1. **Title of the module**

LING8350 (LL835) – 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 7

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**

LING8330 Structure; LING8380 Sounds

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

Optional for MA Linguistics and MA in Applied Linguistics with TESOL

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

8.1 Describe and critically evaluate psycholinguistic concepts;

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

8.3 Show a critical awareness of the differences between comprehension and production in linguistic processing;

8.4 Demonstrate practical linguistic research skills, having undertaken independent research experiments, and analysed and discussed their findings in accordance with scientific protocol.

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

9.1 Clearly communicate the results of study and work to specialist and non-specialist audiences, with well-structured and coherent arguments;

9.2 Participate in discussions, analysing and critically evaluating their own contributions and those of others;

9.3 Demonstrate their ability to undertake original independent learning, by taking initiative in solving problems and reading core publications and beyond.

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 will be outlined and discussed. Students will evaluate the efficacy of these theories on the basis of experimental investigations which 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.

Harley, Trevor A. (2008) (3rd ed.) The Psychology of Language: From Data to Theory. London: Psychology Press.

Traxler, M. (2012) Introduction to Psycholinguistics: Understanding Language Science. Oxford: Blackwell Publishing.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods
   * Presentation of experiment (10 minutes) – 20%
   * Report (3000 words) – 80%
   1. 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)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Report | **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**

This module encourages students to engage with linguistic data from around the world. Students will be introduced to cross-linguistic data from the outset, with international students being invited to share their native-speaker intuitions about their own languages, thereby ensuring that the formal models of language processing discussed are situated firmly in a cross-linguistic setting. The diversity of the material to be discussed is to be designed to be inclusive of UK and international students coming from different cultural and educational backgrounds. Further support for international students will be provided in the form of office hours offered by the module convenor and via the Student Learning Advisory Service.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 16/02/2018 | Major | January 2019 | 5-9, 12-14, 17 | No |
|  |  |  |  |  |