

Academic Year/course: 2022/23

## 31220 - Psychology of Language

### Syllabus Information

---

**Academic Year:** 2022/23

**Subject:** 31220 - Psychology of Language

**Faculty / School:** 301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 613 - Degree in Psychology

**ECTS:** 6.0

**Year:** 3

**Semester:** First semester

**Subject Type:** Compulsory

**Module:**

## 1. General information

### 1.1. Aims of the course

**The course and its expected results respond to the following approaches and aims:**

The general objective is to provide students with knowledge about the mechanisms of how language works in our minds and about language use. We will address the different theoretical and methodological approaches regarding language processing. The student should understand the bases of the usual methodology for the study of language comprehension and production, as well as those underlying the processes of reading and conversation. It will also focus on the brain bases of all these processes. At the beginning of the course, we will emphasize the relevance that knowing how we process oral or written language has for the psychologist.

These objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://sdgs.un.org/goals>), in such a way that the acquisition of the results of learning, training and competence contribute somewhat to their achievement: Goal 3: Good Health and Well-being; Goal 4: Quality Education; Goal 5: Gender Equality; Goal 10: Reducing Inequality; Goal 16: Peace, Justice, and Strong Institutions y Goal 17: Partnerships for the Goals.

### 1.2. Context and importance of this course in the degree

**Psychology of Language** is a basic training course framed in the third academic year of the Degree in Psychology plan, belonging to the area of knowledge of Basic Psychology. The Degree in Psychology is taught at the Faculty of Social and Human Sciences of the Teruel Campus, belonging to the University of Zaragoza.

The course is related to Developmental Psychology I and, more specifically, the part dedicated to the acquisition and development of language. There it is exposed how the different language skills are acquired; here, once language acquisition is introduced, the focus is on how language work in adults. In general, the contents are closely related to those of other courses within Basic Psychology (New Approaches to Intelligence and Creativity, Psychology of Perception and Attention, Memory), in other areas of knowledge (Psychobiological Foundations, Foundations in Neurosciences, Neuropsychology, Methodology of Behavioral Sciences, Developmental and Educational Psychology, Psychological Processes of literacy, Social Psychology, Communication) and any field of intervention of the psychology (fundamentally clinical and educational).

### 1.3. Recommendations to take this course

According to the current Degree Plan, there is no previous course that is a necessary condition for being able to enroll in Psychology of Language. A critical and open attitude to exploration is recommended, as well as to the acknowledgment and research on language use and function in human beings. This applies both to our own language and to the language of others.

To take the course it is advisable that students have standard computer equipment with Internet access (available at the Center), to be able to communicate by email with the lecturing team (and, where appropriate, carry out the online activities that are proposed). The student should handle the Office package and the rudiments of searching for information on the Internet. The management of any statistical package is also recommended (eg. SPSS, JASP), which will be used for simple data analysis of basic experimentation on language processing.

## 2. Learning goals

### 2.1. Competences

**Upon passing the course, the student will be more competent to:**

- Know the different theoretical models within the Psychology of Language and be able to assess critically its contributions and limitations
- Be able to critically understand new literature and studies on the topic
- Know and understand the laws and principles of the psychological processes behind the use of language.

### 2.2. Learning goals

**To pass this course, the student must demonstrate the following results:**

- The student can describe and explain the basic processes that take place during language comprehension and production (oral and written).
- The student knows the cognitive foundations of the most common language errors both in pathological cases as well as in the normal population.
- The student analyzes, synthesizes, and expresses in a clear and precise way divulgation and technical reports, as well as scientific papers.
- The student has acquired the basis of experimentation in the psychology of language, which will allow an understanding of literature in the future.
- The student has critical thinking on scientific literature.

### 2.3. Importance of learning goals

The undergraduate university education offered in this discipline seeks to ensure that the student has an overview of the functioning of language. Language is one of our most powerful and precious abilities, on which the activities of speaking and listening, writing and reading depend. Understanding the functioning of this basic capacity, as well as of the dysfunction, is necessary to understand the "essence" of the human being. We are particularly aware of the importance of understanding the linguistic processes when one of its components fails, in developmental or acquired disorders. The course will provide a basic conceptual framework for understanding these alterations.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

**The student must demonstrate to have achieved the expected learning outcomes through the following assessment activities.**

In general, the theoretical part of the course weights 70% of the grade, and the practical part weights 30%. The evaluation can be done during official exam periods through a multiple-choice test with 60 questions. However, throughout the course, there will be a continuous evaluation.

**(A) Continuous evaluation:** Its goal is to progressively assess the progress of students, as well as provide feedback in the teaching process. For this, the following activities will be carried out:

Two types of tests will be carried out:

**Control tests of the teaching-learning process.** They will consist of a short mandatory test that does not score in the evaluation of the course. Through the online platform, the student will answer 10 multiple-choice questions. Statistics will be made; they will be discussed and doubts will be resolved in the following theoretical class. Those aspects that show a worse understanding will be clarified by the teacher in the lectures.

**Continuous evaluation of the theoretical part.** After each thematic unit, an evaluation test with 25 multiple-choice questions will be carried out in person. A total of 5 evaluations will be carried out and the average score obtained by the student will be computed. This score will mean if the student so wishes, 60% of the final grade for theory.

**Continuous evaluation of the practical part.** In the practical classes, the students will make oral presentations and debates in groups. Case discussions will be included. Individual or group reports will be linked to the practices. Students will be judged on their participation and the quality of presentations and reports. If this practical part is passed, the student will not be required to pass the final practical exam. As for the global exam, the continuous evaluation of the practical activities will account for 30% of the final grade. This percentage,

which would weight the theory mark, will only be applied if the student so decides. To opt for the continuous evaluation of the practices, a minimum attendance of 80% is necessary, being able to miss only two practices in a justified manner.

### **(B) Global test to assess theoretical and practical knowledge:**

The knowledge acquired in the course, both its theoretical and practical parts will be evaluated in a multiple-choice alternative exam with four alternatives, where only one of them is correct. Wrong answers are penalized according to the following correction formula: Note = correct answers – errors/3. The exam will consist of 60 questions.

**Evaluation of the theoretical part.** The final exam will coincide in date with the official announcements. It will consist of an objective test on fundamental concepts of the subject seen in the theoretical master classes. The grade obtained in the exam will represent 70% of the final grade.

**Evaluation of the practical part.** The final exam will coincide in date with the official announcements. It will consist of an objective test on fundamental concepts of the subject seen in practical classes. The grade obtained in the exam will represent 30% of the final grade.

**Note: in the event of a health alarm, the teaching and evaluation of the subject would be done electronically, not in person.**

### **Rating system:**

The rating will be made on a numerical scale from 0 to 10, with a decimal, to which its corresponding qualitative rating may be added: 0-4.9 Failed (SS). 5.0- 6.9 Approved (AP)- 7.0- 8.9 Remarkable (NT). 9.0- 10 Outstanding (SB).

### **IMPORTANT:**

**To pass the course it will be necessary to have passed both the practical and theoretical parts. That is, obtain a score of at least 3.5 out of 7 in theory and 1.5 out of 3 in the practical test.**

**The student will be able to opt for the highest mark in the global test, regardless of the continuous evaluation.**

## **4. Methodology, learning tasks, syllabus and resources**

### **4.1. Methodological overview**

**The learning process that has been designed for this subject is based on the following:**

- Theory lectures: The theoretical part of the course will be developed through master classes supported with visual material and the necessary interaction and active participation of students in short activity proposals for a better understanding of the subject.
- Practical classes: The aim is to integrate the theoretical contents on the psychology of language and to acquire knowledge about related experimentation. They will set the basis for understanding the consequences of damage to the language cognitive system, both in acquired and in developmental disorders.
- Tutorials: in them, we will address any doubt about the contents of the course, the development of reports, and the practical aspects of the course.
- Autonomous and group activities: the student must self-regulate the learning process and manage the hours of autonomous study. Students must contribute equally to group work.

### **4.2. Learning tasks**

The program offered to the student to help in the achievement of the expected results comprises 6 credits of ECTS (30 hours of lectures and 30 hours of practical sessions):

**Theory Lectures (30 hours):** In addition to the explanations in the classroom, a bibliography will be provided to complement the student's work.

**Practical classes (30 hours):** Resolution of problems and cases, 8 hours; debates and oral presentations 10 hours; works, 10 hours; Visualization and discussion of audiovisual material, 2 hours. During practical classes. Overall, practical sessions will imply activities aimed at achieving the course learning objectives.

**Tutorials:** During the course, students have a tutorial schedule. In these, the student can raise doubts and obtain guidance for the personal elaboration of the course topics.

**Autonomous and group activities (60 hours):** as required by the legal framework of training in the university, various activities will be proposed that involve the autonomous work of the students, both individually and in groups.

**Evaluation tests (10 hours).**

### **4.3. Syllabus**

#### THEMATIC UNIT I: INTRODUCTION

1. The study of language: What? And What For?
2. Description and bases of language.

#### THEMATIC UNIT II: LANGUAGE UNDERSTANDING

3. Language perception
4. The internal lexicon
5. Sentence comprehension
6. Speech comprehension

#### THEMATIC UNIT III. LANGUAGE PRODUCTION AND CONVERSATIONAL INTERACTION

7. Speech and language production
8. Conversational interaction

#### THEMATIC UNIT IV. ACQUISITION AND BIOLOGICAL BASES OF LANGUAGE

9. Biological bases of language
10. Bases and processes of language acquisition
11. Bases and processes of reading acquisition

#### THEMATIC UNIT V. LANGUAGE IN PERSPECTIVE

12. Language, culture, and cognition
13. New directions.

### **4.4. Course planning and calendar**

Calendar of presential sessions and presentation of works:

Theoretical classes in a large group: 2 hours a week.

Practical classes in small groups: 2 hours a week.

Global test: At the end of the first semester.

### **4.5. Bibliography and recommended resources**

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=31220>