

lingüística y  
psicolingüística

**Sycholinguistics and  
Interlanguage  
Master in Bilingual Education  
2021-2022**



UNIVERSIDAD  
**NEBRIJA**

## Teaching guide

**Subject:** Psycholinguistics and Interlanguage

**Degree:** Master in Bilingual Education

**Type:** Obligatory

**Language:** English

**Modality:** Online

**Credits:** 4

**Year:** 1

**Semester:** First

**Professor:** Dr Alice Foucart, Dr Eva María Moreno Montes

### 1. COMPETENCIES and LEARNING OUTCOMES

#### 1.1. Competencies

##### Basic competencies:

CB6 To possess and understand the knowledge that provides the basis or opportunity to be original in the development and/or application of ideas, often in a research context.

CB7 That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 That students are able to integrate their knowledge and cope with the complexity of making judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements.

CB9 That students know how to communicate both their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous manner.

CB10 That students possess the learning skills that enable them to continue studying in a largely self-directed or autonomous way.

##### General competencies

CG2 To know the specific problems of FL teaching, both linguistic and cultural, in a bilingual teaching environment.

CG3 To apply the knowledge acquired in terms of making appropriate decisions regarding the different factors involved in FL learning and teaching processes.

CG4 To be able to carry out a critical analysis, evaluation and synthesis of new and complex ideas that allow autonomy in training and continuous updating of knowledge in the field of FL teaching.

CG6 To know how to communicate about their areas of knowledge in the field of bilingual education with colleagues in the academic community and with society in general.

CG7 To acquire basic theoretical knowledge aimed at establishing an informed teaching practice in the field of bilingual education.

CG9 To analyse the psychological processes and the factors intervening in FL learning.

### **Specific competencies**

CE4 To develop and apply teaching methodologies adapted to the diversity of students in an English/Spanish bilingual environment.

CE5 To evaluate both linguistic and socio-cultural contents in English/Spanish bilingual education.

CE6 To incorporate new strategies, teaching materials and information technologies in activities in the English/Spanish bilingual classroom.

CE8 To be able to use specialized terminology in both English and Spanish in the field of second language acquisition.

CE9 To be able to assess, select and use appropriate literary texts for the development of linguistic competence and the approach to the socio-cultural context of FL (Spanish/English).

CE10 To be able to communicate fluently at CEFR level C1.

CE11 To be able to apply different strategies for teaching communicative skills (interaction and production and oral and written reception) according to the characteristics of FL learners.

CE12 To know the different variables of FL teaching/learning process from the perspective of students and their communicative needs; of the process itself; of its continuous and certifying evaluation.

CE13 To know and apply the advantages of the communicative approach and task-based learning for linguistic interaction in English and Spanish.

### **1.2 Learning outcomes**

- That they know the linguistic and cultural problems of FL teaching/learning.
- That they know how to apply the knowledge acquired when making decisions regarding the factors involved in bilingual teaching/learning processes.
- That they must be able to carry out critical analysis, evaluation and synthesis of new ideas in this field.
- That they must know how to communicate about FL teaching/learning with the academic community and society in general.
- That they must know how to base their teaching practice in an informed manner according to the knowledge acquired.
- That they must know how to develop and apply methodologies adapted to the diversity of the students in a bilingual environment.
- That they must be able to use specialized FL teaching/learning terminology.
- That they must practice and acquire the necessary skills to reach level C1 in the English language. That they know the cognitive and affective factors intervening in the FL appropriation process; the learning strategies of the different communicative skills (interpretation and oral and written production) and the characteristics of the interlanguages of FL learners.
- That they know the different variables of the FL teaching/learning process from the perspective of the student, and their communicative needs; of the process itself; of its continuous and certifying evaluation.

## **2. CONTENTS**

### **2.1. Previous requirements**

None

### **2.2. Description of content**

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 effortlessly. 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 (CEFR) 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

### Blended modality

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	20%

### Online modality

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
AF2. Learning activities, individual and in groups, outside the lecture session	30	0%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	10	0%
AF4. Complementary training actions	10	0%
AF7. Evaluation Activities	10	20%

## 2.5 Methodology

An active didactic methodology in which the student is the protagonist of their own learning process, and the teacher an expert in the field. The teacher will possess the knowledge of the materials and resources necessary to help the student in the learning process and to optimise their learning strategies. Through interaction and mutual co-operation the student will achieve the competencies that they can then incorporate within their professional profile.

The teaching methodology will combine real-life and online teaching in the semi-present mode and online teaching in the online mode. This is therefore a mixed methodology that will be supported by the use of ICT as well as collaborative work (forums, chats, video-conferences) in accordance with the teacher's tools (agenda, announcements, files of materials, and links). For this purpose, the Virtual Campus will be used with the Blackboard Ultra platform. This interactive methodology requires the systematic and continuous active participation of the students and teachers.

### 3. EVALUATION SYSTEM

#### 3.1. Grading:

- 0 – 4.9 Fail (SS)
- 5.0 – 6.9 Pass (AP)
- 7.0 – 8.9 Good(NT)
- 9.0 - 10 Excellent (SB)

#### 3.2. Assessment

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in working and discussion groups	15%
Activities (critical reading of texts, book reviews)	25%
Final exam	60%

#### 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).

#### 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

- Grosjean, F., & Li, P. (2013). The psycholinguistics of bilingualism. Oxford (UK).Wiley-Blackwell.
- Traxler, M. J. (2012). Introduction to Psycholinguistics: Understanding language science. Oxford (UK). Wiley-Blackwell.

##### Complementary bibliography and further reading

- Chomsky, N. (2012). The science of language. Cambridge (UK). Cambridge University Press.
- Costa, A. (2017). El cerebro bilingüe: La neurociencia del lenguaje. Barcelona. Debate.

##### Journals specialized on acquisition and learning of foreign languages:

- o Bilingualism: Language and Cognition
  - <https://www.cambridge.org/core/journals/bilingualism-language-and-cognition>
- o Brain and Language
  - <https://www.journals.elsevier.com/brain-and-language>
- o Journal of Neurolinguistics
  - <https://www.journals.elsevier.com/journal-of-neurolinguistics>
- o Journal of Psycholinguistic Research
  - <https://link.springer.com/journal/10936>

#### 5. PROFESSOR

All information on the teaching staff can be found in the official Web of the Master in Bilingual Education:<https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>