

# **FILOLOGIA ANGIELSKA**

**Fakultety 2021/22 semestr letni**

**O przydiale do grupy decyduje KOLEJNOŚĆ ZGŁOSZEŃ**

**Liczebność grup: 15-25 osób**

**II i III BAN**

**Wybór DWÓCH fakultetów**

**dr hab. Olga Sokołowska, prof. UG**

## **AN IN-DEPTH STUDY IN PRAGMATICS: SPEACH ACTS & PRINCIPLES OF POLITENESS**

The elective is planned as an in-depth development of pragmatic issues discussed within the *Semantics and Pragmatics* course conducted in the first semester of the 3<sup>rd</sup> year of BA studies, offering a closer and more detailed look at the phenomenon of illocutionary force and speech acts. The proposed account is rooted in the cognitive methodology of language studies and presents exertion of illocutionary force as the ultimate purpose of human linguistic communication and speech acts as radial categories. At issue is also the topic of linguistic politeness – its principles and its general role in linguistic communication.

**dr hab. Mikołaj Rychło, prof. UG**

## **UNDERSTANDING OLD TEXTS**

Designed for students of all specializations, this course concentrates on developing skills which are indispensable to all philologists. We are going to learn how to read texts written in Old and Middle English and how to uncover concealed meanings. The focus is on both written and oral language with a view to understanding the changing conventions.

Students will have opportunities to learn not only about the history of the English language (a useful introduction to a compulsory course in the third year), but also discover different methodologies in conducting research, and find out about language change and etymology. It is often the case that grasping the etymology of one word provides a key to a dozen or so of other words which exhibit the same root. This sort of association may serve as not only a useful mnemonic (an interesting tool for teachers), but also reveals the original understanding of a given word, which is of interest to students of both linguistics and literature.

**dr Martin Blaszk**

## **CREATIVITY, HAPPENING, EDUCATION**

The aim of the subject is to acquaint students with different theories and characteristics connected to creativity (Edward Nęcka, 1994, *TRoP...Twórcze rozwiązywanie problemów*; Krzysztof Schmidt, 2007, *Pedagogika twórczości*) and their practical application in relation to the process of teaching at primary level education. A further aim is to acquaint students with the conditions and possible reception for creativity (Edward Nęcka, 1999, *Proces twórczy i jego ograniczenia*; Dorota Klus-Stańska, 2006, *Obszary zgodna twórczość dziecięcej we wczesnej edukacji*) as well as the use of happening in school (Martin Blaszk, 2017, *Happening in Education – Theoretical Issues*). In addition to this, the course also aims to help students develop a basic critical awareness towards creativity and happening in education, as well as the assessment of their appropriateness with regard to the development of the learner.

There will be theoretical input relating to creativity, happening and education, but the course will also rely upon discussion and active involvement from the participants. The language used throughout the course will be English, although some of the texts analysed will be in Polish. Participants will be assessed on 1) their contribution of ideas and involvement, as well as 2) the creation and enactment of their own happening. Participants will also be expected to 3) present a creative summary of the course and their involvement – this will be discussed individually with participants.

**dr Małgorzata Smentek**

## **INTRODUCTION TO BILINGUAL EDUCATION**

The primary objective of this course is to familiarize students with the concepts of bilingual education as well as with the basic assumptions and conditions that should be taken into account when designing and introducing this type of curriculum in schools. The course will introduce students to selected models of bilingual education, the language policy of the Council of Europe, the underlying principles of Content and Language Integrated Learning (CLIL), new technologies and media in subject-language integrated teaching. Other topics covered include: the design of innovative teaching materials and their trial-application in CLIL type learning. An additional goal of the course is to shape students' reflective and critical attitude towards any innovations in language education and to develop the ability to assess their usefulness for the proper linguistic development of the learner

**dr Michał Golubiewski**

## **SPOŁECZEŃSTWO I JĘZYK W USA**

Fakultet poświęcony zbadaniu wpływu, jaki współczesne zjawiska społeczne wywierają na rozwój amerykańskiej odmiany języka angielskiego, zwłaszcza w dziedzinie tworzenia nowych jednostek leksykalnych. Przeanalizowane zostaną wydarzenia związane z wyborami politycznymi, wszechobecnością kultury popularnej oraz reklamy. Zobaczmy jak wpływają one na zachowanie i postawy przyjmowane przez poszczególnych ludzi oraz większość społeczeństwa. Przyjrzymy się roli reklamy we współczesnym świecie oraz omówimy najczęstsze związane z nią zjawiska oraz techniki werbalnej manipulacji. Ponadto uwzględniona zostanie rola pop-kultury, zwłaszcza kina i muzyki młodzieżowej, w tworzeniu nowego słownictwa i kształtowaniu postaw społecznych.

Wybrane lektury:

- Bailey, Robert, Ceil Lucas (ed.) (2007). *Sociolinguistic Variation*. Cambridge: Cambridge University Press
- Bell, Roger T. (1976) *Sociolinguistics: Goals, Approaches and Problems*. London: Batsford
- Bickerton, Derek (2008). *Bastard Tongues*. New York, NY: Hill and Wang
- Chambers, J. K., P Trudgill (1980 [1998]). *Dialectology*. Cambridge: Cambridge University Press
- Crystal, David (1987). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press
- Crystal, David (2005). *How Language Works*. London: Penguin Group
- Edwards, John (1995 [1994]). *Multilingualism*. London: Penguin
- Llamas, C., L. Mullany, P. Stockwell (ed.) (2007). *The Routledge Companion to Sociolinguistics*. New York: Routledge
- McArthur, Tom (1998). *The English Languages*. Cambridge: Cambridge University Press
- McCrum, Robert (2010). *Globish*. New York: WW Norton and Company Inc.
- Ostler, Nicholas (2005). *Empires of the Word: A Language History of the World*. New York: HarperCollins Publishers Seward, Jack (1983). *Japanese in action*. Revised edition. New York: Weatherhill