

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	CLC2S06 [2026-27 onward]
Subject Title	Service-Learning in Teaching Chinese to Speakers of Other Languages
Credit Value	3
Level	2
Pre-requisite / Co-requisite / Exclusion	Exclusion: CBS3701, CLC2S05
Objectives	The objectives of this subject are to: 1. Introduce students to the concept and practice of service-learning; 2. Raise students' awareness of social issues in education, the challenges in the era of AI, and how AI tools can support the learning of Chinese as a second / foreign/ an additional language. 3. Introduce students to methods for teaching Chinese as a second or foreign language through a variety of engaging tasks (e.g., listening, speaking, reading, writing, watching videos, and playing games); 4. Deepen students' appreciation of how language can be harnessed to foster inclusive and culturally affirming experiences for diverse learners of Chinese as a second or foreign language 5. Deepen students' appreciation of how language can be harnessed to foster inclusive and culturally affirming experiences for diverse learners of Chinese as a second or foreign language. 6. Enhance students' generic competencies in innovative problem solving, communication and teamwork; 7. Nurture students' sense of social awareness, responsibility, and engagement.
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: a. Apply theories of Teaching Chinese as a Second Language to design, organise and deliver services to speakers of other languages;

	b. Exercise critical thinking by evaluating feedback from community stakeholders, educators, and fellow peers during Chinese language teaching practice; c. Work effectively in teams to solve problems encountered in planning and delivering the service; d. Reflect on their roles and responsibilities both as a Chinese language teaching practitioner and as a responsible citizen; e. Demonstrate empathy for learners in need and a sense of civic responsibility; f. Demonstrate an understanding of the linkage between service-learning and the academic content of the subject, including AI literacy and ethical and responsible use of AI in facilitating teaching and learning.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	The topics in the course syllabus cover five major areas: 1. Concepts and Practices of Service-learning • Ethical considerations in service-learning practices; • Professional attitudes and conduct for service delivery; • Formulation and development of a service project plan; • Provision of services for schools, community centres or non-government organisations (NGOs). 2. Discipline-Specific Concepts and Issues • Theoretical frameworks and core concepts of teaching Chinese as a second or foreign language ; • Pedagogical approaches and resource development for Chinese language teaching (e.g., drama, storytelling, films, games, and songs) for learner enhancement; • Awareness of diverse Chinese language leaning needs and errors of speakers of other languages; • Application of AI tools for teaching and learning Chinese. 3. Project-Specific Strategies and Skills • Specific historical, cultural and /or political background of the project site • Health, safety and other issues relevant to the service project • Classroom management, lesson planning, and other specific technical topics relevant to the project • Moral and ethical concerns relevant to the project • Collaborate with fellow students and coordinate all teaching-related logistics and arrangements; • Identification of target learners' learning needs through teacher consultations; • Development of tailored learning materials and in-class activities (e.g. stories, scripts, comics, and new-media resources); • Integration of ethical principles (fairness, integrity, privacy and

	respect) in activity design, material development and service delivery; • Peer consultation and liaison with schools, community centres and NGOs throughout project preparation and service implementation; • Application of AI tools in the development, adaptation, and optimization of teaching and learning materials, with strict adherence to factual accuracy and cultural appropriateness. 4. Service-Learning • Delivery of services and piloting of customised learning materials for target learners; • Collection and collation of feedback from participants and relevant stakeholders upon project completion; • Critical reflection on service delivery experiences through reflective journals and formal project reports. 5. Reflection & Summary • Solicitation of feedback from participants and stakeholders; • In-class sharing of project reflections; • Compilation and delivery of post-project summaries for target learners; • Maintenance and enhancement of the sustainability of developed learning materials and services; • Critical reflection on the ethical and responsible application of AI in language teaching and learning.
Teaching/Learning Methodology (Note 3)	This service-learning subject aims to help target learners to learn Chinese as an additional language. Interviews may be required to ensure that the students enrolled in this subject are capable of teaching Mandarin Chinese and serving abroad. 1. e-Learning Module The e-learning module is developed and delivered by the Service-Learning and Leadership Office at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concepts and practice of service learning. Students are required to successfully complete the e-learning module <u>within the first four weeks</u> of the semester. 2. Discipline-Specific Lectures, Tutorials, Seminars and/or Workshops These lectures, seminars, tutorials and/or workshops are designed and conducted by the subject offering department to equip students with the discipline-specific knowledge and skills required for planning and conducting the service-learning project. Students will receive guidance on the pedagogical use of AI tools (e.g., content generation, pronunciation evaluation, data-driven language analysis) and on

the ethical considerations involved in AI-supported education.

3. Project-Specific Seminars, Tutorials and/or Workshops

The project-specific seminars, tutorials and/or workshops are designed to: (a) develop students' understanding of the targeted clients, as well as other issues relating to the service-learning project, (b) provide training for students in generic skills in planning and delivering the service project. Experts and speakers from outside the subject-offering department (e.g. Service-Learning and Leadership Office, NGOs) will be invited to contribute to some of these sessions as appropriate. Where possible, a hands-on interactive format (e.g. workshops and seminars) will be employed.

Students are required to 1) attend all of the discipline-specific and project-specific lectures, seminars and workshops, and 2) accomplish all of the required assignments/learning tasks prior to their participation in the service-learning project.

4. Service-Learning Projects

The service-learning projects are designed to develop students' generic competencies of innovative problem-solving, teamwork and communication, and enhance students' sense of social awareness, responsibilities and engagement.

Students are required to:

- Communicate with target learners to discuss details of the group projects;
- Design and deliver teaching activities in the form of any innovative solution including but not limited to workshops / performances / day camps / day tours / organised indoor or outdoor activities;
- Communicate effectively and work as a team. Every student is expected to engage in preparing the learning materials / activities, leading and delivering the language service.

The service project will take place in:

- The teaching will normally be conducted in schools, community centres and NGOs;
- For local services, service activities may take place during daytime or in the evening, on weekdays / weekends/ public holidays, depending on the needs of the target learners;
- For non-local services, the service activities will take place over a week to ten days over the summer.

5. Reflective Journals & Report and Review Sessions

Students will be required to write reflective journals and reports both during

	and after the service-learning project to demonstrate their ability to: (a) link their service learning experiences with the academic focus/discipline-specific content of the subject, (b) reflect on their service-learning experience to identify their learning gains as well as areas for future improvements, (c) reflect on their roles and social responsibilities. To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, reflection and review sessions will also be held both during and after the service-learning project. Experts and facilitators from outside the subject-offering departments (e.g. Service-Learning and Leadership Office, NGOs) may be invited to contribute to some of these sessions as appropriate.																																																								
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th>Specific assessment methods/tasks</th><th>% weighting</th><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th>f</th></tr><tr><td>1. E-Learning module (individual)</td><td>10</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>2. Quiz (individual)</td><td>20</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Design of service/product (Proposal, lesson plans and presentation) (group)</td><td>20</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>4. Service teaching performance (individual)</td><td>30</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>5. Reflection journal (individual)</td><td>20</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessment will be divided into five categories: E-Learning module, Quiz, Design of service/product (group), Service teaching performance, and Reflection journal. The E-Learning module and quiz will include assignments and learning tasks that are designed to assess students’ ability to link service learning with the academic content of the subject, their empathy for the underprivileged community as well as their understanding of their role and responsibilities in society. Include a short interactive module and scenario questions testing students’ ability to: Identify appropriate vs. inappropriate uses of GenAI in teaching and learning;	Specific assessment methods/tasks	% weighting	a	b	c	d	e	f	1. E-Learning module (individual)	10	✓	✓			✓	✓	2. Quiz (individual)	20	✓	✓		✓	✓	✓	3. Design of service/product (Proposal, lesson plans and presentation) (group)	20	✓	✓	✓	✓			4. Service teaching performance (individual)	30		✓	✓	✓	✓		5. Reflection journal (individual)	20	✓	✓	✓	✓	✓	✓	Total	100 %						
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5. Reflection journal (individual)	20	✓	✓	✓	✓	✓	✓																																																		
Total	100 %																																																								

	• Verify AI-generated content and judge whether AI-generated teaching materials are accurate; • Understand citation requirements for AI outputs. The design of service/product requires students to use at least one AI tool (e.g., test generation, text simplification, pronunciation analysis, or visual creation) to produce draft teaching and learning materials (e.g., scripts, dialogues, worksheets or visuals). Students need to demonstrate how they incorporate these AI-assisted materials into their teaching and facilitation of learning, their awareness of the specific needs of target learners, and their creativity in addressing these needs. Both the lesson plans and the presentation will be used to assess the students' ability to solve the specific and challenging problems faced by the target learners. The service teaching performance will be assessed in terms of the effectiveness of their teaching services. The service reflection journal assesses students' ability to enhance the teaching and learning of Chinese as a second or foreign language. Students are required to demonstrate an understanding of target learners' learning needs, document their use of AI prompts and outputs, and exhibit the ability to evaluate and refine AI-generated teaching and learning content. Students may use GenAI tools for completing certain assessment tasks. 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 (including 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	e-Learning Module	10 Hrs
	Class contact:	
	▪ Lectures and workshops (Discipline)	12 Hrs.
	▪ Seminars (Project Specific)	12 Hrs.
	Other student study effort:	
	▪ Assigned Reading	20 Hrs.
	▪ Delivery of service	*40 Hrs.
	▪ Test preparation, review and writing of reflection journals and reports	20 Hrs.

	Total student study effort	114 Hrs.
	* The hour of service may slightly vary from project to project.	
Reading List and References	Cook, G. (2003). <i>Applied Linguistics</i>. Oxford University Press, USA. Ellis, R. (2008). <i>Studies on Second Language Acquisition</i>. Oxford University Press. Ellis, R. (2003). <i>Task-Based Language Learning and Teaching</i>. Oxford University Press. Everson, M. E., & Xiao, Y. (Eds.). (2008). <i>Teaching Chinese as a Foreign Language: Theories and Applications (Chinese Edition)</i> (Bilingual.). Cheng & Tsui. Gao, X. & Xu, P. (2023). Task-based and content-based teaching approaches in heritage language education. In J. Zheng, J-h Yin, & M. Hu (Eds). <i>New Ideas and Explorations in International Chinese Education</i> (pp27-36). Foreign Language Teaching and Research Press. Gao, X. (2023). Technology-Enhanced Chinese Language Education: An Overview. <i>International Journal of Chinese Language Teaching</i>.4 (3)1-11. https://doi.org/10.46451/ijclt.202303301. Gao, X. & Shi, L. (2023). Interactions in online versus face-to-face classes: Students' and teachers' perceptions. <i>International Journal of Chinese Language Teaching</i>,4 (3)76-93. https://doi.org/10.46451/ijclt.202303305. Gao, X. (2020). Teachers' perceptions of effective strategies for developing intercultural competence, <i>Global Chinese</i>, 6(2),333-385. Gao, X. (2022). Oral corrective feedback on Mandarin pronunciation in live online classes. In Y. Zhang & X. Gao (Eds.), <i>Frontiers of L2 Chinese Language Education: A global perspective</i> (pp.90-109), Routledge. Gao, X. (2020). Australian students' perceptions of the challenges and strategies for learning Chinese characters in emergency online teaching, <i>International Journal of Chinese Language Teaching</i>, 1(1), 83-98. Gao, X. (2018). Input and Interaction in the Acquisition of Chinese as a Second Language, <i>International Journal of Chinese Language Education</i>, 3, 123-145. Gao, X. (2017). Development of pragmatic competence: Compliment responses by L2 learners of Chinese, In I. Kecskes, and C. Sun (Eds.), <i>Key Issues in Chinese as a Second Language Research</i>, 237-266. Routledge. Gao, X. (2017). Chinese as a Foreign Language: Cultural Components in Australian Classrooms, <i>Chinese Language Globalization Studies</i>,9,37-47. Kaplan, R. B. (Ed.). (2010). <i>The Oxford Handbook of Applied Linguistics</i> (2nd ed.). Oxford University Press, USA. (Chapters 3-6) Mitchell, T. D. (2008). Traditional vs. critical service-learning: Toward a pedagogical framework. <i>Michigan Journal of Community Service Learning</i>, 14(2), 50–65. Yuen, C. W., & Zeng, J. (2013) “Zhao Yuanren’s Tone Markers and the Application to Mandarin and Cantonese Teaching”, <i>Developing Pedagogies for Teaching Chinese as a Foreign Language in Higher</i>	

	Education-Applied Chinese Language Studies IV(Page165-174), ISBN 978-1-907838-36-1 First published in Great Britain by Sinolingua London Ltd. Zhang, Y. & Gao, X. (2022). (Eds.) <i>Frontiers of L2 Chinese Language Education: A global perspective</i>. Routledge. 關之英 (2008)。中文作為第二語言：教材及教法的設計理念與實踐，論文發表於「2008 亞洲太平洋地區華語文教學與發展國際學術研討會」，台北，台灣。 關之英(2012)。中文作為第二語言：教學誤區與對應教學策略之探究。中國語文通訊 第 91 卷 第 2 期。 崔希亮(2008)。《漢語作為第二語言的習得與認知研究》。北京：北京大學出版社。
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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.