

Psicolingüística e
Interlengua
Máster en Enseñanza
Bilingüe
2017-18



UNIVERSIDAD
NEBRIJA

GUÍA DOCENTE

Asignatura: Psicolingüística e Interlengua

Titulación: Máster en Enseñanza Bilingüe

Curso Académico: 2017-18

Carácter: Obligatoria

Idioma: Inglés

Modalidad: Semipresencial

Créditos: 4

Semestre: 1º

Profesores/Equipo Docente: Dra. D^a. Beatriz López Medina, Dra. D^a Juana M. Licerias

1. COMPETENCIES AND LEARNING OUTCOMES

1.1. Competencies

This subject proposes learning activities that can contribute to consolidate the following competencies:

Basic competencies:

CB1 Being able to apply the acquired knowledge and the capacity of problem solving in new or little-known fields within extensive or multidisciplinary contexts related to their area of study.

CB2 Being able to integrate different kinds of knowledge and face the complexity of making judgments from an incomplete or limited information, which includes reflections upon social and ethical responsibilities connected to the application of knowledge and judgments.

General competencies:

CG2 Know specific problems related to FL teaching, both linguistic and cultural, within a bilingual teaching environment.

CG4 Capacity to carry out a critical analysis, evaluation and synthesis of new and complex ideas that allow student's autonomy in the training and continuous updating of knowledge in the area of FL teaching.

CG6 Know how to communicate with colleagues of the academic community and with society in general about his/her areas of knowledge.

CG7 Obtain basic theoretical knowledge oriented towards the founding of the teaching practice.

CG9 Reflect upon psychological processes and factors that are involved in the learning of a FL.

Specific competencies:

CE4 Develop and implement didactic methodologies adapted to the diversity of students within a bilingual (Spanish/English) environment.

CE10 Being able to communicate with fluency in C1 English level (CEFR)

CE11 Being able to implement different teaching strategies of communicative skills (interaction and production and oral and written reception) according to the characteristics of FL learners.

CE12 Know different variables of the teaching/ learner process of a FL from the student's perspective and of his/her communicative needs; of the process, of continuous and certified evaluation

1.2. Learning outcomes:

- To be able to communicate about topics related to the field of study.
- To acquire new knowledge in the field of Foreign Language teaching/learning in an autonomous way.
- To be familiarized with the most common linguistic and cultural issues in the teaching and learning of Foreign Languages.
- To apply the acquired knowledge for making decisions taking into account the different factors involved in the bilingual teaching/learning processes.
- To critically analyze, evaluate, and synthesized new ideas in the aforementioned field of knowledge.
- To be able to communicate with the academic community and with society when dealing with topics related to Foreign Language teaching/learning.
- To base their teaching practice in the acquired knowledge.
- To understand the different social, environmental, cultural, and educative factors involved in the acquisition and use of Foreign Languages.

2. CONTENTS

2.1. Previous requirements

None.

2.2. Description of contents

In this subject, the master student will have the opportunity to reflect upon the cognitive processes that make acquisition of a language possible, paying special attention to the specific features of learning a foreign language in academic contexts. Students will be provided with theoretical instruments in order to understand the characteristics of interlanguage, its stages, and the linguistic representations that either demand creating new linguistic habits or are acquired effortless. In order to achieve this purpose, trends and theories of acquisition will be discussed and analyzed.

The final aim of the subject is that when teaching *in* or *through* a non-native language, the teacher is aware of the types of errors the students produce, their features, and their role in the process of learning by working with real data. Errors are natural and play a significant role in the FL learning; they also let us observe the psycholinguistic process that underlie them, as the *Common European Framework of Reference for Languages* (CEFRL) describes in the section related to the communicative competence. In order to provide optimal feedback for their students, teachers will learn about error correction and treatment.

2.3. Detailed content

- 1.- Introduction to Psycholinguistics
Linguistic competence and communicative competence. Subcompetences.
- 2.- First Language Acquisition and Second Language Learning. Similarities and differences
- 3.- Theories of Foreign Language Acquisition
- 4.- Language comprehension and production: spoken language processing
- 5.- Language comprehension and production: written language processing
- 6.- Cognition and the bilingual brain
- 7.- Interlanguage. Error analysis in real samples from academic contexts.

2.4. Assignments:

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Learning activities, individual and in groups, outside the lecture session	30	30%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	10	10%
AF4. Complementary training actions	10	10%
AF7. Evaluation Activities	10	10%

3. EVALUATION SYSTEM:

3.1. Grading:

- 0 - 4,9 Suspenso (SS)
- 5,0 - 6,9 Aprobado (AP)
- 7,0 - 8,9 Notable (NT)
- 9,0 - 10 Sobresaliente (SB)

3.2. Assessment:

Convocatoria ordinaria

Modalidad: Semipresencial y A distancia

Sistemas de evaluación	Porcentaje
Examen final o trabajo final presencial	70%
Participación en las actividades programadas	15%
Presentación de trabajos y proyectos (Prácticas individuales y trabajo en equipo)	15%

Convocatoria extraordinaria

Sistemas de evaluación	Porcentaje
Examen final o trabajo final presencial	60%
Presentación de trabajos y proyectos (Prácticas individuales y equipo)	40%

3.3. Restrictions:

Minimum passing grade:

It is necessary to obtain a pass (5) in the final exam (either in the regular or repeat evaluation). Any grade under 5 is considered a fail.

Attendance:

In order to make up the final average grade, the student is required to attend a 75% of the sessions specified in the syllabus. Otherwise he might not be allowed to sit the final exam (convocatoria ordinaria)

Writing conventions

Be careful with the use of English. Make sure you revise grammar, spelling and punctuation before handing in activities /projects exams. Handwriting must be legible.

3.4. Plagiarism:

You are required to develop the proposed activities yourself. Plagiarism (illegal and unauthorized copying) will be penalized with a zero grade (0). Nebrija University will treat cases of plagiarism very seriously. Plagiarism includes, but is not limited to: using someone else's (Internet, books, classmates, etc.) ideas or words without appropriate acknowledgement. All suspected cases of academic dishonesty will follow the procedures outlined in the Reglamento del Alumno (Universidad Nebrija).

4. BIBLIOGRAPHY:

- Basic bibliography

1. General study on language acquisition: :

Baralo, M. (1999): *La adquisición del español como lengua extranjera*. Madrid. ArcoLibro.

Council of Europe: *Modern Languages: Learning, Teaching and Assessment. A Common European Framework of Reference*: <http://culture.coe.fr/lang> (Chapters 5 & 6)

2. Works on specific contents of the course:

- Corder, S. P. (1971), Idiosyncratic Dialects and Error Analysis, *IRAL* 9.2, 147-160. Trad. esp.: Dialectos idiosincrásicos y análisis de errores, en J. Muñoz Licerias (ed.), 63-77.
- Bialystok, E. (1978): A theoretical model of second language learning. *Language Learning* 28, 69-83.
- Frías Conde, X. (2002): *Introducción a la psicolingüística. Ianua*. Revista Philologica Romanica Suplemento 06: <http://www.romaniaminor.net/ianua/sup/sup06.pdf>
- Krashen, S. (1977). The Monitor Model for adult second language performance, in M. Burt, H. Dulay, and M. Finocchiaro (Eds.), *Viewpoints on English as a Second Language*. New York: Regents, pp. 152-161.
- Mayor, J. (2004): "Aportaciones de la psicolingüística", in Sánchez Lobato & Santos Gargallo (Eds.) *Vademécum para la formación de profesores. Enseñar español como segunda lengua (L2)/ lengua extranjera (LE)*. SGEL, Madrid, pp. 43-68
- Muñoz Licerias, J. (comp.) (1992): *La adquisición de lenguas extranjeras: Hacia un modelo de análisis de la interlengua*. Madrid. Visor.
- Selinker, L. (1972): Interlanguage. *IRAL* 10 209-230.
- Schumann, J. (1976): Second language acquisition: the pidginization hypothesis in *Language Learning*. Vol. 26.2.
- Tarone, E. (1983): On the variability of second language systems, *Applied Linguistics* 4/3: 143-63.
- Williams, M. Mercer, S. and Ryan, S. (2016). *Exploring Psychology in Language learning and Teaching*. Oxford: OUP.
- Zanón, J. (2007): "Psicolingüística y didáctica de las lenguas: Una aproximación histórica y conceptual", *Revista de Didáctica*, in <http://marcoele.com/descargas/5/zanon-psicolinguistica.pdf>]

- Complementary bibliography and further reading

- Azurmendi, M.J. (2000): *Psicosociolingüística*. Bilbao. Universidad del País Vasco.
- Corder, S.P. (1982) *Error analysis and interlanguage*. Oxford: OUP
- Chomsky, N. / Piaget, J. (1979): *Teorías del lenguaje. Teorías del aprendizaje*. Barcelona. Crítica.
- Chomsky, N. (1988): *El lenguaje y los problemas del conocimiento*. Conferencias de Managua. Versión española (1992). Madrid. Visor.
- Doughty, C. & M. Long (2003): *Handbook of Second Language Acquisition*. Oxford, Blackwell.
- Ellis, N. (1994): *Implicit and explicit learning of languages*. San Diego. Academic Press.
- Ellis, R. (1986): *Understanding Second Language Acquisition*. Oxford, University Press.
- _____. (2000). *Instructed Second Language Acquisition*. Oxford: Blackwell.
- Ellis, R. and Barkhuizen, G. (2005) *Analysing Learner Language*. Oxford: OUP.
- Fernández, S. (1997). *Interlengua y análisis de errores*. Edelsa. Madrid.
- Grosjean, F. and Li, P. (2013). *The Psycholinguistics of Bilingualism*. Oxford: Blackwell.
- Krashen, S. (1981): *Second language acquisition and learning* Elmsford, New York, Pergamon.
- Larsen-Freeman, D. and M. Long (1991): *An Introduction to second language research*. London. Longman. Versión española (1994) en Gredos, Madrid.
- Mehler, J. and E. Dupoux (1992): *Nacer sabiendo. Introducción al desarrollo cognitivo del hombre*. Madrid. Alianza.
- Muñoz, C. (ed.) (2000): *Segundas lenguas: adquisición en el aula*. Barcelona. Ariel Lingüística.
- Pinker, S. (1994): *The Language Instinct*. London: Penguin.
- Ritchie, W. and T. Bhatia (2009): *The New Handbook of Second Language Acquisition*. Bingley, UK, Emerald.

Robinson, P. y Ellis, N.C. (eds.) (2008). *Handbook of Cognitive Linguistics and Second Language Acquisition*. Routledge, NY.
 Serra, M. et al. (2000): *La adquisición del lenguaje*. Barcelona. Ariel Psicología.
 Van Patten, B and J. Williams (2006) *Theories in Second Language Acquisition: An Introduction*. New York. Routledge.
 Williams, M. Mercer, S. and Ryan, S. (2016). *Exploring Psychology in Language learning and Teaching*. Oxford: OUP.

Journals specialized on acquisition and learning of foreign languages:

AILE Acquisition et Interacction en Langue Étrangère: <http://aile.revues.org/>

Applied linguistics: <http://www.appliedlinguistics.org/>

Journal of Applied Linguistics: <http://www.equinoxpub.com/JAL>

Language Learning: <http://www.sil.org/lglearning/>

LIA Language, Interaction and Acquisition:
http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=LIA

Revista de Educación 343 (mayo – agosto de 2007): La enseñanza-aprendizaje del español como segunda lengua (L2) en contextos educativos multilingües:
<http://www.revistaeducacion.mec.es/re343.htm>

Revista Nebrija de Lingüística aplicada: <http://www.nebrija.com/revista-linguistica/>

Revista Segundas lenguas e inmigración: <http://www.segundaslenguaseinmigracion.es/>

Second Language Research: <http://slr.sagepub.com/>

Studies in Second Language Acquisition: <http://www.indiana.edu/~ssla/>

5. PROFESSOR

Nombre y Apellidos	Beatriz López Medina
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Tutoría	Tutoring sessions to be scheduled by appointment

Experiencia docente, investigadora y/o profesional, así como investigación del profesor aplicada a la asignatura, y/o proyectos profesionales de aplicación.	She holds degrees in English and German Philologies, and a Ph.D. in Philology (English Linguistics, UCM). She is currently the coordinator of Quality at the Faculty of Languages and Education and also the coordinator of the Master in Bilingual Education at Universidad Nebrija. She teaches at degree and postgraduate levels in the Department of Applied Languages and Education. Teacher of the Official School of Languages (currently on leave). Linguistic counsellor at Ministry of Education and the CDL. Member of the commission in charge to prepare certification exams for the EEOOI (CAM), and of the competition selection board of State engineers. She got the award 2º Premio Nacional de Investigación Educativa. She conducts training courses for FL teachers and educational managers (on coordination at bilingual centers, teacher training, CLIL and FL teaching). Has carried out linguistic counselling tasks for the Ministry of Education and the CDL among others. Her areas of research and publications are related to the CLIL/AICLE approach, bilingualism and didactics of foreign languages. Currently coordinates the Nebrija University group taking part in the project: Erasmus + 2016-1-ES01-KA201-025491 with educational centers of Lorca (Spain), Riga (Latvia), Altamura (Italy) and Exeter (UK).
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Nombre y Apellidos	Juana M. Licerias
Departamento	Lenguas Aplicadas
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Tutoría	Tutoring sessions to be scheduled by appointment

Experiencia docente, investigadora y/o profesional, así como investigación del profesor aplicada a la asignatura, y/o proyectos profesionales de aplicación.	Especialista en teoría lingüística y en adquisición bilingüe además de ser una destacada experta en gramática generativa. Tras licenciarse en la Universidad Complutense de Madrid, recibió la beca Fullbright para estudiar en la Universidad de Madison, Wisconsin, donde realizó su M.A. en Lingüística aplicada. Se trasladó a Canadá donde se doctoró por la Universidad de Toronto. Ha desarrollado su labor docente e investigadora en la Universidad de Ottawa desde 1981 y en 2014 fue nombrada Vicedecana de Investigación. La adquisición de lenguas desde la perspectiva biológica, psicológica y lingüística de la Gramática Universal, así como el uso de datos experimentales y longitudinales, constituye la base de su investigación que gira en torno a una gran variedad de procesos gramaticales en la adquisición de segundas lenguas (español, inglés, francés, alemán, entre otras). En el campo de la adquisición bilingüe como lengua primera, ha analizado el papel de la lengua dominante y si la direccionalidad de la influencia interlingüística entre distintos pares de lenguas interfiere o facilita el proceso de adquisición. Es asesora de investigación del programa de Lenguas Aplicadas de la Universidad Antonio de Nebrija, editora de la Revista Española de Lingüística Aplicada y miembro del comité editorial de varias revistas, entre ellas Second Language Research, Lengua y Migración y Journal of Spanish Language Teaching. Es directora del LAR-LAB (Language Acquisition Research Laboratory) de la Universidad de Ottawa y ha puesto a disposición de la comunidad científica el corpus bilingüe inglés-español FerFuLice (CHILDES), junto con Raquel Fernández Fuertes, y el corpus bilingüe inglés L1/francés L1– español L2 Liceras-SLA (TALKBANK).
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