1. **Title of the module**

LING5120 (LL512) – Language Processing

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6.

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS).

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring.

1. **Prerequisite and co-requisite modules**

None.

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours).

Also available as a ‘Wild’ module.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate critical knowledge and understanding of key psycholinguistic concepts;

8.2 Show systematic understanding of the structure of the lexicon in terms of phonological and morphological components;

8.3 An ability to distinguish rigorously between comprehension and production in linguistic processing;

8.4 Demonstrate competent practical linguistic research skills by undertaking independent research experiments, and analysing and discussing their findings according to scientific protocol.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner in writing;

9.2 Develop their ability to work cooperatively with others, exercising personal responsibility and sensitivity;

9.3 Apply the advanced methods of psycholinguistic analysis learned from the module in other relevant contexts.

1. **A synopsis of the curriculum**

This course will focus on the structure of lexical items, the way in which these different lexical items are stored and the nature of the relation between them. Relevant theoretical work in the fields of psycholinguistics and language processing is outlined and discussed, and students will evaluate the efficacy of these theories based on experimental investigations that they themselves will construct and conduct, for example word association experiments, lexicon decision tasks and parsing phenomena.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aitchison, J. (2012). *Words in the Mind: An Introduction to the Mental Lexicon*. Oxford, Basil Blackwell Ltd.

Field, J, (2005). *Language and the Mind*. London: Routledge

Field, J. (2005). *Psycholinguistics: A Resource Book for Students*. London: Routledge

Harley, T.A. (2013). *The Psychology of Language: From Data to Theory*. Hove: Psychology Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Proposal (800 words) – 30%
* Report (2,500 words) – 70%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  |  |  |  |
| Workshop |  |  |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Proposal | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Report | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Linguistics modules are intrinsically relevant to internationalisation given that students study languages from around the world as a matter of course. In this particular module, students are encouraged to consider models of language from a cross-linguistic perspective and to explore the implications that language differences must have on the purported universality of psycholinguistic representations.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 12/12/19 | Minor | September 2020 | 4, 12-14 | No |
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| Revised FSO Feb 2020 |