

<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>	<table border="1" data-bbox="488 376 1394 913"> <thead> <tr> <th data-bbox="488 376 762 510" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="762 376 919 510" rowspan="2">% weighting</th> <th colspan="6" data-bbox="919 376 1394 510">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="919 510 999 573">a</th> <th data-bbox="999 510 1078 573">b</th> <th data-bbox="1078 510 1158 573">c</th> <th data-bbox="1158 510 1238 573">d</th> <th data-bbox="1238 510 1318 573">e</th> <th data-bbox="1318 510 1394 573">F</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 573 762 707">1. Project: critiquing a published SLA study</td> <td data-bbox="762 573 919 707">30%</td> <td data-bbox="919 573 999 707">✓</td> <td data-bbox="999 573 1078 707">✓</td> <td data-bbox="1078 573 1158 707">✓</td> <td data-bbox="1158 573 1238 707">✓</td> <td data-bbox="1238 573 1318 707">✓</td> <td data-bbox="1318 573 1394 707">✓</td> </tr> <tr> <td data-bbox="488 707 762 770">2. Essay 1</td> <td data-bbox="762 707 919 770">30%</td> <td data-bbox="919 707 999 770">✓</td> <td data-bbox="999 707 1078 770">✓</td> <td data-bbox="1078 707 1158 770">✓</td> <td data-bbox="1158 707 1238 770">✓</td> <td data-bbox="1238 707 1318 770">✓</td> <td data-bbox="1318 707 1394 770">✓</td> </tr> <tr> <td data-bbox="488 770 762 833">3. Essay 2</td> <td data-bbox="762 770 919 833">40%</td> <td data-bbox="919 770 999 833">✓</td> <td data-bbox="999 770 1078 833">✓</td> <td data-bbox="1078 770 1158 833">✓</td> <td data-bbox="1158 770 1238 833">✓</td> <td data-bbox="1238 770 1318 833">✓</td> <td data-bbox="1318 770 1394 833">✓</td> </tr> <tr> <td data-bbox="488 833 762 913">Total</td> <td data-bbox="762 833 919 913">100 %</td> <td colspan="6" data-bbox="919 833 1394 913"></td> </tr> </tbody> </table> <p data-bbox="488 949 1394 1093">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 data-bbox="488 1128 1394 1272">For the project assignment, students will present in group an oral critique of a selected published study in SLA. For essay 1, students will write on a topic in SLA assigned by the teacher. For essay 2, students will write on a topic of their own choice in SLA.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	F	1. Project: critiquing a published SLA study	30%	✓	✓	✓	✓	✓	✓	2. Essay 1	30%	✓	✓	✓	✓	✓	✓	3. Essay 2	40%	✓	✓	✓	✓	✓	✓	Total	100 %						
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<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 data-bbox="488 1818 730 1854"><b>Required Textbook</b></p> <p data-bbox="488 1890 1318 1962">Lightbown, Patsy M &amp; Spada, Nina (2006). <i>How languages are learned</i> (3rd ed.). Oxford: 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. White Plains, NY: Pearson Education.</p> <p>De Bot, K. Lowie, W. &amp; Verspoor, M. (2005). <i>Second language acquisition: An advanced resource book</i>. London: 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: Oxford University Press.</p> <p>Field, J. (2003). <i>Psycholinguistics: A resource book for students</i>. New York: Routledge.</p> <p>Gass, S. M., Selinker, L. (2001). <i>Second language acquisition: An introductory course</i>. Mahwah, NJ, &amp; London, UK: Lawrence Erlbaum.</p> <p>Mitchell, R. &amp; Myles, F. (2004). <i>Second language learning theories</i> (2<sup>nd</sup> Ed.). London: Edward Arnold.</p> <p>Saville-Troike, M. (2006). <i>Introducing second language acquisition</i>. Cambridge: CUP.</p> <p>Steinberg, D. D., &amp; Sciarini, N. V. (2006). <i>An introduction to psycholinguistics</i> (2<sup>nd</sup> ed.). Harlow, UK: Pearson Education.</p>
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Revised as of August 2017