

<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>understand fundamental concepts of psycholinguistics and second language acquisition (SLA);</li> <li>understand influential theories of second language acquisition with regard to processes of language development and factors affecting language learning;</li> <li>demonstrate awareness of the impact of socio-cultural and individual factors that affect second language learning;</li> <li>apply psycholinguistic and SLA concepts to the critical analysis of local and global language teaching and learning approaches and practices.</li> <li>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>	Learning is primarily through interactive lectures and seminars. All assignments are designed to provide students with tasks that require



	<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