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| **Entities** | **Responsibilities** | **Learning Outcomes** |
| Language Centre | **University Requirement Cores**   * + Offer structured language training through foundational university courses   + Offer an enhancement course to students with an HKDSE English Level 3, or an overall IELTs score of 6.0 or below and to those admitted on the basis of other language qualifications and identified as needing additional support through a screening test or other means   + Develop students’ ability to properly and effectively use AI tools to facilitate language learning and communication | Outcomes 1 and 3 |
|  | **Support for Disciplinary and Transdisciplinary Communication**  **-** Collaborate with academic programmes to tailor support for students to meet the disciplinary and transdisciplinary language communication demands  **-** Offer tutoring for the ‘language and communication’ component of students’ coursework | Outcome 2 |
| **Language Enhancement Activities**   * + Provide language learning facilities, materials and workshops for flexible and individualised learning   + Organise events and activities to promote cultural understanding and communication | Outcomes 1, 3 and 4 |
| * + Provide foreign language courses to cultivate multilingual competence   + Provide language learning resources (including AI tools) to support personalised learning | Outcome 3  Outcome 4 |
| Academic Programmes | **Integration of Communication Competence into Assessment**   * + Use communicative competence as a criterion in grading rubrics for assignments and projects, which may be co-designed with the Language Centre. | All Outcomes |
|  | **Identification of Learners’ Communication Needs**   * + Identify students’ communication needs and solicit support from the Language Centre as appropriate | All Outcomes |
| Students | **Active Learning**   * + Engage actively in in-class learning and discussion   + Utilise available resources, including AI technology and facilities to improve written and oral communication skills   + Participate actively in language exchange and cross-cultural activities   **Proactive Self-Improvement**   * + Be self-aware of language needs related to professional and career prospects and proactively seek support from the Language Centre and academic programmes and departments.   + Participate in different programmes to offer help and be helped | All Outcomes |
| Technology | **Student and Teacher Support**  **Examples include:**  - Enhance multimodal communication skills for storytelling and real-world applications   * + Act as a sounding board to help students self-analyse their writing and troubleshoot   + Enable multi-party collaboration and improve communication effectiveness   + Co-assess students’ work with teachers, providing timely, constructive and personalised evaluation   + Enable personalised support to students   **Equitable Access**   * + Provide access to a wide range of resources and support flexible and self-paced learning   + Provide immersive practice and connect students with international communities | All Outcomes |

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| All support units including student residential halls and colleges | * + Create a campus ambience conducive to language development and inter-cultural communication | Outcomes 2 and 3 |