

Subject Code	FH6102
Subject Title	Psycholinguistics and Language Acquisition
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>This subject provides opportunities for students to consider first and second language acquisition from a psycholinguistic perspective. Psycholinguistics studies the psychological and neurobiological factors that allow humans to acquire, understand and produce language. The subject offers a systematic introduction to the key topics in psycholinguistics: examining the mental processes involved in speech perception, word recognition, language comprehension and production.</p> <p>The subject sets out to stimulate students' interest in psycholinguistics and language acquisition generally and, more specifically, to help them understand the mental processes that occur in the dynamic contexts of language learning and production, including translation and interpretation.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of key theories in the study of first and second language acquisition; 2. understand how theory has influenced approaches to language teaching, translation and interpretation; 3. compare the developmental stages in first and second language acquisition; 4. evaluate critically the socio-psychological factors that affect second language learning. 5. Acquire a basic and practical understanding of methods in language acquisition research
Subject Synopsis/ Indicative Syllabus	<p>This subject explores the first and second language acquisition processes in considerable depth and includes discussion of:</p> <ol style="list-style-type: none"> 1. Influential models of language acquisition 2. Language development and bilingualism 3. Socio-psychological factors affecting second language acquisition 4. Interlanguage/learner language 5. Second language learning in the classroom 6. Language acquisition research methods and statistical analysis 7. Advances in language acquisition research

Teaching/Learning Methodology

Theory and practice, and teaching and learning will be fully integrated throughout the course, which will utilize student-led seminars, in-class discussions, teacher’s inputs and multimedia materials to help students achieve the learning outcomes. Teaching and learning will take place in interactive seminars involving teacher input interspersed with student presentations, student-led seminars, short discussion tasks, and written exercises. The delivery of the contents will involve review and critique of significant research work in the field as well as case studies of language studies.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
		1	2	3	4
1. In-class Discussions	10%	✓	✓	✓	✓
2. Presentation Project	35%	✓	✓	✓	✓
3. Term Paper	55%	✓	✓	✓	✓
Total	100%				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The subject is assessed entirely through coursework. All assignments are designed to provide students with tasks that require the evaluation, synthesis and application of key concepts, psycholinguistic theories of L1 and L2 acquisition, and approaches to designing and analysing studies in the psycholinguistic studies of language acquisition. Students are assessed in terms of the envisioned learning outcomes through a combination of class participation, oral presentations, and a term paper. Class participation evaluating both attendance and active contribution to class discussions aims to enhance students’ understanding of key concepts and theories of L2 acquisition; the oral presentations give students a chance to apply their newly learned subject knowledge and analytical strategies to the understanding and evaluation of exemplary language acquisition studies; the term paper provides an opportunity for students to examine a psycholinguistic or language acquisition topic in depth to acquire an understanding that can inform research and/or teaching in the future.

Student Study

Class contact:

Effort Required	<ul style="list-style-type: none"> • Seminar 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> • Private study 	39 Hrs.
	<ul style="list-style-type: none"> • Assignments 	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Recommended Reading</p> <p>Carroll, D. W. (2008). <i>Psychology of language</i> (5th ed.). Belmont, CA: Thomson.</p> <p>Clark, E. V. (2016). <i>First language acquisition</i> (3rd ed.). Cambridge, UK: Cambridge University Press.</p> <p>DeKeyser, R. (Ed.). (2007). <i>Practice in a second language: Perspectives from applied linguistics and cognitive psychology</i>. Cambridge, UK: Cambridge University Press.</p> <p>Dörnyei, Z., & Ryan, S. (2015). <i>The psychology of the language learner revisited</i>. New York, NY: Routledge.</p> <p>Ellis, R. (2008). <i>The study of second language acquisition</i> (2nd ed.). Oxford, UK: Oxford University Press.</p> <p>Fernández, E. M., & Cairns, H. S. (2018). <i>The handbook of psycholinguistics</i>. Hoboken, NJ: Wiley Blackwell.</p> <p>Gass, S. M. (2013). <i>Second language acquisition: An introductory course</i> (4th ed.). New York, NY: Routledge.</p> <p>Herschensohn, J., & Young-Scholten, M. (Eds.). (2013). <i>The Cambridge handbook of second language acquisition</i>. Cambridge, UK: Cambridge University Press.</p> <p>Hummel, K. M. (2014). <i>Introducing second language acquisition: Perspectives and practices</i>. Hoboken, NJ: Wiley Blackwell.</p> <p>Lightbown, P. M., & Spada, N. (2013). <i>How languages are learned</i> (4th ed.). Oxford, UK: Oxford University Press.</p> <p>Long, M. H., & Doughty, C. J. (Eds.). (2009). <i>The handbook of language teaching</i>. Malden, MA: Wiley Blackwell.</p> <p>Mitchell, R., Myles, F., & Marsden, M. (2013). <i>Second language learning theories</i> (3rd ed.). London, UK: Routledge.</p> <p>Owens, R. E., Jr. (2012). <i>Language development: An introduction</i> (8th ed.). Boston, MA: Pearson.</p> <p>Saville-Troike, M., & Barto, K. (2017). <i>Introducing second language acquisition</i> (3rd ed.). Cambridge, UK: Cambridge University Press.</p> <p>Steinberg, D. D., & Sciarini, N. V. (2006). <i>An introduction to psycholinguistics</i> (2nd ed.). Harlow, UK: Longman.</p> <p>VanPatten, B., & Williams, J. (Eds.). (2015). <i>Theories in second language acquisition: An introduction</i> (2nd ed.). New York, NY: Routledge.</p>	

	Recommended journals
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Language Learning

Language Teaching Research

Modern Language Journal

Studies in Second Language Acquisition

System

TESOL Quarterly