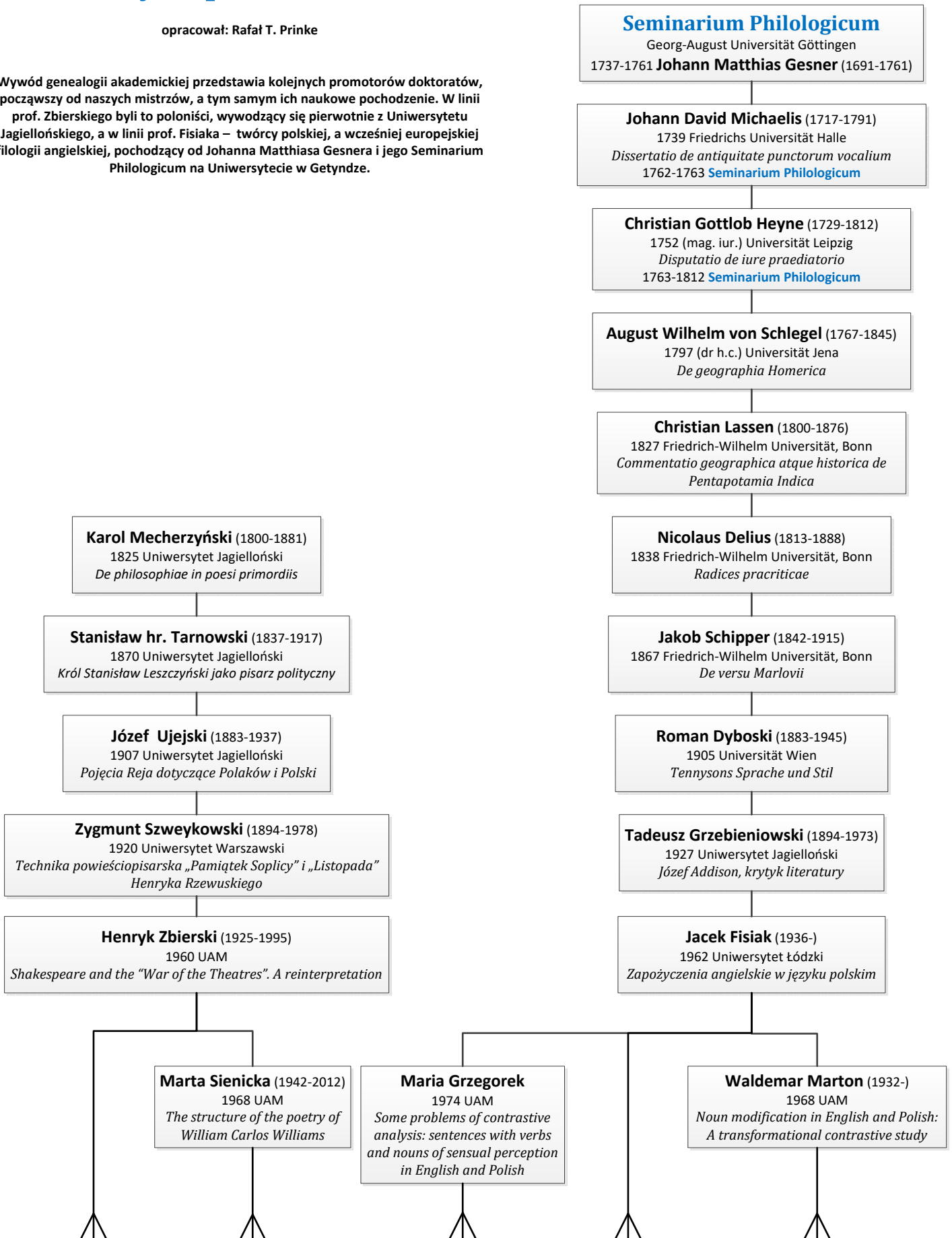


Genealogia akademicka naszych promotorów

opracował: Rafał T. Prinke

Wywód genealogii akademickiej przedstawia kolejnych promotorów doktoratów, poczynając od naszych mistrzów, a tym samym ich naukowe pochodzenie. W linii prof. Zbierskiego byli to poloniści, wywodzący się pierwotnie z Uniwersytetu Jagiellońskiego, a w linii prof. Fisiaka – twórcy polskiej, a wcześniej europejskiej filologii angielskiej, pochodzący od Johanna Matthiasa Gesnera i jego Seminarium Philologicum na Uniwersytecie w Getyndze.



<p>Monika Badecka <i>The meaning of Hamlet and King Lear</i></p> <p>Maria Kosznik (Maksimowska) <i>Dynamic character grouping, scenic structures and related aspects of construction in Marlowe's Tamburlaine and Shakespeare's Julius Caesar</i></p> <p>Teresa Mrozowska <i>Some projections of Hamlet-like types in modern drama</i></p> <p>Aniela Przeczek <i>The language-action nexus in Shakespeare's treatment of major tragic characters in King Lear, Otello, Julius Caesar</i></p> <p>Grażyna Wojno <i>The comic and the tragic elements in Shakespeare's Henry IV as seen in terms of genres, dramatic proportions, interplay and dramatic irony</i></p>	<p>Lucyna Aleksandrowicz <i>The female sensibility in Sylvia Plath and Anne Sexton</i></p> <p>Bożena Gilewska <i>Vonnegut's vision of American society</i></p> <p>Iwona Golańczyk <i>Women characters in Tennessee Williams' plays</i></p> <p>Joanna Kaźmierowska <i>A myth and a journey within the self – some aspects of John Updike's fiction</i></p> <p>Ewa Magala <i>Saul Bellow's heroes and their quest for identity</i></p> <p>Jarosław Myjak <i>The myth of the Indian in American literature</i></p> <p>Włodzimierz Nowaczyk <i>Hemingway and Mailer. Two views on two wars</i></p> <p>Irmina Polak-Chmielewska (Sługocka) <i>The search for black identity in James Baldwin's works</i></p> <p>Jolanta Rokicka <i>Some technical aspects of R.A. Porter's short stories</i></p> <p>Andrzej Szlęzak <i>A structure of Hart Crane's „The Bridge”</i></p> <p>Alina Woźniak <i>The American version of the Theatre of the Absurd presented by Edward Albee</i></p> <p>Henryka Jolanta Basiewicz <i>Henry David Thoreau as an exponent of American individualism</i></p>	<p>Maria Okła <i>Subjectless sentences in Polish and their English equivalents</i></p> <p>Ewa Stajkowska <i>To 'have' and to 'be', 'być' and 'mieć' in English and Polish</i></p> <p>Jolanta Wenda <i>Polish perfective verbs and their English equivalents</i></p> <p>Janina Wiertelowska <i>Instrumental case in English and in Polish. A contrastive study</i></p> <p>Elżbieta Plucińska <i>Sex roles in English and Polish</i></p>	<p>Bogna Baranowska <i>Phonological processes affecting vowels in English</i></p> <p>Ewa Dadzibóg <i>Nasality in English</i></p> <p>Irena Filipowicz <i>Information of compound sentences in English</i></p> <p>Maria Gawriliidis (Wielgosz) <i>Consonantal assimilation</i></p> <p>Elżbieta Kowalczyk <i>Verbs of consumption in modern English</i></p> <p>Teresa Nowakowska <i>Forms of expressing negation in Ernest Hemingway's "To Have and Have Not"</i></p> <p>Hanna Szynglewska <i>Intonation of English declarative sentences</i></p> <p>Lidia Truszczyńska <i>Intonation of English questions</i></p> <p>Mirosława Turska (Janowska) <i>Linguistic influences of American English on Australian English</i></p> <p>Danuta Węgrzyńska <i>Reflexive verbs in contemporary English</i></p> <p>Maria Wołowska <i>Vowels and diphthongs in Chicago English. A social stratification</i></p> <p>Krystyna Gruchman <i>Dualistic language features in Eugene O'Neill's plays</i></p> <p>Anna Tchórzewska <i>Morpheme structure constraints</i></p> <p>Elżbieta Straburzyńska <i>Diminutive word forms in English</i></p>	<p>Violetta Bennich <i>Teaching the English tenses: selection, gradation, techniques</i></p> <p>Wanda Dąbrowska <i>Teaching English as a foreign language to children aged 7-12</i></p> <p>Ewa Domagała <i>Teaching English as a foreign language to adult learners</i></p> <p>Małgorzata Jakubowska <i>A programmed module for self-instruction in EFL: expressing present time in English</i></p> <p>Ewa Jańczuk <i>Sociolinguistics and foreign language teaching: presentation of some sociolinguistic exercises</i></p> <p>Ewa Janicka <i>English language teaching. Individual instruction</i></p> <p>Aleksandra Jaśniewicz <i>Sociolinguistics and teaching English as a foreign language</i></p> <p>Alicja Jastrzębska <i>New advances in psycholinguistics and TEFL</i></p> <p>Ewa Lubelska <i>New advances in theoretical linguistics and TEFL</i></p> <p>Aleksandra Modelska <i>Sociolinguistics and TEFL. Sociolinguistic rules</i></p> <p>Mirosława Milewska <i>Vocabulary teaching and presentation in TEFL. Psychological analysis of current techniques and procedures</i></p> <p>Adam Pankowski <i>Teaching listening comprehension in EFL. Goals, techniques, procedures</i></p> <p>Rafał Prinke <i>New trends in language testing</i></p> <p>Grażyna Pyszczyńska <i>Developing learners' motivation for studying EFL</i></p> <p>Grażyna Wiśniewska <i>TEFL in Polish secondary schools. Teaching productive skills</i></p> <p>Joanna Wojtowicz <i>EFL in Polish secondary schools. The use of the native language</i></p> <p>Maria Żukowska <i>The use of programmed instruction in TEFL</i></p> <p>Beata Chirkowska <i>Vocabulary teaching and learning in EFL in Polish secondary schools</i></p> <p>Jacek Pazoła <i>The use of the language laboratory in foreign language teaching</i></p> <p>Hanna Salczewska (Maślanka) <i>Developing writing skills in EFL. Goals, techniques, procedures</i></p> <p>Urszula Wojtyna <i>A programmed module for self-instruction in English as a second language: expressing futurity</i></p> <p>Danuta Gumna <i>Critical review of Gramatyka angielska w ćwiczeniach by Prejbisz</i></p>
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