

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	LEI1101
Subject Title	AI as a Tool for Language Learning
Credit Value	3
Level	1
Pre-requisite / Co-requisite/	GUR AIDA Subject
Objectives	Develop foundational research and AI literacy for language learning and effectively articulate AI choices and reasoning in English and Chinese.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: Use, Explain and Evaluate AI Tools in Language Learning Use and describe how AI tools (e.g., chatbots, translators) function for different stages of language production and assess their benefits and limitations in supporting English and Chinese language development. Follow/Observe Ethical Guidelines in the use of AI Demonstrate responsible use of AI by adhering to academic integrity standards, protecting personal data, and recognizing and addressing algorithmic bias. Design and Refine Effective Prompts Create and iteratively improve prompts to obtain meaningful and context-appropriate support from AI tools for various language tasks. Critically Assess AI-Generated Language Output Analyze and verify AI-generated content for linguistic accuracy, cultural appropriateness, and alignment with learning goals, using reliable references and personal judgment. Integrate AI into Personalized Learning Use AI to support self-directed learning strategies, including goal setting, progress monitoring, and reflective practices, while self-maintaining control over learning decisions and outcomes.

Subject Synopsis/ Indicative Syllabus (Note 2)	This course adopts a student-centered, scenario-based approach, empowering learners to use AI tools—such as large language models (LLMs)—to independently develop language skills, tackle authentic language tasks, and cultivate lifelong learning habits. Students will engage in collaborative projects that investigate topics of interest, using AI to support research, content creation, and presentation. The course emphasizes the development of critical thinking, digital literacy, and ethical awareness in the use of AI for language learning. Students will learn to: 1. Understand the Foundations of AI in Language Learning: Grasp the core functions, operational principles, and limitations of contemporary AI language tools, and establish ethical guidelines for responsible use of AI. 2. Explore and Critically Evaluate AI Tools: Engage in hands-on exploration and comparison of emerging AI tools for language learning, including peer-led workshops and critical evaluation of AI-generated content for linguistic accuracy and cultural appropriateness. 3. Develop Effective Prompting Skills: Master prompt engineering techniques, including advanced methods such as Chain-of-Thought, through iterative writing, testing, and refinement, as well as collaborative sharing of strategies. 4. Apply AI to Language Tasks: Utilize AI tools to support translation, reading comprehension, vocabulary building, and writing practice, and to receive automated feedback for improvement. 5. Personalize Learning Pathways: Set individual learning goals, curate or create tailored content, and track progress using AI-assisted tools. 6. Synthesize and Reflect: Analyse case studies, evaluate personal experiences with AI tools, and assess the effectiveness of different tools across language abilities (listening, speaking, reading, writing).
Teaching/Learning Methodology (Note 3)	This course adopts a scenario-based, project-driven approach to foster authentic, student-centered learning and the strategic use of AI for language learning. Students collaborate to investigate topics of interest, planning and presenting a mini online exhibition or similar project that integrates research, writing, design, and oral presentation. The project-based structure allows for flexibility in topic selection. The classroom component is seminar-based and follows a flipped delivery approach to maximize time for active speaking and skill practice. In line with PolyU guidelines, students are required to complete preparatory tasks before class. During seminars, students demonstrate their understanding through quizzes, peer teaching, discussion, and presentations. Active engagement is essential, as in-class time is dedicated to applying AI tools, collaborating on scenario-based projects, and engaging in critical reflection. The teaching methods are highly interactive, student-centered, and adaptive, designed to cultivate critical thinking, ethical awareness, and autonomous learning through hands-on engagement with AI tools. This approach nurtures personal integrity and ethical awareness in the fast-changing technological landscape. • Active Authentic Learning:

	Students engage in real-world tasks that require research, critical thinking, collaboration, and creative communication, mirroring professional practices in cultural curation, exhibition design, or similar fields. • Integrated Critical AI Literacy: At each project stage, students are guided to use AI tools purposefully—to brainstorm, organize, draft, revise, and present—while critically evaluating the strengths and limitations of AI-generated content. • Collaborative Knowledge Constructions and Reflective Practice: Projects are conducted in teams, fostering peer learning and collective problem-solving. Students maintain reflective journals to document their use of AI, challenges encountered, and ethical considerations. • Teacher as Facilitator, Mentor and Ethical Guide: Instructors provide scaffolding through dedicated sessions on AI tool usage, feedback on project drafts, and guidance on ethical and effective AI integration. Teachers monitor progress, support independent learning, and ensure alignment with learning outcomes. • Assessment for Learning: Evaluation is based on the quality of the project (content, language, creativity, and use of AI), oral presentation skills, and reflective documentation of the learning process. Through this methodology, students will develop: • AI usage skills and ethical awareness • Critical thinking skills (analysis, evaluation, and problem-solving) • Reflection skills for deeper and more effective learning • Communication skills for both written and oral contexts
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Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. English project	20	✓	✓	✓	✓	
	2. Critical reflection on English project	30	✓			✓	✓
	3. Chinese project	30	✓	✓	✓	✓	
	4. Critical reflection on Chinese project	20	✓			✓	✓
	The projects will focus on the products of functional AI use. Students will use AI to research a topic, refine their research question, plan and edit a text, either to be used as a written article or as a script. They will present their critique of the tools and describe their process and future learning plans orally, using AI speaking tools to develop their spoken language.						
Student Study Effort Expected	Class contact:						
	▪ Seminars		39 Hrs.				
	Other student study effort:						
	▪ Preparation / homework		26 Hrs.				
	▪ Project work and self-directed language study		52 Hrs.				
	Total student study effort		117 Hrs.				
Reading List and References	1. Alm, A. (2023). <i>Exploring autonomy in the AI wilderness: Learner challenges and choices</i> . Education Sciences, 14(12). https://doi.org/10.3390/educsci14120123 2. Craig, J. (2025). <i>Earning our AI literacy license</i> . Faculty Focus. 3. Coursera. (2023). <i>Learning languages with AI</i> [Online course module]. Coursera. 4. Marcel Danesi (2024). <i>AI in Foreign Language Learning and Teaching: Theory and Practice</i> . Nova Science Publishers. 5. Li, J., & Bonk, C. (2023). <i>AI and self-directed learning</i> [Conference paper excerpt]. 6. OpenAI or Google AI. (n.d.). <i>User guides and tips for AI tools</i> . 7. PolyU English Language Centre. (2024). <i>GenAI materials</i> . (Institutional resource.)						

8. Santosa, M. H. (2025). *Ethical considerations in AI in language learning* [Blog post].
9. UNESCO. (2024). *AI competency framework for students*. <https://unesdoc.unesco.org/ark:/48223/pf0000386242>
10. 顧雯、王娟（2020）。〈人工智能技術在漢語教學中的應用〉。《軟件導刊》，06，39-43。
11. 郭澤德、宋義平、趙鑫（2024）。《高效寫論文：AI 輔助學術論文寫作》。北京：人民郵電出版社。
12. 林曉桃（2024）。〈基於人工智能的漢語言教學個性化策略研究〉。《漢字文化》，12，175-177。
13. 劉妍（2023）。〈人工智能技術對國際中文教育的影響與對策——在 ChatGPT 出現的背景下〉。《中國現代教育裝備》，09，16-18。
14. 學君（2024）。《寫好論文：思維模型與 AI 輔助應用》。北京：人民郵電出版社。

Possible tools:

Avidnote: planning and developing methodology for your research.
<https://avidnote.com>

Canva: for presentation templates and visual features
<https://www.canva.com/>

ELSA Speak: for feedback on your English speaking and pronunciation skills.
<https://elsaspeak.com/en/>

Microsoft PowerPoint Presenter Coach: for presentation practice and feedback.

See brief “how to use” webpage here:

<https://cusm.libanswers.com/CUSMHelpDesk/faq/343137>

Otter.ai: for transcribing and summarizing interviews. Note: Zoom also has a transcription function.
<https://otter.ai/>

Paperpal (Microsoft Plugin): to support generating an outline for your research paper; proofreading; plagiarism checker.
<https://paperpal.com/>

PolyU One Search Lite: for literature review and summaries.
<https://www.lib.polyu.edu.hk/news/2024-12-10/introducing-ai-onesearch-lite>

Research Rabbit: for literature review and connections between relevant publications:
<https://www.researchrabbit.ai/>

Scispace: for generation of relevant literature; allows PDF chatting; outline generation; identifying relevant citations; PDF to video slides
<https://scispace.com/>

Studiobinder: for storyboard templates
<https://www.studiobinder.com/blog/downloads/storyboard-template/>

	TalkPal AI: for interactive conversational and simple debate practice with some feedback. TalkPal AI is also available in a limited number of rooms in the CILL. Book a SAP session with a teacher. https://talkpal.ai/ Doubao 豆包: an AI chat assistant for intelligent conversation and Q&A, as well as an all-in-one tool for writing, translation, and programming; Available in Putonghua and Cantonese. https://www.doubao.com/chat/
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