

Subject card

Subject name and code	Introduction to contrastive linguistics for teachers, PG_00137690						
Field of study	English Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2026/2027		
Education level	undergraduate studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	3	Language of instruction			English		
Semester of study	5	ECTS credits			2.0		
Learning profile	academic	Assessment form					
Conducting unit	Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Mikołaj Rychło				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	The aim of the course is to increase linguistic awareness of the similarities and differences between the compared languages, as well as to familiarize students with the basic concepts of comparative and contrastive linguistics and to understand the causes of similarities and differences between Polish and English in relation to selected lexical and grammatical issues (morphology, syntax, phonetics, phonology, semantics and lexis).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAL3_U03] Applies tools of linguistic and literary analysis, formulates and solve complex analytical and interpretative problems concerning the English language, linguistics and English-language literatures, using linguistic and literary methodological and theoretical approaches.	The student is able to use tools of linguistic analysis, formulate and solve complex analytical and interpretative problems concerning the English language and contrastive linguistics, using linguistic methodological and theoretical approaches.	[SU2] presentation/project/paper/report [SU4] test/exam - oral or written
	[FAL3_K01] Critically evaluates the extent of their knowledge and skills, in particular in the field of the English language, linguistics and English-language literature.	The student is ready to critically assess the scope of his knowledge and skills, in particular in the field of English and contrastive linguistics.	[SK2] presentation/project/paper/report [SK4] test/exam - oral or written
	[FAL3_U05] Communicates in speech and writing in English and discusses issues related to linguistics and English literature, using the appropriate specialized terminology.	The student is able to communicate orally and in writing in English on issues related to contrastive linguistics, using appropriate specialist terminology.	[SU2] presentation/project/paper/report [SU4] test/exam - oral or written
	[FAL3_W07] Has advanced detailed knowledge of selected topics in the field of linguistics, including, in particular, research into the English language.	The student has advanced detailed knowledge of selected issues in the field of linguistics, in particular research on the English language.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/report
	[FAL3_K02] Is prepared to recognise the importance of knowledge and skills in English-language linguistics and literature, auxiliary and related academic disciplines, and English in solving cognitive and practical problems, and is prepared to seek expert advice in the event of difficulties in solving these problems.	The student is ready to recognize the importance of knowledge and skills in the field of English-language contrastive linguistics, auxiliary and related sciences, and English in solving cognitive and practical problems, and is ready to seek the opinion of experts in case of difficulties in solving these problems independently.	[SK2] presentation/project/paper/report
	[FAL3_W05] He / she has advanced knowledge of the basic conceptual and terminological apparatus in the field of linguistics, including in particular those applicable in the study of the English language.	The student has advanced knowledge of the basic conceptual and terminological apparatus in the field of linguistics, in particular those applicable to research on the English language.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/report
	[FAL3_U02] Properly uses the acquired subject knowledge to identify, analyze, interpret and explain facts, phenomena and processes in the field of English, linguistics and English-language literature, using concepts and methods in the field of linguistics and literature	The student is able to properly use the acquired subject knowledge to identify, analyze, interpret and explain facts, phenomena and processes in the field of English and contrastive linguistics, using linguistic concepts and methods.	[SU2] presentation/project/paper/report [SU4] test/exam - oral or written
Subject contents	<p>Examples of topics:</p> <ol style="list-style-type: none"> 1. Contrastive vs. comparative linguistics. 2. Reasons for comparing languages. 3. Syntactic differences between selected Polish and English constructions. 4. Comparing similarities and differences between selected Polish and English derivational types. 5. Polish-English cognates and the related sound changes. 6. English-German cognates and the related sound changes. 7. Historical sources of similarities and differences between English and German. 		

Prerequisites and co-requisites	Knowledge of English at B2/C1 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	test/egzamin - ustny/pisemny, prezentacja	51.0%	100.0%
Recommended reading	Basic literature	<p>Mańczak-Wohlfeld, E. 2006. Angielsko-polskie kontakty językowe, Kraków: Wydawnictwo UJ.</p> <p>Rychło, Mikołaj. 2013. English herd and Polish trzoda: How the two words developed from one Proto-Indo-European root. Acta Neophilologica XV (1), s. 155-166.</p> <p>Rychło, Mikołaj. 2014. Ślady prawa Grimma w angielszczyźnie w zestawieniu z polskimi wyrazami pokrewnymi: pie. *p > pgerm. *f. Język Polski XCIV (3), s. 200-211, 2014.</p> <p>Rychło, Mikołaj. 2015. The philological element in the education of a language teacher: Understanding the similarity between English and Polish. [W:] Janczukowicz, Karolina, Mikołaj Rychło: General Education and Language Teaching Methodology: The Gdańsk School of ELT. Peter Lang.</p> <p>Rychło, Mikołaj. 2018a. Polish reż and English rye concealed in Polish rżysko: A case study of a pair of cognates and a root archaism. Linguistica Silesiana 39, s. 119-133.</p> <p>Rychło, Mikołaj. 2019. Contrasting Cognates in Modern Languages from a Diachronic Perspective. Gdańsk: Gdańsk University Press.</p>	
	Supplementary literature	<p>Algeo, John and Thomas Pyles. 2010. The Origins and Development of the English Language. New York: Harcourt, Bruce & World.</p> <p>Hogg, Richard and David Denison (eds). 2008. A History of the English Language. Cambridge: Cambridge University Press.</p> <p>Mitchell, Bruce and Fred C. Robinson. 2007. A Guide to Old English. Malden, Oxford: Blackwell Publishing.</p> <p>Otwinowska-Kasztelanic, A. 2000. A Study of the Lexico-Semantic and Grammatical Influence of English on the Polish Younger Generation of Poles, Warszawa: Wydawnictwo UW.</p> <p>Rychło, M. 2021. Slavic and Germanic reflexes of the Proto-Indo-European root *h₂ueh₁- 'wind': A comparative study. In Lege artis. Language yesterday, today, tomorrow. VI (1), June 2021, s. 190-232. ISSN 2453-8035.</p> <p>Rychło, Mikołaj. 2017b. The irregularity of weak verbs without vowel alternations in Modern English. Linguistica Silesiana 38, s. 145-160.</p> <p>Rychło, Mikołaj. 2016. Can weep lure? An analysis of a controversial Slavico-Germanic pair of cognates. Beyond Philology 13, s. 103-124.</p> <p>Rychło, Mikołaj. 2014b. Przejście pie. *p w pgerm. *f utrwalone w polsko-angielskich wyrazach pokrewnych: praformy różniące się budową słowotwórczą oraz późniejsze zmiany modyfikujące skutki prawa Grimma. Język Polski XCIV (5), s. 452-462</p> <p>Rychło, Mikołaj. 2012. An etymological comparison of English fist and Polish pięść: How they both descended from the PIE root for five. Linguistica Silesiana 33, s. 193-8</p> <p>Tabakowska, E. (red.) 2001. Kognitywne podstawy języka i językoznawstwa, Kraków: Universitas.</p> <p>Wierzbicka, A. 2006. English: Meaning and Culture. Oxford University Press.</p>	

	eResources addresses	Adresy na platformie eNauczenie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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