

Subject card

Subject name and code	Psycholinguistic Aspects in Foreign Language Teaching and Learning, PG_00209381						
Field of study	German Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
Education level	Bachelor'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		Polish		
Semester of study	4		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
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		34.0	50
Subject objectives	The aim of this course is to present the main issues relevant to the teaching of German 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_K05] They are ready to responsibly perform professional roles in various areas of German Philology, including complying with professional ethics and intellectual property protection rules and requiring the same from others	They are ready to fulfil the professional role of a German teacher responsibly and to uphold the ethical principles of the teaching profession.	[SK2] presentation/project/paper/report [SK8] observation of student's independent or team work
	[FGL3_W04] They have advanced and detailed knowledge of selected issues in linguistics, in particular concerning research on the German language	They have advanced, detailed knowledge of psycholinguistics, are familiar with and understand the factors influencing the acquisition of language proficiency, and understand these in the context of training to become a foreign language teacher.	[SW2] presentation/project/paper/report
	[FGL3_U01] They are able to search for, critically evaluate and analyse sources and information, producing written work and oral presentations in German, particularly in the fields of linguistics, literary studies and cultural and religious studies of the German-speaking world, including the use of information and communication technologies	They are able to analyse issues relating to language acquisition and associated psycholinguistic aspects, and to present their reflections on these topics in both written and oral form.	[SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[FGL3_U03] They can apply knowledge of humanities and social sciences useful in the work of a German philologist	They can apply their knowledge of psycholinguistics in their work as a German teacher.	[SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
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 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	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. Gabryś-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, 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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