

LT5458: COMPUTER-ASSISTED LANGUAGE LEARNING

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Computer-Assisted Language Learning

Subject Code

LT - Linguistics and Translation

Course Number

5458

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the theory and practice of computer-assisted language learning (CALL) and teaching.		x	x	x
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.		x	x	x
3	Design a CALL approach or system and evaluate its effectiveness.		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in lecture activities regarding the theory and practice of computer-assisted language learning (CALL) and teaching	1, 2, 3	
2	In-class exercises	Students will analyse the strengths and weaknesses of CALL in helping users practice their reading, writing and listening skills	2, 3	
3	Readings	Students will read CALL research papers covering topics such as user interface design, development of language learning materials and user evaluation	1, 2	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Assignments (written and/or oral): apply CALL theory to discuss the strengths and weaknesses of selected CALL approaches or systems	1, 2, 3	30	1. Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. 2. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. 3. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
2	Quiz(zes) on CALL theory and concepts and issues of CALL approaches.	1, 2	40	Two quizzes	No

3	Course project using CALL theory and the skills learned in class.	1, 2, 3	30	1. Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. 2. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. 3. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
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Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

1. Assignments

Criterion

Ability to demonstrate knowledge of theory and practice of CALL and its role in helping users improve their reading, writing and listening skills

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

2. Quiz(zes)

Criterion

Ability to demonstrate competence in concepts and issues of CALL

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

3. Course project

Criterion

Ability to demonstrate knowledge of CALL theory and ability to use CALL skills to design and carry out a CALL project

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

Title	
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

Additional Readings

Title	
1	Nil