**Comprehensive 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)* |
| 1.1 Consolidation of teaching quality and improvement of language courses’ design, structure and assessments to meet the changing needs of students | The following measures have been taken:   * **PMC:** Programme Management Committee * **Curriculum Committees:** * Management and Development Committee of CHI/ENG/LEP/PTH/FL * **Regular Curriculum Review Meetings** in English, English LEP, Chinese, Putonghua and Foreign Languages sections * **Benchmarking Exercise: DAA** * **Language Education Paper** | * **DAA Visit** was successfully conducted on 9-11 December with positive feedback from Prof Liu. DAA Report Proforma will be submitted to QAC in Dec 2025. * **Language Education Paper was approved** by Senate in May 2025 * **Quality Assurance Activities by English CMDC**:   + Reviewed courses: LANG2036, UCLC1009, LANG0036   + Reviewed new course proposals: LANG1045, LANG2077   + Discussed the SILOs to ensure alignment with PILOs   + Discussed LC’s language support for the university’s transdisciplinary education   + Coordinators submitted course review reports for AY 2024-2025 * **Quality Assurance Activities by FL Section Curriculum Committee**   + Reviewed the assessments of Japanese I to VI (JPSE1005-JPSE3007)   + Vetted two course revision proposals and one new course proposal at the curriculum committee   + Programme Coordinators submitted programme review reports for AY2024-25   + Conducted focus group interviews with students in the Japanese programme and individual interviews with the Japanese part-time teachers to collect feedback on the Japanese Programme * **Quality Assurance Activities by PTH Section**   Reviewed 16 credit bearing courses   * **Course Review Mechanisms** employed for each course * Annual Course Review Report * Responses to student comments on CFQ * Responses to student course-end feedback | * **ALL**: Continue to review course/programme management and structure to ensure quality delivery of courses and services * **ALL:** Each language section will identify areas and take concrete actions for improvement with benchmarking * **Peer Class Observation:** Encourage good practice of peer class observation in all sections * **The Language Education Paper** would serve as a strategic framework to enhance teaching quality and refine language course designs and assessment at HKBU to align with students’ evolving needs on transdisciplinary skills, multilingualism, and AI-enhanced learning. |
| 1.2 Effectiveness of university core language courses, major credit courses and major/new LEP courses and services | The following strategies have been adopted to collect feedback on teaching and course/service qualities:   * **Credit-Bearing Courses** * CFQ * Pre- and post-tests * Course evaluations * **Supplementary Courses:** * Course evaluations * Pre- and post-tests * **Regular Student Focus Groups** in major language courses * **Self-funded Courses:** Regular review of courses’ design, structure, materials and assessments | **Student Engagement**   * Credit-bearing courses: 11,069 students * Non-credit-bearing: 1,660 enrollments   **Student Evaluation**   * Excellent CFQ results: LC Teaching Effectiveness: 4.60; Reflection on Learning: 4.46  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **UE1** | **UE2** | **UC** | **Practical PTH** | | Teaching | 4.57 | 4.61 | 4.68 | 4.65 | | Learning | 4.41 | 4.39 | 4.49 | 4.58 |  * LC course-end questionnaire results (all credit-bearing courses): 4.47 (n=2456) * Pre- and post-tests results (% of improvement)  |  |  |  | | --- | --- | --- | | **Course** | **Improvement (%)** | **Sample Size (n)** | | UEI | 12% | 1,493 | | UEII | 15% | 1,453 | | UC | 42% | 1,237 | | Practical PTH | +10.9% (oral) / +27.0% (written) | 628 (oral) /  567 (written) | | IELTS | 14.7% | 161 | | SWES (ENG, CHI, PTH) | 15.3% | 68 |  * Average satisfaction ratings of non-credit-bearing courses and services:  |  |  |  |  | | --- | --- | --- | --- | | **Non-credit Courses (ENG, CHI, PTH, FL)** | **SWES (ENG, CHI, PTH)** | **HPW** | **ERPP** | | 4.67 (n=786) | 3.98 (n=14) | 4.9 (n=2) | 4.8 (n=7) | | * Enhance teaching excellence through staff development * Explore strategies to boost the response rate of online CFQ questionnaires * Encourage staff to collect and report students’ pre- and post-test results in other courses * Continue to maintain teaching excellence * Seek more advice on courses’ design, structure, materials and assessments from external experts/ consultants |
| 1.3 Collection of objective evidence of students’ language proficiency (bi-literate and trilingual) | In the reporting year, the following strategies have been deployed:   * **IELTS related:** IELTS Sponsorships; Awards for Outstanding Performance; IELTS Prep Course & Test Lucky Draw * **COPA:** Computerized Oral Proficiency Assessment * **PTTC related:** DET, PSC and HSK | **Student Achievement**   * **IELTS related:** IELTS Average Score: 7.3/9 (n=210); Students in IELTS Lucky Draw: 2 * **COPA:** Passes in COPA: Semester 1,2024/25: 7 (n=8); Semester 2: 11 (n=13); Summer semester, 2024/25: (n=) * PSC: 151 out of 153 with Third Class Upper or above (pending) * DET Passes: 556 | * **IELTS related:**   Continue the sponsorship scheme and the awards scheme and advertise them more often   * **PTTC related:** PSC, DET and HSK will be further promoted to students and the public |
| 1.4 Support for research postgraduate students | The following have been implemented:   * **MCCP:** Advanced English for research postgraduate students * **ERPP:** English for Research Publication Purposes programme to support RPg students * **3MT:** The 6th 3-Minute Thesis competition | **Student Engagement & Evaluation**   * **MCCP:** * 241 students took the course * CFQ: 4.88 (teaching); 4.79 (learning) * **ERPP:** * No. of participants: 18 * Average satisfaction rating: 4.6 (n=6) * 1 seminar held and attended by 12 participants in 2024/25; student satisfaction rating: 5 (n=1) * **3MT:** * Postgraduates: 41 applicants from 15 departments; 50 students attended the Grand Final & Ceremony. | * **MCCP:** * Maintain teaching excellence * Emphasize AI literacy skills in research communication and the oral presentation of research ideas. * **New courses:** * Four new elective workshops focusing on research proposal writing, critical analysis of the literature, conference presentation skills and communication skills for scientists will be offered in AY25-26. |
| 1.5 Collection of external consultants’ feedback/inputs | The following review mechanisms have been deployed:   * **IRA:** LC’s International Research Advisors Scheme * **DAA Exercise**: An external formative assessment for the work and development of LC was conducted to review teaching materials and relevant documents for all four sections. . | * IRA: Professor Jack Richards conducted a complete review of the course of “SUPE 1890 Socializing in English”, “SUPE1900 Culture Exchange” & “LANG2036 English through Films and Short Stories” | * Continue to deploy the external review mechanisms for improvement. * Recommendations from the DAA would be incorporated into next year’s planning, including considerations to add a foreign language requirement, update CILOs to include AI literacy, and integrate AI into language education courses. |
| 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 courses/workshops and projects for cross cultural learning and internationalization | The following initiatives have been taken:   * **Nurturing Global Citizenship through English** * **Foreign Languages (FL) courses** * **Minor Programmes:** * **Social Learning Space Project** * **New Supplementary Courses:**   “The World and Our Stories: Speak English with Friends around the World”; “Become a good writer in your own discipline: Learn from real-life expert and student writing exam”   * **Language Exchange Programme (LE)** * **HK Language and Culture Field Trips** (Chinese Section – tour to King Yin Lei) (PTH Section – tour to places in Lantau Island) * **Language and Cultural Field Trip for Exchange Programme** (in collaboration with the International Office) | **Student Evaluation**   * **NGCE Student Evaluation (AY2024/25)**  |  |  |  |  | | --- | --- | --- | --- | | Item  (n=118) | Pre-course questionnaire | Post-course questionnaire | Improvement | | Cognitive | 3.96 | 4.11 | 3.79% | | Socio-emotional | 3.95 | 4.12 | 4.30% | | Behavioural | 3.91 | 4.10 | 4.86% | | Overall | 3.94 | 4.11 | 4.31% |      |  |  |  |  | | --- | --- | --- | --- | | Criteria | Pre-course Videos Scores  (n=732) | Post-course Videos Scores  (n=619) | Improvement | | Task-fulfillment | 1.82/ 2.5 | 1.83/2.5 | 0.55% | | Organization | 1.75/ 2.5 | 1.77/2.5 | 1.14% | | Reflection | 1.73/ 2.5 | 1.82/2.5 | 5.20% | | Accuracy and fluency | 1.69/ 2.5 | 1.75/ 2.5 | 3.55% | | Overall | 6.99/ 10 | 7.17/10 | 2.58% |  * **FL Courses:** CFQ results: 4.62 (Teaching) and 4.57 (Learning); Satisfaction rating: 4.59 (n=700)  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **French** | **German** | **Japanese** | **Spanish** | | Teaching | 4.66 | 4.71 | 4.59 | 4.63 | | Learning | 4.60 | 4.65 | 4.56 | 4.52 |  * **Minor Programmes:** **FL**: 124 students achieving a minor in an FL; **Cantonese (NEW)**: 104 students (Level One course) * **Social Learning Space Project:** No. of students: 622; Satisfaction rating: Activities/workshops: 4.2 (n=374) Consultations: 4.34 (n=90) * **Cultural Awareness Hybrid Course:** No. of students: 172 students; Satisfaction rating: 4.4/5 (n=107) * **LE Programme**: No. of students: 140; Satisfaction rate on (n=78): language exchange: (4.25/5); cross-cultural awareness: (4.25/5) * **Hong Kong Language and Culture Field Trips (Chinese and PTH Sections)** (n=87) * **Language and Cultural Field Trip for Exchange Programme** (n=78, non-local students) * **Cultural Carnival: No. Of students: 288** | * **FL courses:**   - Continue to maintain excellence in FL teaching  - Organize extra-curricular activities for students   * **Social Learning Space Project:** Engage international students as Student Ambassadors for cultural exchange activities * Foreign Languages Support Services (FLSS), and organising foreign language learning/cultural activities. * Introduce 10-week supplementary courses. |
| 2.2 Development of a diverse campus environment for cross cultural learning and internationalization | The following initiatives have been taken:   * **The Intercultural Immersion Programme** * **Nurturing Global Citizenship Through English (NGCE):** Virtual exchange; * **Collaboration with Consulates** Culture Exchange Course(<https://lccecourse.hkbu.edu.hk/>) * **FL Talk & Activities** | **Student Engagement**   * **Intercultural Immersion Programme:** 94 students participated; 42 to Asia, 52 to the Middle East, Europe and North America, fostering global citizenship and SDG practice**.** * **Virtual exchange**: 253 international students from 10 higher education institutions around the world * **NGCE Poster Exhibition** on 14 Feb 2025 (n=85; No of advocacy posters: 25; 153 attendees for award ceremony) * **FL Talk & Activities:** 1 talk and 3 activities, n=98 * **Cultural Carnival:** 5 workshops and 2 booths, n= 288 | * **The Intercultural Immersion Programme**   Returnees from the Intercultural Immersion Programme will showcase their work and reflections at on-campus activities to promote global citizenship and SDGs.   * **Culture Exchange Course:** Track satisfaction, recruit students, and boost FL courses and cultural activities. |
| 2.3 Cultivation of creativity and development of creative writing and speaking skills amongst students | * **Student Publications:** BUzz, Tributaries and Putonghua e-Press * **HKLPP Activities:** Hong Kong Literature Promotion Platform activities: The 13th Intervarsity Writing Competition, The 5th Hung Leung Hau Ling Young Writer Award; Monthly Literary Talks * **The 12th Chinese Playwriting Competition Report** * **The 2nd Mandarin Singing Contest** * **Public Speaking Contests:** The 21th English Speaking Contest and the 10th Cantonese Public Speaking Contest * **English Short Story Writing Competition:** The 19th English Short Story Writing Competition * **Reading Club** * **English Drama Club** | * **Student Engagement & Evaluation:** * Student Publications: “Tributaries” (400 copies, online access); BUzz (100 copies, online access); Putonghua e-Press (online access) * HKLPP Activities: The 13th Intervarsity Writing Competition (329 applications from 16 tertiary institutions; 363 entries from 121 secondary schools; The 5th Hung Leung Hau Ling Young Writer Award (49 applications); 5 public talks (30-60 attendees each) * **The 12th Chinese Playwriting Competition Report:** 23 applicants, 20 entries received, 40 attendees for ceremony * **Mandarin Singing Contest**: 12 winners across 3 groups; 85 attended the Grand Final & Ceremony * **Public Speaking Contests**: 21st English Speaking (15 applicants, 30 attendees for Grand Final); 10th Cantonese Speaking (26 applicants, 50 attendees for Grand Final) * **English Writing Competitio**n: 12 entries from postgraduates; 18 entries from undergraduates; 2 writing workshops; 35 attended the ceremony * **Reading Club:** No. of participants: 39 students; Average satisfaction rating: 4.39 (n=18) * **English Drama Club**: No. of participants: 19; Average satisfaction rating: 4.61 (n=10) | * **Student Publications:** Recruit more student writers to contribute articles. * **Reading Club:** Will be held in both semesters and in Summer * **Drama Club**: Will be held in both semesters * **Writing and Speaking Competitions:** Continue to organize creative writing and public speaking competitions |
| 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 Opportunity for students to participate in service/experiential learning | The following efforts have been made:   * **Experiential Learning:** recruiting student helpers to serve as MCs for various ceremonies * **GE Capstone Courses**: two GE capstone courses in service-learning and experiential-learning * Experiential and Service Learning in LEP | **Student Achievement**   * **Experiential Learning:** students serving as MCs (Number of functions recruiting students as MCs: 5; total 8 students were trained) * **GE Capstone Courses**: 20 letters published (or jointly published) * **A new service-learning course** (LANG1045) was approved and a trip to Cambodia was conducted in May 2025. * One 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). | * **Experiential Learning**: Continue to explore opportunities of service/experiential learning for students |
| 3.2 Promotion of learner autonomy and self-access language learning (SALL) | Continuous effort has been made in the following:   * **SALL: Self-access language learning** * **AWSALL**: Academic Writing and Self-Access Language Learning * **LLO:** The online and LLO SALL resources, and labs/LLO visits | **Student Engagement & Evaluation**   * **SALL:** Core courses that incorporated SALL: MCCP, UEI and UEII; No. of workshops: 16; Average satisfaction rating: 4.58 (n=138) * **AWSALL:** No. of participants: 36; Average satisfaction rating: 4.3/5 (n=20) * **LLO:** No. of visits to SALL webpages: 78587; No. of visits to self-learning labs: 380 | * **SALL:** Promote SALL workshops and resources via social media * Incorporate self-regulated learning in more courses |
| 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)* |
| 4.1 Development and Promotion of diverse and innovative pedagogies (peer mentoring, personalised learning, students-as-partners) | Programmes and strategies have been deployed:   * **Development of New Courses:** * GCAP3226 Empowering citizens through data: participatory policy analysis for Hong Kong * LANG1045 Engaging Communicative Activities and Language Teaching for Service-Learning Abroad * LANG2077 Language Skills for human-AI partnership: Customizing Chatbots to Empower Communities * GERM3016 Cinematic Germany: Analyzing History, Culture and Social Issues through Postmodern German Films * Innovative pedagogies practices more courses, and Centre-led projects/activities. * **SCCP:** Student-Tutor Communication Consultation Programme – Speaking Stream and Writing Stream * **HPW:** Honours Project Writing Service for Senior Year Entrants * **SWES:** English Speaking and Writing Enhancement Services * **Consultations in LLO** with Teaching Assistants * **Sponsorship Scheme** for Language Activities * **Interviews** for the Faculty of Social Sciences | **Participation & Results**   * **Development of New Courses:** * LANG2077 Language Skills for human-AI partnership: Customizing Chatbots to Empower Communities was offered in May 2025. * The other 3 new courses have been approved and will be offered in AY2025/26. * **Courses and Centre-led projects/activities that adopted innovative pedagogies:** LANG0036, MCCP6020, UCLC1008, UCLC1009, UCPN1005, GTCU2016 and EID workshops/services (e.g.experiential learning, reflective journal and peer review experiential learning, genre-based approaches). * **SCCP:** 67students joined Speaking Stream; Average satisfaction rating: (4.73/5) (N=28); 510 students joined Writing Stream; Average satisfaction rating: 4.44/5. Significantly better performance of tutees in written assignments. * **HPW**: No. of participants: 2; Average satisfaction rating: 4.9 (n=2) * **English and PTH SWES:** No. of participants: 74; Average satisfaction rating: 3.96/5 (n=10; SES) and 4/5 (n=4; WES) * Pre- and post-test results:  |  |  |  | | --- | --- | --- | |  | ENG | PTH | | SES (n=61) | +7.1% | +16.7% | | WES (n=7) | +22.1% | N/A |  * **Consultations in LLO:** No. of participants: 10; Total hours of consultations: 42.5 * **Sponsorship Scheme:** No. of activities: 1; No. of participants: 29 (HKBU); 158 (non-HKBU); Average satisfaction rating: 3.45/4 (n=156) * **Mock Interviews:** No. of participants: 94 | * Independent Learning Materials: Develop more self-access and independent learning materials of all languages * Innovative Pedagogies: * Continue to encourage innovative pedagogies in courses * Propose and experiment with new pedagogies/approaches to prepare students to be future ready * Explore the use of generative AI tools in teaching and learning activities to develop students’ AI literacy. |
| 4.2 Enhancement of on-line/AI-assisted teaching/learning and e-assessment | * **AI in pedagogy:** Promotion of AI in pedagogy in Centre’s courses designs and delivery * **E-platforms:** Use of e-platforms and apps in course delivery. * **E-Marking:** Promotion of e-Marking in courses and exploring ways to extend it. * **e-Courses:** CRE and JRE workshops | * **5 talks/seminars on AI/e-Learning tools were conducted.**   Talks on AI/e-Learning tools were held covering topics such as “Generative AI for English for Academic Purpose”, “Language data for language learning”, “EAP Assessment in the Age of AI” & “Enhancing student engagement through a Generative AI pedagogical approach in English”. Each talk had 10-30 staff attendees.   * **E-learning in Teaching:** e-learning/assessment incorporated in all courses; using Moodle for information dissemination and academic exchange. Surveys conducted in classes (n=1,185) indicated high levels of AI usage among LC students, with 97.3% of students in Chinese, 96.3% in English, and 87.9% in Putonghua courses to assist their learning (e.g. ideation, summarizing, editing or feedback). 85.3% of Foreign Languages students reported using mobile apps for personalised learning. * **e-Courses**: CRE/JRE e-Courses: Average satisfaction rating: 4.92/5 (n=5) | * **E-learning in Teaching:** * Continue to use Versant (online speaking test) for SES pre- and post-tests * Continue to leverage e-tools/platforms * Explore new tools/platforms * Online quizzes will be created n for FL students’ self-assessment outside classroom * Independent Moodle modules for the students to practise specific language skills * **Others:** Collect data on the impact of the online CRE and JRE courses |
| 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 scholarship of teaching and learning | The following arrangements have been made:   * **Staff Seminars:** Regular staff development seminars (departmental and inter-departmental) * **Staff Development Grants** * **Staff Conferences:** Regular conference presentations and reports * **Staff Projects:** UGC collaborative projects, TDG and other relevant projects * **Staff Consultations:** To offer one-on-one English consultations to staff from different faculties/schools * **AHKLC:** Member of the Association of Hong Kong Language Centre | **Scholarly Activities**   * **LC Scholarship bulletins:** 25 issues published in AY2024/25 * **No. of Staff Development Seminars Organized**: 10 (8 English seminars and 2 Chinese/Putonghua Seminars) * LC Online Symposium (6 May) (68 attendees) * The 18th Inner-institutional Symposium on Putonghua Teaching in Tertiary Education (21 May) (55 attendees) * **No. of Conference Presentations/ Invited Talks:** 15 * **No. of Publications:** 16 journal articles/book chapters/ books * **No. of Teaching and Learning Projects:** 14 (SDF1; UGC-1; TDG – 6; SCOLAR - 1; Other-5) * **Staff Consultations:** 5 staff   Average satisfaction rating: 4.67/5 (n=3)  **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) | * **Staff Projects:** * Continue to encourage colleagues to apply for TDG or other T/L grants * Encourage T/L project teams to submit project outcomes for educational competitions * **Conferences/Symposia/Seminars:**   Continue to encourage colleagues to share their T/L practices and research outcomes   * **Staff Consultations:** More efforts will be made to promote the service * **Others:** Continue to create staff development opportunities |

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