

## Introduction to Psycholinguistics

Programme(s) in which it is offered: B.Sc. Applied Psychology (Hons.)

<b>Course Category:</b> Elective	<b>Schedule of Offering:</b> Even
<b>Course Credit Structure:</b> 6	<b>Course Code:</b> PSY1234
<b>Total Number of Hours:</b> 90	<b>Contact Hours Per Week:</b> 6
<b>Lecture:</b> 5	<b>Tutorial:</b> 1
<b>Practical:</b> 0	<b>Medium of Instruction:</b> English
<b>Date of Revision:</b> 02-04-2022	<b>Skill Focus:</b> Employability
<b>Short Name of the Course:</b> ITP	<b>Course Stream:</b> Linguistics and Literary Studies
<b>Grading Method:</b> Regular	<b>Repeatable:</b> Credit/Audit/Non-Repeatable

### Course Description

The course is an introduction to psycholinguistics, the study of how individuals comprehend, produce and acquire language. It is an interdisciplinary field shaped by research in psychology, linguistics and neurosciences.

### Course Introduction

Psycholinguistics is a field that studies how humans learn, comprehend and produce language. It studies how language is acquired and how thoughts are expressed as linguistic representations. The course also looks at topics like neural representation of language; bilingualism, second language learning and language disorders.

### Course Objective

1. To develop understanding of the relationship between language and the processes of the brain and mind.
2. To introduce and explore major theories in the area of first and second language acquisition.
3. To familiarise students with sub-fields of psycholinguistics including: the biological bases of language, speech perception, sentence processing, discourse, speech production and language acquisition.
4. To understand about the various speech and communication disorders.
5. To examine the methods used in psycholinguistic research.

### Course Outcome

At the end of this course, learners will be able to:

1. Identify how the brain processes the various components of language, namely production, comprehension and acquisition.
2. Describe the major processes and theoretical models of speech perception, word recognition, lexical organisation and sentence processing.
3. Identify the different regions in the brain involved in specific language related functions.
4. Discuss the major speech and communication disorders that occur due to damage to the brain.

- Identify how psycholinguistic experiments can be designed.

### PO-CO Mapping

**PO-CO Mapping Matrix**

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						
CO5						

### Prerequisites

No prerequisites essential.

### Pedagogy

The teaching in this course will be mostly through lectures and classroom discussions. The instructor's role will be primarily to introduce concepts and generate questions of interest. Case studies would be focussed to provide a better understanding of the subject. Presentations at the end of the discussions would also be a main component of the course.

### Suggested Reading:

- Harley, Trevor: The Psychology of Language (4th Edition) (Psychology Press: London, 2014)
- Traxler, Matthew: Introduction to Psycholinguistics: Understanding Language Science (Wiley-Blackwell: 2012)
- Aitchison, Jean. (2008). The articulate mammal: An introduction to psycholinguistics. London: Unwin/Hyman
- Yule, George: The Study of Language (5th Edition) (Cambridge University Press: New Delhi, 2014)
- Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of psycholinguistics*. John Wiley & Sons.
- Obler, L. K., & Gjerlow, K. (1999). Language and the Brain. Cambridge University Press.
- Angell, C. A. (2009). Language development and disorders: A case study approach. Jones & Bartlett Publishers.
- Anderson, J. R. (2013). Language, memory, and thought. Psychology Press.
- Galotti, Kathleen. (2017). Cognitive Psychology. Sage Texts: New Delhi
- Jackendoff, R., & Pinker, S. (2005). The nature of the language faculty and its implications for evolution of language (Reply to Fitch, Hauser, and Chomsky). *Cognition*, 97(2), 211-225.

### Evaluation Pattern

Individual progress will be measured through assignments, presentations, quizzes and written exams.

**Evaluation Matrix**

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment	Quizzes (5x)	17 % Of CIA Marks	10	End of each module	1, 2, 3, 4

<b>(CIA) Components*</b>	Individual Presentation (2x)	33 % of CIA Marks	20	Week 8, 12	3, 5
	Assignments (1x)	17 % of CIA Marks	10	Week 3, Week 6	2, 3, 4
	Mid-semester exam	33 % of CIA Marks	20	Week 7	1, 2, 3
	<b>CIA Marks</b>	<b>30 % of course total</b>	<b>60</b>	---	---
<b>ESE</b>		<b>70% of course total</b>	<b>100</b>	<b>End of the Semester</b>	<b>1, 2, 3, 4, 5</b>

\* The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

### Module 1: Introduction to Study of Language (12 lecture hours)

- Nature and Evolution of Language
- Design features of human language
- Critical period hypothesis
- Branches of Linguistics
- Sign Language

#### Reading:

1. Opler, L. K., & Gjerlow, K. (1999). Language and the Brain. Cambridge University Press.
2. Harley, Trevor: The Psychology of Language (4th Edition) (Psychology Press: London, 2014)
3. Yule, George: The Study of Language (5th Edition) (Cambridge University Press: New Delhi, 2014)
4. Jackendoff, R., & Pinker, S. (2005). The nature of the language faculty and its implications for evolution of language (Reply to Fitch, Hauser, and Chomsky). Cognition, 97(2), 211-225

#### Activities:

- a) Discussion on human language and animal communication.
- b) Identifying structure of sign language.
- c) Quiz

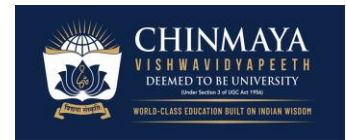
### Module 2: Developmental Bases of Language (13 lecture hours)

- Biological Foundations of Language
- Critical period Hypothesis
- Behaviourism
- Social basis of language development
- Cognitive basis of language development
- Language and Thought

#### Reading:

1. Harley, Trevor: The Psychology of Language (4th Edition) (Psychology Press: London, 2014)

Version No:  
Approval Date:



2. Traxler, Matthew: Introduction to Psycholinguistics: Understanding Language Science (Wiley-Blackwell: 2012)
3. Aitchison, Jean. (2008). The articulate mammal: An introduction to psycholinguistics. London: Unwin/Hyman
4. Anderson, J. R. (2013). Language, memory, and thought. Psychology Press.

**Activities:**

- a) Quiz
- b) Assignment
- c) Discussions on different theories of language development

**Module 3: Language Acquisition and Language Learning (13 lecture hours)**

- First language acquisition
- Second language learning
- Bi/Multilingualism
- Sign Language

**Reading:**

1. Pinker, S. (2003). The language instinct: How the mind creates language. Penguin UK.
2. Harley, Trevor: The Psychology of Language (4th Edition) (Psychology Press: London, 2014)
3. Traxler, Matthew: Introduction to Psycholinguistics: Understanding Language Science (Wiley-Blackwell: 2012)
4. Aitchison, Jean. (2008). The articulate mammal: An introduction to psycholinguistics. London: Unwin/Hyman

**Activities:**

- a) Quiz
- b) Assignment
- c) Discussions on difference between acquisition and learning.

**Module 4: Language Processing (15 lecture hours and 3 tutorial hours)**

- Speech perception and production
- Word processing and Meaning making
- Sentence processing
- Text and Discourse
- Reading

**Reading:**

1. Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of psycholinguistics*. John Wiley & Sons.
2. Harley, Trevor: The Psychology of Language (4th Edition) (Psychology Press: London, 2014)
3. Traxler, Matthew: Introduction to Psycholinguistics: Understanding Language Science (Wiley-Blackwell: 2012)
4. Aitchison, Jean. (2008). The articulate mammal: An introduction to psycholinguistics. London: Unwin/Hyman

**Activities:**

- a) Quiz
- b) Presentation
- c) Discussions on processing language at different linguistic levels..

### Module 5: Brain and Language

(12 lecture hours and 5 tutorial hours)

- Structure and Evolution of Brain
- Localization and Lateralization
- Language areas in Brain
- Aphasia
- Right Hemisphere language function
- Language Disorders

#### Reading:

1. Hagoort, P. (2005). On Broca, brain, and binding: a new framework. *Trends in cognitive sciences*, 9(9), 416-423.
2. Finlay, B. L., Darlington, R. B., & Nicastro, N. (2001). Developmental structure in brain evolution. *Behavioral and Brain Sciences*, 24(2), 263-278.
3. Obler, L. K., & Gjerlow, K. (1999). *Language and the Brain*. Cambridge University Press.
4. Bernstein, D. K., Tiegerman-Farber, E., & Tiegerman-Farber, E. (1993). *Language and communication disorders in children*. Merrill.

#### Activities:

- a) Discussion on Brain Plasticity and Language areas of Brain
- b) Quiz
- c) Discussion on Language disorders
- d) Presentation

### Module 6: Psycholinguistic Research (10 lecture hours and 7 tutorial hours)

- History and development
- Themes
- Research Methodology

#### Reading:

1. Harley, Trevor: *The Psychology of Language* (4th Edition) (Psychology Press: London, 2014)
2. Aitchison, Jean. (2008). *The articulate mammal: An introduction to psycholinguistics*. London: Unwin/HymanCoppens, P. (2016).
3. Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of psycholinguistics*. John Wiley & Sons.

#### Activities:

- a) Presentations