

HONG KONG BAPTIST UNIVERSITY

COURSE SYLLABUS

1. **COURSE TITLE**

Engaging Communicative Activities and Language Teaching for Service-Learning Abroad
海外服務學習: 互動交流與語言教學

2. **COURSE CODE**

LANG1045

3. **NO. OF UNITS**

3

4. **OFFERING DEPARTMENT**

Language Centre

5. **PREREQUISITES**

Nil

6. **MEDIUM OF INSTRUCTION**

English or Putonghua

(The service-learning trip will have a specific destination and a particular language focus. It will be announced by the Language Centre each time when it is offered. Students who will teach the English language will be instructed by English teachers, while students who will teach Putonghua will be instructed by Putonghua teachers.)

7. **AIMS & OBJECTIVES**

Through firsthand observation and participation in hands-on activities during a service-learning trip abroad, this course aims to provide students with practical techniques and content knowledge to teach English Language or Chinese (Putonghua) to language learners at the destination. Additionally, this course aims to enhance students' cultural understanding, enabling them to connect language instruction to the cultural contexts of the communities they serve. The service-learning component of this course enhances students' problem-solving skills and develops their reflective abilities in the process of finding solutions, while also fostering their understanding of diverse cultures and communities. Students will learn to design teaching plans based on specific teaching objectives and learning outcomes tailored to different target audiences.

This course is open to students from all academic disciplines. Students enrolling in this course will receive financial assistance for the trip. Upon completion, students will gain English or Putonghua teaching skills and become service leaders dedicated to supporting language education in their communities.

本課程旨在通過在海外服務學習旅行中的第一手觀察和參與實踐活動，幫助學生儲備英語或普通話教學的基礎知識，並訓練學生教授英語或普通話的實用技巧，提高學生教學的綜合運用能力。此外，本課程還旨在增強學生的文化理解，使他們能夠將語言教學與他們所服務社區的文化背景聯繫起來。課程的服務學習部分有助於提高學生解決問題的能力，並在尋找解決方案的過程中培養他們的反思能力，同時促進他們對多元文化和社區的理解。學生將學習根據特定的教學目標和學習成果，設計針對不同目標受眾的教學

計劃，並運用恰當的教學策略和技巧來教授英語或普通話相關的課程，擁有初步的教學能力。

本課程適合各學科的學生參加。參與者將會得到旅行所需的財政資助獲得經濟資助，並在完成課程後掌握英語或普通話的教學技能，成為致力於支持社區教育的服務領袖。

8. COURSE CONTENT

The course content will include:

On-campus lessons

- Benefits and goals of intercultural service-learning;
- Literacy instruction for language learners and teaching methodologies, with a focus on empowering learners' English or Putonghua skills;
- Exposure to cultural diversity through readings and discussions on history, society, and education systems;
- Designing language-learning activities for teaching English or Putonghua in local classrooms;
- Reflecting on the experiences, insights, and challenges during the service-learning trip.

Service-learning abroad

- Applying the designed materials and teaching methods in local classrooms;
- Developing problem-solving strategies specific to challenges encountered during the project;
- Visits to cultural and historical sites.

9. LANGUAGE EDUCATION PROGRAMME INTENDED LEARNING OUTCOMES (PILOS):

	By the end of the course, students should be able to:
PILO 1	To develop advanced proficiency, literacy, and literary skills across multiple languages;
PILO 2	To demonstrate interpersonal competency and cultural sensitivity that meet the needs of modern workplace;
PILO 3	To employ a variety of strategies for effective communication in academic and professional settings;
PILO 4	To exhibit critical, reflective and adaptive skills essential for self-regulated language learning;
PILO 5	To enhance communication strategies through technologies for effective human-human and human-AI interaction across varied academic and professional settings.

10. COURSE INTENDED LEARNING OUTCOMES (CILOs)

	By the end of the course, students should be able to:	Related to
CILO 1	Demonstrate accuracy and appropriateness in teaching plans developed for service activities, demonstrating professional and linguistic knowledge.	PILO 1
CILO 2	Demonstrate sufficient communicative language skills and professionalism during interactions with service users.	PILOs 1 & 3
CILO 3	Implement effective strategies for teaching English or Putonghua to service users, specific to the local educational needs and cultural practices.	PILO 2
CILO 4	Exhibit reflective ability on the challenges, teaching practices and cultural understandings encountered during the service-learning trip.	PILO 4

11. TEACHING & LEARNING ACTIVITIES (TLAs)

Students will be engaged in a variety of teaching and learning activities to prepare them for their volunteer teaching experience. These activities include:

TLAs	Related to
Lectures: <ul style="list-style-type: none"> • Acquire basic knowledge of English or Putonghua language skills for pedagogical purposes • Understand teaching methodologies and develop literacy instruction skills • Develop teaching plans for delivering English or Putonghua instruction abroad 	CILO 1
Meeting with community partners: <ul style="list-style-type: none"> • Build relationships with community partners for effective service-learning implementation • Learn about educational provisions, the local context, and community needs 	CILO 3
Service-learning: <ul style="list-style-type: none"> • Apply the designed materials and teaching methods in local educational contexts • Implement solutions to challenges encountered during the trip • Visit local cultural and historical sites 	CILO 2
Presentations and discussions <ul style="list-style-type: none"> • Present the insights gained from the service-learning experience and the teaching strategies adopted • Reflect on the experiences and challenges encountered, and evaluate the solutions implemented 	CILO 4

12. **ASSESSMENT METHODS (AMs)**

Type of Assessment	Weighting	CILOs to be addressed	Description of Assessment Tasks
Teaching materials designs	25%	1, 2	Students will work in groups to plan interactive language learning activities to be implemented during their service-learning trip. These materials should be culturally relevant and incorporate local content. Students will start with an authentic purpose, prepare problem-solving strategies, and receive feedback from community partners before the trip.
Delivery of teaching materials	35 %	1, 2, 3, 4	Students will participate in service-learning activities for approximately one week, during which they will engage in delivering lessons and revising teaching methods. During special activities, students are required to design and implement interactive and educational sessions that engage and empower local students. Students need to be proactive, professional, and maintain ongoing engagement with local learners.
Presentation	20%	1, 2, 3, 4	Students will present their teaching materials, experiences, and critical evaluations of their service activities.
Ongoing reflective journal	20 %	4	Throughout the service-learning trip, students will maintain a reflective journal to document their experiences and insights. This journal may include photos and episodic narratives and can be created in a multimedia format. The assignment promotes self-reflection, focusing on cultural awareness, and personal growth.

13. **TEXTBOOKS / RECOMMENDED READINGS**

- Garton, S., & Copland, F. (2019). *The Routledge handbook of teaching English to young learners*. Routledge.
- Kerins, A. T. (2010). *An adventure in service-learning developing knowledge, values and responsibility*. Gower Publishing.

Morrow, L. M., Gambrell, L. B., & Casey, H. K. (2018). *Best practices in literacy instruction* (6th ed.). The Guilford Press.

Tomlinson, B., & Masuhara, H. (2018). *The complete guide to the theory and practice of materials development for language learning*. John Wiley & Sons.

Tompkins, G. E. (2018). *Language arts: Patterns of practice* (9th ed.). Pearson Education.

教育部中外語言交流合作中心. (2014). 國際漢語教學通用課程大綱（修訂版）. 北京語言大學出版社.

教育部中外語言交流合作中心. (2024). 國際中文教學通用課程大綱（中小學階段）. 北京語言大學出版社.

王巍, & 孫淇. (2011). 國際漢語教師課堂技巧教學手冊. 高等教育出版社.

楊玉玲. (2011). 國際漢語教師文法教學手冊. 高等教育出版社.

周健. (2009). 漢語課堂教學技巧 325 例. 商務印書館.

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