

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	CBS3S04
Subject Title	Enhancing Biliteracy & Trilingualism Through Language Service
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion: CBS3702
Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none">1. introduce to students the concept and practice of service learning;2. raise students' awareness of social issues in Hong Kong and educate them on the challenges and needs of underprivileged communities in Hong Kong;3. provide students with opportunities of applying their linguistic knowledge to guiding real life language use;4. cultivate students' competence in biliteracy and trilingualism, and enhance students' sensitivity and awareness of the roles and functions of language in addressing the different needs of people from various domains;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	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none">a. link their service learning activities and experiences with the academic content of the subject;b. apply the knowledge and skills they have acquired in university education to deal with complex issues in the service setting;c. apply appropriate linguistic knowledge to solve real-life language problems encountered in their service learning activities;d. plan, structure and deliver language service of different nature to the underprivileged communities according to their needs;e. shown improvement in their language skills as a consequence of increased awareness in the roles and functions of language gained from various kinds of language services;f. work effectively in teams to solve problems encountered in planning and delivering the service;g. communicate effectively with clients and/or other stakeholders;h. demonstrate empathy for people in need and a sense of civic responsibility;

	<p>i. reflect on their role and responsibilities both as a professional in the language discipline and as a responsible citizen.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>This subject aims to prepare students for rendering different kinds of language service, that calls for their high-level language ability, to the underprivileged communities. Potential service areas include 3 types of activities: (1) translation or interpreting service for children and/or parents with ethnic minority background; (2) compilation of life story for the residents of elderly care homes; and (3) language tuition support for EM children.</p> <p>Many residents of elderly care homes suffer from low esteem or depression as a consequence of living separately from their family. Reflecting on their paths of life proved to be an effective way of helping the elderly to regain confidence in life and to help building up closer bondages between them and their family members. On the other hand, ethnic minorities and new immigrants of all age group from low-income families are often deprived from opportunities to participate in community life and enjoy service provided by the community because of language barrier. Many of them are unable to access information presented in Chinese, others are having difficulty in engaging in Chinese-mediated daily activities, such as shopping and seeking medical service. Many EM parents have difficulty obtaining information from schools of their children since most school notices are written in Chinese. New arrivals from Mainland China also encounter similar difficulties with Cantonese. These target groups could benefit from the support of our students who could provide them with language tuition support or translation/interpreting service to help bridge their communication gap with the local community.</p> <p>Depending on the kind of service(s) available, students will be divided into different groups and take part in only one kind of service they are interested in. In order to prepare students for the required service, the following topics are proposed to help students acquire the necessary language skills for working in different kinds of service setting and to have a basic understanding of the principles of and important issues related to service learning:</p> <ol style="list-style-type: none"> 1. Concept and practice of service learning <ul style="list-style-type: none"> • Principles and concepts of service learning • Benefits of service learning to students, the university and the community • Ethical issues in service learning • Social responsibilities of global citizens as intellectuals and professionals • Proper attitude and behaviour in service delivery • Effective teamwork and problem solving skills in service learning projects • Understanding the historical, cultural and socio-political background of the targeted clients • Health, safety and other issues relevant to the service project 2. Discipline-specific concepts and skills related to language service

	<p>(a) for compilation of life story</p> <ul style="list-style-type: none"> • the nature of life story • potential benefits of life story to the elderly and their family • interviewing skills • arrangement of interviewing data • narration skills and structure of life stories <p>(b) for translation/interpretation service</p> <ul style="list-style-type: none"> • Linguistic differences between Chinese and English • linguistic and socio-linguistic issues underlying communication across cultures • glossaries and common expressions used in different social activities/settings <p>(c) for language tuition service</p> <ul style="list-style-type: none"> • principles and strategies of Chinese teaching and learning • speech perception, word recognition, language comprehension and production • structure of the Chinese language underlying basic communication at elementary levels for non-native learners • design of simple language exercises and assignments
<p>Teaching/Learning Methodology</p>	<p>The subject comprises lectures, seminars and guided service component. Since the subject matter of the services involve providing Chinese language service and giving Chinese language instruction/tuition to EM or local children from low-income families, the discipline-specific concepts will be delivered in Chinese whereas the other parts delivered in English. The MoI for this subject will therefore be English and Cantonese, to be supplemented with Putonghua when deemed necessary and appropriate.</p> <p>Students will then be provided with training that helps them to make use of their language skills to tackle real-life language issues in the service settings. Subsequently, they will be divided into groups according to the nature of the service they opt for, and participate in different project-specific seminars/workshops. The project-specific seminars are designed to (a) develop students' understanding of the target clients, as well as other issues relating to the service learning project, (b) provide training for students in generic skills in planning and delivering the service project. Experts and speakers from outside the subject-offering department (in our case, NGOs who partner with the teaching team) will be invited to contribute to some of these sessions as appropriate. For example, NGOs will help to provide training to the students who opt for compiling life stories for the elderlies in areas such as: ways of communicating with the elderly (including attitude, tone and body language), sensitivity to the physical and mental status of the elderly, especially those who suffer from aphasia, ways of helping the elderly to retrieve their memory and to organize their thoughts etc. Where possible, a hands-on interactive format will be used. These two parts require 16 class contact hours.</p> <p>For the service component, students will primarily work with NGOs to reach out to the underprivileged groups. They will provide about 40 hours of language service to the target clients in small groups. Possible projects that some NGOs have indicated include:</p>

(1) Composing of life stories for the elderly – the NGOs will help to organize pairing and warm-up sessions in the residential care homes prior to the commencement of the interview. Students will then meet with the elderly in the care homes, to interview them and to talk to their care takers/family members in order to collect information regarding the experiences of the target clients. With prior consent given by the elderly's family member and the care homes, audio/video recording may be used to supplement the hand-written record. Students may need to conduct several visits to the care homes in order to collect sufficient data, while the actual write up of the story can be conducted anywhere convenient to the students. To mark the end of the service, a wind-up session will be organized for the students to present the life story to the elderly and their family members.

(2) Language tuition service – most language tuition services have to be conducted at the service centre of the NGOs. Under normal circumstances, students need to conduct two tuition sessions per week, each lasting for two hours. Students may also be required to help the NGOs in organizing some outdoor learning activities for the service recipients.

(3) Translation /interpreting service – a large number of ethnic minorities living in Hong Kong are deprived of the opportunities to participate in community life and enjoy service provided by the community because of language barrier. Many of them are unable to access information presented in Chinese, others are having difficulty in engaging in Chinese-mediated daily activities, such as shopping and seeking medical service. Many parents have difficulty obtaining information from schools of their children since most school notices are written in Chinese. New arrivals from Mainland China also encounter similar difficulties with Cantonese. Translation/interpreting service could be provided by our students to such clients to help them adapt to the community life in Hong Kong. The NGO collaborators will help to identify the types of activities that need translation/interpreting support, which will be delivered primarily in the form of scheduled service counter/theme-based workshops. While on-the-spot interpreting service could be included, they will be limited to settings that are appropriate for our students to be involved, e.g. attending parent-teacher interviews.

Either way, students will be expected to have significant frontline interaction with their clients. Students have to spend another 10 hours on reflection/review sessions and tutorials as well as the writing up of reflective journal/reports during and after the service learning project to demonstrate their ability to link their service learning experience to their training, and their learning gains as well as areas for future developments.

Guidance by subject lecturer(s) will also be provided to students throughout the process. Students need to participate in series of seminars and discussion on their plan and actual implementation of their services. The training and preparation part will add up to around 34 hours of student effort.

The actual service will take place in different venues, depending on the nature of the service the students opt for. Each student will take part in only one of the activities listed above, depending on the actual choice available each year.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								
			a	b	c	d	e	f	g	h	i
	1. Presentation to introduce the service plan	20%	√	√	√	√					
	*2. Product of the service	30%	√	√	√	√	√	√	√		
	3. Reflective Journal	20%	√	√	√	√				√	√
	4. Performance during seminars and commitment demonstrated throughout the subject	30%	√	√	√	√	√	√	√	√	√
	Total	100 %									
<p>* For students who take up language tuition, the product will be teaching materials designed to cater to the needs of the tutees.</p>											
<p>The service plan prepared by the students will show how well they are able to incorporate their previous knowledge in dealing with a real-life linguistic problem. The final product is a good evidence showing whether students are really able to apply what they have learnt to tackle issues they encounter in the service activities, and whether their biliterate and trilingual skills are enhanced through practice in authentic situations. The reflective journal will measure the degree to which the students have fully understood the nature of the service and whether or not they have meaningfully pondered their ability and their potentials to use their skills to help the needy people.</p>											
Student Study Effort Expected	Class contact:										
	▪ Lectures (2 x 5 weeks)	10 Hrs.									
	▪ Seminars (2 x 8 weeks)	16 Hrs.									
	Other student study effort:										
	▪ Assigned Reading	14 Hrs.									
	▪ Delivery of service	*40 Hrs.									
	▪ Preparation of assignments	20 Hrs.									
	▪ Review session & completion of reflective journal	10 Hrs.									

	Total student study effort	110 Hrs.
	<p>* the hour of service may slightly vary from project to project. For tuition type of service, students will provide language tuition to the children at the service centres of the NGOs twice a week for 10 weeks, each time lasting for 1.5 hours. They should spend the other 20 hours preparing for the teaching materials/language exercises. For other kind of service, e.g. composing life stories for the elderly people, students may spend about 4-6 hours interviewing the elderly people who stay at the care home, spend another 2-4 hours reading the completed stories to the elderly and their family members, and spend the rest in organizing the data collected and composing the stories.</p>	
Reading List and References	<p>中國社會科學院語言研究所詞典編輯室（2012）《現代漢語詞典》（第6版），北京：商務印書館。</p> <p>于成鯤主編（2003）《現代應用文》，復旦大學出版社。</p> <p>石定栩、邵敬敏、朱志瑜（2006）《港式中文與標準漢語的比較》，香港教育圖書公司。</p> <p>呂叔湘（1981）《現代漢語八百詞》，香港：商務印書館。</p> <p>刑福義（2002）《現代漢語》，高等教育出版社。</p> <p>徐鵬（2007）《修辭和語用：漢英修辭手段語用對比研究》，上海外語出版社。</p> <p>陳瑞端（1997）《生活錯別字》，香港：中華書局。</p> <p>陳瑞端（2000）《生活病語》，香港：中華書局。</p> <p>黃麗貞（2004）《實用修辭學》，臺灣：國家出版社。</p>	

[Syllabus prepared by Prof. CHAN Shui Duen]