

Subject card

Subject name and code	Functional Grammar of Polish as a Foreign Language, PG_00211201						
Field of study	Polish Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	2		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Ewa Badyda, prof. UG				
	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	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_U08] Has 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
	[FPMU2_W10] Has an in-depth knowledge of literary and linguistic studies in the field of their chosen specialization in the context of cultural and civilizational changes.	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_K06] He consciously 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_W06] Has an 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

Subject contents	The role of grammar in teaching Polish as a foreign language. Requirements regarding the knowledge of grammar at different levels of language proficiency. 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. 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. 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. 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. Analysis and correction of grammatical errors in the works of foreign language students.		
Prerequisites and co-requisites	understanding Polish grammar as covered in Bachelor's degree studies in Polish language and literature		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation and completion of partial tasks	51.0%	40.0%
	course assignment	51.0%	60.0%

Recommended reading	Basic literature	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. 2. L. Madelska, M. Warchoń-Schlottmann, "Hurrah!!! Discovering the Polish Language. Grammar for Learners of Polish as a Foreign Language", Kraków 2008. 3. A. Nagórko, "Outline of Polish Grammar", Warsaw 2003. 4. "Grammar of Contemporary Polish Language, Morphology, Vol. 1 and 2", eds. R. Grzegorzczkova, R. Laskowski, H. Wróbel, Warsaw, 1999. 5. D. Ostaszewska, J. Tambor, "Phonetics and Phonology of Contemporary Polish Language", Warsaw 2001. 6. R. Grzegorzczkova, "Outline of Polish Word Formation. Descriptive Word Formation", Warsaw 1982. 7. M. Bańko, "Lectures on Polish Inflection", Warsaw 2002. 8. R. Grzegorzczkova, "Lectures on Polish Syntax", Warsaw 2002.
	Supplementary literature	Articles from current issues of glottodidactic and linguistic journals (e.g., "Acta Universitatis Lodzensis. 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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