

<b>Subject Code</b>	ENGL4013
<b>Subject Title</b>	Language Acquisition and Psycholinguistics
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	<p>This subject examines the psychological aspects of language learning with an emphasis on second language acquisition. The subject aims to deepen and broaden students' understanding of second language acquisition and learning by introducing influential theoretical models of first and second language acquisition and key psychological and socio-cultural factors underpinning language development. The subject will also help students to reflect on the application of such knowledge to practical English language teaching and learning situations.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. understand fundamental concepts of psycholinguistics and second language acquisition (SLA);</li> <li>b. understand influential theories of second language acquisition with regard to processes of language development and factors affecting language learning;</li> <li>c. demonstrate awareness of the impact of socio-cultural and individual factors that affect second language learning;</li> <li>d. apply psycholinguistic and SLA concepts to the critical analysis of local and global language teaching and learning approaches and practices.</li> <li>e. apply appropriate strategies for learning autonomously and collaboratively.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Fundamental concepts in psycholinguistics and language acquisition</li> <li>2. The human brain and language learning</li> <li>3. Language development and bilingualism</li> <li>4. Influential theoretical models of first and second language acquisition</li> <li>5. Social and psychological factors affecting second language acquisition</li> <li>6. Learner language</li> </ol>
<b>Teaching/ Learning</b>	<p>Learning is primarily through interactive lectures and seminars. All assignments are designed to provide students with tasks that require</p>

<b>Methodology</b>	the evaluation, synthesis and application of key concepts and approaches to the critical analysis and discussion of SLA theories in their various language learning contexts.						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Mid-term assessment	40%	✓	✓			
	2. Science Communication Project	50% (total: see subcomponents A, B, C) below)			✓	✓	
	A) Focused Literature Review	25%			✓	✓	
	B) Project	25%			✓	✓	
	3. Class participation	10%					✓
<p>The subject is assessed entirely through coursework. Students are assessed in terms of both subject knowledge and generic skills through a combination of project work and essay writing to ensure that the subject ILOs are met.</p> <p>For the project assignment, students will present in group an oral critique of a selected published study in SLA. For the term paper, students will conduct a focused and critical review of theoretical and empirical research on a self-selected psycholinguistic or language acquisition topic. Class participation is intended to encourage students to engage deeply with the subject content by actively participating in class/group discussions and responding to fellow students' group presentations.</p>							
<b>Student Study Effort Expected</b>	Class contact:						
	▪ Lectures					39 Hrs.	
	▪ Seminars					0 Hrs.	
	Other student study effort:						

▪ Private study	58 Hrs.
▪ Take-home assignments	29 Hrs.
Total student study effort	126 Hrs.

<b>Reading List and References</b>	<p><b>Required Textbook</b></p> <p>Lightbown, P. M., &amp; Spada, N. (2021). <i>How languages are learned</i> (5th ed.). Oxford University Press.</p>
	<p><b>Recommended Reading</b></p> <p>Brown, H. D. (2007). <i>Principles of language learning and teaching</i> (5<sup>th</sup> ed.). Pearson Education.</p> <p>De Bot, K. Lowie, W. &amp; Verspoor, M. (2005). <i>Second language acquisition: An advanced resource book</i>. Routledge.</p> <p>Doughty, C. J., &amp; Long, M. (Eds.). (2005). <i>The handbook of second language acquisition</i>. Blackwell.</p> <p>Ellis, R. (2008). <i>The study of second language acquisition</i> (2<sup>nd</sup> ed.). Oxford University Press.</p> <p>Field, J. (2003). <i>Psycholinguistics: A resource book for students</i>. Routledge.</p> <p>Gass, S. M., &amp; Selinker, L. (2001). <i>Second language acquisition: An introductory course</i>. Lawrence Erlbaum.</p> <p>Godfroid, A., &amp; Hopp, H. (Eds.) (2023). <i>The Routledge handbook of second language acquisition and psycholinguistics</i>. Routledge.</p> <p>Li, S., Hiver, P., &amp; Papi, M. (Eds.) (2022). <i>The Routledge handbook of second language Acquisition and individual differences</i>. Routledge.</p> <p>Mitchell, R., &amp; Myles, F. (2004). <i>Second language learning theories</i> (2<sup>nd</sup> ed.). Edward Arnold.</p> <p>Rebuschat, P. (Ed.). (2015). <i>Implicit and explicit learning of languages</i>. John Benjamins.</p> <p>Saville-Troike, M. (2006). <i>Introducing second language acquisition</i>. Cambridge University Press.</p> <p>Steinberg, D. D., &amp; Sciarini, N. V. (2006). <i>An introduction to psycholinguistics</i> (2<sup>nd</sup> ed.). Pearson Education.</p>

Revised by John Rogers, March 2024