

Psycholinguistics

Session 1: students are expected to the overall definition and concepts of Psycholinguistic, the history as well as the influential scholars of the field plus the syllabus; psychology of languages by David Carroll and introduction to psycholinguistics by Steinberg. Students are assigned chapter to present and the teacher as a mediator is elaborating the concept to the Students.

Session 2: A student based on preplanned handout is presenting the chapter: language production from Carroll's book. Students should interact.

Session 3: Another student is asked to present a chapter on language comprehension in the same way as mentioned in (2).

Session 4: in this section the student is presenting a chapter on first language Acquisition from Steinberg Book.

Session 5: Chapter of the book the deaf and language; sign oral, written is presented and discussed.

Session 6: Chapter four of the book Wild and isolated children and critical age issue for language learning is put forwarded for presentation and practice.

Session 7: the fifth chapter of the book animals and language learning is critically compared

Session 8: chapter six of the book, children vs. Adult in second language learning is critically examined.

Session 9: Midterm Exam

Session 10: Students are asked to report articles are the related to topics and chapter.

Session 11. Chapter eight concepts such as bilingualism, intelligence transfer, and learning challenges are examined by the teachers and students.

Session 12: Chapter nine, languages thought and culture is studied, leading serious discussion

Session 13: Chapter ten of the book where does language knowledge come from is presented and discussed.

Session 14: Students are expected to report articles in the related subjects.

Session 15: Language and brain, the function of brain are highlighted.