

## PSYCHOLOGY OF LANGUAGE – Code 800154

### COURSE INFORMATION

**Undergraduate Studies:** 0812 – Degree in Psychology (Studies Plan 2009-10)

**Type:** Compulsory

**ECTS:** 6.0

**Module:** Compulsory psychological training

**Area:** Psychological processes

**Year:** Second

**Semester:** 2

### INSTRUCTOR INFORMATION

**Name:** Jose A Periañez

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**Office number:**

### SYNOPSIS

#### COMPETENCIES

##### General competencies

GC1: Know and understand the functions, characteristics and limitations of the different theoretical models in psychology.

GC2: Know and understand the basic laws of the different psychological processes.

GC4: Know and understand the biological foundations of human behaviour and psychological functions.

GC5: Know and understand the main psychosocial principles of the functioning of groups and organizations.

GC6: Know and understand research methods and data analysis techniques.

GC15: Know and comply with the requirements of professional ethics in psychology. Know and understand the main psychosocial principles of the functioning of groups and organizations.

##### Transversal competencies

TC1: Analysis and synthesis.

TC2: Preparation and defence of properly reasoned arguments.

TC3: Problem solving and decision making in Psychology.

TC5: Looking for information and data interpretation on social, scientific and ethical topics related to the field of Psychology.

TC6: Team work and collaboration with other professionals

TC7: Critical thinking and self-analysis.

TC9: Communication skills, learning how to communicate ideas to both, professional and non-professional audiences.

##### Specific competencies

SC1: Identify needs and demands of the recipients of work performed by the psychologist in the different areas of application.

SC2: Be able to establish goals of basic psychological action in different contexts, proposing and negotiating goals with recipients and interested parties.

SC4: Be able to describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.

SC5: Be able to identify differences, problems and needs.

SC8: Be able to identify group and inter-group problems and needs.

SC14: Be able to use strategies and techniques to participate in interventions with recipients.

### TEACHING ACTIVITIES

- Theoretical classes (1.5 ECTS credits, about 38 hours).

Attendance and active participation is mandatory.

- Practical classes (0.48 ECTS credits, about 16 hours)

Attendance and active participation is mandatory. Practical classes will be performed in groups and organized by the teacher at the beginning of the course according to the number of students

- Monitored Academic Activity (0.12 ECTS credits, about 4 hours).

Attendance and active participation is mandatory. Students must present an oral communication in the classroom during 10 min reporting the results of either an empirical contrast, i.e.: pilot experiment, systematic observation, or a theoretical report. The empirical work should replicate an experimental language phenomenon, inspired in the contents of the classes. The theoretical report should critically compare contents taken from the compulsory readings with contents from a different scientific source, i.e. article/s. The empirical report must be formatted as a scientific one, with the following sections: Introduction, Methods, Results, Discussion, Bibliography. The theoretical report must contain: Issue (source idea from compulsory reading), Extension reading/s, Critical contrast of both sources, Conclusions

- Voluntary activities: Teachers may offer the pupils to participate in different activities across the course providing opportunity to increase the final mark.

### ECTs break-down

TEACHING ACTIVITIES	Hours	% of total credits	Attendance
Class sessions	54	36%	100%
Tutorials	4	2,6%	50%
Students' work (class assignments and time of study)	87	58%	0%
Assessment activities	5	3,3%	100%

### BRIEF DESCRIPTION:

In this course students will be introduced to various aspects on the theory and research of psychology of attention and executive functions. The course will be taught combining traditional lectures, group seminars and hands-on activities.

### PRE-REQUISITES

Medium to advanced knowledge of English language

### OBJECTIVES

1. Understanding main concepts, theories, and phenomena of attention and executive functions.
2. Familiarize with procedures and techniques used in psychology of attention research.
3. Learning to interpret and report research results within attention framework.
4. Understanding the role of attention in behaviour explanations.

### TOPICS

Ch 1- Introduction: Language and communication, Language and thinking, Biological social and cultural correlates of language.

Ch 2- Language Development

Ch 3- Language perception and lexical processing.

Ch 4- Sentence and text/discourse comprehension: syntactic and semantic processing

Ch 5- Language production and conversation

## ASSESSMENT

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**Exam** (40 points): There will be a final exam with 40 test "true or false" questions (16 of them stemming from the Basic References). Pupils will pass the exam with marks of 20 or more points. However, 17, 18 and 19 scores could be compensated according to the marks obtained in the remaining activities.

**Monitored Academic Activity** (30 points): Pupils will pass the activity with marks of 20 or more points

**Practices** (20 points): Pupils will pass the activity with marks with marks of 10 or more points

**Other activities** (10 points)

### Evaluation criteria

The final mark will be calculated on the basis of the following formula and according to the ranges detailed below: Exam + MAA + Practice + Voluntary activities

0-49= SS ; 50-65 points= AP ; 66-85 points= NT ; 86-100 points= SB

## RESOURCES

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### Textbooks

Berko, J. y Bernstein, N. (1999). *Psicolingüística*. Madrid: McGraw-Hill.

Bybee, J. (2010) *Language usage and cognition*. Cambridge University Press

Carroll, D. W. (2004). *Psicología del lenguaje*. Madrid: Thomson.

Cuetos, F (1998). *Evaluación y rehabilitación de las afasias*. Aproximación cognitiva. Madrid: Editorial Médica Panamericana.

Cuetos, F . González Álvarez, J. De Vega, M. (2015). *Psicología del lenguaje*. Madrid: Editorial Médica Panamericana.

Garrod, S. y Pickering, M. (1999). *Language processing*. Hove: Psychology Press.

Harley, T. (2001). *The Psychology of Language. From data to theory*. New York: Taylor & Francis.

Jackendoff, R. (2002). *Foundations of Language. Brain, meaning, grammar, evolution*. Oxford: University Press.

Molina, S. (ed.) (1998). *Neuropsicología y problemas de aprendizaje*, Vol. II. Málaga: Aljibe.

Muñoz Marrón, E., & Periañez, J. A. (2012). *Fundamentos del aprendizaje y del lenguaje*. Barcelona: Editorial UOC.

Puyuelo, M., Rondal, J. A. y Wiig, E. (2000). *Evaluación del lenguaje*. Barcelona: Masson.

Stemmer, B. & Whitaker, H. (2008). *Handbook of the Neuroscience of Language*. New York: Academic Press.

Spivey, McRae & Joanisse (Eds) 2012) *The Cambridge Handbook of Psycholinguistics*. Cambridge University Press

M.J.Traxer & M.A. Gernsbacher (2006) *Handbook of Psycholinguistics*, 2<sup>nd</sup> Edition, Elsevier.

Whitworth, A., Webster, J. y Howard, D. (2008). *A cognitive neuropsychological approach to assessment and intervention in Aphasia*. New York: Psychology Press.

### Basic references

#### Chapter 1

a) Carroll, D. W. (2008). *The psychology of language* (5th ed.). Pacific Grove: Brooks/Cole. (Chapter 1: Introduction: Themes of Psycholinguistics; Chapter 2 Linguistic Principles; Chapter 14: Language, Culture, and Cognition)

b) Muñoz Marrón, E. y Periañez, J. A. (2012). *Fundamentos del aprendizaje y del lenguaje*. Editorial UOC: Barcelona. (Capítulo 4: Bases neuroanatómicas del lenguaje, pp. 135-170).

#### Chapter 2

a) Christiansen, M.H. & Chater, N. (2016) *The now-or-never bottleneck: A fundamental constraint on language*. *Behav. & Brain Sci*, pp 10-12; doi 10.1017/S0140525X1500031X, e62

b) Berko Gleason and Ratner (2009) *The Development of Language*, Boston, Pearson. (Pages: overview pp.2-9; communication pp. 39-53; summary of phonology pp. 94-95; on semantic development pp.105-111; grammar pp. 146-158; individual differences pp. 298-309).

c) S.López Omat (2012) *Language Acquisition and Development*. In: Norbert M. Seel (Ed.) *Encyclopedia of the Sciences of Learning*. Springer Verlag. Part 12, 1718-1721.

### Chapter 3

- a) Carroll, D. W. (2008). The psychology of language (5th ed.). Pacific Grove: Brooks/Cole. (Chapter 4: Perception of Language; Chapter 5: The Internal Lexicon)
- b) F. Cuetos Vega (2012), Neurociencia del lenguaje. Editorial Médica Panamericana, Madrid (Tema 2: Comprensión oral, pp. 15-23)

### Chapter 4

- a) Carroll, D. W. (2008). The psychology of language (5th ed.). Pacific Grove: Brooks/Cole. (Chapter 6: Sentence Comprehension and Memory)
- b) Cuetos, F. González Álvarez, J. De Vega, M. (2015). Psicología del lenguaje. Madrid: Editorial Médica Panamericana. (Chapter 9: Comprensión del discurso)
- c) Periañez, J.A. y González-Marqués, J (2009). Producción del lenguaje. En Muñoz Marrón, E. y Andreu Barrachina, LL. (Eds.), Psicología del Lenguaje. Barcelona: Editorial UOC. (Chapter 7: La conversación, Pg, 50-57)

### Chapter 5

- a) Rodríguez Ferreiro, J. y Cuetos, F. (2012). Producción oral. En F. Cuetos Vega (Ed), Neurociencia del lenguaje. Editorial Médica Panamericana, Madrid (Tema 3, pp. 31-41)
- b) Christiansen, M.H. & Chater, N. (2016) The now-or-never bottleneck: A fundamental constraint on language. *Behav. & Brain Sci*, pp 5-10 & 53-54; doi 10.1017/S0140525X1500031X, e62

### Supplementary references/ material

- Aguado, G. (2012). Fonología. En F. Cuetos Vega (Ed), Neurociencia del lenguaje. Editorial Médica Panamericana, Madrid (Tema 4, pp. 47-64)
- Brauer, J., Anwander, A., & Friederici, A. D. (2011). Neuroanatomical prerequisites for language functions in the maturing brain. *Cereb Cortex*, 21(2), 459-466.
- Carroll, D. W. (2008). The psychology of language (5th ed.). Pacific Grove: Brooks/Cole. (Chapter 8: Production of Speech and Language; Chapter 9: Conversational Interaction)
- For Chapter 4, on discourse processing: In M.J.Traxer & M.A. Gernsbacher (Eds) (2006) *Handbook of Psycholinguistics*, 2<sup>nd</sup> Edition, Elsevier, Chapter 25: Neuroimaging contributions to the understanding of discourse processes. Pages: 765-772 (points 1 & 2) ; 787-793 (points 8,9,10).
- Karmiloff, K. & Karmiloff-Smith, A. (2001). Pathways to language. From fetus to adolescent. Cambridge, Mass; Harvard University Press (chapter V, from *Theories of the Acquisition of Grammar*, to chapter 's end), Pp 103-147
- Karmiloff, K. & Karmiloff-Smith, A. (2001). Pathways to language. From fetus to adolescent. Cambridge, Mass; Harvard University Press (chapter 6, dialogue, narratives, p.148-165)
- Milovanov, R., & Tervaniemi, M. (2011). The Interplay between Musical and Linguistic Aptitudes: A Review. *Front Psychol*, 2, 321.
- Muñoz Marrón, E. y Andreu Barrachina, LL. (2009). Psicología del Lenguaje. Barcelona: Editorial UOC.
- Runnqvist, E., Strijkers, K., Sadat, J., & Costa, A. (2011). On the temporal and functional origin of I2 disadvantages in speech production: a critical review. *Front Psychol*, 2, 379.
- Santana, E., & de Vega, M. (2011). Metaphors are Embodied, and so are Their Literal Counterparts. *Front Psychol*, 2, 90.