



# UNIVERSITY OF NICOSIA

## ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

<b>Course Code</b> LALI-490	<b>Course Title</b> Psycholinguistics	<b>ECTS Credits</b> 6
<b>Department</b> Languages and Literature	<b>Semester</b> Spring	<b>Prerequisites</b> LALI-362, LALI-370
<b>Type of Course</b> Required (Linguistics and EFL concentration)	<b>Field</b> Linguistics	<b>Language of Instruction</b> English
<b>Level of Course</b> 1 <sup>st</sup> Cycle	<b>Year of Study</b> 4 <sup>th</sup>	<b>Lecturer(s)</b> Dr Antry Sophocleous
<b>Mode of Delivery</b> Dist. Learning	<b>Work Placement</b> N/A	<b>Co-requisites</b> None

### Objectives of the Course:

This course aims to provide students with an understanding of the relationship between language and the brain by focusing on the ways humans comprehend, produce and acquire language; that is, to help students discover how human languages work, and what it is about human minds that makes them able to learn and use language. The following issues are primarily taken into consideration:

- Linguistic knowledge and linguistic processes;
- Cognitive components such as memory, perception and action;
- Social and cultural factors influencing thought and language use.

Since psycholinguistic research is informed by extra-ordinary uses of language, issues such as the following will also be addressed:

- Language disorders;
- Errors in language acquisition and language use;
- Breakdowns in conversation due to misinterpretation.

Using a more interdisciplinary and holistic approach to the study of psycholinguistics, the course draws information from various disciplines such as linguistics, sociolinguistics, discourse analysis, psychology, anthropology, sociology, philosophy, and neuroscience.

### Learning Outcomes:

After completion of the course the students are expected to be able to

1. show an understanding of the relationship between language and the brain;
2. demonstrate an awareness of psycholinguistic concerns in regard to comprehension, production and language acquisition;
3. show the types of linguistic knowledge humans need to be able to use language;

4. conceptualize the cognitive processes (perception, memory and thinking) involved in the use of language (be it speaking, listening, understanding, reading and writing);
5. demonstrate a familiarity with some methods of data collection for psycholinguistic investigation (e.g. experiments, audio and video recording, observation, participant observer method, questionnaires, interviews);
6. analyze, discuss and question various psycholinguistic issues;
7. review and discuss interdisciplinary readings of psycholinguistic concern (drawn from linguistics, sociolinguistics, psychology, anthropology, philosophy, and education).

### **Course Contents:**

1. The Scope of Psycholinguistics
2. Branches of Psycholinguistics: Experimental, Cognitive and Developmental
3. Language Comprehension, Production and Acquisition
4. Comparison of Linguists and Psychologists Dealing with Psycholinguistic Research
5. Knowledge of Language: Tacit and Explicit
6. Language Knowledge and Language Processes
7. Cognitive Processes: Perception, Memory, Thinking
8. The History of Psycholinguistics (Cognitive Psychology Vs Behaviorism: Rationalism Vs Empiricism)
9. Current Psycholinguistics: Focus on Discourse and Lexicon
10. The usefulness of Psycholinguistics: Becoming even more of an Interdisciplinary Field
11. Extra-ordinary Cases of Language Use: Language disorders, Errors, Breakdowns in conversation due to misinterpretation
12. The Properties of Spoken Languages: Duality of Patterning /Structure, Morphology, Phrase Structure, Linguistic Productivity
13. The Properties of Sign Languages
14. Psychological Mechanisms and Language Processing:
  - a. The Human Information Processing System: Sensory Stores, Working Memory, Permanent Memory, Control Processes
  - b. Serial Vs Parallel Processing
  - c. Top-down Vs Bottom-up Processes
  - d. Controlled Processes Vs Automatic Processes
  - e. Modularity of Language
15. Language and Consciousness
16. Discourse and Conversational Analysis: Relevance to Psycholinguistics; Framing and the Interpretation of Meaning; Narrative Structure
17. Language, Culture and Cognition
18. The Interrelationship between Language and Thought: The Sapir-Whorf Hypothesis and Beyond

### **Teaching Methods:**

Lectures, Discussions with class participation and Assignments

**Assessment Methods:**

Individual or Group presentation on a scientific article related to psycholinguistics; a written critical response on the article; final examination; classroom participation

**Required Textbooks:**

Authors	Title	Publisher	Year	ISBN
Carroll, David W.	<i>Psychology of Language</i> (5 <sup>th</sup> Edition)	Wadsworth/Thomson	2008	13:978-0-495-09971-0
Doukanari, E.	<i>Psycholinguistics: Selected Readings</i>	Compiled by the Professor	2009	

**Recommended Textbooks/Reading:**

Authors	Title	Publisher	Year	ISBN
Aitchison, J.	<i>Words in the Mind: An Introduction to the Mental Lexicon</i> (3rd Edition)	Blackwell	2003	0-631-23244-3
Gleason, Jean Berko and Nan Bernstein Ratner (Editors)	<i>Psycholinguistics</i> (2 <sup>nd</sup> Edition)	Wadsworth/Thomson	1998	0-15-504106-1
Gleason, Jean Berko	<i>The Development of Language</i> (6 <sup>th</sup> Edition)	Pearson	2005	0-205-39414-0
Jackendoff, Ray	<i>Patterns in the Mind</i>	Basic Books	1994	
Taylor, I.	<i>Psycholinguistics: Learning and Using Language</i>	Prentice Hall	1990	