

The Hong Kong University of Science and Technology
UG Course Syllabus

Language Teaching Service-Learning Internship

UTOP2401

3 credits

Pre-/co-requisites: N/A

Exclusions: N/A

Enrollment restrictions: Instructor's approval required

Grading: Pass/Fail

Note: This course may be repeated for credit.

Name of Course Coordinator: Piotr Zychowicz

Email of Course Coordinator: lcpiotr@ust.hk

Office Hours of Course Coordinator: Available by appointment only.

Course Description

UTOP2401 Language Teaching Service-Learning Internship is an experiential learning course that prepares students to teach language in intercultural service-learning contexts. Offered by HKUST's Center for Language Education in collaboration with AIESEC's Global Volunteer Program and overseas partner institutions, this course provides real-world language-teaching and meaningful cultural exchange experience abroad, with students teaching English to youth learners in developing countries. Through training, micro-teaching, consultations, supervised teaching practice, and guided reflection, students develop practical teaching skills, intercultural awareness, and a critical understanding of language teaching as a socially situated practice.

Course objectives: The course aims to help students apply language knowledge in authentic teaching settings, design and adapt learning activities for diverse learners, and evaluate their own teaching through reflection and feedback. It also encourages students to engage with questions of intercultural communication, positionality, and social responsibility in educational practice.

Course content: The course combines preparatory training, teaching practice, and reflective evaluation. Students are introduced to the purposes and responsibilities of volunteer language teaching, develop lesson planning and classroom management skills, take part in micro-teaching and consultation, and apply their learning in supervised teaching practice. The course also requires students to document and evaluate their development through reflective and portfolio-based work.

Key topics:

Key topics include volunteer teaching and service-learning; intercultural awareness and global citizenship; reflective practice; second language acquisition; communicative and task-based language teaching; lexical and form-focused support; learner engagement and motivation; classroom management; low-resource teaching strategies; and ethical questions surrounding language, power, and representation in intercultural teaching contexts.

Methods of instruction: The course uses interactive workshops, guided discussion, collaborative planning, micro-teaching, consultation, peer feedback, reflective journaling, and supervised teaching practice. Teaching and learning are organised around active participation, with students planning, teaching, reflecting, and refining their practice throughout the course.

Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

1. Apply language knowledge to design and deliver clear, accurate, and engaging explanations for diverse learners in intercultural contexts.
2. Design, implement, and adapt language learning, teaching, and assessment strategies to address learners' needs, cultural backgrounds, and individual differences.
3. Analyse and reflect critically on language teaching experiences in order to identify educational and intercultural challenges and propose strategies for improvement.
4. Evaluate and articulate personal growth in language teaching and intercultural engagement, linking experiential learning to future academic, professional, and community contexts.

Assessment and Grading

This course will be assessed using criterion-referencing. Students' performance will be evaluated according to stated assessment criteria rather than by comparison with other students. As UTOP2401 is a Pass/Fail course, the final course result will be reported as Pass or Fail in accordance with University regulations. The course includes both individual and group assessed work, with emphasis on teaching performance, reflective learning, participation, and professional collaboration.

Assessments

Assessment Task	Contribution to Overall Course grade (%)	Due date
A1: Micro-teaching simulations	20%	Approx. early to mid-course*
A2: Actual teaching sessions	40%	During teaching period*
A3: Mini Teaching Conference presentation or video presentation	10%	End of course*
A4: Learning portfolio	20%	End of course*
A5: Course participation	5%	Throughout the course
A6: Peer evaluation	5%	End of course*

* Specific due dates are posted on Canvas.

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
A1:Micro-teaching simulations	ILO1, ILO2	This task assesses students' ability to apply language and pedagogical knowledge to design and deliver clear, accurate, and engaging teaching for diverse learners in intercultural contexts (ILO1), and to design, implement, and adapt learning activities and teaching strategies in response to learner needs and classroom conditions (ILO2).

A2: Actual teaching sessions	ILO1, ILO2	This task assesses students' ability to apply language knowledge in authentic teaching settings by delivering clear and effective instruction to learners in partner institutions (ILO1). It also assesses their ability to implement and adapt teaching and assessment strategies for learners with different needs, proficiency levels, and cultural backgrounds (ILO2).
A3: Mini Teaching Conference presentation or video presentation	ILO3, ILO4	This task assesses students' ability to analyse and reflect critically on their teaching experiences, including challenges, adjustments, and learning gained through practice (ILO3). It also assesses their ability to evaluate and articulate personal growth in language teaching and intercultural engagement, and to connect the experience to future academic, professional, and community contexts (ILO4).
A4: Learning portfolio	ILO3, ILO4	This task assesses students' ability to document and critically reflect on their learning journey, identify educational and intercultural challenges, and propose ways of improving future practice (ILO3). It also assesses their ability to articulate personal and professional development through sustained reflection on teaching, feedback, and intercultural experience (ILO4).
A5: Course participation	ILO1, ILO2, ILO3, ILO4	This task assesses students' active engagement in workshops, collaborative planning, peer feedback, and reflective discussion throughout the course. Through these activities, students demonstrate developing ability to apply teaching knowledge (ILO1), design and adapt teaching ideas (ILO2), reflect on practice and feedback (ILO3), and articulate personal learning and growth over time (ILO4).

A6: Peer evaluation	ILO1, ILO2	This task assesses students' contribution to collaborative lesson design and teaching preparation. It supports ILO1 and ILO2 by requiring students to participate responsibly in group planning, communication, and adaptation of teaching tasks, and by recognising effective teamwork in the development and delivery of language learning activities.
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Grading Rubrics

Detailed rubrics for each assignment are provided on Canvas. These rubrics clearly outline the criteria used for evaluation. Students can refer to these rubrics to understand how their work will be assessed.

Final Grade Descriptors

Grades	Short Description	Elaboration on subject grading description
P	Pass	Demonstrates satisfactory achievement of the course intended learning outcomes through satisfactory completion of assessed tasks and responsible participation across the course. The student shows adequate ability to design and deliver language teaching activities, adapt to learner and intercultural needs, reflect critically on teaching experience, and articulate personal and professional learning.
F	Fail	Demonstrates insufficient achievement of the course intended learning outcomes. The student does not complete assessed tasks and course requirements to a satisfactory standard and shows insufficient evidence of engagement, teaching development, reflective learning, or professional responsibility.

Course AI Policy

In this course, students may use Generative AI (GenAI) tools to support lesson planning, brainstorming, task design, adaptation of teaching materials, and reflection on teaching ideas. This is appropriate to the aims of UTOP2401, which includes the design of teaching materials, preparation for supervised teaching, and the adaptation of lessons for different learners and contexts.

However, GenAI must be used as a support tool, not as a substitute for students' own professional judgement, teaching decisions, reflection, or assessed performance. Students remain fully responsible for the quality, accuracy, appropriateness, and ethical use of any materials, ideas, or language generated with AI support. This is especially important in a course focused on intercultural awareness, learner needs, reflective practice, and responsible teaching in real educational settings.

GenAI may be used for:

- brainstorming lesson ideas, warm-ups, examples, and tasks;
- adapting materials for different age groups, proficiency levels, or classroom constraints;
- generating draft worksheets, sentence frames, model dialogues, comprehension questions, or visual prompts;
- suggesting alternative ways to explain language points more clearly;
- helping students review and refine the organisation of portfolio entries or presentations.

GenAI may not be used to:

- replace students' own lesson planning, teaching decisions, or reflective thinking;
- generate portfolio reflections or presentations that students present as wholly their own thinking;
- fabricate teaching evidence, feedback, classroom experience, or learner response;
- produce assessment submissions without critical checking, adaptation, and acknowledgement by the student.

If students use AI tools in any assessed work, they must include a brief declaration stating:

- whether AI was used;
- which tool was used; and
- how it was used.

Communication and Feedback

Assessment marks for individual assessed tasks will be communicated via Canvas within ten working days of submission. Feedback on assignments will include strengths and areas for improvement where relevant. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Resubmission Policy

Resubmissions are not accepted, except in exceptional circumstances.

Required Texts and Materials

Course materials and additional resources are provided via Canvas.

Academic Integrity

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to [Academic Integrity | HKUST – Academic Registry](#) for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

Plagiarism

In CLE assignments, students should not copy from others nor submit the same work for multiple courses. Source materials must be explicitly acknowledged.

Assignments with evidence of plagiarism may score a zero and be followed up with your department's Dean. To demonstrate academic integrity and avoid plagiarism, you are expected to:

- paraphrase, summarize, reference and synthesize ideas from sources

- refrain from copying expressions and ideas directly from any source (e.g. from another student, or from a video, or from an article, etc.) without proper acknowledgement