**Section Report for Academic Year 2024-2025 (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 Consolidation of teaching and improvement of language courses’ design, structure and assessments to meet the changing needs of students | Putonghua Graduation Requirement   * Review of PTH credit-bearing courses * Teaching effectiveness * Teaching materials * Assignments   Assessment   * DET * Moderation * Test Paper | * **PTH credit-bearing course review:** * 14 courses were double reviewed and revised: LANG1005, LANG1006, LANG1026, LANG1105, LANG1106, LANG1107, LANG2015, LANG2016, LANG2017, LANG2055, LANG2056, LANG3016, UCLC1015, UCLC1017 * **Course materials and test/exam papers revision:** * All course coordinators revised the syllabus and some teaching materials. * **Online Questionnaire Survey:** * No. of responses: 40 * Course coordinators will revise teaching materials and assessments based on the feedback. * **DET:** * Conducted the annual DET moderation * Organized DET workshops each semester * DET statistics are sent to CHTL in July for analysis. | * Continue to review course management and structure to ensure quality delivery of courses and services |
| 1.2 Effectiveness of university core language courses, major credit courses and major/new LEP courses and services | * Credit-bearing courses * CFQ * Course evaluations * Supplementary courses * Course evaluations * Pre- and post-tests | * **CFQ results and course evaluations of Putonghua Credit-bearing Courses (AY 24-25)**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Course** | **CFQ** | | | **Course Evaluation** | | **Teaching Effectiveness** | **Reflection on Learning** | **Average** | | Elementary Putonghua | 4.71 | 4.65 | 4.67 | 4.40 | | Intermediate Putonghua | 4.71 | 4.59 | 4.64 | 4.49 | | Practical Putonghua | 4.65 | 4.58 | 4.61 | 4.37 | | Commercial Putonghua | 4.78 | 4.72 | 4.74 | 4.65 | | Interpersonal Putonghua | 4.60 | 4.58 | 4.59 | 4.21 | | Putonghua Performing Arts Appreciation | 5.00 | 5.00 | 5.00 | / | | Putonghua Public Speaking | 4.14 | 4.07 | 4.10 | 4.82 | | Advanced Putonghua | 4.75 | 4.82 | 4.79 | 4.73 | | Advanced-Plus Putonghua | 5.00 | 4.94 | 4.96 | 5.00 |  * **COPA Preparation Course:**   Sem I (n=10) and Sem II (n=13) and summer semester (n=12);   * **DET and PSC Preparation Workshops:**   1 DET workshop offered in Sem I (n=67) and Sem Ⅱ (n=37);  4 PSC workshops offered in Sem 1 (n=60) and Sem II (n=60);   * **Putonghua Speaking Enhancement Services**   Individual SES Consultations: 95 hours in Sem I, serving 43 students; 12 hours in Sem Ⅱ, serving 5 students;   |  |  | | --- | --- | | **PTH Speaking Enhancement Service** | **Overall Test Scores (out of 15) (n=7)** | | Pre-test | 9.3 | | Post-test | 11 |  * **Consultations at the Language Learning Oasis:**   9 hours in Sem Ⅱ, serving 1 student;   * **Peer Tutoring Program:**   Sem Ⅰ: 19 tutees and 18 tutors; Sem Ⅱ: 22 tutees and 22 tutors, totaling 149 hours of tutoring  Evaluation results from Peer Tutees: 4.71 (n=28); Evaluation results from Peer Tutors: 4.81 (n=29); | * Encourage staff to collect and report students’ pre- and post-test results in other courses * Promote PTH workshops and resources via social media. |
| 1.3 Collection of annual course review reports, external consultants’ feedback on PTH courses and assessments | * Collect Annual Course Review Reports * Invite two scholars as external consultants for the DET every two years. * To run DET, PSC and HSK | * All course coordinators submitted Annual Course Review Reports to Acting Head. * The DET external review will not continue due to the removal of PTH graduation requirement. * **DET and PSC results:**  |  |  |  |  | | --- | --- | --- | --- | | **DET** | **Students** | **Passes** | **Pass Rate (%)** | | **Sem 1** | 440 | 348 | 79.1 | | **Sem 2** | 285 | 208 | 73.0 | | **Total** | 725 | 556 | 76.7 | | **PSC** | **Students** | **Attained Third Class Upper or above** | **Percentage (%)** | | **33rd PSC** | 45 | 43 | 95.6 | | **34th PSC** | 85 | 84 | 98.8 | | **Total** | 130 | 127 | 97.7 | | * Promote PSC and HSK sponsorships. * Incorporate the tests into 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 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 for non-Chinese speakers. * Offer international student peer tutoring service. | * **Chinese Language and Cultural Field Trip (9th November 2024)**   The itinerary included visits to Ngong Ping 360, the Big Buddha, and Tai O Fishing Village.  Participants: 30 international students, 9 student tutors   |  |  | | --- | --- | | **Question** | **Rating (Out of 5) (n=10)** | | Overall experience on the Chinese language and cultural field trip | 4.6 | | Satisfaction with the organization of the field trip | 4.7 | | Peer tutors' facilitation in your understanding and engagement | 4.4 | | Recommend to other Mandarin learners | 4.7 |  * **Courses for non-Chinese speakers (AY 24-25)**  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Course** | **Registration**  **(n=197)** | **CFQ** | | | **Course Evaluation** | | **Teaching Effectiveness** | **Reflection on Learning** | **Average** | | Chinese I | 73 | 4.94 | 4.89 | 4.91 | 4.49 | | Chinese II | 12 | 4.96 | 4.95 | 4.95 | 4.25 | | Introductory Mandarin for Non-Chinese Speakers (Part I) | 52 | 5.00 | 4.97 | 4.98 | 4.98 | | Introductory Mandarin for Non-Chinese Speakers (Part II) | 9 | 4.83 | 4.82 | 4.82 | 4.66 | | Introductory Cantonese for Non-Chinese Speakers | 51 | 4.49 | 4.38 | 4.43 | 4.59 |  * **Peer tutoring service for international students**   In AY 2024-2025, a total of 30 international students from diverse backgrounds participated, improving their Chinese and building connections with locals. | * Vary destinations of the field trip to attract more students. * Incorporate field trips in Mandarin courses. * Offer more language and cultural activities/   workshops /short courses to enhance cross-cultural learning.   * Collect peer-tutoring impact data. |
| 1. **Intrapersonal competency (including service/experiential learning and self-regulated learning)** | | | |
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| 3.1 Opportunity for students to participate in service/experiential learning | Service-learning activities for students to practice PTH teaching | * Three Putonghua service-learning activities were conducted for 24 students in LANG1006. * HKBU Campus Tour (5 April 2024) * Environmental Protection Tour & Hands-On Workshop (12 April 2024) * Science & Traditional Chinese Stories: STEM Adventure (20 April 2024) * Collaborated with the English section to launch a new service-learning course (involving a field trip to Cambodia.) | * Continue to explore opportunities of service learning for students |
| 1. **Innovative pedagogies including AI-assisted language learning** | | | |
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| 4.1 Enhancement of on-line teaching and e-assessment | E-learning and e-assessment in all PTH courses | * All courses employed e-learning and e-assessments to varying degrees to enable personalized learning and enhance performance. | * Continue to utilize e-tools to better support personalized learning and enhance performance. |
| 4.2 Promotion of diverse and innovative pedagogies | Flipped Classroom | * Flipped Classroom in all LANG1026 Practical Putonghua Courses (n=730) * Continued Implementation: The flipped classroom approach remains a core strategy in *LANG1026 Practical Putonghua* (videos (n=14) * Peer feedback | * Explore strategies to use flipped learning to boost teaching effectiveness and student engagement. |
| 4.3 Cultivation of creativity | The 2nd Mandarin Singing Contest  SES | * The 2nd Mandarin Singing Contest:   12 winners across 3 groups; 80 attended the Grand Final & Ceremony. | * Continue to organize competitions and encourage student participation. |
| 4.4 Promotion of learner autonomy and self-access language learning (SALL) | * e-Journal * Updating teaching/learning materials on the PTH SALL website for student use according to curriculum and student needs. | * The Putonghua e-journal (the second edition) * Included the *self-study* section, published on *Moodle*, the LC *website* and *social media platforms*, and added an *interactive section*. * No. of responses: 75 (89% having taken Mandarin courses and 11% having taken not one)  |  |  |  | | --- | --- | --- | | (On a scale of 5) | First Edition | Second Edition | | Interesting | 4.20 | 4.31 | | Easy lay-out | 4.22 | 4.32 | | Benefiting Putonghua learning | 4.10 | 4.17 | | Interaction in journal learning | / | 4.25 |  * Updated the materials on the SALL website * No. of page views of the website: 73,816 (July 2024-June 2025). | * The e-journal will be published annually * Student feedback will be collected for further improvement. * The webpage will be updated with timely content based on courses and student needs |
| 1. **Staff Development** | | | |
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| 5.1 Enhancement of scholarship of teaching and learning | **Staff Seminars:** Regular staff development seminars (departmental and inter-departmental) | * 1 Staff Development Seminar Organized:  |  |  |  | | --- | --- | --- | | 10/03/2025 | 高等教育普通話課程評鑒——大學普通話課程的設計及評估 | 寇志暉博士（香港中文大學） |  * The 18th Inter-institutional Symposium on Putonghua Teaching in Tertiary Education (21/05/2025). No of participants: 65; satisfaction rating 4.89 (n=11)  |  |  | | --- | --- | | 梁歆教授（香港科技大學） | 融合Chat GPT與項目式學習的中文課程：設計框架與實證研究 | | 林茵茵博士（香港理工大學） | 漢語口語教學中的創新——以AI評測和元宇宙為例 | | * Continue to create staff development opportunities |