

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

**Part I**

|                              |                                                                                        |
|------------------------------|----------------------------------------------------------------------------------------|
| <b>Programme Title</b>       | : Bachelor of Social Sciences (Honours) in Psychology/<br>All Undergraduate Programmes |
| <b>Programme QF Level</b>    | : 5                                                                                    |
| <b>Course Title</b>          | : Psychology of Language                                                               |
| <b>Course Code</b>           | : PSY3024                                                                              |
| <b>Department</b>            | : Psychology                                                                           |
| <b>Credit Points</b>         | : 3                                                                                    |
| <b>Contact Hours</b>         | : 39                                                                                   |
| <b>Pre-requisite(s)</b>      | : Basic Principles of Psychology (or equivalent)                                       |
| <b>Medium of Instruction</b> | : EMI                                                                                  |
| <b>Course Level</b>          | : 3                                                                                    |

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

- 4a. Oral Communication Skills
- 4b. Written Communication Skills
- 5. Social Interaction Skills
- 6. Ethical Decision Making
- 7. Global Perspectives

### 1. Course Synopsis

This course provides an overview of the theoretical background of the study of psycholinguistics and will explore several central issues in the field; for example, how languages are perceived, acquired, represented, understood, and stored in the mind and brain. Specific issues such as the relationship between language and thought, reading and writing development, bilingualism and multilingualism as well as the application of those psycholinguistic theories to the understanding of our daily language behaviors will also be discussed.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Describe the major concepts, findings, and theories in psycholinguistics;
- CILO<sub>2</sub> Identify the building blocks of language and literacy skills and their developmental trajectories;
- CILO<sub>3</sub> Acquire relevant techniques for conducting research in psycholinguistics;
- CILO<sub>4</sub> Develop critical thinking skills to evaluate empirical evidence in psycholinguistics research;
- CILO<sub>5</sub> Apply knowledge of psychology of language to daily life and teaching practices.

### 3. Content, CILOs and Teaching & Learning Activities

| Course Content                                                                                                               | CILOs               | Suggested Teaching & Learning Activities |
|------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------|
| Introduction to the study of psycholinguistics:<br>Approaches and methods for the study of language behavior and development | CILO <sub>1</sub>   | Lecture and discussion                   |
| Speech perception and phonological skills: How do we perceive and manipulate sounds?                                         | CILO <sub>1-5</sub> | Lecture, demonstrations and experiments  |
| Word recognition: What do we mean by “recognize a word?”                                                                     | CILO <sub>1-5</sub> | Lecture and experiments                  |
| Speech production: How do we produce a sound (word)?                                                                         | CILO <sub>1-5</sub> | Lecture and experiments                  |
| Sentence comprehension: syntactic and semantic                                                                               | CILO <sub>1-5</sub> | Lecture and laboratory                   |

|                                                                                   |                     |                                                 |
|-----------------------------------------------------------------------------------|---------------------|-------------------------------------------------|
| processing: How do we understand sentences?                                       |                     | study                                           |
| Language and the brain: How is language represented in our brain?                 | CILO <sub>1-5</sub> | Lecture, discussion, video and laboratory study |
| Language and thought: Relationship between our language and thinking patterns?    | CILO <sub>1-5</sub> | Lecture, demonstrations and experiments         |
| Reading acquisition: How do we learn to read?                                     | CILO <sub>1-5</sub> | Lecture and discussion                          |
| Psychology of Bilingualism: How do we acquire and process more than one language? | CILO <sub>1-5</sub> | Lecture and discussion                          |

#### 4. Assessment

| Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                 | Weighting (%) | CILO                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------|
| a. Experimental report (2,000 words)<br>Each group (of 4 to 6 students) is required to submit a written experimental report of their experiments (peer-rated). The report should include all the details, including an introduction (theoretical background and literature review), methods (procedure of conducting the experiment), results (the observed findings), and discussions and conclusions (practical implications). | 50%           | CILO <sub>1-5</sub> |
| b. Quizzes<br>Two 1.5 hours quizzes are set to assess students' understanding of the theories, concepts and experiments explained in the course. Each quiz contributes 25% to students' final grade and will consist of multiple choice and/or short answer questions.                                                                                                                                                           | 50%           | CILO <sub>1-5</sub> |

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Text(s)

Sedivy, J. (2019) *Language in mind: An introduction to psycholinguistics (2<sup>nd</sup> ed.)*..  
Oxford University Press.

## 7. Recommended Readings

- Corballis, M. C. & Lea, S. E. G. (Eds.). (1999). *The descent of mind*. Oxford University Press.\*
- Cutler, A. (Ed.). (2005). *Twenty-first century psycholinguistics: Four cornerstones*. Erlbaum.\*
- Fernández, E. M. & Cairns, H. S. (2018). *The Handbook of Psycholinguistics*. John Wiley & Sons, Inc.
- Kroll, J. F. & de Groot, A. M. B. (Eds.). (2005). *Handbook of bilingualism: Psycholinguistic approaches*. Oxford University Press.\*
- Li, P., Tan, L.-H., Bates, E., & Tzeng, O. (Eds.). (2006). *Handbook of East Asian psycholinguistics (Vol. 1: Chinese Psycholinguistics)*. Cambridge University Press.\*
- Pinker, S. (1994). *The language instinct*. W. Morrow and Co.\*

## 8. Related Web Resources

Nil

## 9. Related Journals

*Acta Psychologica*  
*Applied Psycholinguistics*  
*Bilingualism: Language and Cognition*  
*Cognition*  
*Journal of Child Language*  
*Journal of Experimental Psychology: Learning, Memory, & Cognition*  
*Journal of Experimental Psychology: Human Perception & Performance*  
*Journal of Linguistics*  
*Journal of Memory & Language*  
*Journal of Neurolinguistics*  
*Journal of Psycholinguistics Research*  
*Language & Cognitive Processes*  
*Language Learning*  
*Psychological Review*  
*Psychological Sciences*  
*Psychonomic Bulletin and Review*  
*Reading and Writing: An interdisciplinary journal*  
*Reading Research Quarterly*  
*Society for the Scientific Studies of Reading journal*

*Studies in Second Language Acquisition*

**10. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

**11. Others**

Nil