**Section Report for Academic Year 2024-2025 \*(English Section)**

**Language Centre**

**The Language Centre engages in self-evaluation using the ‘Approach-Deployment-Results-Improvement’ (ADRI) framework to emphasize continuous improvement in quality assurance and facilitate best outcomes in student learning. ADRI tally with our identified KPIs in the following ways:**

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| --- | --- | --- | --- | --- |
| 1. **Cross-Cultural Learning Experience** | | | | |
| **Approach**  *(Key Performance Indicators (KPIs) of LC)* | **Deployment**  *(actions/initiatives being applied*  *to achieve the KPIs)* | **Results**  *(Succinct summary of KPI achievements substantiated by quantitative and qualitative evidences with evaluation of effectiveness)* | | **Improvement**  *(How is the evidence being used to inform ongoing improvements in response to the preceding reporting year with workable timeframe)* |
| 1.1 Development of diverse campus environment for cross cultural learning and internationalization | * The Nurturing Global Citizenship by English (NGCE) course involves online virtual exchanges (**global dialogues**) with students from around the world. This initiative aims to empower students with social responsibility for global engagement while developing their English skills, knowledge, and values. * The **Intercultural Immersive Exchange (IIE)** Programme is designed to help students practice global citizenship and develop their sustainable thinking by exploring Sustainable Development Goals (SDGs). This program supports students in studying abroad through structured summer exchange | * Global dialogues were held in 2024/2025, involving interactions between local HKBU students and 109 international students. The international students came from Universidad Juárez Autonoma de Tabasco (Mexico), Community College of Philadelphia (USA), Holy Child Central Colleges, Inc. (The Philippines), and Sebelas Maret University (Indonesia) * Number of students participating in IIE: 94 (Zone 1:52; Zone 3: 42) | | To raise awareness of global citizenship and SDGs, returnees from the Intercultural Immersion Programme will be required to display their work and reflections in various on-campus activities. |
| 1. **Diverse and Innovative Teaching and Learning** | | | | |
| **Approach**  *(Key Performance Indicators (KPIs) of LC)* | **Deployment**  *(actions/initiatives being applied*  *to achieve the KPIs)* | **Results**  *(Succinct summary of KPI achievements substantiated by quantitative and qualitative evidences with evaluation of effectiveness)* | | **Improvement**  *(How is the evidence being used to inform ongoing improvements in response to the preceding reporting year with workable timeframe)* |
| 2.1 Enhancement of on-line teaching and e-assessment | * Promotion of AI in pedagogy in Centre’s courses designs and delivery * Promotion of Virtual Speech in presentation courses and evaluation of its effectiveness * Use of e-platforms and apps in course delivery. * Promotion of e-Marking in courses and exploring ways to extend it. | * List of talks/seminars on AI/e-Learning tools to be provided and attendance %. * Generative AI for English for Academic Purposes – The story so far * Language data for language learning? From textbooks to corpora and data-driven learning to generative AI * Rethinking EAP Assessment in the Age of AI: Challenges, Strategies, and Innovations * Enhancing student engagement through a Generative AI pedagogical approach in English for Academic Purposes courses * (approximately 10-30 teaching staff attending each talk) * Courses that adopted e-Learning: All English courses have integrated digital tools and AI, such as Padlet, Mentimeter, and ChatGPT, to enhance teaching and learning * Bytewise, a Generative AI chatbot customization platform developed in 2024, which has accumulated 1,885 student/teacher users * A survey conducted in Semester 2, 2024-2025 among University English II (UEII) teachers: * Over 75% of surveyed teachers reported using AI tools to create materials (e.g., worksheets, PPTs). * Over 65% used AI tools to brainstorm or plan teaching ideas. * About 71% teach or demonstrate the use of AI tools to their students. * Over 87% use AI tools for assessment tasks or to provide feedback to students. | | Apart from talks, courses should incorporate AI components into their delivery and materials. |
| 2.2 Promotion of diverse and innovative pedagogies | * Innovative pedagogies practices in one or more courses, and Centre-led projects/activities. * The CMDC will be more involved in researching pedagogical designs and setting forth guidelines. * In AY2024-2025, UEII will experiment with concept-based material development and disciplinary-specific learning. The outcome will be monitored. | * List of courses and Centre-led projects/activities that adopted innovative pedagogies * The CMDC discussed the Language Centre’s role in providing language support. This involved proposing approaches such as **developing workshops and consultations for transdisciplinary assignments**, collaborating with faculties on co-assessment, supporting capstone projects, and emphasizing multimodal skills * Nurturing Global Citizenship by English (NGCE; LANG0036) has adopted Kolb’s (2015) Experiential Learning Cycle into its course design. The new design emphasizes learning through (a) concrete experience, (b) reflective observation, (c) abstract conceptualization and (d) active experimentation * Advanced English for Academic Purposes (MCCP6020) adopts a genre-based approach to helping RPg students to analyze the genre features of research paper writing. Its assessment tasks are designed to support academic communication using application-based assignment topics, e.g., 3-minute presentation and research synopsis writing. * University English I (UCLC 1008) develops students’ academic English skills through critical reading, academic writing, and speaking. Its new speaking component aims to broaden students’ language learning experience, despite being perceived as challenging by the students. The course has high evaluation results, reaching 4.32/5. * University English II (UCLC 1009) has shifted from general topics to topics related to social change and university development, such as AI, smart city and digital humanities. It has emphasized discipline-understanding when students write a Literature Review assignment. * Art of Persuasion course (UCPN1005) implemented an adaptive methodology, consistently streamlining its course content and feedback mechanisms. * English-in-the-Discipline service provided on-demand instruction to 1,825 students and accumulated 235 hours and 45 minutes of instructions through its 46 workshops. These figures represent new highs, surpassing the results of the past two years. * English in the World Today (GTCU2016) adopts project work to enable students to delve into different international varieties of English, enhancing their global linguistic perspective. * The English-in-the-Discipline service adopts a needs-based approach and provides disciplinary-specific services quickly. | | Continue to encourage innovative pedagogies in courses by promoting annual course reviews and course revisions.  Continue to communicate the Section’s development plans so colleagues can align their pedagogical designs with the plans. |
| 2.3 Cultivation of creativity and development of creative writing skills amongst students | * The 19th English Short Story Writing Competition * The 21st English Speaking Competition * 3MT Competition for Research Postgraduate Students | * The 19th English Short Story Writing Competition:   2 writing workshops were organized.  12 entries from postgraduates; 18 entries from undergraduates; 2 writing workshops; 35 attended the ceremony   * The 21st English Speaking Competition   15 students applied for the competition, 30 attendees for Grand Final   * 3MT Competition for Research Postgraduate Students   41 students from 15 different departments registered for the contest; 50 students attended the Grand Final & Ceremony. (Natalie) | | Continue to encourage colleagues to coordinate competitions and contribute new ideas and elements. |
| 2.4 Promotion of learner autonomy and self-access language learning (SALL) | * UEI journal reflection and UEII SALL discussion both incorporate self-access language learning (SALL) * Promotion of SALL to students with weaker English abilities (e.g., based on UE1/UE2 results). | * [Self-Access Language Learning (SALL)](https://lc.hkbu.edu.hk/sall/english/)in MCCP course. UEII also has an independent study component which aims to raise students’ language awareness. | |  |
| 2.5 Provision of new Core, Elective and GE courses based teachers and students’ feedback. | * Encourage colleagues to submit new GE course proposals | * A Level 3 GE Capstone Course Proposal, entitled ‘Empowering citizens through data: Participatory policy analysis for Hong Kong’ submitted by Dr Tian WU (Maths) and Dr Simon Wang (LC) was approved and will be run. * English credit-bearing course, entitled, LANG1045 Engaging Communicative Activities and Language Teaching for Service-Learning Abroad, was offered in 2024-2025 as a project, involving 13 students teaching English in Cambodia. It will be offered as a course in 2024-2025. | |  |
| 2.6 Provision of self-funded courses | * Continued promotion of self-funded courses to faculties and departments. | * List of self-funded courses/workshops arranged. | |  |
| 1. **Quality Assurance Mechanisms, Teaching Effectiveness** | | | | |
| **Approach**  *(Key Performance Indicators(KPIs) of LC)* | **Deployment**  *(actions/initiatives being applied*  *to achieve the KPIs)* | **Results**  *(Succinct summary of KPI achievements substantiated by quantitative and qualitative evidences with evaluation of effectiveness)* | | **Improvement**  *(How is the evidence being used to inform ongoing improvements in response to the preceding reporting year with workable timeframe)* |
| 3.1 Effectiveness of university core language courses, major credit courses and major LEP courses and services | * Use of CFQ and QuestionPro results to check the effectiveness of all credit-bearing language courses. | **Average CFQ scores for core credit-bearing courses (AY2024-25)**   |  |  |  | | --- | --- | --- | | Course | Teaching Effectiveness | Reflection on Learning | | University English I | 4.57 | 4.41 | | University English II | 4.61 | 4.39 | | The Art of Persuasion | 4.33 | 4.08 | | Advanced English for Academic Purposes (for Rpg students) | 4.88 | 4.79 | | English through Films and Short Stories | 4.86 | 4.77 | | Comprehension of Modern Spoken English: Culture and Context (didn’t offer in AY2425) |  |  | | English in the World Today (GE) | 4.33 | 4.33 | | Gender, Language, and Creativity (GE) | 4.78 | 4.73 | | Taking a Stand: Turning Research Insights into Policy Recommendations (GE Capstone) | 3.82 | 3.69 | | **Total** | 4.52 | 4.40 |   **Average Course-end scores for core credit-bearing courses (QuestionPro) (AY2024-25)**   |  |  |  | | --- | --- | --- | | Course | Average scores | No. of response | | University English I | 4.37 | 314 | | University English II | 4.15 | 304 | | The Art of Persuasion | 3.84 | 164 | | Advanced English for Academic Purposes (for Rpg students) | 4.10 | 102 | | English through Films and Short Stories | 4.73 | 2 | | Comprehension of Modern Spoken English: Culture and Context (didn’t offer in AY2425) |  |  | | English in the World Today (GE) | 5.00 | 1 | | Gender, Language, and Creativity (GE) | 4.66 | 15 | | Taking a Stand: Turning Research Insights into Policy Recommendations (GE Capstone) | 4.05 | 4 | | **Total** | 4.36 | 906 | | | The new LC KPIs have been designed to reward good teaching. Annual course reviews will continue to be conducted to ensure that a check mechanism is in place. |
| 3.2 Consolidation of teaching and improvement of language courses’ design, structure and assessments to meet the changing needs of students | * Regular course review and update. 2-3 courses will be reviewed by the CMDC during AY2024-2025. The committee members will deliberate on the courses to be reviewed. * Follow up on benchmarking results and incorporate findings into curricular/course development. | * In the 2024-2025 academic year, the Curriculum Management and Development Committee (CMDC) reviewed four courses:   + LANG2036 English through Films and Short Stories: The CMDC reviewed this course and determined that it required updates. Feedback was provided to the course coordinator.   + Nurturing Global Citizenship Through English (NGCE): The CMDC reviewed proposed changes to the NGCE course and offered suggestions regarding its scope, content, and assessment tasks, such as point-of-view writing.   + University English II (UEII): The committee began the review process for UEII, identifying both its strengths and areas for improvement. Discussions focused on oral assessments, task cohesion and clarity, language awareness quizzes, and teaching and learning activities (TLAs). These ideas were shared with the course team.   + CMDC also discussed the integration of AI and innovative technologies into courses, with a decision to encourage course teams to consider adding AI-related Course Intended Learning Outcomes (CILOs) * In AY 2024-2025, all course coordinators submitted a course review report, reporting on course gains, impact data, and reflections by the coordinators. In general, colleagues should analyze different areas of a course to produce impact data other than CFQ. | | Continue to update syllabus and course materials design to meet emerging needs. |
| 3.4 Collection of objective evidence of students’ language proficiency (bi-literate and trilingual) | The following strategies will be deployed to obtain clarity of students’ proficiency levels:   * Sponsorships for IELTS * Outstanding Performance in the IELTS Test * Lucky Draw for students taking IELTS Prep Courses and the IELTS | * Student Achievement: To be provided by LEP section. | |  |
| 1. **Enhance Service and Experiential Learning Opportunity** | | | | |
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| 4.1 Opportunity for students to participate in service/experiential learning | * A GE capstone course in service-learning and experiential-learning:   Taking a Stand: Engaging in Public Discourse through Advanced Research and Writing.   * Exploring the possibility of applying for GE courses/TDG/projects that embed service/experiential learning. | * Student/Teacher feedback on courses. * Follow-up work conducted. * The English credit-bearing course, entitled, LANG1045 Engaging Communicative Activities and Language Teaching for Service-Learning Abroad, was offered in 2024-2025 as a project, involving 13 students teaching English in Cambodia. It will be offered as a course in 2024-2025. | |  |
| 1. **Staff Development** | | | | |
| **Approach**  *(Key Performance Indicators(KPIs) of LC)* | **Deployment**  *(actions/initiatives being applied*  *to achieve the KPIs)* | **Results**  *(Succinct summary of KPI achievements substantiated by quantitative and qualitative evidences with evaluation of effectiveness)* | **Improvement**  *(How is the evidence being used to inform ongoing improvements in response to the preceding reporting year with workable timeframe)* | |
| 5.1 Enhancement of scholarship of teaching and learning | The following arrangements will be made:   * Regular staff development seminars (departmental and inter-departmental); exploring the possibility of inviting practitioners from Language Centres of overseas universities to provide talks on their projects and teaching materials development. * Staff development grants * Regular conference attendance/presentations and reports * Exploration of the possibility of forming mentor-mentee teams to support project creation or scholarship activities * Ensure colleagues have a clear understanding of the Section’s priorities to enable planning of scholarship activities accordingly. | * No. of staff development seminars organized: 4 (ENG Section) (excluding the AI seminars – mentioned above) * Bridging Cultures: Enhancing Language Teaching and Intercultural Communication Through COIL * A bird ‘s eye view of date-driven learning (DDL): Past, present and future * What are the roles of expert and learner corpora in needs analysis and curriculum development for ESP? * Transforming an EAP Course at NTU for an Interdisciplinary World * LC Online English Symposium (6 May 2025) (68 attendees) * No. of presentations/invited talks conducted by English Section staff: 8 * No. of staff development grants/projects: 14 (SDF1; UGC-1; TDG – 6; SCOLAR - 1; Other-5) * No. of publications: 8 journal articles/conference papers (Natalie)   Awards  President’s Award (Dr. Meilin Chen)  GE Teaching Award (Dr. Meilin Chen)  HE Senior Fellow (SFHEA) (2)  HE Fellow (FHEA) (4)  HE Associate Fellow (AFHEA) (1) | Continue to create staff development opportunities.  Continue to encourage colleagues to apply for TDG or other T/L grants.  Continue to encourage colleagues to share their T/L practices and research outcomes in conferences/symposia/seminars and publish in academic journals.  Encourage T/L project teams to submit project outcomes to educational competitions. | |