THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Advancing Language Learning: Integrating Large Language Models in Chinese Education for Non-Chinese Speaking Students
Principal Supervisor(s) and Unit(s):
Professor LEE Wing Yan Vivian, Centre for Learning Enhancement And Research

Project Objectives
This study examines the integration of AI tools in Chinese as a second language (CSL) education. It focuses on non-Chinese speaking students' attitudes toward AI technologies in Chinese learning and the impact of AI interventions on their learning outcomes and motivation, guided by Self-Determination Theory (SDT). The project aligns with CUHK's efforts to incorporate AI into teaching and learning, aiming to provide insights for innovative teaching design and refining AI policy.

Implementation and Deliverables
The project began in February 2024 with the development of a detailed research plan through literature reviews and discussions. By May 2024, the ethical review application (SBRE-23-0773) was submitted, and survey questionnaires were designed. By March 2025, 98 student and 3 teacher questionnaires were gathered. From August 2024 to March 2025, 3 workshops were held to introduce AI tools, share findings, and guide CSL learners on SDT strategies.

Outcomes and Achievements (including Impact on Teaching and Learning)
Preliminary survey findings were shared with Yale-China Chinese Language Academy staff and CUHK CSL learners through workshops. The results of the mixed-methods research will be presented to CSL teachers and learners in September 2025. The team is drafting an English manuscript on CSL students' acceptance and engagement with AI tools, aiming for submission to a language education journal in August 2025.

Evaluation
The project has met key KPIs, including an AI learning survey with 98 CUHK students, a tailored educator questionnaire, and three workshops on AI tools and SDT integration. Ongoing KPIs involve creating four videos and drafting an English manuscript, with follow-up interviews scheduled for May 2025.

Dissemination, Diffusion and Sharing of Good Practices
The findings offer valuable insights for CUHK to refine AI policies and develop AI courses and training programs. Additionally, an English manuscript targeting a language education journal will be submitted in August 2025 to enhance global academic impact.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Understanding the Challenges for Student Learning in Different Languages of Instruction
Principal Supervisor(s) and Unit(s):
Professor CHUN Ka Wai Cecilia, Centre for Learning Enhancement And Research

Project Objectives
This project aims to investigate what challenges related to medium of instruction (MOI) that CUHK students encounter, whether these challenges vary between students of different linguistic backgrounds, and what improvement and support measures students suggest.

Implementation and Deliverables
To investigate the MOI challenges encountered by CUHK students, data were collected by student surveys and student focus group interviews. The deliverables produced for the project are: (1) a web-based student questionnaire; (2) Chinese and English versions of student focus group interview protocol; (3) a presentation for the CUHK Teaching and Learning Innovation Expo 2024; and (4) a conference paper for the 11th International Conference on Higher Education Advances (HEAd'25).

Outcomes and Achievements (including Impact on Teaching and Learning)
Students reported a moderate level of difficulty in learning through English-medium instruction (EMI) and a lower level of difficulty in Cantonese-medium instruction (CMI) and Putonghua-medium instruction (PMI) in CUHK. Significantly higher level of EMI challenges was reported by local and Mainland students, Cantonese-speaking and Putonghua-speaking students, and students who used Cantonese or Putonghua as instructional language in secondary school. EMI challenges appeared to be reducing as students progressed to higher grades in the University, and they appeared to be impactful only on students' subjective but not objective academic achievement.

Evaluation
Most of the deliverables/ outcomes have been achieved according to the key performance indicators.

Dissemination, Diffusion and Sharing of Good Practices
The project findings were presented in the CUHK Teaching and Learning Innovation Expo 2024 on 12 December 2024. Another presentation will be given in the 11th International Conference on Higher Education Advances (HEAd'25) in Spain in June 2025.

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Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: 從小說構思到跨媒介改編：學生創作計劃 From Novel Construction to Transmedia Adaptation: A Creative Project

Principal Supervisor(s) and Unit(s):
Dr. CHEUNG Wing Mui, Department of Chinese Language and Literature

Project Objectives
This project aimed to enhance Chinese language proficiency and foster creativity among CUHK students through transmedia storytelling, supplementing the reformed *University Chinese II* course. Key objectives included promoting fiction writing, facilitating transmedia adaptations, developing digital micro-modules and establishing an online platform to support self-directed learning.

Implementation and Deliverables
This initiative enhances interdisciplinary creativity through transmedia workshops, develops Chinese language micro-modules for online learning, hosts a multimedia fiction adaptation competition, and establishes a digital platform to archive resources and showcase student works.

Outcomes and Achievements (including Impact on Teaching and Learning)
This project advanced transmedia education via workshops, student-co-created micro-modules, the *Ink Traces* competition, and an online platform, fostering interdisciplinary skills, collaborative storytelling, and self-paced learning through academic-digital integration.

Evaluation
The project employs surveys, attendance tracking, and reviews to advance holistic education, transmedia creativity, critical thinking, and sustainable cultural innovation, aligning with university goals.

Dissemination, Diffusion and Sharing of Good Practices
The project advanced transmedia storytelling and student co-creation (SaP model) through 25+ events, fostering interdisciplinary collaboration and cultural relevance via hybrid learning, AI integration, and public engagement.

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Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Enhancing Spoken Chinese Proficiency: A Comprehensive Initiative for Student Success
Principal Supervisor(s) and Unit(s):
Dr. CAI Xuan Hui, Department of Chinese Language and Literature
Dr. LAI Pit Shun, Department of Chinese Language and Literature
Dr. LAU Ngar Sze, Department of Education Administration and Policy
Dr. LEI Ka Yan Margaret, Department of Linguistics and Modern Languages

Project Objectives
As the real-time response and expression in verbal communication are aspects that AI cannot easily supplant in the foreseeable future. The importance of oral communication skills teaching is particularly significant in the era of AI. This project aims to enhance our student's spoken Chinese skills as its primary goal. The project's outcomes will provide more opportunities for spoken Chinese practice and access to online self-learning resources.

Implementation and Deliverables
- A University-wide Chinese Speech Competition "香港中文大學中文演講比賽 2025", with the topics centered around local language, cultural issues, positive life attitudes, values, and the United Nations's Sustainable Development Goals, was held at 29/3/2025 with the support of different Units in CUHK.
- 3 workshops focusing on spoken Chinese skills for all CUHK students, with the topics distinct from the teaching components of University Chinese courses, were held between 10/2024-2/2025.
- 8 segments (~3mins each) extract from the final stage of "香港中文大學中文演講比賽 2025" which includes the videos of finalist's speech with visual markers and 5 segments (3-5mins each) extract from the abovementioned workshops will be produced and open to all CUHK students.

Outcomes and Achievements (including Impact on Teaching and Learning)
-The competition provides a platform for students to showcase their proficiency in spoken Chinese.
-The project outcomes will increase students' awareness of spoken Chinese skills and provide them with informal language learning opportunities and eLearning resources focused on oral expression skills.

Evaluation
106 students participated in the preliminary stage of "香港中文大學中文演講比賽 2025" and 118 students attended the workshops with the satisfaction rating for the speakers were 5.53/6.

Dissemination, Diffusion and Sharing of Good Practices
Promotion of the project deliverables were supported by different Units in CUHK.

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Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Tailored Language Enhancement Program: Chinese Across Curriculum and Care for SEN Students

Principal Supervisor(s) and Unit(s):
Dr. LAI Pit Shun, Department of Chinese Language and Literature
Dr. NG Ka Yi, Department of Chinese Language and Literature

Project Objectives
The project seeks to continue the collaboration with the Office of University General Education (OUGE) to provide theme-based lectures and writing consultation, to sustain its support to the College General Education Programme and develop potential collaboration with new partners, and to provided tailored support to students with special educational needs (SEN) and relevant training for the frontline teachers of Chinese language courses.

Implementation and Deliverables
Three theme-based lectures were held (February 1, 5, March 15, 2024) for 254 UGFH1000 students, alongside 20 hours of writing consultations for 11 students and tailored support for 14 SEN students. A teacher training workshop on SEN needs (June 14, 2024) engaged 13 teachers, and interdepartmental workshops (June 27, July 16, August 21, 2024) involved 19 teachers to enhance collaboration. A new Humanities Essay Writing course was planned for 2025-26.

Outcomes and Achievements (including Impact on Teaching and Learning)
Over 94% of lecture attendees reported enhanced comprehension and analytical skills. All writing consultation participants noted improved essay conceptualization, and over 80% of SEN students rated tailored support effective. Teacher training improved inclusive teaching strategies. The project's model was adopted by Wu Yee Sun College, ensuring sustainability.

Evaluation
Post-session questionnaires showed high satisfaction: 97.23%–98.72% for lecture relevance, 100% for writing consultation effectiveness, and 80%–100% for SEN support impact.

Dissemination, Diffusion and Sharing of Good Practices
An inter-departmental sharing workshop organized by the Department and OUGE was held for teachers from both departments to learn from the achievements of the collaborative programs and to discuss future operations. Two sharing sessions were made to teachers of the Chinese department. The survey result of the SEN students was documented for teachers' reference, and the successful model of departmental and college collaboration will be replicated in the design of similar Chinese enhancement programs.

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Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: AI System for Teaching and Learning University Chinese
Principal Supervisor(s) and Unit(s):
Dr. LEUNG Tak Wah, Department of Chinese Language & Literature
Dr. NG Ka Yi, Department of Chinese Language & Literature

Project Objectives
The "EYRA 爾雅" project aims to develop an AI web portal to enhance Chinese language learning and teaching for University Chinese I and II courses. Its goal is to improve students' proficiency and foster technological literacy through features such as a language knowledge chatbox, handwriting translation, content generation, writing analysis, personalised prompts, and learning history management. The platform empowers users to create tailored materials while encouraging critical thinking and evaluation of AI-generated content. By integrating AI into education, students can efficiently improve their knowledge and writing skills, expand their vocabulary, and prepare for global career opportunities through active engagement and ownership of their learning journey.

Implementation and Deliverables
The project was closely aligned with the University Chinese curriculum, resulting in the creation of the AI web portal "EYRA" for use by both teachers and students. The platform was designed to support and enhance Chinese language teaching and learning by integrating advanced AI features tailored to the needs of the curriculum. To ensure effective implementation, the project organized a total of three workshops for students and three sharing sessions for teachers. These sessions were instrumental in introducing users to the portal's functionalities, demonstrating its applications in academic settings, and providing hands-on guidance for its use.

Outcomes and Achievements (including Impact on Teaching and Learning)
The EYRA platform received positive feedback, with over 80% of users expressing satisfaction with its performance and are willing to recommend it to other learners. These results highlight the platform's success in meeting user expectations and effectively supporting Chinese language learning. The two workshops conducted for students also garnered strong satisfaction ratings, scoring 5.2 and 5.4 out of 6, respectively, reflecting its effectiveness to engage students and support their learning journey.

Evaluation
Feedback and comments from questionnaires indicated high satisfaction.

Dissemination, Diffusion and Sharing of Good Practices
The two PSs have actively contributed to the dissemination of the EYRA project through a variety of scholarly and public engagement activities: 2 impactful Keynote Speeches; 3 significant Conference Presentations; 8 Academic Publications; and 1 TV Interview. These activities demonstrate the extensive dissemination of the EYRA project, effectively promoting its research outcomes and educational innovations within the academic community and the wider society.

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Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Culture and Life: Promotion and Learning of Chinese Classical Poetry on Campus

Principal Supervisor(s) and Unit(s):
Dr. WONG Siu Yung, Department of Chinese Language & Literature
Dr. MAN Ying Ha, Department of Chinese Language & Literature
Dr. LEUNG Shu Fung, Department of Chinese Language & Literature
Dr. YIM Chi Sing, Department of Chinese Language & Literature

Project Objectives

The project enhances university language teaching with informal activities, including an E-Platform, poetry campaigns, peer workshops, and a couplet competition. It targets CUHK students to popularize classical poetry, offering theme-based content and bilingual audio to improve skills. The initiative fosters campus-wide interest and appreciation of classical Chinese literature.

Implementation and Deliverables

A series of initiatives promoted classical poetry appreciation among students. The E-Platform provides themed works with analyses and audio in Cantonese and Mandarin for self-learning. The "Elegant Recitation" campaign showcased poetry campus-wide. Peer workshops encouraged collaboration, professional talks enhanced skills, and the couplet competition fostered creativity, with winners displayed on the E-Platform.

Outcomes and Achievements (including Impact on Teaching and Learning)

The project received positive feedback, surpassing initial goals. The classical poetry E-Platform provides themed poems with audio files and articles for self-learning. The "Elegant Recitation" campaign, professional talks, and couplet competition promoted poetry appreciation and creativity, encouraging independent learning, boosting interest, and enhancing language skills, fostering a vibrant campus poetry culture.

Evaluation

To evaluate the project's effectiveness, data was collected through various methods, including website analytics, test results and survey records from activities. Through these methods, it is evident that the project has achieved its intended goals, such as enhancing diverse language learning approaches for students.

Dissemination, Diffusion and Sharing of Good Practices

The project presented at conferences, engaged teachers, and displayed poetry campus-wide. It documented progress, shared practices, and participated in expos, enhancing courses and enriching students' interest and understanding through classical poetry and diverse methods.

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Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Collaborative Approach for Language Learning (CALL): A Proposal for Peer Learning Language Enhancement (Chinese Language) 協作式語言學習：同儕共學語文提升計劃 (中文)

Principal Supervisor(s) and Unit(s):
Dr. LEUNG Shu Fung, Department of Chinese Language and Literature
Dr. CAI Xuan Hui, Department of Chinese Language and Literature
Dr. CHAN Ning, Department of Chinese Language and Literature
Dr. MAN Ying Ha, Department of Chinese Language and Literature
Dr. WONG Siu Yung, Department of Chinese Language and Literature

Project Objectives

This project aimed to enhance students' Chinese language proficiency through peer-led mentoring and lecture activities. It focused on promoting interdisciplinary collaboration, self-directed learning, and academic writing skills among undergraduate students.

Implementation and Deliverables

Two major components were implemented: 1) **Student Mentor Programme** – 27 mentors were trained to guide 47 mentees from various faculties; and 2) **Language Lecture Series** – 14 student-delivered lectures attracted over 400 attendees across disciplines. Additionally, 60 student-written research papers were developed into teaching materials and published in *Sing Tao Daily*.

Outcomes and Achievements (including Impact on Teaching and Learning)

The project significantly improved students' academic writing, critical thinking, and engagement with the Chinese language. Over 93% of lecture participants reported enhanced language proficiency. Mentors also developed skills in research, teaching, and communication.

Evaluation

Feedback and performance data showed mentees outperformed class averages by 6.91%. Matching mentees with mentors taught by the same instructors proved especially effective.

Dissemination, Diffusion and Sharing of Good Practices

Deliverables were shared via social media and newspaper publication. The project was presented at multiple academic conferences and inspired cross-institutional collaboration with other universities.

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Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Students as partners in Language Enhancement: Game your way to Chinese（語文提升學生夥伴計劃：桌遊中文）

Principal Supervisor(s) and Unit(s):
Dr. LAI Pit Shun, Department of Chinese Language & Literature
Dr. LAM Lai Ling, Department of Chinese Language & Literature
Dr. LAU Lo, Department of Chinese Language & Literature
Dr. NG Ka Yi, Department of Chinese Language & Literature
Dr. POON Wai Ting, Department of Chinese Language & Literature

Project Objectives
The project titled "Students as Partners in Language Enhancement" aims to strengthen the knowledge students gain in their University Chinese language courses while implementing the concept of "Students as Partners" and production of boardgames.

Implementation and Deliverables
The project consists of five key activities: 1) Production of five board games; 2) Establishment of the "Students as Partners" teaching model; 3) Enhancement of educational practices by training peer tutors; 4) Collaboration with board game experts; 5) Sharing of the project's experiences and outcomes.

Outcomes and Achievements (including Impact on Teaching and Learning)
The project has two main achievements: 1) Using board games as teaching materials improves students' language proficiency. 2) Enhances students' satisfaction levels in language learning.

Evaluation
The team have successfully: 1) Exceeded training target; 2) Facilitated knowledge exchange: 3) Conducted mid-term review; 4) Exceeded participation and engagement target; 5) Sharing teaching expertise; 6) Gathered playtesting feedback from all participants.

Dissemination, Diffusion and Sharing of Good Practices
Two main ways of dissemination: 1) Participating in university expo; 2) Presenting and publishing papers.

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Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Chinese across the Curriculum: Collaboration with Colleges and the Office of University General Education

Principal Supervisor(s) and Unit(s):
Dr. CHEUNG Wing Mui, Department of Chinese Language & Literature
Dr. HUNG Yeuk Chun, Department of Chinese Language & Literature
Dr. LAI Pit Shun, Department of Chinese Language & Literature
Dr. LEUNG Tak Wah, Department of Chinese Language & Literature
Dr. KWOK Kim Fung, Department of Chinese Language & Literature
Dr. LAM Lai Ling, Department of Chinese Language & Literature
Dr. NG Ka Yi, Department of Chinese Language & Literature

Project Objectives
The CAC project aimed to enhance students' Chinese language proficiency and learning experience through interdisciplinary collaboration. Key objectives included maintaining partnerships with the Office of University General Education (OUGE), strengthening collaboration with United College (UC), establishing new initiatives with Wu Yee Sun College (WYS), exploring additional partnerships across the university, and developing a one-credit Chinese language elective course for General Education students.

Implementation and Deliverables
The project delivered 15 seminars and workshops across the 2024-25 academic year, attracting over 875 participants. Topics included ancient Chinese texts ("Punctuation System in Ancient Chinese Texts"), cultural analysis ("From Chiikawa to Confucius"), and practical skills ("Reporting and Response Skills"). Additionally, 10 consultation sessions were provided to support UGFH1000 In Dialogue with Humanity students. A new one-credit elective course, "Academic Writing in the Humanities," was finalized for launch in 2025-26, targeting 100 students annually.

Outcomes and Achievements (including Impact on Teaching and Learning)
The project significantly enhanced students' language skills, with over 90% of participants reporting improved understanding and practical abilities. Collaboration with colleges fostered resource-sharing and sustainable development, with WYS, UC and Chung Chi College reallocating resources to support similar academic writing workshops.

Evaluation
Feedback from questionnaires indicated high satisfaction. Challenges such as limited participation in consultations due to changing AI-influenced course requirements were mitigated by proposing proactive strategies, such as academic writing workshops.

Dissemination, Diffusion and Sharing of Good Practices
The project team presented findings at CUHK T&L EXPO 2024 and an international conference. These efforts highlighted cross-curriculum collaboration and interdisciplinary teaching, ensuring the sustainability and replicability of project outcomes.

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Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Ancient Chinese Texts Online: Enhancing Students' Chinese Writing Skills through the Study of Classical Sayings

Principal Supervisor(s) and Unit(s):
Dr. LAM Lai Ling, Department of Chinese Language and Literature

Project Objectives
The project aimed to enhance students' proficiency in Classical Chinese and improve their writing skills through an innovative E-platform based on the scaffolding theory of learning. It sought to provide a categorized repository of classical sayings with commentaries, foster personalized learning, and address gaps in online academic resources.

Implementation and Deliverables
The project successfully developed and launched the "Ancient Chinese Texts Online" platform (chltact.chi.cuhk.edu.hk), supporting approximately 3,000 students annually in University Chinese courses. Key deliverables included a categorized repository of sayings, bookmarking features, and a "One Saying Per Day" learning tool. Pilot tests, user surveys, and sharing sessions evaluated the platform's impact.

Outcomes and Achievements (including Impact on Teaching and Learning)
Students reported significant improvements in their comprehension and application of Classical Chinese texts. The platform enhanced critical thinking, vocabulary, and essay-writing skills. It also earned the Pedagogical Innovation Commendation at the CUHK Teaching and Learning Innovation Expo 2024.

Evaluation
Feedback from students indicated high satisfaction (over 95%), with measurable improvements in writing skills observed through pre- and post-tests. Challenges, such as incorporating illustrations within budgetary constraints, were mitigated using AI tools.

Dissemination, Diffusion and Sharing of Good Practices
The project outcomes were disseminated through academic conferences, sharing sessions, and media engagements, inspiring similar interdisciplinary initiatives. The platform's sustainability is ensured by its potential for broader applications across disciplines and public accessibility.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Augmenting Reality (AR) Treasure Hunt for Learning Japanese
Principal Supervisor(s) and Unit(s):
Dr. AOYAMA Reijiro, Department of Japanese Studies
Ms. CHOI Wing Sum Winkki, Department of Japanese Studies
Dr. GUO Yingxia, Department of Japanese Studies
Dr. LEE Lok Hin Joyce, English Language Teaching Unit

Project Objectives

In essence, the objective of this project was to develop a digital learning platform incorporating AR and gamification elements to enhance students' Japanese learning experience during teacher-guided, peer-guided and self-guided field trips around the CUHK campus and the city.

Implementation and Deliverables

What we delivered:
- Developed a mobile-optimized website hosting our learning platform.
- Designed and developed an AR experience to navigate the field trip environments.
- Designed, developed and produced learning content and knowledge quizzes for each location.
- Embedded relevant learning content in each physical location and learning platform.
- Conducted student surveys and field-tested the system to identify performance and usability issues and carried out revisions for the final version of the system.
- Published and presented the findings via multiple channels.

Outcomes and Achievements (including Impact on Teaching and Learning)

Based on the collected feedback, participation in the project allowed students to augment knowledge covered in class in a more exciting way outside the classroom. This supports the view that the use of AR has a positive effect on student motivation and engagement, however it should preferably be combined with guidance by course teachers to help students feel more confident about their learning experience.

Evaluation

9 of 10 KPIs achieved, 1 in progress

Dissemination, Diffusion and Sharing of Good Practices

20 workshops for teachers and students; 5 conference presentations; publications: 1 edited book, 2 book chapters, 1 journal article, 2 conference proceedings; 18 courses offered by The Faculty of Arts to students of all disciplines during a total of three terms in 2023/24 and 2024/25 and approximately 950 students benefited.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Monitoring Students' English Language Proficiency Using IELTS
Principal Supervisor(s) and Unit(s):
Dr. LAI CHAN Sau Hing Jose, English Language Teaching Unit

Project Objectives
This project aims to provide (1) continuous additional information about CUHK undergraduate students' language needs; and (2) to help monitor these students' English proficiency over time.

Implementation and Deliverables
During the first two cycles of the funding period, a total of 42 workshops assigned for 834 eligible students admitted through stratified sampling. Among these students, 387 participants eventually completed all the requirements in the two project cycles, including completing the online learning components, preparatory workshops, and reporting the IELTS results reports. By analyzing their IELTS results, the project team has obtained an indicative language profile of CUHK undergraduates during the project period.

Outcomes, Achievements (including Impact on Teaching and Learning) and Evaluation
During the funding period, the following expected evaluation methods were implemented in each cycle to maximise the effectiveness of the project: a) profile of participants by entrance English proficiency level and by Faculty; b) analyses of IELTS results by entrance English proficiency; and c) report of possible language gain over time. Based on the results reported by the participants of the first two cycles in 2022–2023 and 2023–2024, it is observed that the overall language proficiency of CUHK Year 3 students has been enhanced compared to their entry level regardless of their entry attainment levels.

Dissemination, Diffusion and Sharing of Good Practices
Research outcomes have been disseminated and made good use of within the ELTU and among concerned parties in the University. Noting that students need more training in Writing and Speaking, ELTU has spared no efforts in providing additional learning opportunities for students to enhance these two modalities in creative ways. The English Across the Curriculum (EAC) project and the Peer Tutoring Scheme (PTS) have been launched to provide alternative and tailored support to students both at programme and individual levels respectively. In addition, extra efforts have also been paid to develop a more positive speaking and writing culture on campus by launching different competitions and informal learning platforms.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Peer Tutoring Scheme: Collaborative Service Learning for Academic, Personal, and Professional Development
Principal Supervisor(s) and Unit(s):
Dr. LAI CHAN Sau Hing Jose, English Language Teaching Unit

Project Objectives
This project aims to
(1) provide personalized language support to CUHK undergraduates and postgraduates;
(2) provide training for peer tutors in pedagogy and related skills areas;
(3) offer a platform for the peer tutors to grow personally and professionally by sharing knowledge and experience with fellow students; and
(4) contribute to internationalization-at-home as the peer tutors are from over 20 countries and regions.

Implementation and Deliverables
During the 2022–2025 triennium, more than 1,500 tutoring sessions in three delivery modes, *face-to-face, Zoom,* and *online feedback sessions,* were offered by more than 40 trained Peer Tutors with diverse linguistic and cultural backgrounds annually. The scheme has been well-received as indicated in its high turn-up rate of more than 98%. It has also obtained positive feedback both from the Peer Tutees and the Peer Tutors.

Outcomes, Achievements and Evaluation (including Impact on Teaching and Learning):
1. *Creation of a learner-centered, stress-free collaborative learning community:* Tutoring sessions are initiated by peer tutees who specify their needs and requests when making appointments to facilitate the peer tutors' preparation. This learner-centered approach allows students to seek personalized language support from the trained peer tutors, speaking to their mind and heart.
2. *Recruitment and training of peer tutors of diverse backgrounds:* Peer tutors from about 20 different countries/regions have been recruited and trained on important topics such as peer-tutoring pedagogy, academic writing, written feedback strategies, and intercultural communication skills. Peer Tutors find feedback on their service performance from the project team invaluable and empowering.
3. *Alignment of University goals:* The PTS has provided an informal and welcoming platform for meaningful interactions between local and non-local students, contributing to the University goals of internationalization at home and inclusiveness.

Dissemination, Diffusion and Sharing of Good Practices
The project team shares key project information and achievements on the project website for public access. They also seek to share good practice and gain insights into implementing programmes of a similar nature in local and international academic events as well as through publications.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: An Artificial Intelligence Approach to Enhancing L2 Research Writing
Principal Supervisor(s) and Unit(s):
Mr YEUNG Ping Hei Steven, English Language Teaching Unit

Project Objectives
The objective of this project is to explore and establish the foundation for the development of a self-access automated writing evaluation (AWE) platform that provides detailed writing analytics and feedback on key features of research writing, with the aim of scaffolding students' writing and editing processes.

Implementation and Deliverables
The project involved a range of activities designed to achieve its objectives, including (1) a review of existing approaches to AWE, (2) the annotation of training data, (3) a pilot study on the development of an AWE engine, and (4) the delivery of a conference presentation.

Outcomes and Achievements (including Impact on Teaching and Learning)
The platform served to provide feedback on different aspects of engineering research writing. Overall, students evaluated the platform positively and found its feedback on both higher-order and lower-order concerns to be useful. Some also reported higher confidence and better awareness of different linguistic features and the required writing conventions.

Evaluation
The platform enhanced student research writing skills and supported self-access, self-regulated and data-driven learning. KPIs for framework design, data development, pilot deployment, usability, and dissemination have been fulfilled.

Dissemination, Diffusion and Sharing of Good Practices
Project findings have been disseminated through multiple channels. The team received four invitations to share ideas within and beyond CUHK and gave presentations at three international conferences. In addition, project findings were shared in the form of manuscripts in journals/conference proceedings.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Cantonese Peer Tutoring System
Principal Supervisor(s) and Unit(s):
Dr. LEE Siu Lun, Yale-China Chinese Language Academy

Project Objectives

This Cantonese peer tutoring system provides opportunities for and encourages students to use the target language outside classes with their peers at the university. The needs analysis (TDLEG 2016-19) indicated that students learning Cantonese as a second language lack opportunities to use the target language with their peer group on campus. It is observed that the peer group tends to use English to communicate with international students and English or Putonghua to communicate with Chinese-speaking students. This Cantonese Peer Tutoring System contains semi-structured peer tutorial sessions, language workshops, and cultural tours to foster the use of Cantonese among students with different backgrounds and enhance the language learning experience of these students learning Cantonese as a second language. These activities not only serve as an extension of the language classrooms but also create and promote an interactive community for students to use Cantonese with their peers and enhance their language skills as well as cultural understanding. This project eventually fosters mutual help among students with different linguistic backgrounds, raises students' awareness of diversity and inclusion, and promotes internationalization at home.

Implementation and Deliverables

The peer tutoring system provides opportunities for CanSL students to use the target language outside classes with their peers at the university. The needs analysis (TDLEG 2016-19) indicated that CanSL students lack opportunities to use the target language on campus with their peers. Semi-structured peer tutorial sessions, workshops, and cultural tours in this project could foster the use of the target language among students with diverse backgrounds, enhance the language learning experience of CanSL students, and eventually promote mutual help among students with different linguistic backgrounds and internationalization at home.

The project was approved on 19 January 2023. This project was a continuation of the 2019-2022 Cantonese Peer Tutoring project, which was affected by the outbreak of COVID-19 when all teaching was changed to an online synchronous teaching mode. With the experience and skills development on the online synchronous teaching. This 2022-2025 Cantonese peer tutoring system incorporates both offline and online modes of tutorial sessions, workshops, and cultural tours.

The system is stable and sustainable.

Number of students (headcounts) participating in the Cantonese peer tutoring system

	Student headcounts in Cantonese peer tutoring sessions	Student headcounts in Language and cultural workshops	Student headcounts in Cultural tours and outings or virtual tours	Total
2022-April 2024 (TDLEG 2022-25)	805	138	126	1,069

Training of tutors:
A total of 20 CUHK students from 4 faculties are trained in the tutoring system as peer tutors (2019-22). Some of these tutors graduated, and 10 peer tutors continued to work in 2022. Another 21 CUHK students from 5

faculties are trained in the tutoring system as peer tutors (2022-25). These student peer tutors are from different cities in the Greater Bay Area, such as Hong Kong, Macau, Guangzhou, and Foshan.

Outcomes and Achievements (including Impact on Teaching and Learning)

The system is stable and fully launched in the Fall Term 2022-2025 onward. From Fall Term 2022-2025 onward, a total of 21 CUHK students were trained as CanSL peer tutors, 100 peer tutoring groups (643 peer tutoring sessions) and 13 language and culture workshops and 9 outings or Interactive online tours were organised. Around 679 Mandarin-speaking students and 126 international students (a total of 805 CUHK CanSL students) are participating in the Cantonese peer tutoring system. The Cantonese peer tutoring system consists of peer tutoring sessions, Cantonese language and culture workshops, and interactive online tours.

The proposed peer tutoring system can provide opportunities for Cantonese as a second language students to use the target language outside classes with their peers inside and outside the university. The needs analysis (TDLEG 2016-19) observed that the peer students tended to use English to communicate with international students and Putonghua to communicate with Mandarin-speaking students before the implementation of the Cantonese Peer Tutoring System. This Cantonese Peer Tutoring System, through Semi-structured peer tutorial sessions, workshops, and cultural tours, fosters the use of the target language among students with diverse backgrounds, enhances the language learning experience of CanSL students, and eventually promotes mutual help among students with different linguistic backgrounds and internationalization at home.

The implementation of a blended mode incorporating both offline and online learning activities has proved to be helpful to both peer tutors and students because this mode provides more flexibility and opportunities to communicate using the target language for both parties.

Evaluation

End-of-term questionnaires, including 5 closed questions (with a 4-point scale) and 4 open-ended questions, were sent to CanSL students each semester to elicit the satisfaction level of this peer tutoring system. These questions took into account the themes of internationalisation, diversity and inclusiveness, and effective communication among students, peer tutors, and teachers. The satisfaction level of international students is very high (4/4), while the satisfaction level of Chinese-speaking students is high (3.8/4) in the 2022-2025 triennium.

Dissemination, Diffusion and Sharing of Good Practices

An Instagram account has been operating to disseminate information relating to this project and to set up an online Cantonese learning community.

The PI shared the experiences and outcomes of this project in departmental workshops, CU Teaching and Learning Innovation Expo 2023, and three international conferences. The PI continues to disseminate good practices in international conferences. One academic paper has been published in a SCOPUS-indexed journal.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Non-credit-bearing Cantonese Language Courses to CUHK Students
Principal Supervisor(s) and Unit(s):
Dr LEE Siu Lun, Yale-China Chinese Language Academy

Project Objectives

Since 2016, the Yale-China Chinese Language Academy (CLA), formerly known as the Yale-China Chinese Language Centre, has been offering non-credit-bearing courses in Chinese as a second language to CUHK students. These courses aim to encourage students to learn Cantonese/Chinese as a second language and enhance students' Cantonese proficiency. These courses are well received, and the majority of the students are motivated to register for credit-bearing courses offered by CLA. This project aims at refining and continuing to provide a series of non-credit-bearing Cantonese courses to help all CUHK students, including undergraduates and postgraduates, adjust to the Cantonese-speaking environment and encourage Cantonese/Chinese learning at CUHK, in Hong Kong, and in the Greater Bay Area.

Implementation and Deliverables

20 classes in the 2022-2025 triennium were opened to all CUHK students, including local, non-local, undergraduate, postgraduate, and exchange students. There are two levels, survival level and advanced level, for non-credit-bearing Cantonese. Survival level courses equip students for an enjoyable stay in HK and academic pursuit in CUHK. Advanced level courses equip students for making presentations in formal settings like in-depth discussions, job interviews, meetings, public speeches, and tutorials. eLearning materials on Blackboard are reviewed and provided to students. The publicity scheme (adopted since 2016-19) has been reviewed for a better marketing mix and to strike a balance between non-credit-bearing and credit-bearing course enrolment. Non-credit-bearing courses are scheduled with less time clash with students' major and minor lessons.

Outcomes and Achievements (including Impact on Teaching and Learning)

The list of courses below is proposed to be launched in 2022-2025. CLA offers a total of 20 classes in the 2022-2025 triennium. The actual courses offered each year are listed below.
1. CLCC1000 Survival Cantonese for International Students
2. CLCC1100 Survival Cantonese for Native Putonghua Speakers
3. CLCC3100 Cantonese for Real Life Communication (Formal setting)
In the 2022-2025 triennium, there were 340 students, including 82 international students and 258 non-local Chinese-speaking students, enrolled in 20 non-credit-bearing classes. Non-credit-bearing courses resumed face-to-face delivery mode in 2022-2025. Students' attendance was high. Around 90% of the students had an attendance rate of over 70% and finished assigned language tasks based on their proficiency level. A 6-point scale was used in the online course evaluation. Students are highly satisfied with the non-credit-bearing courses (2022-2023: 5.91/6, 2023-2024:5.62/6, and 2024-2025: 5.68/6).

Evaluation

In the 2022-2025 triennium, there were 340 students, including 82 international students and 258 non-local Chinese-speaking students, enrolled in 20 non-credit-bearing classes. Students are highly satisfied with the non-credit-bearing courses (2022-2023: 5.91/6, 2023-2024:5.62/6, and 2024-2025: 5.68/6). A 6-point scale was used in the online course evaluation.

Dissemination, Diffusion and Sharing of Good Practices

The non-credit-bearing courses information was sent through CUHK ITSC mass mail, CLA's official websites, and Instagram. The courses were also promoted in collaboration with the Office of Student Affairs (OSA), Office of Academic Links (OAL), and Postgraduate Hall Office of CUHK. The curriculum, teaching method, and outcome have been disseminated in departmental workshops and international conferences.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Putonghua Tutorial System – Maintenance and Expansion
Principal Supervisor(s) and Unit(s):
Ms. LIU Zhenxia, Yale-China Chinese Language Academy, Centre for China Studies

Project Objectives
The main objective of this project was to continue offering the Putonghua tutorial program in 2022-2025, keeping good practices from previous triennia and adding more elements to address more needs and to include more students. Specifically, we made all asynchronous arrangements created during Covid permanent to offer students that option should they want more written practice on their own in a low-pressure environment, we enhanced our tutorial arrangement offerings for our beginners' reading and writing course by offering new grammar sessions and e-learning exercises in traditional characters following student feedback, and we expanded the recruitment of students as partners by opening a language partners program, in which local students taking our advanced Putonghua courses could also participate by serving as language partners for our international students.

Implementation and Deliverables
Activities carried out include listening & speaking tutorial sessions, Chinese character workshops, grammar workshops, feedback for structured written handouts (worksheets), training sessions for new MA student helpers and language partners, classroom observations for MA student helpers for feedback and suggestions for improvement, and language partner speaking sessions. Examples of process include more support for different learning needs with new grammar sessions and e-learning exercises in traditional characters, enhanced language skills, and cultural exchange.

Outcomes and Achievements (including Impact on Teaching and Learning)
Student satisfaction is high, reflecting the effectiveness and popularity of the various arrangements of the program. Written feedback also indicates that the program has enhanced language proficiency and cultural exchange among international students themselves, as well as between international students and local and mainland students through the language partners program.

Evaluation
KPIs covered offering the planned tutorial activities on a semesterly basis in the triennium, measuring student satisfaction, and updating tutorial materials. All KPIs have been met.

Dissemination, Diffusion and Sharing of Good Practices
The project was showcased at the CUHK Teaching and Learning Innovation Expo 2024 in the poster presentation titled "Putonghua Tutorial System- Vibrant, Multifunctional, and Continuing to Serve the Needs." Tutorial activities and arrangements are also reported at every divisional meeting.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Enhancing Medical Cantonese Proficiency and Development of Medical Cantonese Proficiency Testing

Principal Supervisor(s) and Unit(s):
Professor WONG Carmen, Faculty of Medicine
Dr. LEE Siu Lun, Yale-China Chinese Language Academy

Project Objectives
Medical Cantonese Proficiency is required for delivering health care to the Hong Kong population, who are predominately Cantonese speakers. Meanwhile, the medical and health care undergraduates come from diverse language and cultural backgrounds and language proficiencies. Currently there are no standardised testing in medical Cantonese proficiency or tailored courses.

Implementation and Deliverables
Arranged clinical visits produced 200 minutes of dialogue between doctors and patients for analysis and course development. A Cantonese proficiency self-test was developed on interactive online platform Voiceform and externally benchmarked with ACTFL oral proficiency guidelines.

Outcomes and Achievements (including Impact on Teaching and Learning)
Two Medical Cantonese enhancement courses (3 units) for CUHK medicine students from novice to intermediate level were developed. These courses are targeted at year 1- 2 non-Cantonese-speaking medical students to enhance their Cantonese basic or intermediate professional proficiency. External collaborations with NGO community groups for patient interviewing were established

Evaluation
Medical Cantonese I course satisfaction level was 5.3/6, and intermediate level Medical Cantonese II, course satisfaction level was 5.75/6. Feedback was positive in the pace and content of course although met with scheduling conflict.

Dissemination, Diffusion and Sharing of Good Practices
This project enabled needs assessment to development of self- assessment system as well as structured medical Cantonese learning and resources. This project was shared internally at student Faculty event and teachers' CUHK teaching learning Expo. Externally the project was disseminated at The 11th Asian Conference on Education and International Development (ACEID), Tokyo, Japan and upcoming World Federation of Medical Education (WFME) World Conference 2025.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Learning Chinese Outside the Classroom
Principal Supervisor(s) and Unit(s):
Professor TANG Sze Wing, Department of Chinese Language and Literature

Project Objectives

This project aims to improve the Chinese language curriculum at the University of Hong Kong by focusing on four main areas: conducting talks and workshops, developing digital learning resources, organizing the "Literary CUHK" essay competition, and holding professional development activities for our teaching team.

Implementation and Deliverables

The initiative successfully organized 120 language talks and workshops, three "Literary CUHK" essay competitions, and four conferences/symposia, while using micro-modules on Chinese literature and culture. It conducted 6 staff development workshops and teacher sharing sessions on digital pedagogy and established 1 communities of practice.

Outcomes and Achievements (including Impact on Teaching and Learning)

The project demonstrated significant impact on teaching and learning, engaging 10,938 students across 120 language talks and workshops. Digital resources achieved 56,442 uses and downloads. The three Literary CUHK Essay Competitions attracted 1,348 entries, with 71 awardees.

Evaluation

The project achieved strong engagement, with 10,938 students attending 120 language workshops (94-95.8% satisfaction). Digital resources saw 156,407 views of micro-modules, while 2,356 essays were submitted for the Literary Map. The Literary CUHK competition received 1,348 entries, awarding 71 winners, with feedback highlighting its impact on student creativity and confidence.

Dissemination, Diffusion and Sharing of Good Practices

The Department organized 4 collaborative forums to foster knowledge exchange, including a joint workshop on Chinese Across the Curriculum with the Office of University General Education; an inter-institutional workshop on Chinese language curriculum with The Chinese University of Hong Kong, Shenzhen; the 5th Forum on University Chinese; and the inaugural Bǎichuān Huìhǎi: University Chinese Language Pedagogy Symposium.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Development of Pedagogical Materials for Hispanic Culture Teaching
Principal Supervisor(s) and Unit(s):
Mr. MONTERRUBIO Gañán Mario, Department of Linguistics and Modern Languages

Project Objectives
Enhance the teaching and learning of Hispanic culture through self-directed online activities on Moodle; Supplement existing Spanish language courses with cultural components aligned with CEFR; Promote student engagement, cultural competence, and motivation in learning Spanish; Provide accessible, multimedia-rich materials for CUHK students and broader learners.

Implementation and Deliverables
- **Implementation:**
  o Creation of 8 modules covering Hispanic cultural topics.
  o Development of video introductions, presentations, and interactive activities.
  o Hosting materials on CUHK's KEEP Moodle platform for asynchronous learning.
  o Pilot testing with students and iterative improvements based on feedback.

Deliverables
  o 8 micro-modules with 7 introductory videos (2–3 minutes each) and a final quiz.
  o Surveys and discussion forums for student feedback.
  o Presentations at CUHK teaching expos and departmental sessions.

Outcomes and Achievements
- **Impact on Teaching and Learning:**
  o Enriched cultural content for Spanish language courses, addressing gaps in existing materials.
  o Enhanced student autonomy and engagement through interactive, multimedia tools.
  o Improved cultural sensitivity for students studying/working in Hispanic countries.
  o Long-term resource for CUHK students, including those in exchange programs or the "First Step in Spanish" SPOC.

Evaluation
- Methods: Final quiz to evaluate comprehension; Student feedback surveys and discussion forum participation; Pilot testing (April–July 2024) followed by revisions.
- KPIs: Completion rates of modules and quiz performance; Positive feedback in surveys and qualitative input from learners.

Dissemination, Diffusion, and Sharing of Good Practices
  o Poster Presentation at CUHK's Teaching and Learning Innovation Expo 2024.
  o Experience-sharing sessions with the Modern Languages teaching team.
  o Dissemination among Colleges for internal promotion
  o Promotion among students in the department and in social media accounts.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Revamping the Assessment of HKSL III to VI based on the Guidelines of the Common European Framework of Reference for Languages (CEFR)
Principal Supervisor(s) and Unit(s):
Professor SZE Yim Binh Felix, Department of Linguistics and Modern Languages

Project Objectives
The objectives of this project included the production of 32 sets of formative assessments and 24 sets of summative assessments focused on comprehension. An archive of assessment items was compiled, including (a) 160 question videos with answer choices in video or picture format for formative assessment, (b) 120 question videos with answer choices in video or picture format for summative assessment, and (c) 24 dialogue or monologue videos for summative assessment.

Implementation and Deliverables
Despite a slight initial delay, all of the proposed assessment items were developed within the project period.

Outcomes and Achievements (including Impact on Teaching and Learning)
Our project has enhanced assessment methods for sign language education. It implements virtual evaluations using videos and images, which allows for a more precise assessment of student competence.

Evaluation
All of the proposed objectives were achieved.

Dissemination, Diffusion and Sharing of Good Practices
We plan to share our project outcomes with our collaborators in Asia.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Revamping the Curriculum of HKSL V and VI based on the Guidelines of the Common European Framework of Reference for Languages (CEFR)
Principal Supervisor(s) and Unit(s):
Professor SZE Yim Binh Felix, Department of Linguistics and Modern Languages

Project Objectives
The objectives of this project include: (a) producing 32 video learning materials to support the teaching and learning of HKSL V and VI; (b) producing text-based materials that supplement the sign language videos and (c) enhancing the interface of the e-learning platform to support students' self-learning activities of the two courses.

Implementation and Deliverables
Despite a slight initial delay, the proposed teaching and learning materials were developed within the project period. The e-learning platform has been upgraded, resulting in better learning outcomes, as well as higher student satisfaction and engagement. The students appreciated the inclusion of more signing models, which equipped with better knowledge for understanding more deaf signers.

Outcomes and Achievements (including Impact on Teaching and Learning)
Our project has enhanced the teaching and learning of the two HKSL courses.

Evaluation
All of the proposed objectives were achieved.

Dissemination, Diffusion and Sharing of Good Practices
We plan to share our project outcomes with our collaborators in Asia.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

<u>**Project Title:**</u> GermanChat: A German Chatbot for Enhanced Oral Language Practice
<u>**Principal Supervisor(s) and Unit(s):**</u>
Mr. KLING Alexander Markus, Department of Linguistics and Modern Languages

<u>**Project Objectives**</u>
The project aims to improve language instruction at the University by developing an AI-powered German Dialogue Trainer. Objectives include enhancing conversation practice, automating language tasks, providing personalized feedback, and supporting educators in creating engaging lessons, while generating insights on AI's impact on language learning.

<u>**Implementation and Deliverables**</u>
The project developed a web application featuring a German Dialogue Trainer (GDT) for A1 learners. It includes a grammar check, interactive dialogues, and role-playing activities. Feedback from teachers and students refined the chatbot, enhancing language instruction and providing personalized learning experiences aligned with the curriculum.

<u>**Outcomes and Achievements (including Impact on Teaching and Learning)**</u>
The GDT improved student language skills and satisfaction by providing personalized, interactive conversations. It promoted fluency and confidence through immediate feedback and tailored interactions. Regular use reduced anxiety, enhanced accessibility, and aligned with university goals, resulting in positive feedback from both students and staff.

<u>**Evaluation**</u>
Most students provided positive feedback on the GDT, praising its user-friendliness and effective grammar-checking. However, some found dialogues unnatural and suggested improvements like simpler sentences and translation features. The GDT enhances language learning and intercultural awareness, with plans for expansion and continuous user feedback integration to improve functionality.

<u>**Dissemination, Diffusion and Sharing of Good Practices**</u>
Over the past two years, we presented the GDT at conferences and meetings, fostering interest in using a German chatbot to enhance student learning. We plan to discuss transferring hosting to our department post-project. Excitingly, we're also expanding to include a Spanish program, collaborating with colleagues. Our insights aim to inspire broader adoption of interactive language teaching tools across institutions.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Internationalization, Collaboration, and Leadership- Enhancing Students' Cantonese and Putonghua Learning Experiences with a Focus on Written Chinese and Peer-to-Peer Interactions
Principal Supervisor(s) and Unit(s):
Mr. CHANG Kwun Hung, Yale-China Chinese Language Academy
Mr. WU Bill Lin, Yale-China Chinese Language Academy

Project Objectives
Main objective: to create supplementary materials for students learning Chinese at CLA, specifically materials aimed at enhancing reading skills and allowing for a deeper understanding of Chinese characters. Sub-objectives: to introduce students to Chinese-speaking communities and cultural topics not covered in lecture (internationalization), to provide training for senior students leading their junior peers (leadership), and to create occasions for peer-to-peer interactions to discover written Chinese together (collaboration).

Implementation and Deliverables
1. Materials provided to non-Chinese speaking students learning Cantonese, including online, reading comprehension, and supplementary exercises, classroom activities, and notes on Chinese characters.
2. Materials provided to international students learning Putonghua, including character practice sheets for traditional characters, e-learning and written exercises, grammar and usage notes, and dialogues introducing cultural topics in both simplified and traditional characters, supplemented with Pinyin for easy reference.
3. E-Chinese learning cards and micromodules provided to students.
4. Senior-led sessions for junior peers to discuss certain cultural topics and practice Chinese.
5. Outings to enhance students' knowledge of written Chinese, Chinese culture, and the CUHK campus.

Outcomes and Achievements (including Impact on Teaching and Learning)
Cantonese students increased their use of online platforms for classroom activities and learning. Putonghua students went beyond the course topics and discussed more topics, leading to a more well-rounded and enriched learning experience. Senior students helped their junior peers while developing a further understanding of the content, improving their leadership and Chinese skills.

Evaluation
Students expressed that they learned a lot from the materials, and that the activities helped them bridge pronunciation to characters, allowing them to increase reading fluency. Junior students expressed that they felt that it was more casual with a peer leading them rather than a teacher or TA.

Dissemination, Diffusion and Sharing of Good Practices
Poster presentation titled "Supplementary Reading Materials for Students Learning Chinese as a Second Language" at the CUHK Teaching and Learning Innovation Expo 2024.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Updating Elementary Putonghua Textbooks for International Students at CUHK
Principal Supervisor(s) and Unit(s):
Ms. LIU Zhenxia, Yale-China Chinese Language Academy

Project Objectives
The primary objective was to develop new textbooks for our level 1 courses, with the content aligning more with the HSK exams and including more local Hong Kong elements. Incorporating Hong Kong's local cultural contexts and practical usage scenarios help bridge classroom learning to students' actual lives as foreigners living in Hong Kong.

Implementation and Deliverables
All four courses' textbooks have been piloted, positive feedback has been received from students and colleagues alike, and revisions have been made to the first two textbooks to improve the quality and user-friendliness. The last two textbooks were released and piloted recently, so we will continue to update the contents of those two textbooks based on feedback collected.

Outcomes and Achievements (including Impact on Teaching and Learning)
Student feedback highlights the materials' effectiveness in facilitating practical communication skills and cultural understanding, with many noting improved confidence in using Putonghua in local situations. Teachers have reported enhanced teaching experiences, citing the textbooks' improved structure and content. Teachers also reported that the new content is in line with similar programs' at other institutions and that the new content aligns well with the corresponding HSK exams. Furthermore, students and teachers alike report that including more Hong Kong and CUHK elements are beneficial for both teaching and learning.

Evaluation
Questionnaires were given to students at the end of each semester, and students and teachers were invited to attend focus groups to give further feedback. Moreover, colleagues teaching Chinese as a second language at other institutions also provided feedback, allowing for a balanced assessment of the new textbooks.

Dissemination, Diffusion and Sharing of Good Practices
Presentation titled "A Study on the Localization of Context for International Students Learning Mandarin in Hong Kong Universities" at the 3rd International Chinese Language Education Southern Forum organized by Macau University of Science and Technology.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Enhancing Students' Performance in Putonghua Teacher Language Proficiency Assessment through Language Evaluation and Teacher Feedback
Principal Supervisor(s) and Unit(s):
Dr. KOU Zhihui, Department of Curriculum and Instruction

Project Objectives
This project addresses gaps in the CLED Program by providing targeted training for students preparing for the *Hong Kong Language Proficiency Assessment for Teachers (Putonghua)*, with a focus on enhancing oral presentation skills essential for teaching in primary and secondary schools. Leveraging the Padlet platform, it streamlined the submission and evaluation of pronunciation exercises, enabling detailed feedback from professional assessors.

Implementation and Deliverables
Key activities included creating mock papers and practice materials on Padlet, conducting workshops for face-to-face feedback and Q&A sessions (involving 3 teachers and 30 students), and developing strategies to improve pronunciation, reading, and speaking skills. The initiative aimed to boost exam performance and teaching competence while establishing structured assessment procedures to elevate Putonghua education quality within the CLED Program.

Implemented in two phases, the project began with a pilot evaluation of Year 1 CLED 3530 students' recordings by two assessors, focusing on core language skills. The full-scale phase expanded to Year 4 CLED 4630 students, incorporating detailed written feedback on classroom instructional language. Key outputs included mock papers, Padlet-based learning resources, evaluation reports, two assessor meetings, and a presentation at the *12th European Conference on Language Learning (ECLL2024) *.

Outcomes and Achievements (including Impact on Teaching and Learning)
The project significantly improved students' oral proficiency and exam readiness, addressing curricular gaps and enhancing teaching competence. Structured feedback and interactive workshops increased student confidence, while Padlet optimized learning and assessment efficiency, benefiting both students and faculty.

Evaluation
Success was measured through performance metrics, assessor feedback, and workshop engagement, with results shared via internal reports, the Padlet platform, and the ECLL2024 conference, where its innovative training approach was highlighted. The model's efficacy led to its adoption in other programs (PGDP 5115/5159R, MCLE 6171), and sustainability was ensured by training high-proficiency students as Teaching Assistants (TAs) and Student Helpers.

Dissemination, Diffusion and Sharing of Good Practices
By establishing a robust instructional framework and assessment criteria, the project created a sustainable, scalable model for teacher language training, ultimately contributing to long-term improvements in educators' proficiency and self-efficacy.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Enriching the Self-learning Resources of "CHLT 1104 Elementary Self-learning Chinese" for International Students
Principal Supervisor(s) and Unit(s):
Dr. CHAO Lip Yan Felix, Independent Leaning Centre
Dr. LAI Pit Shun, Department of Chinese Language and Literature

Project Objectives
The projects aim to accommodate the diverse learning requirements of local, mainland, and international students by enriching the course material of CHLT1104 Self-learning Chinese.

Implementation and Deliverables
The project teams developed written materials for three existing modules and two new ones. Online bilingual feedback form is included. 10 2- to 3-minute teaching videos per language (a total of 30) will be created. Teachers can use the new online materials for blended learning and engage students in Chinese language and culture learning.

Outcomes and Achievements (including Impact on Teaching and Learning)
International students from varied backgrounds can learn languages with the project. The project will provide comprehensive online self-learning materials to improve students' independent Chinese language skills. This project also aims to improve CHLL-ILC curriculum planning collaboration as a model for other departments or teaching units.

Evaluation
The project can be evaluated based on the produced materials and the data to be collected, including student feedback, following the implementation of the new curriculum in the upcoming semester.

Dissemination, Diffusion and Sharing of Good Practices
The project team will hold joint workshops to introduce the new curriculum, present a poster at the Teaching and Learning Innovation EXPO (CUHK), present findings at academic conferences and symposiums, and write an academic paper.