City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2022 / 23

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 approaches and systems in helping users improve their reading, writing and listening skills.		✓	✓	✓
3.	Design a CALL approach or system and evaluate its effectiveness.		✓	✓	✓
		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	**Lectures** presenting the theory and practice of computer-assisted language learning (CALL) and teaching	✓	✓	✓				
2	**Tutorials** with hands-on exercises to analyse the strengths and weaknesses of CALL in helping users practice their reading, writing and listening skills		✓	✓				
3	**Readings** on current research topics in CALL including user interface design, development of language learning materials and user evaluation	✓	✓					
4	**Term project** on design and evaluation of a CALL approach or 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 %								
Assignments (written and/or oral): apply CALL theory to discuss the strengths and weaknesses of selected CALL approaches or systems	✓	✓					30%	
Term Project: apply CALL theory to design and/or evaluate a CALL approach.	✓	✓	✓				30%	
Examination: 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.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Assignments	Ability to demonstrate knowledge of theory and practice of CALL and its role in helping users improve their reading, writing and listening skills	High	Significant	Basic	Not even reaching marginal levels
2. Term Project	Ability to apply appropriate methods to conduct a comprehensive evaluation of a CALL system and/or approach, and present findings in a well-written report	High	Significant	Basic	Not even reaching marginal levels
3. Examination	Ability to demonstrate knowledge of CALL theory and discuss their applications in an accurate and concise manner	High	Significant	Basic	Not even reaching marginal levels

Applicable to students admitted before Semester A 2022/23

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 and its role in helping users improve their reading, writing and listening skills	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Term Project	Ability to apply appropriate methods to conduct a comprehensive evaluation of a CALL system and/or approach, and present findings in a well-written report	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Examination	Ability to demonstrate knowledge of CALL theory and discuss their applications in an accurate and concise manner	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.	Carol A. Chapelle, C A, & Sauro, S (2017). *The Handbook of Technology and Second Language Teaching and Learning*. John Wiley & Sons.
2.	*Computer Assisted Language Learning* journal. Taylor & Francis.
3.	*ReCALL* journal. Cambridge University Press.
4.	Leacock, C, Chodorow, M, Gamon, M, and Tetreault, J (2014). *Automated Grammatical Error Detection for Language Learners*. Morgan & Claypool Publishers.
5.	Saggion, H (2017). *Automatic Text Simplification*. Morgan & Claypool Publishers.
6.	*International Corpus of Learner English* (ICLE). https://uclouvain.be/en/research-institutes/ilc/cecl/icle.html