



Course syllabus

Faculty of Arts and Humanities
Department of Languages

4EN011 Psykolingvistik och experimentplanering, 15 högskolepoäng
Psycholinguistics and experimental design, 15 credits

Main field of study

English

Subject Group

English

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2018-05-25

The course syllabus is valid from spring semester 2019

Prerequisites

English (or another language subject/linguistics) 1–90 credits.

Objectives

After completing the course, the student should be able to:

Knowledge and understanding

- account for some central theories and methods in modern psycholinguistic research,
- account for processes important in understanding, producing and learning languages,

Competence and skills

- formulate a research question related to the theories discussed in the course and account for how this can be studied in a psycholinguistic experiment,
- design and conduct a minor psycholinguistic experiment, analyse its results and write a summarising report.

Content

In this course students develop basic knowledge of modern psycholinguistic theories and methods related to current research in cognitive science and neuroscience. The course discusses the perception and understanding of spoken and written language, the production of spoken language, vocabulary and mental representation of concepts, children's language acquisition and neurolinguistics. The course also discusses the

factors and processes involved in language comprehension, language production and children's and adults' first- and second-language learning. Moreover, the course discusses how psycholinguistic research questions are formulated and answered through experimental methods. The course also discusses how experiments are designed and how stimuli are implemented in electronic format, as well as the applicability of experimental methodology for various types of research questions and academic writing. The course discusses principles for the implementation and evaluation of psycholinguistic experiments. A practical exercise in implementing psycholinguistic experiments is included in the course.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, group exercises and individual and/or group supervision. Some parts of the teaching include ICT. For specific technical requirements, see the course website.

Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

In order to receive the grade of pass, the student must achieve the course objectives. The grade of A is the highest grade and the grade of E is the lowest grade for passing the course. The grade of F means that the student has failed the course. The grading criteria are available in a document communicated to the students when the course starts.

The course is examined through written assignments and oral presentations.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Other

Students who have completed the course with the grade of Pass can receive a course certificate upon request.

Required Reading and Additional Study Material

Berkum, J. J. V., Hagoort, P., & Brown, C. M. 1999. Semantic integration in sentences and discourse: Evidence from the N400. *Journal of cognitive neuroscience*, 11(6), 657–671.

Branigan, H. P., & Pickering, M. J. 2017. An experimental approach to linguistic representation. *Behavioral and Brain Sciences*, 40. 1–61.

Clahsen, H. 2016. Experimental morphology. In Hippisley, Andrew & Stump, Gregory T. (eds.) *The Cambridge Handbook of morphology*. 30 p. Cambridge University Press: Cambridge ISBN: 9781107038271 ISBN: 9781107038271

Cutler, A., Klein, W., & Levinson, S. C. 2005. The cornerstones of twentyfirst century psycholinguistics. In Cutler, A (ed.) *Twenty-first century psycholinguistics: Four cornerstones* 1–20. Erlbaum.

Davis, M. H., MarslenWilson, W. D., & Gaskell, M. G. 2002. Leading up the lexical garden path: Segmentation and ambiguity in spoken word recognition. *Journal of Experimental Psychology: Human Perception and Performance*, 28(1), 218–244

Friederici, A. D. 2011. The brain basis of language processing: from structure to

function. *Physiological reviews*, 91(4), 1357–1392.

Garrod, S., & Pickering, M. J. 2004. Why is conversation so easy?. *Trends in cognitive sciences*, 8(1), 8–11.

Gries, S. 2013. *Statistics for Linguistics with R: A Practical Introduction*. Berlin: Mouton de Gruyter. Ca 30 p., any edition.

Hagoort, P. 2017. The core and beyond in the languageready brain, *Neuroscience & Biobehavioral Reviews*, 81: 194–204.

Hagoort, P., Hald, L., Bastiaansen, M., & Petersson, K. M. 2004. Integration of word meaning and world knowledge in language comprehension. *Science*, 304(5669), 438–441.

Hagoort, P., & Indefrey, P. 2014. The neurobiology of language beyond single words. *Annual Review of Neuroscience*, 37, 347–362.

Jegerski, J. 2014. Self-paced reading. In J. Jegerski & B. VanPatten (eds.), *Research methods in second language psycholinguistics*. 20–49. New York: Routledge.

Kutas, M., & Federmeier, K. D. 2011. Thirty years and counting: finding meaning in the N400 component of the event-related brain potential (ERP). *Annual review of psychology*, 62, 621–647.

Levelt, W.J. 1999. Models of word production. *Trends in Cognitive Sciences*. 3 (6): 223–232.

Liversedge, S., Gilchrist, I., & Everling, S. (eds.). 2011. *The Oxford handbook of eye movements*. ca 100 p. Oxford: Oxford University Press

Podesva, R. & Sharma, D. (eds.) 2013. *Research methods in linguistics*. Cambridge: Cambridge University Press. ca 100 p. ISBN 9781107696358

Swaab, T. Y., Ledoux, K., Camblin, C.C., and Boudewyn, M.A. 2011. Language-Related ERP Components. In Kappenman, E. S. & Luck, S. J (eds.) *The Oxford Handbook of Event-Related Potential Components*. 475–513. Oxford: Oxford University Press

Traxler, M. J. 2012. *Introduction to psycholinguistics: understanding language science*. Chichester, West Sussex, UK: Wiley-Blackwell. 568 p. ISBN 97814051 98622

Traxler, M., & Gernsbacher, M. A. (eds.). 2011. *Handbook of psycholinguistics*. Ca 300 p. Amsterdam: Elsevier (2nd edition)

Traxler, M. J., Pickering, M. J., & McElree, B. 2002. Coercion in sentence processing: Evidence from eye-movements and selfpaced reading. *Journal of Memory and Language*, 47(4), 530–547.