**Comprehensive English Language Enhancement Programme (LEP) Activity Report**

**Language Centre**

**(Reporting Year: 2024-2025)**

**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 tallies with our identified KPIs in the following ways:**

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| 1. **Cognitive and communicative competency and 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 evidence 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. Development of a diverse campus environment for the improvement of communicative   competence. | * All Non-credit bearing English LEP supplementary courses and workshops. | Average evaluation score of all courses and workshops: 4.48/5 (N=353). | Regular review of courses is done by coordinators, and overseen by the LEP Curriculum Committee and the English LEP Section Head. |
| 1.2 Effectiveness of LEP courses, workshops, and services | * Course evaluations for non-credit bearing supplementary courses and workshops. * Pre- and Post-test scores for some supplementary courses and services (e.g. IELTS). | Average evaluation score of all courses: 4.48/5 (N=353).  For IELTS courses, a comparison of pre- and post-test scores was done:  IELTS Listening:  Pre-test: 24.3/50 )(N=42) Post-test: 28.8/50 (N=32)  IELTS Speaking  Pre-test: 5/10 )(N=45) Post-test: 6/10 (N=38)  IELTS Reading and Writing  Pre-test: 5.8/10 (N=89) Post-test: 6.2/10 (N=78)  IELTS Intensive Prep Course – Writing Task 1  Pre-test: 6.4/10 (N=11) Post-test: 6.5/10 (N=11)  IELTS Writing Task 2  Pre-test: 6.7/10 (N=8) Post-test: 6.9/10 (N=9) | Staff will be further encouraged to collect and report students’ pre- and post-test results. |
| 1.3 Collection of objective evidence of students’ language proficiency | * HKBU Sponsorship Scheme for the IELTS Test * Awards for Outstanding Performance in the IELTS Test * Lucky Draw for Students Taking IELTS Prep Courses and the IELTS Test | Students achieved an overall average score of 7.30/9 in the IELTS test (N=210).  The number of awardees of the Awards for Outstanding Performance in the IELTS Test 2024-25 was one.  Two students were awarded the Lucky Draw for students taking IELTS courses and the IELTS test until 30 June 2025. | The IELTS sponsorship scheme and awards scheme will be continued and advertised more often. |
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| 1. **Interpersonal and cross-cultural competency (including summer immersion)** | | | |
| **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 evidence 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 Development of a diverse campus environment for the improvement of cross-cultural communication skills. | * Nurturing Global Citizenship through English Course * Language Exchange Programme (LE). * Cultural Awareness Hybrid Course * Social Learning Space | Average evaluation score of NGCE: 4.24/5 (N=342).  For LE, 140 students enrolled. LE facilitated language exchange (4.25/5) and enhanced culture exchange (4.25/5) (N=78).  172 students participated in the course (4.4/5; N=107).  494 students joined 126 workshops (86% found the workshops useful in developing their social communication skills) and 128 students joined 147 one-on-one speaking consultation sessions (30 mins each) (85% found them helpful in developing their social communication skills). | The LE, Cultural Awareness, Social Learning Space and other Courses will continue to recruit more students. |
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| 1. **Intrapersonal competency (including service/experiential learning and self-regulated 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 evidence 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 Promotion of learner autonomy and self-access language learning (SALL) | * SALL workshops * Academic Writing and Self-Access Language Learning (AWSALL) * Online and LLO SALL resources | 15 workshops were held and the average satisfaction rating was 4.6/5 (N=120).  36 students joined AWSALL and the average satisfaction rating was 4.3/5 (N=20).  78,587 visits to self-access language learning webpages and 380 visits to self-learning labs were recorded. | More promotion of the workshops will be done. |
| 3.2 Promotion of service learning  3.3 Enhancement of on-line teaching and e-assessment | * Sponsorship Scheme for English Language Activities * Continue the use of Versant for SES pre- and post-test and evaluate its effectiveness.   **-e-Courses**: An e-Course on Moodle and a Prep course were developed for the English Common Recruitment Examination (CRE) . | 1 activity on the mock HKDSE Speaking Exam was held. 29 HKBU and 158 non-HKBU secondary school students joined it. Average satisfaction rating: 3.50/4 (n=156).  Students obtained a Versant pre-test score of 47.04/80 and a higher post-test score (50.38/80) (pre-test: N=37; post-test: N=21).  For Intensive Prep Course for CRE, the average evaluation score was 4.75/5 (N=5).  For the e-course on CRE, the average evaluation score was 4.15/5 (N=5). | This scheme will be continued. More promotion will be done.  All SES students will be encouraged to use Versant for SES pre- and post-test.  More data will be collected on the impact of the online course: CRE. |
| 1. **Innovative pedagogies including AI-assisted language 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 evidence 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. Promotion of diverse and innovative pedagogies (peer mentoring, personalized learning, students-as-partners) | * Student-Tutor Communication Consultation Programme – Writing Stream * NEW:Student-Tutor Communication Consultation Programme – Speaking Stream * Speaking and Writing Enhancement Service (SWES) | 510 students joined SCCP Writing Stream and tutees found SCCP useful in helping improve their writing skills (4.44/5) (N=28).  For SCCP Speaking Stream, 67 students joined it and tutees found SCCP useful in helping improve their speaking skills (4.73/5) (N=28).  For SES, 37 students completed it and students rated the question: “I am able to speak fluently” in the post-survey at 4/5 (N=8) compared with 2.76/5 in the pre-SES survey (N=37).  For WES, 14 students completed it and students rated the question: “I am able to write accurately” in the post-survey at 4/5 (N=4) compared with 3/5 in the pre-WES survey (N=12).  Pre- and post-test results:   |  |  | | --- | --- | | SES  Pre:47.04  Post:50.38  (N=61) | +7.1% | | WES  Pre:5.2;  Post:6.35  (N=7) | +22.12% | | All these services will continue to be offered.  The SWES sessions have been reduced to 3 sessions per student and a limited number of sessions will be offered in the coming AY. |
| * 1. Cultivation of creativity and development of creative writing skills amongst students   4.3 Consolidation of teaching and improvement of language courses’ design, structure and assessments, and integration of Generative AI to meet the changing needs of students | * Mock Internship interviews for the Faculty of Social Sciences and Workshops on CV Writing and Cover Letters and Job Interview Skills * Consultations in LLO/via zoom with Teaching Assistants (TAs) * English for Research Publication Purposes (ERPP) * English for Research Publication Purposes (ERPP) Seminars * Honours Project Writing Service for Senior Year Entrants (HPW) * Student Publication: BUzz * Reading Club * Drama Club * Regular course review and updating is undertaken. * LEP English Curriculum Committee oversees/ reviews existing courses/services and vets new courses / activities / services. * Two courses: Socializing in English and Cultural Awareness Course were sent to the International Research Advisor (IRA) for evaluation/comments. | 172 students joined the Job Interview Skills workshop and CV/Cover Letter Writing Workshop, and 103 students joined the one-on-one mock internship interviews.  42.5 hours of consultations were held with 10 students.  18 students joined ERPP in 2024-25, and the average satisfaction rating was 4.6/5 (N=6).  1 seminar was held, attended by 12 participants. Average satisfaction rating: 5/5 (N=1).  2 students joined it and rated it 4.9/5 (N=2) in gaining the skills to write an honours project.  More student writers were recruited and contributed articles from the Reading and Drama Club. Copies of student publication “Tributaries” were distributed to tertiary institutions and the online version of Buzz is available for easy access.  39 students joined it in Sem 1 and 2, and the average satisfaction rating was 4.39/5 (N=18) for the club’s role in improving the English communication/reading skills of students.  19 students joined it and the average satisfaction rating was 4.61/5 (N=10) for the club’s role in improving the English language skills of students.  All electronic course and workshop folders were updated and Generative AI has been integrated into all existing courses.  New courses proposed by staff were vetted before they were launched and matters on LEP were discussed in three meetings held in the year.  The feedback on both courses was in general very positive with some improvements needed.  Some comments from the IRA, Prof. Jack Richards are listed below:  ***Comments on Socializing in English course***   * The course materials are outstanding. Each module reflects careful thought and planning with stimulating and creative activities that develop and practice the knowledge and skills the students will need to draw on when socializing in English. An excellent choice of topics in each module and very relevant to the China Hong Kong and Mainland China context. I was also impressed with the variety and interest level of the activities that have been developed. The teaching notes provide useful guidance on how to use the materials while leaving the teacher to use them creatively and to add their own activities as need. * The course reflects a sophisticated and informed understanding of the nature of intercultural communication on the part of the course developers, resulting in materials that are engaging, original and meaningful and a valuable resource for teachers and students in Hong Kong. * Perhaps for each module it would be useful to add a section describing any difficulties teachers have encountered in presenting the module, any tips when things may not go as well as anticipated, or things to watch out for when presenting the module. This could include recurring issues with pronunciation, grammar, idioms etc. that relate to the interactions practiced in the module. * For some of the topics covered in the modules there may be authentic or semi-authentic examples on YouTube that could be useful.   ***Comments on the Cultural Awareness Hybrid Course:***   * The party format is an excellent way of putting theory into practice. Attractively designed modules with clear rubrics and engaging activities. * This is a very novel and original course design that provides for a high degree of student participation and engagement. * While the student evaluations give good feedback on the course, the experiences of the teachers teaching the face-to-face components would also be useful. * More in-depth reporting from the students on their reactions and experiences with the on-line components would be useful and could help with any necessary changes in the materials or course design in the future. | More workshops and SWES sessions will be held in the LLO to increase its usage rate and more students will be referred to the TAs for consultations.  More ERPP seminars will be held in the coming AY.  HPW has been discontinued as the uptake is low. Students will be directed to SWES.  More student writers will be asked to contribute articles.  The Reading Club will be held in both semesters and in summer.  The Drama Club will be held in both semesters.  Generative AI will be integrated into all workshops too. Samples of materials on how to do this were sent to course coordinators in May 2025 for their reference.  Membership of the LEP Committee will be reviewed and new members will be added to the committee.  Some improvements will be made to the courses based on the IRA’s feedback. |
| 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 evidence 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 teaching and learning | To offer one-on-one staff consultations to enable staff from different faculties/schools/academy to improve their English pronunciation and spoken fluency. | One staff was offered consultations on pronunciation and spoken English (average satisfaction rating: 5/5 (N=1). | This service will be promoted more. |

***Note: CFQ, course evaluation and course/service satisfaction are all measured on a 5-pt scale.***