

## EFEKTY UCZENIA SIĘ I TREŚCI PROGRAMOWE ZAJĘĆ

Kierunek: **English Linguistics: Theories, Interfaces, Technologies**

Poziom studiów: **studia pierwszego stopnia**

Course name: **English at university level: grammar**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands selected English grammar constructions, including their formal and semantic aspects.
2. knows selected English grammar terminology.

**in terms of skills:**

1. can use selected English grammar constructions in controlled exercises and language tasks.

**Course learning content:**

The meaning and form of selected English grammar constructions.

English grammar terminology.

Controlled grammar exercises and tasks.

Course name: **Language acquisition 1**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. is familiar with concepts and topics related to this field
2. is familiar with concepts and topics related to this field
3. is familiar with new research directions and developments in the field
4. understands the complex nature of language acquisition

**in terms of skills:**

1. knows how to search for, analyse, evaluate, select and use information with the application of various sources of knowledge
2. is able to compare different approaches to the modeling of language acquisition and to critically evaluate them
3. is able to communicate using specialist terminology
4. is able to prepare oral presentations in English and to participate in debates concerning acquisition issues

**in terms of social competences:**

1. is ready to change his/her standpoint in view of the available data and arguments as well as be open to new ideas
2. is ready to support linguistic diversity and activities promoting multilingualism

**Course learning content:**

Introduction to language acquisition: research scope and goals

Basic concepts in first language acquisition (L1): perception and production development, stages of speech acquisition

Theories of first language acquisition; research paradigms

Linguistic diversity in the world

Theoretical approaches to second language acquisition (SLA); Overview of selected classical models, critical evaluation of theoretical approaches

Contemporary approaches to modeling foreign language acquisition (e.g. multicompetences, dynamic systems theory)

Language and the brain, introduction to neurolinguistics

Individual differences in foreign language acquisition (e.g. age, cognitive and psychological factors, motivation, attitude, phonetic talent)

Cross-linguistic influence (CLI) in foreign language acquisition

Overview of methodological issues in foreign language acquisition research

Pedagogical implications – strategies of foreign language learning

Course name: **IT for linguists 1**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands the basic terms and topics associated with working with digital language data.
2. understands the special character of digital language data when compared with other digital data.

**in terms of skills:**

1. is able to use non-specialist software for basic tasks in linguistic work with text (including preparation of language data for analysis).
2. is able to work with different transcription and transliteration types (including phonetic transcription).
3. understands the principles of the mark-up and annotation of digital language data.
4. is able to work using selected specialist linguistic software, for example to perform basic corpus tasks and annotation.

**in terms of social competences:**

1. is aware of the importance of cross-linguistic differences for work with language data on the computer.
2. is aware of the need to further develop their skills and know how to achieve this goal.
3. is aware of the commercial fields of application of the techniques they learn.

**Course learning content:**

Writing systems. Transliteration and transcription. Unicode. Specialist software for transcription.  
Basic corpus work: Searching, data acquisition. Specialist software.  
Advanced searching techniques in non-specialist software (e.g. office software). Basic regular expressions and text processing.  
Basic text mark-up, including XML.  
Basic morpho-syntactic annotation. Specialist software.  
Basic linguistic transcription and annotation of audio-visual data.  
Good practice in work with linguistic data on the computer.

Course name: **Copyright protection and citing sources**

**On successful completion of this course, a student in terms of knowledge:**

1. knows the basics of copyright law and of intellectual property protection in relation to Polish law – also in the context of University studies.
2. understands the nature of plagiarism and is familiar with the good practices of working with sources and of integrating sources into one's own text.
3. knows the basic principles of citing sources under the WA Stylesheet standard.

**Course learning content:**

Copyright protection  
Plagiarism and university writing  
Basic technicalities of citing

Course name: **English at university level: pronunciation B: General American**

**On successful completion of this course, a student in terms of skills:**

1. articulates English sounds and maintains essential phonemic contrasts
2. uses selected allophonic processes of English in their own pronunciation
3. works on their pronunciation individually
4. controls the segmental aspects of their pronunciation
5. controls aspects of connected speech, rhythm, and intonation
6. stresses morphologically simple and complex words correctly
7. reflects on their own productions and modifies them under the teacher's supervision

**in terms of social competences:**

1. understands the social meaning of some pronunciation variants

**Course learning content:**

phonemic and allophonic aspects of English vowels and consonants  
selected suprasegmental features  
connected speech processes  
word stress, sentence stress, rhythm  
weak forms of function words  
intonation  
raising awareness of phonetic variability  
consolidation and mastery of the segmental inventory

Course name: **IT for linguists 2**

**On successful completion of this course, a student in terms of knowledge:**

1. knows the mechanics of code in Python

2. knows basic concepts of NLP (natural language processing)
3. understands unicode, text encoding, how RegEx (regular expressions) work
4. understands data types and variables

**in terms of skills:**

1. can write code in Python, both assisted and unassisted
2. can use different Python libraries (e.g. pandas)
3. has abilities for automated audio manipulation
4. has abilities for automated text manipulation

**in terms of social competences:**

1. is able to collaborate on a programming project

**Course learning content:**

1. Interacting with Python and basic functions
2. Datatypes and variables
3. Control structures
4. Input-output
5. Subroutines & modules
6. Regular expressions
7. Text manipulation
8. Audio manipulation
9. Internet data
10. Unicode and text encoding
11. Objects
12. Popular libraries for linguists (Jupyter notebook, pandas, nltk)
13. Planning and structuring a project

Course name: **Workshops and training courses**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows the basic areas of professional development tied to their study programme
2. knows the different paths for professional development, connected with their skills, interests, market development etc.
3. knows the extra-academic terminologies allowing them to develop professionally, search for internships and jobs in the future

**in terms of skills:**

1. is able to assess their unique skills, develop them and use in their future professional development

**in terms of social competences:**

1. knows the extra-academic terminologies allowing them to develop professionally, search for internships and jobs in the future

**Course learning content:**

ELL Publishing  
E-learning  
Edtech  
Linguistics in Artificial Intelligence

Course name: **Analysis and data visualisation**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands the principle of effective data visualization

**in terms of skills:**

1. is able to choose a visualization method appropriate to the data set
2. is able to transform a data set into a format enabling visualization

**Course learning content:**

Making a plot  
Enhancing a plot  
Transforming data sets

Course name: **Teoria językoznawcza: Moduł 1 - fonologia**

**On successful completion of this course, a student  
in terms of knowledge:**

1. knows the place and the meaning of phonology and phonetics in relation to other branches of linguistics as well as the specificity of the subject
2. can discuss issues in English phonetics and phonology
3. understands the content, the form and the functions of basic terminology in phonetics and phonology and is able to use it

**in terms of skills:**

1. acquires the ability to use the knowledge gained in the subject to formulate generalizations and comparisons
2. can use the acquired theoretical knowledge in the English pronunciation class
3. is able to analyze basic linguistic phenomena in phonology
4. has the ability to communicate using specialist terminology

**in terms of social competences:**

1. recognizes different speech registers applicable in different social situations

**Course learning content:**

placing phonetics and phonology as branches of general linguistics, contrasting the two basic topics in phonology

an introduction to anatomy and physiology of the speech apparatus

the classification of the English segmental inventory

a detailed articulatory description of vowels and consonants of English (with elements of comparison to Polish)

discussing co-articulatory processes, kinds of articulation and phonation in English

the description of allophonic and phonostylistic processes in English

phonemic and phonetic transcription, compatible with the IPA

variability in English

Course name: **Experimental phonetics**

**On successful completion of this course, a student  
in terms of knowledge:**

1. is familiar with the methodology of phonetic research
2. knows study areas and terminology of phonetics
3. knows about issues in English phonetics
4. realizes the complexity of factors influencing phonetic implementation
5. is able to apply the methods of acoustic phonetics
6. is able to analyze phonetic phenomena instrumentally

**in terms of skills:**

1. is able to plan and conduct production experiments
2. is prepared to verify preconceived notions with data
3. is in a position to investigate the phonetics of various languages, boosting their recognition

**in terms of social competences:**

1. is in a position to investigate the phonetics of various languages, boosting their recognition

**Course learning content:**

Introduction: What can we measure and why should we bother?

Vocal Tract anatomy and physiology

Speech Production: aerodynamics and phonation (airflow measures)

Speech Production: position of articulators (EPG, EMA, Ultrasound)

Acoustics: Phonation and pitch

Acoustics: Manner of articulation

Acoustics: Vowels

Acoustics: Laryngeal Features

Acoustics: Consonant Place of articulation

Acoustics: Summary of measures

Acoustics: Automated data extraction

Course name: **Linguistic theory: Phonetics and phonology 2**

**On successful completion of this course, a student in terms of knowledge:**

1. knows the basic topics, concepts, and issues related to the phonetics and phonology of the English language and the terminology of research conducted in this area
2. knows the content, form and function of basic terminology in the field of phonetics and phonology
3. understands the complex nature of language by noticing the processes occurring at the level of perception, production, and acquisition of language

**in terms of skills:**

1. can combine theoretical facts and use them in parallel practical classes in English phonetics
2. can properly use the acquired subject knowledge; has the ability to formulate and analyze phonological problems and to justify their choices and reasoning
3. can refer to their own statements with reflection, reaching for personal language experiences, willing to modify them under the supervision of the lecturer or in the light of available arguments
4. can communicate using specialized terminology

**in terms of social competences:**

1. can critically assess their knowledge and skills and is aware of the need for constant updating of these in a professional context
2. can change their opinion in the light of available data or arguments and is open to new ideas

**Course learning content:**

Acoustic, articulatory and auditory description of the sound system of the English language  
Phonological universals, typological location of English phonology among world languages  
Phonological units, distinctive features, the syllable, the foot, the prosodic word  
Phonological representations, rules, principles, and constraints, based on selected phonological theories  
Interactions between phonetics and phonology and other fields (e.g. morphology, sociophonetics)  
Elements of phonological theories  
Main areas of research dealing with phonetics and phonology: first and second language acquisition, spontaneous speech, psycholinguistics

Course name: **Linguistic theory: Module 1 - typology**

**On successful completion of this course, a student in terms of knowledge:**

1. gains knowledge about linguistic universals and different language types.
2. becomes aware of the diversity of languages and different realisations of linguistic patterns and categories.
3. gains familiarity with the objectives of typological research, its methods and implications for other areas of linguistics.

**in terms of skills:**

1. prepares presentations to extend and consolidate the knowledge imparted by the class instructor.
2. engages in classroom activity, including discussion of student presentations.

**in terms of social competences:**

1. learns the importance of linguistic pluralism and the social aspects of linguistic diversity.
2. becomes aware of the richness of humanity's linguistic resources and the need to protect them.
3. learns about the dangers of simplistic and stereotypical views resulting from limited knowledge of language types.

**Course learning content:**

Introducing the aims, methods and central concepts of typological research. Explaining different methods of language classification.  
Syntactic typology: word orders, left-right asymmetries etc. The variable notions of "word" and lexical categories across languages.  
Morphological typology: affixation types, analytic, agglutinative, fusional and polysynthetic languages.  
Phonological typology: phonemic inventories, phonological features, syllable types, prosody (stress and tone).  
Student presentations (selected specific topics prepared in teams).

Course name: **Linguistic theory: Sociolinguistics 1: Dialects of the English language**

**On successful completion of this course, a student in terms of knowledge:**

1. has an awareness of the dialectal variation in English and is sensitized to dialectal features.

2. understand the basic concepts and topics associated with the description and analysis of dialectal features.

**in terms of skills:**

1. is capable of using basic dialectological methodologies to describe real language data.
2. knows the distinguishing features of the major dialects of English.
3. recognizes the cultural and social significance of dialectal variation.

**in terms of social competences:**

1. recognizes the need to further develop their skills and have a capability of doing so.

**Course learning content:**

The concept of dialect vs. language. The concept of accent in English dialectology. The place of dialectal variation in language description and social awareness.

Sources of variation: Dialects and language change.

Selected examples of dialectal variation in the lexicon.

Selected examples of dialectal variation in morphosyntax.

Selected examples of dialectal variation in phonetics and phonology.

Describing selected dialects and accents of English.

The significance of dialectal variation in culture (including popular culture).

**Course name: Apprenticeships**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. recognizes the relationship between knowledge and practice; understands and performs his duties and goals and knows methods of self-motivation.
2. knows the basic aspects of the structure of a given institution/workplace; understands the division and scope of responsibilities of employees of a given institution.
3. recognizes the importance of dividing responsibilities for the smooth functioning of the group and the need to perform the assigned tasks well (performing one's own scope of work); understands the importance of resolving conflicts and jointly developing acceptable solutions.

**in terms of skills:**

1. communicates openly and clearly with other employees; is able to present his or her point of view and at the same time listen to the opinion of another person; knows how to take an active part in a discussion
2. is able to apply his skills and implement the acquired knowledge in the implementation of assigned tasks;
3. applies acquired and in-depth knowledge to achieve practical and professional goals; evaluates and estimates one's skills when performing a specific task

**in terms of social competences:**

1. is ready to confront his ideas about a given job with reality and draw conclusions about his future professional career

**Course learning content:**

Introduction to non-teaching professional practice meeting at WA AMU

Introduction to the apprenticeship programme provided by the employer.

Carrying out tasks assigned to the student by the employer

Completion and submission of final internship documentation.

**Course name: Statistics (Introduction to R)**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands the principles of regression modeling

**in terms of skills:**

1. is able to fit linear regression models
2. is able to interpret regression models

**Course learning content:**

Introduction to R

Descriptive statistics

Introduction to regression modeling

Significance testing in the regression context

Course name: **Linguistic theory: Phonetics and phonology 1**

**On successful completion of this course, a student  
in terms of knowledge:**

1. knows the place and the meaning of phonology and phonetics in relation to other branches of linguistics as well as the specificity of the subject
2. can discuss issues in English phonetics and phonology
3. understands the content, the form and the functions of basic terminology in phonetics and phonology and is able to use it

**in terms of skills:**

1. acquires the ability to use the knowledge gained in the subject to formulate generalizations and comparisons
2. can use the acquired theoretical knowledge in the English pronunciation class
3. is able to analyze basic linguistic phenomena in phonology
4. has the ability to communicate using specialist terminology

**in terms of social competences:**

1. has the ability to communicate using specialist terminology

**Course learning content:**

placing phonetics and phonology as branches of general linguistics, contrasting the two basic topics in phonology

an introduction to anatomy and physiology of the speech apparatus

the classification of the English segmental inventory

a detailed articulatory description of vowels and consonants of English

discussing co-articulatory processes, kinds of articulation, and airstream mechanisms in English

the description of allophonic and phonostylistic processes in English

an introduction to the prosody of English; word stress, rhythm, intonation

discussing the syllable structure and phonotactics of English

phonemic and phonetic transcription, compatible with the IPA

variability in English

contrasting selected issues of the theory of Phonetics and Phonology with Polish and other languages spoken in class

Course name: **Introduction to evolutionary linguistics**

**On successful completion of this course, a student  
in terms of knowledge:**

1. understands the concepts of languageinternal diversity, language change and linguistic innovation
2. understands the notion of “evolutionary process” and the basic mechanisms of evolution
3. understands the significance of language contact, multilingualism, and their consequences
4. is familiar with language classification and the typological variability of the world’s languages; knows the basics of historical linguistics and an overview of language families
5. understands the role of biological and evolutionary factors in explaining the origins of language

**in terms of skills:**

1. understands the significance of language contact, multilingualism, and their consequences

**in terms of social competences:**

1. appreciates the need to save linguistic diversity and to protect endangered languages

**Course learning content:**

An evolutionary approach to language variation, development and origins; common features of evolutionary processes

Mechanisms of language change (language replication, sources of linguistic novelty, the propagation and fixation of innovations)

The internal diversity of English (dialects, sociolects, linguistic variants and competition between them, the emergence of national norms)

Language differentiation and the origin of groups of related languages (e.g. Latin as the ancestor of the Romance group)

Language contact, multilingualism, and their consequences (borrowing, hybridisation, pidgin and creole languages)

English as a global language and its impact on other languages

The ecology of language: language extinction, the protection of endangered languages

Language families and methods of linguistic reconstruction

Questions of common descent and the chronological horizon of reconstruction; the concept of a “Proto-World” language

Hypotheses concerning the origin of the human language faculty; language as a system of social communication

Human and non-human animal communication: similarities and differences

The biological and evolutionary underpinnings of the language faculty

Course name: **English at university level: written language**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. has basic knowledge concerning style, grammar, register, information structure and punctuation in written English

**in terms of skills:**

1. can plan and write a coherent, linguistically correct expository paragraph of (200-220 words), also under time constraints (1-1.5 h)

2. can plan and write a coherent and linguistically correct essay (expository, problem solution, argumentative), also under time constraints (2.5 - 3h)

3. can search for and refer to sources by means of a summary, paraphrase and synthesis

4. can prepare and write a short scientific essay (research paper) of approximately 1500 words on a linguistic subject

**in terms of social competences:**

1. can work with other students in a team and write together a logical and linguistically correct essay on a particular subject

**Course learning content:**

Reading, analyzing and discussing model paragraphs in order to identify the principles of organization of a typical paragraph

Exercises related to paragraph structure: controlling idea, topic sentence, major/minor supporting sentences, summary sentence, unity/cohesion, coherence

Learning how to write expository paragraphs (listing, exemplification, comparison/contrast, cause/effect, definition)

Style, register, grammar and punctuation - theory and exercises

Expository essay writing practice (500-550 words); planning the writing process: outlining, division of content into introduction, body paragraphs, ending; writing essays using different rhetorical models (e.g., exemplification, comparison, contrast, cause / effect).

Searching for sources; paraphrasing, summarising and synthesising source texts

Writing problem-solution essays

Writing argumentative essays (structure, quality and logic of arguments, evidence, counterarguments, rebuttals)

Text editing and the Faculty of English stylesheet

Preparing, writing and presenting the research papers

Course name: **Linguistic theory: Morphology**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. will know the place and importance of morphology in relation to other branches of linguistics, in particular syntax, and the particulars of the subject

2. will understand the general topics of English morphology

3. will understand the content, form, and function of basic morphological terminology and be able to use it correctly

**in terms of skills:**

1. will be able to make proper use of the knowledge acquired in formulating generalizations and comparisons

2. will be able to analyze basic linguistic phenomena relating to morphology

3. will possess communicative competence in discussions using specialist terminology

**in terms of social competences:**

1. will be able to critically evaluate their own knowledge and abilities and need for continual updating in the context of the relevant field

**Course learning content:**

the place of morphology within general linguistics

basic concepts of morphological theory

classification of morphological processes

discussion of productivity in morphology



classification of morphemes and their arrangement in the English word  
discussion of the differences between inflection and derivation  
basic notions of grammatical categories  
discussion of morphophonological phenomena (e.g. alternations) and morphosyntactic phenomena (e.g. agreement)  
fundamentals of word formation and the nature and structure of compounds in English  
basic principles of morphological change  
comparison and contrast of selected topics in Polish morphology

Course name: **Public speaking**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. is familiar with current scientific issues in linguistics and other sciences
2. knows the differences between scientifically-based and non-scientific sources and is able to distinguish between them

**in terms of skills:**

1. applies their knowledge of linguistics to build messages to convey specific content to a specific target group
2. is able to produce a text that is easy to understand and stylistically correct, both individually and in groups, and to present it
3. is able to design communication to promote scientific content alone and in a group

**in terms of social competences:**

1. competently delivers public speeches and discusses scientific content
2. gives and receives thoughtful feedback

**Course learning content:**

How to read a scientific article? Working with an academic text.  
Academic text vs. creative writing. Basics of scientific communication  
Fake news? How to distinguish between a scientific text and fiction  
How it's made. Cooperation with scientists and collection of data in research  
Working for the media; press releases and interviews  
Public speaking: handling stress  
Public speaking: how to speak so that people listen  
Multimodal communication

Course name: **Diploma seminar 2**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. has in-depth knowledge of selected aspects of linguistics
2. has knowledge about the BA paper structure and academic writing style
3. knows the rules of copyright protection

**in terms of skills:**

1. is able to read with understanding and properly analyze (critically) scientific texts (articles, monographs) in the field of selected aspects of linguistics
2. is able to place this knowledge in the broader context of English linguistics and other fields of science and culture
3. is able to draw critical conclusions from the discussed texts and evaluate the oral statements of other participants in the discussion
4. is able to collaborate on the preparation of a joint research project
5. is able to present a selected scientific problem and conduct a discussion on the problem
6. is able to use the acquired skills of critical reading of scientific texts and in-depth analysis when writing a thesis, while being aware of the importance of copyright laws
7. is able to write a master's thesis on a selected topic in the field of English linguistics with the appropriate style, structure and format

**in terms of social competences:**

1. is able to place the acquired knowledge in the broader context of English linguistics and other fields of science and culture
2. is able to use the acquired skills of critical reading of scientific texts and in-depth analysis when writing a thesis, while being aware of the importance of copyright laws

**Course learning content:**

The content of the BA seminar will be specified by the BA supervisor.

Course name: **Field research: A: qualitative B: quantitative**

**On successful completion of this course, a student  
in terms of knowledge:**

1. has an awareness of the strengths and weaknesses of qualitative and quantitative methods.

**in terms of skills:**

1. is able to design data collection procedures with qualitative/quantitative analysis in mind.

2. is able to apply basic methods and techniques for data collection in the field.

**Course learning content:**

Data types (from spontaneous speech or elicitation).

Techniques for collecting text data.

Techniques for collecting audio data.

Collecting naturalistic data (text and audio).

Collecting elicited data (text and audio).

Course name: **Linguistic theory: Module 2 - pragmatics**

**On successful completion of this course, a student  
in terms of knowledge:**

1. knows the concepts, terminology, theories and methodologies concerning pragmatics and is able to use them properly

**in terms of skills:**

1. uses the pragma-linguistic methods and tools for the analysis of communication relying on traditional and multimedial sources

2. Is able to give presentations on pragma-linguistic concepts, theories and models

3. produces good academic discourse, paying attention to its structure and composition and using proper argumentation and academic sources

**in terms of social competences:**

1. critically evaluates one's own knowledge and is open to new ideas and different opinions after having scrutinized the argumentation provided by others

**Course learning content:**

Linguistic pragmatics: introduction

Pragmatics of verbal communication

Context in pragmatics: theoretical and empirical perspectives

Pragmatic inference and the theory of implicature

Social cognition: perception of self and others

Speech act theory

Pragmatics of nonverbal communication

Politeness theories

Cultural norms and values in communication

Intercultural pragmatics: intercultural competence and barriers in intercultural communication

Affective pragmatics: emotions in language

Pragmatics of argumentation and persuasion

Pragmatics of social persuasion and manipulation

Experimental pragmatics, research tools and paradigms

Course name: **Introduction to research methodology**

**On successful completion of this course, a student  
in terms of knowledge:**

1. is familiar with concepts and topics related to research methods in linguistics

2. is familiar with behavioral and neuroimaging methods, along with their applications, in linguistic research

3. is familiar with ethical aspects of conducting research with human participants

**in terms of skills:**

1. knows how to formulate research questions and hypotheses

2. knows how to select research methods and tools to be employed in linguistic research

3. knows how to critically interpret and draw conclusions from studies employing particular research methods

**Course learning content:**

Research methods in linguistics: An introduction

Qualitative and quantitative research methods

Behavioral research methods in linguistic studies  
Neuroimaging research methods in linguistic studies  
Operational definitions and objectivity in language research  
External, internal, construct, and ecological validity in linguistic research  
Reliability in empirical studies  
Experimental vs. correlational research  
Dependent and independent variables  
Moderator and confounding and variables  
Nominal, ordinal, interval, and ratio variables  
Research questions  
Research hypothesis  
Replication  
Ethical aspects of research with human participants

Course name: **Diploma seminar 1**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. has in-depth knowledge of selected aspects of linguistics
2. has knowledge about the BA paper structure and academic writing style
3. knows the rules of copyright protection

**in terms of skills:**

1. is able to read with understanding and properly analyze (critically) scientific texts (articles, monographs) in the field of selected aspects of linguistics
2. is able to place this knowledge in the broader context of English linguistics and other fields of science and culture
3. is able to draw critical conclusions from the discussed texts and evaluate the oral statements of other participants in the discussion
4. is able to collaborate on the preparation of a joint research project
5. is able to present a selected scientific problem and conduct a discussion on the problem
6. is able to use the acquired skills of critical reading of scientific texts and in-depth analysis when writing a thesis, while being aware of the importance of copyright laws
7. is able to write a master's thesis on a selected topic in the field of English linguistics with the appropriate style, structure and format

**in terms of social competences:**

1. is able to place the acquired knowledge in the broader context of English linguistics and other fields of science and culture
2. is able to use the acquired skills of critical reading of scientific texts and in-depth analysis when writing a thesis, while being aware of the importance of copyright laws

**Course learning content:**

The content of the BA seminar will be specified by the BA supervisor.

Course name: **Language acquisition 2**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. is familiar with concepts and topics related to this field
2. is familiar with theories, methods and topic both general and specific, related to language acquisition
3. is familiar with new research directions and developments in the field
4. understands the complex nature of language acquisition

**in terms of skills:**

1. knows how to search for, analyse, evaluate, select and use information with the application of various sources of knowledge
2. is able to compare different approaches to the modelling of language acquisition and to critically evaluate them
3. is able to communicate using specialist terminology
4. is able to prepare oral presentations in English and to participate in debates concerning acquisition issues

**in terms of social competences:**

1. is ready to change his/her standpoint in view of the available data and arguments as well as be open to new ideas
2. is ready to support linguistic diversity and activities promoting multilingualism

**Course learning content:**

Introduction to research on acquisition of foreign language (FL) speech; an overview  
Overview of theories of L2 phonological acquisition; Speech Learning Model (Flege 1995), Perceptual Assimilation Model (Best 1995), Native Language Magnet theory (Kuhl and Iverson 1995)  
FL speech perception; research paradigms, overview of studies  
FL speech production; research paradigms, overview of studies  
Socio- and psycholinguistic factors conditioning the acquisition of FL phonology  
Age factor in FL phonological acquisition  
Phonetic talent and individual differences in speech perception and production  
Foreign accentedness and intelligibility in FL  
Role of metaphonological awareness in FL acquisition  
Introduction to multilingualism: modeling L3 acquisition  
Overview of research methods / methodological approaches to FL acquisition of speech  
Pedagogical implications; FL pronunciation teaching and learning

Course name: **Introduction to linguistic fieldwork**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows the basics of sociolinguistic methodology
2. knows the main fieldwork methods of sociolinguistics
3. knows the most important examples of doing fieldwork in sociolinguistics
4. knows and is able to apply appropriately the ethical principles of fieldwork
5. is able to present their project and subject it to a critical debate

**in terms of skills:**

1. is able to present their project and subject it to a critical debate
2. is able to collect a data sample for the project planned
3. is able to pose research questions and apply data collection methods appropriately
4. is able to plan the data collection in a small research project and (individually and/or in groups)

**in terms of social competences:**

1. is able to collect a data sample for the project planned
2. is able to plan the data collection in a small research project and (individually and/or in groups)
3. is able to present their project and subject it to a critical debate

**Course learning content:**

Introduction: data collection in sociolinguistics  
Participant sampling  
Problem of the 'observer's paradox'  
Classic sociolinguistic studies (Labov, Trudgill, Milroy, Eckert, etc.) as examples of the application of data collection methods (survey, interview, observation)  
The role of the researcher; ethical dilemmas and responsibility  
Principles of research ethics; confidentiality, giving back to community etc.  
Informed consent  
Posing the research question and designing data collection  
Data recording; technical requirements and equipment  
Presenting research aims and the data collection procedures  
Critical debate on students' research projects

Course name: **Linguistic theory: Module 2 - sociolinguistics**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows and understands the origins of sociolinguistics and its object of study
2. knows basic topics, concepts and terminology of sociolinguistic research
3. is able to apply the newly learned terminology to describe and analyse processes in English and selected other languages
4. knows the complex nature of language and, in particular, its social and situational variability
5. knows the basic methods in language attitude research
6. understands the process of communication in the socio-cultural context
7. knows the practical applications of the acquired sociolinguistic knowledge
8. knows the practical applications of the acquired sociolinguistic knowledge

**in terms of skills:**

1. knows and understands the origins of sociolinguistics and its object of study

2. knows the basic methods in language attitude research
3. understands the process of communication in the socio-cultural context
4. is able to prepare multimodal presentations on topics in sociolinguistics
5. is able to prepare oral presentations in English on sociolinguistic phenomena and research
6. is able to participate in a debate on topics concerning sociolinguistic phenomena and research

**in terms of social competences:**

1. knows the complex nature of language and, in particular, its social and situational variability
2. is able to prepare oral presentations in English on sociolinguistic phenomena and research
3. is able to participate in a debate on topics concerning sociolinguistic phenomena and research

**Course learning content:**

Basic concepts in sociolinguistics  
Sources and origins of sociolinguistics  
Languages and their varieties; Constructing identity through linguistic means  
Language variability: social variables  
Language and gender  
Language and age/life stage  
Language and ethnicity  
Sociolects and occupational varieties  
Stylistic variation  
Language attitude research  
Social communication: media discourses  
Intercultural communication  
Application of sociolinguistic research and its future

Course name: **Linguistic theory: Module 1 - syntax**

**On successful completion of this course, a student  
in terms of knowledge:**

1. is able to present and describe formal patterns of different English phrase and clause types
2. is able to describe basic derivational processes, including rules deriving different English clause types
3. is able to analyze morphological constitution of English lexical items and shows command of morphological derivational rules
4. is able to describe internal structure of English phrases and clauses with the use of appropriate terminology and graphic analysis based on diagrams
5. is able to derive basic phrase and clause structure from lexical properties of predicates and general rules of syntax

**in terms of skills:**

1. is able to apply descriptive criteria in linguistic analysis and distinguish between the descriptive and prescriptive approaches
2. is able to relate theoretical proposals to their empirical applications and justifications
3. is able to perform rudimentary comparative analysis of constructions in other languages (e.g. Polish) applying the theoretical apparatus from this course
4. is able to correctly use the terminology of syntax studies and linguistics

**in terms of social competences:**

1. is able to relate theoretical proposals to their empirical applications and justifications
2. is able to cooperate with other students while dealing with practical applications of theory acquired in this course

**Course learning content:**

Language knowledge and competence from the generative perspective  
Grammatical categories, lexical and functional categories; properties of verbal and nominal phrases  
Morphology: internal structure of lexical items and rules of morphological derivation  
Component parts of the clause; tests for constituent structure and forms of structure representation  
Structural relations and structural ambiguity  
Technical aspects of X-bar theory; a universal structure for multiple phrase types  
Role of lexical selection in syntactic projection; predicates, arguments and semantic roles  
Internal composition of phrases in X-bar format  
English predicate types: verbal vs. non-verbal, one-, two- and three-place predicates  
Derivation of clauses with different types of verbal predicates; the movement of nominal arguments  
Derivation of clauses with adjectival and prepositional predicates  
Typology of clauses and sentences: the simple and the complex sentence, finite and non-finite clauses, types of clausal complements

Structure and derivation of interrogative clauses; logical form of constituent questions  
Abstract and morphological case, types of cases and modes of case assignment

Course name: **Advanced text processing and corpus linguistics**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands the strengths and weaknesses of corpus data for language description and for testing hypotheses about language structure and processing
2. understands the strengths and weaknesses of collocation analysis and the various techniques for calculating association
3. understands the strengths and weaknesses of various forms of collocation analysis as well as the various techniques for calculating association
4. understands the strengths and weaknesses of behavioural analysis
5. understands the principles, assumptions and goals of quantitative inductive research (statistics)
6. understands the methodological assumptions to perform statistical analysis and permit the comparison of results

**in terms of skills:**

1. applies and interprets the results of collocational analysis
2. applies and interprets the results of the various forms of collocation analysis
3. applies and interprets various techniques for the bivariate and multivariate analysis of the results of behavioural analysis or collocation analysis
4. applies and interprets various techniques for the predictive modelling of the results of behavioural analysis

**Course learning content:**

Corpus Methodology – strengths and weaknesses

Collocational, collocation, vector and behavioral methods - – strengths and weaknesses

Application of collocational analysis and interpretation of its results

Basic assumptions of bivariate and multivariate (categorical) statistics

The use of bivariate analysis for the investigation of behavioural results (chi-square)

The use of multivariate analysis for the investigation of behavioural results (HCA, MCA, LLA)

The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression, CART) with binomial DVs

The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression) with multinomial DVs

The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression) with ordinal DVs

The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression) with binomial DVs and account for random effects

Course name: **History of the English language**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. identifies main characteristic features of respective periods in the history of the English language, in particular their central developmental tendencies

**in terms of skills:**

1. identifies and interprets connections between linguistic and socio-historical phenomena

**in terms of social competences:**

1. formulates and prepares spoken and written analyses about the history of the English language, utilising recent theoretical and data-driven developments

**Course learning content:**

Dates, methods, periodisation

Proto-Indo-European and Proto-Germanic

Old English language

Anglo-Saxon society

Language contact in the Anglo-Saxon period

Middle English language

Standardisation of Middle English

Middle English multilingualism

Early Modern English language

Early Modern English enregisterment

Early Modern English society  
Late Modern English language  
Late Modern English ascertainment

Course name: **Linguistic theory: Sociolinguistics 2**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows and understands the origins of sociolinguistics and its object of study
2. knows basic topics, concepts and terminology of sociolinguistic research
3. knows the complex nature of language and, in particular, its social and situational variability
4. knows the basic methods in language attitude research

**in terms of skills:**

1. is able to apply the newly learned terminology to describe and analyse sociolinguistic processes in English and selected other languages
2. is able to select relevant methodology and apply appropriate methods to research the process of communication in the socio-cultural context
3. is able to participate in a debate on topics concerning sociolinguistic phenomena and research
4. is able to prepare multimodal presentations on topics in sociolinguistics

**in terms of social competences:**

1. is ready to question and reformulate their own views on sociolinguistic reality as well as those of others
2. is open to and ready to accept the socio-cultural diversity of language and the process of communication

**Course learning content:**

Introduction: sociolinguistics, its subject matter, basic concepts, its sources and origins.

Language variability and variation; languages and their varieties; constructing identity via linguistic means.

Dialects and dialectology

Language and gender

Language and age

Language and ethnicity

Sociolects and occupational varieties

Stylistic variation

Language attitude research

Intercultural communication; mediated communication; media discourses

Wrap-up: the sources and origins of sociolinguistics; application of sociolinguistic research.

Course name: **Linguistic theory: Syntax**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows and understands the place of syntactic studies among other linguistic disciplines and knows methods applied in syntactic research
2. is able to analyse phrases and basic sentence types of English in the manner provided for by the generative approach to linguistic studies
3. knows certain aspects of a number of theories of syntax and is able to comprehend and actively use appropriate terminology used in the field

**in terms of skills:**

1. is able to conduct analytical syntactic studies of selected linguistic data in English
2. is able to critically evaluate statements referring to description and analysis of linguistic phenomena
3. is able to justify his/her opinions concerning internal structure of selected phrases in English in the frame of the generative grammar
4. is able to solve problems connected with ambiguity of syntactic structure

**in terms of social competences:**

1. understands relevance of syntactic and linguistic research for general linguistic knowledge
2. understands that a grammar of every language is an interesting subject of study
3. appreciates the role of syntactic studies for improved clarity of expression and argumentation in public speaking and writing

**Course learning content:**

1. Introducing the notion of Universal Grammar and Linguistic Competence and Performance
2. Introducing the notion of grammatical categories and syntactically relevant word classes

3. Introducing and exemplifying the distinction between the notions of grammatical classes (noun, verb, etc), semantic roles (agent, theme, etc.) and grammatical functions (subject, object, adjunct, etc.), with the emphasis on the last group.
4. Introducing the notion of phrase structure and basic relations among phrases. Representing the structure through diagrammes.
5. Practising analytical skills concerning phrase structure, ambiguity of structure, as well as diagramming phrases and clauses of various types. Introducing notions typical of the generative perspective (c-command, complement, specifier, endocentricity, functional projections).
6. Introducing the notion of the syntactic derivation; the relationship between the lexicon and syntax; the syntactic representation of the predicate/argument relations.
7. Introducing the notion of anaphoric relations and referential properties of nominal phrases; Binding Theory and its application to English and beyond.
8. Examining links between verbal morphology and syntax in the context of the syntactic derivation and its overt and covert stages.
9. Examining the overt placement of the verb in different languages: English vs French vs German; Affix-Hop vs verb raising.
10. Introducing the notion of nominal case; discussing morphological vs abstract case and distribution of nominal phrases; emphasizing the role of case in deriving such constructions as the passive and subject raising; the position of the subject throughout the derivation.
11. Reflecting on general properties of movement in the syntax of English and other selected languages; the notion of chain, the role of c-command, the cycle and the Minimal Link Condition.
12. Introducing an analysis of interrogative constructions in English; another set of movement phenomena.
13. Introducing variations in interrogative constructions; embedded questions, long distance questions, multiple questions; syntactic islands.
14. Explaining syntactic complexity of various constructions; formation of relative clauses; multiple movement interactions; complex derivations; movement and non-movement induced Empty Categories; control.
15. General revision; analysing complex constructions in English and other selected languages; a primer to comparative syntactic analyses.

**Course name: Linguistic theory: Psycholinguistics 2**

**On successful completion of this course, a student in terms of knowledge:**

1. defines basic terms in the field of psycholinguistics of vocabulary, syntax, discourse, the reading and writing process
2. presents contemporary research trends in language and communication
3. identifies basic research methodologies used to study language and communication
4. distinguishes the processes engaged in language processing with respect to vocabulary, syntax, discourse, reading and writing
5. can provide arguments for and against in a discussion of selected psycholinguistic theories

**in terms of skills:**

1. can provide arguments for and against in a discussion of selected psycholinguistic theories

**Course learning content:**

Mental lexicon - structure  
The acquisition of the lexicon  
Lexical access  
Syntactic structure of sentences  
Sentence comprehension  
The acquisition of syntactic structure  
Discourse structure  
Development of discourse competence  
Cognitive aspects of reading and writing  
Development of reading and writing abilities

**Course name: Introduction to neurolinguistics**

**On successful completion of this course, a student in terms of knowledge:**



1. knows the anatomy, structures and functions of the brain in relation to perception, representation, understanding of language, and biological and physiological processes and mechanisms related to language processing in bilinguals
2. knows the structural and functional similarities and differences of monolingual and bilingual brains, takes into account factors (e.g., second language acquisition age, proficiency level, second language acquisition modality) that affect the density of grey matter structures and the quality of white matter pathways in bilingual brains
3. knows the dynamics of neuroplastic processes underpinning qualitative changes in bilingual brains; understands the 'foreign language effect' as represented in recent neuro-science research
4. holistically understands, and interprets the results of neuroimaging studies showing the cortical and sub-cortical structures involved in the processing of the first and second language in the bilingual brains

**in terms of skills:**

1. asks appropriate questions regarding the monolingual and bilingual brain's anatomy, structure and functions and knows how to convert research findings into hypotheses; can interpret research results and formulate conclusions related to the study of linguistic processes in the brains of bilinguals

**Course learning content:**

An introduction to the anatomy of the bilingual brain

Anatomy and physiology of the central nervous system

Chemistry and Electricity - Brain Languages

Cortical and subcortical centers involved in language processing - universal and L1, L2 specific

Cyto-architectural organization of the neocortex

Similarities and differences in the structure of grey and white matter in the Universal Language network of bilingual people

Factors influencing differences in gray matter density and white matter pathway networks in bilingual brains

Neuro-plasticity of brain structures in bilingual people

The degree of embodiment (embodiment) of the second language - a review of neuroimaging research

The Foreign Language Effect - neurological research perspective

Course name: **Linguistic theory: Cognitive linguistics**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. will know and understand the place and significance of cognitive linguistics in relation to other linguistic theories (structuralism, generativism) and other disciplines (psychology, sociology, political science, neuroscience) and the subject specificity and methodology of cognitive linguistics
2. will know and understand basic lines of research and concepts typical of cognitive linguistic research
3. will know and understand the theories, methodologies, general and specific issues in cognitive linguistics on the basis of the English language
4. will know and understand the meaning of cognitive linguistic terms

**in terms of skills:**

1. has the ability to find, analyse, evaluate, select and use information concerning cognitive linguistic issues with the use of traditional and multimedial sources
2. has the ability to use the knowledge about cognitive linguistics appropriately to formulate and analyse research problems and to motivate their decisions
3. has the ability to select the methods and tools used in cognitive linguistics
4. has the ability to perform tasks with the use of appropriate methods and tools
5. has the ability to communicate with the use of appropriate terminology
6. has the ability to argue and formulate conclusions with the help of the arguments based on literature
7. has the ability to prepare, formulate and write research works in English on cognitive linguistics with appropriate structure and argumentation
8. has the ability to take part in a debate, present and evaluate various positions and prepare oral presentations in English
9. has the ability to plan and organize individual and group work efficiently

**in terms of social competences:**

1. is ready to critically evaluate their knowledge and skills and the necessity of updating it within the context of their profession
2. is ready to change their opinion in the light of the available data and arguments and to remain open to new ideas

**Course learning content:**

Prototypical structure of conceptual categories

Levels of categorization  
Cognitive approaches to lexical semantics  
Conceptual metaphors and metonymies  
Figurative language in discourse  
Gesture studies in Cognitive Linguistics  
Figure and ground  
Cognitive grammar  
Construction grammar  
Usage-based approaches

Course name: **English at university level: spoken language**  
**On successful completion of this course, a student**  
**in terms of knowledge:**

1. knows the vocabulary included in class materials and can use it in context
2. knows language devices characteristic of the academic register

**in terms of skills:**

1. can formulate oral statements using newly acquired vocabulary and monitor their accuracy
2. can use language devices typically utilised in academic context
3. can control their own spoken statements in terms of coherence and language accuracy adequate to the level of the course

**Course learning content:**

Academic vocabulary in the context of linguistics  
Formal and informal registers  
Academic language in presentations. Peer feedback.  
Thematic block 1: Education.  
Thematic block 2: Communication  
Thematic block 3: Language and Technology 1  
Thematic block 4: Media  
Thematic block 5: Language and society  
Thematic block 6: Language and Technology 2  
Thematic block 7: Critical thinking  
Thematic block 8: Creativity: Innovation and invention  
Thematic block 9: Facing challenges  
Thematic block 10: Culture  
Thematic block 11: Technology in education and business  
Thematic block 12: Family and relationships  
Thematic block 13: Current issues

Course name: **Linguistic theory: Module 2 - psycholinguistics**  
**On successful completion of this course, a student**

**in terms of knowledge:**

1. can demonstrate knowledge of basic terminology in the field of psycholinguistics
2. can demonstrate knowledge of contemporary research trends in language and communication
3. can demonstrate knowledge of research methodology of language and communication
4. can point out the biological and social foundations of linguistic behavior

**in terms of skills:**

1. can provide arguments for and against in a discussion of selected psycholinguistic theories
2. can see the advantages of an interdisciplinary approach to research questions

**Course learning content:**

Animal and Human Communication Systems  
Evolution of Language  
The Science of Language  
Behavioural techniques in the study of language  
Language in the brain  
Auditory perception and the speech stream  
Development of speech perception and models of speech perception  
The vocal tract and speech areas in the brain  
Development of speech production and models of speech production

Course name: **English at university level: pronunciation A: General British**

**On successful completion of this course, a student  
in terms of skills:**

1. articulates English sounds and maintains essential phonemic contrasts
2. uses selected allophonic processes of English in their own pronunciation
3. works on their pronunciation individually
4. controls the segmental aspects of their pronunciation
5. controls aspects of connected speech, rhythm, and intonation
6. stresses morphologically simple and complex words correctly
7. reflects on their own productions and modifies them under the teacher's supervision

**in terms of social competences:**

1. understands the social meaning of some pronunciation variants

**Course learning content:**

phonemic and allophonic aspects of English vowels and consonants  
selected suprasegmental features  
connected speech processes  
word stress, sentence stress, rhythm  
weak forms of function words  
intonation  
raising awareness of phonetic variability  
consolidation and mastery of the segmental inventory

Course name: **Linguistic theory: Pragmatics**

**On successful completion of this course, a student  
in terms of knowledge:**

1. knows the concepts, terminology, theories and methodologies concerning pragmatics and is able to use them properly

**in terms of skills:**

1. uses the pragma-linguistic methods and tools for the analysis of communication relying on traditional and multimedial sources
2. is able to give presentations on pragma-linguistic concepts, theories and models
3. produces good academic discourse, paying attention to its structure and composition and using proper argumentation and academic sources

**in terms of social competences:**

1. critically evaluates one's own knowledge and is open to new ideas and different opinions after having scrutinized the argumentation provided by others

**Course learning content:**

Linguistic pragmatics: introduction  
Pragmatics of verbal communication  
Context in pragmatics: theoretical and empirical perspectives  
Pragmatic inference and the theory of implicature  
Social cognition: perception of self and others  
Speech act theory  
Pragmatics of nonverbal communication  
Politeness theories  
Cultural norms and values in communication  
Intercultural pragmatics: intercultural competence and barriers in intercultural communication  
Affective pragmatics: emotions in language  
Pragmatics of argumentation and persuasion  
Pragmatics of social persuasion and manipulation  
Experimental pragmatics, research tools and paradigms

Course name: **Laboratory methods in linguistics 1**

**On successful completion of this course, a student  
in terms of knowledge:**

1. understands theoretical issues of speech production and perception
2. understands the relationship between articulation, acoustics, and speech perception
3. is familiar with research methods in speech production and perception
4. understands the theoretical issues underlying acoustic phonetics

5. knows the theoretical issues underlying laboratory methods in linguistics
6. knows how to plan and execute basic experiments

**in terms of skills:**

1. knows how to extract data from speech corpora
2. knows how to analyze data from speech corpora

**Course learning content:**

Theories of speech perception and production  
Articulatory-acoustic-auditory relationships  
Preparation of perception experiments  
The mental lexicon and the acoustic signal  
Extraction of data from speech corpora  
Analysis of data from speech corpora  
Using speech production monitoring techniques

**Course name: Linguistic theory: Psycholinguistics 1**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. can demonstrate knowledge of basic terminology in the field of psycholinguistics
2. can demonstrate knowledge of contemporary research trends in language and communication
3. can demonstrate knowledge of research methodology of language and communication
4. can point out the biological and social foundations of linguistic behavior
5. can provide arguments for and against in a discussion of selected psycholinguistic theories
6. can see the advantages of an interdisciplinary approach to research questions

**in terms of skills:**

1. can demonstrate knowledge of basic terminology in the field of psycholinguistics
2. can demonstrate knowledge of research methodology of language and communication
3. can provide arguments for and against in a discussion of selected psycholinguistic theories

**Course learning content:**

Animal and Human Communication Systems  
Evolution of Language  
The Science of Language  
Behavioural techniques in the study of language  
Language in the brain  
Auditory perception and the speech stream  
Development of speech perception and models of speech perception  
The vocal tract and speech areas in the brain  
Development of speech production and models of speech production

**Course name: Laboratory methods in linguistics 2**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows how to define basic terms related to research with the use of self-paced reading, eye-tracking and rapid serial visual presentation
2. knows how to describe experimental procedures and requirements of research with the use of self-paced reading, eye-tracking and rapid serial visual presentation
3. knows how to presents contemporary trends in psycholinguistic research with the use of self-paced reading, eyetracking and rapid serial visual presentation

**in terms of skills:**

1. is able to distinguish types of data collected from studies with the use of self-paced reading, eye-tracking and rapid serial visual presentation
2. is able to analyse basic data from studies with the use of self-paced reading, eye-tracking and rapid serial visual presentation

**in terms of social competences:**

1. has ability to carry out linguistic research ethically, also respecting various cultures, beliefs, personality profiles of their potential future participants
2. has ability to cooperate in a group with other students and groups of researchers

**Course learning content:**

Self-paced reading as a research method  
Experimental procedures and types of data in self-paced reading tasks  
Eye-tracking as a research method

Experimental procedures and types of eye-trackingowych data  
The use of eye-tracking in reading research  
The use of eye-tracking in speech comprehension research  
Pupillometry  
Analysis of eye-tracking data  
Rapid serial visual presentation as a research method  
Experimental procedures and types of data in rapid serial visual presentation task

Course name: **Language acquisition and multilingualism**

**On successful completion of this course, a student  
in terms of knowledge:**

1. is familiar with concepts and topics related to this field
2. is familiar with theories, methods and topic both general and specific, related to language acquisition
3. is familiar with new research directions and developments in the field
4. understands the complex nature of language acquisition

**in terms of skills:**

1. knows how to search for, analyse, evaluate, select and use information with the application of various sources of knowledge
2. is able to compare different approaches to the modelling of language acquisition and to critically evaluate them
3. is able to communicate using specialist terminology
4. is able to prepare oral presentations in English and to participate in debates concerning acquisition issues

**in terms of social competences:**

1. is ready to change his/her standpoint in view of the available data and arguments as well as be open to new ideas
2. is ready to support linguistic diversity and activities promoting multilingualism

**Course learning content:**

Introduction to Third Language Acquisition; an overview  
Overview of theories of L3 acquisition; L2 Status Factor Model, Cumulative Enhancement Model, Typological Primacy Model, Linguistic Proximity Model  
Bilingualism and multilingualism – same or different? (Forms of multilingualism and key features)  
Bilingualism Matters – facts and myths; multilingual advantage  
Multilingual speaker; code-switching, translanguaging, mental lexicon  
Multilingual individuals; multilinguals' emotions  
Cross-linguistic influence; directionality, conditioning factors  
Psycholinguistics of multilingualism; experimental paradigms, language processing  
Neurolinguistics of multilingualism; multilingual brain, cognitive consequences  
Role of metaphonological awareness in FL acquisition  
Linguistic diversity in Europe/worldwide  
Overview of research methods / methodological approaches to TLA  
Educational policy and multilingualism; Types of multilingual education

Course name: **Language processing and production**

**On successful completion of this course, a student  
in terms of knowledge:**

1. knows how to use programming language(s) for language processing
2. knows which language and library to use in order to sort a tech / data problem

**in terms of skills:**

1. can design an algorithm automatising data processing, calculation etc.

**in terms of social competences:**

1. is ready to cooperate with other group members on a programming project; divide tasks; take lead of parts of the project;

**Course learning content:**

Python interpreters and compilers  
Syntax and libraries in Python  
Python in NLP (Natural Language Processing)  
Datasets and algorithms used in NLP  
Text processing, language data formats  
Identyfikacja nazw własnych, kolokacji i n-gramów; oznaczanie części mowy

Automatized Identification of linguistic forms, n-grams, and collocations; tagging of language forms; finite-state machines, formal grammars, regular expressions, attribute driven grammars (Feature Based Grammar)

Libraries for language data processing

Miary jakości wyników zwracanych przez stworzone oprogramowanie

Course name: **Academically Oriented English Practice - Integrated Skills and Academic Discourse**

**On successful completion of this course, a student in terms of skills:**

1. Is able to effectively use the academic register of the selected academic discipline in both speech and writing
2. Is able to effectively summarize, paraphrase and synthesize information found in academic sources
3. Is able to present and discuss publicly research data and academic views
4. Is able to critically and appropriately respond to presentation contents and views of other researchers.
5. Understands the construction of a scientific text and is able to apply it – also to the planned BA diploma paper
6. Effectively edits and troubleshoots academic texts.

**in terms of social competences:**

1. is ready to communicate effectively in English and to plan their professional performance

**Course learning content:**

Academic vocabulary and phraseology

Summary, paraphrase, synthesis, non-plagiarism – practice with academic texts

Descriptions of language data – spoken and written exercises

Presentation and discussion of selected theoretical and research aspects of a selected / conducted linguistics project

Critical reading of scientific texts

Structure of the academic/scientific text

Academic writing and revising practice

WA Stylesheet – document formatting, citing sources, listing references