

Subject card

Subject name and code	Psycholinguistics, PG_00166578						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
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		German		
Semester of study	4		ECTS credits		1.0		
Learning profile	academic		Assessment form				
Conducting unit	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Ewa Wojaczek				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	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	15		1.0		9.0	25
Subject objectives	The aim of this course is to present the main issues relevant to teaching German in a classroom setting and to enhance students' understanding of the actual cognitive processes taking place in the language classroom.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGMU2_U08] Has the basic ability to translate selected types of texts from German into Polish and from Polish into German, or the ability to prepare and carry out teaching tasks, or to communicate in an enterprise and business.	Knows the determinants of language acquisition and understands them in the context of training for the teaching profession.	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task
	[FGMU2_K05] Is ready to fulfil professional roles taking into account changing social needs, is ready to care for continuous professional development and maintain professional ethos.	Understands the need for continuing professional development and is ready for his/ her role as a teacher of German at school.	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task
	[FGMU2_W03] Knows and understands at an extended level German terminology and the theory and methodology in the field of linguistics in German.	Knows basic terminology in German in the field of psycholinguistics.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[FGMU2_W01] Has a structured and in-depth knowledge of the material and methodological specificity of philology, as well as knowledge of the place and significance of philology in relation to othersciences.	Has knowledge of the place and importance of psycholinguistics in the system of the humanities and about its links with Germanic philology.	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[FGMU2_W09] Has structured in-depth and theoretically grounded detailed knowledge of the chosen specialisation, i.e.: translation theory or communication in business and economy or didactics.	Has a structured and advanced knowledge of detailed knowledge of psycholinguistics.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
Subject contents	Students 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 will become acquainted with ways of developing communicative competence in the language classroom and the most important difficulties related to language acquisition in a school setting. They learn to solve the main problems in teaching a foreign language.		
Prerequisites and co-requisites	choice of teaching specialisation knowledge of German in order 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	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). Dakowska, M. (2008). Psycholingwistyczne podstawy dydaktyki języków obcych. Warszawa: Wydawnictwo Naukowe PWN. 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. Wode, H. (1993): Psycholinguistik. Eine Einführung in die Lehr- und Lernbarkeit von Sprachen. Ismaning: Max Hueber Verlag.	
	Supplementary literature	Biedrzyńska, A. (2012) Language transfer, code-switching and attrition. W D. Gabrys-Barker (red.) Readings in Second Language Acquisition (str. 161-174). Katowice: University of Silesia Press. Eagleman, D. (2018) Mózg Opowieść O Nas Warszawa: Zysk i Sk-a. 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	
	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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