

Subject card

Subject name and code	Psycholinguistics, PG_00146293						
Field of study	Romance and Iberian Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	Master's studies	Subject group			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Spanish		
Semester of study	4	ECTS credits			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Division of Romance Linguistics -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Mirosław Trybisz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		6.0		14.0	50
Subject objectives	<ol style="list-style-type: none"> Gain in-depth knowledge of speech perception and production, language acquisition and methods of studying these processes. To develop the ability to analyze and evaluate research in psycholinguistics. To develop an awareness of the complexity of psycholinguistic processes. 						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRIMU2_U10] Has skills specific to his/her chosen specialisation: can apply knowledge of linguistics, literary studies, translation studies or didactics to solve practical problems in the field of translation or foreign language teaching, in particular of French or Spanish.	The student is able to apply knowledge of psycholinguistics in solving practical problems in the area of Spanish language didactics.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[FRIMU2_W11] Knows and understands the relationship between the formation of language and changes in culture and society; has an in-depth knowledge of the complex nature of language and its importance in cognitive processes.	The student knows and understands the relationship between the formation of language and changes in culture and society from the point of view of psycholinguistics, has an in-depth knowledge of the complex nature of language and its importance in cognitive processes.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[FRIMU2_U04] Correctly applies the learned scientific terminology in French or Spanish, accurately defines concepts in literary studies, linguistics and didactics.	The student correctly applies the learned scientific terminology in Spanish, accurately defines concepts in psycholinguistics.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[FRIMU2_U02] He/she has developed research skills, selects adequate methods, techniques and tools, draws conclusions, develops and presents results in the field of literary studies or linguistics, and is able to use and integrate knowledge from several scientific disciplines.	The student has developed research skills, selects appropriate methods, techniques and tools, draws conclusions, develops and presents results in the field of psycholinguistics, is able to use and integrate knowledge from linguistics and psychology.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[FRIMU2_K04] Correctly identifies and resolves dilemmas related to the profession of a teacher of French or Spanish, its heritage and traditions and understands the ethical issues related to the responsibility for the accuracy of actions and the reliability of transmitted knowledge. Strives to think and act in an entrepreneurial manner.	The student correctly identifies and resolves dilemmas related to the profession of a Spanish language teacher on the basis of knowledge of psycholinguistics, adjusts the actions taken and the knowledge transferred on the basis of knowledge of the relationship between thinking and speech.	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written
	[FRIMU2_W13] Has a thorough knowledge of translation or didactics of French or Spanish.	The student has a thorough knowledge of the didactics of Spanish through an understanding of the relationship between thinking and speech.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[FRIMU2_W03] Knows at an extended level the terminology, theory and methodology of linguistics and didactics in French or Spanish.	The student is familiar at an extended level with the terminology, theory and methodology of psycholinguistics in Spanish.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[FRIMU2_K01] He has a deepened awareness of the level of his knowledge and skills, is able to critically evaluate the received content, as well as apply his knowledge in solving cognitive and practical problems.	The student has a deepened awareness of the level of his knowledge and skills in the field of psycholinguistics, is able to critically evaluate the received content, as well as apply his knowledge in solving cognitive and practical problems.	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written
Subject contents	<ol style="list-style-type: none"> 1. What is psycholinguistics? Departments, object of research, research methods 2. Diversity of languages vs. linguistic universals 3. Biological basis of communicative behavior 4. Words and meanings 5. Speech production and perception; reading 6. Language acquisition by children 7. Second language acquisition; bilingualism 		
Prerequisites and co-requisites	<ul style="list-style-type: none"> • Choice of teaching specialty. In justified cases, the instructor may waive this requirement. • Knowledge of Spanish at a level that guarantees achievement of the assumed learning outcomes (at least C1.2). • Basic knowledge of general and applied linguistics and didactics of Spanish. 		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	The result of a written colloquium consisting of test and open questions	51.0%	80.0%
	Active participation in activities	60.0%	20.0%

Recommended reading	Basic literature	<p>Excerpts:</p> <ul style="list-style-type: none"> • M. Belinchón, J.M. Igoa, A. Rivière, 1998, <i>Psicología del lenguaje. Investigación y teoría</i>. Madrid: Trotta. • J. Berko Gleason, N. Bernstein Ratner (red.), 2005, <i>Psycholingwistyka</i>. Gdańsk: GWP. • I. Kurcz, 1976, <i>Psycholingwistyka. Przegląd problemów badawczych</i>, Warszawa: PWN. • F. Valle Arroyo, 1991, <i>Psicolingüística</i>. Madrid: Morata.
	Supplementary literature	<ul style="list-style-type: none"> • A. Anula Rebollo, 2002, <i>El abecedé de la psicolingüística</i>. Madrid: Arco/Libros • M. Dakowska, 2001, <i>Psycholingwistyczne podstawy dydaktyki języków obcych</i>. Warszawa: Wydawnictwo Naukowe PWN. • G. Dryden, J. Vos, 2003, "Poznaj swój zadziwiający mózg", [w:] tychże <i>Rewolucja w uczeniu</i>. Poznań, s. 112-143. • R. Ellis, 2007, "Czynniki społeczne w przyswajaniu drugiego języka", [w:] I. Kurcz, red., <i>Psychologiczne aspekty dwujęzyczności</i>. Gdańsk: GWP, s. 173-226. • R. Grzegorzczkova, 1998, "O rozumieniu prototypu i stereotypu we współczesnych teoriach semantycznych", [w:] J. Anusiewicz, J. Bartmiński, red., <i>Język a kultura</i>, t. 12. Wrocław. • M. Jagodzińska, 2003, "Wyodrębnianie się systemów pamięci we wczesnym dzieciństwie", [w:] tejsze <i>Rozwój pamięci w dzieciństwie</i>. Gdańsk, s. 50-55. • M. Kielar-Turska, 1983, "Eleonory Rosch koncepcja kategorii semantycznych. Badania własne", [w:] I. Kurcz, red., <i>Studia z psycholingwistyki ogólnej i rozwojowej</i>. Warszawa. • J. Mayor Sánchez, 2004, <i>Aportaciones de la psicolingüística</i>, [w:] J. Sánchez Lobato, I. Santos Gargallo (dirs.), <i>Vademécum para la formación de profesores. Enseñar español como lengua extranjera / segunda lengua</i>. Madrid: SGEL. • J. Porayski-Pomsta, 1989, "Psycholingwistyka". <i>Polonistyka</i> 1989, z. 7. • E. Szeląg, 2005, "Mózgowe mechanizmy mowy", [w:] T. Górską, A. Grabowska, J. Zagrodzka, red., <i>Mózg a zachowanie</i>, wyd. III zmienione. Warszawa: PWN, s. 489-524. • J. Taylor, 2001, <i>Kategoryzacja w języku. Prototypy w teorii językoznawczej</i>. Kraków: Universitas. • A. Wierzbicka, 1990, "Podwójne życie człowieka dwujęzycznego", [w:] J. Mazur, red., <i>Język polski w świecie</i>. Lublin.
	eResources addresses	<p>Supplementary</p> <p>http://www.educacion.es/redele/revista/pdf/baralo.pdf - M. Baralo, 2004, "Psicolingüística y gramática, aplicadas a la enseñanza de español/LE", redELE, 0.</p> <p>https://rua.ua.es/dspace/bitstream/10045/12962/1/2283111.pdf - J. Fernández Jaén, 2007, "Lenguaje, cuerpo y mente: claves de la psicolingüística", [w:] Per Abbat, 3.</p> <p>https://revistas.ucr.ac.cr/index.php/filyling/article/download/4415/4232 - E. Garayzábal Heinze, M^a.P. Otero Cabarcos, 2005, "Psicolingüística, neurolingüística, logopedia y lingüística clínica: juntos sí, pero no revueltos". <i>Filología y Lingüística</i>, XXXI (1): 163-185.</p> <p>https://rebus.us.edu.pl/bitstream/20.500.12128/11194/1/Kita_o_miejscach_wspolnych_dydaktyki.pdf - M. Kita, 2002, "O "miejscach wspólnych" dydaktyki języka ojczystego i dydaktyki języka obcego", [w:] H. Synowiec (red.), <i>W kręgu zagadnień dydaktyki języka i literatury polskiej : księga jubileuszowa dedykowana Profesorowi Edwardowi Polańskiemu</i>. Katowice : Wydawnictwo Uniwersytetu Śląskiego. 584-590.</p> <p>http://www.marcoele.com/num/5/02e3c099650f54607/psicolinguistica.pdf - J. Zanón, 2007, "Psicolingüística y didáctica de las lenguas: una aproximación histórica y conceptual". <i>marcoELE. Revista de Didáctica ELE</i>, 5.</p>
Example issues/ example questions/ tasks being completed	No questions in English.	
Work placement	Not applicable	

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