

**Subject card**

<b>Subject name and code</b>	Psycholinguistics, PG_00139367						
<b>Field of study</b>	German Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish German - 80% Polish - 20%		
<b>Semester of study</b>	4	<b>ECTS credits</b>			1.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Ewa Wojaczek				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	15.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
	Additional information: text analysis with discussion student presentations						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM		
	<b>Number of study hours</b>	15	1.0	9.0	25		
<b>Subject objectives</b>	The aim of this course is to present the main issues relevant to the teaching of German English in a classroom setting and to give students a better understanding of the actual cognitive processes taking place in the language classroom.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_W08] Has knowledge of the interrelationships of Germanic philology with related humanities and social sciences. Has a basic knowledge of the participants in cultural, educational and business-economic activities, and knows and understands the basic principles of the creation and development of various forms of entrepreneurship.	Has knowledge of the place and significance of psycholinguistics in the system of the human sciences and of its links with Germanic philology.	[SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[FGL3_W07] Has structured and advanced specific knowledge in the field of the chosen specialisation, i.e. translation theory, didactics and methodology and pedagogical activity or business and economy.	Has a structured and advanced detailed knowledge of psycholinguistics, knows and understands the determinants of language acquisition and understands them in the context of training for the profession of language teacher.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[FGL3_U10] Has the ability to substantiate their formulated theses, is able to critically use the views of other authors, formulate conclusions and communicate them to various circles of addresses.	Be able to formulate substantive conclusions on psycholinguistic problems and justify them in a professional manner.	[SU1] oral statement/conversation/ discussion [SU5] implementation of a problem task
	[FGL3_W06] Has a structured and advanced general knowledge comprising German terminology, theory and methodology in linguistics.	Has a structured and advanced general knowledge of German psychological terminology.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work
	[FGL3_W03] Knows and understands German terminology of linguistics.	Knows basic terminology in German in the field of psycholinguistics.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[FGL3_U04] Is able to use methods and tools typical of their chosen specialization, i.e.: translation, foreign language teaching methodology or business and economy.	Able to use knowledge of psycholinguistics in the work of the German language teacher.	[SU8] observation of student's independent or team work
	[FGL3_K04] Identifies and resolves dilemmas related to the profession, its vheritage and tradition; understand ethical issues related to there sponsibility for the accuracy of actions and reliability of information provided.	Can critically interpret professional dilemmas as well as students' and own competences in the context of knowledge from the subject of psycholinguistics.	[SK1] oral statement/conversation/ discussion [SK8] observation of student's independent or team work
	[FGL3_U18] Can individually plan and implement their own lifelong learning.	Understands the need for continuing education in the German language teaching profession.	[SU1] oral statement/conversation/ discussion
	[FGL3_K01] They are aware of their knowledge and skills, and have a critical approach to the received and acquired content.	He is aware of his psychological knowledge and his pedagogical skills, approaches critically the received and acquired information.	[SK1] oral statement/conversation/ discussion
	[FGL3_U11] Is able to use the specialised language and to communicate accurately and coherently in German, using a variety of communication channels and techniques.	Can communicate accurately and coherently in German using the specialised language of psychology.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report
Subject contents	Students will learn about the socio-cultural conditions of native and foreign language teaching, types of verbal and non-verbal communication and the most important aspects of multilingualism. They become acquainted with ways of developing communicative competence in the language classroom and with the most important difficulties of language acquisition in the school setting. They learn to solve the main problems when teaching a foreign language.		
Prerequisites and co-requisites	choice of teaching specialisation (German with English)  knowledge of German in order to be able to achieve the learning outcomes		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	preparation in written form and oral presentation in class of a paper on one of the selected topics indicated by the teacher	51.0%	100.0%
Recommended reading	Basic literature	<p>Berko Gleason, J., Bernstein Ratner, N. (red.) (2005). Psycholingwistyka. Gdańsk; Gdańskie Wydawnictwo Psychologiczne (tłum. J. Bobryk, N. Bobryk-Deryło, E. Haman, M. Haman, J. Okuniewski, J. Rączaszek-Leonardi, M. Staroń, J. Suchecki, A. Tarłowski).</p> <p>Dakowska, M. (2008). Psycholingwistyczne podstawy dydaktyki języków obcych. Warszawa: Wydawnictwo Naukowe PWN.</p> <p>Dietrich, R. (2002): Psycholinguistik. Stuttgart - Weimar: Verlag J.B. Metzler. Rickheit, G., Herrmann, Th., Deutsch, W. (2003): Psycholinguistik. Ein internationales Handbuch. Berlin - New York: Walter de Gruyter.</p> <p>Wode, H. (1993): Psycholinguistik. Eine Einführung in die Lehr- und Lernbarkeit von Sprachen. Ismaning: Max Hueber Verlag.</p>	
	Supplementary literature	<p>Biedrzyńska, A. (2012) Language transfer, code-switching and attrition. W D. Gabryś-Barker (red.) Readings in Second Language Acquisition (str. 161-174). Katowice: University of Silesia Press.</p> <p>Eagleman, D. (2018) Mózg Opowieść O Nas Warszawa: Zysk i Sk-a.</p> <p>Komorowska, H. (2020). Motywacja indywidualna a motywacje społeczne w polskiej edukacji językowej. Stare przyzwyczajenia, nowe potrzeby i kilka postulatów. W Języki Obce w Szkole, 1/2020, 5-11</p>	
	eResources addresses		
Example issues/ example questions/ tasks being completed	verbal and non-verbal communication, structure and function of the brain, speech centres and their damage (various types of aphasia), specialisation of the cerebral hemispheres in language functions, memory, primary language acquisition and foreign language learning, types of bilingualism		
Work placement	Not applicable		

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