

Psychological aspects of new language learning and teaching

Syllabus for B. Ed. and Academic retraining students.

Prof. Bella Kotik-Friedgut

Course duration and credit : one semester, one point.

Course type: on-line course with 3 compulsory meetings

Course Description and Aims

Enhance and deepen the knowledge of psychological processes involved in language learning and language teaching. Improve the need and ability to read and acquire updated professional material.

Learning Outcomes

At the end of the course students will: understand the stages throughout the process of learning a new language, problems that may affect language learning and **will develop skills necessary for providing psychological support to their students** for meeting the challenge of foreign language learning.

Program of Study

Topics	Content	Bibliography – required reading
MOTIVATIONAL-AFFECTIVE COMPLEX OF NEW LANGUAGE ACQUISITION. Assignment 1 10% Due date:	Concept of affective filter, motivation, social and personal factors. Input vs Intake; Second language vs Foreign language. Intrinsic and extrinsic motivation. What a teacher can do to promote motivation for EFL. Ways to	Williams, M. & Burden, R. (1997). <i>Psychology for Language Teachers</i> , Cambridge Language

	account for Motivational-affective complex of new language acquisition.	Library. Ch.6, pp.111-142.
<p>COGNITIVE PROCESSES INVOLVED IN NEW LANGUAGE ACQUISITION</p> <p>Assignment 2 10%</p> <p>Due date:</p>	<p>The role of attention in learning: Concentration and vigilance as conditions; voluntary and non-voluntary components, post-voluntary attention. Motivation and attention.</p> <p>Perception and memory involved in language learning; verbal and nonverbal processes; active processing, learning strategies. Advantages and disadvantages of translation into mother tongue. Psychological advantages of use of teaching aids: audio, video, computer programs.</p>	
<p>INDIVIDUAL LEARNING STYLE</p> <p>Assignment 3 5%</p> <p>Due date:</p>	<p>Individual learning style: inclinations and habits. Individual differences as factors influencing preferences language acquisition and learning. How to maximize advantages of individual learning style.</p>	<p>O'Malley, M., Chamot, A. (1993). Learner Characteristics in Second Language Acquisition. In: Hadley Alice. (Ed), <i>Research in Language Learning: Principles,</i></p>

		<i>Processes and Prospects</i> . NTC, Lincolnwood. pp. 96-121.
<p>PSYCHOLOGICAL SUPPORT IN LANGUAGE LEARNING.</p> <p>Assignment 4 25%</p> <p>To achieve the main aim of this course: development of skills for providing psychological support to foreign language learners, students will have to prepare a lesson plan (and if possible to conduct) a special lesson-workshop on the effective strategies: “How to learn a foreign language”.</p> <p>Due date:</p>	<p>Metacognition and its role in language learning. Individual effort and student autonomy. Mediated learning and scaffolding. Basics of psychological support in development of learners’ autonomy language learning. Workshop on the psychology of memory, learning in general and language learning in particular.</p>	<p>Kotik-Friedgut B. (2008). Enhancement of autonomy in language learners. In: Stavans A., Kupferberg, I. <i>Studies in language and language education</i>. Jerusalem, Magnes press. pp. 243-260.</p>

Course Grading:

The lecture materials are supported via the Moodle in presentations with voice comments.

Students must complete all readings and **upload assignments** in time.

Final mark: All assignment=50% of the final grade. Exam on main concepts at the end of the course 50 %;

Bibliography: All compulsory and most recommended reading materials are available on MOODLE

Recommended reading:

Ganschow, L. & Sparks, R. (2001). Learning difficulties and foreign language learning: *A review of research and instruction Language Teaching* 34, 79–98.

Genesee, F. (2000). Brain Research: Implications for Second Language Learning. *Eric digest* Electronic copy available at:

http://www.cal.org/resources/digest/digest_pdfs/0012-genesee-brain.pdf

Fonseca-Mora, M.C.; Toscano-Fuentes, C. and Wermke, K. (2011). Melodies that help: The Relation between Language Aptitude and Musical Intelligence. *Anglistik International Journal of English Studies*. 22 (1), 101-118

Electronic copy available at: <http://ssrn.com/abstract=1815339>

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford, Pergamon Press.

Manolopoulou-Sergi, E. (2004). Motivation within the information processing model of foreign language learning *System* 32 (3), 427-441.

E. Ehrman, M., Leaver, B., Oxford, R. (2003). A brief overview of individual differences in second language learning *System* 31(3), 313-330.

Pineda Báez, C. (2004). Critical Thinking in the EFL Classroom: The Search for a Pedagogical Alternative to Improve English Learning *Íkala*, 9, (15). 46-80.
Electronic copy available at:

<http://aprendeenlinea.udea.edu.co/revistas/index.php/ikala/article/viewArticle/3142>

Anderson, Neil J. (2002). The Role of Metacognition in Second Language Teaching and Learning. ERIC Digest. Source: ERIC Clearinghouse on Languages and Linguistics Washington DC.

Electronic copy available at:

[http://scholar.google.com/scholar?q=Anderson,+Neil+J.+\(2002\).+The+Role+of+Metacognition+in+Second+Language+Tea](http://scholar.google.com/scholar?q=Anderson,+Neil+J.+(2002).+The+Role+of+Metacognition+in+Second+Language+Tea)

Kotik-Friedgut, B. (2003). The Motivational-Affective Complex in New Language Acquisition: Russian-Speaking New Immigrant Adolescents. In: Horowitz, T, Kotik-Friedgut, B. Hoffman, S. (eds.) *From Pacesetters to Dropouts: Post-Soviet Youth in Comparative Perspective* New York: UPA.

Hargreaves, I.S., Pexman, P., Johnson, J. and Zdrzilova, L. (2012). Richer concepts are better remembered: number of features effects in free recall *Frontiers in HUMAN NEUROSCIENCE*
http://www.frontiersin.org/Human_Neuroscience/10.3389/fnhum.2012.00073/abstract

Eva Hoffman. (1989). *Lost in translation: A life in a new language.*
New York: Penguin Books.

Thanasoulas, D. (2002) *Motivation and motivating in the foreign language classroom.*

<http://www.englishclub.com/tefl-articles/motivation-motivating-efl.htm>

Galloway, V. & Labarca, A. (1990). From Student to Learner: Style, Process and Strategy. In: Birbichler, D. W. (Ed.), *New Perspectives and New Directions in Foreign Language Education*, The ACTFL FL education Series, pp. 111-157.

Ellis, R. (1986). *Understanding second language acquisition.* Oxford: Oxford University Press. Ch. 11, 12, pp.471-559.

Kotik, B. & Yonatan, A. (1997). "Matching teaching to individual style in language learning: communicative vs. noncommunicative preferences in adolescents". *Trends, The Yearbook of CONTACT the association of teachers and educators for TEFL in Israel.* V.6. Pp. 21-33.

Mclaungen B. (1992) Myths and misconceptions about second language learning: what every teacher needs to unlearn. *Educational practice report.* 5. pp. 3-17.

Additional sources may be recommended upon individual request.

