**Section Report for Academic Year 2024-2025 \*( Foreign Languages\_\_\_ Section)**

**Language Centre**

**The Language Centre adopts the ADRI (Approach-Deployment-Results-Improvement (ADRI) - a self-evaluation approach which emphasizes continuous improvement) for our work plan in respective section. The ADRI would tally with our identified KPIs:**

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| 1. **Cross-Cultural Learning Experience** | | | | |
| **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 Enhancement of cross-cultural awareness and competence; development of a diverse campus environment for cross-cultural learning and internationalization | * offer supplementary courses and workshops focusing on foreign languages and culture * organise cultural activities/events to promote cross-cultural learning * organise the International Festival | **Supplementary Courses/Workshops - Semester 1:**   * Introduction to Spanish Language (6 hours) – 13 students * Spanish I (part 1) (20 hours) – 7 students * Spanish Speaking Workshop (6 hours) – 6 students * Japanese I (Part 1) (20 hours) – 8 students * The On and Kun Readings of Kanji (4 hours) – 14 students * Japanese Phonological Feature: Vowel Devocalization (1.5 hours) – 20 students * German Pronunciation (2 hours) – 11 students * German Sentence Structures (2 hours) – 13 students * Korean I (Part 1) – 18 students   **Supplementary Courses/Workshops - Semester 2:**   * Explore Paris and France (6 hours) – 8 students * Order Food and Drinks in French (6 hours) – 15 students * Survival French for Travelers (6 hours) – 13 students * Japanese Particles (2 hours) – 25 students * Japanese Intonation (1.5 hours) – 11 students * Japanese Sentence Structures (2 hours) – 16 students * Japanese Adverbs (2 hours) – 23 students * Introduction to the Spanish Language (6 hours x 2 sections) – 20 students   **Supplementary Courses/Workshops - Summer:**   * SUPF1027 Survival French for Travellers (6 hours) – 13 students * SUPS1021 Introduction to Spanish Language (6 hours) – 19 students   **Cultural activities/events to promote cross-cultural learning and internationalization:**   * Japanese Workshop on “Exploring Japanese culture: Social manners and traditional Japanese toys playing”   (24 Sept, 2024) – 50 participants   * Spanish Talk – “20 years in Hong Kong” (12 Nov, 2024) – 7 participants * German Christmas party (16 Dec, 2024) – 20 participants * Cultural Carnival (24-25 Feb, 2025) – approx. 300 participants * French talk by the French writer Kei Lam (18 March, 2025) – 19 participants * Francophone students’ class visits (14-25 April) – 70 students (French I) and 19 students (French IV) | | Organise the promotional activities of the supplementary courses and cultural activities around the University’s mass timetable to achieve better impact.  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. |
| 1. **Diverse and Innovative Teaching and 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)* |
| 2.1 Integration of e-learning tools, AI tools, and other technology for language enhancement or assessment purposes. | * continue to use e-learning and gamification tools and apps (e.g. Mentimeter, Nearpod) to facilitate teaching and learning * explore the use of AI tools to support conversational practice and improve pronunciation * develop an online platform for the sharing of online learning materials (e.g. videos, audios) among teachers and students * develop online quizzes for students’ self-assessment | * E-learning and digital tools have been used in all foreign language courses to facilitate teaching and learning. * Examples of use of e-learning tools in courses: * French: LearningApps, Kahoot!, Genially were used to create visually engaging activities that focus on vocabulary and listening comprehension. Native French-speaking students from BU were engaged in producing video learning materials to train students’ listening and speaking skills. * German: Digital tools were used to create supplement listening practice materials for students’ independent learning and self-assessment. * Japanese: Teachers reported using Canva, Diffit, Padlet, Mentimeter and Nearpod in their teaching. Students also reflected on their independent language learning experience using digital tools in their reflective writing assignment. * Spanish: Utilised Suno.com to create listening comprehension activities in SPAN1005 and 1006. Used Grok and Gemini to generate prompts for students’ conversational practice. Chatbots have been used for collaborative research on cultural and social realities in Spain in SPAN3006. * 85.3% of foreign language students reported using AI and digital tools for foreign language learning. | | Systematically design independent learning materials that enhance personalised learning for students through the use of technology and digital tools.  Explore how technologies or AI tools can be integrated into assessments. |
| 2.2 Promotion of diverse, innovative, or discipline-oriented pedagogies | * use a range of authentic materials (audios, videos, music, food, etc.) to increase students’ interests and cultural awareness * invite the students who are native speakers of the foreign languages (French, Japanese, Spanish, German) to conduct class visits and conversational practice | * Francophone student class visits were conducted on 14-25 April, benefiting 84 students, who had the opportunity to practice speaking skills with native French speakers. * A range of authentic listening, vocabulary and grammar practice materials were created and made available on course Moodle for independent learning. | | Engage international students in the development of teaching and learning materials |
| 2.3 Cultivation of creativity and development of creative writing skills amongst students | * integrate creative writing e.g. storytelling into in-class activities or assessments | * Creative writing and role-play activities have been integrated into the Japanese and German courses. * A Photo Competition was held during the Cultural Carnival requiring students to capture cultural elements in HK and write a short blurb describing the cultural elements. | |  |
| 2.4 Promotion of learner autonomy and self-access language learning (SALL) | * update and revise the self-access language learning materials on Moodle * integrate reflective writing into course assessments | * A range of authentic listening, vocabulary and grammar practice materials were created and made available on course Moodle for independent learning. * Students on all Japanese courses are required to reflect on their independent learning experience in the reflective writing assignment. | | Systematically design independent learning materials that enhance personalised learning for students through the use of technology and digital tools. |
| 1. **Enhancement of Service and Experiential Learning** | | | | |
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| 3.1 Opportunity for students to participate in service/experiential learning | * create in-class role-playing scenarios for speaking practice * utilise virtual reality or augmented reality to simulate real-life interactions * immerse students in the target language and culture through the LC Intercultural Immersion Summer Programme | * 21 students participated in the Intercultural Immersive Exchange Programme to study foreign languages in overseas universities. * Role-play activities are always used in class to engage students in speaking practice. | | Explore the possibility of introducing service and experiential learning in foreign language courses (e.g. sending students to NGOs serving non-Chinese speaking people). |
| 1. **Quality Assurance Mechanisms, Teaching Effectiveness** | | | | |
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| 4.1 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 | * Ongoing course reviews have been conducted by the FL Programme Coordinators. Course revision proposals from the German and Spanish Programmes were submitted to improve the courses. They were endorsed by the PMC and LEB. * Individual meetings were held with the Japanese and German part-time teachers to collect their feedback on the course syllabuses and assessments. | | 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. |
| 4.2 Effectiveness of university core language courses, major credit courses and major LEP courses and services | * conduct ongoing review by the foreign language coordinators | * A large majority of foreign language courses have achieved a CFQ score of 4.3 or above. * Ongoing course reviews have been conducted by the FL Programme Coordinators. Course revision proposals from the German and Spanish Programmes were submitted to improve the courses. * A new German elective course on German films and culture has been developed and will be offered in AY25/26. * New LEP courses have been proposed to support the outbound exchange students. | | Continue to improve the quality of the language courses and LEP provisions.  Develop an elective credit-bearing-course on French culture. |
| 4.3 Collection of external consultants’ feedback/inputs | * invite external consultants to review some of the foreign language courses | * DAA visit was held in December of 2024. Positive feedback on the FL programmes has been received. Advised to strengthen the integration of AI and technology in foreign language teaching and learning. | | Invite experienced foreign language educators/researchers in other universities to review specific foreign language courses. |
| 4.4 Collection of objective evidence of students’ language proficiency (bi-literate and trilingual) | * encourage students to take the international foreign language proficiency exams to benchmark their proficiency level | * There is no data on this category. | |  |
| 1. **Scholarship of Teaching and Learning** | | | | |
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| 5.1 Enhancement of scholarship of teaching and learning | * encourage foreign language lecturers to conduct teaching and learning projects and report their project results in departmental seminars, symposiums or conferences * organise teaching practice sharing sessions within the Foreign Languages section | * Each Programme Coordinator shared their teaching practices and Curriculum Development Plans in the FL curriculum development committee meetings. | 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. | |