

LT4245: PSYCHOLINGUISTICS

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Psycholinguistics

Subject Code

LT - Linguistics and Translation

Course Number

4245

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

LT2229 Fundamentals of Linguistics and LT2204 Language and Mind

Precursors

Nil

Equivalent Courses

CTL4245 Psycholinguistics

Exclusive Courses

Nil

Part II Course Details

Abstract

This is a more advanced course in Psycholinguistics. Before taking this course, students must have successfully completed LT2229 Fundamentals of Linguistics, and LT2204 Language and Mind. This course aims to introduce to students key topics

in the field of psycholinguistics in greater depth, and to provide them with an insight into the crucial issue of how human brain/mind supports the acquisition, comprehension and production of language.

Course Intended Learning Outcomes (CILOs)

| CILOs | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|--|--------|--------|--------|
| 1 | Understand the fundamental regulations and principles of cognitive mechanisms supporting language phenomena. | x | x | |
| 2 | Analyse the principles and theories related to language phenomena (learning, comprehension and production). | x | x | |
| 3 | Compare and integrate different models in respect to word recognition, sentence processing, text integration and language production. | x | x | x |
| 4 | Critiquing and evaluating experimental findings in relation to theoretical accounts. | x | x | x |
| 5 | Applying learnt knowledge by designing a study to examine an issue related to language phenomena (learning, comprehension and production). | 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.

Teaching and Learning Activities (TLAs)

| TLAs | Brief Description | CILO No. | Hours/week (if applicable) |
|------|-------------------------------|---|----------------------------|
| 1 | Readings | Reading book chapters and articles | 1, 2, 3, 4, 5 |
| 2 | Lectures and Class Activities | Concepts, models and theories are taught. Research papers are selected for discussion and analyses. | 1, 2, 3, 4 3 hours |

| | | | | |
|---|-------------------|--|---------------|---------|
| 3 | Semester-end Quiz | A quiz is arranged at the end of the semester. Multiple-choice question and short essays will be set to assess students' mastery of key concepts, models and theories, and to evaluate their ability to analyze language phenomena | 1, 2, 3 | 2 hours |
| 4 | Term paper | Students are required to write a term paper in the form of research proposal. | 1, 2, 3, 4, 5 | |

Assessment Tasks / Activities (ATs)

| ATs | CILO No. | Weighting (%) | Remarks (e.g. Parameter for GenAI use) |
|--|------------|---------------|--|
| 1 Class activities and assignments Activities are designed to enable students to apply the concepts, theories or models taught in class to analyse data or solve problem. Class assignments require students to read research articles before class, and to analyse the objectives, research design and findings of the studies in class. Summary/notes essays of assigned readings. | 1, 2, 3, 4 | 20 | |
| 2 Semester-end Quiz (2 hours) Interpreting language phenomenon with specialized terms and concepts. Checking acquired knowledge by judging key differences among key concepts, models and theories. Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories. | 1, 2, 3 | 35 | |

| | | | | |
|---|--|---------------|----|--|
| 3 | <p>Term-paper</p> <p>Students are required to critically apply the learnt concepts, models and theories in designing their research studies. Interpreting language phenomena with specialized terms and concepts. Checking acquired knowledge by judging key differences among key concepts, models and theories. Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.</p> | 1, 2, 3, 4, 5 | 45 | |
|---|--|---------------|----|--|

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Class activities and assignments

Criterion

Knowledge application, Critical thinking and problem solving

Excellent (A+, A, A-)

Excellent application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of excellent abilities of critical thinking and problem solving

Good (B+, B, B-)

Good application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of good abilities of critical thinking and problem solving

Fair (C+, C, C-)

Satisfactory application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of average abilities of critical thinking and problem solving

Marginal (D)

Unsatisfactory application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of below-average abilities of critical thinking and problem solving

Failure (F)

Incorrect application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of low abilities of critical thinking and problem solving

Assessment Task

2. Semester-end Quiz (2 hours)

Criterion

Interpreting language phenomenon with specialized terms and concepts. Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Excellent (A+, A, A-)

Excellent interpretation of language phenomenon with specialized terms and concepts. Excellent development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Good (B+, B, B-)

Good interpretation of language phenomenon with specialized terms and concepts. Good development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Fair (C+, C, C-)

Satisfactory interpretation of language phenomenon with specialized terms and concepts. Satisfactory development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Marginal (D)

Unsatisfactory interpretation of language phenomenon with specialized terms and concepts. Unsatisfactory development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Failure (F)

Poor interpretation of language phenomenon with specialized terms and concepts. Poor development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Assessment Task

3. Term paper

Criterion

Design of the study
Written presentation

Excellent (A+, A, A-)

Excellent design of the study
Excellent written presentation

Good (B+, B, B-)

Good design of the study
Good written presentation

Fair (C+, C, C-)

Satisfactory design of the study
Satisfactory written presentation

Marginal (D)

Unsatisfactory design of the study
Unsatisfactory written presentation

Failure (F)

Poor design of the study
Poor written presentation

Part III Other Information

Keyword Syllabus

Perception of speech, perception of written language, internal lexicon, lexical access, sentence comprehension, discourse comprehension, language production, language and cognition, early and later language acquisition, bilingual language processing, Chinese language processing

Reading List

Compulsory Readings

| | Title |
|---|---|
| 1 | Carroll. D. W. (2008) Psychology of Language. 5th edition. Belmont, California: Wadsworth/ Thomson Learning. |
| 2 | Harley, T.A. (2014) The Psychology of Language: From Data to Theory.4th edition. Hove, East Sussex; New York: Psychology Press. |

Additional Readings

| | Title |
|---|--|
| 1 | Gleason, J.B. & Ratner, N. B. (Eds.) (1998) Psycholinguistics. 2nd Edition. New York: Harcourt Brace College. |
| 2 | Fernandez, E.V.& Cairns, H.S.(2011) Fundamentals of Psycholinguistics. West Sussex: Wiley Blackwell. |
| 3 | Chen, H.C. & Zhou, X.L. (Eds.)(1999) Processing East Asian Languages. Sussex: Psychology Press. |
| 4 | Chen, H. C. (Ed.) (1997) Cognitive Processing of Chinese and Related Asian Languages. Hong Kong: The Chinese University Press. |
| 5 | Traxler, M.J. & Gernsbacher M. (Eds.) (2006) A Handbook of Psycholinguistics. 2nd edition. Amsterdam ; Boston : Elsevier/Academic Press. |
| 6 | Journals: 1. Brain and Language 2. Cognition 3. Journal of Psycholinguistic Research 4. Journal of Memory and Language 5. Journal of Experimental Psychology: LMC. 6. Neuroimaging 7. Psychological Science 8. Scientific Studies of Reading, Mind and Language 9. Reading and Writing |