

Subject card

Subject name and code	Psychology of Learning and Teaching of Foreign Languages, PG_00213166						
Field of study	Applied Linguistics						
Date of commencement of studies	October 2027		Academic year of realisation of subject		2028/2029		
Education level	Master's studies		Subject group				
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		English		
Semester of study	3		ECTS credits		7.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Rada Uczelni						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Maciej Pławski				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	60.0	0.0	0.0	0.0	60
	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	60		2.0		115.0	177
Subject objectives	Deepening and structuring knowledge of the psychological foundations of language teaching, including the cognitive, emotional, and motivational processes that condition foreign and second language acquisition. Developing skills to integrate psychological and pedagogical knowledge to diagnose learners' individual differences, design a supportive learning environment, and create personalized language tasks. Cultivating the ability to critically analyze affective and cognitive factors (such as foreign language anxiety, learner beliefs, learning styles, and autonomy) and to intentionally incorporate them into the selection of instructional techniques and provision of feedback. Developing a reflective, empathetic, and responsible teaching attitude that fosters well-being, intrinsic motivation, self-efficacy, and positive relationships within the language learning process.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	LSMU2_U04	Is able to: integrate and practically apply knowledge from linguistics, psychology, and pedagogy within professional and academic contexts related to the course Psychology of Foreign Language Learning and Teaching, including diagnosing individual differences, designing language tasks, and evaluating instructional processes.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
	LSMU2_W05	Knows and understands: in detail, contemporary achievements and current scientific research within the scope of the course Psychology of Foreign Language Learning and Teaching, focusing on modern cognitive, affective, and neurobiological concepts in language pedagogy.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[LSMU2_U05] He has the ability to substantively argue and present his own views and formulate conclusions.	Is able to: soundly argue, formulate evidence-based conclusions, and present personal viewpoints in academic and professional contexts, justifying pedagogical choices through the application of concepts from the course Psychology of Foreign Language Learning and Teaching.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
	[LSMU2_W03] The demonstrates in-depth knowledge and understanding of the interrelationship between linguistics and other disciplines, such as psychology and sociology.	Knows and understands: in depth, the interdisciplinary connections between linguistics, psychology, and sociology within the context of the course Psychology of Foreign Language Learning and Teaching, including the role of cognitive, emotional, and motivational processes in language pedagogy.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work

Subject contents

Oto profesjonalne tłumaczenie opisu treści programowych (*Detailed Course Syllabus / Course Topics*) na język angielski:

Detailed Course Topics

1. Introduction to Educational Psycholinguistics and Cognitive Science

- Interdisciplinary connections between linguistics, psychology, and cognitive sciences.
- Fundamental memory models (working memory, long-term memory, episodic memory) and their role in language processing and second/foreign language acquisition (L2/LN).

2. Cognitive Processes and Language Learning Mechanisms

- Explicit vs. implicit learning.
- The role of attention, the Noticing Hypothesis, and automatization in language competence development.
- Information processing and Cognitive Load Theory in the foreign language classroom.

3. Individual Differences: Age and Biological Factors

- The Critical/Sensitive Period Hypothesis (CPH)—myths and facts in the light of contemporary neurobiological and language learning research.
- Specifics of teaching children, adolescents, and adults (language andragogy).

4. Affective and Emotional Factors in Language Learning

- Foreign Language Anxiety (FLA)—causes, symptoms, and communication-blocking mechanisms.
- The role of positive emotions in language pedagogy (Positive Psychology in L2 acquisition; flow, well-being).
- Self-efficacy and psychological resilience in learners.

5. Motivation and Learning Process Dynamics

- Evolution of motivation theories: from intrinsic/extrinsic and integrative/instrumental motivation to Dörnyei's L2 Motivational Self System.
- Temporal dynamics of motivation and strategies for sustaining learner engagement.

6. Cognitive Styles, Learning Strategies, and Autonomy

- Cognitive styles versus sensory and cognitive preferences—a critical analysis of the concept.
- Taxonomies of language learning strategies (Oxford, Chamot).
- Fostering learner autonomy and metacognitive competence.

7. Identity, Beliefs, and the Teacher–Learner Relationship

	- Learner and teacher beliefs regarding language learning and their impact on the instructional process. - Constructing a multilingual identity. - Psychological aspects of the teacher's role: occupational burnout, empathy, and emotional intelligence.		
Prerequisites and co-requisites	Basic knowledge of linguistics and applied linguistics. Readiness to engage with academic literature, analyze instructional materials, and actively participate in problem-based and team-oriented tasks.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Class participation	80.0%	10.0%
	Written exam	51.0%	50.0%
	Didactic project / lesson plan with pedagogical rationale	51.0%	25.0%
	Class participation, preparation, and analytical assignments	51.0%	15.0%
Recommended reading	Basic literature W języku polskim: Jaroszewska, A. (2013). <i>Nauczanie języków obcych dzieci w wieku wczesnoszkolnym. Osiągnięcia i wyzwania</i>. Warszawa: Wydawnictwo Naukowe PWN / Wydawnictwo Uniwersytetu Warszawskiego. Komorowska, H. (2011). <i>Ocenianie w nauczaniu języków obcych</i>. Warszawa: Fraszka Edukacyjna. Michońska-Stadnik, A. (2013). <i>Strategie uczenia się i ich wpływ na sprawności językowe w języku drugim i obcym</i>. Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego. Pfeiffer, W. (2001). <i>Nauka języka obcego od podstaw. Zarys glottodidaktologii ogólnej</i>. Poznań: Wydawnictwo Naukowe UAM. Sujecka-Zajac, J. (2018). <i>Autonomia uczącego się w glottodydaktyce. Teoria a praktyka</i>. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego. Wittek, A. (2018). <i>Gefühle im Fremdsprachenunterricht. Czynniki afektywne w nauczaniu i uczeniu się języków obcych</i>. Poznań: Wydawnictwo Naukowe UAM. W języku angielskim: Dörnyei, Z., & Ryan, S. (2015). <i>The Psychology of the Language Learner Revisited</i>. Routledge. Mercer, S., & Kostoulas, A. (Eds.). (2018). <i>Language Teacher Psychology</i>. Bristol: Multilingual Matters. Williams, M., Mercer, S., & Ryan, S. (2015). <i>Exploring Psychology in Language Learning and Teaching</i>. Oxford: Oxford University Press.		

	Supplementary literature	W języku polskim: 1. Bielska, J. (2011). <i>Indywidualizacja w nauczaniu języka obcego – wyzwanie dla współczesnej szkoły</i>. Katowice: Wydawnictwo Uniwersytetu Śląskiego. 2. Drożdżal-Szelest, K. (2004). <i>Strategie uczenia się języka obcego: Badania a rzeczywistość klasowa</i>. Poznań: Motivex. 3. Gajewska, E., & Sowa, M. (2014). <i>LSP, FOS, Fachsprache... Języki do celów specjalistycznych</i>. Lublin: WSSP. (Konteksty autonomii i potrzeb uczących się dorosłych). 4. Pawlak, M. (Ed.). (2012). <i>Affective Dimensions in Second Language Acquisition</i>. Bristol: Multilingual Matters. 5. Zybert, J. (2009). <i>Czynniki afektywne w nauczaniu języków obcych</i>. Warszawa: Wydawnictwo Uniwersytetu Warszawskiego. W języku angielskim: 1. Dörnyei, Z. (2005). <i>The Psychology of the Language Learner: Individual Differences in Second Language Acquisition</i>. Mahwah, NJ: Lawrence Erlbaum. 1. Gregersen, T., & MacIntyre, P. D. (2014). <i>Capitalizing on Language Learners' Individuality: From the Inside Out</i>. Bristol: Multilingual Matters. 2. Lightbown, P. M., & Spada, N. (2013). <i>How Languages are Learned</i> (4th ed.). Oxford: Oxford University Press. 3. MacIntyre, P. D., Gregersen, T., & Mercer, S. (Eds.). (2016). <i>Positive Psychology in SLA</i>. Bristol: Multilingual Matters.
	eResources addresses	

Example issues/
example questions/
tasks being completed

Oto pełne, profesjonalne tłumaczenie całej dokumentacji (treści programowe, pytania egzaminacyjne i zadania praktyczne) na język angielski, zachowujące odpowiednią terminologię akademicką i glottodydaktyczną:

1. Comparison of Two Language Teaching Approaches / Methods

(Taking into account the concepts of language, learning, and the roles of teacher and learner)

Topics:

- Evolution of paradigms in language pedagogy: from the Grammar-Translation Method to the Communicative Language Teaching (CLT) approach and Task-Based Language Teaching (TBLT).
- Differences in the perception of language: language as a system of rules and vocabulary vs. language as a tool for social interaction and text in context.
- Underlying learning theories: Behaviorism (connectionism, automatization) vs. Cognitivism and Constructivism (information processing, fostering autonomy).
- Shifting roles of teacher and learner: from expert/controller to facilitator and autonomous researcher/practitioner.

Sample Exam Questions:

1. **Comparative Question:** Compare the Audio-Lingual Method with the Communicative Approach (CLT). What learning theories form their foundation, and how does this translate into the treatment of learner errors?
2. **Analytical Question:** Discuss the role of the learner in the Direct Method versus Task-Based Language Teaching (TBLT). In which of these approaches does the learner have greater autonomy in choosing linguistic resources, and why?
3. **Synthesizing Question:** How does the concept of language as a structure (formal approach) differ from the concept of language as action (pragmatic-functional approach)? Indicate the consequences of both approaches for classroom organization.

Coursework Task:

- **Matrix Table and Mini-Essay:**
 - **Instructions:** Complete a comparative table for the Grammar-Translation Method and Task-Based Language Teaching (TBLT) across four criteria: (1) Concept of language, (2) Concept of learning, (3) Role of the teacher, and (4) Role and autonomy of the learner. Next, write a concise commentary (approx. 250–300 words) explaining why contemporary language pedagogy is shifting away from deductive approaches toward constructivist ones.

2. Analysis of a Coursebook Unit or Instructional Material

(Evaluating objectives, progression, task typology, interaction, and methodological approach)

Topics:

- Didactic analysis of instructional materials (*Coursebook Evaluation / Lehrwerksanalyse*).
- Criteria for evaluating a chapter/unit: alignment of objectives (cognitive, communicative, affective) with the Common European Framework of Reference for Languages (CEFR).

	- Language task typology: mechanical/automatization exercises, structured practice, open/communicative activities, authentic tasks. - Material progression: steep vs. gentle progression, linear vs. spiral progression. - Social forms and interaction: individual work, pair work, group work, plenary session. Sample Exam Questions: Critical Question: Analyze the provided coursebook chapter and indicate whether the proposed sequence of exercises implements the PPP (Presentation-Practice-Production) model or TBLT (Task-Based Learning). Justify your answer with reference to specific tasks. Methodological Question: How do you evaluate the balance between Focus on Form tasks and Focus on Meaning tasks in the selected excerpt? Progression and Interaction Question: How does the task arrangement on pages X and Y support the learner's transition from passive reception to independent language production? What social forms (pair work, group work) accompany this transition? Coursework Task: Material Evaluation Report (Coursebook / Worksheet Evaluation): Instructions: Examine the provided coursebook excerpt (e.g., 2 pages from a B1-level unit) and prepare a concise methodological analysis according to the following framework: - Identify the primary communicative and grammatical objectives of the unit. - Evaluate task typology (from closed/reproductive exercises to open/productive tasks). - Identify patterns of interaction (teacher-led instruction vs. peer interaction). - Propose one modification or enhancement to a selected task to increase its authenticity or communicative potential. 3. Preparation of a Didactic Unit Lesson Plan <i>(Including learning objectives, learner activity descriptions, methodological rationale, and assessment methods)</i> Topics: - Planning and structuring a foreign language lesson (lesson stages: lead-in/warm-up, presentation/discovery, practice/consolidation, evaluation/autonomy). - Formulating operational objectives according to the SMART criteria and CEFR descriptors (<i>The learner can...</i>). - Principle of operationalizing actions: focusing on learner activity rather than teacher activity. - Assessment and feedback: formative assessment, self-assessment, success criteria. Sample Exam Questions:
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1. **Operational Question:** How does a correctly formulated communicative lesson objective differ from a grammatical objective? Formulate both objectives for a lesson on "Filing a complaint in a shop/restaurant" (B1 level).
 2. **Alignment Question:** How should you select assessment methods so that they directly align with the operational objectives established at the beginning of the lesson (principle of *Constructive Alignment*)?
 3. **Lesson Stage Question:** What is the role of the lead-in phase (*Einstiegsphase*), and how should learner activities be planned during this phase to activate prior knowledge and conceptual schemas?
- Coursework Task:**
- **Lesson Plan Project (*Unterrichtsentwurf*):**
 - **Instructions:** Develop a complete lesson plan (45 or 90 minutes) for a group at a selected proficiency level (e.g., A2 or B2). The lesson plan must include:
 1. **Metadata:** Level, topic, time allocation, assumed prerequisites.
 2. **Operational Objectives:** Main objective and specific learning outcomes (linguistic, communicative, social) phrased in terms of learner outcomes.
 3. **Lesson Sequence Table:** Stage | Time | Teacher Actions | Learner Actions | Social Forms / Materials.
 4. **Methodological Rationale (Commentary):** Justification for the selected methods and materials.
 5. **Evaluation:** Method for verifying whether objectives were achieved (e.g., brief self-assessment rubric, peer review, concluding task).
- 4. Case Study Analysis: Strategy Selection for Heterogeneous Groups**
- (Addressing age, motivation, needs, linguistic repertoires, and methodological justification)
- Topics:**
- Differentiation and individualization in the instructional process (*Differenzierung / Heterogenität*).
 - Challenges of heterogeneous classrooms: age gaps, intrinsic vs. extrinsic motivation, learning styles, foreign language anxiety.
 - Leveraging learner plurilingualism and multiculturalism (linguistic repertoires, positive/negative transfer, tertiary language pedagogy / *Plurilingualism*).
 - Classroom management strategies for heterogeneous groups: task difficulty tiering, mixed-ability grouping, learning path choice (station learning, project work).
- Sample Exam Questions:**
1. **Problem-Solving Question:** What methodological strategies would you employ in an adult learning group where some students demonstrate high achievement motivation while others experience severe foreign language anxiety regarding speaking?
 2. **Cross-Linguistic Influence Question:** How can prior knowledge of English (or another foreign language) be leveraged when teaching German (*German after English / multilingual pedagogy*)?

	3. Differentiation Question: What is the difference between longitudinal differentiation (for learners working at different speeds) and horizontal differentiation (for learners with different interests/learning styles) when carrying out the same communicative task? Coursework Task: • Case Study Response: • Case Description (Group Profile): You are teaching a 12-member adult course group (B1 level). The group consists of: two senior learners aged 50+ (learning for enjoyment, slower processing speed, high need for grammatical clarity), four university students (certificate-oriented, focused on rapid communication), and three non-native speakers for whom Polish/German is an L3 or L4. • Instructions: 1. Identify key glottodidactic challenges within this group. 2. Propose concrete modifications to a standard coursebook task (e.g., preparing a written response or discussion), incorporating differentiation in terms of: • Level of difficulty (<i>scaffolding</i> / support), • Choice of social forms/work modes, • Utilization of individual linguistic repertoires. 3. Provide a written rationale for your methodological choices, referencing relevant psychological or language teaching theories (e.g., Vygotsky's Zone of Proximal Development, affective factors).
Work placement	Not applicable

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