**Language Enhancement**

* 1. HKBU formalised its language education policy in 2025, aiming to empower students with essential communication competencies, cultivate their creative potential, and boost their ability to navigate in professional and cultural contexts for the 21st century. Moving forward, disciplinary/transdisciplinary communication competencies and multilingual/multicultural competencies will be strengthened through strategic teaching, situated learning and intercultural engagement. AI in structured and personalised learning will advance language education.
  2. A diagram of different languages

     AI-generated content may be incorrect.The collaborative relationship among the four pillars of successful language learning is depicted in Figure 2, with each pillar shouldering different responsibilities in a complementary manner.

Figure 2. Four Pillars of Successful Language Learning at HKBU

***Leveraging AI tools to Strengthen Disciplinary and Transdisciplinary Academic and Professional Communication Skills***

* 1. To improve students’ communication skills in disciplinary and transdisciplinary contexts, a comprehensive strategy combining face-to-face teaching with AI tools for tutoring and feedback will be implemented. The flipped model will enable students to engage with AI-enhanced learning materials (e.g., videos, digital exercises and AI-empowered platforms (e.g., customised chatbots) for personalised learning, especially in core language courses. AI and digital communication skills will be incorporated into the Course Intended Learning Outcomes (CILOs).
  2. To support students who entered HKBU with HKDSE level 3 or below in English, the current enhancement course will be revamped to focus more on English proficiency and learning skills. Customised AI chatbots will be utilised for flipped learning.
  3. A transdisciplinary e-learning platform will be piloted to facilitate collaboration between students, language instructors, and discipline-specific faculty. This platform will serve as a repository for shared resources and activities that highlight English use in transdisciplinary contexts. In senior years, capstone-specific language mentoring will offer personalised guidance for students’ project planning and revision, with co-assessment with subject teachers.
  4. Local and overseas Service-Learning opportunities will be created for students to develop communication skills in professional contexts while contributing to the community. AI-mediated approaches to independent learning and peer feedback will be implemented to optimise personalised and scalable language support. To further promote learning autonomy, students will be guided to organise language and cultural activities for their peers.
  5. Academic programmes will integrate communication outcomes and assessment into the curriculum to ensure that the development of academic and professional communication competences are contextualised. The Language Centre (LC) will build on its success in “English in the Disciplines” (EID) and work more closely with academic staff and departments. It will also provide support to subject teachers and faculties in situated language and communication education.

***Fostering Global Competence Through Multilingual and Intercultural Education***

* 1. In response to UGC’s call for Enhancing Global Competencies through Language Studies (Theme 3), foreign language offerings will be enriched, featuring a minimum of five additional languages, preparing students to engage in a globalised world.
  2. Intercultural development initiatives, such as *Social Learning Space* and *Global Dialogues*, will continue to create opportunities for intercultural communication and international learning. Inbound exchange students speaking different native languages will be recruited to engage in dialogues or joint activities (e.g., festival celebrations) with local and other non-local students. Immersive exchange programmes will offer both short-term international experiences and virtual exchange opportunities that connect HKBU students with peers at partner institutions globally, further fostering students’ global competencies.
  3. The Language Exchange Programme will be strengthened with structured activities to promote deeper intercultural understanding alongside language practice. The Cultural Exchange Course will support outbound students while Chinese cultural workshops will support inbound non-local students to facilitate their integration and deepen their understanding of the local traditions. Collaborations with residential halls to create community-focused spaces for language practice will be explored.
  4. Staged Cantonese and Mandarin courses will be offered for non-Chinese-speaking (NCS) students, supplemented with Chinese cultural immersion activities and field experiences to ensure inclusive and equitable access to language learning resources and opportunities.

***Nurturing Creativity Through Literary Arts and Performance***

* 1. Creative development will be supported through performance-based initiatives. Chinese creative writing workshops will cultivate students’ literary voices under the guidance of experienced writer-instructors. Competitions, including the Hung Leung Hau Ling Young Writer Award, English Short Story Competition, and Chinese Playwriting Competition, will showcase exemplary student works.
  2. Other contests, such as the Multilingual Singing Contest, English Speaking Competition and the 3-Minute Thesis Competition (3MT) will celebrate students’ creativity, linguistic artistry as well as research output, presenting opportunities for real-time learning and skill development.

***Enhancing Professional Communication and Employability***

* 1. Career-focused language initiatives such as courses and activities focusing on workplace communications and professional civil servant recruitment exams (e.g., JRE/CRE), will equip graduates with professional communication competencies and adaptability.
  2. Collaboration with faculties on job search skills will continue. Professional communication workshops will simulate workplace scenarios (e.g., business etiquette) and link to employment outcome evaluations.

***Preparation for Language Tests***

* 1. Workshops and preparation courses will be organised for students taking internationally recognised language proficiency certifications (e.g., IELTS and PSC). Subsidies will be provided to students for one attempt of IELTS/TOEFL and PSC.
  2. By integrating AI technology, fostering collaboration and providing diverse learning opportunities, this comprehensive approach ensures students are equipped with the skills needed to thrive in an interconnected world.