Subject Code	ENGL3026
Subject Title	Empowering Teenagers through Teaching Workplace English
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	1. Introduce students to the concept and practice of service-learning 2. Educate students about the social significance and impact of workplace English 3. Raise students' awareness of the impact of inter-generational poverty in Hong Kong 4. Facilitate students to apply their knowledge of workplace English to help the underprivileged 5. Enhance students' generic competencies of innovative problem solving, communication and teamwork 6. 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) Understand theories about the teaching of workplace English and apply them to help the underprivileged b) Design and implement short courses on workplace English c) Evaluate critically the pedagogical effectiveness and the social significance of their service d) Understand how knowledge of workplace English may increase workers' competitiveness and job opportunities e) Work effectively in teams to solve problems encountered in planning and delivering the service f) Communicate effectively with the clients and team members g) Demonstrate an understanding of inter-generational poverty and develop a sense of civic responsibility for those affected by it h) Reflect on their role and responsibilities both as a professional and as a responsible citizen

Subject Synopsis/ Indicative Syllabus
 	
(Note 2)
	1. The Concept and Practice of Service-Learning
	    ▪ Principles, concepts and myths of service-learning
	    ▪ Benefits of service-learning to students, the university and the community
	    ▪ Ethical issues in service-learning
	    ▪ Basic concepts and theories of social problems, developments and justice

	- Social responsibilities of global citizens as intellectuals and professionals - Proper attitudes and behaviours in service delivery - Developing a service project proposal/plan - Effective team work and problem solving skills in service-learning projects - Reflection as a tool for learning 2. Discipline-Specific Concepts, Issues and Skills - The notion of workplace English - The different goals of academic English and workplace English - The characteristics of successful job applications - The characteristics of spoken workplace discourse - Non-verbal communication in the workplace - The common features of written workplace discourse - Job-specific useful English expressions and words 3. Project-Specific Concepts, Issues and Skills - The local unmet demand for workplace English training - The importance of workplace English skills for enhancing the competitiveness of teenage job seekers - Workplace English syllabus design - Effective language teaching skills and strategies - Intergenerational poverty: what is it and what we can do to help - Health, safety and other issues relevant to the service project - Moral and ethical concerns specific to the project and beneficiaries
Teaching/Learning Methodology *(Note 3)*	**1. e-Learning Module** The e-learning module was developed and will be delivered by the University's Office of Service Learning. The module consists of readings, exercises and assessments designed to introduce students to the basic concept and practice of service-learning. Students are required to complete the e-learning module <u>within the first four weeks</u> of the semester in which they take the subject. **2. Discipline-Specific Lectures and Seminars** These lectures and seminars will be designed to equip students with the discipline-specific knowledge and skills necessary for planning and conducting the service-learning project. Students will be introduced to the notion and the goals of workplace English. There will also be a review of the characteristics of spoken and written workplace discourse, which students learned during the first and second years of their Major. Finally, the students will be introduced to the latest research findings about job-specific useful expressions and words.

3. Project-Specific Lectures and Seminars

The project-specific lectures and seminars are designed to: a) develop students' understanding of the workplace English needs of teenage job seekers, as well as other issues related to the service-learning project, b) strengthen students' generic English language teaching skills.

Students are required to attend all the discipline-specific and project-specific lectures and seminars and successfully complete all the required learning tasks prior to participation in the service-learning project.

4. Service-Learning Projects

Students will devote 40 hours teaching workplace English to teenagers affected by intergenerational poverty. The target service recipients are 15- to 17-year-olds who come from low-income families and prefer to join the work force as soon as they finish secondary education. Through serving this underprivileged group, students have the opportunity to not only apply the knowledge of workplace English acquired from their Major, but also make a difference in the lives of teenagers who have been affected by intergenerational poverty to different extents. The service-learning projects develop students' generic competencies in innovative problem-solving, teamwork and communication, and enhance their sense of social awareness, responsibilities and engagement.

The 40 hours of direct service is divided into 14-18 hours of outdoor activities and 22-26 hours of English camp. The outdoor activities may include one-day trips to the PolyU campus, the service recipients' local community (e.g. Yau Tsim Mong district) and iconic places beyond the recipients' local community (e.g. the Hong Kong International Airport, Ngong Ping). These trips allow students to identify the characteristics and workplace English needs of the service recipients, including their current English proficiency level and their target jobs/professions. Furthermore, the trips allow the service recipients to observe workplace English in action in the real world. The English camp takes place over 2 weekends (Saturday and Sunday). Based on the career preferences of the service recipients (e.g. food & catering, tourism, clerical/office, healthcare), students will be assigned to teach job-specific workplace English in small groups. The teaching plans and materials need to be presented in class and approved by the teachers before implementation at the camp.

5. Reflective Journals, Report and Review Sessions

Students will be required to submit two reflective journals and attend reflection sessions both during and after the service-learning project to demonstrate their ability to: 1) link their service-learning experience 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 developments, and 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 department (e.g. Office of Service Learning, the partner NGOs) may be invited to contribute to some of these sessions as appropriate.

| **Assessment Methods in Alignment with Intended Learning Outcomes** *(Note 4)* | Students' performance in this subject will be assessed using a letter-grading system in accordance with the University's convention from grade F (failure) to A+. The relative weighting of the assessment components is as follows: |

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							
		a	b	c	d	e	f	g	h
1. e-Learning module and project-specific seminars (individual)	0%	✓	✓	✓	✓	✓	✓	✓	✓
2. Reflective sessions and journals (individual) - Reflective journals (25%) - Participation in the reflective sessions (10%)	35%	✓		✓	✓			✓	✓
3. Plans/proposals for service - Group syllabus design (15%) - Individual teaching activity plans (15%)	30%	✓	✓	✓					
4. Performance in the service (individual)	35%	✓	✓	✓		✓	✓	✓	
Total	100 %								

	To pass the subject, students must obtain a pass in all of the components. Furthermore, they are required to complete the e-learning module that offers an introduction to the concept of service-learning. However, no credit will be awarded for completing the e-module.	
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:	
	The e-Learning module and project-specific seminars will include assignments and learning tasks that are designed to assess students' ability to link service-learning with the academic content of the subject (ILO a), their empathy for the underprivileged community (ILO g) as well as their understanding of their role and responsibilities in society (ILO h).	
	Students will be asked to present their outdoor and teaching activity plans and give short teaching demonstrations in the project-specific seminars. These proposals will demonstrate their ability to apply their discipline- and project-specific knowledge and skills to deal with issues and problems in the service settings (ILOs b, c and d).	
	Students' attitude and performance when rendering the service, their degree of engagement with the service recipients, their collaboration with other students, and interactions with the service recipients and/or collaborating NGOs are indicators of their ability to communicate effectively with the clients and stakeholders (ILO f), their sense of civic responsibility, professional ethics and their empathy for people in need (ILO g and h), and their ability to collaborate and apply the knowledge and skills to deal with problems in the service setting (ILOs b, c, d and e). Grading will be based on the direct observation of the teachers, although feedback from the partner NGOs will also be taken into account. Students will be given the rubric for grading performance in the service at the beginning of the semester.	
	Students' reflective journals and discussions during the reflection and review sessions will testify to the students' reflection on their learning experience, and the breadth and depth of their learning. This assessment component evaluates students' ability to link service-learning and the academic content of the subject (ILO a), apply their knowledge to the service project (ILOs b, c and d), emphasise with the less privileged in the society (ILO g), and reflect on their role and responsibilities in the society (ILO h).	
Student Study Effort Expected	e-Learning module	10 Hrs.
	Class contact:	

	▪ Discipline-specific lectures and seminars	10-15 Hrs.
	▪ Project-specific lectures and seminars	10-15 Hrs.
	▪ Reflection and review sessions	5-10 Hrs.
	Other student study effort:	
	▪ Readings, planning and preparation for the service	30 Hrs.
	▪ Direct rendering of service	40 Hrs.
	▪ Reflection and review	25 Hrs.
	Total student study effort	130-145 Hrs.
Reading List and References	Adams, M., Blumenfeld, W., Castaneda, C. R., Hackman, H. W., Peters, M. L., Zuniga, X. (Eds). (2010). *Readings for Diversity and social justice*. New York: Routledge.	

Adams, M., Blumenfeld, W., Castaneda, C. R., Hackman, H. W., Peters, M. L., Zuniga, X. (Eds). (2010). *Readings for Diversity and social justice*. New York: Routledge.

Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2013). *Learning through serving: A student guidebook for service-learning across the disciplines (2nd edn)*. Sterling, Va.: Stylus.

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Means, T. L. (2008). *Communication for the workplace*. Cincinnati, Ohio: South Western.

Searles, G. J. (2014). Workplace communications: The basics (6th ed). Boston: Pearson.

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Rawlinson, R. M. (2007). *A mind shaped by poverty: Ten things educators should know*. New York: iUniverse.

Jacoby, B. (2015). *Service-learning essentials: Questions, answers, and lessons learned*. San Francisco, CA: Jossey-Bass.

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