



Course Specification

— (Postgraduate Programs)

Course Title: Advanced Issues in Psycholinguistics

Course Code: 7505 ENG-3

Program: Doctor of Philosophy in Applied Linguistics

Department: English Department

College: College of Languages and Translation

Institution: King Khalid University

Version: 1

Last Revision Date: 10 March 2025



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A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

| | | | | |
|----|--|----------------------------------|--|--------------------------------|
| A. | <input type="checkbox"/> University | <input type="checkbox"/> College | <input checked="" type="checkbox"/> Department | <input type="checkbox"/> Track |
| B. | <input checked="" type="checkbox"/> Required | | <input type="checkbox"/> Elective | |

3. Level/year at which this course is offered: (Level 2 /Year 1)

4. Course General Description:

This course is designed for PhD students in Applied Linguistics to delve deeply into the intricate relationship between psychology and language. This course explores contemporary theoretical perspectives and research findings related to language processing, development, bilingualism, and multilingualism. Students will critically examine cognitive and emotional factors influencing language learning, including learner emotions, motivation, self-efficacy, and the psychological constructs that shape learner identities and well-being. The course also addresses the applications of psychology in shaping language teacher-learner relationships as well as the concept of cross-cultural psycholinguistics and its implications for language teaching practices, emphasizing the important role of socio-cultural context in the psychology of the foreign language learner. Ultimately, this course aims to foster an understanding of the psychological dynamics that underpin language learning and teaching, preparing students to contribute meaningfully to the field of psycholinguistics.

5. Pre-requirements for this course (if any):

None

6. Pre-requirements for this course (if any):

None

7. Course Main Objective(s):

The Advanced Issues in Psycholinguistics course aims to:

- Help learners develop a deep understanding of psycholinguistic theories and their relevance to language acquisition, learning, and teaching.
- Enhance learners' ability to analyze psychological factors such as motivation, emotions, and self-efficacy in language learning.
- Enable learners to critically examine the relationship between cognitive and emotional influences on language learning and teaching.
- Provide insights into socio-cultural influences on language processing and learner identity in different educational settings.
- Equip learners with the research skills needed to formulate and articulate inquiries into psychological aspects of language education.





2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|---|---------------|------------|
| 1 | Traditional classroom | | |
| 2 | E-learning | | |
| | Hybrid | | |
| 3 | <ul style="list-style-type: none"> ● Traditional classroom ● E-learning | 36 9 | 80% 20% |
| 4 | Distance learning | | |

3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|----|----------------------------|---------------|
| 1. | Lectures | 36 |
| 2. | Laboratory/Studio | |
| 3. | Field | |
| 4. | Tutorial | |
| 5. | Others (specify) Workshops | 9 |
| | Total | 45 |

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------------|---|---------------------------------------|---|--|
| 1.0 | Knowledge and understanding | | | |
| 1.1 | Analyze and discuss contemporary issues and theoretical perspectives in the psychology of language, including language processing, development, and the implications of bilingualism and multilingualism. | K2 | Lectures and seminars to introduce key concepts and frameworks, followed by interactive class discussions | Research projects that require students to select a contemporary issue in psycholinguistics, analyze it, and discuss its |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|---|--|
| | | | | theoretical implications. Midterm and Final exam |
| 1.2 | Analyze the impact of positive psychology on language learning and teaching, focusing on constructs such as resilience, well-being, and self-regulation in both learners and educators. | K2 | Interactive class discussions to explore the principles of positive psychology | Oral presentations where students present their findings on the role of positive psychology constructs in language education, supported by literature reviews. Midterm exam Final exam |
| 1.3 | Explore the cognitive and emotional aspects of language learning, including attributions, mindsets, and the role of emotions, and their implications for learner motivation and engagement in the second language acquisition process. | K2 | Workshops on research methods that focus on psychological constructs, allowing students to design experiments or surveys that investigate these aspects in language learning. | Research critique, analyzing how cognitive and emotional factors influence language learning and teaching. Final exam |
| 1.4 | Examine cross-cultural psycholinguistics and its implications for language teaching practices, understanding how | K1, K2 | Interactive class discussions to explore language teaching practices in different cultural contexts. | Reflective essays and focus group discussions Final Exam |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|--|--|
| | cultural differences affect language processing, learning styles, and learner identities. | | | |
| 2.0 | Skills | | | |
| 2.1 | Develop and articulate well-structured research inquiries that address critical psychological issues in language learning and teaching, situating them within relevant theoretical frameworks. | S2 | Lectures and seminars on research methods and data analysis | Research projects |
| 2.2 | Evaluate and apply various research methodologies relevant to psycholinguistics, including cognitive approaches, sociocultural theory, and complex dynamic systems, to address research questions effectively. | S1 | Case studies and problem-solving exercises where students can analyze real-world research studies that utilize different methodologies relevant to psycholinguistics, such as cognitive approaches, sociocultural theory, and complex dynamic systems. | Research critique Peer review and feedback sessions |
| 2.3 | Develop intervention strategies based on psychological principles to enhance language learning outcomes, focusing | S2 | Case studies and problem-solving exercises where students evaluate intervention strategies based | Research projects Midterm and Final Exams |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|---|---|
| | on individual learner needs, including motivation and self-efficacy. | | on psychological principles, sharing their results in class discussions. | |
| 2.4 | Engage in scholarly discourse by critically reading and synthesizing current psycholinguistic research, demonstrating the ability to construct coherent arguments and challenge existing paradigms in the field. | S4 | Group projects and collaborative learning that involve analyzing recent research articles and presenting findings | Reflective essays and focus group discussions |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Uphold ethical research practices in psycholinguistics by maintaining integrity in data collection and addressing ethical dilemmas related to psychological constructs in language assessment and teaching. | V1 | Lectures and seminars focused on research ethics | Self-assessment and reflection |
| 3.2 | Advocate for inclusive language teaching practices that consider the psychological well-being and engagement of learners, promoting linguistic diversity and social equity in educational contexts. | V2 | Lectures and seminars Group discussions | Research projects Focus group discussions |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|---|--|
| 3.3 | Foster interdisciplinary collaboration by integrating insights from psychology, education, and linguistics to enhance understanding of language learning and teaching dynamics. | V3 | Workshops on interdisciplinary approaches | Research projects Focus group discussions |

C. Course Content:

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1. | Psychology of language: language processing and language development | 6 |
| 2. | Perspectives on psychology of language learning and teaching: ● The Cognitive Approach, ● Sociocultural Theory, ● Self-Determination Theory, ● The Complex Dynamic Approach, ● Well-being theory. | 6 |
| 3. | Cross-cultural psycholinguistics | 3 |
| 4. | Implications of psycholinguistics in bilingualism and multilingualism | 3 |
| 5. | The application of positive psychology in language education | 3 |
| 6. | Language teacher and learner psychologies | 6 |
| 7. | Psychological constructs in SLA: Identity, self-efficacy, personality, motivation, engagement, attitudes and beliefs, well-being, resilience, grit, self-regulation, autonomy, and willingness to communicate in an L2 | 9 |
| 8. | Attributions, mindsets, emotions, and emotion regulation in language learning | 6 |
| 9. | The application of relational theory of teacher-learner relationships | 3 |
| Total | | 45 |





D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|-------------------------|-----------------------------------|--------------------------------------|
| 1. | Reflective essays | 4 | 5% |
| 2. | Research critique | 6 | 10% |
| 3. | Midterm exam | 7 | 25% |
| 4. | Research projects | 10 | 10% |
| 5. | Oral presentation | 11 | 10% |
| 6. | Final exam | 13 | 40% |

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

| | |
|-----------------------------|---|
| Essential References | <p>Gregersen, T., & Mercer, S. (Eds.). (2022). <i>The Routledge handbook of the psychology of language learning and teaching</i>. Routledge, Taylor & Francis Group.</p> <p>Jiang, X. (Ed.). (2024). <i>Psycholinguistics-: New Advances and Real-World Applications</i>. UK: Intechopen.</p> <p>Csikszentmihalyi, M., & Larson, R. (2014). <i>Flow and the foundations of positive psychology</i> (Vol. 10, pp. 978-994). Dordrecht: Springer.</p> <p>Mercer, S., & Kostoulas, A. (Eds.). (2018). <i>Language teacher psychology</i> (Vol. 1). Multilingual Matters.</p> |
| | <p>Kennison, S. M. (2018). <i>Psychology of language: Theory and applications</i>. Bloomsbury Publishing.</p> <p>Dewaele, J. M., Chen, X., Padilla, A. M., & Lake, J. (2019). The flowering of positive psychology in foreign language teaching and acquisition research. <i>Frontiers in psychology</i>, 10, 2128.</p> <p>Wang, Y., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: the past, current status and future directions. <i>Frontiers in psychology</i>, 12, 731721.</p> <p>MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. <i>Studies in second language learning and teaching</i>, 2(2), 193-213.</p> <p>Alqarni, N. (2024). Predictors of foreign language proficiency: Emotion regulation, foreign language enjoyment, or academic stress? <i>System</i>, 126, 103462.</p> |





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|--|---|
| | <p>Alrabai, F. (2024). Modeling the relationship between classroom emotions, motivation, and learner willingness to communicate in EFL: Applying a holistic approach of positive psychology in SLA research. <i>Journal of Multilingual and Multicultural Development</i>, 45(7), 2465-2483.</p> |
| <p>Electronic Materials</p> | <p>Wiley Researcher Academy ScienceDirect https://sdl.edu.sa/SDLPortal/ar/Publishers.aspx https://link.springer.com/book/10.1007/978-3-319-32954-3?page=2#overview https://link.springer.com/chapter/10.1007/978-3-030-64444-4_1?fromPaywallRec=false</p> |
| <p>Other Learning Materials</p> | <p>Dewaele, J. M., & Dewaele, L. (2020). Are foreign language learners' enjoyment and anxiety specific to the teacher? An investigation into the dynamics of learners' classroom emotions. <i>Studies in Second Language Learning and Teaching</i>, 10(1), 45-65. Berry, J. W. (2002). <i>Cross-cultural psychology: Research and applications</i>. Cambridge University Press.</p> |

2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|--|---|
| <p>facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p> | <ul style="list-style-type: none"> Classrooms equipped with audio-visual aids to facilitate lectures and presentations. Library facilities Computer laboratories Language laboratories E-learning and virtual classrooms |
| <p>Technology equipment (Projector, smart board, software)</p> | <ul style="list-style-type: none"> Projector for displaying presentations, video analyses, and case studies. Smart Board for engaging students in collaborative analysis. |
| <p>Other equipment Depending on the nature of the specialty)</p> | <ul style="list-style-type: none"> Conference rooms |





F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|--|---|--|
| Effectiveness of teaching | Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations. | Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys. |
| Effectiveness of teaching | Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations. | Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys. |
| Effectiveness of students' assessment | Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback. | Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback. |
| Quality of learning resources | Reviewed by faculty and program leaders based on student feedback and peer reviews. | Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards. |
| The extent to which CLOs have been achieved | Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios. | Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys. |

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

| | |
|---------------------|----------------------------|
| COUNCIL / COMMITTEE | ENGLISH DEPARTMENT COUNCIL |
| REFERENCE NO. | 8-17-46 |
| DATE | 16 MARCH 2025 |

