SYLLABUS – A COURSE DESCRIPTION

I. General information

  1. Course name: **Laboratory methods in linguistics 2**
  2. Course code: **15-LT- LABML2-EL-11**
  3. Course type (compulsory or optional): **compulsory**
  4. Study programme name: **English Linguistics: Theories, Interfaces, Technologies**
  5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle of studies**
  6. Educational profile (general academic profile or practical profile): **academic**
  7. Year of studies (if relevant): **III (semester 5)**
  8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **practical classes: 30 hours**
  9. Number of ECTS credits: **3 ECTS**
  10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*: **Dr Agnieszka Lijewska, adiunkt, alijewska@amu.edu.pl**
  11. Language of instruction: **English**
  12. Online learning - yes (partially / fully) / **no**

*please underline course coordinator's name

II. Detailed information

  1. Course aim (aims)

  i.   To familiarize students with behavioural research methods such as self-paced reading, eye-tracking and rapid serial visual presentation
  ii.   To familiarize students with study design data analysis within the 3 methodologies
  iii. To familiarize students with research findings from past psycholinguistic experiments employing the 3 methodologies.

  2. Pre-requisites in terms of knowledge, skills and social competences (if relevant)

     Knowledge of basic concepts in the field of general linguistics.

  3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes
LABML2_1	Defines basic terms related to research with the use of self-paced reading, eye-tracking and rapid serial visual presentation	K_W01, K_W02, K_W03, K_U10
LABML2_2	Describes experimental procedures and requirements of research with the use of self-paced reading, eye-tracking and rapid serial visual presentation	K_W01, K_W02, K_U04, K_U15, K_U08
LABML2_3	Presents contemporary trends in psycholinguistic research with the use of self-paced reading, eye-tracking and rapid serial visual presentation	K_W01, K_W02, K_W03, K_W05, K_U04
LABML2_4	Distinguishes types of data collected from studies with the use of self-paced reading, eye-tracking and rapid serial visual presentation	K_W01, K_W02, K_W06, K_U08

LABML2_5	Analyses basic data from studies with the use of self-paced reading, eye-tracking and rapid serial visual presentation	K_W01, K_W02, K_W03, K_U03, K_U08

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	**Course learning outcome symbol(s) (EU)**
Self-paced reading as a research method	LABML2_1– LABML2_5
Experimental procedures and types of data in self-paced reading tasks	LABML2_1 – LABML2_5
Eye-tracking as a research method	LABML2_1 – LABML2_5
Experimental procedures and types of eye-trackingowych data	LABML2_1 – LABML2_5
The use of eye-tracking in reading research	LABML2_1 – LABML2_5
The use of eye-tracking in speech comprehension research	LABML2_1 – LABML2_5
Pupillometry	LABML2_1 – LABML2_5
Analysis of eye-tracking data	LABML2_1 – LABML2_5
Rapid serial visual presentation as a research method	LABML2_1 – LABML2_5
Experimental procedures and types of data in rapid serial visual presentation task	LABML2_1 – LABML2_5

5. Reading list

Coursebook:

Conklin K, Pellicer-Sánchez A, Carrol G (2018) *Eye-Tracking: A Guide for Applied Linguistics Research*. Cambridge University Press, Cambridge ; New York .

Jegerski J (2014) Self-paced reading. In: Jegerski J , In: VanPatten B (eds) *Research methods in second language psycholinguistics*, pp. 20–49. Routledge, New York.

Martin J M, Altarriba J (2016) Rapid Serial Visual Presentation: Bilingual Lexical and Attentional Processing. In: Heredia RR , In: Altarriba J , In: Cieślicka AB (eds) *Methods in Bilingual Reading Comprehension Research*, pp. 61–98. Springer New York, New York, NY. http://link.springer.com/10.1007/978-1-4939-2993-1.

Supplementary resources:

Clifton C, Ferreira F, Henderson JM et al. (2016) Eye movements in reading and information processing: Keith Rayner's 40year legacy. *Journal of Memory and Language* 86, 1–19.

Conklin K, Pellicer-Sánchez A (2016) Using eye-tracking in applied linguistics and second language research. *Second Language Research* 32, 453–467.

Dussias PE (2010) Uses of eye-tracking data in second language sentence processing research. *Annual Review of Applied Linguistics* 30, 149–166.

Godfroid A (2019) *Eye Tracking in Second Language Acquisition and Bilingualism: A Research Synthesis and Methodological Guide*, 1st ed. . Routledge https://www.taylorfrancis.com/books/9781317687979.

Jegerski J (2014) Self-paced reading. In: Jegerski J , In: VanPatten B (eds) *Research methods in second language psycholinguistics*, pp. 20–49. Routledge, New York.

Keating GD, Jegerski J (2015) Experimental designs in sentence processing research: A methodological review and user's guide. *Studies in Second Language Acquisition* 37, 1–32.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest other methods.)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	x
Interactive lecture	
Problem-based lecture	
Discussions	x
Text-based work	x
Case study work	x
Problem-based learning	
Educational simulation / game	
Task-solving learning (e.g.: calculation, artistic, practical tasks)	x
Experiential work	x
Laboratory work	x
Scientific inquiry method	x
Workshop method	x
Project work	
Demonstration and observation	x
Sound and/or video demonstration	x
Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	x
Group work	x
Other – please specify	
…	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol				
	LABML2_1	LABML2_2	LABML2_3	LABML2_4	LABML2_5

Written exam					
Oral exam					
Open book exam					
Written test					
Oral test	x	x	x	x	x
Multiple choice test					
Project					
Essay					
Report					
Individual presentation	x	x	x	x	x
Practical exam (performance observation)					
Portfolio					
Other (please specify) -					
…					

3. Student workload (ECTS credits)

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Students' self-study*	Preparation for classes	15
	Reading for classes	20
	Essay / report / presentation / demonstration preparation, etc.	10
	Project preparation	
	Term paper preparation	
	Exam preparation	15
	Other (please specify) -	
	…	
TOTAL HOURS		90
Total ECTS credits for the course		3

* please indicate the appropriate activity types and/or propose different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

> Very good (bdb; 5.0): The student knows and understands the theoretical and methodological aspects of self-paced reading, eye-tracking and rapid serial visual presentation very well, freely uses the acquired knowledge, is able to freely use the acquired terminology during discussions and tasks.

Good plus (+db; 4.5): The student knows and understands the theoretical and methodological aspects of self-paced reading, eye-tracking and rapid serial visual presentation well, freely uses the acquired knowledge, is able to freely use the acquired terminology during discussions and tasks, but makes minor mistakes.

Good (db; 4.0): The student knows and understands the theoretical and methodological aspects of self-paced reading, eye-tracking and rapid serial visual presentation well, freely uses the acquired knowledge, is able to freely use the acquired terminology during discussions and tasks, but makes mistakes

Satisfactory plus (+dst; 3.5): the student knows and understands theoretical and methodological aspects of self-paced reading, eye-tracking and rapid serial visual presentation at a basic level, is able to use the acquired knowledge to a satisfactory degree, is able to use the acquired terminology during discussions and tasks to some extent and makes mistakes.

Satisfactory (dst; 3.0): the student knows and understands theoretical and methodological aspects of self-paced reading, eye-tracking and rapid serial visual presentation at a basic level, is able to use the acquired knowledge to a satisfactory degree, is able to partially use the acquired terminology during discussions and tasks, but makes basic mistakes.

Unsatisfactory (ndst; 2.0): the student does not know and does not understand theoretical and methodological aspects of self-paced reading, eye-tracking and rapid serial visual presentation psycholinguistics at a basic level, does not use the acquired knowledge, and is not able to use the acquired terminology during discussions and tasks without making basic mistakes.