LT4255: APPLIED PSYCHOLINGUISTICS

Effective Term
Semester B 2022/23

Part I Course Overview

Course Title
Applied Psycholinguistics

Subject Code
LT - Linguistics and Translation
Course Number
4255

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
LT2204 Language and Mind and LT2229 Fundamentals of Linguistics

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
This course aims to let students have a clear understanding of how languages are learned and processed from the psychological perspective. Different theoretical approaches to language learning and processing will be contrasted; the

learner-related variables which will affect language learning and processing will be examined. Electrophysiological techniques will be introduced to examine individual differences in language learning and processing.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the psychological process of language learning and processing;		x	x	
2	Analyse the individual variables in language learning and processing;		x	x	
3	Compare and contrast different psychological approaches to language learning and processing;		x	x	x
4	Critically review the pedagogical implications arising from the research on the psychological mechanisms underlying language learning and processing;		x	x	x
5	Introduce electrophysiological techniques to examine language processing and learning in different populations;		x	x	x
6	Design and conduct a study to test language processing or learning theories by using electrophysiological techniques.		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	Read book chapters and research articles assigned weekly	1, 2, 3, 4, 5, 6	
2	Lectures	Theories, concepts, explanations, illustrations, synthesis of readings, in-class activities	1, 2, 3, 4, 5	

| 3 | Class activities | Answer designed questions, participate in group discussion and problem solving activities, summarize and present research articles | 1, 2, 3, 4, 5, 6 | |
| 4 | Project | The project requires students to come up with a specific question in relation to learner-related variables in language learning or processing, apply the concepts and theories they have learnt to design the study. | 1, 2, 3, 4, 5, 6 | |

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 and book chapters before class, and to answer the questions from the assigned readings in class.	1, 2, 3, 4, 5, 6	20	
2	Project The project requires students to design and conduct a study in relation to language processing and language learning, apply the concepts and theories they have learnt to analyse the results, present the findings, and write a report.	1, 2, 3, 4, 5, 6	40	The project will be done individually or by group with no more than two students. The individual written project is about 2000 to 2500 words, and the group project 3500 to 4000 words.

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Additional Information for ATs

Examination
Questions will be set to assess students' mastery of key concepts and ability to analyze, evaluate, and solve problems. (CILO No.1-5)

Assessment Rubrics (AR)

Assessment Task

1. Class activities

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

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Assessment Task

2. Project

Criterion

Design of the studyWritten 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

Assessment Task

3. Examination

Criterion

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

Part III Other Information

Keyword Syllabus

Language learning process, Learner-related variables in language learning,
Individual differences in language learning,
Language teaching process, Language classroom pedagogy,
Behavoristic Approach, Psycholinguistic Approach, Social Psychological Approach, and Cognitive Approach to language learning

Reading List

Compulsory Readings

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

Additional Readings

	Title
1	Steve J. Luck (2005) An Introduction to the Event-related Potential Technique. MIT press
2	Kuhl, P.K., (2006). Infants show a facilitation effect for native language phonetic perception between 6 and 12 months. Developmental Science, 9, F13-F21
3	Kuhl, P.K., Williams, K.A., Lacerda, F., Stevens, K.N., & Lindblom, B. (1992). Linguistic experience alters phonetic perception in infants by 6 months of age. Science, 255, 606-608.
4	Rastle, K. (2007). Visual word recognition. In M.G. Gaskell (Ed.), The Oxford handbook of psycholinguistics (pp. 71-87), Oxford: Oxford University Press.
5	Lightbown, Patsy,M. & Spada, Nina (2013) How Languages are Learned. 4th edition. Oxford: Oxford University Press.
6	Mercer, S., Ryan, S. & Williams, M. (2012) Psychology for Language Learning: Insights from Research, Theory and Practice. Palgrave: Macmillan.
7	DÖrnyei, Zoltan. (2005) The Psychology of the Language Learner. Mahwah, NJ: Lawrence Erlbaum Associates.
8	DÖrnyei, Zoltan. (2009) The Psychology of Second Language Acquisition. Oxford: Oxford University Press.
9	Healy, Alice, F. & Bourne, Lyle, E. (ed.) (1998) Foreign Language Learning: Psycholinguistic Studies on Training and Retention. Mahwah, N.J.: Lawrence Erlbaum Associates.
10	Jeanette, Littlemore. (2009) Applying Cognitive Linguistics to Second Language Learning and Teaching. Basingstoke: Palgrave Macmillian.
11	Leontiev, Aleksei A.(1981) Psychology and the Language Learning Process. Oxford: Pergamon.
12	McDonough, Steven H. (1986) Psychology in Foreign Language Teaching. 2nd ed. London: Allen & Unwin.
13	Mukalel, Joseph, C. (1998) Psychology of Language Learning. New Delhi: Discovery Publishing House.
14	Titone, Renzo & Danesi,Marcel, (1985) Applied Psycholinguistics: An Introduction to the Psychology of Language Learning and Teaching. Toronto: University of Toronto Press.
15	Williams, Marion, W. & Burden, Robert. L. (1997) Psychology for Language Teachers: A Social Constructivist Approach. Cambridge: Cambridge University Press.