

# PSYCHOLINGUISTICS

心理語言學

Course code number: 1306558

Spring 2026

Wednesday 14:10-17:00

文學院 (Humanities) Room 413

**UPDATED 2026/4/24**

Me:

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Office hours: Thursday 10 am -12 noon, or by appointment (made at least 24 hours ahead)

Required readings:

- \* Handouts of lecture notes
- \* Weekly research articles
- \* No textbook!

Evaluation:

- 30% Questions about articles (weekly, a minimum of four for grading [details below])
- 40% Take-home midterm exam (due 4/22)
- 30% Term paper (choose paper topic by 4/29, final paper due 6/10)

This class is organized around weekly readings: lecture notes plus real psycholinguistic journal articles (different every time this class is taught).

Before each class you should read the lecture notes and the week's research article. Then you should answer the following four questions about the article: **(1)** What are the study's main hypotheses, predictions, findings, and conclusions? [Be sure you know how to distinguish these four things.] **(2)** How well are the conclusions actually supported by the findings? [That is, critically but fairly evaluate the study, focusing on the logic and methods.] **(3)** How do this study's findings reconfirm, or conflict with, those of other studies that we've previously discussed (especially the journal articles)? **(4)** What do the authors do to follow ethical research principles? Your answers will help guide our in-class discussion of the article, which will take about the last hour of each class. You have to hand in four (or more) sets of these answers (in English, about one page total, in your own words, by email by 12 noon on class day), and I will grade them for clarity and depth of understanding. I will average the grades on *all* the answer sets that you hand in (not just the top four).

The midterm exam (due 4/22) only covers material from the first part of the course. It will be a take-home exam, so you'll have one week to finish it. Students must work independently, but they may email me clarification questions (I'll email my replies to all but keep the questioner anonymous). A skipped, plagiarized, or AI-written answer will get zero points.

The term paper (about 10 pages, in English) describes your own empirical psycholinguistic research. The only constraints are that your paper must use a method described in any of the class readings and that it must focus on some theoretical issue(s) discussed in class. For example, the paper could describe a new experiment on speech perception or production, lexical access, or sentence comprehension; or a new analysis of natural speech errors; or an original description of the language of some child. You must choose a topic by 4/29; if you want to work on a topic discussed later in the semester, you'll have to read ahead. Prepare early - things always take longer

than you expect! At the end of the semester (6/3), everybody will give a short, informal, ungraded presentation of their research, just to get feedback from everybody. The term paper is due by 5 pm on 6/10 as a PDF emailed to me. When I grade, I will focus on your academic style, logic/methodology, and understanding of the theoretical issues.

**WARNING #1:** Plagiarism (pretending that other people's words and ideas are your own) is a serious crime and will not be tolerated. Homework, exams, or term papers containing plagiarism will receive a score of zero, and you will be reported to the department chair. Note that in this class, using AI tools to write for you also counts as plagiarism, since all those tools do is plagiarize other people's hard work while making it harder for you to think for yourself.

**WARNING #2:** Submit your homework, exams, and term paper on time! Unless you have a really good excuse, you will lose 5 points for each day you are late. So don't make yourself sick working overnight, but get your stuff done early enough.

Schedule [\* marks deadlines]

Week	Topic/activity	Reading
2/25	Introduction to psycholinguistics	
3/4	Planning for language production	Brentari et al. (2018) [ASL]
3/11	Word production	Zemla et al. (2023) [English]
3/18	Speech perception	Winkel et al. (2017) [Thai]
3/25	Word recognition	Yin et al. (2022) [Mandarin]
4/1	Syntactic and semantic comprehension	Phillips & George (2018) [English]
4/8	<b>NO CLASS [校際活動]</b>	
4/15	Discourse comprehension <b>[Midterm exam is distributed]</b>	Chu et al. (2002) [English, Mandarin]
4/22	<b>*MIDTERM EXAM DUE</b> Plus: 15:30-17:00 <a href="#">Peggy Mok (莫碧琪)</a> The Chinese University of Hong Kong "Revisiting the tone sandhi circle: Data from Xiamen Southern Min"	
4/29	<b>*Introduce your paper topic</b> Plus: Preview of nonliteral language processing!	
5/6	Nonliteral language processing Plus: 15:30-17:00 <a href="#">Lian Hee Wee (黃良喜)</a> Hong Kong Baptist University "The Musical Analog of the Prosodic Word"	Chahboun et al. (2016) [Spanish]
5/13	First language acquisition	Lee et al. (2020) [English]
5/20	Bilingualism	Giezen et al. (2015) [English, ASL]
5/27	Other modularity issues *Informal discussion of your paper progress	
6/3	<b>*Presentations [last class]</b>	
6/10	<b>*TERM PAPER DUE (PDF, email, by 5 pm)</b>	

(The class notes on "Production monitoring and gesture" are also available in E-Course.)

### WEEKLY PSYCHOLINGUISTIC ARTICLES

- Brentari, D., Falk, J., Giannakidou, A., Herrmann, A., Volk, E., & Steinbach, M. (2018). Production and comprehension of prosodic markers in sign language imperatives. *Frontiers in Psychology*, 9, 770.
- Chahboun, S., Vulchanov, V., Saldaña, D., Eshuis, H., & Vulchanova, M. (2016). Can you play with fire and not hurt yourself? A comparative study in figurative language comprehension between individuals with and without autism spectrum disorder. *PloS ONE*, 11(12), e0168571.
- Chu, H. C. J., Swaffar, J., & Charney, D. H. (2002). Cultural representations of rhetorical conventions: The effects on reading recall. *TESOL Quarterly*, 36(4), 511-541.
- Giezen, M. R., Blumenfeld, H. K., Shook, A., Marian, V., & Emmorey, K. (2015). Parallel language activation and inhibitory control in bimodal bilinguals. *Cognition*, 141, 9-25.
- Lee, Y. S., Ahn, S., Holt, R. F., & Schellenberg, E. G. (2020). Rhythm and syntax processing in school-age children. *Developmental Psychology*, 56(9), 1632.
- Phillips, J., & George, B. R. (2018). Knowledge *wh* and false beliefs: Experimental investigations. *Journal of Semantics*, 35(3), 467-494.
- Winkel, H., Ratitamkul, T., & Charoensit, A. (2017). The role of tone and segmental information in visual-word recognition in Thai. *Quarterly Journal of Experimental Psychology*, 70(7), 1282-1291.
- Yin, H., Libben, G., & Derwing, B. L. (2022). How the Chinese writing system can reveal the fundamentals of hierarchical lexical structure. *Journal of Cultural Cognitive Science*, 6(2), 199-218.
- Zemla, J. C., Gooding, D. C., & Austerweil, J. L. (2023). Evidence for optimal semantic search throughout adulthood. *Scientific Reports*, 13(1), 22528.

### USEFUL PSYCHOLINGUISTICS BOOKS

- Ahlsén, E. (2006). *Introduction to neurolinguistics*. John Benjamins. [Prof. Tai used this textbook!]
- Aitchison, J. (1998). *The articulate mammal: An introduction to psycholinguistics*. London: Routledge.
- Altmann, G. T. M. (1997). *The ascent of Babel: An exploration of language, mind, and understanding*. Oxford, UK: Oxford University Press.
- Bloom, P. (Ed.) (1993). *Language acquisition: Core readings*. Cambridge, MA: MIT Press.
- Caplan, D. (1993). *Language: Structure, processing and disorders*. Cambridge, MA: MIT Press.
- Carroll, D. W. (2008). *Psychology of language* (fifth edition). Thomson/Wadsworth.
- Cowles, H. W. (2011). *Psycholinguistics 101*. Springer.
- Field, J. (2003). *Psycholinguistics: A resource book for students*. London: Routledge.
- Field, J. (2004). *Psycholinguistics: The key concepts*. London: Routledge.
- Gleitman, L. R., & M. Liberman (1995). *An invitation to cognitive science, vol. 1: Language*, second edition. Cambridge, MA: MIT Press.
- Harley, T. (2007). *The psychology of language: From data to theory*. (3rd edition). Psychology Press.
- Li, P., Tan, L. H., Bates, E., & Tzeng, O. J. L. (Eds.) (2006). *The handbook of East Asian psycholinguistics, vol. 1: Chinese*. Cambridge University Press.
- Pinker, S. (1994). *The language instinct*. William Morrow. 洪蘭譯 (1998) 語言本能。商周出版。
- Sedivy, J. (2019). *Language in mind: An introduction to psycholinguistics*. Oxford University Press.
- Steinberg, D. D., & Sciarini, N. V. (2006). *An introduction to psycholinguistics* (2nd ed.). Harlow, England: Pearson Longman.
- Stemmer, B., & Whitaker, H. A. (2008). *Handbook of the neuroscience of language*. Elsevier.

- Traxler, M. (2012). *Introduction to psycholinguistics: Understanding language science*. Wiley-Blackwell.
- Traxler, M., & Gernsbacher, M. A. (2006). *Handbook of psycholinguistics* (2nd ed.) San Diego: Academic Press.
- Warren, P. (2013). *Introducing psycholinguistics*. Cambridge University Press.

為配合教育部針對保護智慧財產權觀念之宣導，課程大綱內容請加註警語「請尊重智慧財產權，不得非法影印教師指定之教科書籍」。  
(此項目為教育部「大專校院執行校園保護智慧財產權行動方案自評表」重要指標，請授課教師協助配合宣導。)