

## **B.A. (Honours) in Contemporary English Studies**

<b>Course Title</b>	: Psycholinguistics
<b>Course Code</b>	: ENG3266
<b>Recommended Study Year</b>	: 3 <sup>rd</sup> or 4 <sup>th</sup> Year
<b>No. of credits/semester</b>	: 3
<b>Mode of Tuition</b>	: Lecture-tutorial mode
<b>Class Contact hours</b>	: 2-hour lecture per week 1-hour tutorial per week
<b>Category</b>	: Discipline Elective
<b>Prerequisite (s)</b>	: Nil
<b>Co-requisite (s)</b>	: Nil
<b>Exclusions</b>	: Nil
<b>Exemption requirements</b>	: Nil

### **Brief Course Description**

Psycholinguistics is the psychological study of language: the study of the structures and processes which underlie human ability to learn and speak a language. It is a subject area which links psychology and linguistics. This course will introduce and examine major theories and topics in psycholinguistics. The course will also offer a practical orientation in order to relate theory to students' possible career options in teaching, speech therapy or related disciplines.

### **Aims**

1. To introduce the central concepts of psycholinguistics;
2. To demonstrate the importance and limitations of these concepts in developing an understanding of language learning and language acquisition;
3. To provide an appropriate foundation for students who wish to pursue research in this subject area.

### **Learning Outcomes**

By the end of the course, students should be able to:

1. Demonstrate an understanding of major theories within psycholinguistics.
2. Describe and compare different approaches to teaching a second language.
3. Develop a critical understanding of how language production and comprehension are theorized in psycholinguistics, by drawing on personal experiences of learning and using languages.
4. Identify linguistic features and symptoms that have been associated with different language and speech disorders.
5. Critically examine the assumptions underlying psycholinguistics as a scientific study of language

## Indicative Contents

1. Introduction to psycholinguistics as a scientific study of language
2. Language, thought and culture
3. Child language acquisition, nature or nurture debate
4. The Chomsky approach
5. Case studies in language deprivation
6. Second language acquisition
7. Comparing different methods of teaching a second language
8. Language and the brain: language processing and language production
9. Language loss: speech and language disorders
10. Language comprehension: understanding the written word

## Teaching Method

Lectures and tutorials.

## Measurements of Learning Outcomes

Students' ability to describe, explain and compare major theories within psycholinguistics, as well as to identify linguistic features and symptoms that have been associated with different language and speech disorders, will be tested in tutorial participation and presentations. (LO1, LO 3, LO 4)

Students' knowledge and understanding of major topics in the course will be tested through mid-term test (LO1, LO2) and final examination (LO1, LO2, LO3, LO4, LO5).

Students' ability to critically analyze and assess major theories within psycholinguistics, as well as reflect on the assumptions underlying psycholinguistics as a scientific study of language will be tested through group presentation (LO1, LO 3, LO 5) and research essay (LO1, LO 3, LO 5).

## Assessment

Research essay	20%
Mid-term test	15%
Tutorial participation, including presentations	10%
Group presentation	15%
Final examination	30%
Class attendance	10%

## Required Readings

- Steinburg, D.D. & Sciarini, N.V. (2006), *An introduction to psycholinguistics*, UK: Pearson Educational.
- Sharp, A. (2010), *Psycholinguistics, materials and methods*, Lingnan University.

## Supplementary Readings

- Aitchison, J. (1992), *Language and Mind*, London: Penguin Books (Provides a useful glossary of psycholinguistic terms).
- Aitchison, J. (1998), *The Articulate Mammal*, London: Unwin Hyman.
- Altman, G.T.M. (2002), *Psycholinguistics: critical concepts in psychology*. New York: Routledge.
- Carroll, D.W. (1986), *Psychology of language*, Belmont, Cal: Brooks Cole.
- Cowles, H Wind (2010) *Psycholinguistics 101* Springer.
- Field, J. (2004), *Psycholinguistics: a resource book*, New York: Routledge.
- Field, J. (2004), *Psycholinguistics: the key concepts*. New York: Routledge.
- Gaskell, G. (Ed) (2009), *Oxford Handbook of Psycholinguistics*, OUP.
- Scovel, T. (1998), *Psycholinguistics*, Oxford: Oxford University Press.
- Sharp, A. (2003), *Reading comprehension and text organization*, New York: Edwin Mellen.
- Steinburg D.D. & Nagata, H. & Aline, D.P. (2001), *Psycholinguistics: language, mind and world*.
- Taylor, I. Taylor, M. (1990), *Psycholinguistics: learning and using language* Englewood Cliffs NJ: Prentice Hall.
- A wide range of handouts and video & youtube samples will also be provided.

### Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.