



UNIwersYTET  
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W POZNANIU

## Introduction to psycholinguistics

### Educational subject description sheet

#### Basic information

|   |  |                                   |   |                                     |                                  |  |
|---|--|-----------------------------------|---|-------------------------------------|----------------------------------|--|
| <b>Study programme</b><br>Global Communication                            |  | <b>Didactic cycle</b><br>2023/24  |   |                                     |                                  |  |
| <b>Speciality</b><br>-  |  |                                   | <b>Subject code</b><br>09GLCS.14HS.02913.23 |                                     |                                  |  |
| <b>Organizational unit</b><br>Faculty of Modern Languages and Literatures |  |                                   |   | <b>Lecture languages</b><br>Russian |                                  |  |
| <b>Study level</b><br>First-cycle programme                               |  |                                   |   |                                     | <b>Course type</b><br>Obligatory |  |
| <b>Study form</b><br>Full-time  |  |                                   |   |                                     |                                  | <b>Block</b><br>Humanities and social subjects |
| <b>Education profile</b><br>General academic                              |  |                                   |   |                                     |                                  |  |
| <b>Subject coordinator</b>  | Paulina Bortnowska   |                                   |   |                                     |                                  |  |
| <b>Lecturer</b>   | Paulina Bortnowska   |                                   |   |                                     |                                  |  |
| <b>Period</b><br>Semester 3   | <b>Activities and hours</b><br>• Conversatory classes: 30, Graded credit | <b>Number of ECTS points</b><br>3 |   |                                     |                                  |  |

## Goals

| Code | Goal   |
|------|--|
| G1   | To introduce students to the anthropocentric paradigm and its influence on the direction of language research, particularly in psycholinguistics and related fields. |
| G2   | To provide knowledge of the methods used in psycholinguistic research and to introduce conceptual apparatus of the scientific discipline.                            |
| G3   | Introduction to the basic theories of the origin and evolution of language.  |
| G4   | Explaining the differences and relationships between linguistic and communicative competence.  |
| G5   | Introduction to the specificities of the linguistic development of the monolingual and bilingual person.   |
| G6   | Developing the ability to critically evaluate linguistic and communicative behavior in the context of human psychological activity.                                  |
| G7   | Developing the ability to formulate oral and written statements on topics related to psycholinguistic phenomena and research.  |
| G8   | Developing the ability to synthesize and present the knowledge gained in the form of a multimedia presentation.  |

## Subject learning outcomes

| Code                                 | Outcomes in terms of   | Learning outcomes                        | Examination methods                          |
|--------------------------------------|--|--|--|
| <b>Knowledge - Student:</b>          |  |  |  |
| W1                                   | knows the origins and history of the development of psycholinguistics as a scientific discipline                           | GLC_K1_W01                               | Test   |
| W2                                   | knows the conceptual apparatus of psycholinguistics  | GLC_K1_W02                               | Test   |
| W3                                   | lists and characterizes theories about the origin and evolution of language  | GLC_K1_W06,<br>GLC_K1_W08                | Test   |
| W4                                   | knows and understands the differences and relationships between linguistic and communicative competence                    | GLC_K1_W01,<br>GLC_K1_W03,<br>GLC_K1_W08 | Test   |
| W5                                   | understands the specificity of linguistic development of monolingual and bilingual persons                                 | GLC_K1_W04,<br>GLC_K1_W10                | Test   |
| W6                                   | is aware of the influence of writing on human thought and cognitive processes  | GLC_K1_W04                               | Test   |
| <b>Skills - Student:</b>             |  |  |  |
| U1                                   | can use basic concepts of psycholinguistics  | GLC_K1_U01                               | Test   |
| U2                                   | is able to identify and discuss the biological and social factors that determine human linguistic development              | GLC_K1_U01,<br>GLC_K1_U02                | Test   |
| U3                                   | can characterize communicative competence in the context of theory of mind   | GLC_K1_U02                               | Test, Observation of activity during classes |
| U4                                   | is able to characterize linguistic competence in the context of the relationship between language and the thinking process | GLC_K1_U02                               | Test, Observation of activity during classes |
| <b>Social competences - Student:</b> |  |  |  |

| Code | Outcomes in terms of  | Learning outcomes                  | Examination methods   |
|------|---|------------------------------------|---|
| K1   | is willing to update his/her knowledge on the latest trends in psycholinguistic research  | GLC_K1_K01                         | Multimedia presentation, Observation of activity during classes |
| K2   | is ready to use theoretical knowledge in the field of psycholinguistics to argue his/her own views or those of other authors, to synthesize the information obtained and to formulate sound conclusions | GLC_K1_K01, GLC_K1_K02             | Multimedia presentation, Observation of activity during classes |
| K3   | demonstrates an open and tolerant attitude in interpersonal relations and is willing to promote this in multicultural and multilingual environments   | GLC_K1_K04, GLC_K1_K07, GLC_K1_K08 | Observation of activity during classes                          |

### Study content

| No. | Course content   | Subject learning outcomes | Activities           |
|-----|--|---------------------------|----------------------|
| 1.  | Anthropocentrism in contemporary humanities. The emergence and history of psycholinguistics as a scientific discipline. Related fields.              | W1                        | Conversatory classes |
| 2.  | Conceptual apparatus and research methods used in psycholinguistics.   | W2, U1                    | Conversatory classes |
| 3.  | The origin and evolution of language. A review of theories.  | W3                        | Conversatory classes |
| 4.  | Language and its relationship to cognitive processes. The biological basis of human communicative behavior.  | U2                        | Conversatory classes |
| 5.  | Characteristics of linguistic competence and communicative competence in the context of biological and social determinants.                          | U2, U3                    | Conversatory classes |
| 6.  | Language competence: speech production and perception, language versus thinking, language versus memory processes.                                   | W4, U4                    | Conversatory classes |
| 7.  | Communication competence: theory of mind, metaphorical thinking and language, theories of effective communication, non-verbal communication.         | W4, U3                    | Conversatory classes |
| 8.  | Language acquisition and speech perception development. The linguistic development of the child.   | W5, U2, U4                | Conversatory classes |
| 9.  | Bilingualism and second language acquisition: properties of the bilingual mind, growing up in a bilingual environment. A review of current research. | W5, U2, U3, K3            | Conversatory classes |
| 10. | The emergence of writing and the development of semiotic consciousness. Spoken language versus written language. Post-writing.                       | W6                        | Conversatory classes |
| 11. | Current trends in psycholinguistic research.   | K1, K2                    | Conversatory classes |

### Additional information

| Activities           | Teaching and learning methods and activities   |
|----------------------|--|
| Conversatory classes | Lecture with a multimedia presentation of selected issues, Conversation lecture, Discussion, Work with text, Research method (scientific inquiry), Audio and/or video demonstrations |

| Activities           | Credit conditions  |
|----------------------|--|
| Conversatory classes | <p>attendance at classes min. 50%,<br/> - preparation for class - knowledge of the indicated literature necessary to participate in class discussion,<br/> - active participation in class discussions,<br/> - knowledge of the literature (*selected excerpts from the literature on the subject indicated by the lecturer),<br/> - preparing and presenting a multimedia presentation during class on a topic agreed with the instructor,<br/> - a pass mark on the final test,<br/> - in the case of substantive student activity in the course, the final course grade may be raised by a maximum of ½ grade in relation to the grade obtained in the final test</p> <p>Grading scale:<br/> 92-100% - very good (5,0)<br/> 84 -91,9% - good plus (4,5)<br/> 76-83,9% - good (4,0)<br/> 68-75,9% - satisfactory plus (3,5)<br/> 60-67,9% - satisfactory (3,0)<br/> 0-59,9% - unsatisfactory (2,0)</p> |

## Literature

### Obligatory

1. Brosnahan N. Russian and English nonverbal communication. Moscow 1998.
2. Glukhov V.P., Psikholingvistika. Uchebnik i posobiye dlya vuzov, Moskva 2022.
3. Bielyanin V.P., Psikholingvistika. Uchebnik, Moskva 2016.
4. J. Lakoff, M. Johnson, Metaphors we live by, Chicago 1980.

### Optional

1. Slobin D.I. Psycholinguistics. Glenview IL, 1974.

## Calculation of ECTS points

| Activities                               | Activity hours*    |
|--|--------------------|
| Conversatory classes                     | 30                 |
| Preparation for classes                  | 15                 |
| Reading the indicated literature         | 20                 |
| Preparation of a multimedia presentation | 10                 |
| Preparation for the assessment           | 15                 |
| <b>Student workload</b>                  | <b>Hours</b><br>90 |

|                              |                  |
|------------------------------|------------------|
| <b>Number of ECTS points</b> | <b>ECTS</b><br>3 |
|------------------------------|------------------|

\* academic hour = 45 minutes

## Efekty uczenia się dla kierunku

| Kod        | Treść   |
|------------|---|
| GLC_K1_K01 | The graduate is ready to constantly update and improve their knowledge, skills and competence in interpreting cultural-linguistic-communicative phenomena and using them effectively  |
| GLC_K1_K02 | The graduate is ready to adopt a critical attitude towards the assimilated knowledge and common opinions, consult experts   |
| GLC_K1_K04 | The graduate is ready to undertake communication activities and co-create interpersonal relations in a professional environment, especially one that is linguistically and culturally diverse   |
| GLC_K1_K07 | The graduate is ready to participate consciously and responsibly in socio-cultural life, respecting traditions and cultural heritage and displaying an attitude of tolerance and understanding towards cultural, linguistic and communicative diversity   |
| GLC_K1_K08 | The graduate is ready to establish contacts and activities in a linguistically, culturally, geographically and socially diverse international environment   |
| GLC_K1_U01 | The graduate can use theoretical knowledge, research paradigms and conceptual and terminological apparatus appropriate to the field of study, i.e. knowledge of communicology, linguistics, literary studies, literary and cultural comparative studies and history, and use it to formulate, analyze and solve issues arising from communication |
| GLC_K1_U02 | The graduate can properly analyze the causes and course of specific linguistic, literary-cultural, historical-social and communicative phenomena and processes, as well as their interconnection and interpenetration   |
| GLC_K1_W01 | The graduate knows and understands in an advanced degree the place of communication issues and problems in the system of sciences, especially its subject and methodological connections with the disciplines of language and literary sciences in the humanities   |
| GLC_K1_W02 | The graduate knows and understands in an advanced degree, selected methodologies appropriate to the field of study, i.e., communicology, linguistics, literary studies, literary and cultural comparativism, history, and related terminologies   |
| GLC_K1_W03 | The graduate knows and understands in an advanced degree the linguistic, literary and socio-cultural foundations of communication with a special focus on the East Slavic cultural-linguistic-communicative space   |
| GLC_K1_W04 | The graduate knows and understands functional diversity of communication, basic communication strategies and their applicability in the practice of global communication  |
| GLC_K1_W06 | The graduate knows and understands selected issues from the area of directional disciplines necessary to comprehend communicative, historical, social, linguistic and literary-cultural processes and transformations in particular in relation to the East-West axis   |
| GLC_K1_W08 | The graduate knows and understands the complex nature of communication and language and their complexity and variability  |
| GLC_K1_W10 | The graduate knows and understands the contemporary cultural and social situation of Eastern Europe and the specifics of its historical heritage  |