

COURSE: EDML 394- Psychology of Second Language Acquisition

COURSE OBJECTIVES

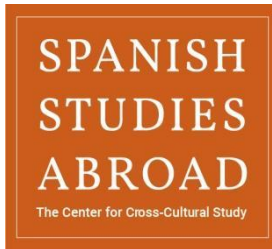
- Learn the tools necessary for identifying psychological factors that hinder second language learning
- Apply knowledge acquired while in Spain to making the learning process more successful. Learn how personality traits, motivation, learning styles, etc., influence second language acquisition and perception of the study abroad experience
- Learn about and do commonly used tests and questionnaires on psychology and second language acquisition in order to facilitate future research in this area or others in general

STRUCTURE

1. Oral presentation by the professor of a **topic**, which will then be discussed. Each topic will be followed by a series of activities to be carried out by students.
 2. Each topic will include a corresponding **text** (article, essay, etc.) which will serve as a springboard for an activity (key ideas of the text and personal opinion).
 3. Coinciding with the final exam, students must hand in a **final journal** of 3 pages (approximately 1,000 words) in length, reflecting on the language learning experience in Spain. This activity synthesizes class learning with students' personal experiences here in Spain. Criteria for evaluation are as follows:
 - a. Quality of the content
 - a. Organization and coherence
 - b. Style, spelling and presentation.
2. Activities included in this course:
- a. We will listen to Spanish songs in order to identify words from the text (use of music in learning a second language)
 - b. We will view a movie on some intercultural aspect.
 - c. An academic activity outside of class, to be determined based on the number of students and their interests.
2. Video analysis.

TEXTBOOK

Coursebook prepared by the instructor.



EVALUATION

Students will be evaluated on participation as well as contributions and willingness to collaborate in making the class function.

1.	Written exam	40%
0.	Activities	30%
0.	Participation	20%
0.	Final journal	10%

1. OTHER REQUIREMENTS

Respect toward the instructor and classmates. Active participation in class.

1. TOPICS

WEEK 1

Topic 0: Multidimensionality of second language learning: a merely linguistic matter?
<i>Reading 1. Popular Ideas about Second Language Acquisition.</i> <i>Cómo dominar un idioma.</i> News article. Class activity. Ken Robinson video

WEEK 2

Topic 1: Language, the mother tongue and acquisition. "Learning Abroad" Correction of activities on topic 1
<i>Reading 2. MARTA BARALO (2010) COMO SE APRENDE LA LENGUA MATERNA</i> a. Do monkeys have anything interesting to say? a. Innatism, Interactionism, Behaviorism exercise. b. Lydia video http://www.youtube.com/watch?v=G2XBikHW954 c. BBC animal communication videos.

WEEK 3

**SPANISH
STUDIES
ABROAD**

The Center for Cross-Cultural Study

**Topic 2: Basic concepts in *Second Language Acquisition*;
Correction activities**

MONDAY

We will correct the activities from topic 2.

Readings:

Reading 3. Theoretical approaches to explaining. Essential conditions for SLA

a. It is not good to teach children languages before the age of 10.

WEEK 4

**Topic 3: Environmental factors affecting second language acquisition.
Correction of activities**

Reading 4: Costa, A;Hernández, M; Baus, C. (2015) El cerebro bilingue . Mente y Cerebro 71: 34-41

a. Genie video <https://www.youtube.com/watch?v=hmdycJQi4QA>

a. Bialystock video

http://www.youtube.com/watch?v=hW_qpta6zb4&feature=relmfu

b. **Guest lecturer: Psycholinguistic aspects in second language learning**

WEEK 5

**Topic 4: Intelligence and linguistic aptitude and their influence on second
language acquisition.**

Correction of activities

Reading 5.- Whilhem, K (2012) Así Hablo, Así Pienso Mente y Cerebro 52: 26-31

a. MLAT, MSCEIT, IIMM

a. CLIC PPR PROFESOR

WEEK 6

EXAM

WEEK 7

**SPANISH
STUDIES
ABROAD**

The Center for Cross-Cultural Study

Guest lecturer

a.

WEEK 8

Monday: MOVIE

WEDNESDAY Correction activities Topic 5: Anxiety and its types

We will do a role play on Role-Playing about the article Style Wars: A source of anxiety in language classrooms.

WEEK 9

Topic 6 Motivation. Types of motivation and their influence on second language learning.

Correction activities Topic 6

Reading 6: Keys to motivation

a. Activity on Green, C.F (1999) Categorising Motivational Drives in Second Language Acquisition Language

a. Video Self-Determination Theory

<https://www.youtube.com/watch?v=v84XxJkqvbU&t=4s>

WEEK 10

Topic 7: Personality traits and their influence on second language learning.

Reading 7: Caldwell Harris (2015) El efecto del idioma extranjero Mente y Cerebro, 71: 48-71

SPANISH STUDIES ABROAD

The Center for Cross-Cultural Study

NEOPIR

0. NOV Guest lecturer. Psychology Department, Universidad de Sevilla

WEEK 11

Topic 8. Learning styles and their influence on learning a second language Correction of activities

Reading 8 Estrategias de Aprendizaje de una Segunda Lengua. Mente y Cerebro

- a. Completion of style tests and commonly used strategies
- a. Role play on article: Style Wars: A source of anxiety in language classrooms.
- b. Learning Styles don't exist! <https://www.youtube.com/watch?v=slv9rz2NTUk>

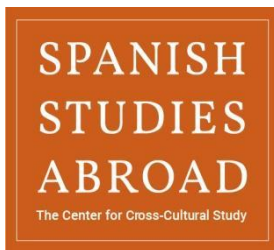
WEEK 11

Topic 9. Second language learning models

Topic 9 and due date for final project

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MOTIVATION AND SLA

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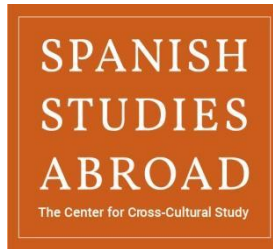
ADJUSTING TO A FOREIGN CONTEXT AND SLA

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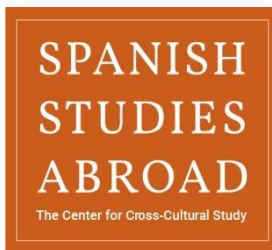
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ANXIETY AND SLA

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PERSONALITY AND SLA

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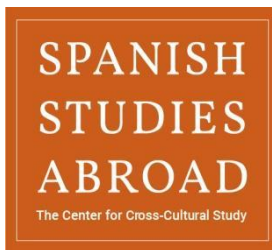
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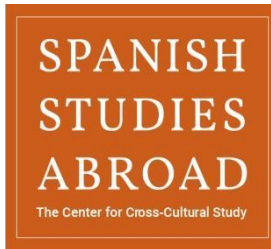
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