

Subject Code	FH6000
Subject Title	Trends in Applied Language Sciences
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject aims to introduce recent advances in applied language sciences and challenges and opportunities faced by today's researchers. It familiarizes students with the theories, research, and practice of major areas of research and prepares students for further research in an interested area for their doctoral theses.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) Articulate major themes in applied language sciences (b) Analyse the relationship between recent developments in applied language sciences and changes in society (c) Examine how new technology and data sources contribute to the advancement in applied language sciences (d) Design an application or research proposal that integrates knowledge and/or methods from at least two language-related disciplines (e) Analyse problems with independent learning and critical thinking skills (f) Collaborate with others in research.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Profound changes in contemporary society <ul style="list-style-type: none"> - Advancement in neuroscience research - Development of WWW - Emergence and proliferation of artificial intelligence - Increased cultural diversity and globalization - Wide use of multi-media - • New problems for language sciences <ul style="list-style-type: none"> - How does language develop in the new digital era? - How do people communicate in multi-cultural contexts? - How can we make language teaching and learning more efficient and effective? - How can we facilitate human translation and

	<p>interpreting?</p> <ul style="list-style-type: none"> - Can we build computer software to imitate the human ability to understand and produce speech? - What are the affordances of generative AI and how can we take advantage of them? <ul style="list-style-type: none"> • New language data <ul style="list-style-type: none"> - Large-scale corpora (spoken or written) - Data from social media • New methodology/tools <ul style="list-style-type: none"> - Computer-mediated language learning and teaching - Corpus analyses - Computational models - Generative AI - Open science - Psycholinguistic and neurolinguistic methods - Sociolinguistic and semiotic approaches • Conclusion <ul style="list-style-type: none"> - Towards interdisciplinary advances and endeavours in applied language sciences 																																						
Teaching/Learning Methodology	The subject will be divided into lectures and tutorials. While the lectures will cover major themes in the broadest form including concepts, facts and arguments, the tutorials will be conducted in the form of guided group discussions to cultivate students' critical thinking skills and create peer learning opportunities																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 15%;">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 5%;">a</th> <th style="width: 5%;">b</th> <th style="width: 5%;">c</th> <th style="width: 5%;">d</th> <th style="width: 5%;">e</th> <th style="width: 5%;">f</th> </tr> </thead> <tbody> <tr> <td>Review paper</td> <td>50%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Research Proposal</td> <td>50%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	Review paper	50%	✓	✓	✓		✓		Research Proposal	50%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	Other student study effort:	
	▪ Readings & discussion	30 Hrs.
	▪ Assignments	60 Hrs
	Total student study effort	129Hrs.
Reading List and References	<p>The following is an indicative list only. Individual instructors may prescribe other readings where appropriate, and students should identify references relevant to their own research interests.</p> <p>Danet, B. & Herring, S. C. (Ed.) (2007). <i>The multilingual Internet: Language, culture, and communication online</i>. Oxford University Press.</p> <p>Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2020). <i>Task-based language teaching: Theory and practice</i>. Cambridge University Press.</p> <p>Fairclough, N. (1992). <i>Discourse & Social Change</i>. Cambridge: Polity Press.</p> <p>Fairclough, N. (2006). <i>Language and globalization</i>. Routledge. -----</p> <p>Johnstone, B. (2002). <i>Discourse analysis</i>. Blackwell Publishers.</p> <p>Jurafsky, D., & Martin, J. H. (2008). <i>Speech and language processing (2nd edition)</i>, Prentice Hall.</p> <p>Law, N., Pelgrum, W. J., & Plomp, T. J. (2008). <i>Pedagogy and ICT use in schools around the world</i>. Springer.</p> <p>Levy, M., Blin, F., Siskin, C. B., & Takeuchi, O. (Eds.) (2011). <i>WorldCALL: International perspectives on computer-assisted language learning</i>. New York: Routledge.</p> <p>Manning, C. D., & Schütze, H. (1999). <i>Foundations of statistical natural language processing</i>. MIT Press.</p> <p>Moder, C. L., & Martinovic-Zic, A. (2004). <i>Discourse across languages and cultures</i>. John Benjamins Publishing Company.</p> <p>Schnelle, H. (2010). <i>Language in the brain</i>. Cambridge University Press.</p> <p>Taylor, P. (2009). <i>Text-to-speech synthesis</i>. Cambridge University Press.</p> <p>Toury, G. (1995). <i>Descriptive translation studies and beyond</i> John Benjamins.</p>	

