

Project Title : English Teaching Assistants (ETAs) and the CAES
Self-Access Initiative: Enhancing the Support of
English in the Disciplines for HKU Students

Leading University : The University of Hong Kong

Participating UGC-funded
University(ies) : Nil

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University students at a medium of English university need to have the opportunity to enhance their academic, professional and social English language skills. HKU realises the importance of a self-access language learning component within students' English enhancement courses. The Centre for Applied English Studies is the established self-access language learning provider. It provides human services to students who seek help and support in advancing their English. One of these essential and successful services is the English Teaching Assistant (ETA) initiative. As well as providing services to the HK University-wide population of students as currently happens, these qualified, native, near-peer advisors and workshop/discussion facilitators can provide a direct service to support CAES teachers and teachers in the English Enhancement courses at CAES. All students, unless they are exempted, have to enrol for the Core University English (CUE) course in the first year, this amounts to 2,910 students a year, and most students in their second or third year have to enrol for an English in the Disciplines (ED) course. This amounts to 3,306 students. In total, 6,216 students could potentially need extra out of class, self-access support on their course.

This proposal aims to expand self-access facilities and support for HKU students outlined in a 2016 university document by recruiting a further two English Teaching Assistants to the three current assistants who can promote and support self-access

activities in the CAES Advisory Zone, the Centre's equivalent of a Self-Access/Independent Language Learning Centre. These additional two ETAs would help increase self-access provision for HKU students in a targeted manner by providing services that directly support the learning of students taking English Enhancement courses offered at CAES during years one to three at the HKU. The Self-Access Coordinator, along with CAES course Programme Coordinators, would oversee the initiatives, which primarily include providing weekly English language workshops, discussions and advising that targets areas in the CUE and ED curricula that students may need further out-of-class help with or need to study independently on.