

Dictionaries in the classroom and beyond **Dr Anna Dziemianko**

The seminar is devoted to dictionaries and their use in various situational contexts and different settings, including the classroom. Dictionary types (e.g., monolingual, bilingual, bilingualized; alphabetical, pictorial, thesauri), formats (paper, electronic) and structures will be discussed first. Motives for dictionary use (such as encoding or decoding) and reference skills necessary to extract the needed information from dictionaries will be considered. The process of dictionary look-up will be traced and students will become familiar with methods of monitoring dictionary use. Attention will also be paid to the modifications introduced to dictionaries over the years to facilitate search. Finally, the ways of assessing the effectiveness of dictionary consultation will be discussed. Possible MA projects could center on (comparative) dictionary analysis undertaken to reveal how an aspect of language is treated in selected dictionaries. Alternatively, participants might conduct empirical studies. For example, the efficacy of teaching dictionary skills to learners of English might be explored. The influence of dictionary consultation on language reception, production and learning might also be studied. The usefulness of selected dictionary components for specific purposes (such as finding relevant senses, equivalents or grammatical structures, understanding or using words) might be another area of investigation. The role of the medium (paper vs. electronic) is yet another possible topic of interest. Candidates should have background knowledge in linguistics, genuine interest in dictionaries, words and (empirical) research.

Suggested references:

- Atkins, Sue B. T. and Michael Rundell. 2008. *The Oxford Guide to Practical Lexicography*. Oxford: Oxford University Press.
- Béjoint, Henri. 2004. *Modern Lexicography. An Introduction*. Oxford and New York: Oxford University Press.
- Fontenelle, Thierry (ed.). 2008. *Practical Lexicography: A Reader*. Oxford: Oxford University Press.
- Landau, Sidney I. 2001. *Dictionaries: The Art and Craft of Lexicography*. (2nd edition). Cambridge and New York: Cambridge University Press.
- Svensén, Bo. 2009. *A Handbook of Lexicography. The Theory and Practice of Dictionary-Making*. Cambridge: Cambridge University Press.

Abstract concepts in early English **dr Anna Hebda**

The seminar is devoted to the analysis of the conceptualisation of abstract concepts in early English, as attested in Old, Middle and Early Modern English data. Abstract concepts such as EXPERIENCE, PAIN or PEACE are typically viewed in English as having the ontological status of substances or objects (Dirven – Radden 2007: 83). Consequently, they are expressed linguistically as either countable (count) or uncountable (mass) abstract nouns. In *I have a lot of experience with children*, for example, EXPERIENCE is conceptualised as a substance, as suggested by the quantifier *a lot of*. In *You're a pain in the bum, you know?*, in turn, PAIN is construed as an object, given the use of the indefinite article *a*. Once an abstract entity has become bounded, it is possible to refer to it, quantify it, categorise it and reason about it (Lakoff – Johnson 1980: 25).

Given that our conceptual system is largely metaphorical, it is only natural for abstract concepts to be comprehended metaphorically. The process of assigning an ontological status to an abstract entity is known as ontological metaphor – a type of conceptual metaphor, i.e. the process of understanding one (poorly delineated) concept in terms of a better delineated one. The sentence *Your arguments are indefensible*, for instance, illustrates how the concept ARGUMENT is understood in terms of a military conflict. The

sentence itself is an instance of a linguistic metaphorical expression and what it manifests is the conceptual metaphor ARGUMENT IS WAR.

Suggested reading:

Dirven, René – Günter Radden. 2007. *Cognitive English grammar*. Amsterdam Philadelphia: John Benjamins Publishing Company.

Kövecses, Zoltan. 2002. *Metaphor: A practical introduction*. Oxford: Oxford University Press.

Lakoff, George – Mark Johnson. 1980. *Metaphors we live by*. Chicago: University of Chicago Press.

Cognitive English grammar dr Iwona Kokorniak

In this seminar we will find out that English grammar, and grammatical rules in general, are not arbitrary but semantically motivated, being rooted in everyday spatial experience. They vary from language to language because in different cultures we construe them in different ways. Thus, the way we use nouns, verbs or other parts of speech reflects the way we think of and perceive things and processes in the world/culture.

During the course we will try to gain an understanding of certain noun or verb patterns and differences in their use in English and Polish (e.g. English *hair* (mass noun) vs. Polish *włosy* (count noun)). We will investigate, for example, why certain nouns can be used only in singular or plural forms, or why they can be followed by a direct or an indirect object, or by a prepositional phrase. As for verbs, we will try to observe why some of them tend to be used more often, e.g. in the past or present, rather than the future tense, or why they take the progressive rather than non-progressive aspect.

For their MA projects, students may either gather internet resources and carry out analyses of the collected data or use their knowledge of cognitive grammar and implement it in their analyses of the second language learning/teaching. Comparative English-Polish studies are also welcome.

Requirements: prepare at least one in-class presentation; regularly report on the progress of the MA project; actively participate and contribute to class discussions; keep submission deadlines.

Selected references:

Evans, Vyvyan and Melanie Green. 2006. *Cognitive Linguistics: An introduction*. Edinburgh: Edinburgh University Press.

Geeraerts, Dirk (ed.) 2006. *Cognitive Linguistics: Basic readings*. Berlin: Mouton de Gruyter.

Radden, Günter and René Dirven. 2007. *Cognitive English Grammar*. Amsterdam: John Benjamins.

Regional Englishes then and now Dr Joanna Kopaczyk

There is more to language than its standard version, regardless of what grammar books and pronunciation dictionaries lead us to believe. From pronunciation differences, through morphological patterns, to vocabulary issues, the users of English vary in linguistic choices, and geography is one of the crucial factors responsible for variation in language. How do Scottish vowels differ from the so-called 'non-regional' model pronunciation? How frequent is copula deletion in African American Vernacular English? Has it always been like that? Are diminutives, like *barbie* 'barbecue' and *Tassie* 'Tasmania', a regional Australian feature? What do we find out about past and present regional variants from written and spoken evidence?

This MA seminar addresses such multiple facets of regional variation both in the history of the English language, and in present-day times. The students will be given good grounding in traditional and modern dialectology, including data collection methods and interpretation. We will address the spread of English from a small, multi-dialectal island to new geographical areas worldwide, and will apply descriptive tools to regional varieties of English. For their MA thesis, the students will work on a regional variety of their choice and explore a selected linguistic phenomenon on the basis of relevant spoken and/or written corpora, linguistic atlases and background reading.

Candidates are expected to have a keen interest in non-standard varieties of English and a very good grounding in linguistic description, from phonetics to semantics. Familiarity with at least one of the books below will be an additional asset.

Suggested references:

- Kachru, Braj B. et al. eds. 2006. *The handbook of World Englishes*. Oxford: Wiley-Blackwell.
Melchers, Gunnel; Philip Shaw. 2011 [2003]. *World Englishes*. Hodder Education.
Trudgill, Peter; J.K. Chambers. 1994 [1980]. *Dialectology*. Cambridge: Cambridge University Press.
Trudgill, Peter. 2004. *New dialect formation: The inevitability of colonial Englishes*. Edinburgh: Edinburgh University Press.
Watts, Richard; Peter Trudgill. 2002. *Alternative histories of English*. London: Routledge.

American literature
Prof. dr hab. Joseph Kuhn

This seminar will try to cover as much as possible of the chronological range of American literature - from its beginnings in Puritan writings to its latest manifestations in postmodernism. However, in order to try to give a greater depth to the study of this extraordinarily rich field of literature, a selected number of subjects will be analyzed in more detail. These subjects will include: the fiction of Poe, Hawthorne and Melville; the 1920s writings of the Lost Generation (especially Hemingway and Fitzgerald); the literature of the American South; and the Confessional poets (Sylvia Plath and Anne Sexton).

Suggested references:

- Andrzej Kopcewicz and Marta Sienicka, *Literatura amerykańska do 1900 roku w zarysie*.
Andrzej Kopcewicz and Marta Sienicka, *Historia literatury Stanów Zjednoczonych w zarysie. Wiek XX*.
Leslie A. Fiedler, *Love and Death in the American Novel*.
J. Gerald Kennedy, *Imagining Paris: Exile, Writing, and American Identity*.

The multilingual mind – language processing in bilinguals and multilinguals
Dr Agnieszka Lijewska

Why do *false friends* stick together?
How do you know that *STRUP* is not *STROOP*?
Are *APPLES* slower than *JABŁKA*?

This seminar is aimed at students interested in how the human mind processes languages especially in bilinguals and multilinguals. In the seminar students will become familiar with a number of hypotheses on how languages are stored and processed in the mind and how that might be important to language learners/users. We will see what reaction times to visual stimuli can tell us about how the multilingual mental lexicon (our internal dictionary) works. On the basis of psycholinguistic literature we will try to learn if languages known to an

individual speaker take separate compartments in the mind or if they form a single, unitary system. We will also discuss a number of studies which employed on-line and off-line methodologies (no Internet associations please!) to investigate the interaction of languages known to a bilingual/multilingual person. A particular priority will be given to empirical research employing priming, word/picture naming and picture-word interference paradigms in order to investigate bilingual and multilingual mental lexicons. The methodology used as well as the mechanisms underlying language processing will be examined in detail. In the seminar students will also learn to design, conduct and report on psycholinguistic experiments. Equipped with the necessary knowledge and substantial guidance, students will be asked to run a small empirical study which may shed some light on the nature of language processing in the multilingual mind.

Prerequisites: Keen interest in language processing by bilinguals and multilinguals. Knowledge of more than one foreign language is not obligatory but will be an asset.

Suggested references:

- De Angelis, Gessica De. 2007. *Third or Additional Language Acquisition*. Multilingual Matters.
- Gaskell, Gareth, ed. 2007. *Oxford Handbook of Psycholinguistics*. 1st ed. Oxford University Press, USA.
- Gleason, Jean Berko, and Nan Bernstein Ratner, eds. 2005. *Psycholingwistyka*. Trans. Jerzy Bobryk. Gdansk: Gdanskie Wydaw. Psychologiczne.
- De Groot, Annette M. B. 2010. *Language and Cognition in Bilinguals and Multilinguals: An Introduction*. Psychology Press.

Barriers to effective foreign language communication Dr Dorota Nowacka

Recent years have witnessed the push toward communication which was understood as a constant process of interpreting messages and negotiating meaning. Thus, communication is not defined as a single, temporally linear process but a constitutive of specific interactional/transactional scenes and events. What is more, acquiring communicative competence in the target language became the main goal of language education. Such terms as *learner needs and abilities, social interaction, interpersonal negotiation, interpretation of context and discourse, appropriateness* established a theoretical framework for the concept of communicative competence. Thus, foreign language teaching/learning is assumed to be deeply-rooted in context, in social interaction, and in negotiation of meaning. It has been widely acknowledged that some communication problems occur due to cultural and gender differences. Nevertheless, some barriers to effective communication are inherent in the foreign language and may result from specific **classroom practice**.

This seminar will investigate some communication problems language learners encounter in the foreign language classroom and will aim to establish the conditions of their language education. Furthermore, while investigating **foreign language learners' communicative behavior**, the seminar will discuss such barriers as *decontextualized vocabulary, inefficient listening strategies, the classroom situation (i.e. power and status difference, communication noise, psychological and social context, temporal and physical context), the structured aspect of a communicative task and the learner's self*.

As it has been assumed, unless foreign language learners learn to communicate in the classroom, they will never be capable of communicating in real life situations. Therefore, having investigated the learners' communicative conventions and communication barriers they encounter, the seminar will include some pedagogical implications.

Suggested references:

- Davies, P and E, Pearse. 2000. *Success in English teaching*. Oxford: OUP.
- Lynch, T. 1996. *Communication in the language classroom*. Oxford: OUP.

British literature

Dr Agnieszka Setecka

This seminar will offer a survey of British literature of different periods with special attention paid to the Victorian Age. The texts which will be discussed include novels (for example *Northanger Abbey* by Jane Austen, *Bleak House* by Charles Dickens, *Jane Eyre* by Charlotte Brontë) and poetry (for example by John Keats or Christina Rossetti). They offer contemporary readers a glimpse into the past and show the ways in which people in the past made sense of the world that surrounded them. The texts will provide foundations for a discussion on the ways writers represented the real world in their fiction, the nature of the realistic novel and the role of literature. The texts will also be analysed with regard to recurrent motifs (for example madness or of virtue rewarded) and to generic conventions (sensation novels, detective fiction or of dramatic monologue). The seminar is addressed to students who enjoy reading and discussing literature.

Suggested references:

- Brantlinger, Patrick – William B. Thesing (eds.) 2002. *A companion to the Victorian Novel*. Oxford: Blackwell Publishers.
- Cronin, Richard – Alison Chapman – Antony h. Harrison (eds.) 2002. *A Companion to Victorian Poetry*. Oxford: Blackwell Publishers.
- Davis, Philip 2002. *The Oxford English Literary History*. Vol. 8. 1830-1880. *The Victorians*. Oxford: Oxford University Press.

Innovation in teaching English as a foreign language

Dr Aleksandra Wach

Innovation in teaching English as a foreign language may be realized within two broad perspectives: the macro-level perspective, in which it denotes curricular changes, and the micro-level one, where it involves introducing change in terms of teaching content, instructional materials and aids, teaching techniques, etc. In any case, the role of introducing innovation to the instructional process refreshes teaching and learning, leads toward learner autonomy and enhances learners' and teachers' motivation. In the seminar, both macro- and micro-perspectives of innovation in ELT will be discussed, with special focus on what goes on in terms of innovation in the Polish EFL (English as a foreign language) classroom. Therefore, the seminar participants will discuss and conduct research projects on topics such as: the use of various innovative teaching materials, the implementation of task-based and project-based teaching, fostering intercultural competence, enhancing reflective teaching, pursuing innovative assessment options, the application of various digital technologies in teaching, and other topic areas within the wide scope of the seminar topic. Moreover, since conducting an empirical study will be a vital part of the MA project, some topics discussed in the course of the seminar will cover applied linguistics research traditions (qualitative and quantitative) and a variety of data collection techniques within them.

Credit requirements: the seminar participants will be expected to give one presentation on a selected literature-based topic and one presentation based on their own study findings. Moreover, they will be expected to systematically read assigned texts and submit written assignments on time.

Selected references:

- Hall, D. and A. Hewings (eds.). 2001. *Innovation in English language teaching: a reader*. London: Routledge Taylor & Francis Group.
- Richards, J.C. and W.A. Renandya (eds.). 2002. *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.

Portraying the image of a liberated woman in journalist discourse (on the basis of selected articles from the British press);
Towards an idea of verbal proxemics in interpersonal relationships (on the basis of advertising discourse in selected American and British journals);
Anglo-Saxon culture and civilization in educational discourse (on the basis of selected coursebooks for Teaching English as Foreign Language).

Translation from a psycholinguistic perspective
dr Bogusława Whyatt

This seminar will focus on the psycholinguistic aspects of the translation process. The translation process is believed to be one of the most complex operations that can be performed by the human bilingual mind. Seen from the psycholinguistic perspective it includes processing a Source Language (SL) text (or speech) for comprehension with the immediate purpose of transferring the decoded meaning into a Target Language (TL) text. The psycholinguistic processes which are consciously utilized include constant language switching, lexical access to vocabulary which is needed to express the desired meaning, information processing, attention control, etc. There are also however, psycholinguistic processes which run unconscious in the mind of the translator, especially the less experienced one or a total novice, like for example cross-linguistic interference at the lexical and conceptual level. These frequently lead to systematic errors visible in word-for-word translations like in the example from a restaurant menu in Poland where 'pstrąg duszony w ziołach' became 'trout suffocated [sic!] in herbs'. Investigating the translation process from a psycholinguistic perspective not only gives many opportunities to reflect upon the use of our native and foreign language but it also raises many questions referring to the role of translation as a tool in foreign language learning and teaching.

Suggested references:

- Danks, J., G. Shreve, S. Fountain & M. McBeath (eds.). 1997. *Cognitive processes in translation and interpreting*. Thousand Oaks: Sage Publications.
- Hejwowski, K. 2004. *Kognitywno-komunikacyjna teoria przekładu*. Warszawa: Wydawnictwo Naukowe PWN.
- Shreve, G. & E. Angelone (eds.). 2010. *Translation and cognition*. Amsterdam: John Benjamins.
- Whyatt, B. 2007. "Two languages, two cultures, one mind. A study into developmental changes in the students' view of language as a tool in cross-cultural communication". *Poznań Studies in Contemporary Linguistics* 43,2: 133-145 (available on-line)