



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Psycholinguistics/Psicholingvistika	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> Dr Laura Vilkaitė-Lozdienė	Center of Multilingual Studies Institute of Applied Linguistics Faculty of Philology

Study cycle	Type of the course unit (module)
Second	Optional

Mode of delivery	Course unit delivery period	Language(s) of instruction
Face to face	Spring semester	English

Requisites	
<b>Prerequisites:</b> BA courses in introductory linguistics	<b>Co-requisites (if relevant):</b> English (C1)

Number of ECTS credits allocated	Total student workload	Contact hours	Self-study hours
5	140	32	108

Purpose of the course unit (module): programme competences to be developed						
<p>This module aims to deepen students' understanding of psycholinguistics, introduce them to main concepts and theories in the field, discuss recent empirical studies, and give them some hands-on experience in designing, conducting, and communicating their experimental research. The students will develop the following competences:</p> <p><b>Generic competences:</b></p> <ul style="list-style-type: none"> <li>• ability to use information and communication technologies,</li> <li>• ability to think critically and creatively,</li> <li>• ability to work in group and autonomously,</li> <li>• ability to clearly communicate research findings</li> </ul> <p><b>Subject-specific competences:</b></p> <ul style="list-style-type: none"> <li>• acquisition of basic knowledge and concepts in the subject under study,</li> <li>• ability to design and conduct a simple small-scale psycholinguistic experiment,</li> <li>• a general understanding of how experimental research works</li> </ul>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Learning outcomes of the course unit</th> <th style="width: 33%;">Teaching and learning</th> <th style="width: 34%;">Assessment methods</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Learning outcomes of the course unit	Teaching and learning	Assessment methods			
Learning outcomes of the course unit	Teaching and learning	Assessment methods				

(module)	methods	
<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- define and illustrate the main concepts of psycholinguistics,</li> <li>- critically evaluate linguistic research in the field of psycholinguistics,</li> <li>- understand the main elements of any experiment and the main stages of data analysis,</li> <li>- practically apply theoretical knowledge when designing research studies,</li> <li>- design a small-scale experiment and summarize the main findings,</li> <li>- be prepared for more advanced research in psycholinguistics.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• seminars</li> <li>• group discussions</li> <li>• individual work (reading research papers)</li> <li>• in-class presentations of homework readings</li> <li>• practical task (designing and conducting an experiment, summarising the data)</li> <li>• poster presentations</li> </ul>	<p>Cumulative:</p> <ul style="list-style-type: none"> <li>• Presentation of homework readings (20%)</li> <li>• Research project. An experiment designed and conducted in pairs. Findings presented as a poster in an in-house conference during the last seminar (50%)</li> <li>• Final multiple-choice test (30%)</li> </ul>

Content: breakdown of the topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
<b>1. Course introduction.</b> What is psycholinguistics and why do we study it? General course information.	2						2		.
<b>2. Animal communication and language evolution.</b> Ideas of evolution and social learning in cognitive sciences.	2						2	2	Warren (2013): 1-12
<b>3. Brain and memory.</b> Structure of the brain. Language and the brain. Types of memory (short-term memory, long-term memory, working memory). Memory in language acquisition.	2						2	4	Garman (1990): 48-108
<b>4. Lexis.</b> Structure of the mental lexicon. What does it mean to <i>know the word</i> ? Learning new words. Storing, retrieving and forgetting words. Lexical access. Lexical associations. Connectionism.	2						2	4	Garman (1990): 239-290
<b>5. Grammar.</b> Implicit versus explicit knowledge of grammar. Morphological knowledge. Interface between lexis and grammar.	2						2	4	Warren. (2013): 157-175.
<b>6. Meaning.</b> Theories of representing meaning. Literal and figurative meanings.	2						2	4	Warren (2013): 119-156

Multiple meanings and coping with ambiguity.									
<b>7. Using a language.</b> Overview of processes involved in speaking, writing, reading and listening. The effect of context	2						2	4	Ellis (2006)
<b>8. L1 acquisition.</b> Usage-based theory of language acquisition. Stages of child language acquisition. Innate versus acquired debate addressed as a class discussion.			4				4	8	Prepare for a class discussion. Pinker (2003) Tomasello (1995)
<b>9. L2 acquisition</b> and bilingualism. What does it mean to be bilingual? Bilingual brain.			2				2	4	Martin-Rhee et al. (2008)
<b>10. Language and speech disorders.</b> Dyslexia, aphasia, disorders associated with dementia and Alzheimer's. Available treatments.			2				2	4	Dekhtyar et al (2020)
<b>11. Conducting psycholinguistic research.</b> A brief overview of current methods and techniques. Main elements of an experiment. Counterbalancing, random assignment, research ethics. A workshop on data analysis. Identifying a research question and designing an experiment in pairs. Conducting the experiment, summarising the data, and presenting one's research as a poster.	2		8				10	55	<ul style="list-style-type: none"> <li>• Choosing an idea for an experiment to be conducted with a partner.</li> <li>• Designing an experiment</li> <li>• Collecting experimental data</li> <li>• Analysing the data (description only)</li> <li>• Preparing a poster summarizing the findings</li> <li>• Presenting one's poster in an in-house conference.</li> </ul>
<b>Total</b>	<b>16</b>		<b>16</b>				<b>32</b>	<b>98</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Classroom presentation (10-minute presentation of a research paper)	20%		1 point: demonstrated understanding of the main ideas of the paper 1 point: clear and well-prepared presentation
An experiment	50%	During	1 point: well-designed experiment

(designed, conducted and presented in a poster)		the exam period	1 point: data collected from 10-20 participants 1 point: reasonable data analysis 1 point: visual presentation of the data 1 point: oral presentation of the poster
A multiple-choice test	30%	During the exam period	40 multiple-choice items

Author	Year of publication	Title	Issue of a periodical or vol. of a publication	Publishing place and house or web link
<b>Compulsory reading</b>				
Warren, P.	2013	Introducing Psycholinguistics		Cambridge: Cambridge University Press
Garman, M.	1990	Psycholinguistics		Cambridge: Cambridge University Press
Ellis, N.C.	2006	Language acquisition as rational contingency learning.	Applied linguistics, 27(1), 1-24.	
Pinker, Steven.	2003.	The language instinct: How the mind creates language.		Penguin UK
Tomasello, Michael	1995	Language is not an instinct.	Cognitive Development, 10, 131-156	
Martin-Rhee, M. M., & Bialystok, E	2008	The development of two types of inhibitory control in monolingual and bilingual children.	Bilingualism: language and cognition, 11(1), 81-93.	
Dekhtyar, M., Kiran, S., & Gray, T.	2020	Is bilingualism protective for adults with aphasia?.	Neuropsychologia, 139, 107355.	
Field, A. P., Miles, J., & Field, Z.	2012	Discovering statistics using R/		
<b>Optional reading</b>				
Harley, Trevor	2014	The psychology of language : from data to theory		Psychology Press