

**City University of Hong Kong**  
**Course Syllabus**

offered by Department of Linguistics and Translation  
with effect from Semester A 2017 / 18

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**Part I Course Overview**

**Course Title:** Computer-Assisted Language Learning

**Course Code:** LT5458

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

**Part II Course Details**

**1. Abstract**

This course aims to present the theory and practice of computer-assisted language learning (CALL) systems. Students will learn to design and evaluate these systems, as informed by second language acquisition research and natural language processing techniques. Design issues to be addressed include language error taxonomies, types of feedback, and learner models.

**2. Course Intended Learning Outcomes (CILOs)**

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Explain the theory and practice of computer-assisted language learning (CALL) and teaching.		✓	✓	✓
2.	Analyze the strengths and weaknesses of state-of-the-art CALL systems.		✓	✓	✓
3.	Design and evaluate a CALL system.		✓	✓	✓
		100%			

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1	<b>Lectures</b> presenting the theory and practice of CALL	✓	✓	✓				
2	<b>Tutorials</b> with hands-on exercises with CALL systems		✓	✓				
3	<b>Readings</b> on current research topics in CALL	✓	✓					
4	<b>Term project</b> on design and evaluation of a CALL system	✓	✓	✓				

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3					
Continuous Assessment: 60 %								
<b>Assignments</b> (written and/or oral)	✓	✓					30%	
<b>Term Project</b>	✓	✓	✓				30%	
<b>Examination:</b> 40 % (duration: 2 hours) (CILO No.1, 2, 3)								
							100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignments	Ability to demonstrate knowledge of theory and practice of CALL	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Term Project	<b>Ability to</b> apply methods of CALL	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Examination	Ability to demonstrate knowledge of theory and practice of CALL	High	Significant	Moderate	Basic	Not even reaching marginal levels

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Computer assisted language learning; second language acquisition; natural language processing; language teaching; student feedback.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Granger, Sylviane (2003). Error-tagged learner corpora and CALL: A promising synergy. In CALICO Journal 20(3).
2.	Hinkel, Eli (ed.) (2005). Handbook of Research in Second Language Teaching and Learning.
3.	Warschauer, Mark (1997). Computer-mediated collaborative learning. In Modern Language Journal 81(3).