

LT5406: PSYCHOLINGUISTICS

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Psycholinguistics

Subject Code

LT - Linguistics and Translation

Course Number

5406

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL5406 Psycholinguistics

Exclusive Courses

Nil

Part II Course Details

Abstract

This course provides a comprehensive introduction to the psychological and cognitive foundations of language acquisition, comprehension, and production. It examines core linguistic domains - syntax, phonology, morphology, semantics, and

pragmatics - and their intersection with cognitive processes. Emphasising cross-linguistic and bi/multilingual perspectives, the course explores the cognitive mechanisms that support human language abilities. Students will also engage with experimental methods that provide empirical support for diverse linguistic theories and gain insights into cognitive and language disorders that further reveal the complexities of language processing.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discover the fundamental cognitive mechanisms that support language phenomena. Examine how language is acquired, processed, and produced, and analyse how cognitive processes interact with linguistic structures.		x	x	
2	Analyse foundational theories that explain language phenomena and explore their cognitive implications.		x	x	
3	Compare and integrate different models of phonetic, phonological, morphological, semantic, and syntactic processing.		x	x	x
4	Critique and evaluate experimental findings in relation to theoretical accounts, assessing how evidence supports or challenges prevailing theories.		x	x	x
5	Apply acquired knowledge to design a study to investigate a specific issue related to language phenomena.		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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Readings	Students will read assigned book chapters and articles to enhance their understanding of the course topics.	1, 2, 3, 4, 5	

2	Lectures and Class Activities	Students will learn concepts, models, and theories through lectures and engage with selected research papers and book chapters for discussion and analysis.	1, 2, 3, 4	
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Additional Information for LTAs

Final details will be provided to students in their first week of attendance in this course.

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Group assignments Activities are designed to enable students to apply the concepts, theories or models taught at home to analyse data or solve problem. Home assignments require students to read research articles and book chapters, and to answer the questions from the assigned readings.	1, 2, 3, 4	20	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

2	Mid-term quiz The mid-term quiz will take place during class time in Week 7 and will test students on material covered from Weeks 1 to 6. Students are expected to demonstrate their understanding of the core psycholinguistic concepts and theories, and their ability to apply theoretical knowledge to experimental data and linguistic phenomena.	1, 2, 3, 4	20	-	No
3	Group presentation Each group will deliver a 5-minute presentation in Week 12, focusing on a research paper relevant to psycholinguistics that has not been covered in class. Presentations must clearly summarize the paper's objectives, methods, findings, and relevance to psycholinguistics.	1, 2, 3, 4	20	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

4	Final project Students are required to propose a study to investigate a psycho-/linguistic phenomenon, critically apply the learnt concepts, models and theories learnt in class, and write up the proposal and analysis methods. The proposal will be done individually. The individual written proposal is about 2000 to 3000 words.	1, 2, 3, 4, 5	40	Students can use GenAI tools for brainstorming, debugging, and information gathering. Students must acknowledge all content from GenAI tools and should not present generated code or text as their own original work without significant modification and understanding. A log of GenAI conversations is recommended.	Yes
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Continuous Assessment (%)

100

Additional Information for ATs

Final details will be provided to students in their first week of attendance in this course.

Assessment Rubrics (AR)**Assessment Task**

1. Group 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. Mid-term quiz

Criterion

Understanding of core psycholinguistic concepts, theories, and experimental methods

Excellent

(A+, A, A-) Excellent understanding of core concepts, theories, and experimental methods.

Excellent application of knowledge in a highly analytical and insightful manner.

Good

(B+, B, B-) Good understanding of core concepts, theories, and experimental methods.

Good application of knowledge in an analytical and insightful manner.

Fair

(C+, C, C-) Satisfactory understanding of core concepts, theories, and experimental methods.

Satisfactory application of knowledge.

Marginal

(D) Unsatisfactory understanding of core concepts, theories, and experimental methods.

Unsatisfactory application of knowledge.

Failure

(F) Poor understanding of core concepts, theories, and experimental methods.

Poor application of knowledge.

Assessment Task

3. Group presentation

Criterion

Clarity, depth of analysis, relevance, and delivery

Excellent

(A+, A, A-) Excellent presentation skills, shown by clear, well-structured, and engaging presentation with excellent depth of analysis. Content is highly relevant, with excellent delivery and effective engagement.

Good

(B+, B, B-) Good presentation skills, shown by clear, well-structured, and engaging presentation with good depth of analysis. Content is relevant, with good delivery and engagement.

Fair

(C+, C, C-) Satisfactory presentation skills, with adequate structure, clarity, and depth of analysis. Content is adequate, with satisfactory delivery and engagement.

Marginal

(D) Unsatisfactory presentation skills, with unsatisfactory structure, clarity, and lack of depth of analysis. Content is mostly irrelevant, with weak delivery and minimal engagement.

Failure

(F) Poor presentation skills, lacking structure, depth of analysis, relevance and clarity. Content is irrelevant, and delivery and engagement are ineffective.

Assessment Task

4. Final project

Criterion

Research question(s)

Design of the study

Written presentation

Excellent

(A+, A, A-)

The research question(s) are highly relevant, innovative, and clearly articulated.

The study design is robust, well-justified, and demonstrates exceptional originality and insight.

The written presentation is clear, concise, well-structured, and free from errors, showing deep understanding and a critical approach.

Good

(B+, B, B-)

The research question(s) are relevant and well-articulated.

The study design is sound and well-justified, with some originality and insight.

The written presentation is clear, logically organized, and mostly free from errors, demonstrating good understanding and critical engagement.

Fair

(C+, C, C-)

The research question(s) are adequately relevant and articulated.

The study design is acceptable but may lack depth or strong justification.

The written presentation is clear enough to convey the ideas but may have structural or grammatical weaknesses, demonstrating average understanding and limited critical engagement.

Marginal

(D)

The research question(s) are partially relevant or poorly articulated.

The study design is clearly flawed, insufficiently justified, or lacks originality.

The written presentation is unclear, disorganized, or contains frequent errors, reflecting minimal understanding or critical engagement.

Failure

(F)

The research question(s) are irrelevant, poorly articulated, or missing.

The study design is inadequate, unjustified, or fundamentally flawed.

The written presentation is unclear, incoherent, or contains many errors, showing no meaningful understanding or engagement.

Part III Other Information**Keyword Syllabus**

Language science, speech production and comprehension, word processing, sentence processing, discourse processing, metaphor, anaphora resolution, common ground, language development, reading, bilingual language processing, sign language, language disorders, experimental methods

Reading List**Compulsory Readings**

Title	
1	Traxler, M. J. (2023) Introduction to Psycholinguistics: Understanding Language Science. 2nd edition. Wiley Blackwell.

Additional Readings

Title	
1	Sedivy, J. (2019) Language in Mind: An Introduction to Psycholinguistics. 2nd edition. Sinauer Associates.
2	Fernández, E. M., Smith Cairns, H. (2018). The Handbook of Psycholinguistics. Wiley Blackwell.