Subject Description Form

Subject Code	APSS3211
Subject Title	Psychology of Language: Milestones and Theories of Language Development
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> APSS111/APSS1A07 Introduction to Psychology

Assessment Methods			
	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Seminar presentation	--	15 %
	2. Group report	--	15 %
	3. Seminar participation	10 %	--
	4. Quiz	60 %	--

Objectives	The usage of language is believed to be one of the indicators to differentiate humans from beast. Evidence from neurology, psychology and linguistics jointly indicates the uniqueness of language processing, compared to other non-linguistic processing. The subject, *Psychology of Language,* is therefore aimed at providing a general understanding of this magnificent processing. The subject covers an extensive range of discussion on the related issues, including the origins of language, contemporary theories of language perception, neurological perspective towards language processing and computational model of language perception. It is expected that students through this subject will acquire a relatively wider perspective to one of our most common daily activities, language processing.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. critically examine theories and concepts of language development, psycholinguistics, language perception and other related cognitive processes. b. differentiate experimental paradigms and other methodologies on studies of language and cognition through discussions on different experimental studies. c. critically reflect upon their own language development and design activities for enhancing learners' language skills and language learning experience.

Subject Synopsis/ Indicative Syllabus	1. The nature and origin of language
	      The uniqueness and the characteristics of language
	      Do animals have language?
	
	2. Biological concerns in language processing
	      Introduction to the uniqueness of languages from biological perspective
	      Brain localization of language processing
	      Discussion on clinical cases associated with language functioning
	
	3. Language acquisition
	      How language is learnt: a debate between nativism and empiricism
	      Biological readiness for language acquisition
	      Theories of language acquisition
	
	4. Language perception
	      Perceptual process of the visual word
	      Theories of sentence processing
	      Perceptual process of the speech sound
	      Models and theories related to speech processing
	
	5. Development of syntax and morphology
	
	6. Communicative development
	
	7. Language, culture, and cognition in development
	      Introduction to hypothesis of language relativity
	      Experimental evidence showing relationship among language, cognition and sensation
	
	8. Discussion on language disorders
	      Introduction of some examples of language disorders
	      Special focus: dyslexia and related theories

Teaching/Learning Methodology	Lecture 27 hours Seminar 12 hours TOTAL 39 hours

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c			
1. Seminar presentation	15	✓	✓	✓			
2. Group report	15	✓	✓	✓			

		%						
3.	Seminar participation	10	✓	✓	✓			
4.	Two quizzes	60	✓	✓	✓			
	Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Having continuous assessment will provide better feedback to the students, allows also individual teachers to have the flexibility to tailor the subject to suit the needs and monitor progress of students based on the result of the assessment.

While students' knowledge and understanding of concepts and principles can be assessed through quizzes, students' performance will also be assessed on the extent to which students can proactively and appropriately incorporate and apply knowledge from different professional disciplines in critical thinking and problem solving processes. The group project, seminar presentation and discussion are designed to help students learn and engage their attention to the relevant issues discussed Feedbacks and related supplementary information will be given to enrich the learning experiences.

- The grade is calculated according to the percentage assigned;
- The final grade is calculated according to the percentage assigned for each assessment component;
- Successful completion and submission of all component assignments is required for passing the subject.

Student Study Effort Expected	Class contact:		
	▪ Lecture	27	Hrs.
	▪ Seminar	12	Hrs.
	Other student study effort:		
	▪ Independent study	30	Hrs.
	▪ Assignments	63	Hrs.
	Total student study effort	132	Hrs.
Reading List and References	Recommended Textbooks Hoff, E. (2014). *Language development* (5th Edition). CA.Thomson/Wadsworth. Reiterer, S. (2018). *Exploring language aptitude: Views from psychology, the language sciences, and cognitive neuroscience* (English language education (Springer (Firm)); v. 16). Cham, Switzerland: Springer.		

Other References

Chomsky, C. (2000). *The architecture of language*. N.Y.: Oxford University Press.

Chik, P. P.-M., Ho, C. S.-H., Yeung, P.-S., Wong, H. Y.-K., Chan, D. W., Chung, K. K.-H., & Lo, L.-Y. (2012). Contribution of discourse and morphosyntax skills to reading comprehension in Chinese dyslexic and typically developing children. *Annals of Dyslexia, 62*, 1-18.

Ho, C. S. H., Wong, H. Y.-K., Yeung, P. S., Lo, S. C., Luan, H., Chik, P. P. M., et al. (2012). The core components of reading instruction in Chinese. *Reading and Writing: An interdisciplinary Journal*, 25, 857-886

Lo, L.-Y., Ho, C.S.-H., Wong, H. Y.-K., Chan, D.W.-O., Chung, K.K.-H. (2015). Understanding the Microstructure and Macrostructure of Passages Among Chinese Elementary School Children. J*ournal of Psycholinguistic Research*. doi: 10.1007/s10936-015-9402-2

Recommended Academic Journals
Cognition
Journal of Experimental Psychology
Cognitive Psychology
Journal of Memory and Language
Psychological Review