



## OUTCOMES-BASED EDUCATION (OBE) COURSE SYLLABUS

### ELDs 122 -- Psychology of Language

First Semester, A.Y. 2021 - 2022

#### I. UNIVERSITY INFORMATION

##### 1. Vision of the University

A globally competitive university for science, technology, and environmental conservation

##### 2. Mission of the University

Development of a highly competitive human resource, cutting-edge scientific knowledge, and innovative technologies for sustainable communities and environment.

##### 3. VSU Quality Policy Statement

The Visayas State University (VSU) is a higher education institution created by law to provide excellent instruction, conduct relevant research and foster community engagement that produce highly competent graduates necessary for the development of the country. Toward this end, we, at the Visayas State University, commit to:

- produce highly competent, quality and world-class manpower in science and technology (S&T), especially for agriculture, environmental management and industry who are proficient in communication skills, critical thinking and analytical abilities
- generate and disseminate relevant knowledge and technology that lead to improved productivity, profitability and sustainability in agriculture, environment and industry,
- satisfy the needs of the industry, the community and government sector who are in need of quality graduates and technology ready for commercialization through the establishment, operation, maintenance and continuous improvement of a Quality Management System which is aligned with the requirements of ISO 9001:2008.

  
**EDGARDO E. TULIN**  
President  
v0 07-16-2019

##### 4. Quality Goals of the College

- **Sustained Excellence in Instruction.** Produce highly competent and world-class manpower in science and technology (S&T), especially for agriculture, environmental management, and industry who are proficient in communication skills, critical thinking and analytical abilities;
- **Innovative RDE System and Competitive S&T Products.** Generate and disseminate relevant knowledge and technology that lead to improved productivity, profitability, and sustainability in agriculture, environment, and industry;
- **Adequate and Sustainable Resource Generation Activities.** Generate adequate resources to support the university's instruction, research and extension pursuits, and physical infrastructure needs in the face of declining government subsidy to state

- universities and colleges (SUCs);
- **Efficient, Effective, and Client-Centered Administrative Support Services.**  
Provide timely, accessible, acceptable, and customer-friendly administrative support system that promotes partnership and sense of shared stewardship with students, faculty, alumni, and other stakeholders.

## 5. Quality Objectives of the Department

### 5.1 General Objectives

- 5.1.1 Develop high-caliber VSU graduates with strong background in the humanities and social sciences, and who can provide effective leadership in scientific investigation.
- 5.1.2 Become a center in the application of new knowledge for cultural and social upliftment.

### 5.2 Specific Objectives

#### 5.2.1 Graduate Program

- 5.2.1.1 Provide a pragmatic leadership and expertise in language teacher training.
- 5.2.1.2 Promote productive scholarship through research-oriented projects and enriched curricular activities.
- 5.2.1.3 Encourage students to be self-reliant and practice independent thinking through extramural studies while still carrying out their jobs and other responsibilities.

#### 5.2.2 Undergraduate Program

- 5.2.2.1 Prepare students for language and social science activities in agro-technical schools and colleges as well as language learning researches.
- 5.2.2.2 Expose students to language learning activities, theories, and research methodologies in language, language acquisition, and language teaching.
- 5.2.2.3 Develop a sense of literary awareness, taste, and creativity, and to promote appreciation of the performing arts.
- 5.2.2.4 Provide support to all students in understanding theories of other courses through Instructional Materials (IMs) that go across curriculum.

#### 5.2.3 General Preparatory Program

- 5.2.3.1 Provide basic liberal arts and social science courses such as English, Humanities, Psychology, Social Science, Speech, Philosophy, Spanish, German, for all degree and non-degree programs of VSU.
- 5.2.3.2 Develop students' communication skills useful in their fields of specialization.
- 5.2.3.3 Provide students with experiences designed to enhance their fields of specialization.
- 5.2.3.4 Enliven teaching approaches by accelerating general teacher improvement through in-service trainings and professional exchange program.
- 5.2.3.5 Strengthen the development of instructional materials.
- 5.2.3.6 Continuously monitor and evaluate students' performance to seek venues for improving instructions.

#### 5.2.4 Research

- 5.2.4.1 Provide students and teachers a climate that inspires the development of research-oriented minds by leading them through instruction.
- 5.2.4.2 Conduct researches that are truly responsive to institutional, local, regional, or national goals and studies that could strengthen the department's curricular programs.

## 5.2.5 Extension

5.2.5.1 Prepare, collect, and evaluate scripts with environmental and developmental concerns.

5.2.5.2 Provide necessary training to target clientele for the development of the community's human resources for cultural and social development.

5.2.5.3 Present developmental plays, dramas with developmental themes that can really respond to the particular community needs.

5.2.5.4 Make all VSU staff available for consultancy and other services needed by target communities.

## II. PROGRAM INFORMATION

1. Name of the Program	<b>Bachelor of Arts in English Language Studies (ABELS)</b>
2. CHED CMO Reference	<b>CMO No. 24, s. 2017</b>
3. BOR Approval	---

## 6. Program Educational Objectives and Relationship to Institution Mission

Program Educational Objectives	Mission*		
	a	b	c
a. To provide comprehensive knowledge of the English language -- its origin, growth and development, structures and use.	/	/	/
b. To enhance the students' competencies in the use of the English language in real-world context.	/	/	/
c. To present appropriate strategies of language use through a heightened awareness of how English works in different situations in the Philippines and in Asia and the rest of the world.	/	/	/

\*a - development of a highly competitive human resource, b - cutting-edge scientific knowledge, c - innovative technologies for sustainable communities and environment

## III. COURSE INFORMATION

1. Course Code	<b>ELDs122</b>
2. Course Title	<b>Psychology of Language</b>
3. Pre-requisite	<b>ELSt 101, ELSt 102, and ELSt 103</b>
4. Co-requisite	<b>None</b>
5. Credit	<b>3 units</b>
6. Semester Offered	<b>First Semester AY 2021-2022</b>
7. Number of hours	<b>3 hours per week</b>
8. Course Description	<b>The course focuses on the study of the nature and psychological development of human language.</b>

## 7. Program Outcomes (POs) in relation to the Program Educational Objectives (POEs)

Program Outcomes (POs)		Program Educational Objectives				
		1	2	3	4	5
a.	Articulate a comprehensive and contextualized view of the English language system and development;	/	/	/	/	/
b.	Communicate in English (both oral and written) fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings;	/	/	/	/	/
c.	Facilitate English language learning and use in diverse social, cultural, academic, and professional settings;	/	/	/	/	/
d.	Teach English communication skills using knowledge of best practices;	/	/	/	/	/

e.	Enhance literacy development and critical/creative thinking among students through the use of different types of texts; and	/	/	/	/	/
f.	Engage in English language research relevant to the school and workplace settings.	/	/	/	/	/

### 8. Course Outcomes (COs) and Relationship to Program Outcomes (POs)

After completing this course, the student must be able to perform the following COs:	Program Outcomes Code												
	a	b	c	d	e	f	g	h	i	j	k	l	m
<b>CO1</b> To deepen the understanding of the language under cognitive sciences and of the various sub-areas which together comprise the psychology of language.	I	E	D	I	E	D							
<b>CO2</b> To generate ideas on the relationship between language and the mental processes.	E	E	D	I	E	D							
<b>CO3</b> To develop psychological knowledge surrounding speech perception, sentence processing, language comprehension, language production, and language acquisition.	D	E	D	I	E	D							

Legend: I – Introductory, E – Enabling, D – Demonstrative

Each letter indicates the expected level of competency that each CO should provide for each PO.

### 9. Course Content and Plan

Week	Topics	Learning Outcomes	Teaching and Learning Activities		Assessment Tasks
			Teaching Activities	Learning Activities	
CO1: To deepen understanding of the language under cognitive sciences and of the various sub-areas which together comprise the psychology of language.					
CO2: To generate ideas on the relationship between language and the mental processes.					
1-5	<p><b>*Class Orientation</b></p> <p><b>*Values Reorientation</b> (character values, work values, personal values)</p> <p>-----</p> <p><b>Module No. 1</b> (Themes of the Psychology of Language and Language Comprehension)</p>	<p>1. To understand the scope of the Psychology of Language and appreciate its importance to one's mental processes.</p> <p>2. To evaluate the different cognitive functions and how to manage them</p>	<p>1. Printed Modules/ 2. Online Classes</p> <p>2.1 Blended Learning (BL)</p> <ul style="list-style-type: none"><li>● Enriched Virtual BL</li><li>● Project-based BL</li><li>● Self-directed BL</li><li>● Supplemental BL</li><li>● The Flex</li></ul>	<ul style="list-style-type: none"><li>● Podcasts</li><li>● Web quests</li><li>● Blogging</li><li>● Vlogging</li><li>● Journal writing</li><li>● Focus listing</li><li>● Peer quizzes</li><li>● Talk-it-out</li><li>● Daring Doodles</li><li>● Oral recitations</li><li>● Seatwork</li></ul> <p><b>***Learning Tasks/Activities</b></p> <p>A. Refer to Skit 1 and</p>	<p><b>***Module 1 Pretest</b></p> <p>-----</p> <ul style="list-style-type: none"><li>● Summarizing</li><li>● Probing</li><li>● Memory matrix</li><li>● Quizzes</li><li>● Projects</li><li>● Role playing</li><li>● Play production</li><li>● Quiz show</li><li>● Talk show</li><li>● Twitter board</li></ul> <p><b>***Assessment</b></p> <p>Submit a compilation of 5 ancient superstitious beliefs that can have</p>

	<p><b>Lesson 1.1</b> (Themes of the Psychology of Language)</p> <p><b>Topics:</b> *Psychology of language defined *Perception *Memory *Thinking *Volition *Emotion *Behavior</p> <p><b>Skits --</b> Skit 1: Of Sense and Sensitivity Skit 2: Memory and Romance Skit 3: That's What You Think Skit 4: Willing Victim Skit 5: Cat's Disbelief</p> <p><b>Values integration:</b> <i>Decisiveness, Professionalism, Courtesy, Generosity, Gratitude</i></p>	<p>under pressure.</p> <p>3. To create comic strips or do some other learning tasks to help one's understanding regarding personality and behavior.</p>	<p>Model BL</p> <ul style="list-style-type: none"> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> </ul> <p>3. Others</p> <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul>	<p><b>Skit 2.</b></p> <ol style="list-style-type: none"> <li>1. Explain the two Skits spiced with psycholinguistic terms.</li> <li>2. Trickle down the meaning of "left the group" from its simple meaning to group chat term, and finally as it is used in the Skits.</li> <li>3. Draw or sketch (manual or computerized) two skits related to Perception (1) and Memory (2) based on your understanding of how these two terms work in your mind.</li> </ol> <p><b>B. Have a Google search on Memory and Thinking.</b></p> <ol style="list-style-type: none"> <li>1. What other psycholinguistics key terms relate to <i>Memory</i>? Explain and cite your sources.</li> <li>2. List some instances that relate to "distorted" thinking or when somebody says that one is out of his mind.</li> <li>3. What do you mean by "Thinking is active now" in Skit #3?</li> <li>4. How does <i>thinking</i> relate to <i>memory</i> and <i>memory</i> to <i>thinking</i>?</li> </ol> <p><b>C. Refer to Skit 3, Skit 4 and Skit 5.</b></p> <ol style="list-style-type: none"> <li>1. Explain each skit from a psycholinguist's point of view.</li> <li>2. What is the story behind Skit 4? Why "willing victim to this abduction"?</li> <li>3. Explicate the kind of relationship between human beings and their pets (cat, dog, bird, etc.)</li> </ol> <p><b>D. Refer to the quote on "Destiny and Choice" and to the lyrics of the song Don't Know Much.</b></p> <ol style="list-style-type: none"> <li>1. Write your own original quote about your view on <i>Destiny and Choice</i>. Relate destiny with <i>volition</i> and <i>will</i> in connection with your choice.</li> <li>2. Describe the song <i>Don't Know Much</i>. <i>Why the title?</i> Submit lyrics of any love song that relate to time, emotion and feelings.</li> </ol>	<p>possible scientific explanations. The compilation must have the following items to consider:</p> <ol style="list-style-type: none"> <li>1. Cover page (Title)</li> <li>2. Submitted by and Submitted to</li> <li>3. Introduction</li> <li>4. Discussion <ul style="list-style-type: none"> <li>4.1 Superstitious beliefs</li> <li>4.2 Possible scientific explanations</li> <li>4.3 Influence to one's perception, memory, thinking, volition, emotion, and behavior.</li> </ul> </li> <li>5. Insights</li> </ol> <p><b>Note:</b> You are free to have your own style of compiling provided that you don't miss any of the basic requirements needed for this project.</p> <p>*** Due date: September 2021</p>
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				<p>Cite your source. Describe the song in 5-7 sentences.</p> <p>3. Cite three instances in classic or popular Literature (stories) that tell about love at first sight. Write the summary of each of the story in 200-300 words.</p>	
6-10	<p><b>Lesson 1.2</b> (Language and Comprehension) <b>Topics:</b> *Language Perception *Speech and Written Perception *Word Knowledge *Figurative Language *Pragmatics *Glossary of Some Psycholinguistic Terms</p> <p><b>Skills --</b> Skit 6: Of Wits and Brains Skit 7: Innocent Just Yet Skit 8: Confident and Flabbergasted</p> <p><b>Values integration:</b> <i>Enthusiasm, Self-control, Responsibility, Family, Loyalty</i></p>	<p>1. To generate knowledge through song interpretation and revising ambiguous sentences to present clear and meaningful statements.</p> <p>2. To compare and contrast some literary devices and psycholinguistic terms to enrich vocabulary knowledge and comprehension.</p> <p>3. To develop a sense of discernment when it comes to communicating with people especially in the perception of words expressed with literal and figurative meanings.</p>	<p>1. Printed Modules/ 2. Online Classes 2.1 Blended Learning (BL)</p> <ul style="list-style-type: none"> <li>● Enriched Virtual BL</li> <li>● Project-based BL</li> <li>● Self-directed BL</li> <li>● Supplemental BL</li> <li>● The Flex Model BL</li> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> </ul> <p>3. Others</p> <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>● Podcasts</li> <li>● Web quests</li> <li>● Blogging</li> <li>● Vlogging</li> <li>● Journal writing</li> <li>● Focus listing</li> <li>● Peer quizzes</li> <li>● Talk-it-out</li> <li>● Daring Doodles</li> <li>● Oral recitations</li> <li>● Seatwork</li> </ul> <p><b>***Learning Tasks/Activities</b></p> <p><b>A. Refer to Skit 6, Skit 7, and Skit 8.</b></p> <ol style="list-style-type: none"> <li>1. In Skit 6, why did the man answer "Is the Pope Catholic?" instead of giving a Yes or No reply?</li> <li>2. In Skit 7, what could be the Mother's reaction to the child's reply? Why? Is it the fault of the mother or of the child? Explain by tackling the term <i>ambiguity</i> in the dialog.</li> <li>3. In Skit 8, rephrase the line of the Waitress to make it clear to the Diner that they do not butcher people.</li> </ol> <p><b>B. Refer to the list of rhetorical and linguistic devices.</b></p> <ol style="list-style-type: none"> <li>1. Submit a summary of an allegorical play or story (200-300 words). Cite your source.</li> <li>2. Write and explain 3 examples of Oxymoron and another 3 examples of Paradox.</li> <li>3. Explain 3 instances of Anthypophora and</li> </ol>	<ul style="list-style-type: none"> <li>● Summarizing</li> <li>● Probing</li> <li>● Memory matrix</li> <li>● Quizzes</li> <li>● Projects</li> <li>● Researches</li> <li>● Concept maps</li> <li>● Dramatization</li> <li>● Role playing</li> <li>● Play production</li> <li>● Quiz show</li> <li>● Talk show</li> <li>● Twitter board</li> </ul> <p><b>***Assessment</b> <b>Refer to the song "Immortality" by Celine Dion and do the following:</b></p> <ol style="list-style-type: none"> <li>1. Submit its lyrics and indicate the source.</li> <li>2. Explain the lyrics exercising your background knowledge in semantics and pragmatics.</li> <li>3. Submit your paper in this format:             <ol style="list-style-type: none"> <li>a. Cover page (Title)</li> <li>b. Submitted by and Submitted to</li> <li>c. Introduction</li> <li>d. Discussion                 <ol style="list-style-type: none"> <li>1.) Lyrics</li> <li>2.) Song interpretation based on your background knowledge in semantics and pragmatics</li> <li>3.) Translate the song to Filipino language</li> </ol> </li> </ol> </li> </ol>



				<p>another 3 for Maieutics.</p> <p>4. Search and submit lyrics of the song "Questions" by Manfred Mann's Earth Band. Cite your source.</p> <p>4.1 Write two questions about what's in the song then answer them in declarative form.</p> <p>4.2 Answer your two questions in 4.1 with questions.</p> <p><b>C. Review the topics covered in Module 1.</b></p> <p>1. Write the definition of the following words:</p> <ol style="list-style-type: none"> <li>Elated, happy, manic</li> <li>Vintage, old, decrepit</li> <li>Thrifty, saving, stingy</li> <li>Courageous, confident, conceited</li> <li>Childlike, young, childish</li> </ol> <p>2. Choose 5 words found in the <b>Glossary of Psycholinguistics Terms</b>, then explain each one based on your experience.</p> <p>3. Summarize the lessons in Module 1 (Lesson 1.1 and Lesson 1.2 ) in 500-1000 words. Describe your idea about the power of words in 2-3 sentences after writing your summary.</p>	<p>(Tagalog).</p> <p><b>***Module 1 Posttest</b></p> <p><b>***Midterm Exam</b></p> <p><b>***Due date: October 2021</b></p>
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**CO3: To develop psychological knowledge surrounding speech perception, sentence processing, language comprehension, language production, and language acquisition.**

11-14	<p><b>Module No. 2</b> (Language Production and Language Acquisition)</p> <p><b>Lesson 2.1</b> (Language Production) <b>Topics:</b> *Language Production Defined *Generating</p>	<p>1. To formulate some basic knowledge by explicating the congruence between speech and vocalics.</p> <p>2. To classify the types of speech errors with examples and segregate distinct words</p>	<p>1. Printed Modules/ 2. Online Classes 2.1 Blended Learning (BL)</p> <ul style="list-style-type: none"> <li>● Enriched Virtual BL</li> <li>● Project-based BL</li> <li>● Self-directed BL</li> <li>● Supplemental BL</li> </ul>	<ul style="list-style-type: none"> <li>● Podcasts</li> <li>● Web quests</li> <li>● Blogging</li> <li>● Vlogging</li> <li>● Journal writing</li> <li>● Focus listing</li> <li>● Peer quizzes</li> <li>● Talk-it-out</li> <li>● Daring</li> </ul>	<p><b>***Module 2 Pretest</b></p> <ul style="list-style-type: none"> <li>● Summarizing</li> <li>● Probing</li> <li>● Memory matrix</li> <li>● Quizzes</li> <li>● Projects</li> <li>● Researches</li> <li>● Concept maps</li> <li>● Dramatization</li> <li>● Role playing</li> <li>● Play production</li> <li>● Quiz show</li> <li>● Talk show</li> </ul>
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	<p>Words          *Slip-of-the-tongue          *Speech Production          *Phonology          *Paralanguage and Fillers          *Euphonic and Cacophonous Words          *Describing Tone          *Some Words That Make You Sound Smart</p> <p><b>Skits --</b>          Skit 9: Confidently Yours          Skit 10: Hashtag Overwhelmed          Skit 11: Of P and F          Skit 12: Expect and Suspect          Skit 13: Just Let          Skit 14: Down Babayou          Skit 15: Mismatched but Understood          Skit 16: Going Euphonious          Skit 17: Clip but not Quite</p> <p><b>Values integration:</b>  <i>Service, Prudence, Flexibility, Patience, Health</i></p>	<p>which have positive, neutral, and negative connotations.</p> <p>3. To evaluate the existence of a Freudian slip and explain why it happens.</p>	<ul style="list-style-type: none"> <li>● The Flex Model BL</li> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> </ul> <p>3. Others</p> <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul>	<p>Doodles</p> <ul style="list-style-type: none"> <li>● Oral recitations</li> <li>● Seatwork</li> </ul> <p><b>***Learning Tasks /Activities</b></p> <p><b>A. Refer to Skit 9, Skit 10, Skit 11, and Skit 12.</b></p> <ol style="list-style-type: none"> <li>1. Explain each skit using psycholinguistic terms.</li> <li>2. Choose 1 from among Skits 9-12 then write your own version of the exchange of conversation and present it also in a comic strip form.</li> <li>3. Based on your experience, which of the speech errors presented in Skits 9-12 is common among college students? Explain why.</li> </ol> <p><b>B. Refer to Skit 13, Skit 14, and Skit 15.</b></p> <ol style="list-style-type: none"> <li>1. Think that the line "Let them supper" is not a speech error. It is intentionally pronounced "supper" and not "suffer" for punning purposes or word-play. Explain why is it so in Skit 13.</li> <li>2. In Skit 14, explain the presence of the word "Salamagang". What does it say to the speaker's background in expletives and exclamations?</li> <li>3. In Skit 15, explicate the intentional mismatch of the morpheme (time) and the vocalic (nonverbal representation).</li> </ol> <p><b>C. Refer to Skit 16 and Skit 17.</b></p> <ol style="list-style-type: none"> <li>1. Explicate the two skits.</li> <li>2. Write 5 examples of euphonic and</li> </ol>	<ul style="list-style-type: none"> <li>● Twitter board</li> </ul> <p><b>**Assessment</b></p> <p>Find a child who is 3-6 years old who can talk and understand English and spend time (playing while talking or talking only) with him or her for 1-2 hours straight. You are to speak in straight English in your conversation. However, you can have code-switching as the need arises. The child is to talk using his or her own dialect or he or she may talk in English. You are to guide the child to talk in English. The topics are about beauty, intelligence, and kindness. Submit your paper in this format:</p> <ol style="list-style-type: none"> <li>1. Cover page (Title)</li> <li>2. Submitted by and Submitted to</li> <li>3. Introduction</li> <li>4. Discussion             <ol style="list-style-type: none"> <li>4.1 Conversation between you and the child</li> <li>4.2 Note some speech errors or fillers (any language or dialect) if there are.</li> <li>4.3 Note some English or non-English terms that you expected not to come out from the child at his or her age.</li> <li>4.4 List some distinct gestures, facial expressions,</li> </ol> </li> </ol>
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				<p>another 5 for cacophonious words and explain why they are called such.</p> <p>3. Have a Google search on <b>Word Clippings</b>.</p> <p>3.1 What are the types of word clippings?</p> <p>3.2 Give 5 examples for each type of word-clips.</p> <p><b>D.Describing Tone: Choose 1 representative word for each description of "Tone", e. g., under "Positive", you have the word "amused".</b></p> <p>1. Define each of the 5 representative words.</p> <p>2. Support your definition with an example.</p> <p>3. Why is <b>tone</b> important to consider in oral and written communication?</p> <p><b>E. Refer to the topic on slip-of-the-tongue.</b></p> <p>1. Define and give an example to each of the major types of a slip-of-the-tongue phenomenon.</p> <p>2. Have you experienced Freudian slip? Please elaborate.</p> <p>3. What other speech fillers do you know? Enumerate at least 5 and use each one in a sentence. You will have 5 sentences all in all.</p> <p><b>F. Submit a figure (Illustration) presenting a lateral (external) view of the left hemisphere of the brain, showing the position of Broca's and Wernicke's areas (two key areas of the cortex related to language processing).</b></p> <p>1. Explain the localization of</p>	<p>tone of voice, and the like.</p> <p>4.5 Note some other things that you consider important in the child's language development.</p> <p>5. As far as you can remember, write how you acquired your L1 or your native language before you reached the age of six.</p> <p><b>***Due date: November 2021</b></p>
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				<p>language in the brain.</p> <ol style="list-style-type: none"> <li>How does the brain relate to language production?</li> <li>Explain these three observations (Philippine English) relating to one's ideas with regard to matters of cerebral talent.</li> <li> <ol style="list-style-type: none"> <li>Intelligent but not bright</li> <li>Bright but not intelligent</li> <li>Intelligent and bright</li> </ol> </li> </ol> <p><b>G. Submit a figure or illustration demonstrating the vocal tract: places of articulation. Cite your source.</b></p> <ol style="list-style-type: none"> <li>Label the parts, e. g., glottis, oral cavity, nasal cavity, etc.</li> <li>Explain the points and manner of articulation of the vowel and consonant sounds.</li> <li>List down all the consonant voice (vd.) and voiceless (vl.) sounds with its phonetic transcription. For example:  <b>Voiced (vd.)</b>  <b>Voiceless (vl.)</b>  <b>b /b/</b>                      <b>p /p/</b> </li> </ol>	
15-18	<p><b>Lesson 2.2</b> (Language Acquisition)</p> <p><b>Topics:</b>            *Mechanisms of Language Acquisition            *Stages of Language Acquisition            *Knowing More Than One Language</p> <p><b>Skits --</b>            Skit 18: Baby</p>	<ol style="list-style-type: none"> <li>To illustrate the existence of overlapping vocabularies of two languages.</li> <li>To justify the intentional and non-intentional use of code switching and code-mixing to emphasize distinct word meanings and</li> </ol>	<ol style="list-style-type: none"> <li>Printed Modules/</li> <li>Online Classes</li> <li>2.1 Blended Learning (BL)               <ul style="list-style-type: none"> <li>Enriched Virtual BL</li> <li>Project-based BL</li> <li>Self-directed BL</li> <li>Supplemental BL</li> <li>The Flex Model BL</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Podcasts</li> <li>Web quests</li> <li>Blogging</li> <li>Vlogging</li> <li>Journal writing</li> <li>Focus listing</li> <li>Peer quizzes</li> <li>Talk-it-out</li> <li>Daring Doodles</li> </ul>	<ul style="list-style-type: none"> <li>Summarizing</li> <li>Probing</li> <li>Memory matrix</li> <li>Quizzes</li> <li>Projects</li> <li>Researches</li> <li>Concept maps</li> <li>Dramatization</li> <li>Role playing</li> <li>Play production</li> <li>Quiz show</li> <li>Talk show</li> <li>Twitter board</li> </ul> <p><b>***Assessment</b>            Convert this Learning Guide into</p>

	<p>Environmentalist Skit 19: Patience Checked Skit 20: Switch-code Mix 1 Skit 21: Switch-code Mix 2 Skit 22: No Switch-code Allowed</p> <p><b>Values integration:</b> <i>Charisma, Sense of Wonder, Beauty, Intelligence, Achievement</i></p>	<p>expressions. 3. To generate ideas and do some exercises to become proficient and fluent speakers of the English language.</p>	<ul style="list-style-type: none"> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> <li>3. Others <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Oral recitations</li> <li>● Seatwork</li> </ul> <p><b>***Learning Tasks/Activities</b></p> <p><b>A. Refer to Skit 18 and Skit 19.</b></p> <ol style="list-style-type: none"> <li>1. Explain each skit.</li> <li>2. Why do we say that patience is a virtue?</li> <li>3. How does "crying" represent something to convey meaning in oral communication?</li> </ol> <p><b>B. Refer to Skit 20, Skit 21, and Skit 22.</b></p> <ol style="list-style-type: none"> <li>1. Explain each skit.</li> <li>2. Why do some people opt to do code-switching and code mixing even if they know how to speak in straight English?</li> <li>3. Write the lines in Skit 22 in standard English expression addressed to a foreigner who know nothing of the updates of the so-called "localized" Philippine English</li> </ol> <p><b>C. Have a Google search for more information about L1 and L2 acquisition.</b></p> <ol style="list-style-type: none"> <li>1. How do perception, memory, thinking volition, emotion and behavior influence language development?</li> <li>2. Are you familiar with Gay Lingo? Nevertheless, explain its evolution or derivation from the L1 and L2 acquired by certain individuals who are fond of gayspeak for effect.</li> <li>3. Describe your own L1 and L2. How do you rate your fluency and proficiency in these languages? When is it not</li> </ol>	<p>a seminar paper and add a PowerPoint presentation. Submit your 10-15 minute personal video production with you as the resource speaker. This will serve as your final output. To wit, you are to submit the following:</p> <ol style="list-style-type: none"> <li>1. Seminar paper;</li> <li>2. PowerPoint presentation; and</li> <li>3. Video production</li> </ol> <p><b>***Module 2 Posttest</b></p> <p><b>***Final Exam</b></p> <p><b>***Due date: December 2021</b></p>
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				important to be fluent or proficient in a language that you speak? When is it necessary? Cite some instances.	
<b>10. Life-long Learning Opportunities</b> <ol style="list-style-type: none"> <li><b>Creativity:</b> Emotional, cognitive, deliberate, spontaneous</li> <li><b>Problem-solving:</b> Trial and error, algorithm, heuristic</li> <li><b>Critical thinking:</b> Clarity, precision, accuracy, relevance, depth, breadth, logicalness, significance, fairness</li> <li><b>Leadership:</b> Clarity, decisiveness, courage, passion, humility</li> <li><b>Communication:</b> Clarity, attention, feedback, informality, consistency, timeliness, adequacy</li> <li><b>Collaboration:</b> Cooperation, assertiveness, autonomy, responsibility, accountability, communication, coordination, mutual trust and respect</li> <li><b>Information management:</b> Design, develop, manage, use information with insight and innovation</li> <li><b>Adaptability:</b> Perpetual optimism, showing extraordinary resilience</li> <li><b>Curiosity:</b> Diverse, epistemic, emphatic</li> <li><b>Reflection:</b> Technological, situational, deliberate, dialectal</li> </ol>					
<b>11. Contribution of Course to Meeting the Professional Component (%)</b>					
General Education: 100% Basic Education ( <i>Foundation</i> ): 100 % Professional Education ( <i>Major Field</i> ): 100 %					
<b>12. References and Other Learning Resources</b> <p>Atkinson, R.C., &amp; Shiffrin, R.M. (1968). Chapter: Human memory: A proposed system and its control processes. In Spence, K.W., &amp; Spence, J.T. The psychology of learning and motivation (Volume 2). New York: Academic Press. pp.89-195.</p> <p>Bach, K. &amp; R. M. Harnish (1979), Linguistic Communication and Speech Acts. Cambridge, Mass/London: MIT Press.</p> <p>Briggs, Katherine, C. (1987). Myers-Briggs type indicator, Form G. Palo Alto, Calif. Consulting Psychologists Press.</p> <p>Carroll, David. (2008). Psychology of Language.</p> <p>Carroll, D.W. (1986) Psychology of language. Monterey, Calif: Brooks/Cole Pub. Co.</p> <p>Chomsky, N. (1959). Review of Skinner's Verbal Behavior Language, 35, 26-58.</p> <p>Chomsky, N., in Searchinger, G. 1994. The human language series, program 3. Video New York: Equinox Film/Ways of Knowing, Inc.</p> <p>Cattell, R.B. (1943). The description of personality: basic traits resolved into clusters. The Journal of Abnormal and Social Psychology, 38(4), 476-506. <a href="https://doi.org/10.1037/h0054116">https://doi.org/10.1037/h0054116</a></p> <p>Craik, F.I. M. &amp; Lockhart, R.S (1972). Levels of processing: A framework for memory research. Journal of Verbal Learning and Verbal Behaviour, 11, 671-684.</p> <p>Dell, Gary S., Burger, Lisa, K, &amp; Svec, William R. (1997). Psychological Review 101(1):123-147.</p> <p>E.B. White. One Man's Meat. 1944.</p> <p>Ellis, R. (2006). Principles of instructed language learning <a href="http://asian-efl-journal.com/9016/quarterly-journal/2005/06/principles-of-instructed-language-learning/">http://asian-efl-journal.com/9016/quarterly-journal/2005/06/principles-of-instructed-language-learning/</a></p> <p>Ellis, R. (2006). The Methodology of task-based teaching. <a href="http://asian-efl-journal.com/1182/quaterly-journal/2006/09/the-methology-of-task-based-teaching/">http://asian-efl-journal.com/1182/quaterly-journal/2006/09/the-methology-of-task-based-teaching/</a></p> <p>Ellis, R. (2002). The place of grammar instruction in the second/foreign curriculum, In E. Hinkel &amp; S. Fotos, (Eds.), New Perspectives on grammar teaching in second language classroom (pp.17-34). Mahwah, NJ: Erlbaum.</p> <p>Fogarty, M. "5 Uncommon Figures of Speech to Spice Up Your Writing (Part 1)." Quivk and Dirty Tips of 20 Feb 2018. <a href="http://www.quickanddirtytips.com/education/grammar/5/uncommon-figures-of-speech-to-spice-up-your-writing-part-1">www.quickanddirtytips.com/education/grammar/5/uncommon-figures-of-speech-to-spice-up-your-writing-part-1</a>.</p> <p>Fromkin, V., Rodman, R., &amp; Hyams, N. M. (2007). An Introduction to language. Boston, MA: Thomson Wadsworth.</p> <p>Gould, S.J., in Searchinger, G. 1994. The human language series, program 3. Video New York: Equinox Film/Ways of Knowing Inc.</p> <p>Gleitman, L.R., and E. Wanner, 1982. Language Acquisition: The State of the art. Cambridge, UK: Cambridge, University Press.</p> <p><a href="https://www.oxfordreference.com/view/10.1093/acref/9780198609810.001.0001/acref-9780198609810-e-2769">https://www.oxfordreference.com/view/10.1093/acref/9780198609810.001.0001/acref-9780198609810-e-2769</a></p> <p>Grice, H.P. (1975). Logic and Conversation. In P. Cole, &amp; J. L. Morgan. (Eds), Syntax and Semantics, Vol 3, Speech Acts</p>					

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National Geographic Your Personality Explained <https://www.amazon.com>

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Verburge, R.R., & McCarrell, N.S. (1977). Metaphoric comprehension: Studies in reminding and assembling. Cognitive Psychology, 9, 494-533

### 13. Course Assessment and Evaluation

The performance of students will be assessed and evaluated based on the following:

#### A. Midterm Grade (MG)

1. Learning tasks/activities, assessments, orals, projects, assignments, etc. 70%
2. Midterm Exam 30%
- 100%

#### B. Grade After Midterm (GAM)

1. Learning tasks/activities, assessments, orals, projects, assignments, etc. 70%
2. Final Exam 30%
- 100%

#### C. Final Grade (FG)

FG = GAM (2/3) + MG (1/3)

### Grading System (60% Passing)

Range	Grade	Range	Grade
96-100	1.00	68 - 71	2.50
92-95	1.25	64 - 67	2.75
88-91	1.50	60 - 63	3.00
84-87	1.75	50 - 59	3.25
80-83	2.00	40 - 49	3.50
76-79	2.25	30 - 39	4.00
72-75	2.50	01 - 29	5.00

### 14. Course Policies

- a. The official virtual classroom is VSU E-Learning Portal (<https://elearning.vsu.edu.ph>). A class orientation will be done in relation to the use and navigation of the platform.
- b. ZOOM or Google Meet will be used for web-conferencing and real-time class meetings. Username and password link will be posted in VSU E-Learning Portal.

Attending the virtual meeting is highly - encouraged but not compulsory. If you cannot attend due to internet connection limitation, there is no problem. Just keep up with the lessons and do all the

necessary exercises that is required of you.

The virtual meeting is our avenue for synchronous learning. Class interaction and participation is encouraged, sharing of ideas, feedbacking of your outputs and other related concerns in the subject will be done during this time.

- c. All requirements will be submitted preferably through the VSU E-Learning Portal / email but if internet connection is not stable or you do not have an internet connection. You may send your exercises to the office through a courier.

The office address is DEPARTMENT OF Liberal Arts and Behavioral Sciences, COLLEGE OF ARTS AND SCIENCES, Visayas State University, Baybay City, Leyte, Philippines.

- d. Quizzes is set on VSU E-Learning Portal. All quizzes are announced and will open every after a topic has been discussed. You have one week to comply with the quiz and answer it anytime you think that you are ready.
- e. The ELDs 122 – Psychology of Language Study Guide will be our official instructional material in this subject. It will serve as your guide for the whole semester. Whether you have internet connection or not, use it.
- f. In the submission of exercises, there are no deductions for late submissions.
- g. Term Examinations are given twice: Midterm and Final. They will be done in either of the following:
- 1) With internet connection: VSU E-Learning Portal or through email
  - 2) Without/not stable internet connection: Answers can be sent through a courier.
- h. If you have any inquiries/clarifications, you may contact the course instructor during official class schedule; Monday to Friday only.
- i. University policies are strictly followed. Please be guided accordingly.
- j. Lastly, as we embark in this “new normal”. Let us have an open mind and heart as we adjust in this new way of delivering the teaching-learning process and still continue to aim for quality in education.

This class policy serves as our written agreement for the whole semester. If there are any changes to enhance the class learning opportunity within the semester, it will be communicated accordingly.

**Additional Course Policies:**

1. Following instruction is a must.
2. Cheating is strictly prohibited.
3. Take home quizzes, assignments, and projects must be passed on time.
4. Criteria are set for evaluating performance. Students must satisfy each criterion to pass the course.
5. Non-compliance of any requirement would mean an incomplete grade.

**15. Course Materials and Facilities Available**

Instructional Modules, PowerPoint presentations, Lecture notes, Laptop, Handouts , etc.

**16. Revision History**

Revision number	Date of Revision	Date of implementation	Highlights of Revision
2	September 2021	- Onwards -	



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### 17. Preparation

Prepared by	Name	Signature	Date Signed
	ANNIE A. PARMIS		

### III. INSTRUCTOR/PROFESSOR INFORMATION

1. Name of Instructor/Professor	Annie A. Parmis
2. Office and Department	Department of Liberal Arts and Behavioral Sciences (DLABS)
3. Telephone/Mobile Numbers	09154384726
4. Email Address	<a href="mailto:parmis.annie@gmail.com">parmis.annie@gmail.com</a>
5. Consultation Time	4:00 to 5:00 pm MWF/TThF

### 18. Department Instructional Materials Review Committee:

Committee	Name	Signature	Date Signed
Member:	SHEENA MAE P. LUBRIO		
Member:	MICHAEL CARLO C. VILLAS		
Chairperson:	JETT C. QUEBEC		

	Name	Signature	Date Signed
Verified by:	MARIA THERESA P. LORETO Dean, CAS		
Validated by:	NANCY D. ABUNDA Head, IMD		

#### Note:

- 1) The number of POs will depend on each degree program offered
- 2) COs and Relationship to POs
  - a. (I) - **Introductory** – an Introductory Course to an outcome
  - b. (E) - **Enabling** – an Enabling Course or a course that strengthens the outcome
  - c. (D) - **Demonstrated** – a Demonstrative Course or a course demonstrating an outcome.

*Note: A copy of the test paper with answer key shall be attached to the TOS for review of the DIMRC. After approval the test paper will be returned to the concerned faculty and will not be attached to the TOS when submitted to the College Dean and OHIMD.*

*Distribution of copies: OIMD, College, Department, Faculty and ODQA*