**Section Plan for Academic Year 2025-2026 \*( Foreign Languages\_\_\_ Section)**

**Language Centre**

**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 Effectiveness of university core language courses, major credit courses and major LEP courses and services | * Continue to improve the quality of the language courses and LEP provisions. * Develop a new credit-bearing elective course on French culture. * Offer LEP courses and workshops that support outbound exchange students. * Consider offering courses in a new additional foreign language beyond the current options. |  |  |
| 1.2 Consolidation of teaching and improvement of language courses’ design, structure and assessments to meet the changing needs of students | * Continue to benchmark the foreign language curriculum against those in other institutions. * Conduct ongoing course review by the foreign language coordinators to identify areas for improvement. |  |  |
| 1.3 Collection of external consultants’ feedback/inputs | * Invite experienced foreign language educators/researchers in other universities to review specific foreign language 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 Enhancement of cross-cultural awareness and competence; development of a diverse campus environment for cross-cultural learning and internationalization | * Organise the promotional activities of the supplementary courses and cultural activities around the University’s mass timetable to achieve better impact. * Continue to organize the Cultural Carnival. * Collaborate with the International Office to provide support to the outbound exchange students through organizing workshops and cultural activities. * Engage international and exchange students in organizing and conducting cultural exchange activities. * Provide students with opportunities to participate in summer overseas immersion to learn a foreign language and culture. |  | . |
| 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 | * Explore the possibility of introducing service and experiential learning in foreign language courses (e.g. sending students to NGOs serving non-Chinese speaking people). |  |  |
| 3.2 Promotion of learner autonomy and self-access language learning (SALL) | * Systematically design independent learning materials that enhance personalised learning for students through the use of technology and digital tools. * Integrate independent learning into the course assessments. |  |  |
| 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 Integration of e-learning tools, AI tools, and other technology for language enhancement or assessment purposes. | * Continue to integrate technologies or AI tools into classroom teaching. * Develop independent learning resources leveraging AI tools and technology. |  |  |
| 4.2 Promotion of diverse, innovative, or discipline-oriented pedagogies | * Engage international students in the development of teaching and learning materials. |  |  |
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| 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 | * Organise sharing sessions for the Programme Coordinators to share their curriculum development plans and teaching and assessment practices. * Identify suitable foreign language educators/researchers to deliver a seminar or workshop on foreign language teaching in the AI era to the FL section. |  |  |

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