**Section Plan for Academic Year 2025-2026 (Putonghua 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 Opportunity for students to participate in service/experiential learning | * Carry out more field trips for international students, along with local students as tutors. * Launch a new course in collaboration with English Section |  |  |
| 1. **Interpersonal and cross-cultural competency (including summer immersion)** | | | |
| **Approach**  *(Key Performance Indicators (KPIs) of LC)* | **Deployment**  *(actions/initiatives being applied*  *to achieve the KPIs)* | **Results**  *(Succinct summary of KPI achievements substantiated by quantitative and qualitative evidence with evaluation of effectiveness)* | **Improvement**  *(How is the evidence being used to inform ongoing improvements in response to the preceding reporting year with workable timeframe)* |
| 2.1 Development of a diverse campus environment for cross cultural learning and internationalization | * Conduct the “Chinese Language & Culture Field Trip” to allow international students to immerse themselves in the local community, experiencing local culture and language * Offer Putonghua/Cantonese courses, workshops for non-Chinese speakers. * Collaborate with the Foreign Languages Section in organizing the Cultural Carnival * Offer student peer tutoring service for international students. |  |  |
| 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 Consolidation of teaching and improvement of language courses’ design, structure and assessments to meet the changing needs of students | * Review and revamp PTH credit-bearing courses * Collect teaching and course evaluation data to gauge impact * DET will continue to assist remaining students to fulfill the graduation requirement |  |  |
| 3.2 Effectiveness of university core language courses, major credit courses and major/new LEP courses and services | Three-Pillar Strategy for LEP courses/services:   * Peer Tutoring First; Teacher-Led Support Later; Tech-Enhanced Practice & Learning Involved; * Cultural Immersion; Hands-On Crafts; Food & Festivals & Calligraphy workshops * Career & Exam Readiness; e.g., PSC Workshops for Local Students; Career Preparation Workshops etc. |  |  |
| 3.3 Collection of annual course review reports, external consultants’ feedback on PTH courses or assessments | * Send new courses to IRAs for review |  |  |
| 3.4 Collection of objective evidence of students’ language proficiency | * Collect pre- and post-course data * Collect other impact data (e.g., analysis of student performance) |  |  |
|  |  |  |  |
| 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 Enhancement of on-line teaching and e-assessment | * E-learning and e-assessment in all PTH courses |  |  |
| 4.2 Promotion of diverse and innovative pedagogies | * Use technology-enhanced teaching method: * To build customized chatbots for Putonghua learning; * Use student-centered learning approaches: * Explore discovery pedagogy * Continue to use flipped classroom: Students review materials at home and engage in active learning (discussions, problem-solving) in class. |  |  |
| 4.3 Cultivation of creativity and development of creative writing and speaking skills amongst students | * Continue to organize the Singing Contest and explore collaboration with other sections * Conduct Putonghua Competition focused on cultivating students' artistic verbal expression, incorporating formats such as comedic performance and other speech-oriented contests |  |  |
| 4.4 Promotion of learner autonomy and self-access language learning (SALL) | * Aim to release the third issue of the Putonghua e-Journal, in the second semester of the academic year 2526      * Update teaching/learning materials on the PTH SALL website for student use according to curriculum and student needs |  |  |
| 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 | * Organize regular seminars for professional teaching development; * Encourage colleagues to present findings at teaching conferences and publish in peer-reviewed journals. |  |  |

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