**Course Design Principle**

This course is to introduce and equip students with the knowledge and skills to use artificial intelligence (AI) tools, especially large language models, for language learning, so that students can improve their language skills throughout their undergraduate study.

Teachers serve as facilitators in AI-assisted language learning. Their key responsibilities include introducing and recommending AI tools, providing guidance on language learning strategies using AI tools, and introducing ethical guidelines for responsible AI use.

**Resource Recommendation:** IHERD will recommend appropriate AI tools and resources tailored to students’ language learning objectives and proficiency levels, ensuring that students have access to high-quality, relevant technologies to complete various language learning tasks.

**Teacher Responsibility:** Teachers should serve as facilitators to provide expert guidance on strategies of language learning with AI and assist students to develop strategies to master language skills and basic AI literacy.

**Ethical Oversight:** Teachers reinforce the ethical guidelines for AI use students learn in their AIDA subject. These include academic integrity, data privacy, and responsible engagement with AI-generated content. They should guide students in drafting personal AI usage policies and foster awareness of biases and limitations in AI outputs.

**Assessment and Feedback:** Teachers should design and implement diverse evaluation methods facilitated by AI, such as critical evaluation assignments, reflection, and projects. They should also provide individualized feedback, monitor student progress, and ensure assessments are aligned with the intended learning outcomes.

Students will develop language learning plans with AI, learn effective prompt design, critically evaluate and select appropriate learning resources with AI, and set personalized learning goals with adaptive practice and tailored content. Students will also investigate AI tools with hands-on experience of various language tasks and apply their knowledge through collaborative, activities that foster engagement and real-world language skills. The course also cultivates ethical awareness, critical thinking, and reflective habits, ensuring students can responsibly and effectively integrate AI into their lifelong language learning strategies. Students are expected to actively engage in both the study and practice of language learning by:

**Exploration and Critical Use of AI**: Students should develop foundational AI literacy for the responsible and effective use of AI for language learning. They are expected to explore and investigate various AI language tools, and cultivate the ability to critically analyze AI-generated content to assess its quality, relevance, and reliability.

**Mastery of AI Techniques for Language Learning:** Students will learn effective strategies for using AI tools, including understanding which types of AI tools are best suited for specific language learning tasks. They are also expected to learn prompting techniques for LLMs to obtain high-quality results and continually refine their approach to maximize the effectiveness of AI-assisted language learning.

**Guided Self-Learning:** Students are expected to develop their individual language learning goals, select or create content that fits their language background and proficiency levels, and determine the pace and direction of their studies. Students should also monitor their learning progress and keep a record of their learning in a format personalised to their preference.

**Collaboration and Peer Learning:**  Students should participate in collaborative activities, sharing findings, strategies, and feedback with peers to enhance collective understanding and skill development.

**Ethical Engagement:** Students must adhere to PolyU’s ethical guidelines when using AI, including maintaining academic integrity, protecting personal data, and recognizing bias in AI output.

Form AR 140

**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** | LEI1001 | |
| **Subject Title** | AI as a Tool for Language Learning | |
| **Credit Value** | 3 | |
| **Level** | 1 | |
| **Pre-requisite / Co-requisite/** | Students should have taken or be taking concurrently one of these subjects:  AAE1001 Introduction to Artificial Intelligence and Data Analytics in Aerospace and Aviation Engineering  CBS1903 Introduction to AI and Data Analytics for Language Professionals  CE1002 Introduction to AI and Data Analytics for Construction and Environment  COMP1004 Introduction to Artificial Intelligence and Data Analytics  DSAI1101 Fundamentals of AI and Data Analytics  EIE1005 Fundamentals of AI and Data Analytics  ISE1001 Basic Artificial Intelligence and Data Analytics for efficiency and effectiveness in daily life  ISE1002 Basic Artificial Intelligence and Data Analytics: From data to decisions  LGT1041 Introduction to Artificial Intelligence and Data Analytics in Business  MM1041 Introduction to Artificial Intelligence and Data Analytics in Business  RS1000 Artificial Intelligence and Data Analytics in Health Sciences  SFT101FY Introduction to AI and Data Analytics in Fashion  SN1002 Artificial Intelligence and Data Analytics in Nursing | |
| **Objectives** | Develop foundational research and AI literacy for language learning and effectively articulate AI choices and reasoning in English and Chinese. | |
| **Intended Learning Outcomes**  *(Note 1)* | Upon completion of the subject, students will be able to:   1. **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. 2. **Apply 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. 3. **Design and Refine Effective Prompts** Create and iteratively improve prompts to obtain meaningful and context-appropriate support from AI tools for various language tasks. 4. **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. 5. **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 related to local culture, 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 work in teams 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, enabling both student- and teacher-initiated projects that reflect diverse interests and learning goals. The teaching methods in this course are highly interactive, student-centered, and adaptive, designed to cultivate critical thinking, ethical awareness, and autonomous learning through hands-on engagement with AI tools   * Active Authentic Learning: Students engage in scenario-based, project-driven tasks that replicate real-world communicative situations, aligning with situated learning theory (see Table below for details). Tasks such as cultural curation, exhibition design, and bilingual public communication position language learning within meaningful social purposes. These contexts promote deeper engagement, pragmatic competence, and transferability beyond the classroom * Integrated Critical AI Literacy: AI tools are embedded throughout the project cycle not as stand-alone aids but as catalysts for metacognitive engagement. Students learn to interrogate AI outputs for linguistic accuracy, discourse appropriateness, and cultural alignment, developing what can be termed critical AI agency. This involves both understanding AI affordances and recognizing its constraints, biases, and potential for reinforcing inequities. 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: Drawing from Vygotskian perspectives, the course fosters learning as a socially mediated process. Peer collaboration supports co-construction of meaning, reciprocal scaffolding, and the sharing of AI use strategies. Structured reflection—through journals and guided self-assessment—encourages metacognitive awareness, enabling learners to monitor and adapt both language strategies and AI engagement patterns over time. 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 expert scaffolding informed by the zone of proximal development (ZPD)—modeling advanced AI-mediated strategies, providing timely feedback, and gradually transferring control to students. Teachers also guide students through nuanced ethical considerations, ensuring AI use supports—not supplants—personal learning processes. 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   The project is organized into four key stages, each leveraging AI tools to enhance learning, creativity, and language skills.   | **Stage** | **Task** | **Description** | **AI Support** | | --- | --- | --- | --- | | 1. Define Theme & Goals | Topic selection and project planning | Students collaboratively choose a theme, define objectives, and outline the project’s structure and concept. | AI assists with brainstorming topics, generating outlines, and refining written proposals. | | 2. Data Collection | Research and material gathering | Students collect and organize information from interviews, fieldwork, online sources, and multimedia content, selecting representative items for their project. | AI helps generate interview questions, summarize findings, organize notes, and extract key points from research. | | 3. Content Creation | Writing and curatorial text | Students compose written content such as introductions, thematic explanations, project statements, and descriptive labels. | AI supports drafting, polishing tone and style, and ensuring clarity and coherence in writing. | | 4. Presentation & Promotion | Guided presentation and visual materials | Students deliver a live or recorded presentation (e.g., guided tour, thematic talk) with supporting visuals such as posters, slides, or promotional materials. | AI aids in script drafting, pronunciation guidance, pacing/tone practice, and generating slogans or visual-text combinations. | | |
| **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). *Exploring autonomy in the AI wilderness: Learner challenges and choices*. Education Sciences, 14(12). <https://doi.org/10.3390/educsci14120123> 2. Craig, J. (2025). *Earning our AI literacy license*. Faculty Focus. 3. Coursera. (2023). *Learning languages with AI* [Online course module]. Coursera. 4. Marcel Danesi (2024). AI in Foreign Language Learning and Teaching: Theory and Practice. Nova Science Publishers. 5. Li, J., & Bonk, C. (2023). *AI and self-directed learning* [Conference paper excerpt]. 6. OpenAI or Google AI. (n.d.). *User guides and tips for AI tools*. 7. PolyU English Language Centre. (2024). *GenAI materials*. *(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](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/> | |

*Note 1: Intended Learning Outcomes*

Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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