

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 the major areas of applied language sciences, as well as the challenges and opportunities faced by today's researchers. It will familiarize students with the perspectives, methodologies as well as social contexts for the development of applied language sciences. This will prepare students for further research in one of the major areas for their doctoral theses and beyond.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) Articulate the different 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 have contributed 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"> - Development of WWW - Wide use of multi-media - Cultural diversity - Use of artificial intelligence in daily life - Advancement in neuroscience research and its relevance to language • New problems for language sciences <ul style="list-style-type: none"> - How does language develop in the new digital er? - How do people communicate in multi-cultural contexts? - How can we make language teaching and learning more

	<p>efficient and effective?</p> <ul style="list-style-type: none"> - How can we facilitate human translation and interpreting? - Can we build computer software to imitate the human ability to understand and produce speech? <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 - Psycholinguistic and neurolinguistic methods - Sociolinguistic and semiotic approaches • Conclusion <ul style="list-style-type: none"> - Towards interdisciplinary advances and endeavours in applied language sciences 																																						
<p>Teaching/Learning Methodology</p>	<p>The subject will be divided into lectures and tutorials. While the lectures will cover the major themes in the broadest form including concepts, facts and arguments, the tutorials will be conducted, where relevant, in the form of guided group discussion so as to cultivate critical thinking skills by the individual students and stimulate peer learning among students.</p>																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>Review paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Research Proposal</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</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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	<ul style="list-style-type: none"> ▪ Readings & discussion 	30 Hrs.
	<ul style="list-style-type: none"> ▪ Assignments 	60 Hrs
	Total student study effort	129Hrs.
Reading List and References	<p>The following is an indicative list only. Individual teachers may prescribe other readings where appropriate, and students should also source for 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>Fairclough, N. 2006. <i>Language and Globalization</i>. Routledge. ----- 1992. <i>Discourse & Social Change</i>. Cambridge: Polity Press.</p> <p>Johnstone, B. 2002. <i>Discourse Analysis</i>. Blackwell Publishers.</p> <p>Jurafsky, D. and Martin, J. H. 2008. <i>Speech and Language Processing</i> (2nd edition), Prentice Hall.</p> <p>Law, N., Pelgrum, W.J. & Plomp, T.J. 2008. <i>Pedagogy and ICT Use in Schools around the World</i>. Hong Kong: 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. and 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> Amsterdam & Philadelphia: John Benjamins.</p>	