

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

<b>Code</b>	33351
<b>Name</b>	Psychology of language
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2019 - 2020

**Study (s)**

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

**Subject-matter**

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

**Coordination**

<b>Name</b>	<b>Department</b>
CERVERA CRESPO, TERESA CRUZ	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

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 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.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- 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
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

Active and participative methodology. Lectures and class activities: Case study, debate, Reading scientific articles. Application of language tests and other procedures of language evaluation. Proposals of intervention strategies.

Group tutorials.

Autonomous preparation of exam. Preparation of reports of practices in the classroom.

## EVALUATION

- Assessment of theory and practical contents through objective questionnaire (final examination) during the scheduled final exam period. The examination will include questions about a selection of the contents and skills previously mentioned in the present course guide.
- Written presentation of reports, individual or group projects, clinical cases and resolution of problems.
- Active participation in classroom activities, seminars and/or workshops, motivation for the quality in learning outcomes and delivery of those activities determined by the teacher.

## WEIGHTING AND MINIMUM REQUIREMENTS

- Assessment of THEORY contents through written tests (70%).

The exam will consist on a close-ended multiple choice test and a short questions as requested by the Institution official call. The exam will include all contents covered both in class activities (attending required) and not obligatory class attending activities. The exam will be worth 70% of the final score. A minimum score of 3.5 must be obtained to pass the course (being 7 the maximum score).

- Assessment of PRACTICE:



Written presentation of reports, individual or group projects, clinical cases, resolution of problems, and active participation in the activities of class, seminars and/or workshops (10% of the final score). The calendar of presentation or exhibition of this work will be determined by the teacher. RECOVERABLE.

Along with the regular sessions, there will be other activities (e.g. exercises, reviews, comments, reports, content related questions, etc.). The delivery and participation of all class activities in group will have a maximum score of 1 point (10% of the final score). These activities are NOT RECOVERABLE, attended that in treating of works that evaluate the cooperation and the work in team, only can be evaluated in the context of the classroom.

The 10% remaining corresponds to the evaluation of a written exam about the practical activities developed during the academical semester.

The minimum requirement to surpass this course is to achieve a minimum score of 50% in the final individual exam (that is to say, a minimum of 3.5 on 7) and obtain at least a 5 as a final qualification.

#### WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

#### GRADING SYSTEM

The qualification of the subject will abide to what is stipulated in 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.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)

## REFERENCES

### Basic

- Berko, J. y Bernstein, N. (1999). *Psicolingüística*. Madrid: McGraw Hill.
- Carroll, D.W. (2006). *Psicología del Lenguaje*. Madrid: Thomson.
- Cuetos, F. González, J. y de Vega, M. (2015). *Psicología del lenguaje*. Madrid: Panamericana

### Additional

- Harley, T.A. (2008). *Psicología del lenguaje*. Madrid: McGraw-Hill.
- Sedivy, J. (2014). *An introduction to Psycholinguistics*. Sinauer Associates. Sunderland: MA
- Traxler, M.J. (2014). *Introduction to Psycholinguistics: Understanding language science*. Wiley





## **ADDENDUM COVID-19**

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

**English version is not available**