

Jolanta ZAJĄC, Research in language acquisition and Foreign Language Didactics: where to (re)place its interests?

ABSTRACT: Doing research means first of all formulating questions relevant to the area meant to be explored, which is possible only after having conducted real research for the answers using appropriate methodological tools. Thus, we propose in this paper to specify some paths that allow a «guided inquiry» in the field of language acquisition / learning. Research objects so defined are a part of, on the one hand, language acquisition in the psycholinguistic perspective, on the other of the Foreign Languages Didactics, the latter having gained the status of an autonomous science for a short time which allows to use it for scientific research as a whole.

Agnieszka WRÓBLEWSKA, Polish L2 verbal repertoire of beginning French learners

ABSTRACT: The aim of this paper is to establish a link between research in language acquisition and production of learners. It begins with a description of Wróbel's typology of Slavic verbs (1998) concerning types of actions or situations expressed by the verb. Secondly we will focus on presenting the results of the experiment conducted among Polish L2 verbal repertoire of beginning French learners. Respondents were asked to retell (orally) a story using visual support. The data transcribed and analyzed by the program CHILDES let us observe what typological groups are acquired in the early stages of second language acquisition.

Anna TRACZYŃSKA, A few words about using verb forms in French as a foreign language by the students of French language studies

ABSTRACT: This paper describes a process of grammaticalization in the acquisition of French as a foreign language by the advanced students in the institutional environment. The presented conclusions relate to the usage of tenses and verb modes. The aim of the work is to analyse the level of grammar skills development in a group of fifteen students of French language studies, during three consecutive stages of their education, i.e. after the first, second and third year of studies.

The first part of this paper describes the school context of foreign language teaching and learning as well as the accepted model of the research procedure. The second part presents results obtained during a three-year longitudinal study. The author makes an attempt to capture the main development trends concerning the use of verb forms by the examined group. The author also points out at the grammar structures that pose the biggest problems as well as the structures that have been well acquired by the students on the particular stages of their foreign language education.

Tomasz NIESTOROWICZ, The main uses of present tense in Spanish and Polish from the point of view of pedagogical grammar

ABSTRACT: The main aim of this article is to describe and analyse the use of present tense in Spanish and Polish. The analysis concentrates on similarities and differences in the use of present tense in both languages. The author also presents some remarks on the concept of grammatical tense and various relations between time and language.

Aleksandra KOCJAN, Analysis of French verbal morphology in narrative texts of Polish and Spanish language students

ABSTRACT: In this article we want to present analysis of French verbal morphology as a direct measure giving temporal information in narrative texts completed during empirical research with Polish and Spanish students. The analysis of collected data will help to determine if the native language from the same and different language family has influence on the choice of language in giving temporal structure in pictographic narration. We will show and analyze verbal morphology of these groups and we will compare it with productions of French native speakers.

Maria BARAN, Acquisition of the mother language by the 2.5–3.5-year-old Polish child. The use of nouns

ABSTRACT: This article shows how the mother language (here: Polish) is developed by a 2.5–3.5-year-old child and which nouns are the most commonly used. These studies rely on observation of the child in natural situations of everyday life therefore child's speech is very spontaneous. The 27 hours of recordings were created in details and made every two weeks for one year. Unfortunately, we analysed only three recordings 1, 12 and 27 which show the child's development best. The child's speech has been recorded, transcribed and coded in the CHILDES system. It should be noted that all forms of nouns have been classified according to the division of Bąk (cf. Bąk 2004: 160–162). The results of analysis of 753 items show that some nouns are absorbed faster and easier (for example: things, people) and the others difficult (for example: ideas, feelings). The Collected data show the progress of child's language during the year of acquisition and above all the use of nouns in the Polish language.

Bartłomiej DROZD, Mergers and acquisitions. An outline of Franco-Polish terminology

ABSTRACT: The aim of this article is to analyze selected specialist French and Polish linguistic terms of mergers and acquisitions. The terminology of the economic language is a domain frequently studied by many experts due to the nature and the frequency of communication within organizations. The article presents analytical background based on Dancette's concepts where the terms are linked. This allows an analysis of the semantic definitions based on the relationship such as hyperonymy, metonymy, synonymy and purpose. The terms with the definitions in French and Polish are tested and described taking into account the dependencies between them including the basic criterion: the definitions of the terms do not have any extra linguistic reference. This analysis aims to demonstrate whether those specialized terms with their definitions are different in two languages and whether the specialized terminology in the areas of mergers and acquisitions shows any language tendencies in two separate linguistic realities, Polish and French.

Piotr WASILEWSKI, Professional communication in Spanish – a new range of second degree courses at the Institute of Romance Philology, KUL

ABSTRACT: This article aims to outline the nature of the activities of professional communication in Spanish, exposed from the perspective of both the course instructor and course participants. The author points out two basic components of knowledge, grounded in the study of professional communication in Spanish. One is the knowledge of Spanish, the second – the knowledge of economics. The author indicates the principles of vocabulary and sources selection and presents topics of these classes.

Katarzyna KWIEK, Knowledge of France among Polish-speaking students (beginners and intermediate) of French as a foreign language

ABSTRACT: The main issue presented in this paper is ‘teaching the culture’, one of the most widely discussed problems in present-day didactics. In the first, theoretical, part the author defines culture, points out the differences between culture and civilization and specifies the place of culture in learning a foreign language. Then, in the next two sections she shows methodology and analysis of research, which she uses to answer the question: ‘What is the knowledge of France among students of Polish high schools?’

Katarzyna ZAGDAŃSKA-DUDEK, Teaching culture and knowledge of France among students learning the French language

ABSTRACT: In the contemporary world, when contact between representatives of various nationalities are very often, cultural and intercultural competence are gaining great significance. The article shows the position of teaching about culture in the perspective of documents of EU and MEN . The empirical part presents and discusses the results of research on knowledge about France, carried out among students learning the French language.

Marlena DECKERT, Literary text in the classroom – pleasure or hard work ?

ABSTRACT: The present article is devoted to the problem of discovering meanings in a literary text on A1-A2 levels in a school environment (according to Common European Framework of Reference for Languages). The purpose of the paper is to demonstrate that the literary text, whatever objections some teachers may have, is a significant source of developing linguistic and cultural competences and may be included in language learning from the beginning. The analysis will be conducted in the framework of Task-based Teaching.

Agata KOZIELSKA, In Search of Norms in Translation Didactics

ABSTRACT: The extension of international cooperation in many branches, which is an obvious result of globalization, requires the need for standardization and universalization of services. This tendency concerns the issue of translation and, what follows, its didactics. Much as language teaching has been carried out according to Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), the issue of translation didactics remains less elaborated on in the field of standardization procedures. The present paper discusses two attempts to implement norms and quality certificate which are to be carried out in various outposts responsible for training translators and interpreters, such as European Master’s in Translation (EMT) and Conference of University Institutes for Translation and Interpretation (CI UTI). Conditions of membership in the above organizations, their mission and major fields of activity are also widely discussed in the paper.