

Subject card

Subject name and code	Psycholinguistics, PG_00189101						
Field of study	German Studies						
Date of commencement of studies	October 2026		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	1		Language of instruction		German The equivalents of German technical terms are provided and explained in Polish to ensure that students fully understand the subject matter.		
Semester of study	2		ECTS credits		1.0		
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		9.0	25
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
	[FGMU2_W02] They know and thoroughly understand selected linguistic issues and phenomena, as well as German cultural artefacts, and the methods and theories explaining the complex relationships between them, constituting advanced knowledge in the field of German linguistics and literary studies.	They have in-depth knowledge of psycholinguistics, are familiar with and understand the factors influencing language acquisition, and understand these in the context of foreign language teaching; they are familiar with the terminology and understand the methods of psycholinguistic research.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[FGMU2_K05] They are prepared to contribute to the achievements, to perform professional roles responsibly, taking into account the changing needs of society.	They are ready to build on their professional experience as a German teacher and to fulfil their professional role as a teacher of German as a foreign language responsibly, taking into account changing social needs.	[SK2] presentation/project/paper/ report [SK8] observation of student's independent or team work
	[FGMU2_U05] They are able to use knowledge from the humanities and social sciences in analysing and solving problems arising in the work of a German philologist, particularly in the context of intercultural communication. s. n.	They are able to apply knowledge of psycholinguistics in their work as a teacher of German as a foreign language; they are able to analyse issues related to language acquisition.	[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 (German) 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: Zys 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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