



CIEE Seville, Spain

Course name:	Psychology of Learning a Second Language
Course number:	PSYC 3101 CSCS
Programs offering course:	Liberal Arts, Advanced Liberal Arts, Business and Society and Communication, New Media and Journalism – Spanish Programs
Language of instruction:	Spanish
U.S. semester credits:	3 credits
Contact hours:	45 hours
Term:	Fall 2019

Course Description

This course is an introduction to the psychological aspects that influence the acquisition of a foreign language, such as on the motivational factors, personality traits, the degree of adaptation to a foreign socio-linguistic and culturally different context and other psychological factors.

Students will also acquire the tools to identify the psychological aspects that promote and sometimes impede the learning of a foreign language: anxiety, motivations, affective and cognitive factors, learning styles and strategies, etc. In addition, the student will become familiar with the most recent research in the field of Second Language Acquisition. A good understanding of these psychological factors will help students meet the challenge that learning a foreign language presents.

Depending on the availability of schools, the student will be able to intern as an assistant English teacher at primary, secondary or high school levels. This would be a good opportunity to acquire a more reliable perspective on learning a second language in a real academic context.

Learning Objectives

- To familiarize the student with the tools necessary to identify the psychological factors that facilitate and sometimes hinder the learning of a foreign language.
- To apply the knowledge students have acquired in their time in Spain so that they have a more successful educational experience. Knowing the influence of personality traits, motivations, learning styles, etc. on the acquisition of a second language and the perception of the abroad experience.
- To complete the tests and questionnaires most used internationally for psychology and second language acquisition, which will facilitate the completion of future research about this specialization or in general.

Course Prerequisites

As an introductory course, there are no specific prerequisites. A student does not have to have previously studied psychology or applied linguistics. The course requires an enthusiasm and disposition to study and complete projects at the university level. This usually guarantees success for the achievement of the course objectives.



4 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.5.

Methodology

1. A brief oral exposition by the teacher on the subject at hand, followed by in-depth class discussion. Each theme ends with a series of practical activities for assimilation of the material.
2. Each theme will be accompanied by a text (article, essay, etc.), which will provide the basis for an activity to be completed by the student (summary, personal opinion, etc.).
3. Together with the final exam, the student will present a final journal of 3 pages (approx 1000 words) in which the student will reflect upon his/her personal Spanish learning experience in Spain. The objective is the synthesis of the material studied during the course with the student's personal experience. The evaluation criteria are the following:
 - a. Quality of content
 - b. Organization and coherence
 - c. Style, grammar, and presentation
4. Practical activities realized in class include:
 - a. Students will present at least one article in class. The clear presentation of the fundamental ideas of the article and creativity will be valued. The presentation of the article will be accompanied by an activity that the rest of the students should complete to learn or assimilate the presented material. For this reason, the grade of this assignment will consist of two factors: presentation and activity
 - b. Spanish songs will be listened to in class in order to identify words from the text (utility of the music in the acquisition of a second language)
 - c. Viewing of a film about a intercultural aspect

Assessment and Final Grade

The evaluation will be in accordance with the policies of CIEE

CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:

- The average grade of the **two theoretical examinations** represents **40%** of the final grade.
- The correct completion of all course **activities** represents **20%** of the final grade.
- **Active class participation** will also be factored into the final grade **15%**: asking questions, reflecting, and even questioning the professor's comments can increase the grade! (as well as Spanish level!)
- The **final Project 15%**

Course Requirements

Attendance policy

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class twice without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final



grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more absences will fail the course.

Students should arrive to class on time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor's note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

* Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.

Academic Honesty

Students are expected to act in accordance with their university and CIEE's standards of conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

Linguistic Resource Center

Students are encouraged to use the Writing Center for help with class activities as well as for the final essay.

Weekly Schedule

Week 1: The Multidimensionality of Learning a Second Language

- Readings ¹
 - *Cómo dominar un idioma*. Artículo de prensa.
 - Lightbown, P, Spada, N (2006) Popular Ideas about Language Learning. In *How Languages are Learned*. Oxford: Oxford University Press, Third Edition.

Week 2: The Mother Tongue and its acquisition

- Readings:
 - Lightbown, P, Spada, N (2006) Learning a First Language. In *How Languages are Learned*. Oxford: Oxford University Press, Third Edition.
 - ¿Cómo se adquiere la lengua materna? Capítulo del libro: *La adquisición del Español como lengua extranjera*. Marta Baralo, 1999. Madrid: ArcoLibros
 - Do monkeys have anything interesting to say? William J. Cromie HARVARD GAZETTE ARCHIVES

Week 3: Basic concepts in Second Language Acquisition

- Readings:
 - Lightbown, P, Spada, N (2006) Theoretical Approaches to Explaining Second Language Learning. In *How Languages are Learned*. Oxford: Oxford University Press, Third Edition.

¹ All readings that appear on this syllabus are not mandatory to be read. They will be chosen by the professor depending on students' Spanish level and class pace.



- Martín, J.M (2000) Diferencias y similitudes en el aprendizaje de una primera y segunda lengua. Capítulo del libro: *La lengua materna en el aprendizaje de una segunda lengua*. Universidad de Sevilla: Sevilla
- Bialystock, E. (1997) The Structure of age: in search of barriers to second language acquisition. *Second language Research*: 13,2: 116-137

Week 4: Factors that influence the learning of a second language

Readings:

- Costa, A. Hernández, M. Baus, C. (2015) El cerebro bilingüe. *Mente y Cerebro*, 34-41
- Bley-Vroman, R. (1988) The fundamental character of foreign language learning." In W. Rutherford & M. Sharwood-Smith (Eds.), *Grammar and Second Language Teaching: A Book of Readings*. Heinle & Heinle.

Week 5: Intelligence and "Linguistic Aptitude" and their influence on the learning of a second language

- Activity:
 - The students will take the **MLAT** (Modern Second Language Aptitude Test) to learn their aptitude for acquiring a second language.
 - The students will take the **MSCEIT** (Emotional Intelligence Test) Online scoring
- Readings:
 - Wilhem, K. (2012) Así hablo; así pienso. *Mente y Cerebro*, 26-31

Week 6:

- Continuation of **MLAT**
- **Mid-Term Exam on the previous 5 topics.**

Week 7: "Anxiety". Types of anxiety and their influence on the learning of a second language

- Activity:
 - Questionnaires: STAI, Anxiety-input, output, processing information, etc.

Week 8: "Motivation". Types of motivation and their influence on the learning of a second language

- Readings:
 - Green, C.F (1999) Categorising Motivational Drives in Second Language Acquisition *Language, Culture And Curriculum* Vol. 12, No. 3, 1999
 - **Westerhoff, N. (2012) Claves de la motivación. *Mente y Cerebro*. 10-14**

Week 9: Learning "styles" and their influence on learning a second language

- Activity:
 - Completion of style tests and strategies



Role-playing on article: Style Wars: A source of anxiety in language classrooms. En D.J.Young *Affect in Foreign language learning: A practical guide to creating a Low-Anxiety classroom atmosphere*. Boston: McGraw-Hill, 1999

Readings:

- Dönges, J. (2008) Aprendizaje de una lengua extranjera. *Mente y Cerebro* 91-93
- Wartenburger, I. (2012) En otro idioma. *Mente y Cerebro*, 16-19

Week 10: Personality traits and their influence on the learning of a second language

- Guest lecturer: Dr. Francisco Cano, Psychology Dept., University of Seville
- Readings:
 - Mc Adams (1995) What Do We Know When We Know a Person? *Journal of Personality* 63:3-20
- Activity: the students will take a personality test (NEOPIR) and obtain their personal profiles based on the Big Five Personality Traits.

Week 11: Models of second language learning

- Caldwell-Harris, C. (2015) El efecto del idioma extranjero. *Mente y Cerebro*, 48-51

Week 12:

- Final Project presentations
 - The presentation consists of an explanation of the main ideas and concepts of the student's topic, illustrated with videos, photos, or other audio-visual supports. (10 minutes). Students will receive points if the class is actively involved in the presentation and/or if the student explains their personal motivation for choosing the topic.
- **Final Exam on themes 6-11**

Out of Classroom Activities

As listed above.

Course Materials

Required Readings

- **Bialystock**, Ellen (1994) In other words: The science and psychology of second-language learning. New York: Basic books.
- **Cohen**, Andrew (1998) Strategies in learning and using a second language. London: Longman.
- **Edgumbe**, Rose (1981) Toward a Developmental Line for the Acquisition of Language, *The Psychoanalytic Study of the Child*, 36:71-103.



- **Ehrman**, Madeline (1996) *Understanding Second Language Difficulties*. London: Sage Publications.
- **Ehrman**, Madeline (1998) *Interpersonal dynamics in second language acquisition. The visible invisible and classroom*. London: Sage Publications.
- **Harley**, B. (edit.) (1990) *The development of second language proficiency*. Cambridge: Cambridge University Press.
- **Katan**, Anny (1961) Some thoughts about the role of Verbalization in Early Childhood, *The Psychoanalytic Study of the Child*, 16:184-188.
- **Larsen-Freeman**, Diane (1991) *An introduction to Second language acquisition research*. New York: Longman
- **Littlewood**, Williams (1999) *Foreign and second language learning*. Cambridge: Cambridge University Press.
- **McDonogh**, Steven H. (1995) *Strategy and skill in learning a foreign language*. London: Paston Press.
- **Oxford**, Rebecca (1996) *Language learning strategies around the world*. Honolulu: University of Hawaii.
- **Phillips**, Elaine (1999) *Affect in foreign language and Second Language learning*. Boston: McGraw-Hill.
- **Stengel**, Erwing (1939) On learning a New Language, *International Journal of Psycho-Analysis*, 20: 471-479.

Recommended Readings

MOTIVATION AND SLA

Engin, A. O. (2009). Second language learning success and motivation. *Social Behavior and Personality*, 37(8), 1035-1041.

Jafari, S. S. (2013). Motivated learners and their success in learning a second language. *Theory and Practice in Language Studies*, 3(10), 1913-1918.

Manshaee, G., Dastnaee, T. M., Seidi, A., & Davoodi, A. (2014). Comparison of critical thinking in students interested and uninterested in learning a second language. *Theory and Practice in Language Studies*, 4(4), 792-799.

Tam, F. W. (2009). Motivation in learning a second language: Exploring the contributions of family and classroom processes. *Alberta Journal of Educational Research*, 55(1), 73-91.

Ushida, E. (2005). The Role of Students? Attitudes and Motivation In Second Language Learning In Online Language Courses. *Calico Journal*, 23(1), 49.



ADJUSTING TO A FOREIGN CONTEXT AND SLA

- Awad, G. (2014). Motivation, persistence, and cross-cultural awareness: a study of college students learning foreign languages. *Academy of Educational Leadership Journal*, 18(4), 97-116.
- Díaz-campos, M. (2004). Context of Learning in the Acquisition of Spanish Second Language Phonology. *Studies in Second Language Acquisition*, 26(2), 249-273.
- Herold, M. E. (2012). Second language learning: Cultural adaptation processes in international graduate students in U.S. universities. *Journal of International Students*, 2(1), 124-125.
- Khansir, A. A., Jafarizadegan, N., & Karampoor, F. (2016). Relation between socio-economic status and motivation of learners in learning English as a foreign language. *Theory and Practice in Language Studies*, 6(4), 742-750.
- Minami, M. (2004). Culture as the Core: Perspectives on Culture in Second Language Learning. *Studies in Second Language Acquisition*, 26(4), 629-630.
- Pecherskikh, T. F., & Shishkina, I. V. (2015). Analysis of early foreign languages learning abroad. *Education and Science without Borders*, 6(12), 76-80.
- Trofimovich, P., & Turuseva, L. (2015). Ethnic identity and second language learning. *Annual Review of Applied Linguistics*, 35, 234-252.

SECOND LANGUAGE LEARNING STRATEGIES & STYLES

- Bargiel-Matusiewicz, K., & Bargiel-Firlit, A. (2009). Correction techniques preferred by students during the process of learning a foreign language. *Psychology of Language and Communication*, 13(1), 39.
- Castro, O., & Peck, V. (2005). Learning styles and foreign language learning difficulties. *Foreign Language Annals*, 38(3), 401-409.
- DeKeyser, R. (2010). Practice for second language learning: Don't throw out the baby with the bathwater. *International Journal of English Studies*, 10(1), 155-165,170.
- Felder, R. M., & Henriques, E. R. (1995). Learning and teaching styles in foreign and second language acquisition. *Foreign Language Annals*, 28(1), 21.
- Gogokhia, R., & Imedadze, N. (2011). A study of foreign language learning styles used by georgian students. *Psychology of Language and Communication*, 15(2), 121.
- Jacobsen, C. (2015). The impact of listening strategy instruction on the learning of english and an additional foreign language. *Malaysian Journal of ELT Research*, 11(1), 17-40.
- Lafford, B. A. (2004). The effect of the context of learning on the use of communication strategies by learners of Spanish as a second language. *Studies in Second Language Acquisition*, 26(2), 201-225.
- Oxford, R. L. (2011). Strategies for learning a second or foreign language. *Language Teaching*, 44(2), 167-180.

ANXIETY AND SLA

- Ewald, J. D. (2007). Foreign language learning anxiety in upper-level classes: Involving students as researchers. *Foreign Language Annals*, 40(1), 122-142.



Mohammadi, E. G., Biriya, R., Koosha, M., & Shahsavari, A. (2013). The relationship between foreign language anxiety and language learning strategies among university students. *Theory and Practice in Language Studies*, 3(4), 637-646.

Pichette, F. (2009). Second language anxiety and distance language learning. *Foreign Language Annals*, 42(1), 77-93.

Tsai-Yu, C., & Chang, G. B. Y. (2004). The relationship between foreign language anxiety and learning difficulties. *Foreign Language Annals*, 37(2), 279-289.

SLA AND LEARNING DISABILITIES

DiFino, S. M., & Lombardino, L. J. (2004). Language learning disabilities: The ultimate foreign language challenge. *Foreign Language Annals*, 37(3), 390-400.

Leons, E., Herbert, C., & Gobbo, K. (2009). Students with learning disabilities and AD/HD in the foreign language classroom: Supporting students and instructors. *Foreign Language Annals*, 42(1), 42-54.

Simon, C. S. (2000). Dyslexia and learning a foreign language: A personal experience. *Annals of Dyslexia*, 50, 155-87.

Sparks, R. L. (2006). Is there a "disability" for learning a foreign language? *Journal of Learning Disabilities*, 39(6), 544-57.

Wight, M. C. S. (2015). Students with learning disabilities in the foreign language learning environment and the practice of exemption. *Foreign Language Annals*, 48(1), 39-55.

PERSONALITY AND SLA

Ganguly, S. R. (1996). Personality factors in second language learning: A psycho-social perspective. *Psycho-Lingua*, 26(2), 67-78.

Gayle, G. M. (1981). Personality, motivation, and second language learning. *Canadian Journal of Education*, 6(3), 55-67.

Lalonde, R. N., & Gardner, R. C. (1984). Investigating a causal model of second language acquisition: Where does personality fit? *Canadian Journal of Behavioural Science/Revue Canadienne Des Sciences Du Comportement*, 16(3), 224-237.

Robinson, P. (2001). Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. *Second Language Research*, 17(4), 368-392.

Robinson, D., Gabriel, N., & Katchan, O. (1994). Personality and second language learning. *Personality and Individual Differences*, 16(1), 143-157.

BRAIN COGNITION AND SLA

Goo, J., & Randall, M. (2009). Memory, psychology and second language learning. *Studies in Second Language Acquisition*, 31(1), 126-127.

Mårtensson, J., Eriksson, J., Bodammer, N. C., Lindgren, M., Johansson, M., Nyberg, L., & Lövdén, M. (2012). Growth of language-related brain areas after foreign language learning. *NeuroImage*, 63(1), 240-244.

McLaughlin, J., Osterhout, L., & Kim, A. (2004). Neural correlates of second-language word learning: Minimal instruction produces rapid change. *Nature Neuroscience*, 7(7), 703-4.



Roots, R. (2006). The neurobiology of learning: perspectives from second language acquisition. *Studies in Second Language Acquisition*, 28(4), 643-645.

Swain, M. (2013). The inseparability of cognition and emotion in second language learning. *Language Teaching*, 46(2), 195-207.

Van Hell, J., G., & Tokowicz, N. (2010). Event-related brain potentials and second language learning: Syntactic processing in late L2 learners at different L2 proficiency levels. *Second Language Research*, 26(1), 43-74.

White, E. J., Genesee, F., & Steinhauer, K. (2012). Brain responses before and after intensive second language learning: Proficiency based changes and first language background effects in adult learners. *PLoS One*, 7(12)

RESEARCH AND SLA

Hulstijn, J. H. (2005). Theoretical and empirical issues in the study of implicit and explicit second-language learning: Introduction. *Studies in Second Language Acquisition*, 27(2), 129-140.

Jourdenais, R. (2004). Appraising research in second language learning: a practical approach to critical analysis of quantitative research. *Studies in Second Language Acquisition*, 26(3), 495-496.

Motha, S. (2009). Review of doctoral research in second-language teaching and learning in the united states (2006-2007) *Language Teaching*, 42(2), 234-255.

Roberts, L. (2012). Psycholinguistic techniques and resources in second language acquisition research. *Second Language Research*, 28(1), 113-127.

Tremblay, A. (2011). Proficiency assessment standards in second language Acquisition research. *Studies in Second Language Acquisition*, 33(3), 339-372.

Wang, S., & V, C. (2012). Web 2.0 and second language learning: What does the research tell us? *CALICO Journal*, 29(3), 412-n/a.

Wakabayashi, S. (2003). Contributions of the study of Japanese as a second language to our general understanding of second language acquisition and the definition of second language acquisition research. *Second Language Research*, 19(1), 76-94.

Wilson, R., & Dewaele, J. (2010). The use of web questionnaires in second language acquisition and bilingualism research. *Second Language Research*, 26(1), 103-123.

OTHERS

Baker, W., Trofimovich, P., Flege, J. E., Mack, M., & Halter, R. (2008). Child-adult differences in second-language phonological learning: The role of cross-language similarity. *Language and Speech*, 51, 317-42.

Graham, S. (2006). A study of students' metacognitive beliefs about foreign language study and their impact on learning. *Foreign Language Annals*, 39(2), 296-309.

Halasa, N. H., & Al-Manaseer, M. (2012). The use of the first language in second language learning reconsidered. *College Student Journal*, 46 (1), 71-81.

Inozu, J. (2011). Beliefs about foreign language learning among students training to teach English as a foreign language. *Social Behavior and Personality*, 39(5), 645-653.

Kramsch, C. (2008). Figurative thinking and foreign language learning. *Studies in Second Language Acquisition*, 30(1), 122-123.



- Liu, Y., & Zeng, A. P. (2015). Loss and gain: Revisiting the roles of the first language in novice adult second language learning classrooms. *Theory and Practice in Language Studies*, 5(12), 2433-2440.
- Paradis, J. (2005). Grammatical morphology in children learning English as a second language: Implications of similarities with specific language impairment. *Language, Speech & Hearing Services in Schools*, 36(3), 172-87.
- Patterson, J. P. (2005). Silence in second language learning: a psychoanalytic reading. *Studies in Second Language Acquisition*, 27(4), 640-641.
- Polio, C., Turnbull, Dailey-O'Cain, M., & Jennifer. (2011). First language use in second and foreign language learning. *Studies in Second Language Acquisition*, 33(4), 634-635.
- Sparks, R., & Ganschow, L. (2001). Aptitude for learning a foreign language. *Annual Review of Applied Linguistics*, 21(1), 90-111.
- Uteubayeva, E. A., Kultanova, Z. M., & Pastushenko, T. A. (2012). Creative thinking as a basis of foreign language learning by the method of project activities. *Education and Science without Borders*, 3(5), 115-117.