



## The Center for Cross-Cultural Study

EDML 394: Psychology of Learning a Second Language

Professor: Dr. Frank García-Castrillón, Ph.D. Psychologist

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**Office Hours:** Mondays, Wednesdays and Thursdays 11.00:-11:30

### Introduction

Is it better to be extroverted or introverted to learn a new language? Which are the advantages of an introverted learner in comparison with an extroverted learner? Is it better to be visual rather than verbal for learning a new language? What are the main differences between learning a new language abroad and learning it at home? Does intelligence play a huge role in learning a second language? Is there any difference between intelligence and aptitude? Is there any specific learning strategy that guarantees a huge improvement of my second language?

This course focuses on the motivational factors, personality traits, cognitive and learning styles and strategies, the degree of adaptation to a foreign language context, and other psychological factors which influence second language acquisition. Students acquire the tools to identify the psychological aspects that facilitate and/or impede the learning of a foreign language.

### Brief Instructor's Bio

- Frank Castrillón is a Ph.D. Psychologist from the University of Sevilla
- Member of a Research Group (Interculturality and Applied Linguistics) at the University Pablo de Olavide, Seville.
- Masters in Organizational Psychoanalysis, Tavistock Consultancy Service (London)
- Instructor at CEU, Psychology of Personality
- Has published three books and several articles in prestigious international journals.

### Objectives

- To familiarize the student with the psychological aspect involved in learning a second language.



- To acquire the tools for identifying the psychological factors (psycholinguistic, cognitive, affective and sociocultural) which hinder and facilitate the learning of a second language.

### **Class Structure**

- The first part of the course is dedicated to the main psycho-linguistic theories about second language acquisition. The second part of the course is dedicated to analyze the main psychological factors involved in the learning process.
- The first part of class will consist of power-point presentations, readings and lectures. The second part of the class will be dedicated to debates, completing activities and video-analysis.
- A movie about the learning process or intercultural issues will be seen in class.
- There will be an out-class activity.
- At the end of the course the student has to do a final diary (1000 words minimum) in which he/she summarizes all what he/she has learned in this class providing examples about his/her learning of Spanish.
- Each student has to present at least one power-point presentation about a specific topic. The rest of the class should have read the paper/article in advanced and bring an essay (20 lines minimum).
- Some musical activities will be done in class. The objective: to learn Spanish !

### **Syllabus**

Friday 3	<b>Myths and Misconceptions About Learning a New Language</b>
Monday 6	<b>Popular Ideas About Second Language Acquisition</b>
Tuesday 7	<b>Differences Between Animal and Human Communication</b>
Wednesday 8	<b>Learning a First Language: Innatism, Interactionism and Behaviorism</b>
Thursday 9	<b>Comparing First and Second Language Acquisition</b>
Friday 10	<b>Theoretical Approaches to Explaining Second Language Acquisition</b>
Monday 13	<b>Intelligence, Multiple Intelligences, Emotional Intelligence and their Influence in SLA</b>
Tuesday 14	<b>Visit to Clic, International House</b>
Wednesday 15	<b>Aptitude and its Influence in SLA</b>
Thursday 16	<b>Cognitive Factors: Learning Styles and Strategies in SLA</b>
Monday 20	<b>Affective Factors: Anxiety and Motivation</b>
Tuesday 21	<b>Movie!</b>
Wednesday 22	<b>Personality Traits and SLA</b>



**Friday 3**

**Myths and Misconceptions about Learning a Second Language**

- *Cómo dominar un idioma*. Artículo de prensa.
- Myths and misconceptions about Second Language Acquisition
- Ellen Bialystock video: Does the process of learning a language change the brain?

**Monday 6**

**Popular Ideas about Second Language Acquisition**

- Popular ideas about learning a second language (student power-point presentation)
- Discussion
- Sir Ken Robinson video

**Tuesday 7**

**Differences between animal and human communication**

- Psychological Difficulties in Learning a Second Language Abroad (Teacher lecture)
- Differences between Animal and Human Communication: *Do monkeys have anything interesting to say?* W. J. Cromie *Harvard Gazette Archives*
- BBC Video about animal versus human language

**Wednesday 8**



### **Learning a First Language: Innatism, Interactionism and Behaviorism**

Learning a First Language (student power point presentation)

How can First language Acquisition Be Explain? Innatism, Interactionism and Behaviorism

**Video analysis**

### **Thursday 9**

#### **Comparing First and Second Language Acquisition**

Differences Between Children Learning a First Language and Adults Learning a Second Language:

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. (student power point presentation)

Essential conditions for Second Language Learning. Activity

Gender differences in SLA and The Nothing Box video

Video-analysis

### **Friday 10**

#### **Comparing First and Second Language Acquisition**

Activity: Theoretical approaches explaining second language acquisition.

Piaget: Accommodation and Assimilation Processes in learning language (Teacher lecture)

Critical Period Hypothesis discussion

### **Monday 13**

#### **Types of Intelligence and their influence in SLA**



Teacher lecture: Intelligence and its influence in Second language acquisition

Multiple Intelligence: Howard Gardner Video

Multiple Intelligences Inventory

MSCEIT: Emotional Intelligence Test and online correction

#### **Tuesday 14**

**Visit to Clic, International House for Learning and Teaching Languages**

#### **Wednesday 15**

**Linguistic Factors: Aptitude and its influence in SLA**

Modern Language Aptitude Test (two first hours)

Video-analysis, songs

#### **Thursday 16**

**Cognitive Factors: Learning Styles and Learning Strategies and their influence in SLA**

Learning Style Inventory and Learning Strategies Survey

Video: Learning Styles don't exist!

#### **Monday 20**

**Affective Factors: Anxiety and Motivation and Their Influence in SLA**

Teacher Lecture

Learning Anxiety scales

Input-Output and Processing anxiety surveys

Quick Motivation Test (Integral and Instrumental motivation)

Deci & Ryan Motivation questionnaire (Four types of Motivation)



## Tuesday 21

Movie about intercultural issue

## Wednesday 22

Personality Traits and their influence in SLA

NEOPIR and MBTI lectures and activities in class

Big Five Personality Traits versus Myers Briggs Type Indicator I: Lecture and Activities

## Evaluation Criteria

- Exams 40%
- Activities 30%
- Participation 20%
- Final diary 10%

## Bibliography

- **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.
- **Edgcumbe**, 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.

Extended and specific bibliography will be offered during the course