

**A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2021 TO 2025**

GENERAL INFORMATION ABOUT COURSE				
Course title	Psycholinguistic foundations of language teaching and learning			
Name of the unit running the course	Doctoral School at University of Rzeszów			
Type of course (<i>obligatory, optional</i>)	Compulsory optional (specialized) elective subject			
Year and semester of studies	III / semester V			
Discipline	Linguistics			
Language of Course	polish			
Name of Course coordinator	dr hab. Ewa Dźwierzyńska, prof. UR			
Name of Course lecturer	dr hab. Ewa Dźwierzyńska, prof. UR			
Prerequisites	Linguistic knowledge provided in the curriculum of philology/language studies of the second degree (M.A.) program			
BRIEF DESCRIPTION OF COURSE (100-200 words)				
<p>The course is designed to familiarize doctoral students with the theoretical foundations of psycholinguistics, define the scope of its research and determine its most important research methods. Basic concepts in psychology, language and didactics will be defined. The definition of language in psycholinguistics and the concept of linguistic and communicative competence will be presented. The majority of the course will be devoted to discussing the theory of basic cognitive processes such as perception, memory, thinking, attention, motivation, emotions and their influence of the process of foreign language learning and teaching.</p> <p>The aim of the course is also to develop the ability to use terminology in the field of psycholinguistics, discuss topics, understand scientific texts in the field of psycholinguistics, improve critical thinking skills.</p>				
COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
Knowledge (no.)	A Ph.D. student knows and understands			
1.	to the extent that it is possible to revise existing paradigms - world achievements, including theoretical foundations, as well as general issues and selected specific issues – specific to psycholinguistics	P8S_WG/1	lectures / classes	discussion during classes, student presentations, observation
2.	the main developmental trends in the study of psycholinguistics	P8S_WG/2	lectures / classes	discussion during classes, student presentations, observation
3.	scientific research methodology	P8S_WG/3	lectures / classes	discussion during classes, student presentations, observation
Skills (no.)	A Ph.D. student is able to			

1.	use knowledge from various fields of science (philosophy, psychology, cultural studies) to creatively identify and innovate research problems, and in particular, is able to subject to research analysis phenomena characteristic of the process of learning language	P8 S -UW/1	lectures / classes	discussion during classes, observation		
2.	make a critical analysis and assessment of the results of scientific research, creative work and their contribution to the development of knowledge	P8 S -UW/2	classes	discussion during classes, student presentations, observation		
3.	communicate on specialized topics to a degree and be able to participate in the international scientific and professional environment	P8S_UK/1	classes	discussion during classes, observation		
4.	initiate a debate	P8S_UK/3	classes	discussion during classes, observation		
5.	participate in the scientific discourse.	P8S_UK/4	classes	discussion during classes, observation		
6.	speak a foreign language at level B2 of the European System of Language Education and be able to participate in the international scientific and professional environment	P8S_UK/5	classes	discussion during classes, observation		
Social competence (no.)	A Ph.D. student is ready to					
1.	critically evaluate the achievements within the discipline	P8S_KK/1	classes	discussion during classes, student presentations, observation		
2.	recognize the importance of knowledge in solving cognitive and practical problems	P8S_KK/3	classes	discussion during classes, student presentations, observation		
3.	initiate activities in the public interest	P8S_KO/2	classes	discussion during classes, student presentations, observation		
LEARNING FORMAT – NUMBER OF HOURS						
Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS

V	5	10	-	-	-	0
METHODS OF INSTRUCTION						
Lecture with multimedia demonstration, problem-solving methods - discussion Tutorials - presentations of the Phd students, problem-solving methods - discussion						
COURSE CONTENT						
<p>1. Lectures/ Seminars: Psycholinguistics: definitions, goals and scope of research. A short history of psycholinguistics. Psycholinguistics and neurolinguistics. Neurophysiological basis of language. Mental processes, enabling the acquisition and use of language.</p> <p>2. Seminars / Lab classes/ others: Mental lexicon. Methods of its study. Speech production and perception. Language abilities, motivation, attention, memory in learning a foreign language. Theories of language acquisition of children. Age and language acquisition and learning. Bilingualism (submersion, immersion).</p>						
COURSE ASSESSMENT CRITERIA						
Active participation in classes, preparation of presentations, passing the test (single or multiple choice questions, open or closed questions). Activity during classes (40%), written test (60%). Criteria for the test:						
<ul style="list-style-type: none"> - 5.0 - 94%-100% - 4.5 - 87%-93,5% - 4.0 - 79%-86,5% - 3.5 - 70%-78,5% - 3.0 - 60%-69,5 % - 2.0 - 0% - 59,5 						
TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS						
Activity			Number of hours			
Scheduled course contact hours			15			
Other contact hours involving the teacher (consultation hours, examinations)			5			
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)			20			
Total number of hours			40			
Total number of ECTS credits			0			
INSTRUCTIONAL MATERIALS						
Compulsory literature:		Berko Gleason, J., Ratner, N. (red.), <i>Psycholingwistyka</i> , Gdańsk 2005. Kurcz I., <i>Psychologia języka i komunikacji</i>, Warszawa 2005. Kurcz I., <i>Język i komunikacja</i> , [w:] J. Strelau (red.), <i>Psychologia. Podręcznik akademicki</i> , t.2: <i>Psychologia ogólna</i> , s. 231-274, Gdańsk 2000.				
Complementary literature:		Aitchison J., <i>Ssak, który mówi. Wstęp do psycholingwistyki</i> , Warszawa 1991. Bokus B., Shugar G.W. (red.), <i>Psychologia języka dziecka. Osiągnięcia, nowe perspektywy</i> ,				

Gdańsk 2007. Dakowska M., <i>Psycholingwistyczne podstawy dydaktyki języków obcych</i> , Warszawa 2008. Dźwierzynska E., <i>Sposoby optymalizacji przyswajania materiału leksykalnego w procesie nauczania języka obcego</i> , Rzeszów 2012. Dźwierzynska E., <i>Wpływ rozwoju pamięci dzieci w młodszym wieku szkolnym na organizację nauki języka obcego</i> [w:] „Linguodidactica XXIII”, Białystok 2019, s. 35–49. Everett D. L., <i>Jak powstał język: historia największego wynalazku ludzkości</i> , Warszawa 2019. Kurcz I., Okuniewska H. (red.), <i>Język jako przedmiot badań psychologicznych. Psycholingwistyka ogólna i neurolingwistyka</i> , Warszawa 2011. Shugar G.W., <i>Dyskurs dziecięcy. Rozwój w ramach struktur społecznych</i> , Warszawa 1995.
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