

Psycholinguistics and Language Teaching

This course will cover major psycholinguistic areas—speech perception, sentence processing, speech production, reading, and bilingualism. Related theoretical development will also be introduced according to different topics, accompanied with the application of teaching methodology. Most of the classes will be instructor and students' reports on certain topics and lead in-class discussions. In addition, there will be one term paper.

Main textbook:

Jean Berko Gleason, & Nan Bernstein Ratner. Psycholinguistics.

(2nd). Harcourt brace College Publishers: New York.

Gass, Susan, & Mackey, Alison. 2007. Data Elicitation for Second and Foreign Language Research. Mahwah, New Jersey: Lawrence Erlbaum Publishers.

1. Introduction to Psycholinguistics: What do language users know?

Ch. 1 Characteristics of the language signal (Michael Garman: Psycholinguistics)

Ch. 1 Psychology and Language (Insup Taylor & Martin Taylor)

2. Bilingualism and Second Language Acquisition (Ch. 10)

3. Segalowitz Norman and Lightbown, Pasty M. (1999). Psycholinguistic approaches to SLA. Annual Review of Applied Linguistics, 19, 43-63.

Marinis, Theodore. (2003). Psycholinguistic techniques in second language acquisition research. *Second Language Research*, 19-2, 144-161.

Brown, James Dean. (2004). Resources on quantitative/statistical research for applied linguists. *Second Language Research*, 20-4, 372-393.

Felser, Claudia. (2005). Experimental psycholinguistic approaches to second language acquisition. *Second Language Research*, 21-2, 95-97.

4. Sentence: Basic Syntax and Production

Carr, Thomas H., & Tim Curran. (1994). Cognitive factors in learning about structured sequences: Applications to syntax. In R. Tomlin & M. Gernsbacher (Eds). *Cognitive issues in SLA. SSLA* 16-4.

Doughty, Catherine. (1991). Second language instruction does make a difference:

Evidence from an empirical study of ESL relativization. *SSLA*, 13-4, 431-469.

Ellis, Rod. (2005). Measuring implicit and explicit knowledge of a second language: A psychometric study. *SSLA* 27. 141-172.

Izumi, Shinichi. 2003. Comprehension and production processes in second language learning: in search of the psycholinguistic rationale of output hypothesis. *Applied Linguistics*, 24-2, 168-196.

MacDonald, Maryellen C., & Neal J. Pearlmutter, & Mark S. Seidenberg. (1994). The lexical nature of syntactic ambiguity resolution. *Psychological Review*, 101-4, 676-703.

Morgan-Short, Kara, and Bowden. (2006). Processing instruction and meaningful output-based instruction: effects on second language development. *SSLA*, 28, pp.

31-63.

- O'Brien, Irena et al. 2008. Phonological Memory predicts Second Language Oral Fluency Gains in Adults. *SSLA* 29, 557-582.
- Robinson, Peter. (1996). Learning simple and complex second language rules under implicit, incidental, rule-search, and instructed conditions. *SSLA*, 18, 27-67.
- Schmidt, R. (1992). Psychological mechanisms underlying second language fluency. *Studies in Second Language Acquisition*, 14, 357-385.
- VanPatten and Cristina Sanz, (1995). From Input to Output: Processing Instruction and Communicative Tasks. *Second Language Acquisition Theory and Pedagogy*, ed. By Fred R. Eckman, Diane Highland, Peter W. Lee, Jean Mileham, & Rita Rutkowski Weber, 169-186.
- Yip, Virginia, & Matthews, Stephen. 2008. Relative Clause in Cantonese-English Bilingual Children: Typological challenges and Processing Motivations. *SSLA*, 29, 277-300.
- Psycholinguistics: A second language perspective.
Ch. 6 Syntax and Language Acquisition.

5. Sentence: Comprehension and Memory

- Coppieters, Rene. (1987). Competence differences between native and near-native speakers. *Language*, 63-3, 544-573.
- DeKeyser, Robert M. & Sokalski, Karl J. (1996). The differential role of comprehension and production practice. *Language Learning*, 46-4, 613-642.
- Ellis, Nick. (2001). Memory for Language. In *Cognition and Second Language Instruction*, ed. by Peter Robinson, pp. 33-68. Cambridge: Cambridge University Press.
- Gass, M. Susan and Torres, Maria Jose Alvarez. (2005). Attention When?: An investigation of the ordering effect of input and interaction. *SSLA*, 27, 1-31.
- Harrington, M. (2001). Sentence Processing. In *Cognition and Second Language Instruction*, ed. by Peter Robinson, pp. 91-124. Cambridge: Cambridge University Press.
- Paolillo, John C. (1995). Markedness in the Acquisition of English /r/ and /l/. *Second Language Acquisition Theory and Pedagogy*, ed. By Fred R. Eckman, Diane Highland, Peter W. Lee, Jean Mileham, & Rita Rutkowski Weber, 275-292, 1995.
- McDonald, J.L. (1987). Sentence interpretation in bilingual speakers of English and Dutch. *Applied Psycholinguistics*, 8, 379-414.
- MacDonald, M.C., Just, M.A., & Carpenter, P.A. (1992). Working memory constraints on the processing of syntactic ambiguity. *Cognitive Psychology*, 24, 56-98.
- Nicol, Janet L., & Martin J. Pickering. (1993). Processing syntactically ambiguous sentences: evidence from semantic priming. *Journal of Psycholinguistic Research*, 22-2, 207-237.
- White, L. (1987). Against comprehensible input: The input hypothesis and the development of second language competence. *Applied Linguistics*, 8, 95-110.
- Psycholinguistics: A second language perspective. Ch. 5 Syntax and Sentence Comprehension Models.

6. Words: Meaning, Memory and Recognition

- Andersen, R.W., & Shirai, Y. (1996). The primacy of aspect in first and second language acquisition: The pidgin-creole connection. In W.C. Ritchie and T.K. Bhatia, Eds., *Handbook of Second Language Acquisition* (pp.527-570). San Diego: Academic Press.
- Barcroft, Joe. (2001). Acoustic Variation and Lexical Acquisition. *Language Learning*, 51:4, 563-590.
- Bot, Kees de. (1998). The psycholinguistics of language loss. In G. Extra & L. Verhoeven. *Language change in migration contexts*.
- Hu, Chieh-Fang. (2003). Phonological memory, phonological Awareness, and Foreign Language Word Learning. *Language Learning*, 53:3, pp. 429-462.
- Hulstijn, Jan H. (2001). Intentional and incidental second language vocabulary learning: a reappraisal of elaboration, rehearsal and automaticity. In *Cognition and Second Language Instruction*, ed. By Peter Robinson, pp. 258-287. Cambridge: Cambridge University Press
- Jr. Gow, David W., & Peter C. Gordon. (1995). Lexical and prelexical influences on word segmentation: evidence from priming. *Journal of Experimental Psychology: Human Perception and Performance*, 21-2, 344-359.
- Pienemann, Manfred. (1984). Psychological constraints on the teachability of languages. *Studies in Second Language Acquisition*, 6-2, 186-214.
- Sunderman, Gretchen, & Kroll, Judith, F. 2007. First Language Activation During Second Language Lexical Processing: An Investigation of Lexical Form, Meaning, and Grammatical Class. *SSLA*, 28, 387-422.
- Tseng, Wen-Ta, & Schmitt, Nobert. 2008. Toward a Model of Motivated Vocabulary learning: A Structural Equation Modeling Approach. *Language Learning*, 58-2, 357-400.
- Psycholinguistics: A second language perspective. Chapter 4: Lexicon.

7. Cognition

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- Dekeyser, Robert M. (2001). Automaticity and automatization. In *Cognition and Second Language Instruction*, ed. by Peter Robinson, pp. 125-151. Cambridge: Cambridge University Press.
- Ellis, Nick C. (1999). Cognitive approaches to SLA. *Annual Review of Applied Linguistics*, 19, 22-42.
- Ellis, Nick C. (2002). Frequency effects in language processing: a review with implication for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition*, 24, 143-188.
- Ellis, Rod. (2004). The definition and measurement of L2 explicit knowledge. *Language Learning*, 54-2, 227-275.
- Ehrman, M.E., & Oxford, R.L. (1995). Cognition Plus: Correlates of language learning success. *The Modern Language Journal*, 79, 67-89.
- Gardner, R.C., Masgoret, A.-M., Tennant, J., Mihic, L. (2004). Integrative motivation changes during a year-long intermediate-level language course. *Language Learning*, 51:4, pp. 563-590.
- Gregg, Kevin R. (2001). Learnability and second language acquisition theory. In *Cognition and Second Language Instruction*, ed. by Peter Robinson, pp. 152-182.

- Cambridge: Cambridge University Press.
- MacWhinney, Brian. (2001). The competition model: the input, the context, and the brain. In *Cognition and Second Language Instruction*, ed. By Peter Robinson, pp. 69-90. Cambridge: Cambridge University Press.
- McLaughlin, B., & Heredia, R. 1996. Information-processing approaches to research on second language acquisition and use. In W.C. Ritchie and T.K. Bhatia, Eds., *Handbook of second language acquisition*, 213-228. San Diego: Academic Press.
- Robsin, Peter. (2001). Individual differences, cognitive abilities, aptitude complexes, and learning conditions in second language acquisition. *Second Language Research* 17-4, 368-392.
- Roehr, Karen. 2007. Metalinguistic knowledge and Language Ability in University-Level L2 learners. *Applied Linguistics*, 29-2, 173-199.
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- Tomlin, R.S. & Villa, V. (1994). Attention in cognitive science and second language acquisition. *SSLA*, 16, 183-203.
- Truscott, John. (1998). Noticing in second language acquisition : a critical review. *Second Language Research*, 14-2, 103-135.
- Wenden, Anita L.. 2002.. Learner development in language learning. *Applied Linguistics*, 23-1, 32-55.

PS. Please download the articles which you could get from the online library (*Language Learning, Applied Linguistics, Cognition, Second Language Research*).