

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	CLC1163P (For 2026/27 intake cohort onwards) CLC1153P (For 2025/26 intake cohort or before)
Subject Title	Elementary Cantonese (Taught in Putonghua) 基礎廣東話（以普通話授課）
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: LEI1101 (For 2026/27 intake cohort onwards) • Exclusion: ○ Native Cantonese speakers OR ○ Students who are taking or have completed CLC1153 / CLC1163 <i>Elementary Cantonese (Taught in English)</i> OR any higher-level Cantonese course.
Objectives	This subject aims to help non-Cantonese speaking students to use Cantonese to communicate with people for daily life contacts in Hong Kong.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: - acquire the pronunciation, vocabulary, sentence structure, and some written characters of Cantonese, - deal with daily life business in Hong Kong, - to communicate with local students and people, - achieve a wider and deeper understanding of the life of Hong Kong people and their cultural heritage.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	The syllabus consists of two major components: linguistic knowledge of Cantonese and communicative situations. These two domains are taught in parallel to reinforce both language structure and practical usage. Key content includes: Phonological systems of Cantonese – learning initials, finals, and tones. Communicative situations – through dialogues in everyday contexts, students will acquire practical vocabulary and sentence patterns, while gaining awareness of differences between Cantonese and Putonghua grammar, as well as insights into Hong Kong culture. Examples of communicative topics: • Self-introduction • Daily conversational responses • Asking questions • Greetings

	• Transportation • Dates and time • Food and dining • Shopping • Other common life scenarios (*The specific topics may vary depending on students’ needs and contemporary contexts.) The subject also systematically incorporates AI-supported learning approaches to strengthen students’ ability to engage in self-directed Cantonese learning and to communicate in everyday contexts. Such integration focuses on areas including pronunciation development, vocabulary acquisition, and basic conversational support, enabling students to make purposeful use of AI in enhancing their language proficiency and applying Cantonese in daily life.																																		
Teaching/Learning Methodology (Note 3)	The subject adopts an interactive and flipped-classroom approach, giving students many opportunities to put knowledge into practice. In addition to classroom learning and exercises, students will engage in role-play practice and group discussion, while teacher consultations will also be available to provide individual support. AI-supported learning is an integral component of the teaching and learning process. Students will work with Artificial Intelligence (AI) tools to support pronunciation development, vocabulary building, and basic communication practice. They will also use AI to review grammatical usage, examine differences between Cantonese and Putonghua, and strengthen their skills in listening, speaking, reading, and writing. Through guided use and reflection, students develop the ability to use AI strategically to facilitate self-directed learning and to enhance their application of Cantonese in everyday contexts.																																		
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="4">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></tr><tr><td>1. Class Participation and Performance</td><td>10%</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>2. Test / Exercises</td><td>20%</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>3. Oral Assessment</td><td>70%</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Total (Continuous Assessment)</td><td>100 %</td><td colspan="4"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessments focus on linguistic knowledge and communication skills in Cantonese. Evaluation includes: (1) A fundamental understanding of Cantonese vocabulary and grammar. (2) Proficiency in Cantonese listening, writing, reading, and speaking abilities.	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Class Participation and Performance	10%	√	√	√	√	2. Test / Exercises	20%	√	√	√	√	3. Oral Assessment	70%	√	√	√	√	Total (Continuous Assessment)	100 %				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																															
		a	b	c	d																														
1. Class Participation and Performance	10%	√	√	√	√																														
2. Test / Exercises	20%	√	√	√	√																														
3. Oral Assessment	70%	√	√	√	√																														
Total (Continuous Assessment)	100 %																																		

	(3) The ability to speak Cantonese both individually and in group settings. Students will make appropriate and effective use of GenAI tools as part of their learning and preparation for assessment tasks, with guidance from the instructor. 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.	
Student Study Effort Expected	Class contact:	
	▪ Seminar	39 Hrs.
	Other student study effort:	
	▪ Outside Class Activities	39 Hrs.
	▪ Self-study	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	References: - 何文匯(等)：《粵語正讀字彙》(香港：香港教育圖書公司，2016年)。 - 周品晶(等)：《廣東話快靚正》(香港：青木出版印刷公司，2023年)。 - 香港理工大學中國語文教學中心：《翻轉粵語教室》 https://www.polyu.edu.hk/clc/cantonese/ - 張洪年：《香港粵語語法的研究》(增訂版)(香港：香港中文大學出版社，2007年)。 - 張勵妍(等)：《香港粵語大詞典》(香港：天地圖書有限公司，2018年)。 - 曾子凡：《廣州話、普通話口語詞對譯手冊》(香港：三聯書局，2014)。 - 詹伯慧(等)：《廣州話正音字典》(修訂版)(廣州：廣東人民出版社，2004年)。 - 劉衛林(等)：《香港生活粵語教程》(增訂版)(香港：商務印書館，2023年)。 - 劉衛林(等)：《香港生活粵語發音教程》(香港：商務印書館，2024年)。 - 鄭定歐(等)：《粵語(香港話)教程》(修訂版)(香港：三聯書店，2021年)。 - 饒秉才(等)：《廣州話方言詞典》(增訂版)(香港：商務印書館，2017年)。	

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.