

**Subject card**

<b>Subject name and code</b>	Functional grammar of Polish as a foreign language, PG_00133641						
<b>Field of study</b>	Polish Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Specialty subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	2	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Ewa Badyda				
	<b>Teachers</b>		dr hab. Ewa Badyda				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		18.0	50
<b>Subject objectives</b>	Familiarizing students with the grammatical rules of Polish, essential for those learning Polish as a foreign language. Equipping students with the skills necessary to overcome difficulties in mastering this system by foreign students learning Polish.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FPMU2_W06] Has a structured and in-depth general knowledge of the methodology of linguistic research.	The student possesses well-organized and in-depth linguistic knowledge of the functional aspect of Polish grammar, necessary for working with a student learning Polish as a foreign language.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[FPMU2_K06] He consciously fulfills and develops his own professional competence in literary and linguistics studies, becoming ready for the changing reality.	The student demonstrates creativity in developing the professional competencies necessary for the future role of a teacher of Polish as a foreign language in environments that are subject to change.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[FPMU2_W10] Has a structured and in-depth knowledge of literary and linguistic studies in the field of the chosen specialty.	The student is familiar with the so-called "difficult areas" of Polish grammar. They know how to utilize this knowledge in the education of foreign students learning Polish.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[FPMU2_U08] Has in-depth literary and linguistic skills and linguistic competence to undertake work related to the chosen specialty.	The student can analyze grammatical errors appearing in the works of foreigners, diagnose their causes and select appropriate methods accordingly.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work

Subject contents	<p>The role of grammar in teaching Polish as a foreign language. Requirements regarding the knowledge of grammar at different levels of language proficiency.</p> <p>Articulatory characteristics of Polish sounds as necessary knowledge for correcting incorrect pronunciation. Phoneme vs. speech sound, phonological and non-phonological features of sounds in Polish compared to examples from other language systems, and the influence of this phenomenon on the pronunciation difficulties faced by foreigners. Systemic discrepancies between speech and writing in Polish and their impact on the possible interpretation of inflectional phenomena in Polish language teaching. Analysis of the phonetic structure of words as a tool for working on pronunciation. Prosodic phenomena in Polish compared to their possible differences in other languages. Difficulties in teaching Polish phonetics.</p> <p>Phonological alternations as a factor complicating the identification of allomorphs in the area of inflectional and derivational phenomena. Morpheme typology. The role of derivational knowledge in teaching Polish as a foreign language from the perspective of both the teacher and the student. Non-categoriality and irregularity of word formation as a factor determining the possibilities of achieving teaching effects at different levels and determining methodological procedures. Derivative structure. Semantic relations between the base and the derivative. Basic derivational categories of nouns, adjectives, and verbs. Aspectual derivatives in opposition to deverbative semantic verb derivatives. Adverb formation in terms of decisions about its lexical or grammatical presentation.</p> <p>Polish as a fusional language compared to other grammatical organization methods. The place and role of inflection in teaching Polish as a foreign language to Slavic and non-Slavic language-speaking students. Lexeme and its textual representations. Syncretism of word forms. Primary semantic and syntactic categories - the possibility of relating them to the language experience of foreigners. Specificity of inflectional categories of individual classes of lexemes in Polish. Peculiarities regarding individual grammatical categories. Secondary uses of verb semantic categories. Inflectional form structure. Difficulties in teaching Polish inflection and their sources. Analysis of word forms. Lexeme classes, their semantic, inflectional, and syntactic characteristics, and their functions in conveying information.</p> <p>Stages of building an utterance. Essence of predication. Intentional modality. Connotational requirements of the verb as a factor shaping the necessary sentence structure and imposing conditions necessary to maintain its grammatical correctness. Knowledge of accommodation requirements as a factor conditioning the correctness of speech. Expressing elements of message content using single sentence components and subordinate clauses. Intensional, relative, and extensional sentences. Combining sentences based on semantic principles.</p> <p>Analysis and correction of grammatical errors in the works of foreign language students.</p>									
Prerequisites and co-requisites	understanding Polish grammar as covered in Bachelor's degree studies in Polish language and literature									
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="448 1319 796 1350">Subject passing criteria</th> <th data-bbox="796 1319 1141 1350">Passing threshold</th> <th data-bbox="1141 1319 1485 1350">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 1350 796 1382">course assignment</td> <td data-bbox="796 1350 1141 1382">51.0%</td> <td data-bbox="1141 1350 1485 1382">60.0%</td> </tr> <tr> <td data-bbox="448 1382 796 1433">active participation and completion of partial tasks</td> <td data-bbox="796 1382 1141 1433">51.0%</td> <td data-bbox="1141 1382 1485 1433">40.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	course assignment	51.0%	60.0%	active participation and completion of partial tasks	51.0%	40.0%
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Recommended reading	Basic literature	<ol style="list-style-type: none"> <li>1. Regulation of the Minister of Science and Higher Education dated February 26, 2016, regarding exams in Polish as a foreign language, Journal of Laws 2016, item 405.</li> <li>2. L. Madelska, M. Warchoń-Schlottmann, "Hurrah!!! Discovering the Polish Language. Grammar for Learners of Polish as a Foreign Language", Kraków 2008.</li> <li>3. A. Nagórko, "Outline of Polish Grammar", Warsaw 2003.</li> <li>4. "Grammar of Contemporary Polish Language, Morphology, Vol. 1 and 2", eds. R. Grzegorzczkova, R. Laskowski, H. Wróbel, Warsaw, 1999.</li> <li>5. D. Ostaszewska, J. Tambor, "Phonetics and Phonology of Contemporary Polish Language", Warsaw 2001.</li> <li>6. R. Grzegorzczkova, "Outline of Polish Word Formation. Descriptive Word Formation", Warsaw 1982.</li> <li>7. M. Bańko, "Lectures on Polish Inflection", Warsaw 2002.</li> <li>8. R. Grzegorzczkova, "Lectures on Polish Syntax", Warsaw 2002.</li> </ol>
	Supplementary literature	Articles from current issues of glottodidactic and linguistic journals (e.g., "Acta Universitatis Lodziensis. Teaching Polish to Foreigners", "Foreign Languages in School", " Polish Studies Postscriptum", "Humanities Annals. Glottodidactics", issue 10, and other texts as chosen by the lecturer).
	eResources addresses	
Example issues/ example questions/ tasks being completed	Identify all grammatical errors in the written work of a foreigner learning Polish, classify them, determine the student's knowledge gaps that led to their occurrence.	
Work placement	Not applicable	

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