Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Language, Brain, and the Mind
Course Code	:	LIN3021
Department	:	Department of Linguistics and Modern Language Studies (LML)
Credit Point	:	3
Contact Hours	:	39
Pre-requisite(s)	:	*Nil*
Medium of Instruction	:	English
Level	:	3

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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 helps students develop an understanding of how language is processed, stored, and learnt, as well as how it is related to thoughts and cognition. It also familiarizes students with the neural machinery that underlies our ability to speak and understand language and how language disorders reveal the relation between brain and mind.

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

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

$CILO_1$	Demonstrate a sound understanding of how language is processed and learned
$CILO_2$	Demonstrate an understanding of reciprocal relation between language and other cognitive abilities
$CILO_3$	Compare different theoretical approaches to the understanding of how language is represented in our brain, and use up-to-date methodologies to verify these approaches

3. **Course Intended Language Learning Outcomes (CILLOs)**

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

$CILLO_1$	Develop and use subject-specific vocabulary in academic writing

4. **Content, CILOs, CILLOs and Teaching & Learning Activities**

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● The nature of language and language acquisition	$CILO_{1,2}$ $CILLO_1$	Lecture, seminar, group work, students' PPT presentation, online learning activities
● How language is processed	$CILO_{1,2\ \&\ 3}$ $CILLO_1$	Lecture, seminar, group work, students' PPT presentation, online learning activities
● How language is represented	$CILO_{2,3}$ $CILLO_1$	Lecture, seminar, group work, students' PPT presentation, online learning activities

	CILO	Teaching & Learning Activities
• Language and thought: linguistic relativity	$CILO_2$ $CILLO_1$	Lecture, seminar, group work, students' PPT presentation, online learning activities
• Bilingualism: how two or more languages are stored and represented	$CILO_{1,3}$ $CILLO_1$	Lecture, seminar, group work, students' PPT presentation, online learning activities
• Language disorders: a window to brain-mind relation	$CILO_{1,3}$ $CILLO_1$	Lecture, seminar, group work, students' PPT presentation, online learning activities

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs

(a) Online tasks
    i. Quiz on the comprehension of the video (10%)
    ii. Comment (10%)
Students are required to give an insightful response on a question regarding the video
	20%	$CILO_{1,2\ \&\ 3}$
		$CILLO_1$

(b) Group research Students will conduct some simple experiments in groups. They will present their their findings in class (20%). To encourage active participation, students will be asked to rate the other members of the group, and each student will obtain a score from the ratings (10%)	30%	$CILO_{1,2\ \&\ 3}$
(c) Final exam Students will be asked to analyze problems regarding the topics covered in this course.	50%	$CILO_{1,2\ \&\ 3}$ $CILLO_1$

6. 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.

7. Required Text(s)

Nil

8. Recommended Readings

Abutalebi, J., & Green, D. (2007). Bilingual language production: The neurocognition of language representation and control. *Journal of Neurolinguistics*, *20*(3), 242-275.

Ahlsén, E. (2006). *Introduction to neurolinguistics*. Amsterdam: John Benjamins.

Bybee, J. (2010). *Language, usage and cognition.* Cambridge: Cambridge University Press.

Carroll, J. B. (Ed.). (1956). Language, thought, and reality: Selected writings of Benjamin Lee Whorf. Cambridge, MA: MIT Press.

Dąbrowska, E. (2015). What exactly is Universal Grammar, and has anyone seen it?. *Frontiers in psychology*, *6*, 852.

De Groot, A. M., & Kroll, J. F. (Eds.). (2014). *Tutorials in bilingualism: Psycholinguistic perspectives*. New York: Psychology Press.

Fabbro, F. (2013). *The neurolinguistics of bilingualism: An introduction*. New York: Psychology Press.

Gentner, D. & Goldin-Meadow, S. (Eds.). (2003). *Language in mind: Advances in the study of language and thought*. Cambridge, MA: The MIT Press.

Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (2000). *The scientist in the crib: What early learning tells us about the mind*. New York: HarperCollins.

Johnson, M., & Lakoff, G. (2002). Why cognitive linguistics requires embodied realism. *Cognitive linguistics*, *13*(3), 245-264.

Kotz, S. A. (2009). A critical review of ERP and fMRI evidence on L2 syntactic processing. *Brain and Language*, *109*(2), 68-74.

Kuhl, P. K. (2010). Brain mechanisms in early language acquisition. *Neuron*, *67*(5), 713-727.

Li, P., Bates, E., & MacWhinney, B. (1993). Processing a language without inflections: A reaction time study of sentence interpretation in Chinese. *Journal of Memory and Language*, *32*, 169-169.

Lieberman, P. (2003). Motor control, speech, and the evolution of human language. In M. H. Christiansen & S. Kirby (Eds.), *Language Evolution* (pp. 255-271). Oxford: Oxford University Press.

Lucy, J. A. (1996). *Grammatical categories and cognition: A case study of the linguistic relativity hypothesis*. Cambridge: Cambridge University Press.

McGregor, K. K., Newman, R. M., Reilly, R. M., & Capone, N. C. (2002). Semantic representation and naming in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, *45*(5), 998-1014.

Nielsen, A., & Rendall, D. (2011). The sound of round: evaluating the sound-symbolic

role of consonants in the classic Takete-Maluma phenomenon. *Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale*, *65*(2), 115.

Paradis, M. (2004). *A neurolinguistic theory of bilingualism* (Vol. 18). Amsterdam/Philadelphia: John Benjamins Publishing.

Pinker, S. (2007). *The stuff of thought: Language as a window into human nature*. New York: Viking.

Ungerer, F., & Schmid, H. J. (2013). *An introduction to cognitive linguistics*. New York: Routledge.

Warren, P. (2012). *Introducing psycholinguistics*. Cambridge: Cambridge University Press.

Yip, V. 2006. Early bilingual acquisition in the Chinese context. In P. Li , L-H .Tan, E. Bates & O. Tzeng. (eds.) *Handbook of East Asian Psycholinguistics* (Vol.1) (pp. 148-162). Cambridge: Cambridge University Press.

9. Related Web Resources

Language Log http://languagelog.ldc.upenn.edu/nll/
Language Log was started by linguists at the University of Pennsylvania. It is a blog where linguists and students of linguistics discuss interesting language-related issues, often in a casual, non-academic manner. Although the blog does not discuss exclusively the topics covered in this course, students will be able to find interesting discussions and research findings regarding language, the brain, and the mind.

10. Related Journals

Applied Psycholinguistics

Bilingualism: Language and Cognition

Brain and Language

Cognition

Cognitive Linguistics
Journal of Memory and Language

11. 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/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

12. Others

Nil

18 July 2025