

## Project Overview

Project Title (in English):  
Centre for Academic and Professional Language  
Enhancement (CAPLE)

Project Title (in Chinese):  
語文增潤中心

The Centre for Academic and Professional Language Enhancement (CAPLE) is proposed by Tung Wah College (TWC) with a view to improving its students' general English standards and their English skills for both academic and professional purposes.

Adequate language ability is a sine qua non for success in tertiary education and any future career, though many students are not yet equipped with it by the time they embark on their college studies at TWC. To address this problem, TWC has been running language enhancement courses for students who need help with their English. Extra funding is needed, however, for a more comprehensive language enhancement programme with more individualized support and emphasis on the important development of both academic and subject-specific English skills. Through such a programme, we would be able to create an English learning environment that is more conducive to language acquisition and thus more effectively prepare students for using English in their academic studies and professional life.

The major objective of the project is to set up the CAPLE. CAPLE will be well facilitated with computers and projectors for teaching and learning activities and installed with a wide range of multi-media learning resources for teaching and self-access learning. This will cater individual need of students.

The proposed centre aims to enhance learning effectiveness by bringing together the merits of life-wide learning, independent learning and collaborative peer learning, as well as providing individual guidance in specific areas of language use. The CAPLE will deliver the following:

### New students

- A placement test for new students at the beginning of every semester;
- The English Enhancement Programme for each semester to be recommended to students based on their results in the placement test;

### All Students

- Online self-learning resources for self-access learning;
- A language laboratory room with 15 computers to facilitate self-access learning;
- A learning management system (LMS) for monitoring students' learning progress over the semesters;
- Language and culture learning activities for all TWC students;
- Workshops on English for Special Purposes (ESP Workshops);
- The Peer Language Mentor Programme for peer learning through regular mentor-mentee gatherings.

The centre will be managed by Language Officers who will be put in charge of the daily operation of the CAPLE, will liaise with various parties to ensure the successful delivery of all its programmes, activities and services. The Language Officers will teach language courses and lead activities. The deliverables will be shared on the TWC website and newsletter, social networking tools and relevant EDB websites, and at education seminars and

conferences. Tung Wah College will commit to the proposed project by providing the venue facilities for the establishment of the centre as well as the necessary manpower resources to assist in its implementation and evaluate its effectiveness through user survey and regular meetings with the teachers and students involved. The programmes and activities will be modified based on feedback from the evaluations, not only during the project but also after its completion so as to ensure their continuous improvement. The CAPLE will also be able to sustain its development with funding from TWC, the course fees and other sources.

### Problems Identified

*(Please provide your assessments to the problems / needs identified.)*

English is often treated as a school subject with a set syllabus in secondary schools in Hong Kong, which may make it difficult for students to see its relevance to their future careers, further studies or social life. Misunderstanding of the nature of the subject may lead to the adoption of an inappropriate and ineffective approach to English learning. The result is a vicious cycle of frustration and demotivation.

Therefore, as students reach a tertiary level of study, many of them find their English inadequate for the heightened demand for a strong command of the language for academic and professional purposes. This is reflected by their struggle in courses requiring substantial use of English and in obtaining the required results in English tests and examinations; the problem is more acute upon graduation when a real need arises for them to use English accurately and effectively in professional contexts.

It is our obligation as educators to help raise students' English proficiency to sufficient levels for both their academic and professional pursuits. The solutions may lie in rekindling their interest in learning English by cultivating an English-rich environment that encourages self-access and collaborative learning, while boosting their proficiency by providing individual guidance and support in their development of both academic and professional language skills. This requires a constant and consistent effort in organizing a spectrum of activities and maintaining language support services, and such an effort can best be coordinated by an establishment dedicated to the cause, thus the proposed centre.

### Project Objectives and Deliverables

Measurable Objectives	How it can be achieved
1. To provide personalized academic and professional language training for students	<ul style="list-style-type: none"> <li>The Centre for Academic and Professional Language Education (CAPLE) will be set up. The CAPLE activity room will be furnished with facilities for self-access learning and other language learning activities, including 15 computer stations and 2 projectors, and multi-media learning</li> </ul>

	<p>resources.</p> <ul style="list-style-type: none"> <li>• The CAPLE will run the Language Enhancement Programme, which will include face-to-face consultations, self-assess learning and academic and professional English courses and workshops.</li> <li>• An English placement test will be used to assess students' English proficiency and identify their needs. The test will be administered on all first-year students at the beginning of each semester.</li> <li>• Students will then be advised on suitable courses to take in order to address their specific English learning needs.</li> <li>• A learning management system will be developed to keep track of individual students' learning progress. The system will keep record of each student's use of the online learning materials, their participation in language enhancement activities and their performance in English tests.</li> </ul>
<p>2. To foster a sustainable collaborative learning environment for students</p>	<ul style="list-style-type: none"> <li>• The Language Officer of the CAPLE, with advice from the staff and assistance from the students of TWC, will take up the basic operation of the CAPLE activity room and organize fun English and cultural learning activities for TWC students on a regular basis.</li> <li>• The Peer Language Mentor Programme will be launched to facilitate peer collaborative language learning among all TWC students. Students with high (upper-intermediate to advanced) level English skills will be invited to enrol as language mentors. Peer language mentors will gather with their mentees every month during regular semesters for activities of their choice conducted in the target language.</li> <li>• Periodical meetings between TWC staff and student representatives will be held to ensure the activities and programmes provided by the CAPLE meet students' expectations and needs.</li> </ul>
<p>3. To enhance students' professional English language skills</p>	<ul style="list-style-type: none"> <li>• In addition to general and academic English courses and activities, the CAPLE will organize ESP Workshops to help develop students' discipline-specific English skills.</li> <li>• Each of the workshops will cover one of the following three disciplines: nursing, medical and health care, and business.</li> <li>• Input and advice will be sought from the teaching staff in the relevant disciplines for content development for these workshops.</li> </ul>
<p><b>Project Deliverables</b>  <i>(Please list out all the deliverables to be achieved and how they can be shared with, if possible, other institutions.)</i></p>	
<p><b>Deliverables</b></p>	<p><b>Sharing mechanism</b></p>
<p>1. Setting up of the CAPLE</p>	<p>To set up the centre within the first six months of the project. Renovation of the centre and acquisition of the facilities and learning resources will start at the beginning of the project.</p>

	<p>Project implementation team members will be assigned tasks. The team will publicize the centre via setting up the CAPLE website where news about all the English and culture learning activities to be held by the CAPLE will regularly appear. Information about the centre will also be available on the TWC website and the College's Facebook site.</p>
<p>2. Recruitment of Language Officer</p>	<p>To recruit the two Language Officers and specify the division of labour and duties and responsibilities.</p>
<p>3. Launch of English Languages activities</p>	<p>Three to four English placement tests will be scheduled every six months during the project period and first year students (about 600-800 new students) will be invited to the test by batch. The experience of using the test and the validity and reliability of the test will be reviewed. Such information will be shared on the TWC website for other institutions' reference.</p> <p>The Language Enhancement Programme and Peer Language Mentor Programme will be scheduled on an on-going basis commencing from the seventh month of the project period. Relevant details will be regularly updated on the TWC website.</p> <p>The Language Enhancement Programme will be offered to 600-800 new students who completed the placement test. The Peer Language Mentor Programme will enable the mentors and their mentees will share their activity ideas and reflections on the TWC website, Facebook or other social networking systems. Target audience are all TWC students (approximately 1,800 in 2014/2015).</p> <p>Beginning from the 7<sup>th</sup> month of the project, one workshop on English for Special Purposes (ESP workshop) will be conducted every 6 months. Highlights of the ESP Workshops will be shared on the TWC website, Facebook or other social networking systems.</p>
<p>4. Use of the Learning Management System (LMS)</p>	<p>To monitor the learning progress of students. User reviews on the LMS will be released via the TWC website and shared on education seminars/conferences.</p>
<p>5. Provision of E-learning</p>	<p>The e-learning services will be provided to all TWC students (approximately 1,800 in 2014/2015). Access rights to online English learning materials will be purchased. The effectiveness</p>

		and user-friendliness of such online learning resources will be discussed along with the online placement test and the LMS on websites and seminars/ conferences.
<i>(Please indicate the information that can be uploaded onto relevant EDB websites during and after the project period.)</i>		
<ul style="list-style-type: none"> <li>• Reviews on the online placement test, LMC and e-learning resources can be posted on relevant websites for other institutions' reference.</li> <li>• All English enhancement activities organized by the CAPLE will be reported with student sharing.</li> <li>• Activity ideas and reflections from the Peer Language Mentor Programme can be shared.</li> </ul>		
<b>Beneficiaries</b>		
Expected type and number of beneficiaries of the project		Approximately 2,400 students of TWC (projected students including existing and new students in 2016/2017 and 2017/2018)
<i>(Please provide justification to support the above estimation and explain how they can be benefited from the project.)</i>		
<ul style="list-style-type: none"> <li>• Reflections and experience sharing on all activities organized by the CAPLE and the Peer Language Mentor Programme will facilitate peer learning among TWC students while providing inspirations for students from other tertiary institutions.</li> <li>• Reviews on the placement test, LMC and online resources will provide first-hand information for other institutions' reference in making decisions concerning the use of relevant resources.</li> <li>• TWC students, while organizing and participating in all the language enhancement activities, will create a fun English-rich and collaborative learning environment for themselves, thus gradually improving their own English learning.</li> </ul>		
<b>Implementation Schedule</b>		
<i>(Please list out the implementation schedule and key milestones to be achieved on a half-yearly basis.)</i>		
Estimated start date of the project (month/year)		September 2015
Estimated end date of the project (month/year)		August 2017
Project duration (months)		24
<b>Month</b>	<b>Key milestones</b>	
	<b>In terms of project activities and deliverables</b>	<b>In terms of monitoring and evaluation</b>

<p>1-6</p>	<p><b>Preparation and planning</b></p> <ul style="list-style-type: none"> <li>➤ Procurement and installation of 15 PC stations and other facilities at the CAPLE for self-access language learning and other language activities and functions;</li> <li>➤ Selection and acquisition of a suitable online placement test, an LMS and online self-learning courses or platforms;</li> <li>➤ Project staff and peer language mentors recruitment and training;</li> <li>➤ Content development for the Language Enhancement Programme;</li> <li>➤ Planning for the upcoming CAPLE activities (e.g. movie nights, talks by invited guests, visits) and the ESP Workshops.</li> <li>➤ Development of the official CAPLE website.</li> </ul>	<p>The project team will</p> <ul style="list-style-type: none"> <li>➤ Establish a reasonable time-line for the acquisition of facilities and assign tasks to staff members concerned for follow-up action;</li> <li>➤ Register the Peer Language Mentor Programme as part of TWC’s Community Work Programme;</li> <li>➤ Interview and assess applicants for peer language mentorship to ensure they possess sufficient language skills and the right attitude;</li> <li>➤ Consult teaching staff from the various disciplines to consolidate ideas for the ESP Workshops;</li> <li>➤ Seek advice and assistance from the Information Technology Services Office (ITSO) of TWC for the development of the CAPLE website;</li> <li>➤ Submit 1<sup>st</sup> and 2<sup>nd</sup> quarterly progress reports to the Senior Management Committee and Quality Assurance Committee.</li> </ul>
<p>7-12</p>	<p><b>Initial implementation</b></p> <ul style="list-style-type: none"> <li>➤ Administration of the online placement test (1<sup>st</sup> batch of students);</li> <li>➤ Material development and student recruitment for the Language Enhancement Programme;</li> <li>➤ Planning and preparation for the CAPLE activities;</li> <li>➤ Offering of the 1<sup>st</sup> ESP Workshop;</li> <li>➤ Beginning of peer language mentorship;</li> <li>➤ Launch of the LMC and the online self-learning courses;</li> <li>➤ Launch of the official CAPLE website.</li> <li>➤ Sharing of activity highlights on the CAPLE website, TWC website and Facebook.</li> </ul>	<p>The project team will</p> <ul style="list-style-type: none"> <li>➤ Invite all the first year students to take the online placement test at the beginning of this period;</li> <li>➤ Arrange for training in the use of the LMC for staff members and students;</li> <li>➤ Introduce the CAPLE, the Language Enhancement Programme and the Peer Language Mentor Programme to all the TWC students;</li> <li>➤ Advise students to join the Language Enhancement Programme and the other CAPLE activities based on their placement test results;</li> <li>➤ Encourage students to join the Peer Language Mentor Programme;</li> <li>➤ Collect feedback from students with online or print evaluation forms and through meetings with both staff and students;</li> <li>➤ Submit 3<sup>rd</sup> and 4<sup>th</sup> quarterly progress reports to the Senior Management Committee and Quality Assurance Committee.</li> </ul>
<p>13-18</p>	<p><b>Full implementation and progress check</b></p> <ul style="list-style-type: none"> <li>➤ Administration of the online placement test</li> </ul>	<p>The project team will</p> <ul style="list-style-type: none"> <li>➤ Monitor the enrolment figures of all the</li> </ul>

	<p>(2<sup>nd</sup> batch of students);</p> <ul style="list-style-type: none"> <li>➤ Implementation of the Language Enhancement Programme;</li> <li>➤ Continuation of the CAPLE activities;</li> <li>➤ Offering of the 2<sup>nd</sup> ESP Workshop;</li> <li>➤ Regular peer mentor-mentee gatherings;</li> <li>➤ Ongoing feedback collection;</li> <li>➤ Sharing of activity highlights on the CAPLE website, TWC website and Facebook.</li> </ul>	<p>programmes and activities;</p> <ul style="list-style-type: none"> <li>➤ Keep attendance records of the programmes;</li> <li>➤ Monitor the utility rate of the CAPLE facilities;</li> <li>➤ Keep track of the frequency of use of the online learning facilities;</li> <li>➤ Collect feedback from students with online or print evaluation forms and through meetings with both staff and students;</li> <li>➤ Refine programme content and arrangements according to staff and student feedback;</li> <li>➤ Prepare reviews on the online placement test, LMS and online learning resources for sharing;</li> <li>➤ Prepare materials from the activities for sharing on websites;</li> <li>➤ Submit 5<sup>th</sup> and 6<sup>th</sup> quarterly progress reports to the Senior Management Committee and Quality Assurance Committee.</li> </ul>
<p>19-24</p>	<p><b>Continued implementation and feedback collection</b></p> <ul style="list-style-type: none"> <li>➤ Administration of the online placement test (3<sup>rd</sup> batch of students);</li> <li>➤ Implementation of the Language Enhancement Programme;</li> <li>➤ Offering of the 3<sup>rd</sup> ESP Workshop;</li> <li>➤ Regular peer mentor-mentee gatherings;</li> <li>➤ Sharing of findings about programme effectiveness, reviews on online resources and highlights of activities on the TWC website and relevant EDB websites.</li> </ul>	<p>The project team will</p> <ul style="list-style-type: none"> <li>➤ Collect and consolidate final feedback and student reflections on the Language Enhancement Programme, the Peer Language Mentor Programme, the ESP Workshops and other CAPLE English learning activities and services for sharing;</li> <li>➤ Evaluate student progress using data on the LMS;</li> <li>➤ Complete final reviews on the LMS, online placement test and online self-learning resources for sharing on websites and seminars/ conferences;</li> <li>➤ Complete final report on the overall effectiveness of the project with reference to its objectives;</li> <li>➤ Submit 7<sup>th</sup> quarterly progress report and final report to the Senior Management Committee and Quality Assurance Committee.</li> <li>➤</li> </ul>
<p><b>Publicity Plan</b></p> <p><i>(Please describe all the publicity activities to be organised and materials to be produced to acknowledge the support of Quality Enhancement Support Scheme. Please suitably reflect the publicity activities as key milestones in the implementation schedule above.)</i></p>		

Four rounds of posters listing planned activities of CAPLE and sponsorship from QESS will be designed, printed, and posted on campus. Posters will be posted in the beginning of each semester after the establishment of CAPLE.

Findings about the effectiveness of the various programmes and activities organised by the CAPLE and the pedagogical implications will be presented internally to the TWC Learning and Teaching Committee and externally to the public through the TWC website and newsletter and relevant EDB websites. Such findings will also be disseminated at local and international teaching and learning seminar/conferences for sharing in the education and research community.



<b>Cash Flow and Budget</b>				
<b>Project Expenditure</b>				
	<b>Amount in HK\$</b>			
<b>Period</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Manpower	513,000	711,000		1,224,000
Equipment / Facilities	406,280	10,000		416,280
Services	0	0		0
General Expenses	12,000	12,000		24,000
Others (e.g. auditor's fee)	0	10,000		10,000
<b>Total</b>	<b>931,280</b>	<b>743,000</b>		<b>1,674,280</b>
<b>Project Income (if any, e.g. fees received)</b>				
	<b>Amount in HK\$</b>			
<b>Period</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
NIL				
<b>Total</b>				
Grant Sought under the Quality Enhancement Support Scheme			1,674,280	
Funding from the Applicant				
Funding from Other Sources				
<b>Total Project Value</b>			<b>1,674,280</b>	
<i>(Please specify the amount to be funded by each funding source (e.g. donations, contributions from applicant / its parent organisation) and whether the funding has been secured. If not, please provide the plan to obtain the funding.)</i>				
<i>(Please provide the duty lists of manpower to be funded by this project.)</i>				
<b>Post</b>	<b>Duties</b>			
Language Officer 1	<ul style="list-style-type: none"> <li>• will develop detailed implementation plans for the different stages of the project;</li> <li>• will liaise with different parties for the acquisition of facilities and services;</li> <li>• will manage the daily operation of the CAPLE and provide support for the students;</li> <li>• will organize English learning activities for the students on a regular basis;</li> <li>• will coordinate the production of course materials and resource development;</li> <li>• will provide administration support for the programmes and activities held at the CAPLE;</li> <li>• will keep track of learners' use of the resources and the usage of the facilities;</li> <li>• will report the progress of the project to TWC regularly;</li> <li>• will plan and conduct programme evaluations;</li> </ul>			

	<ul style="list-style-type: none"><li>• will supplement teaching and lead English learning activities as and when necessary.</li></ul>
Language Officer 2	<ul style="list-style-type: none"><li>• will plan and publicize language courses and activities;</li><li>• will teach English enhancement courses;</li><li>• will deliver ESP Workshops;</li><li>• will coordinate the production of course materials and resource development;</li><li>• will assist in the compilation of reports.</li></ul>

**Project Sustainability**

*(Please estimate the amount of recurrent expenditure and describe how you will commit the resources to ensure sustainability of the project. Please put supplementary information (e.g. proof of financial support) at appendix.)*

TWC will allocate its own resources to support the on-going operation of the CAPLE. The funding from the College for language support will suffice for staffing and basic maintenance of the CAPLE, and the course fees will cover the operation cost of the Language Enhancement Programme and other basic resources. There will be a steady supply of student helpers through the College's Community Service Scheme. TWC requires all students to provide a minimum of 30 hours community service before graduation.

Furthermore, the Information Technology Services Office (ITSO) is committed to providing continuous technical support for the operation of the online platforms, digital material development and the CAPLE website. The Library will also continue to subscribe to online English learning programmes to ensure that there will be ample resources to support self-learning.