

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	LEI1102
Subject Title	AI as a Tool for Language Learning (for non-Chinese speaking students)
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.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a. 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 language development. b. 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. c. Design and Refine Effective Prompts Create and iteratively improve prompts to obtain meaningful and context-appropriate support from AI tools for various language tasks. d. 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. e. 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 <i>(Note 2)</i>	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 <i>(Note 3)</i>	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 first engage in a scaffolded six-week English language learning sequence. Ongoing reflection is embedded through guided tasks and structured check-ins, during which students identify effective communication strategies, address individual challenges, use and evaluate AI tools, explore additional AI resources, and set personalised learning goals. 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.

	After completing the scaffolded learning sequence, students apply what they have learned in an individual self-directed project designed with a process-oriented learning structure. This project includes milestone checkpoints and automated grading to support self-correction and refinement. During this phase, consultation hours are available for students to discuss progress, clarify feedback, and seek guidance prior to submission. The project also incorporates peer learning and grading, self-assessment, and structured reflection, further consolidating students' ability to monitor and direct their own learning. 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 <i>(Note 4)</i>	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. Self-directed project in English	50	✓	✓	✓	✓	✓
Assessment 1 focuses on the purposeful, critical and effective use of AI as a support tool for academic written communication. Students use AI tools to research an academic topic, refine a research question, plan, draft and revise their writing, and produce an academic digital output poster. Assessment 2 focuses on students' critical reflection on their AI-supported learning process and their future learning plans. Students explain how they used AI tools (key stages, tool selection, prompt writing and refinement), discuss and critique the tools and AI-generated language output, and present their future learning plans. AI speaking tools are used to support the development of student's spoken English skills. Assessment 3 is a self-directed independent learning project. Students apply what they have learned in the classroom component to develop academic English independently and to produce draft, revised and final versions of an academic essay. In addition, students produce a digital output documenting their process and AI use (including stages, tool selection, prompt design/refinement). This output requires students to critically evaluate the effectiveness and limitations of AI tools, explain how they assessed AI-generated output and maintained academic integrity, and articulate plans for using AI responsibly to support ongoing self-directed learning at university and beyond.							
Student Study Effort Expected	Class contact:						
	▪ Seminars		27 Hrs.				
	Other student study effort:						
	▪ Preparation / homework		26 Hrs.				
	▪ Project work and self-directed language study		64Hrs.				

	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). <i>Ethical considerations in AI in language learning</i> [Blog post]. 9. UNESCO. (2024). <i>AI competency framework for students</i>. https://unesdoc.unesco.org/ark:/48223/pf0000386242 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-one-search-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	

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