

Language and mind

Bachelor in Applied Modern Languages

UNIVERSIDAD NEBRIJA

TEACHING GUIDE

Subject: Language and mind

Degree: Bachelor in Applied Modern Languages

Character: Basic

Language: English

Modality: On-site

ECTS: 6

Course: 2nd

Semester: 3

Professors/Teaching Staff: Dra. Zeina Alhmoud

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

CB1 Have and understand knowledge in an area of study that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the forefront of their field of study.

CB2 Apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.

CB3 Gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB4 Transmit information, ideas, problems and solutions to both a specialized and non-specialized public.

CB5 Develop the learning skills necessary to undertake further studies with a high degree of autonomy.

CG1 Identify the main theoretical contributions to the field of linguistic and literary studies.

CG2 Acquire the basic scientific knowledge applied to Foreign Modern Languages and its professional internships.

CG3 Develop reasoning and exposition strategies, written and orally, within the field of study of Applied Modern Languages.

CG4 Be aware of fundamental questions about the nature of language in order to understand its relationship with culture, society and other humanistic disciplines.

CG6 Use information and communication technologies and knowledge to organise, plan and develop academic and professional activities in the field of Applied Modern Languages.

CG9 Use search tools for documental resources to study foreign modern languages and use own sources to study their corresponding literatures.

CE8 Conocer y saber aplicar conceptos, métodos y terminología básica propios de la lingüística, la literatura y la adquisición de lenguas.

CE9 Apply linguistic, synchronic and diachronic knwoledge.

CE11 Know the basis of technological applications to process natural language, the improvement of communication, organization and access to information.

CE14 Understand, know, analyse, compare and evaluate different psycholinguistic and cognitive theories related to language acquisition and the different methodologies and approaches for language teaching.

1.2. Learning outcomes

At the end of this subject, the student must:

- Knowledge of linguistic development at a psychological and biological level in different ages and circumstances.
- Theoretical and applied knowledge of language learning mechanisms and learning and communication strategies.
- Critical study of the several approaches to the relation between language and thought: From linguistic determinism to Cognitive Linguistics.
- Ability to understand, analyse, compare and evaluate psycholinguistic, cognitive and sociolinguistic theories, methodologies and uses related to modern languages learning.

2. CONTENTS

2.1. Previous requirements

None

2.2. Description of contents

Students will become familiar with the most representative theories and works in the field of language learning and acquisition of languages, with the processes of acquisition of the mother tongue and second languages, and with the factors that influence the acquisition and learning of languages, as well as the importance of strategies in this process.

- Language and the brain: introduction to Psycholinguistics.
- Language and thought.
- Language acquisition in a natural context.
- Language and cognition.
- Education and linguistic immersion. Language acquisition in the bilingual context.

2.3. Training activities

TRAINING ACTIVITY	HOURS	PERCENTAGE OF ATTENDANCE
A1. Theoretical- practical classes, field work sessions	45	100%
A3. Individual and/or group tutorials	15	60%
A4. Individual or group work	47	20%
A6. Individual study and autonomous work	40	0%
A8. Tasks for assessment and final assessment	3	100%
TOTAL HOURS NUMBER	**150**	

2.4. Metodologías Docentes / Teaching methodologies

CODE	Teaching methodologies	Description
MD1	Expository method/ Master class	Presentation by the teacher of the contents of each topic through explanations and presentations, along with indications on sources of information and bibliography. The active participation of the student is promoted through activities such as debates, discussion of case studies, questions and presentations. The student will previously have the didactic materials, which will include objectives, syllabus, schedule and resources.
MD2	Resolution of exercises and problems	Approach to situations and practical exercises that the student must solve.
MD4	Performing work	Preparation of reports and documents in which the student must carry out bibliographic search, information gathering, document analysis, case analysis, writing and explanation of conclusions.

3. ASSESSMENT SYSTEM

3.1. Grading system

The grading system (R.D. 1125/2003, of 5th September) will be as follows:

0 - 4.9 Fail (SS)
5.0 - 6.9 Pass (AP)

7.0 - 8.9 Good (NT)
9.0 - 10 Excellent (SB)

The mention of "honors" may be obtained at the proposal of the professor of the subject after completing a tutored work. The teacher must write a report evaluating the contributions of the work.

3.2. Evaluation criteria

Ordinary call

Assessment system	Minimum weighting	Maximum weighting
SE1 Attendance and participation	10%	25%
SE2 Presentation of assignments and projects (individual tasks and group work)	20%	30%
SE3 Midterm assessment	20%	25%
SE4 Final assessment	35%	50%

Extraordinary call

Assessment system	Minimum weighting	Maximum weighting
SE2 Presentation of assignments and projects (individual tasks and group work)	40%	40%
SE4 Final assessment	60%	60%

3.3. Restrictions

Minimum grade

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final exam.

Attendance

Students who, without justification, fail to attend more than 25% of the face-to-face classes may be deprived of the right to take the exam in the regular exam.

Writing standards

Special attention will be paid in the papers, practices and written projects, as well as in the exams, to both the presentation and the content, taking care of the grammatical and spelling aspects.

Failure to meet the minimum acceptable standards may result in points being deducted in such work.

3.4. Warning Regarding Plagiarism and the Use of AI

Antonio de Nebrija University will not tolerate plagiarism or copying under any circumstances. The reproduction of paragraphs from sources other than the student's own work (the Internet, books, articles, classmates' papers, etc.) will be considered plagiarism if the original source is not cited. Citations must not be used indiscriminately. Plagiarism is a crime.

If such practices are detected, they will be considered a Serious Offense, and the penalty provided for in the Student Regulations may be applied.

The adoption of AI tools in teaching must be based on a transparent, responsible, ethical, and secure approach that fosters the development of digital competencies among students:

- The instructor will specify in each learning activity whether they plan to use Generative AI, for what purpose, and the requirements for its application.
- It is the student's responsibility to demonstrate transparent, ethical, and responsible conduct in the use of Generative AI and to adhere to the application criteria established by the instructor for each activity.
- The detection of any fraudulent conduct regarding the use of Generative AI, or failure to follow the instructor's instructions, will result in the application of the sanctions provided for in the Disciplinary Regulations.

4. BIBLIOGRAPHY

Basic bibliography

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- Pinker, S. (2007). The Language Instinct (1994/2007) (1–). New York, NY: Harper Perennial Modern Classics.
- Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (4th ed.).
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Recommended bibliography

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- Coulthard, M., Johnson, A., & Wright, D. (2017). An introduction to forensic linguistics: Language in evidence (2nd ed.). Routledge. https://doi.org/10.4324/9781315630311
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- Woods, J. (Eds.). Philosophy of linguistics. Elsevier B.V. A
- Lakoff, G. (1987). Women, fire, and dangerous things: What categories reveal about the mind. University of Chicago Press.
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- May, A., Sousa-Silva, R., & Coulthard, M. (2021). Introduction. In M. Coulthard, A. May, & R. Sousa-Silva (Eds.), The Routledge handbook of forensic linguistics (2nd ed., Chapter 1). Routledge.
- Niemeier, S. (2017). Task-based grammar teaching of English: Where cognitive grammar and task-based language teaching meet (1st ed.). Narr Francke Attempto Verlag. Tübingen
- Sedivy, J. (2020). Language in mind: An introduction to psycholinguistics (2nd ed.). New York: Oxford University Press
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- VanPatten, B., Smith, M., & Benati, A. (2019). Key Questions in Second Language Acquisition: An Introduction. Cambridge: Cambridge University Press. doi:10.1017/9781108761529

5. PROFESSORS' INFORMATION

You can consult the e-mail addresses of the professors and the academic and professional profile of the teaching staff at https://www.nebrija.com/carreras-universitarias/grado-en-lenguas-modernas/#docentes