**CO-CURRICULAR AND EXTRA CURRICULAR ACTIVITIES**

**Global Engagement**

**Purpose**

To provide students with opportunities to network with global partners and improve global competency using English as a means of communication.

**Primary partners:** the global community

**Other collaborators:** The local community, including other universities

**Domains & Settings**

Educational, occupational, private and public - On-campus and off-campus

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**Online Resources**

**Purpose**

To make available online resources in order to engage English language learners and meet their needs.

**Primary partners:** online platform hosts, content developers, local and/or abroad

**Other collaborators:** university staff, government organisations, companies, NGOs

**Domains & Settings**

Educational, occupational, private and public - On-campus and off-campus

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**Inter-Disciplinary Collaboration**

**Purpose**

To provide students with opportunities to engage in tasks and activities that will display their disciplinary knowledge and skills using English as a means of communication.

**Primary partners:** content lecturers and English teachers/lecturers

**Other collaborators:** practitioners

**Domains & Settings**

Occupational, educational, private and public - On-campus and off-campus

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**Industry-Academia Collaboration**

**Purpose**

To provide students with opportunities to use English in the context of the workplace and help them acquire employability skills by engaging with prospective employers.

**Primary partners:** partners from industry

**Other collaborators:** Higher Learning Institutions (HLIs)

**Domains & Settings**

Occupational, educational, private and public - Relevant industry

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**Community Engagement**

**Purpose**

To provide students with opportunities to use English in a community service programme that will help them acquire life skills and knowledge, and increase their social awareness and responsibility.

**Primary partners:** the Local community

**Other collaborators:** government organisations, schools, companies, NGOs

**Domains & Settings**

Community, educational, private and public - Local community

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**Assessing Language Performance**

**MEA1**

Measures the ability of students to use and understand English as it is spoken, heard, read and written in non-academic contexts in higher education.

**Purpose**

Assesses students’ ability to complete tasks in a variety of situations in relevant engagement sites. To accomplish the tasks, they require not only knowledge of English and the appropriate use of English within a given cultural and social context, but also relevant generic competences.

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**MEA2**

Assesses students’ ability to use and understand English as it is spoken, heard, read and written in relevant academic contexts.

**Purpose**

Measures the ability of students to use and understand English as it is spoken, heard, read and written in academic and non-academic contexts in higher education. It includes both proficiency tests and other ongoing assessments.

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**Online Resources**

**Purpose**

To make available online resources in order to engage English language learners and meet their needs.

**Primary partners:** online platform hosts, content developers, local and/or abroad

**Other collaborators:** university staff, government organisations, companies, NGOs

**Domains & Settings**

Educational, occupational, private and public - On-campus and off-campus

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**Industry-Academia Collaboration**

**Purpose**

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**Community Engagement**

**Purpose**

To provide students with opportunities to use English in a community service programme that will help them acquire life skills and knowledge, and increase their social awareness and responsibility.

**Primary partners:** the Local community

**Other collaborators:** government organisations, schools, companies, NGOs

**Domains & Settings**

Community, educational, private and public - Local community

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**Assessing Language Performance**

**MEA1**

Measures the ability of students to use and understand English as it is spoken, heard, read and written in non-academic contexts in higher education.

**Purpose**

Assesses students’ ability to complete tasks in a variety of situations in relevant engagement sites. To accomplish the tasks, they require not only knowledge of English and the appropriate use of English within a given cultural and social context, but also relevant generic competences.

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**MEA2**

Assesses students’ ability to use and understand English as it is spoken, heard, read and written in relevant academic contexts.

**Purpose**

Measures the ability of students to use and understand English as it is spoken, heard, read and written in academic and non-academic contexts in higher education. It includes both proficiency tests and other ongoing assessments.
THE ECO SYSTEM FOR ENGLISH LANGUAGE LEARNING AND ASSESSMENT IN HIGHER EDUCATION

WHAT IS A LEARNING ECOSYSTEM?
A flexible and integrated learning environment which engages students with high level challenges, both in the formal and informal learning and personal development.

HOW IT WORKS
Students can apply and practise what they have learnt in the classroom in real-life situations.

LEARNING ENGLISH AS WE USE IT AND USING ENGLISH AS WE LEARN
Students perform different types of communicative activity, including presentations, simulations, case studies, report writing, group discussions, games and role-playing.

Connections that bring students and teachers together to help them grow intellectually.

The focus is on communication, team work, human relations and on solving problems, involving the individual student and others in the learning environment and using the available resources, tools and technologies.

Connections that bring students and students locally and abroad, and students and teachers together.

Connections between EL teachers and lecturers and experts in other disciplines locally and abroad.

Interdisciplinary collaboration, global engagement

Partnerships between university and industry and beyond

Industry-academia collaboration, community engagement, global engagement

ACKNOWLEDGEMENTS
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