**Section Plan for Academic Year 2025-2026 \*(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 course Enriching English through Global Citizenship (EEGC) involved online global dialogues (virtual exchange) with students from around the world. The global dialogues component, can be expanded. * Explore opportunities to create informal language practice spaces in student residences. (Promised in TDLEG plan). | * List of activities and workshops provided and participation rates: | |  |
| 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 | * A comprehensive strategy combining face-to-face teaching with AI tools for tutoring and feedback will be implemented. (TDLEG plan) * The flipped classroom model will engage students with technology-enhanced learning materials, such as videos and digital exercises. (TDLEG plan) * A comprehensive strategy combining face-to-face teaching with AI tools for tutoring and feedback will be implemented, particularly in core English courses. This includes customized AI chatbots for flipped independent learning in English proficiency enhancement courses. (TDLEG plan) * AI-mediated strategies and peer-assisted models will be blended to optimize personalized and scalable language support. * A transdisciplinary e-learning platform will be piloted, containing flipped classroom materials highlighting English use in transdisciplinary contexts. (TDLEG plan.) | * List of talks/seminars on AI/e-Learning tools to be provided and attendance %. * List of courses that adopted e-Learning. | |  |
| 2.2 Promotion of diverse and innovative pedagogies | * The CMDC will be involved in researching pedagogical designs and setting forth guidelines. * Building on its English in the Disciplines (EID) initiative, the Language Centre will continue to work closely with academic staff and departments to refine discipline-specific English skills, including capstone-specific language mentoring and co-assessment with subject teachers. * A transdisciplinary e-learning platform will be piloted to highlight English use in transdisciplinary contexts. * Creative and professional communication skills will be fostered through initiatives like the English Short Story Competition and career-focused workshops simulating workplace scenarios. * Continuing and strengthening the English in the Disciplines (EID) initiative, including capstone-specific language mentoring and co-assessment with subject teachers to refine discipline-specific English skills. | * List of courses and Centre-led projects/activities that adopted innovative pedagogies | |  |
| 2.3 Cultivation of creativity and development of creative writing skills amongst students | * The 20th English Short Story Writing Competition * The 22nd English Speaking Competition * 3MT Competition for Research Postgraduate Students |  | |  |
| 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). * Customized AI chatbots and other AI-empowered platforms will facilitate personalized learning and flipped independent learning. (LE paper) * Students are encouraged to utilize AI tools for writing assistance, as a sounding board, and for academic content learning to improve their written and oral communication skills. |  | |  |
| 2.5 Provision of new Core, Elective and GE courses based teachers and students’ feedback. | * Encourage colleagues to submit new GE course proposals |  | |  |
| 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 Qualtrics results to check the effectiveness of all credit-bearing language courses. | **Average CFQ scores for core credit-bearing courses (AY2025-26)**   |  |  |  | | --- | --- | --- | | Course | Teaching Effectiveness | Reflection on Learning | | University English I |  |  | | University English II |  |  | | The Art of Persuasion |  |  | | Advanced English for Academic Purposes (for Rpg students) |  |  | | English through Films and Short Stories |  |  | | Comprehension of Modern Spoken English: Culture and Context |  |  | | English in the World Today (GE) |  |  | | Gender, Language, and Creativity (GE) |  |  | | Taking a Stand: Turning Research Insights into Policy Recommendations (GE Capstone) |  |  | | **Total** |  |  |   **Average Course-end scores for core credit-bearing courses (AY2025-26)**   |  |  |  | | --- | --- | --- | | Course | Average scores | No. of response | | University English I |  |  | | University English II |  |  | | The Art of Persuasion |  |  | | Advanced English for Academic Purposes (for Rpg students) |  |  | | English through Films and Short Stories |  |  | | Comprehension of Modern Spoken English: Culture and Context |  |  | | English in the World Today (GE) |  |  | | Gender, Language, and Creativity (GE) |  |  | | Taking a Stand: Turning Research Insights into Policy Recommendations (GE Capstone) |  |  | | **Total** |  |  | | |  |
| 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 AY2025-2026. The committee members will deliberate on the courses to be reviewed. * Follow up on benchmarking results and incorporate findings into curricular/course development. * Revamping core English enhancement courses for students with lower English proficiency (e.g., HKDSE Level 3), explicitly focusing on English proficiency and learning skills, and ensuring better alignment with University English course. |  | |  |
| 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** | | | | |
| **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)* |
| 4.1 Opportunity for students to participate in service/experiential learning | * Exploring the possibility of applying for GE courses/TDG/projects that embed service/experiential learning. | * Student/Teacher feedback on courses. * Follow-up work conducted. | |  |
| 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: * No. of conference presentations: * No. of presentations/invited talks conducted by English Section staff: * No. of staff development grants/projects: * No. of publications: |  | |