

**COURSE DATA****Data Subject**

Code	33351
Name	Psychology of language
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	3	First term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	49 - Basic psychological processes II: thought and language	Obligatory

Coordination

Name	Department
GIMENEZ COSTA, JOSE ANTONIO	300 - Basic Psychology

SUMMARY

The Psychology of language studies the psychological processes involved in language comprehension and language production. It also studies the acquisition of language in children.

These processes are studied, in the present subject, from the cognitive point of view, together with more recent approaches such as Neuropsychology and Conexionism.

The knowledge acquired by the students in the present subject have important applications in the field of education (reading and writing leaning problems in children) and in the diagnoses and treatment in aphasias and other language problems. It also have applications in the field of gerontology (aging and language processing) and clinical (dementia and schizophrenia).



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

1319 - Degree in Psychology

- Know the functions, characteristics and limitations of the different theoretical models of Psychology of Thinking and Language.
- Know the basic laws of the different psychological processes related to the processes of perception, comprehension and production of spoken and written language.
- Understand the biological foundations of human behaviour and of the psychological functions related to the processes of thinking and language.
- Know the different fields of application of Psychology of Thinking and Language and have the necessary knowledge to influence and promote the quality of life of individuals in different contexts: educational, clinical, etc.
- Know the different research designs in Psychology of Thinking and Language, the procedures of formulation and testing of hypotheses and the interpretation of the results.
- Be able to describe and measure variables related to the processes of thinking and language.

- The students should be able to understand the processing of language as a system of knowledge representation and communication. Students should learn the processes of language acquisition and the biological bases of language.
- The students should be able to understand the theoretical models of Psychology of language.
- The students should be able to describe and measure those variables that are relevant in the discipline of the Psychology of language.
- The students should be able to read scientific articles related to the discipline
- The students should be able to use the knowledges acquired in the present subject in the education and clinical fields.



DESCRIPTION OF CONTENTS

1. INTRODUCTION.

What Psychology of language is. First approaches to the study of language: Chomskys hypotheses; the behavioral explanation. Methods to study the Psychology of language. Key issues in language processing: Serial vs. parallel processing. Automatic vs controlled processes. Modularity.

2. BIOLOGICAL FOUNDATIONS OF LANGUAGE AND ADQUISITION.

Brain mechanism and language. Evolution and genetics. Early acquisition . Prelinguistic communication. Speech perception acquisition. Early phonology. Holophrases. Lexical development. Early grammar. Later acquisition. Metalinguistic development. Bilingualism and second language acquisition.

3. SPEECH PERCEPTION.

Key issues on speech perception: segmentation and variability of speech signal. Acoustical properties of the vocal signal. Perception of isolated speech segments: vowels and consonants. Categorical perception. Perception of continuous speech: Coarticulatory effects, semantic and syntactic factors. Models of speech perception.

4. WORD RECOGNITION.

Lexical primitives. Experimental methods to study word recognition. Factors that influence lexical Access: frequency, neighborhood density. Organization of the internal lexicon.

5. LANGUAGE COMPREHENSIONI: SENTENCE PROCESSING.

Syntactic processing. Sentence ambiguity. Models of sentence comprehension. Influence of the context. Experimental methods to study sentence comprehension.

6. LANGUAGE COMPREHENSION II: DISCOURSE AND TEXT.

Coherence. Inferences. Memory and sentence processing. The concept of schema. Situational models. Models of discourse and text comprehension. Educational implications.

7. PRODUCTION OF SPEECH AND LANGUAGE.

Source of data in the study of speech production: Tip of the tongue experience, pauses and disfluencies, slip of the tongue. Evidence from aphasia. Models of linguistic planning. Conversational interaction.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	15,00	0
Development of individual work	15,00	0
Preparation of evaluation activities	30,00	0
Preparation of practical classes and problem	30,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Active and participative methodology, combining lectures with class activities. Class activities include case analysis, debate, reading of texts, application of language tests and other procedures of language evaluation, and proposals of intervention strategies.

Individualized and group tutorials

Autonomous coursework elaboration and presentation of reports and activities carried out in the classroom.

EVALUATION

1) Final exam: This test will have two parts:

- a) Evaluation of **THEORETICAL** contents by means of a final individual objective test in the official dates determined by the Department. This test will pose questions on a selection of the contents and competencies previously indicated in this teaching guide. It will be equivalent to 70% of the final grade, having to obtain a minimum of 3.5 out of 7 to be eligible for the final pass. The grade of this test will be kept for the second call in case of passing this one but not passing the practical part.
- (b) Evaluation of **PRACTICAL** contents: synthesis test by means of objective or brief questions of all the practical activities that will be carried out in the same official call as the theory exam. It will be equivalent to 10% of the final grade (1 point). It is necessary to obtain at least 0.3 points to pass the exam. The grade of this test will be kept for the second call in case of passing this one but not passing the theoretical part.

(2) Continuous evaluation: Written presentation of reports, individual or group assignments, clinical cases, and problem-solving. Active participation in class activities, seminars, and/or workshops, motivation for the quality of the learning results, and delivery of those activities determined by the professor.



It will be equivalent to 20% of the final grade, having to approve both parts to apply for the final grade. These 2 points are distributed as follows:

- 1 point for practical activities and demonstrations related to the theoretical contents. Some of these activities may NOT be RECOVERABLE (30% of these activities) since they can only be evaluated in the context of the specific dynamics within the classroom. It is necessary to submit and pass the recoverable activities (minimum 0.5 points) to be eligible to a final pass. The grade of these activities will be kept for the second call provided that the minimum 0.5 points are obtained.
- 1 point for the delivery of reports/works/expositions. The professor will determine the schedule of delivery or presentation of them. It is necessary to deliver and have approved (minimum 0.5 points) these reports to be eligible to take the theoretical test. The grade of these activities will be kept for the second round.

GRADING SYSTEM.

The grading of the subject will be subject to the provisions of the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017). http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio .

A minimum of 5 points in the final grade is required to obtain a pass.

According to UV regulations, the grade is specified in numerical expression from 0 to 10 with one decimal place, using the following grading scale:

- 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: outstanding.
- From 9 to 10: outstanding or outstanding with honors.

The best grades of each group will be taken into account to obtain the Honor Grades (as long as a minimum of 9 is reached). In case of a deadlock, an oral or written test will be held to break the difference. If not being able to award Honorable Mentions in a group, the Teaching Unit will agree on the assignment of the Honorable Mention to another group.

WARNING.

Copying or plagiarism of any assignment part of the evaluation will mean the impossibility of passing the subject, which is then subject to the appropriate disciplinary procedures. Please note that, according to Article 13. d) of the University Student Statute (RD1791/2010, December 30), the student's duty is to refrain from using or cooperating in fraudulent procedures in the evaluation tests, in the coursework performed or in official university documents. During tutoring hours, lecturers may request individual or group interviews to verify the degree of participation and achievement of the objectives set for any assignment. Failure to accept such verification will result in the failure of the assignment or activity in question.



REFERENCES

Basic

- Carroll, D.W. (2006). *Psicología del Lenguaje*. Madrid: Thomson.
- Cuetos, F. González, J. y de Vega, M. (2020). *Psicología del lenguaje* (2ª ED). Madrid: Panamericana
- Sedivy, J. (2019). *An introduction to Psycholinguistics* (2nd Edition). Sinauer Associates. Sunderland: MA
- Traxler, M.J. (2014). *Introduction to Psycholinguistics: Understanding language science*. Wiley

Additional

- Berko, J. y Bernstein, N. (1999). *Psicolingüística*. Madrid: McGraw Hill.
- Harley, T.A. (2008). *Psicología del lenguaje*. Madrid: McGraw-Hill.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

CONTENTS

All the contents initially programmed in the teaching guide for the theoretical-practical sessions are maintained.

WORKLOAD AND SCHEDULING OF TEACHING ACTIVITY

Due to the sanitary measures caused by the coronavirus, teaching is hybrid, which means that the course combines 50% online lessons and 25% face-to-face classes. There are going to be two groups of students attending face-to-face classes. The percentages of the workload adapt to these circumstances.

TEACHING METHODOLOGY

In the case of maintaining the hybrid methodology, one week will be devoted to theoretical and the next one to practical sessions. The theoretical lessons will be taught synchronously online through the Blackboard Collaborate platform (video conferences) and the Virtual Classroom forums for discussion. The Forums will be scheduled on the day and at the time of the face-to-face class. The sessions may be recorded, and the students will have links to the recordings. The practical sessions will be face-to-face. In order to maintain safe distances and security, each group will be divided into two subgroups. Each subgroup attends one of the two weekly sessions. These classes will consist of activities and exercises, with a previous theoretical introduction. Depending on the proposed activity, the corresponding spaces will be enabled in the Virtual Classroom to deliver the activities that may be completed during the session that the subgroup does not have to attend in person. Some of these activities can be corrected later in the classroom, and therefore may be NON-recoverable (this circumstance will be notified).



If sanitary circumstances change and force a further lockdown, the teaching will turn to be online. The practical sessions will be adapted to be taught with a combination of synchronous content through the Blackboard Collaborate and activities through the virtual classroom tools.

In both cases and regarding the Tutoring System, the virtual tutoring program is maintained (attention in 48 working hours maximum) by email or the Virtual Classroom Forum. If necessary, tutorials could be enabled through videoconferences synchronously.

EVALUATION

In the case of a mixed teaching situation (combining "face-to-face" and online teaching), the evaluation system of this subject is grouped as follows:

SE1) Assessment of theoretical and practical contents through a final individual objective test (exam) in the official calls determined by the faculty. This test will pose questions on selected contents and competencies previously indicated in this teaching guide.

SE2) Active participation in-class activities, seminars, and/or workshops, motivation for the quality of learning outcomes, and delivery of those activities determined by the teacher. Written and oral presentation of reports, individual or group coursework, activities, and problem-solving activities, through virtual (online) means.

The weight of the continuous evaluation (SE2) is 30% of the total grade. The continuous evaluable activities are distributed as follows: practical activities 15% and individual report 15%.

Final evaluation test (SE1): It will be based on an exam with triple choice questions on theoretical contents (60% of the grade) and a part with short and/or objective questions related to the practical and class activities (it will mean 10% of the grade).

The minimum requirement to pass the course is to obtain a 3,3 in the SE1 test (a minimum of 3 in the theory exam and a minimum of 0,3 in the practical activities synthesis test) and at least 1,5 points in the continuous evaluation activities (SE2). Whoever does not reach the minimum of 1,5 points in the first call because they do not have delivered enough practical activities on time, will need to present all the proposed recoverable activities (70% of total activities) to the virtual classroom for the second call. Regarding the distribution of the weight of the different parts of the evaluation (exam, practical activities, and report), there are no differences between the first and second call.

In the case of a fully online teaching and evaluation situation, the Evaluation System of this subject changes the type of the final exam. The final exam will consist of a test with the same characteristics as the one proposed in the previous case but offered using the Virtual Classroom online tools (Questionnaire and/or tasks). The exam will take place on the day and time provided in the exam schedule approved by the Faculty Board

Regarding the weights of the different parts in this evaluation, the continuous evaluation (SE2) would change to 50% (practical activities 30% and individual report 20%). The final evaluation test (SE1) would account for 50% of the grade, consisting of the multiple-choice test (40%) and the synthesis questions of the practical activities (10%).



The points of the Evaluation that are included in the Teaching Guide and are not mentioned in this Addendum, are maintained as they are included in the Teaching Guide.

Bibliography remains the same.

In the case of entirely online teaching, if any material is not accessible, it may be replaced by content prepared by the teachers and stored in the virtual classroom.
