language and content-driven models.

Figure 5 The adjunct language-across-the-curriculum instructional model

In a language-driven course, as depicted on the left side of the continuum above, language

learning occurs with reference to content subjects. The primary focus of classes and assessments is language, where language classes are typically taught separately as L2 subjects. As a result, language teachers become key planners in this model. In a content-driven course, on the other end of the spectrum, content subjects are the central foci of instruction, in which content knowledge and academic literacy development are promoted through Language-across-the-curriculum practices. Assessed, however, in such a context is content. Subject lecturers are therefore regarded as key planners, while supported by language teachers in certain situations. In either case, language or subject lecturers only play a facilitative role, rather than being equally involved in the process. In adjunct model, however, collaboration between language and subject lecturers are promoted, as shown in the centre of the figure. Students are enrolled in parallel in a language and a content course. Language and content are both assessed and materials arising from such are mutually coordinated. Language needs and the extent to language proficiency is assessed are determined prior to and during the implementation of an adjunct course.

VIII. Methodology

Data for this project were collected in three phases through questionnaires, documentary evidence and individual interviews to capture the views of the programme leaders, subject leaders and students to identify the language needs and gain insights into the

disciplinary contexts of each target programme:

Phase One   – Needs Analysis

Phase Two   – Implementation of the LAC Workshops and Data Collection

Phase Three   – Analysis and Evaluation

The first phase of the study aimed at identifying the language needs of sub-degree students in three target academic programmes, namely Associate in Applied Social Sciences (Sociology and Culture) (SC), Associate in Tourism Management (TM) and Higher Diploma in Mechanical Engineering (ME). Documentations such as programme documents, subject description forms, teaching plans, assessment guidelines and rubrics were collected. The Programme Leaders' view was obtained through interviews while students' and the disciplinary teachers' view was sought from questionnaires.

The programme leaders were first informed of our project aims and initiatives. The subject leaders were subsequently contacted for their involvement in the project; they were sent invitation letters and consent forms. We contacted the subject leaders who were involved in the teaching and/or coordination of General Education (except those teaching more generic General Education subjects of large subject teams, i.e., English and Chinese language, and

Creative and Critical Thinking) and discipline-specific subjects in each target programme. This approach was to ensure that the subject leaders were in a position to provide us an overview of the language use in the disciplinary contexts of the target programmes.

In addition to the views of the stakeholders, linguistic analysis of the sample student assignments of the target academic programmes was performed to identify the genre types students were required to master for academic success in their studies. Based on the findings, specific English language learning outcomes of the target academic programmes were defined, which served as the backbone for the design of three adjunct language-across-the-curriculum courses.

The effectiveness of the adjunct language across the curriculum instructional model which was built upon collaborative academic effort of the disciplinary teachers and English lecturers teaching was assessed through both quantitative and qualitative methods in Phase Two. Statistical results of students' feedback on the materials developed for the workshops and the effectiveness of the workshops in improving students' mastery of more sophisticated and cognitively demanding discourse specific to their study disciplines were obtained from student feedback questionnaires and analysis of students' writing drafts. To trace students' growth in their development of academic discourse, linguistic analysis of students' texts

collected from the LAC workshop was performed based on the Systemic Functional Linguistics perspective, including Knowledge Structure Analysis (Mohan, 1986, 1987) and analysis of Lexical Density (Halliday and Matthiessen, 2004) and use of Technical/Abstract terms (Martin and Rose, 2007).

To triangulate the data, detailed student feedback was sought through both open-ended questions in the student feedback questionnaires and focus group interviews. In addition, teacher feedback on the integrated language-across-the-curriculum instructional model in terms of resources management, collaboration between content and language teachers, and teaching quality enhancement within the operational scale of a community college was collected from post-teaching reports and interviews.

IX.   Data Collection

The findings of this report were drawn from participants in the three target academic programmes at HKCC. All participants were recruited on a voluntary basis.

9.1 Phase One

Calculated based on the received consent forms, participants in Phase One include a total of three programme leaders, 28 subject leaders and 267 stage 1 and 2 students of cohort

2014 and 2015 (see Table 1 for details on the distribution and response rates as indicated in the brackets).

Table 1

Interview participants and questionnaire respondents (Phase One)

Target Programmes	Programme Leaders	Subject Leaders[1]	Students[2] Stage 1	Stage 2
	Interviews	*Questionnaires*	*Questionnaires*	*Questionnaires*
Mechanical Engineering	1	13 out of 15 (86.7%)	36 out of 46 (78.3%)	45 out of 47 (95.7%)
Sociology and Culture	1	7 out of 9 (77.7 %)	47 out of 61 (77%)	25 out of 68 (36.8%)
Tourism Management	1	8 out of 10 (80%)	58 out of 66 (87.9%)	56 out of 74 (75.7%)

Phase Two

Calculated based on the received consent forms, participants in Phase Two include a total of 10 subject leaders, 9 language lecturers and 209 stage 1 students of cohort 2016 (48 from 8C118, 94 from 8C108-TM and 67 from 8C111-SC) (see Table 2 for details on the distribution and response rates as indicated in the brackets).

---

[1] Response rate was calculated based on the headcount of the participants as some were involved in the teaching of multiple subjects. Some participants led more than one subject.

[2] Response rate with the student data was calculated based on questionnaire count.

Table 2

Interview participants and questionnaire respondents (Phase 2)

Target Programmes	Faculty Members (Subject Leaders)	Language teachers	Students	
	Interviews	*Interviews*	*Questionnaires[3]*	*Focus Group/ Interviews*
Mechanical Engineering	3	4	69 out of 107 (64%)	3 (n = 8)
Sociology and Culture	3	4	91 out of 133 (68%)	3 (n = 8)
Tourism Management	4	5	98 out of 228 (43%)	3 (n = 8)

In addition, a total of 1187 writing drafts and 478 final reports were collected (Table 3).

Table 3

Academic texts written by student participants

Target Programmes	*No. of writing draft copies*	*Final essays / reports*
Semester ONE, 2016/17		
Mechanical Engineering	372	12
Sociology and Culture	99	72
Tourism Management	168	159
Semester TWO, 2016/17		
Mechanical Engineering	257	6
Sociology and Culture	103	199
Tourism Management	188	30

---

[3] Response rate with the student data was calculated based on questionnaire count.

This section will present the key findings drawn from the multiple sources of this study. A more exhaustive description of both quantitative and qualitative results (open ended comments and genre profiles) is available in a separate internal report, which can be provided upon request.

10.1 Phase One: Needs Analysis

10.1.1 Students' Voice

The student version of the questionnaire sought their background information and assignments that presented challenge to them.   The key findings drawn from the questionnaire results on English aspects students of respective academic programmes are discussed according to year level[4] in this sub-section.   Students found that some writing intensive assignments in their discipline-specific subjects were particularly challenging.

Stage 1 Students (2015 Cohort)
Table 4
Most challenging assignments for Stage 1 Students

HD ME	AD TM	AD SC
CCN2248 Engineering Design Fundamentals	CCN1007 Information Technology for Business	CCN2196 Sociology of Culture (Project Presentation

---

[4] It is important to note that Stage 1 students had not yet studied Stage 2 subjects at the time of data collection. Therefore, some assignment items were not applicable to Stage 1 students and thus were not able to select them in the questionnaire. Stage 2 students, on the other hand, had almost completed the listed subjects. In this regard, their views on the assignment difficulty are deemed more representative than those of Stage 1 students

(Engineering Design Report)	(Business Proposal)	– Literature Review with Findings)
CCN2245 Applied Computing for Engineers (Engineering Proposal)	CCN1103 Introduction to Tourism (Written Report on Itinerary Planning)	CCN2196 Sociology of Culture (Term Paper – Literature Review)
CCN2249 Engineering Materials (Engineering Lab Report)	CCN2002 Introduction to Economics (Responses to Long and Short Questions - e.g. demand and supply analysis)	CCN1018 Introduction to Sociology (Seminar Presentation)
CCN2247 Computer and Engineering Fundamentals (Workshop Report)	CCN1103 Introduction to Tourism (Oral Presentation – Individual Assignment)	CCN1018 Introduction to Sociology (Presentation Report – Essay)
CCN3125 Appreciation of Manufacturing Processes (Workshop Report)	CCN2002 Introduction to Economics (Gap-filling Exercises)	CCN1034 Information and Communication Technology (IT Solution Proposal)

Stage 2 Students (2015 Cohort)

Table 5

Most challenging assignments for Stage 2 Students

HD ME	AD TM	AD SC
CCN2246 Basic Electricity and Electronics (Electricity and Electronic Lab Reports)	CCN1007 Information Technology for Business (Business Proposal)	CCN2188 Culture, Politics and Power (Project e-Portfolio)
CCN3128 Engineering Project (Engineering Project Report)	CCN2002 Introduction to Economics (Responses to Long and Short Questions - e.g. demand and supply analysis)	CCN1017 Introduction to Psychology (Experimental Design)
CCN3128 Engineering Project (Engineering Project Proposal)	CCN2002 Introduction to Economics (Gap-filling Exercises)	CCN2188 Culture, Politics and Power (Reflective Journals)
CCN2249 Engineering Materials (Engineering Lab Report)		CCN2188 Culture, Politics and Power (Project Presentation)
CCN2248 Engineering		CCN2196 Sociology of

Design Fundamentals (Engineering Design Report)		Culture (Term Paper – Literature Review)
		CCN2196 Sociology of Culture (Term Paper – Literature Review)

10.1.2 Teachers' Voice

Starting with course background information and assignment types in their subject areas, the questionnaire for Subject Leaders covered aspects in relation to students' English language performance in their subject areas and views on areas of improvement of their students' English proficiency. The ordinal data (10 items) were computed for their mean scores (out of five) and standard deviation, providing a quantitative representation of the students' English language level from the subject leaders' angle.   The open ended responses were indexed and coded according to the questions using a qualitative data management package (NVivo 11).   For instance, the responses were further grouped into categories according to the linguistic demands (listening, reading (receptive), writing and speaking (productive)) (Lo & Lin, 2014) of the students from subject leaders' point of view.

Table 6

Lowest ranked English language skills of TM students from subject leaders' perspective

Subject Leaders' View	HD ME	AD TM	AD SC
Subject Leaders' view on areas that need the most	- Grammar (M=2.48) - Comprehension of	- The use of sentence patterns (M = 2.38)	- Grammar (M=2.13) - Comprehension of

| attention | lectures (M=2.62) | - Comprehension of lectures (M= 2.40) | lectures (M=2.25) |
| | - The use of sentence patterns (M = 2.86) | - Oral communication (2.67) | - The use of sentence patterns (M = 2.38) |

In general, the subject leaders of the target programmes highlighted in the open-ended questions that both the students' reading and writing skills need further improvement.

"How to write a persuasive proposal with strength and weakness analysis" (ME-Preston[5])

"Writing the answers for discussion, or long / essay-type questions in a precise and organized manner, with effective communication" (ME-Wilfred)

"Appropriate format and use of discipline-specific terminology/verb in technical report" (ME-Freeman)

"Reading and writing. They encounter difficulty in understanding essay question and assignment guidelines" (TM-Becky)

---

[5] All names presented in the results section are pseudonyms.

"Analytical / comprehension ability" (TM-Cassandra)

"Better comprehension of English text about survey design and case studies" (SC-Tyler)

"The ability to summarize articles and then express it in their own way" (SC-Julia)

"The effectiveness of expression. I find that it is difficult for students to express abstract theories effectively" (SC-Gordon)

10.1.3 Genre Profile of the Academic Programmes

HD in Mechanical Engineering

The findings show that the most frequent type of assignment in ME was Word Problem, which appeared in a variety of engineering subjects that required students to solve engineering mathematical questions and formula. Also, reports and proposals appeared to be apparent in a few subjects, which involved drawing and elaborating on engineering concepts to justify their designs, ideas and mechanical processes. Bridging is needed for genres with extensive writing, including proposal, lab report and project report writing. It is also worth noting that written Engineering discourse is driven by calculation and problem-solving tasks needing multimodal literacy which includes the unpacking and packing of written and

graphic representation of disciplinary knowledge.

Table 7

Genre profile of HD ME

Genres	Frequency	Genres	Frequency
Mathematical Calculation	22	Computer Application	1
Oral Presentation	3	Computer Programming	1
Engineering Proposal	3	Engineering Lab Report	4
Case Analysis	3	Engineering Project Report	2
Technical Drawing	3	Workshop Report	2

AD in Tourism Management

Table 8 presents the reported genres in TM subjects. The findings suggest that oral presentations was the most frequent forms of assessment (frequency = 6) and were performed throughout TM students' academic years in the College. Oral presentations functioned as a form of assessment to verbally demonstrate their knowledge of specified tour sites, planning processes and troubleshooting skills. Reports and proposals were also used as a way to display their skills in innovation and application of business concepts.   The findings address the need for bridging students' development of both spoken and written discourses. When compared with ME, oral presentation is more frequently used in Tourism Management. Students are also required to represent meaning in different disciplinary genres, including business proposal, supply and demand analysis, mathematical problem, and itinerary plan (a unique genre in Tourism Management).

Table 8

Genre profile of AD TM

Genres	Frequency	Genres	Frequency
Oral Presentation	6	Supply and Demand Analysis	2
Marketing Report	3	Accounting Calculation	1
Mathematical Calculation	3	Brief Note	1
Business Proposal	2	Case Analysis	1
Itinerary Plan	2	Computer Application	1

AD in Applied Social Sciences (Sociology & Culture)

From the genre profile in Table 9, it can be seen that oral presentations were also a common form of assessment in the SC curriculum. Oral presentations in SC, for example, involved disseminating research findings of a social science related project. Calculation assignments were used in statistics related subjects, which were part of a social research inquiry method. A range of reflective and essay type assignments are evident in the data. Assignments as such sought to engage students in sociological concepts in relation to their personal experiences. Similar to TM, bridging is needed for both spoken and written discourses in the Sociology and Culture programme. In written discourse, case analysis, and reflective writing and Sociology essays often require students to argue their point of view on a social issue or theories.

Table 9

Genre profile of AD SC

Genres	Frequency	Genres	Frequency
Oral Presentation	4	Seminar Presentation	1
Mathematical Calculation	4	Computer Application	1
Reflective Writing	4	Discussion Paper	1
SPSS Lab Report	2	E-Portfolio	1
Reading Report	2	Experimental Design	1
Research Proposal	2	Case / News Analysis	2
Sociology Essay	2	PowerPoint Presentation	1

Phase One: Needs Analysis Outcomes

Based on the analysis of the data collected in Phase One, the following Intended English

Language Learning Outcomes (IELOs) of three study programmes were defined:

Higher Diploma in Mechanical Engineering (8C118)

1. Compose basic types of writing genres commonly used in the field of Engineering, e.g.

   lab reports,   design reports/review, proposals, etc. **[Writing genres in Engineering]**

2. Use appropriate lexical-grammatical resources to represent their disciplinary knowledge,

   e.g. to report on the experiment, to illustrate the engineering design process, to propose a

   new design to meet a stated objective, to interpret calculation results, etc. **[Vocabulary,**

   grammar, sentence structures, disciplinary ways of thinking and doing]

3. Research, read and interpret findings/ analysis (research specifications, product

descriptions, methodologies) in texts and visual images **[Critical reading skills]**

4. Use conventions of the Engineering disciplines, e.g. IEEE documentation style **[Engineering conventions]**

5. Communicate disciplinary knowledge clearly in oral communication contexts **[Oral communication]**

Associate in Business (Tourism Management) (8C108-TM)

1. Compose written disciplinary documents (e.g. itinerary proposal, business report and proposal) that incorporate discipline-specific theories and concepts to justify their recommendations **[Writing genres in Tourism Management]**

2. Use appropriate lexical-grammatical resources to represent their disciplinary knowledge, e.g. to paraphrase and summarize major theories or disciplinary ideas developed in Tourism Management **[Vocabulary, grammar, sentence structures, disciplinary ways of thinking and doing]**

3. Perform critical reading on assigned materials and identify important / key information in lectures or from peer presentation practices **[Critical reading skills]**

4. Identify important / key information in lectures (or from peers' presentation) **[Listening Comprehension]**

5. Produce oral presentations that effectively integrate discipline-specific theories and concepts to justify their recommendations **[Oral communication]**

Associate in Applied Social Sciences (Sociology and Culture) (8C111-SC)

1. Compose basic types of writing genres commonly used in the field of Sociology, e.g. literature review, critical review, reflection and research essays etc. **[Writing genres in Sociology]**

2. Use appropriate lexical-grammatical resources to represent their disciplinary knowledge, e.g. to paraphrase major ideas from different theorists in Sociology and other cultural studies, to describe and critically review social and cultural issues, to explain social phenomenon etc. **[Vocabulary, grammar, sentence structures, disciplinary ways of thinking and doing]**

3. Research, read and interpret thematic patterns delivered in texts and visual images from literature review, research articles and books in Sociology **[Critical reading skills]**

4. Use conventions of the Sociology disciplines, e.g. APA documentation style **[Sociology conventions]**

5. Communicate disciplinary knowledge clearly in oral communication contexts **[Oral communication]**

Phase Two: Design of the Adjunct Courses

With the IELOs identified for each study programme, we further mapped the Subject Intended Learning Outcomes of each adjunct course. Each adjunct course was run two semesters. Tables 10 to 12 summarise the Learning Outcome Maps of the adjunct courses for the target academic programmes, namely AD in Business (Tourism Management), AD in Social Sciences (Sociology and Culture) and HD in Mechanical Engineering respectively.

Table 10

Learning Outcome Maps of Adjunct Course for Adjunct Course for HD in Mechanical Engineering

	Programme Intended English Learning Outcomes				
	Compose basic types of writing genres commonly used in the field of Engineering	Use appropriate lexical-grammatical resources to represent their disciplinary knowledge	Research, read and interpret findings/ analysis (research specifications, product descriptions, methodologies) in texts and visual images	Use conventions of the Engineering disciplines	Communicate disciplinary knowledge clearly in oral communication contexts
	Semester 1				
Adjunct Course / **Supported Discipline-Specific Subjects**	CCN0008 Engineering in English				
	Subject Intended English Learning Outcomes				
• CCN2245 Applied Computing for Engineers • CCN2249 Engineering Materials	Compose Engineering proposals and reports	Use appropriate vocabulary and sentence structures to represent disciplinary knowledge in Engineering	Research, read and interpret the text data and visual images	Use IEEE documentation style	

	Semester 2				
Adjunct Course / **Supported Areas /Discipline-Specific Subject**	CCN0011 Engineering in English II				
	Subject Intended English Learning Outcomes				
• Workshop on Career Development / Further Studies • CCN2248 Engineering Design Fundamentals	Write persuasive documents for further studies and employment applications. Compose Engineering proposals and reports	Use appropriate vocabulary and sentence structures to represent disciplinary knowledge in Engineering	Research, interpret and paraphrase Engineering ideas/ concepts		Answer non-JUPAS admission/ job interview questions

Table 11

Learning Outcome Maps of Adjunct Course for AD in Business (Tourism Management)

	Programme Intended English Learning Outcomes				
	Compose written disciplinary documents (e.g. itinerary proposal, business report and proposal) that incorporate discipline-specific theories and concepts to justify their recommendations	Use appropriate lexical-grammatical resources to represent their disciplinary knowledge	Perform critical reading on assigned materials and identify important key information in lectures or from peer presentation practices	Identify important key information in lectures (or from peers' presentation)	Produce oral presentations that effectively integrate discipline-specific theories and concepts to justify their recommendations
	Semester 1				
Adjunct Course / **Supported General Education Subjects**	CCN0009 Tourism Management in English				
	Subject Intended English Learning Outcomes				

		Produce short paragraphs through using appropriate lexical-grammatical resources to specific the Business discipline	Demonstrate understanding on assigned reading materials	Comprehend and analyse the English language used in short and long questions in CCN1008 Mathematics and Statistics, and CCN2002 Introduction to Economics	Deliver a marketing presentation through English language in CCN2003 Introduction to Marketing
• CCN2002 Introduction to Economics • CCN1008 Mathematics and Statistics for College Students • CCN2003 Introduction to Marketing					
Semester 2					
Adjunct Course Supported Discipline-Specific Subjects	CCN0012 Tourism Management in English II				
	Subject Intended English Learning Outcomes				
• CCN1007 Information Technology for Business • CCN1103 Introduction to Tourism	Compose business proposal through using appropriate lexical-grammatical resources to specify the Information Technology discipline Compose a tour itinerary planning proposal through using appropriate lexical-grammatical resources to specify the Tourism Management discipline	Demonstrate understanding on assigned reading materials	Research and evaluate information on a given topic	

Table 13

Learning Outcome Maps of Adjunct Course for Adjunct Course for AD in Social Sciences (Sociology and Culture)

	Programme Intended English Learning Outcomes				
	Compose basic types of writing genres commonly used in the field of Sociology	Use appropriate lexical-grammatical resources to represent their disciplinary knowledge	Research, read and interpret thematic patterns delivered in texts and visual images from literature review, research articles and books in Sociology	Use conventions of the Sociology disciplines	Communicate disciplinary knowledge clearly in oral communication contexts
	Semester 1				
Adjunct Course Supported	CCN0010 Sociology and Culture in English				

Discipline-Specific Subjects	Subject Intended English Learning Outcomes				
CCN1018 Introduction to Sociology	Compose an effective case analysis in the discipline of Sociology	Use appropriate lexical-grammatical resources to deliver disciplinary knowledge and personal reflection in a case analysis		Understand the cognitive and linguistic conventions established in the Sociology discipline	Communicate disciplinary knowledge clearly in a seminar presentation
	Semester 2				
Adjunct Course Supported Discipline-Specific Subjects	CCN0013 Sociology and Culture in English II				
	Subject Intended English Learning Outcomes				
CCN2196 Sociology of Culture	Compose a sociology essay with accurately synthesised academic sources	Identify and evaluate stylistic features of reflective and essay writing in the discipline of Sociology Describe personal experiences with coherence, accurate grammar and vocabulary drawing on sociological knowledge	Distinguish appropriate lexical-grammatical resources for the purposes and intended readership of a reflective paper	Apply appropriate lexical-grammatical resources to express disciplinary knowledge in a sociology essay	

Phase Two: Effectiveness of the Adjunct Courses

The effectiveness of the adjunct model is determined using different tools and approaches, including surveys, interview comments and documentary evidence drawn from a variety of sources. The overall attendance rates of the three adjunct courses in Semester One and Semester Two were 70.6% and 33% respectively. 159 (64.4%) and 63 students (27.9%) of students were eligible for Co-curricular Activity Transcript (CAT), which required students to attend at least 70% of the total number of lessons. A detailed breakdown of the

average attendance rates of each class and programme is provided in Table 13 below.

Table 13

Average attendance rates of the adjunct courses in Semester One and Semester Two

Adjunct Course	Class	Total No. of Students in Class	Average Attendance Rate (by class)*	Attendance Rate by Programme	Class	Total No. of Students in Class	Average Attendance Rate (by class)*	Attendance Rate by Programme
	Semester One, 2016/17				**Semester Two, 2016/17**			
Engineering in English (ME)	101	20	77.3%	80.7%	201	19	58.8%	56.1%
	102	18	86.2%		202	18	52.3%	
	103	19	78.5%		203	15	57.2%	
Tourism Management in English (TM)	A01	26	71.5%	61.9%	B01	26	20.2%	23.5%
	A02	26	95.2%		B02	28	11.9%	
	A03	26	46.2%		B03	28	35.1%	
	A04	26	40.2%		B04	26	26.9%	
	A05	15	52.8%					
Sociology and Culture in English (SC)	101	24	60.8%	77%	201	22	28.1%	44.2%
	102	24	92.3%		202	21	56.4%	
	103	23	77.9%		203	23	48%	

As the adjunct courses were non-credit bearing courses with no mandatory attendance requirement, the attendance rates fluctuated throughout the semester, which were foreseeably lower during mid-term test periods and near assignment deadlines. Despite the drop in the attendance rates in Semester Two when students were more familiar with the academic and disciplinary practices, a detailed analysis of the SAQ results (Tables 14 and 15) shows that these discipline-specific adjunct LAC courses were well received by students:

Table 14

SAQ Results of Semester One

SAQ questions		CCN0008 Engineering in English	CCN0009 Tourism Management in English	CCN0010 Sociology and Culture in English
The content of the subject supports my learning in	CCN2245 Applied Computing for Engineers.	4.00		
	CCN2249 Engineering Materials.	4.00		
	CCN1008 Mathematics and Statistics for College Students.		3.64	
	CCN2002 Introduction to Economics.		3.81	
	CCN1018 Introduction to Sociology.			3.60
This subject helps develop my English language skills.		3.91	3.96	3.57
Overall, the subject content is useful to my current/ future study in	Mechanical Engineering.	4.07		
	Tourism Management.		3.85	
	Sociology and Culture.			3.62
I received useful feedback on my work for improvement.		3.93	3.89	3.62

Table 15

SAQ Results of Semester Two

SAQ questions		CCN0011 Engineering in English II	CCN0012 Tourism Management in English II	CCN0013 Sociology and Culture in English II
The content of the subject supports	Career and Further Studies Preparation	4.00		

my learning in	CCN2248 Engineering Design Fundamentals	4.10		
	CCN1007 Information Technology for Business		4.12	
	CCN1103 Introduction to Tourism		4.04	
	CCN2196 Sociology of Culture			3.83
This subject helps develop my English language skills.		3.96	4.20	3.66
Overall, the subject content is useful to my current/ future study in	Mechanical Engineering.	4.04		
	Tourism Management.		4.00	
	Sociology and Culture.			3.77
I received useful feedback on my work for improvement.		4.33	4.12	3.74

Additionally, the mean scores on the summative SAQ items that examined students' self-perceived achievement of the intended learning outcomes (ILOs) of the three adjunct courses in both semesters suggest that students found the adjunct courses effective in helping them achieve the intended English Language Learning Outcomes (IELOs) of their programmes.

CCN0008 Engineering in English & CCN0011 Engineering in English II

The overall results suggest that ME students believed that they met the learning outcomes of the adjunct course. ME students rated their ability in composing basic types of

ME writing genres the highest (M = 4.28). On the other hand, it appears that the students, despite achieving a rating of 4.12, endorsed their ability in using appropriate English in the discipline less highly. Beyond the students' perceived English language ability, the participation level in terms of quality was high (M = 4.36); this finding is of course confined to those who were able to fill out the questionnaire.

Table 16

Summative Student Activity Questionnaire results (ME)

#	Items	M n=25
Q1	I actively participated in the two courses (CCN0008 & CCN0011).	4.36
Q2	I can compose basic types of writing genres in my programme (e.g. lab reports, design reports/review, proposals, etc.).	4.28
Q3	I can use appropriate English language to express my Mechanical Engineering knowledge.	4.12
Q4	I can comprehend Engineering reading materials (e.g. research specifications, product descriptions, methodologies) in English.	4.20
Q5	I can comprehend Engineering reading materials (e.g. research specifications, product descriptions, methodologies) represented in visual images (e.g. graphs).	4.24
Q6	I can use IEEE referencing style in my Engineering assignments.	4.16
Q7	I can clearly communicate Mechanical Engineering-related knowledge in oral communication contexts.	4.20
Q8	Overall, this workshop can support my English language needs in the Mechanical Engineering programme.	4.24

CCN0009 Tourism Management in English & CCN0012 Tourism Management in

English II

The reported level satisfactory level in TM adjunct course was also high (mostly above

48

4). Results in items Q7 and Q8 together suggest that TM students had clearer indication of improvement in their reading ability. They reported a result of 4.12 in both their ability to critically read assigned texts and identify key information in lectures. The least highly rated aspect ($M = 3.80$) was related to their oral presentation. At the same time, this is an area that TM students received lesser amount of support as oral presentations were only covered in two sessions. It appears that TM students may need to further develop their oral presentation skills with regards to justifying their propositions.

Table 17

Summative Student Activity Questionnaire results (TM)

#	Question	*M* *n*=27
Q1	I actively participated in the two courses (CCN0009 & CCN0012).	4.12
Q2	I can compose different types of written assignment in my programme (e.g. itinerary proposal, business report and proposal).	4.04
Q3	I can deliver oral presentations to justify my recommendations using Business-related knowledge.	3.80
Q4	I can use appropriate English language to represent my Tourism Management knowledge.	4.04
Q5	I can critically read assigned materials in Tourism Management.	4.12
Q6	I can identify key information in lectures.	4.12
Q7	Overall, this workshop can support my English language needs in the general business/ tourism-related courses in the Tourism Management programme.	4.08

CCN0010 Sociology and Culture in English & CCN0013 Sociology and Culture in English II

SC students generally believed that they met the learning outcomes of the entire adjunct course. Although the results were less affirmative compared with ME and TM, most items attained a mean score of no lower than 3.7. An aspect that yielded the highest rating was SC students' ability in using APA documentation style ($M = 4.09$). The least highly rated areas were their abilities in using appropriate English to express sociological knowledge ($M = 3.71$) and cultural issues ($M = 3.71$).

It is worth noting that the limitation rests on the need to strike a balance between language and content. The support for content area may seem too generic to the students. As such, some students may feel that they did not receive adequate assignment-specific support. The writing skills with regards to genre and structure could be readily drawn upon in the workshop. Yet, content knowledge should be drawn from content subjects, not from the adjunct course. The disciplinary nature of Sociology is different in a sense that students ought to develop critical thinking skills and intensive personal reading and writing skills in the process of interpreting different social theories and knowledge.

Table 18

Summative Student Activity Questionnaire results (SC)

#	Question	*M* *n*=36
Q1	I actively participated in the two courses (CCN0010 & CCN0013).	3.69
Q2	I can compose basic types of writing genres in Sociology in general (e.g. literature review, critical review, reflection and research essays etc.).	3.80
Q3	I can use appropriate English to express sociological knowledge.	3.71
Q4	I can use appropriate English to critically discuss a range of social and cultural issues.	3.71
Q5	I can conduct research based on the sociological information delivered in texts and visual images from my readings in my programme.	3.77
Q6	I can interpret sociological information in texts from my readings in my programme.	3.91
Q7	I can interpret sociological information in images from my readings in my programme.	3.80
Q8	I can use APA documentation style in my Sociology assignments.	4.09
Q9	I can communicate sociological knowledge clearly in oral communication contexts.	3.83
Q10	Overall, this workshop can support my English language needs in the Sociology and Culture programme.	3.80

The interview data echo to the positive SAQ results reported above. The student participants of the study shared that the adjunct courses were effective in helping them fulfil the requirements of the mapped discipline-specific subjects and the language demands of their academic disciplines. Below are the excerpts from the interviews with the student participants:

"the adjunct workshop could help bridge the gap between students' learning experience in secondary schools and the education practices in tertiary programmes" (TM-Kelvin)

In particular, students found the adjunct courses effective in helping them develop their discipline-specific English language skills, including:

ME	TM	SC
▪ "the structure of an Engineering proposal/ report" ▪ "useful expressions that help me express my Engineering ideas" ▪ "IEEE referencing style" ▪ "writing skills, including writing the job application letters and personal	▪ "how to write different text types" ▪ "APA referencing style" ▪ "oral presentation skills and the focus of each section I the marketing presentation"	▪ "how to write research essays, summary and reflective paper" ▪ "skills for handling SC assignments such as preparing Powerpoint presentations and academic referencing skills in APA documentation fomat"

statements"			

The student participants in the three target academic programmes also shared in the interviews that they found the language teachers' feedback and the learning materials of the adjunct courses useful to their learning in the discipline. In particular, the student participants of the ME and TM adjunct courses said they did refer to the workshop handouts when working on the assignments:

"Student samples were analysed and useful expressions for writing different sections of the assignments were taught in class… I referred to the samples and course notes and used, say, 4-5 out of 10 expressions I learnt in the workshops when I completed my assignments." (ME-John)

Phase Two: Teacher Collaboration

In general, the Programme Leaders, Subject Leaders of the mapped discipline-specific subjects and the language teachers were very supportive towards the adjunct courses. They welcomed the collaboration opportunity and opined that the courses served as a platform that could develop deeper understanding of their students' learning needs and help them learn from other colleagues about the language/disciplinary requirements of the assignments

through sharing of teaching materials, assessment guidelines and student samples. In addition, they also learnt from the materials designed for the adjunct courses good teaching practices adopted by other colleagues, e.g. interactive teaching methods, use of videos as writing prompts, etc. All of the Subject Leaders shared in the interviews that they thought that the adjunct courses could enhance the language performance (e.g. choice of words, sentence structures, organisation of the assignment) of those students who attended the non-credit bearing adjunct courses regularly.

"Students could use more accurate and specific expressions to explain their observations in the reports. In the past, some students simply plotted the graphs and put them in the reports while expecting the readers to interpret the graphs themselves. Some even wrote in points form. Now they could explain their observations using the technical terms and concepts learnt in class." (ME-Zenith)

"The tailor-made materials could help students understand the disciplinary requirements, such as using concrete English language to describe an attraction, or adopting a "six-step approach" when writing the demand and supply analysis." (TM-Flora)

XI. Conclusions and Recommendations

11.1 Attainment of Objectives

The inclusion of three study programmes (instead of two as originally planned) was based on a concern regarding the possibility of participant withdrawal from the project at a programme level. Doing so allows us to sustain the project even if a programme representative ceases to participate in the project, so at least two programmes can still be supported by the adjunct courses. To conclude, all the stipulated objectives of the project could be attained:

First, specific English language learning outcomes (Objective 1) and common problems encountered by students in the three target sub-degree programmes (Objective 2) were identified, which informed the design of the adjunct courses. Second, the delivery of the adjunct courses in Semester One formed the basis for such to be evaluated in the subsequent stages. The SAQ results in Semester One and Two provided an important basis to examine the effectiveness of the adjunct LAC instructional model (Objective 3). Despite that the adjunct LAC courses were non-credit bearing, most adjunct courses were well attended in Semester One. Additionally, faculty members' and language teachers' views regarding the role of the adjunct model in promoting collaboration had been gathered through individual interviews (Objective 4). In this section, pedagogical implications and suggestions for

future research and development are shared (Objective 5).

11.2 Results Achieved

The SAQ results suggest that adjunct instructional model has generally been effective. For instance, in CCN0008 Engineering in English, students generally agreed that they could compose an Engineering proposal and explain an engineering problem in English. In CCN0009 Tourism Management in English, many students felt that they could comprehend the English language used in some of their assignments in CCN2002 Introduction to Economics and CCN1008 Mathematics and Statistics for College Students. In CCN0010 Sociology and Culture in English, a fairly large portion of students reported that they could use accurate grammar to express sociological concepts and write a personal reflection in English.

Key observations on SAQ/interview results in Semester ONE

Despite the disciplinary differences in each adjunct course, a converging view among the results was that the adjunct course provided clearer guidance on how to prepare students' assignments. This is particularly the case of ME students who tended to value the availability of assignment samples and SC students who affirmed the usefulness of learning English in the discipline context. For TM students, most students seemed to commend highly the quality

of their lecturers and the opportunity to develop their language skills in different areas.

Content and language teachers valued the availability of the adjunct course as a platform for collaboration. For some subject lecturers, the adjunct course was an avenue for them to provide further input into students' writing that could not be covered in the normal classes. For others, the adjunct course provided a way for content and language teachers to communicate with each other with regards to the progress of their students' learning and teaching insights.

Key observations on SAQ/interview results in Semester TWO

A common thread amongst the three adjunct courses pertains to the students' beliefs on the specific guidance they received for their written assignments. In other words, the students seemed to have had a clearer idea on what to expect in the writing of their assignments resulting from the training in the adjunct courses. Many of the comments also conveyed how students were appreciative of the fact that they received English language training closer to their disciplinary contexts.

Given the results presented throughout this report, the model can be regarded as successful in many ways in aiding students' development of academic discourse. This was

particularly the case of ME and TM adjunct courses, which received many positive ratings (4 or above). Although the case of SC adjunct course was more ambiguous, given the ratings were mostly between 3 and 4, attention will need to be paid to the views of subject lecturers and students who might be better positioned to describe the supporting role and limitations of the model in helping students acquire academic literacy in the discipline.

The results of the data presented thus far, however, need to be viewed with care due to the small number of students involved in the second batch of the adjunct course. This number was somewhat expected because the attendance rates in some classes were reportedly low as the semester progressed. Such an area is worthy of investigation, which may be related to issues such as course scheduling and organisation as raised by some students in the open-ended responses.

11.3 Limitations

While the results of the study provide important clues for the success of the adjunct courses, it was observed that some students' participation in the classes dwindled as the courses progressed.

Students' lukewarm attendance and participation in the subsequent means that the response rates were lower in some classes as indicated above. The views of students who

were less participative ought to be scrutinised to understand more fully the factors that have stopped them from attending the adjunct courses. Yet, the available data hint that some students found the adjunct course to be less than necessary. This is because the adjunct courses, unlike the regular ones, were not compulsory. The voluntary nature of the adjunct courses meant that no disciplinary consequences could be imposed on students who skipped classes. Consequently, the statistics in Semester Two need to be treated with some caution regarding the generalizability of the results. The effectiveness of adjunct courses in Semester Two may not represent the views of those who did not attend classes as frequently.

The qualitative data from students were also limited in uncovering reasons related to the low attendance rate in Semester Two. These reasons could have had been valuable in identifying and addressing aspects that could improve participation in the adjunct courses. Those who participated in the focus groups and interviews were generally supportive of the adjunct courses. The views of students who did not participate in the focus groups and interviews could not be solicited.

11.4 Pedagogical Implications and Suggestions for Future Research & Development

An overarching suggestion in this report is that sub-degree students would benefit from English language instruction grounded on disciplinary practices of study programmes. The

purpose of the following specific recommendations is to encourage post-secondary institutions to move towards an integrated approach to language instruction, which seeks to foster collaboration between language and subject lecturers. This is to deliver high quality English courses that facilitate students' academic achievement beyond language courses.

Recommendation 1: Provide formal channels for language and subject lecturers to collaborate

More focus should be placed on fostering and recognizing collaboration between language and subject lecturers beyond informal channels. Doing so will contribute to the understanding of language, teaching and assessment practices in subject-specific contexts. As subject nature and requirements vary from programme to programme, an important goal here is to be familiar what both parties expect from students academically, such as the language learning outcomes or standards expected in a content subject. This will materially influence how language support programmes are designed, which may promote pedagogical initiatives that facilitate students' access to and communication capabilities in discipline-specific subjects.

Recommendation 2: Strengthen integration of language and content assessment

practices and requirements in discipline-specific subjects

Building on Recommendation 1, assessment practices could be integrated in ways that clearly articulate expectations on both disciplinary knowledge and communication skills. Developing academic literacy is more than just brushing up language skills; it is also about improving communicative competence more holistically in an academic environment. These expectations should be conveyed not only in language subjects, but also in content subjects where appropriate. This outlook will help create learning environments that help students overcome views that English is useful only in language subjects. To achieve this, student awareness should be developed in terms of helping them understand the genuine and practical purposes of improving English language skills relating to their study programme and further studies.

Recommendation 3: Explore pedagogical strategies that can be shared between and utilized by language and subject lecturers

Common teaching practices and learning activities between language and content subjects should be explored further for closer coordination. In some subjects, where extensive reading and writing skills are essential to the acquisition of disciplinary knowledge, such as

those in Sociology and Culture, subject lecturers engage students regularly in guided reading of assigned texts. This pedagogical approach is common in English language subjects as well, which can be a potent starting point for teacher collaboration when planning lesson delivery in adjunct courses. For instance, subject lecturers may focus on helping students learn subject-specific concepts, while language teachers may introduce tools and systematic approaches to comprehending and writing discipline-specific texts. By capitalizing on the strengths of language and subject lecturers, instructions can be delivered in a way that expose students to different modes of inquiry, while improving students' access to, comprehension and expression of English language in discipline-specific situations.

Recommendation 4: Diversify access to language support programmes

Institutions should explore the feasibility of using flexible platforms that supplement the implementation of language support programmes to boost student participation. This is where language support programmes cannot be made compulsory and embedded in students' regular classes. If resources permit, classes can be made available online or alternative time frames suitable for students. The expectations on using these platforms or attending these classes should be reflected in subject assessment requirements to encourage participation without disrupting students' regular class schedules.

Diversifying access can also be understood as a means of providing students materials appropriate to their language capabilities. Given the diverse English language abilities of sub-degree students, it is worth exploring the need and availability of resources to offer instructional differentiation to different level groups. Students who are less proficient in English may be given additional materials and guidance that would help them meet the language requirements in a subject and/or engage in the learning activities of the adjunct courses.

Even though the available data have provided a basis to underlie different forms of language support at a sub-degree level, further research would also be essential to and beneficial for practitioners to uncover effective forms of language support in other study programmes.

Recommendation 5: Examine literacy practices in other study programmes for a fuller account of genre and language requirements of the College

Research on academic literacy should also be extended to other study programmes to examine the implications of the results of the study. Future projects may include working

with subject lecturers and students in other study programmes to generate a comprehensive genre profile within the College to understand the language requirements in each programme. Pursuing this research direction would enable teachers to determine the extent and nature of language support needed for College students.

Recommendation 6: Ascertain students' interest and views on having additional English language support

Future research efforts may also be devoted to understanding students' motivation in using or attending language support programmes. Having a clearer indication of students' interest in utilizing language support resources may help institutions determine suitable delivery platforms for students. Unlike compulsory subjects with attendance requirements, the auxiliary nature of adjunct courses (despite the additional skills that can be acquired from those) may not always appeal to students. This is perhaps the scenario when students prioritise learning and assessment activities that count directly towards their subject results. Hence, students' interest, besides their literacy needs and communication capabilities, is an important consideration when sustaining adjunct courses and exploring alternative delivery platforms.

Recommendation 7: Investigate students' academic literacy development from sub-degree to undergraduate level

Large scale and long-term research projects, if pursued, could be designed in ways that allow for closer examination of students' academic literacy development from sub-degree to undergraduate levels. Given the vision of implementing adjunct courses at a sub-degree level is to prepare them for their future studies, then student experience at a university level should be explored. This could be achieved, for example, by investigating how adjunct courses at a college level facilitate students' preparedness in developing academic literacy at an undergraduate level. This will help institutions evaluate the long-term impact of language support courses and that appropriate practices and resources may be availed to college students that would better prepare them for undergraduate studies.

The Way Forward

The evaluation of the adjunct course shows that such a form of language support is worthwhile. It is worthwhile in a sense that there is a genuine need for sub-degree learners to acquire English language with closer guidance. Understandably, academic discourse is not always an easy and straight forward language to grasp, especially for English learners with academically modest background. In the same way, new perspectives and curriculum

approaches are needed to ensure that language needs and support as presented in this study are met. Contrary to traditional models of language support, the approach sought after in this report advocates for the value of seeing the close connection between language and content, namely the text produced and its disciplinary context. Achieving such an imperative requires close collaboration between language and subject lecturers. While this is not an entirely new direction in many university contexts, the ways in which adjunct courses are implemented in sub-degree contexts invite considerations on how best these courses can be implemented. The considerations point to challenges in getting students motivated to receive extra language support among other structural constraints, such as course scheduling and timely mapping of subjects. This itself, as noted above, is an important area of research – what is valuable to teachers may be different from what students think is valuable in terms of students' language learning needs and desire. Regardless of the divergence in viewpoints, what remains important in a broader sense is the mission of the sub-degree sector in helping students prepare for undergraduate studies. Attaining a reasonably good level of English is of little doubt a productive way of preparing students to be competitive in their further studies.

XII. Bibliography

Austin Community College. (1993). *English for specific purposes: Building a curricular bridge between English as a second language vocational/business office systems. A Carl D. Perkins vocational and applied technology education program improvement grant*. Retrieved from http://files.eric.ed.gov/fulltext/ED374329.pdf

Baik, C., & Greig, J. (2009). Improving the academic outcomes of undergraduate ESL students: The case for discipline-based academic skills programs. *Higher Education Research & Development, 28*(4), 401-416. doi:10.1080/07294360903067005

Bernstein, B. (1996). *Pedagogy, symbolic control and identity: Theory, research, critique* (Revised ed.). Lanham, MD: Rowman & Littlefield.

Brinton, D. M., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction*. New York, NY: Newbury House.

Cenoz, J., Genesee, F., & Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics, 35*(3), 243-262. doi:10.1093/applin/amt011

Coyle, D. (2007). Content and Language Integrated Learning: Towards a connected research agenda for CLIL Pedagogies. *International Journal of*

Bilingual Education and Bilingualism, 10(5), 543-562. doi:10.2167/beb459.0

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge, United Kingdom: Cambridge University Press.

Cummins, J. (1980). The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue. *TESOL Quarterly, 14*(2), 175-187.

Cummins, J., & Man, E. Y. (2007). Academic language: What is it and how do we acquire it? In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 797-810). New York, NY: Springer.

Gibbons, J. P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly, 37*(2), 247-273.

Halliday, M. A. K. (1994). *An introduction to functional grammar*. London, United Kingdom: Arnold.

Halliday, M. A. K. (2007a). An interpretation of the functional relationship between language and social structure. In J. Webster (Ed.), *Language in*

society (Vol. 10, pp. 251-264). London, United Kingdom: Equinox.

Halliday, M. A. K. (2007b). The notion of "context" in language education. In J. J. Webster (Ed.), *Language and Education* (pp. 269-290). London, United Kingdom: Continuum.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (1999). *Construing experience through meaning: A language-based approach to cognition*. London, United Kingdom: Continuum.

Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Abington, United Kingdom: Routledge.

Hyland, K. (2009). *Academic discourse: English in a global context*. London, United Kingdom: Continuum.

Hyland, K. (2013). Writing in the university: Education, knowledge and reputation. *Language Teaching, 46*, 53-70.

Lo, Y. Y., & Lin, A. (2014). Designing assessment tasks with language awareness: Balancing cognitive and linguistic demands. *Assessment and Learning, 3*, 97-119.

Lyster, R. (2017). Language-focused instruction in content-based classrooms. In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: New perspectives on integrating language and content* (pp. 109-123). Ann

Arbor, MI: University of Michigan Press.

Mahboob, A. (2014). Meeting the challenges of English-medium higher education in Hong Kong. *International Review of Applied Linguistics in Language Teaching, 52*(2), 183-203. doi:10.1515/iral-2014-0008

Mahboob, A., Chan, A., & Webster, J. J. (2011). Evaluating the SLATE project. *Linguistic and the Human Sciences, 7*(1-3), 125-139.

Martin, J., Maton, K., & Matruglio, E. (2010). Historical cosmologies: Epistemology and axiology in Australian seconday school history discourse. *Revista Signos, 43*(74), 433-463.

Martin, J. R. (1984). *Language, register and genre*. Geelong, Australia: Deakin University Press.

Martin, J. R. (2007). Metadiscourse: Designing interaction in genre-based literacy programs. In R. Whittaker, M. O'Donnell, & A. McCabe (Eds.), *Language and literacy: Functional approaches* (pp. 95-122). Londom: Continuum.

Martin, J. R. (2009). Language, register and genre. In C. Coffin, T. Lillis, & K. A. O'Halloran (Eds.), *Applied linguistics methods: A reader* (pp. 12-32). London, United Kingdom: Routledge.

Met, M. (1999). Content-based instruction: Defining terms, making decisions.

NFLC reports. Retrieved from

http://carla.umn.edu/cobaltt/modules/principles/decisions.html

Nikula, T., Dalton-Puffer, C., & Llinares, A. (2013). CLIL classroom discourse: Research from Europe. *Journal of Immersion and Content-Based Language Education, 1*(1), 70-100. doi:10.1075/jicb.1.1.04nik

Pun, F. K. (2013). *Unpacking periodicity in academic writing of NESB undergraduate students.* (Doctoral thesis, City University of Hong Kong, Hong Kong). Retrieved from

http://lbms03.cityu.edu.hk/theses/abt/phd-ctl-b46907865a.pdf

Rose, D. (2015). New developments in genre-based literacy pedagogy. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (2nd ed.). New York, NY: Guilford.

Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school.* Sheffield, United Kingdom: Equinox Publishing.

Rothery, J. (1994). *Exploring literacy in school history.* Erskineville, Australia: Metropolitan East Disadvantaged Schools Program & NSW Depart of School Education.

Scott, D., & Beadle, S. (2014). *Improving the effectiveness of language learning:*

CLIL and computer assisted language learning. ICF GHK. London, United Kingdom. Retrieved from http://ec.europa.eu/languages/library/studies/clil-call_en.pdf

Short, D. J. (1993). Assessing integrated language and content instruction. *TESOL Quarterly, 27*(4), 627-656.

Snow, M. A., & Brinton, D. M. (1984). *Linking ESL courses with university content courses: The adjunct model*. Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages, San Jose, CA.

Stryker, S. B., & Leaver, B. L. (Eds.). (1997). *Content-based instruction in foreign language education: Models and methods*. Washington, DC: Georgetown University Press.

Tang, G. M. (1994). Teacher colloboration in integrating language and content. *TESL Canada Journal/Revue TESL du Canada, 11*(2), 100-116.

Appendix A. Interview with Programme Leaders (Phase One)

Date: _____ Time: _____

Name of Programme Leader: _____

Interview Questions (Semi-structured)

1. What is your opinion on your students' English language performance in general?

2. What language areas do you think students in your programme need to improve most?

3. What do you observe to be the most challenging assignments (incl. written and spoken tasks) students are required to complete in English in your programme?

4. Please give some general comments on the performance of your students in the assignments mentioned in Question 3.

5. What have you and your colleagues done to help your students cope with the English language demands in your subject(s)/ programme, if any?

6. What forms of English language support in this project do you hope to arrange to help your students meet the language demands of your programme?

7. How do you think faculty members and the English teaching team can work together in assisting students' learning through English in your programme?

8. What generic and discipline-specific English language competence do you expect students should be able to develop from your programme? (may need to ask prompting questions)

9. Please comment on the refined language learning outcomes of your programme.

10. Is there anything else you'd like to share?

Appendix B. Questionnaire for Subject Leaders (Phase One)

Supporting Students' Academic Discourse Development in Sub-degree Programmes: An Adjunct Language-across-the-curriculum Instructional Model

Questionnaire for Subject Leaders

This questionnaire is designed to seek your opinion on the students' learning needs in relation to their English language use in your specific subject area. Your views and knowledge in the subject area(s) you teach and/or co-ordinate will help us identify the specific language needs of your students. Please take 10-15 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research and material development.

Instructions:
1. Please provide the background information of your course.
2. Please mark your responses to Questions 1-10 by filling up the most appropriate circle. Choose only one answer for each question.
3. Please write down your comment in the space provided in Questions 11-13.
4. Please complete the questionnaire and return it to Dr Esther Tong by internal mail.

Background Information

Subject Code: _____

Subject Title: _____

Is it a compulsory or elective course for students in HD in Mechanical Engineering/ AD in Applied Social Sciences (Sociology and Culture)/ AD in Business (Tourism Management) ?

○ Compulsory   ○ Elective

Offering Semester:

○ Stage 1 Semester 1   ○ Stage 1 Semester 2   ○ Stage 2 Semester 3   ○ Stage 2 Semester 4

Types of Assignments:

Please list all the types of assignments students are required to complete in your subject. (e.g. proposals, progress reports, case analysis, lab reports, oral presentations)

_____

_____

_____

_____

Section A: The section seeks your opinions on students' English language performance in your subject areas.

Please rate your students' performance by filling the most appropriate circle in Questions 1-10 according to the following scale:

limited	developing	satisfactory	proficient	advanced	NA - Not applicable
①	②	③	④	⑤	○

	limited	developing	satisfactory	proficient	advanced	Not applicable
The students are able to						
1. understand the discipline-specific knowledge in lectures WITHOUT supplement of Cantonese explanation	①	②	③	④	⑤	○
2. understand the discipline-specific knowledge in lectures WITH supplement of Cantonese explanation	①	②	③	④	⑤	○
3. comprehend course-related materials in English (e.g. textbook, assigned reading, teaching notes)	①	②	③	④	⑤	○
4. understand the assessment details (e.g. assignment guidelines, grading criteria, examination questions)	①	②	③	④	⑤	○

	limited	developing	satisfactory	proficient	advanced	Not
5. use discipline-specific terminology appropriately	①	②	③	④	⑤	○
6. use accurate grammar	①	②	③	④	⑤	○
7. use appropriate sentence patterns to communicate their discipline-specific knowledge	①	②	③	④	⑤	○

8.	organise and format all sections of the assignments appropriately	①	②	③	④	⑤	○
9.	use proper documentation style (e.g. APA)	①	②	③	④	⑤	○
10.	express their ideas fluently in oral communication	①	②	③	④	⑤	○

Section B: The section seeks your comments on the areas of improvement of your students' English proficiency

Please write down your comment in the space provided below.

11. What are the areas you would like your students to further improve?

_____

_____

_____

_____

12. What are the important challenges that your students faced in terms of using English?

_____

_____

_____

_____

13. Other Comments/Suggestions:

_____

_____

_____

_____

☺ Thank you for completing the questionnaire ☺

Appendix C. Questionnaire for Students (Phase One)

Supporting Students' Academic Discourse Development in Sub-degree Programmes:
An Adjunct Language-across-the-curriculum Instructional Model

Questionnaire for Students

(HD in Mechanical Engineering)

This questionnaire is designed to identify students' learning needs in relation to English language use in specific subject area(s). Your opinions about English use in various learning environments will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 10-15 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research and material development.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions:
1. Please provide the background information of your programme.
2. Please mark your responses to Questions 1-23 by filling up the most appropriate circle according to the following scale. Choose only ONE answer for each question.

strongly disagree	disagree	neutral	agree	strongly agree	NA - Not applicable
①	②	③	④	⑤	○

4. Please write down your comments in the spaces provided in Questions 24-26.
5. Please complete the questionnaire and return it to the research officer coordinating the collection of questionnaire copies.

Background Information

Programme of Study: HD in Mechanical Engineering
⭕ Others: _____

Year of Study: ⭕Year 1   ⭕ Year 2
⭕ Year 3 or above

Select the assignment(s) you find the **most challenging** to you (may choose more than one):

⭕ CCN1108 Foundation Physics (Laboratory Assignment)
⭕ CCN2245 Applied Computing for Engineers (Engineering Proposal)
⭕ CCN2246 Basic Electricity and Electronics (Electricity and Electronic Lab Reports)
⭕ CCN2247 Computer and Engineering Fundamentals (Workshop Report)
⭕ CCN2248 Engineering Design Fundamentals (Engineering Design Report)
⭕ CCN2249 Engineering Materials (Engineering Lab Report)
⭕ CCN3125 Appreciation of Manufacturing Processes (Workshop Group Presentation)
⭕ CCN3125 Appreciation of Manufacturing Processes (Workshop Report)
⭕ CCN3127 Project Management for Engineers (Engineering Project Proposal)
⭕ CCN3127 Project Management for Engineers (Case Analysis)
⭕ CCN3128 Engineering Project (Engineering Project Proposal)
⭕ CCN3128 Engineering Project (Engineering Project Demonstration (Oral Presentation))
⭕ CCN3128 Engineering Project (Engineering Project Report)
⭕ Others: _____ (please specify)

Section A:

The section explores your experiences in applying academic English skills acquired from compulsory English language courses in completing the above assignments. Please shade the most appropriate circle according to the scale provided.

To what extent do you think you need to apply the following English language skills learnt in the compulsory English subjects in completing the above assignments? **In completing the above assignments, I always need to…**	strongly disagree	disagree	neutral	agree	strongly agree	NA
1. use concise academic vocabulary to express my ideas	①	②	③	④	⑤	⭕

2.	use reading skills such as skimming and scanning, reading for main ideas to understand the course materials written in complete English (e.g. assignment guidelines, grading	①	②	③	④	⑤	○
3.	use academic writing skills (e.g. write a clear thesis statement, topic sentences, etc.)	①	②	③	④	⑤	○
4.	use quoting, summarising and paraphrasing skills	①	②	③	④	⑤	○
5.	use a variety of sentence structures	①	②	③	④	⑤	○
6.	use accurate grammar	①	②	③	④	⑤	○
7.	structure my assignments into different patterns (e.g. argumentation, explanation, cause and effect, etc.)	①	②	③	④	⑤	○
8.	use oral presentation skills	①	②	③	④	⑤	○
9.	use seminar discussion skills	①	②	③	④	⑤	○
10.	use proper documentation style (e.g. APA format)	①	②	③	④	⑤	○
11.	use listening and note-taking skills	①	②	③	④	⑤	○
12.	use research skills (e.g. library research, design and conduct interviews, surveys and questionnaires, etc.)	①	②	③	④	⑤	○
13.	read and describe graphics	①	②	③	④	⑤	○

Section B:

The section seeks your opinions on your ability to use English in Mechanical Engineering related subjects. Please shade the most appropriate circle according to the scale provided.

	After taking some compulsory English training in HKCC, to what extent do you think you can apply the following English language skills in Mechanical Engineering related subjects?	strongly disagree	disagree	neutral	agree	strongly agree	NA
14.	I can understand my lectures in complete English	①	②	③	④	⑤	○
15.	I can understand subject-related materials written in complete English (e.g. textbooks, assigned reading articles, PPT slides)	①	②	③	④	⑤	○
16.	I can understand all assessment materials in English (e.g. assignment guidelines and	①	②	③	④	⑤	○

	examination questions)						
17.	I can understand the discipline-specific vocabulary / terminologies	①	②	③	④	⑤	○
18.	I can understand the feedback provided by my subject lecturers in English (e.g. written comment, e-mail responses, oral feedback)	①	②	③	④	⑤	○
19.	I can communicate with others in English for improving my understanding of the subject content	①	②	③	④	⑤	○
20.	I can complete written assignments in English	①	②	③	④	⑤	○
21.	I can use the discipline-specific vocabulary / terminologies	①	②	③	④	⑤	○
22.	I can complete oral presentations on assigned content topics in English	①	②	③	④	⑤	○
23.	I can answer mid-term test and/or examination questions in English within the time allowed	①	②	③	④	⑤	○

Section C:

The section seeks your comments on the use of English in Mechanical Engineering related subjects. Please write down your comments in the spaces provided below. You may respond <u>in either Chinese or English</u>.

24. What are the areas you would like to improve in relation to your English use for Mechanical Engineering related subjects?

_____

_____

_____

_____

25. What kinds of English language training do you expect the College to provide for improving your performance in the subject area(s)?

_____

_____

_____

_____

26. To what extent do you think your English language performance in the subject area(s) will affect your future study or career development? Please explain.

_____

_____

_____

_____

☺ Thank you for completing the questionnaire ☺

Supporting Students' Academic Discourse Development in Sub-degree Programmes:

An Adjunct Language-across-the-curriculum Instructional Model

Questionnaire for Students

(AD in Applied Social Sciences (Sociology and Culture))

This questionnaire is designed to identify students' learning needs in relation to English language use in specific subject area(s). Your opinions about English use in various learning environments will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 10-15 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research and material development.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions:
1. Please provide the background information of your programme.
2. Please mark your responses to Questions 1-22 by filling up the most appropriate circle according to the following scale. Choose only ONE answer for each question.

strongly disagree	disagree	neutral	agree	strongly agree	NA - Not applicable
①	②	③	④	⑤	◯

4. Please write down your comments in the spaces provided in Questions 23-25.
5. Please complete the questionnaire and return it to the research officer coordinating the collection of questionnaire copies.

Background Information

Programme of Study: AD in Applied Social Sciences (Sociology and Culture)

                            ○ Others: _____

Year of Study: ○ Year 1   ○ Year 2

                     ○ Year 3 or above

Select the assignment(s) you find the **most challenging** to you (may choose more than one):

CCN1017 Introduction to Psychology	Experimental Design	○
	Case Analysis	○
CCN1018 Introduction to Sociology	Seminar Presentation	○
	Presentation Report – Essay	○
	News Analysis	○
CCN1034 Information and Communication Technology	IT Solution Proposal	○
	IT Solution Presentation	○
	Lab Exercise – MS Office Application	○
CCN2188 Culture, Politics and Power	Reflective Journals	○
	Reflective Notes	○
	Project Presentation	○
	Project e-Portfolio	○
CCN2196 Sociology of Culture	Term Paper – Literature Review	○
	Reflective Paper – Personal Reflection	○
	Project Presentation – Literature Review with Findings	○
CCN3104 City, Culture and Public Life	Fieldwork Presentation	○
	Reflection Paper	○
	Reading Report	○
CCN3106 Introduction to Social Research	Research Proposal – In-depth Interview	○
	Oral Presentation – Research Design	○
	Lab Report – SPSS	○
	Reading Report	○
Others:	_____ _____	○

	(please specify)	

Section A:

The section explores your experiences in applying academic English skills acquired from compulsory English language courses in completing the above assignments. Please shade the most appropriate circle according to the scale provided.

	To what extent do you think you need to apply the following English language skills <u>learnt in the compulsory English subjects</u> in completing the above assignments? **In completing the above assignments, I always need to…**	strongly disagree	disagree	neutral	agree	strongly agree	NA
1.	use concise academic vocabulary to express my ideas	①	②	③	④	⑤	○
2.	use reading skills such as skimming and scanning, reading for main ideas to understand the course materials written in complete English (e.g. assignment guidelines, grading	①	②	③	④	⑤	○
3.	use academic writing skills (e.g. write a clear thesis statement, topic sentences, etc.)	①	②	③	④	⑤	○
4.	use quoting, summarising and paraphrasing skills	①	②	③	④	⑤	○
5.	use a variety of sentence structures	①	②	③	④	⑤	○
6.	use accurate grammar	①	②	③	④	⑤	○
7.	structure my assignments into different patterns (e.g. argumentation, explanation, cause and effect, etc.)	①	②	③	④	⑤	○
8.	use oral presentation skills	①	②	③	④	⑤	○
9.	use seminar discussion skills	①	②	③	④	⑤	○
10.	use proper documentation style (e.g. APA format)	①	②	③	④	⑤	○
11.	use listening and note-taking skills	①	②	③	④	⑤	○
12.	use research skills (e.g. library research, design and conduct interviews, surveys and questionnaires, etc.)	①	②	③	④	⑤	○

Section B:

The section seeks your opinions on your ability to use English in Social Sciences related subjects. Please shade the most appropriate circle according to the scale provided.

After taking some compulsory English training in HKCC, to what extent do you think you can apply the following English language skills <u>in Social Sciences related subjects</u>?	strongly disagree	disagree	neutral	agree	strongly agree	NA
13. I can understand my lectures in complete English	①	②	③	④	⑤	〇
14. I can understand subject-related materials written in complete English (e.g. textbooks, assigned reading articles, PPT slides)	①	②	③	④	⑤	〇
15. I can understand all assessment materials in English (e.g. assignment guidelines and examination questions)	①	②	③	④	⑤	〇
16. I can understand the discipline-specific vocabulary / terminologies	①	②	③	④	⑤	〇
17. I can understand the feedback provided by my subject lecturers in English (e.g. written comment, e-mail responses, oral feedback)	①	②	③	④	⑤	〇
18. I can communicate with others in English for improving my understanding of the subject content	①	②	③	④	⑤	〇
19. I can complete written assignments in English	①	②	③	④	⑤	〇
20. I can use the discipline-specific vocabulary / terminologies	①	②	③	④	⑤	〇
21. I can complete oral presentations on assigned content topics in English	①	②	③	④	⑤	〇
22. I can answer mid-term test and/or examination questions in English within the time allowed	①	②	③	④	⑤	〇

Section C:

The section seeks your comments on the use of English in Social Sciences related subjects. Please write down your comments in the spaces provided below. You may respond <u>in either Chinese or English</u>.

23. What are the areas you would like to improve in relation to your English use for Social Sciences related subjects?

_____

_____

_____

_____

24. What kinds of English language training do you expect the College to provide for improving your performance in the subject area(s)?

_____

_____

_____

_____

25. To what extent do you think your English language performance in the subject area(s) will affect your future study or career development? Please explain.

_____

_____

_____

_____

☺ Thank you for completing the questionnaire ☺

Supporting Students' Academic Discourse Development in Sub-degree Programmes:

An Adjunct Language-across-the-curriculum Instructional Model

Questionnaire for Students

(AD in Business (Tourism Management))

This questionnaire is designed to identify students' learning needs in relation to English language use in specific subject area(s). Your opinions about English use in various learning environments will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 10-15 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research and material development.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions:

1. Please provide the background information of your programme.
2. Please mark your responses to Questions 1-22 by filling up the most appropriate circle according to the following scale. Choose only ONE answer for each question.

strongly disagree	disagree	neutral	agree	strongly agree	NA - Not applicable
①	②	③	④	⑤	○

4. Please write down your comments in the spaces provided in Questions 23-25.
5. Please complete the questionnaire and return it to the research officer coordinating the collection of questionnaire copies.

Background Information

Programme of Study: AD in Business (Tourism Management)

                      ○ Others: _____

Year of Study: ○ Year 1   ○ Year 2   ○

Year 3 or above

Select the assignment(s) you find the **most challenging** to you (may choose more than one):

○ CCN1007 Information Technology for Business (Business Proposal)
○ CCN1103 Introduction to Tourism (Oral Presentation – Individual Assignment)
○ CCN1103 Introduction to Tourism (Written Report on Itinerary Planning)
○ CCN2002 Introduction to Economics (Gap-filling Exercises)
○ CCN2002 Introduction to Economics (Responses to Long and Short Questions - e.g. demand and supply analysis)
○ CCN2003 Introduction to Marketing (Case Report)
○ CCN2003 Introduction to Marketing (Marketing Report)
○ CCN2104 Attractions Management (Proposal Writing)
○ CCN2104 Attractions Management (Oral Presentation)
○ CCN2104 Attractions Management (SWOT Analysis)
○ CCN2134 Tourism and Transport (Evaluation Essay (Transportation System))
○ CCN2134 Tourism and Transport (Group Oral Presentation (Analysis of Corporate Products & Services))
○ CCN2134 Tourism and Transport (Written Report (Analysis of Corporate Products & Services))
○ CCN2136 Travel Agency Operations (Project Presentation – Tour Itinerary Development)
○ CCN2136 Travel Agency Operations (Written Report – Tour Itinerary Development)
○ Others: _____ (please specify)

Section A:

The section explores your experiences in applying academic English skills acquired from compulsory English language courses in completing the above assignments. Please shade the most appropriate circle according to the scale provided.

To what extent do you think you need to apply the following English language skills <u>learnt in the compulsory English subjects</u> in completing the above assignments? **In completing the above assignments, I always need to…**	strongly disagree	disagree	neutral	agree	strongly agree	NA
1. use concise academic vocabulary to express my ideas	①	②	③	④	⑤	○
2. use reading skills such as skimming and scanning, reading for main ideas to understand the course materials written in complete English (e.g. assignment guidelines, grading	①	②	③	④	⑤	○
3. use academic writing skills (e.g. write a clear thesis statement, topic sentences, etc.)	①	②	③	④	⑤	○
4. use quoting, summarising and paraphrasing skills	①	②	③	④	⑤	○
5. use a variety of sentence structures	①	②	③	④	⑤	○
6. use accurate grammar	①	②	③	④	⑤	○
7. structure my assignments into different patterns (e.g. argumentation, explanation, cause and effect, etc.)	①	②	③	④	⑤	○
8. use oral presentation skills	①	②	③	④	⑤	○
9. use seminar discussion skills	①	②	③	④	⑤	○
10. use proper documentation style (e.g. APA format)	①	②	③	④	⑤	○
11. use listening and note-taking skills	①	②	③	④	⑤	○
12. use research skills (e.g. library research, design and conduct interviews, surveys and questionnaires, etc.)	①	②	③	④	⑤	○

Section B:

The section seeks your opinions on your ability to use English in Business and/or Tourism Management subjects. Please shade the most appropriate circle according to the scale provided.

	After taking some compulsory English training in HKCC, to what extent do you think you can apply the following English language skills <u>in Business and/or Tourism Management subjects</u>?	strongly disagree	disagree	neutral	agree	strongly agree	NA
13.	I can understand my lectures in complete English	①	②	③	④	⑤	○
14.	I can understand subject-related materials written in complete English (e.g. textbooks, assigned reading articles, PPT slides)	①	②	③	④	⑤	○
15.	I can understand all assessment materials in English (e.g. assignment guidelines and examination questions)	①	②	③	④	⑤	○
16.	I can understand the discipline-specific vocabulary / terminologies	①	②	③	④	⑤	○
17.	I can understand the feedback provided by my subject lecturers in English (e.g. written comment, e-mail responses, oral feedback)	①	②	③	④	⑤	○
18.	I can communicate with others in English for improving my understanding of the subject content	①	②	③	④	⑤	○
19.	I can complete written assignments in English	①	②	③	④	⑤	○
20.	I can use the discipline-specific vocabulary / terminologies	①	②	③	④	⑤	○
21.	I can complete oral presentations on assigned content topics in English	①	②	③	④	⑤	○
22.	I can answer mid-term test and/or examination questions in English within the time allowed	①	②	③	④	⑤	○

Section C:

The section seeks your comments on the use of English in Business and/or Tourism Management subjects. Please write down your comments in the spaces provided below. You may respond <u>in either Chinese or English</u>.

23. What are the areas you would like to improve in relation to your English use for Business and/or Tourism Management subjects?

_____

_____

_____

_____

24. What kinds of English language training do you expect the College to provide for improving your performance in the subject area(s)?

_____

_____

_____

_____

25. To what extent do you think your English language performance in the subject area(s) will affect your future study or career development? Please explain.

_____

_____

_____

_____

☺ Thank you for completing the questionnaire ☺

Appendix D. Student Feedback Questionnaires (Phase Two)

Student Activity Questionnaire

CCN0008 Engineering in English

This questionnaire is designed to gather your opinions about the English language learning experience in your discipline. These opinions will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 10-15 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions

1. Please provide the background information of your programme.
2. Please mark your responses to items 1 to 27 by shading the most appropriate circle. Choose only ONE answer for each question.
3. Please write down your comments in the spaces provided in items 28 to 30.
4. Please complete the questionnaire and return it to the research officer.

Background Information

Programme of Study:	HD in Mechanical Engineering
Year of Study:	○ Year 1　　　　　　　　○ Year 2
CCN0008 Class:	○ 101 Wednesday 11:00 – 12:25 ○ 102 Tuesday 09:30 – 10:55 ○ 103 Wednesday 16:30 – 17:55

A. The section explores your views in relation to achieving your <u>Subject Intended Learning Outcomes</u> in **CCN0008 Mechanical Engineering in English**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
1. I can compose an Engineering <u>proposal</u> in **CCN2245 Applied Computing for Engineers**.	①	②	③	④	⑤
2. I can compose an Engineering <u>report</u> in **CCN2249 Engineering Materials**.	①	②	③	④	⑤
3. I can <u>identify</u> an engineering problem in English.	①	②	③	④	⑤

4. I can <u>explain</u> an engineering problem in English.	①	②	③	④	⑤
5. I can describe the procedures of an experimental work in English.	①	②	③	④	⑤
6. I can explain the errors found in an experimental work in English.	①	②	③	④	⑤
7. I can summarise the experiment and its results in English.	①	②	③	④	⑤
8. I can make recommendations in a proposal in English.	①	②	③	④	⑤
9. I can state the budget in a proposal in English.	①	②	③	④	⑤
10. I can understand the English materials I need to read to complete the assignments.	①	②	③	④	⑤
11. I can understand the graphs and drawings.	①	②	③	④	⑤
12. I can use IEEE documentation style.	①	②	③	④	⑤

B. The section explores your views regarding the <u>content</u> of **CCN0008 Engineering in English**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
13. The content of the subject supports my learning in **CCN2245 Applied Computing for Engineers**.	①	②	③	④	⑤
14. The content of the subject supports my learning in **CCN2249 Engineering Materials**.	①	②	③	④	⑤
15. This subject teaches me something that I will not normally learn in the formal curriculum.	①	②	③	④	⑤
16. The activities have helped me achieve in this subject effectively.	①	②	③	④	⑤
17. This subject helps develop my English language skills.	①	②	③	④	⑤
18. Relative to the subject learning outcomes, the amount of work required for this subject is reasonable.	①	②	③	④	⑤
19. I can cope with the course materials for this subject.	①	②	③	④	⑤

	strongly disagree	disagree	neutral	agree	strongly agree
20. Overall, the subject content is useful to my current /future study in Mechanical Engineering.	①	②	③	④	⑤
21. I would recommend this subject to my fellow students.	①	②	③	④	⑤

C. The section explores your views on the <u>delivery</u> of CCN0008 Engineering in English. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
22. The subject was well organised.	①	②	③	④	⑤
23. Explanations given by the lecturer helped me understand the subject matter.	①	②	③	④	⑤
24. This subject boosts my self-confidence in using English.	①	②	③	④	⑤
25. I received useful feedback on my work for improvement.	①	②	③	④	⑤
26. There have been sufficient opportunities for me to ask questions/raise issues.	①	②	③	④	⑤
27. Students were encouraged to participate actively in class.	①	②	③	④	⑤

D. The section seeks your further views on **CCN0008 Engineering in English**. Please write down your comments in the spaces provided below. You may respond in <u>either Chinese or English</u>.

28. What are the best aspects of the subject?

_____

_____

_____

_____

29. Which aspects of the subject need improvement?

_____

_____

_____

30. Do you have any other comments?

_____

_____

_____

Thank you for completing the questionnaire!

This questionnaire is designed to gather your opinions about the English language learning experience in your discipline. These opinions will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 10-15 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions

1. Please provide the background information of your programme.

2. Please mark your responses to items 1 to 22 by shading the most appropriate circle. Choose only ONE answer for each question.

3. Please write down your comments in the spaces provided in items 23 to 25.

4. Please complete the questionnaire and return it to the research officer.

Background Information

Programme of Study:	AD in Applied Social Sciences (Sociology and Culture)
Year of Study:	○ Year 1 ○ Year 2
CCN0010 Class:	○ 101 Tuesday 12:00-13:25 ○ 102 Wednesday 14:30-15:55 ○ 103 Thursday 15:30-16:55

A. The section explores your views in relation to achieving your <u>Subject Intended Learning Outcomes</u> in **CCN0010 Sociology and Culture in English**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
1. I can compose an effective case analysis in CCN1018 Introduction to Sociology.	①	②	③	④	⑤
2. I can use accurate grammar to <u>express sociological concepts</u> in a case analysis in English.	①	②	③	④	⑤

3. I can use accurate grammar to <u>write a personal reflection</u> in a case analysis in English.	①	②	③	④	⑤
4. I can use PolyU's library database to find specialised texts in Sociology and Culture.	①	②	③	④	⑤
5. I can communicate sociological knowledge in a seminar presentation.	①	②	③	④	⑤
6. I can deliver an organised and coherent seminar presentation.	①	②	③	④	⑤
7. I can understand the ways of thinking in Sociology and Culture.	①	②	③	④	⑤
8. I can understand the language conventions in Sociology and Culture.	①	②	③	④	⑤

B. The section explores your views regarding the <u>content</u> of **CCN0010 Sociology and Culture in English**. Please shade the most appropriate in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
9. The content of the subject supports my learning CCN1018 Introduction to Sociology.	①	②	③	④	⑤
10. This subject teaches me something that I will not normally learn in the formal curriculum.	①	②	③	④	⑤
11. The sessions have helped me achieved the subject learning outcomes effectively.	①	②	③	④	⑤
12. This subject helps develop my English language skills.	①	②	③	④	⑤
13. Relative to the subject learning outcomes, the amount of work required for this subject is reasonable.	①	②	③	④	⑤
14. I can cope with the course materials for this subject.	①	②	③	④	⑤
15. Overall, the subject content is useful to my current/future study in Sociology and Culture.	①	②	③	④	⑤
16. I would recommend this subject to my fellow students.	①	②	③	④	⑤

C. The section explores your views on the <u>delivery</u> of **CCN0010 Sociology and Culture in English**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
17. The workshop was well organised.	①	②	③	④	⑤
18. Explanations given by the lecturer helped me understand the subject matter.	①	②	③	④	⑤
19. This subject boosts my self-confidence in using English.	①	②	③	④	⑤
20. I received useful feedback on my work for improvement.	①	②	③	④	⑤
21. There have been sufficient opportunities for me to ask questions/raise issues.	①	②	③	④	⑤
22. Students were encouraged to participate actively in class.	①	②	③	④	⑤

D. The section seeks your further views on CCN0010 Sociology and Culture in English. Please write down your comments in the spaces provided below. You may respond in <u>either Chinese or English</u>.

23. What are the best aspects of the subject?

_____

_____

_____

_____

24. Which aspects of the subject need improvement?

_____

_____

_____

_____

25. Do you have any other comments?

_____

_____

_____

_____

Thank you for completing the questionnaire!

CCN0009 Tourism Management in English

This questionnaire is designed to gather your opinions about the English language learning experience in your discipline. These opinions will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 10-15 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions

1. Please provide the background information of your programme.

2. Please mark your responses to items 1 to 23 by shading the most appropriate circle. Choose only ONE answer for each question.

3. Please write down your comments in the spaces provided in items 24 to 26.

4. Please complete the questionnaire and return it to the research officer.

Background Information

Programme of Study:	AD in Business (Tourism Management)	
Year of Study:	O Year 1	O Year 2
CCN0009 Class:	O A01 Monday 16:30 – 17:55	O A04 Thursday 17:00 – 18:25
	O A02 Wednesday 14:30 – 15:55	O A05 Friday 16:30 – 17:55
	O A03 Wednesday 16:30 – 17:55	

A. The section explores your views in relation to achieving your <u>Subject Intended Learning Outcomes</u> in CCN0009 Tourism Management in English. Please shade the most appropriate circle in the following scale.

strongly disagree	disagree	neutral	agree	strongly agree

		strongly disagree	disagree	neutral	agree	strongly agree
1.	I can understand the assigned reading materials in my courses.	①	②	③	④	⑤
2.	I can <u>comprehend</u> the English language used in the exercise and test questions in CCN1008 Mathematics and Statistics for College Students.	①	②	③	④	⑤
3.	I can <u>analyse</u> the English language used in the exercise and test questions in CCN1008 Mathematics and Statistics for College Students.	①	②	③	④	⑤
4.	I can <u>comprehend</u> the English language used in the exercise and test questions in CCN2002 Introduction to Economics.	①	②	③	④	⑤
5.	I can <u>analyse</u> the English language used in the exercise and test questions in CCN2002 Introduction to Economics.	①	②	③	④	⑤
6.	I can give an introduction in the oral presentation in CCN2003 Introduction to Marketing using appropriate <u>English</u>.	①	②	③	④	⑤
7.	I can give an introduction in the oral presentation in CCN2003 Introduction to Marketing using appropriate <u>non-verbal cues</u>.	①	②	③	④	⑤
8.	I can write short texts in Tourism Management using appropriate English.	①	②	③	④	⑤

B. The section explores your views regarding the <u>content</u> of CCN0009 Tourism Management in English. Please shade the most appropriate circle in the following scale.

		strongly disagree	disagree	neutral	agree	strongly agree
9.	The content of the subject supports my learning in **CCN1008 Mathematics and Statistics for College Students**.	①	②	③	④	⑤
10.	The content of the subject supports my learning in **CCN2002 Introduction to Economics**.	①	②	③	④	⑤
11.	This subject teaches me something that I will not normally learn in the formal curriculum.	①	②	③	④	⑤
12.	The sessions have helped me achieved the subject learning outcomes effectively.	①	②	③	④	⑤

	strongly disagree	disagree	neutral	agree	strongly agree
13. This subject helps develop my English language skills.	①	②	③	④	⑤
14. Relative to the subject learning outcomes, the amount of work required for this subject is reasonable.	①	②	③	④	⑤
15. I can cope with the course materials for this subject.	①	②	③	④	⑤
16. Overall, the subject content is useful to my current/future study in Tourism Management.	①	②	③	④	⑤
17. I would recommend this subject to my fellow students.	①	②	③	④	⑤

C. The section explores your views on the <u>delivery</u> of CCN0009 Tourism Management in English. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
18. The subject was well organised.	①	②	③	④	⑤
19. Explanations given by the lecturer helped me understand the subject matter.	①	②	③	④	⑤
20. This subject boosts my self-confidence towards using English.	①	②	③	④	⑤
21. I received useful feedback on my work for improvement.	①	②	③	④	⑤
22. There have been sufficient opportunities for me to ask questions/raise issues.	①	②	③	④	⑤
23. Students were encouraged to participate actively in class.	①	②	③	④	⑤

D. The section seeks your further views on CCN0009 Tourism Management in English. Please write down your comments in the spaces provided below. You may respond in <u>either Chinese or English</u>.

24. What are the best aspects of the subject?

_____

_____

_____

_____

25. Which aspects of the subject need improvement?

_____

_____

_____

_____

26. Do you have any other comments?

_____

_____

_____

_____

Thank you for completing the questionnaire!

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

Student Activity Questionnaire

CCN0011 Engineering in English II

HONG KONG COMMUNITY COLLEGE
香港專上學院

This questionnaire is designed to gather your opinions about the English language learning experience in your discipline. These opinions will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 10-15 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions

1. Please provide the background information of your programme.
2. Please mark your responses to items 1 to 27 by shading the most appropriate circle. Choose only ONE answer for each question.
3. Please write down your comments in the spaces provided in items 28 to 30.
4. Please complete the questionnaire and return it to the research officer.

Background Information

Programme of Study:	HD in Mechanical Engineering
Year of Study:	○ Year 1 ○ Year 2
CCN0011 Class:	○ 201 Thursday 11:30 – 12:55 ○ 202 Thursday 10:00 – 11:25 ○ 203 Friday 10:00 – 11:25

A. The section explores your views in relation to achieving your Subject Intended Learning Outcomes in **CCN0011 Mechanical Engineering in English II**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
1. I can prepare a résumé for Engineering-related jobs.	①	②	③	④	⑤
2. I can compose an application letter for Engineering-related jobs.	①	②	③	④	⑤

3. I can write a <u>personal statement</u> for university application in Engineering-related undergraduate programmes.	①	②	③	④	⑤
4. I can answer non-JUPAS admission / job <u>interview questions</u>.	①	②	③	④	⑤
5. I can compose an Engineering <u>proposal</u> (Assignment 1) in **CCN2248 Engineering Design Fundamentals** in English.	①	②	③	④	⑤
6. I can compose a well-structured response to an Engineering question (Assignment 2) in **CCN2248 Engineering Design Fundamentals** in English.	①	②	③	④	⑤
7. I can <u>paraphrase</u> accurately Engineering concepts in **CCN2248 Engineering Design Fundamentals** in English.	①	②	③	④	⑤
8. I can <u>state</u> an Engineering <u>problem</u> in **CCN2248 Engineering Design Fundamentals** in English.	①	②	③	④	⑤
9. I can state the project aims and objectives in an Engineering proposal (Assignment 1) in English.	①	②	③	④	⑤
10. I can describe the design constraints and specifications in an Engineering proposal (Assignment 1) in English.	①	②	③	④	⑤
11. I can describe alternative design ideas in an Engineering proposal (Assignment 1) in English.	①	②	③	④	⑤
12. I can evaluate the selection of the best design concept with respect to the constraints and criteria in an Engineering design report (Assignment 1) in English.	①	②	③	④	⑤
13. I can describe the production process in English (Assignment 2).	①	②	③	④	⑤

B. The section explores your views regarding the <u>content</u> of **CCN0011 Engineering in English II**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
14. The content of the subject supports my career development/ further studies needs **in Engineering**.	①	②	③	④	⑤
15. The content of the subject supports my learning in **CCN2248 Engineering Design Fundamentals**.	①	②	③	④	⑤
16. This subject teaches me something that I will not normally learn in the formal curriculum.	①	②	③	④	⑤
17. This subject helps develop my English language skills.	①	②	③	④	⑤
18. Relative to the intended subject learning outcomes, the amount of work required for this subject is reasonable.	①	②	③	④	⑤
19. I can cope with the course materials for this subject.	①	②	③	④	⑤
20. Overall, the subject content is useful to my current /future study in Mechanical Engineering.	①	②	③	④	⑤
21. I would recommend this subject to my fellow students.	①	②	③	④	⑤

C. The section explores your views on the <u>delivery</u> of **CCN0011 Engineering in English II**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
22. The subject was well organised.	①	②	③	④	⑤
23. Explanations given by the lecturer helped me understand the subject matter.	①	②	③	④	⑤
24. This subject boosts my self-confidence in using English.	①	②	③	④	⑤
25. I received useful feedback on my work for improvement.	①	②	③	④	⑤
26. There have been sufficient opportunities for me to ask questions/raise issues.	①	②	③	④	⑤

27. Students were encouraged to participate actively in class.

①　　　②　　　③　　　④　　　⑤

D. The section seeks your further views on **CCN0011 Engineering in English II**. Please write down your comments in the spaces provided below. You may respond in <u>either Chinese or English</u>.

28. What are the best aspects of the subject?

_____

_____

_____

_____

29. Which aspects of the subject need improvement?

_____

_____

_____

_____

30. Do you have any other comments?

_____

_____

_____

_____

Thank you for completing the questionnaire!

![The Hong Kong Polytechnic University 香港理工大學] **Student Activity Questionnaire** ![Hong Kong Community College 香港專上學院]

CCN0013 Sociology and Culture in English II

This questionnaire is designed to gather your opinions about the English language learning experience in your discipline. These opinions will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 10-15 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions

1. Please provide the background information of your programme.
2. Please mark your responses to items 1 to 18 by shading the most appropriate circle. Choose only ONE answer for each question.
3. Please write down your comments in the spaces provided in items 19 to 20.
4. Please complete the questionnaire and return it to the research officer.

Background Information

Programme of Study:	AD in Applied Social Sciences (Sociology and Culture)
Year of Study:	○ Year 1　　　　　　○ Year 2
CCN0013 Class:	○ 201 Friday 16:30-17:55 ○ 202 Thursday 14:30-15:55 ○ 203 Wednesday 15:30-16:55

A. The section explores your views in relation to achieving your <u>Subject Intended Learning Outcomes</u> in **CCN0013 Sociology and Culture in English II**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
1. I can <u>evaluate</u> stylistic features of **reflective writing** (Individual Reflective Paper) in CCN2196 Sociology of Culture.	①	②	③	④	⑤
2. I can <u>evaluate</u> stylistic features of **essay writing** (Term Paper) in CCN2196 Sociology of Culture in	①	②	③	④	⑤

English.

		strongly disagree	disagree	neutral	agree	strongly agree
3.	I can describe my personal experiences in reflective writing (Individual Reflective Paper) coherently using <u>appropriate English language expressions</u>.	①	②	③	④	⑤
4.	I can compose a sociology essay (Term Paper) with <u>sociology-specific vocabulary</u> in English.	①	②	③	④	⑤
5.	I can compose a sociology essay (Term Paper) with <u>properly organised academic sources</u> in English.	①	②	③	④	⑤

B. The section explores your views regarding the <u>content</u> of **CCN0013 Sociology and Culture in English II**. Please shade the most appropriate in the following scale.

		strongly disagree	disagree	neutral	agree	strongly agree
6.	The content of the subject supports my learning in **CCN2196 Sociology of Culture**.	①	②	③	④	⑤
7.	This subject teaches me something that I will not normally learn in the formal curriculum.	①	②	③	④	⑤
8.	This subject helps develop my English language skills.	①	②	③	④	⑤
9.	Relative to the intended subject learning outcomes, the amount of work required for this subject is reasonable.	①	②	③	④	⑤
10.	I can cope with the course materials for this subject.	①	②	③	④	⑤
11.	Overall, the subject content is useful to my current/future study in Sociology and Culture.	①	②	③	④	⑤
12.	I would recommend this subject to my fellow students.	①	②	③	④	⑤

C. The section explores your views on the <u>delivery</u> of **CCN0013 Sociology and Culture in English II**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
13. The workshop was well organised.	①	②	③	④	⑤
14. Explanations given by the lecturer helped me understand the subject matter.	①	②	③	④	⑤
15. This subject boosts my self-confidence in using English.	①	②	③	④	⑤
16. I received useful feedback on my work for improvement.	①	②	③	④	⑤
17. There have been sufficient opportunities for me to ask questions/raise issues.	①	②	③	④	⑤
18. Students were encouraged to participate actively in class.	①	②	③	④	⑤

D. The section seeks your further views on **CCN0013 Sociology and Culture in English II**. Please write down your comments in the spaces provided below. You may respond in <u>either Chinese or English</u>.

19. What are the best aspects of the subject?

_____

_____

_____

_____

20. Which aspects of the subject need improvement?

_____

_____

_____

21. Do you have any other comments?

_____

_____

_____

_____

Thank you for completing the questionnaire!

This questionnaire is designed to gather your opinions about the English language learning experience in your discipline. These opinions will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 10-15 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions

1. Please provide the background information of your programme.
2. Please mark your responses to items 1 to 20 by shading the most appropriate circle. Choose only ONE answer for each question.
3. Please write down your comments in the spaces provided in items 21 to 23.
4. Please complete the questionnaire and return it to the research officer.

Background Information

Programme of Study:	AD in Business (Tourism Management)	
Year of Study:	⭘ Year 1 ⭘ Year 2	
CCN0012 Class:	⭘ B01 Wednesday 16:30 – 17:55	⭘ B03 Thursday 09:00 – 10:25
	⭘ B02 Monday 10:00 – 11:25	⭘ B04 Thursday 16:30 – 17:55

A. The section explores your views in relation to achieving your <u>Subject Intended Learning Outcomes</u> in **CCN0012 Tourism Management in English II**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
1. I can <u>understand</u> the assigned reading materials in **CCN1007 Information Technology for Business** in English.	①	②	③	④	⑤

		strongly disagree	disagree	neutral	agree	strongly agree
2.	I can <u>evaluate</u> a piece of information on a given topic in **CCN1007 Information Technology for Business** in English.	①	②	③	④	⑤
3.	I can <u>compose</u> a business proposal (Group Project) using language specific to **CCN1007 Information Technology for Business** in English.	①	②	③	④	⑤
4.	I can <u>understand</u> the assigned reading materials in **CCN1103 Introduction to Tourism** in English.	①	②	③	④	⑤
5.	I can <u>write</u> descriptions of tourist attractions using appropriate English language in **CCN1103 Introduction to Tourism** in English.	①	②	③	④	⑤
6.	I can <u>compose</u> a tour itinerary proposal (Group Project) using language specific to **CCN1103 Introduction to Tourism** in English.	①	②	③	④	⑤

B. The section explores your views regarding the <u>content</u> of **CCN0012 Tourism Management in English II**. Please shade the most appropriate circle in the following scale.

		strongly disagree	disagree	neutral	agree	strongly agree
7.	The content of the subject supports my learning in **CCN1007 Information Technology for Business**.	①	②	③	④	⑤
8.	The content of the subject supports my learning in **CCN1103 Introduction to Tourism**.	①	②	③	④	⑤
9.	This subject teaches me something that I will not normally learn in the formal curriculum.	①	②	③	④	⑤
10.	This subject helps develop my English language skills.	①	②	③	④	⑤
11.	Relative to the intended subject learning outcomes, the amount of work required for this subject is reasonable.	①	②	③	④	⑤

12. I can cope with the course materials for this subject.	①	②	③	④	⑤
13. Overall, the subject content is useful to my current/future study in Tourism Management.	①	②	③	④	⑤
14. I would recommend this subject to my fellow students.	①	②	③	④	⑤

C. The section explores your views on the <u>delivery</u> of **CCN0012 Tourism Management in English II**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
15. The subject was well organised.	①	②	③	④	⑤
16. Explanations given by the lecturer helped me understand the subject matter.	①	②	③	④	⑤
17. This subject boosts my self-confidence in using English.	①	②	③	④	⑤
18. I received useful feedback on my work for improvement.	①	②	③	④	⑤
19. There have been sufficient opportunities for me to ask questions/raise issues.	①	②	③	④	⑤
20. Students were encouraged to participate actively in class.	①	②	③	④	⑤

D. The section seeks your further views on **CCN0012 Tourism Management in English II**. Please write down your comments in the spaces provided below. You may respond in <u>either Chinese or English</u>.

21. What are the best aspects of the subject?

_____

_____

_____

_____

22. Which aspects of the subject need improvement?

_____

_____

_____

_____

23. Do you have any other comments?

_____

_____

_____

_____

Thank you for completing the questionnaire!

Student Activity Questionnaire

English-in-the-Discipline Adjunct Course

CCN0008 Engineering in English &

CCN0011 Engineering in English II

This questionnaire is designed to gather your opinions about your <u>overall</u> English language learning experience in **CCN0008 & CCN0011**. These opinions will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 5 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions

1. Please provide the background information of your programme.
2. Please mark your responses to items 1 to 8 by shading the most appropriate circle. Choose only ONE answer for each question.
3. Please complete the questionnaire and return it to the research officer.

Background Information

Programme of Study:	HD in Mechanical Engineering
Year of Study:	○ Year 1 ○ Year 2
CCN0011 Class:	○ 201 Thursday 11:30 – 12:55 ○ 202 Thursday 10:00 – 11:25 ○ 203 Friday 10:00 – 11:25

The questions below explore your views in relation to achieving your <u>Intended English Language Learning Outcomes</u> **both** in **CCN0008 Engineering in English** <u>and</u> **CCN0011 Engineering in English II**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
1. I actively participated in the two courses (CCN0008 & CCN0011).	①	②	③	④	⑤
2. I can compose basic types of writing genres in my	①	②	③	④	⑤

programme (e.g. lab reports, design reports/review, proposals, etc.).					
3. I can use appropriate <u>English language</u> to express my Mechanical Engineering knowledge.	①	②	③	④	⑤
4. I can comprehend Engineering reading materials (e.g. research specifications, product descriptions, methodologies) in <u>English</u>.	①	②	③	④	⑤
5. I can comprehend Engineering reading materials (e.g. research specifications, product descriptions, methodologies) represented in <u>visual images</u> (e.g. graphs).	①	②	③	④	⑤
6. I can use IEEE referencing style in my Engineering assignments.	①	②	③	④	⑤
7. I can clearly communicate Mechanical Engineering-related knowledge in oral communication contexts.	①	②	③	④	⑤
8. Overall, this workshop can support my English language needs in the Mechanical Engineering programme.	①	②	③	④	⑤

Thank you for completing the questionnaire!

This questionnaire is designed to gather your opinions about your <u>overall</u> English language learning experience in **CCN0010 & CCN0013**. These opinions will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 5 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions

1. Please provide the background information of your programme.
2. Please mark your responses to items 1 to 10 by shading the most appropriate circle. Choose only ONE answer for each question.
3. Please complete the questionnaire and return it to the research officer.

Background Information

Programme of Study:	AD in Applied Social Sciences (Sociology and Culture)
Year of Study:	○ Year 1 ○ Year 2
CCN0013 Class:	○ 201 Friday 16:30-17:55 ○ 202 Thursday 14:30-15:55 ○ 203 Wednesday 15:30-16:55

The questions below explore your views in relation to achieving your <u>Intended English Language Learning Outcomes</u> **both** in **CCN0010 Sociology and Culture in English** and **CCN0013 Sociology and Culture in English II**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
1. I actively participated in the two courses (CCN0010 & CCN0013).	①	②	③	④	⑤
2. I can compose basic types of writing genres in Sociology in general (e.g. literature review, critical	①	②	③	④	⑤

review, reflection and research essays etc.).					
3. I can use appropriate English to <u>express</u> sociological knowledge.	①	②	③	④	⑤
4. I can use appropriate English to critically <u>discuss</u> a range of social and cultural issues.	①	②	③	④	⑤
5. I can conduct research based on the sociological information delivered in texts and visual images from my readings in my programme.	①	②	③	④	⑤
6. I can interpret sociological information in <u>texts</u> from my readings in my programme.	①	②	③	④	⑤
7. I can interpret sociological information in <u>images</u> from my readings in my programme.	①	②	③	④	⑤
8. I can use APA documentation style in my Sociology assignments.	①	②	③	④	⑤
9. I can communicate sociological knowledge clearly in oral communication contexts.	①	②	③	④	⑤
10. Overall, this workshop can support my English language needs in the Sociology and Culture programme.	①	②	③	④	⑤

Thank you for completing the questionnaire!

English-in-the-Discipline Adjunct Course

CCN0009 Tourism Management in English &

CCN0012 Tourism Management in English II

This questionnaire is designed to gather your opinions about your <u>overall</u> English language learning experience in **CCN0009 & CCN0012**. These opinions will facilitate our improvement of students' learning experiences in PolyU HKCC. Please take 5 minutes to complete the questionnaire. Your comments will be kept confidential and used for the purposes of research.

Taking part in this study is entirely VOLUNTARY. Completing this questionnaire will be taken as your consent to participate in this study. All information collected from the study will be treated with strict confidence.

Instructions

1. Please provide the background information of your programme.
2. Please mark your responses to items 1 to 7 by shading the most appropriate circle. Choose only ONE answer for each question.
3. Please complete the questionnaire and return it to the research officer.

Background Information

Programme of Study:	AD in Business (Tourism Management)	
Year of Study:	○ Year 1	○ Year 2
CCN0012 Class:	○ B01 Wednesday 16:30 – 17:55	○ B03 Thursday 09:00 – 10:25
	○ B02 Monday 10:00 – 11:25	○ B04 Thursday 16:30 – 17:55

The questions below explore your views in relation to achieving your <u>Intended English Language Learning Outcomes</u> **both** in **CCN0009 Tourism Management in English** <u>and</u> **CCN0012 Tourism Management in English II**. Please shade the most appropriate circle in the following scale.

	strongly disagree	disagree	neutral	agree	strongly agree
1. I actively participated in the two courses (CCN0009 & CCN0012).	①	②	③	④	⑤
2. I can compose different types of <u>written assignment</u> in my programme (e.g. itinerary proposal, business report and proposal).	①	②	③	④	⑤

3. I can deliver <u>oral presentations</u> to justify my recommendations using Business-related knowledge.	①	②	③	④	⑤
4. I can use appropriate <u>English language</u> to represent my Tourism Management knowledge.	①	②	③	④	⑤
5. I can critically <u>read</u> assigned materials in Tourism Management.	①	②	③	④	⑤
6. I can identify key information in <u>lectures</u>.	①	②	③	④	⑤
7. Overall, this workshop can support my English language needs in the general business/ tourism-related courses in the Tourism Management programme.	①	②	③	④	⑤

Thank you for completing the questionnaire!

Appendix E. Interview with Teachers (Phase Two)

LAC Interview Questions for Faculty Members

1. How have you collaborated with a language lecturer in this project? [cf. RQ 3]

2. What are your thoughts on this project as a collaboration platform between content and language lecturers?

3. Based on your recent experience with this project, what <u>worked</u> best for you in this collaboration?

4. Based on your recent experience with this project, what <u>challenges</u> did you encounter?

5. Did you (or not) gain anything from your collaboration with the language lecturer? What are they?

6. In the future, if there is a College resource for collaboration between you and a language lecturer, how would you like to work with a language lecturer to improve the learning outcomes of your students?

7. How do you think the adjunct language-across-the-curriculum course was effective in aiding students' academic discourse development in your course?
   (academic discourse refers to how English is used to express their ways of thinking, ways of doing, and ways of communicating disciplinary knowledge, i.e., "*Can you describe the characteristics of the (written) assignment(s) in your subject that you consider 'good' and 'not so good'?*")

LAC Interview Questions for Faculty Members (Language Lecturers)

1. How have you collaborated with a content lecturer / a material developer in this project? [cf. RQ 3]

2. What are your thoughts on this project as a collaboration platform between content (or material developer(s)) and language lecturers?

3. Based on your recent experience with this project, what <u>worked</u> best for you in this collaboration?

4. Based on your recent experience with this project, what <u>challenges</u> did you encounter?

5. Did you (or not) gain anything from your collaboration with the content lecturer / material developer? What are they?

6. In the future, if there is a College resource for collaboration between you and a content lecturer / a material developer, how would you like to work with a content lecturer / a material developer to improve the learning outcomes of your students?

7. How do you think the adjunct language-across-the-curriculum course was effective in aiding students' academic discourse development in your course?
   (academic discourse refers to how English is used to express their ways of thinking, ways of doing, and ways of communicating disciplinary knowledge)

Appendix F. Focus Group Interview with Students (Phase Two)

Focus Group Questions for CCN0008 Engineering in English Students

1. What were you expected to achieve in this subject (i.e., intended English language learning outcomes)? Has the workshop helped you achieve any of them? How or how not?

2. When preparing your assignments in the supported subjects in your programme, how often would you consult the workshop materials? What did you read or use?

3. What aspects of Engineering in English workshop do you find <u>the most useful</u>?

4. What aspects of Engineering in English workshop do you <u>suggest for improvement</u>?

5. Can you comment on the workshop's helpfulness in terms of preparing a proposal in CCN2245 Applied Computing for Engineers?

6. Can you comment on the workshop's helpfulness in terms of preparing a report in CCN2249 Engineering Materials?

7. Think about the comments you received on your writing and/or speaking tasks in the workshop. To what extent have they been helpful in brushing up your English skills in the supported subjects in your programme? Please give an example.

8. What can you say about your ability in expressing discipline-specific and/or technical ideas in English now?

9. Do you think the College should run more English workshops like this? Why or why not?

10. Do you have any other comments to add?

Focus Group Questions for CCN0010 Sociology and Culture in English Students

1. What were you expected to achieve in this subject (i.e., intended English language learning outcomes)? Has the workshop helped you achieve any of them? How or how not?

2. When preparing your assignments in the supported subjects in your programme, how often would you consult the workshop materials? What did you read or use?

3. What aspects of Sociology and Culture in English workshop you find <u>the most useful</u>?

4. What aspects of Sociology and Culture in English workshop do you <u>suggest for improvement</u>?

5. Can you comment on the workshop's helpfulness in terms of preparing a case analysis in CCN1018 Introduction to Sociology?

6. Can you comment on the workshop's helpfulness in terms of preparing a seminar presentation in CCN1018 Introduction to Sociology?

7. Think about the comments you received on your writing and speaking tasks in the workshop. To what extent have they been helpful in preparing your assignments in the supported subjects in your programme? Please give an example.

8. What can you say about your ability in expressing discipline-specific and/or technical ideas in English now?

9. Do you think the College should run more English workshops like this? Why or why not?

10. Do you have any other comments to add?

Focus Group Questions for CCN0009 Tourism Management in English Students

1. What were you expected to achieve in this subject (i.e., intended English language learning outcomes)? Has the workshop helped you achieve any of them? How or how not?

2. When preparing your assignments in the supported subjects in your programme, how often would you consult the workshop materials? What did you read or use?

3. What aspects of Tourism Management in English workshop you find <u>the most useful</u>?

4. What aspects of Tourism Management in English workshop do you <u>suggest for improvement</u>?

5. Can you comment on the workshop's helpfulness in terms of preparing supply and demand assignments in CCN2002 Introduction to Economics?

6. Can you comment on the workshop's helpfulness in terms of comprehending assignment questions in CCN1008 Mathematics and Statistics for College Students?

7. Can you comment on the workshop's helpfulness in terms of preparing a presentation for CCN2003 Introduction to Marketing?

8. Think about the comments you received on your writing and/or speaking tasks in the workshop. To what extent have they been helpful in brushing up your English skills in the supported subjects in your programme? Please give an example.

9. What can you say about your ability in expressing discipline-specific and/or technical ideas in English now?

10. Do you think the College should run more English workshops like this? Why or why not?

11. Do you have any other comments to add?

Focus Group Questions for CCN0011 Engineering in English II Students

1. What were you expected to achieve in this subject (i.e., intended English language learning outcomes)? Has the workshop helped you achieve any of them? How or how not?

2. When preparing your assignments in the supported subjects in your programme, how often would you consult the workshop materials? What did you read or use?

3. What aspects of Engineering in English workshop do you find <u>the most useful</u>?

4. What aspects of Engineering in English workshop do you <u>suggest for improvement</u>?

5. Can you comment on the workshop's helpfulness in terms of preparing a <u>résumé</u> and <u>application letter</u> for Engineering-related jobs?

6. Can you comment on the workshop's helpfulness in terms of preparing a <u>personal statement</u> and <u>interview questions</u> for undergraduate programme admission?

7. Can you comment on the workshop's helpfulness in terms of preparing a <u>proposal</u> (Assignment 1) in CCN2248 Engineering Design Fundamentals?

8. Can you comment on the workshop's helpfulness in terms of preparing a <u>well-structured response</u> to an Engineering question (Assignment 2) in CCN2248 Engineering Design Fundamentals?

9. Think about the comments you received on your writing and/or speaking tasks in the workshop. To what extent have they been helpful in brushing up your English skills in the supported subjects in your programme? Please give an example.

10. What can you say about your ability in expressing discipline-specific and/or technical ideas in English now?

11. Do you think the College should run more English workshops like this? Why or why not?

12. Do you have any other comments to add?

Focus Group Questions for CCN0013 Sociology and Culture in English II Students

1. What were you expected to achieve in this subject (i.e., intended English language learning outcomes)? Has the workshop helped you achieve any of them? How or how not?

2. When preparing your assignments in the supported subjects in your programme, how often would you consult the workshop materials? What did you read or use?

3. What aspects of Sociology and Culture in English workshop you find <u>the most useful</u>?

4. What aspects of Sociology and Culture in English workshop do you <u>suggest for improvement</u>?

5. Can you comment on the workshop's helpfulness in terms of preparing a <u>reflective paper</u> in CCN2196 Sociology of Culture?

6. Can you comment on the workshop's helpfulness in terms of preparing a <u>term paper</u> in CCN2196 Sociology of Culture?

7. Think about the comments you received on your writing and speaking tasks in the workshop. To what extent have they been helpful in preparing your assignments in the supported subjects in your programme? Please give an example.

8. What can you say about your ability in expressing discipline-specific and/or technical ideas in English now?

9. Do you think the College should run more English workshops like this? Why or why not?

10. Do you have any other comments to add?

Focus Group Questions for CCN0012 Tourism Management in English II Students

1. What were you expected to achieve in this subject (i.e., intended English language learning outcomes)? Has the workshop helped you achieve any of them? How or how not?

2. When preparing your assignments in the supported subjects in your programme, how often would you consult the workshop materials? What did you read or use?

3. What aspects of Tourism Management in English II workshop you find <u>the most useful</u>?

4. What aspects of Tourism Management in English II workshop do you <u>suggest for improvement</u>?

5. Can you comment on the workshop's helpfulness in terms of preparing a <u>business proposal</u> in CCN1007 Information Technology for Business?

6. Can you comment on the workshop's helpfulness in terms of composing a <u>tour itinerary</u> in CCN1103 Introduction to Tourism?

7. Think about the comments you received on your writing and/or speaking tasks in the workshop. To what extent have they been helpful in brushing up your English skills in the supported subjects in your programme? Please give an example.

8. What can you say about your ability in expressing discipline-specific and/or technical ideas in English now?

9. Do you think the College should run more English workshops like this? Why or why not?

10. Do you have any other comments to add?