

LT4255: APPLIED PSYCHOLINGUISTICS

Effective Term

Semester A 2025/26

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, emphasizing psycholinguistic applications in the real contexts.

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

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 book chapters and research articles assigned weekly.	1, 2, 3, 4	
2	Lectures	Students will explore theories, concepts, explanations, and illustrations; synthesise readings.	1, 2, 3, 4	
3	In-class activities	Students will respond to designed questions, participate in group discussion and problem-solving activities, summarise and present research articles.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
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	20	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
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, write a report, and do a group presentation.	1, 2, 3, 4	40	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

3	Final test A final test will assess your cumulative understanding of the course material. It will focus on your mastery of key concepts and your ability to apply them to analyze and solve practical problems.	1, 2, 3, 4	40	-	No
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Continuous Assessment (%)

100

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

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,
Behavioristic 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. <i>Developmental Science</i> , 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. <i>Science</i> , 255, 606-608.
4	Rastle, K. (2007). Visual word recognition. In M.G. Gaskell (Ed.), <i>The Oxford handbook of psycholinguistics</i> (pp. 71-87), Oxford: Oxford University Press.
5	Lightbown, Patsy, M. & Spada, Nina (2013) <i>How Languages are Learned</i> . 4th edition. Oxford: Oxford University Press.
6	Mercer, S., Ryan, S. & Williams, M. (2012) <i>Psychology for Language Learning: Insights from Research, Theory and Practice</i> . Palgrave: Macmillan.
7	Dörnyei, Zoltan. (2005) <i>The Psychology of the Language Learner</i> . Mahwah, NJ: Lawrence Erlbaum Associates.
8	Dörnyei, Zoltan. (2009) <i>The Psychology of Second Language Acquisition</i> . Oxford: Oxford University Press.
9	Healy, Alice, F. & Bourne, Lyle, E. (ed.) (1998) <i>Foreign Language Learning: Psycholinguistic Studies on Training and Retention</i> . Mahwah, N.J.: Lawrence Erlbaum Associates.
10	Jeanette, Littlemore. (2009) <i>Applying Cognitive Linguistics to Second Language Learning and Teaching</i> . Basingstoke: Palgrave Macmillan.
11	Leontiev, Aleksei A. (1981) <i>Psychology and the Language Learning Process</i> . Oxford: Pergamon.
12	McDonough, Steven H. (1986) <i>Psychology in Foreign Language Teaching</i> . 2nd ed. London: Allen & Unwin.
13	Mukalel, Joseph, C. (1998) <i>Psychology of Language Learning</i> . New Delhi: Discovery Publishing House.
14	Titone, Renzo & Danesi, Marcel, (1985) <i>Applied Psycholinguistics: An Introduction to the Psychology of Language Learning and Teaching</i> . Toronto: University of Toronto Press.
15	Williams, Marion, W. & Burden, Robert. L. (1997) <i>Psychology for Language Teachers: A Social Constructivist Approach</i> . Cambridge: Cambridge University Press.