Chapter 5
A Comprehensive Call Solution for Writing in the Disciplines

Dennis Foung
The Hong Kong Polytechnic University, Hong Kong

Dureshahwar Shari Lughmani
The Hong Kong Polytechnic University, Hong Kong

ABSTRACT

This chapter describes the planning, implementation, and evaluation of a CALL support system for a university literacy project funded by the University Grants Committee in Hong Kong. The project, Supporting and Developing Students' English Literacy Practices in the Disciplines, was a collaboration among three universities: The Hong Kong Polytechnic University, City University of Hong Kong, and Hong Kong Baptist University. The chapter first describes collaboration between discipline teachers and language teachers to identify appropriate genre-based online support for students followed by details of the comprehensive needs analysis. Most importantly, the chapter focuses on how this CALL system was designed and developed to meet the needs of different stakeholders including the manner in which the comprehensive, flexible, and dynamic design helps non-traditional and independent tertiary level learners develop literacy skills for their content courses. The chapter concludes by providing details of an evaluation of the CALL system conducted with various stakeholders.

INTRODUCTION

The chapter is an attempt to contribute to publications that highlight the best practices and address the challenges associated with the adoption of digital technologies for the development of academic literacy with particular focus on writing, through a genre-based approach. The chapter is particularly useful for English as a Second Language (ESL) teachers, instructional technologists, content course teachers, and educational leaders in higher education institutions who wish to make the best use of limited resources to help non-traditional learners develop literacy skills in a flexible and enjoyable manner.

BACKGROUND

The Hong Kong Tertiary Context

Although the English language skills of university students in Hong Kong are not particularly weak, these students need extra support for academic writing. With the introduction of the new 3-3-4 academic system, secondary school students enter a four-year university programme. To fulfill the general university entrance requirements, the students must take an exit exam, the Diploma of Secondary Education Examination, and obtain Level 3 in English (equivalent to an International English Language Testing System [IELTS] score of 5.48–5.56). Although these university students are not particularly weak in English, 75% use their native language, Cantonese, during their secondary education courses (Poon, 2010). This lack of language practice in English poses challenges to students when they study at an English-language university and need to complete their assessed assignments in English. Evans and Morrison (2011) conducted a study with Hong Kong university freshmen and found that they needed extra support in understanding technical vocabulary, writing in an appropriate academic style, and meeting the disciplinary requirements. In addition to the university freshmen, a considerable number of students with an associate degree or a higher diploma who enter institutions of higher education have weak English language skills, but the students are exempt from foundation English courses. (See Wong, Ng, Mak, and Chan (2016) for a thorough discussion of these students.) In light of this, these students need additional disciplinary writing support.

Solutions for Writing in the Disciplines

Among a range of solutions, CALL seems to be one of the most sustainable and cost-effective measures for supporting writing in the disciplines. With the prevalence

23 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/a-comprehensive-call-solution-for-writing-in-the-disciplines/210754

Related Content

Capturing Educator Voices: Graduate Students Tackle Twenty-First Century Literacy Challenges in an Online Environment
Anne Katz (2018). *Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning (pp. 265-284).*
www.irma-international.org/chapter/capturing-educator-voices/190371

Virtual Education Impact During Pandemic Times: The Case of Higher Education in the Ecuadorian Context
Carla C. Florez Ferrer, Yolvy J. Quintero Cordero, Mayra A. Bustillos Peñaand Renato Mauricio Toasa Guachi (2022). *International Journal of Online Pedagogy and Course Design (pp. 1-11).*
www.irma-international.org/article/virtual-education-impact-during-pandemic-times/305725

Using Socioscientific Issues to Enhance Evidence-Based Reasoning Among Middle School Students
Wardell A. Powelland Danielle Fuchs (2019). *Handbook of Research on Critical Thinking and Teacher Education Pedagogy (pp. 150-176).*
www.irma-international.org/chapter/using-socioscientific-issues-to-enhance-evidence-based-reasoning-among-middle-school-students/226425

Preparing University Students for Flipped Learning
Linda Cresap (2015). *Implementation and Critical Assessment of the Flipped Classroom Experience (pp. 175-195).*
www.irma-international.org/chapter/preparing-university-students-for-flipped-learning/123929

Instructors' Perceptions of Their Interaction With Students in Online Teaching and Learning
Geesje van den Berg (2022). *International Journal of Online Pedagogy and Course Design (pp. 1-15).*
www.irma-international.org/article/instructors-perceptions-of-their-interaction-with-students-in-online-teaching-and-learning/302089