

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CLC1163 (For 2026/27 intake cohort onwards) CLC1153 (For 2025/26 intake cohort or before))
Subject Title	Elementary Cantonese (Taught in English) 基礎廣東話（以英語授課）
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	For students whose native language is not Cantonese AND meet a certain standard in a pre-course assessment. ● Co-requisite: LEI1102 (For 2026/27 intake cohort onwards) ● Exclusion: ○ Native Cantonese speakers OR ○ Students who are taking or have completed CLC1153P / CLC1163P Elementary Cantonese (Taught in Putonghua) OR any higher-level Cantonese course.
Objectives	This subject aims to: (1) introduce basic phonological structure of modern standard Cantonese to non-Chinese speaking students; and (2) enable them to put knowledge into practice by conducting simple conversation in Cantonese.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (a) master basic pronunciations of Cantonese, (b) make use of the Yue Pin system as a learning tool and for self-study, (c) acquire some basic vocabularies and basic sentence patterns, (d) comprehend simple messages conveyed in Cantonese, (e) engage in simple daily communication in Cantonese.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	1. The Yue Pin (Jyutping) System 2. The pronunciation of phonetic symbols 3. The syllabic structure of Cantonese 4. Tone variations and change in pronunciation 5. Common expressions and sentence structure 6. Simple daily conversation 7. Common used simple Chinese Characters in Cantonese.

Teaching/Learning Methodology (Note 3)	The course adopts an interactive way of learning/teaching where students will have a lot of chances to put knowledge into practice. In addition to classroom teaching and exercises, group discussion and role-play learning will be the mode of learning. Teacher consultations will also be part of the course. Flipped learning elements, including instruction videos, exercises, tests and other activities, will be adopted to enhance the quality of learning and teaching. Students are required to utilize Artificial Intelligence (AI) tools to improve their Cantonese pronunciation and speech accuracy, focusing on aspects such as tone and intonation.																																																						
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1. Listening & Writing Quiz</td><td>20%</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>2. Self-introduction</td><td>15%</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Situational Conversation</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>4. Written & Oral Exam</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>5. Class Participation and Performance</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total (Continuous Assessment)</td><td>100 %</td><td colspan="5"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessments focus on: (1) basic knowledge in Cantonese in terms of word and grammar, (2) the ability to use Cantonese jyutping in reading and writing, and (3) speaking in Cantonese, individually and in group work. As interaction is emphasized, class participation is also assessed. The work submitted for assessment must be students’ own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Third-party materials (included AI-generated materials) used in the work must be properly referenced. Submitting third-party materials as their own work is an act of academic dishonesty and will lead to disciplinary actions. Departments and subject teachers have the discretion to request students to make an honour declaration for the authenticity of the work they submit for assessment. For the oral presentation, students are required to engage with GenAI tools to	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Listening & Writing Quiz	20%	✓		✓	✓		2. Self-introduction	15%	✓		✓	✓	✓	3. Situational Conversation	15%	✓	✓	✓		✓	4. Written & Oral Exam	40%	✓	✓	✓		✓	5. Class Participation and Performance	10%	✓	✓	✓	✓	✓	Total (Continuous Assessment)	100 %					
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	enhance their proficiency in Cantonese, particularly in areas such as pronunciation, and intonation. Through interaction with AI, students will draft their scripts for self-introductions and paired conversations as well as practise their pronunciation using GenAI tools.	
Student Study Effort Expected	Class contact:	
	▪ Seminar	39 Hrs.
	Other student study effort:	
	▪ Outside Class Practice	39 Hrs.
	▪ Self-study	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	Required: 1. Chow, Bun-Ching: <i>Cantonese for Everyone (Jyutping version(Second Edition)</i>, Hong Kong: The Commercial Press, 2021. References: 1. Siu-lun Lee: <i>Modern Cantonese Book 1 A textbook for global learners</i>, Routledge, 2022. 2. Stephen Matthews and Virginia Yip: <i>Cantonese: A Comprehensive Grammar</i>,;Routledge, 2011. 3. Chan Kwok Kin, Betty Hung: <i>A Cantonese Book (3rd Edition)</i>, Hong Kong: Greenwood Press, 2009. 4. The New Asia – Yale-in-China Chinese Language Center: <i>English-Cantonese Dictionary</i>, Hong Kong: The Chinese University Press, 2000. 5. Chinese Character Database (Phonologically Disambiguated According to the Cantonese Dialect) 中文大學，《粵語審音配詞字典》 http://humanum.arts.cuhk.edu.hk/Lexis/lexi-can/ 6. Flipped Classroom for Cantonese Learning https://www.polyu.edu.hk/clc/cantonese/	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.