1. Konspekt pracy badawczej

JĘZYKOZNAWSTWO TEORETYCZNE: pod pojęciem konspektu pracy badawczej należy rozumieć przygotowane samodzielnie pisemne opracowanie jednego z zagadnień wybranych przez kandydata na seminarium magisterskie. Należy podkreślić, że **praca dyplomowa z NKJO nie może być przedstawiona jako konspekt pracy badawczej,** gdyż nie spełnia ona wymaganych kryteriów. Konspekt powinien liczyć **nie więcej niż 600 słów** (dwie strony maszynopisu z podwójnymi odstępami) i składać się z następujących części:

1. Sformułowanie i uzasadnienie **problemu badawczego** (czyli pytania, na które szukamy odpowiedzi) oraz osadzenie go we współczesnych badaniach z danej dziedziny.
2. Zarys podstaw **teoretycznych** planowanych badań/opis **metodologii** planowanych badań.
3. Wstępne **hipotezy i wnioski** wynikające z dotychczasowych samodzielnych badań. Wnioskiem nie może być stwierdzenie oczywiste ani argument, który został wcześniej udowodniony.
4. **Szczegółowe pytania**, na które kandydat będzie szukał odpowiedzi w planowanej pracy badawczej.

Do konspektu należy dołączyć **bibliografię** liczącą co najmniej 10 pozycji.
Podczas **rozmowy kwalifikacyjnej** kandydat powinien wykazać się zainteresowaniem wybraną dziedziną i znajomością tekstów zamieszczonych w bibliografii.

> Przykład konspektu I: Językoznawstwo teoretyczne

Syntactic Constraints on English and Polish Idioms

The main aim of this project is to explore the syntax of idioms, a topic which appeared in linguistic theory only recently and thus constitutes an interesting area for future research. Following recent approaches to idioms from a syntactic point of view (such as O'Grady 1998 or Kuiper and Everaert 2000), we will introduce the syntactic constraints postulated in the literature, illustrate them with English idioms, and then attempt to check their validity with respect to Polish idioms. The project thus falls within the area of cross-linguistic investigations related to modern comparative syntax. The class of idioms to be investigated will be limited to the so-called verbal predicate idioms defined after Everaert (1991) as in (1):

(1) A predicate idiom is an idiomatic phrase that consists of an argument-taking head and its arguments, and for which the following conditions hold:
a. the predicate may be freely tense-inflected (if verbal), or moved
b. the predicate has at least one open argument position, or one of its arguments contains an open argument position.

Crucial in the above definition is the open argument position, which excludes proverbs and similar constructions from our area of research. The open argument position can be illustrated with (2), where the open position is the direct object NP:

(2) take NP to task: *'He took me to task over the way I repaired the roof of his house and said the work was not satisfactory.'*

In particular we will investigate the so called **Continuity Constraint** formulated by O'Grady (1998: 283) and the **Hierarchy Constraint** first mentioned by Kiparsky (1987:35-36), developed by O'Grady (1998: 293) and related to some sort of thematic hierarchy (cf. Bach 1980, Carrier-Duncan1985, Kiparsky 1987, Larson 1988, Baker 1989, Jackendoff 1990 among others). We will show that the Continuity Constraint accounts for different types of permissible constructions and that it also predicts which idioms are impossible. Furthermore we will investigate if and how the Hierarchy Constraint allows to rule out impossible argument structures of verbs. We will conduct our analysis both for English and Polish. Our

preliminary research suggests that the syntactic structure of Polish idioms resembles that of the English examples. Idiomatic constructions of both languages are subject to similar syntactc constraints which limit their creativity. The Continuity Constraint seems to apply in nearly all cases. The problem gets slightly more complicated with the Hierarchy Constraint. There are some counterexamples to this rule. Thus, this principle might constitute a good topic for future research against a larger set of Polish and English data. We will investigate different groups of predicate idioms, i.e. the VP, NP, PP and AP idioms thus extending the data known from the literature. Moreover, we will compare Kuiper and Everaert's (2000) theory to that of O'Grady's.

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JĘZYKOZNAWSTWO STOSOWANE: Osoby ubiegające się o przyjęcie na studia magisterskie będą kwalifikowane na podstawie **konspektu pracy badawczej** oraz **rozmowy kwalifikacyjnej** na temat planowanej pracy badawczej i wybranej dziedziny. Konspekt powinien liczyć **nie więcej niż 600 słów** (dwie strony maszynopisu z podwójnymi odstępami) i składać się z następujących części:

1. **Podstawy teoretyczne**, krótkie wprowadzenie do tematu, wybór i uzasadnienie **problemu badawczego**, porównanie wcześniej przeprowadzonych badań i in.
2. Wstępne **hipotezy**, organizacja badania, opis **metodologii** (dobór zmiennych, uczestnicy, metody zbierania i analizy danych i in.)
3. Szczegółowe **pytania** badawcze, przewidywane **rezultaty i wnioski**, czynniki wpływające na końcowy wynik, praktyczne wykorzystanie badania i in.

Do konspektu należy dołączyć bibliografię liczącą co najmniej 10 pozycji.
Podczas rozmowy kwalifikacyjnej kandydat powinien wykazać się wiedzą i zainteresowaniami z dziedziny przyswajania i nauczania języków obcych, określić problem badawczy i uzasadnić dokonany

wybór, przedstawiając praktyczne sposoby realizacji projektu dotyczące planowania i organizacji badań, spodziewanych rezultatów i in.

<div style="text-align:center">Przykład konspektu II: Językoznawstwo stosowane</div>

The role of formal instruction in developing accuracy and fluency in a foreign language

Two broad types of second language acquisition (SLA) can be distinguished according to the acquisitional setting: naturalistic and classroom SLA (Ellis 1994, Lightbown and Spada 1993, McLaughlin 1987). In comparison to naturally occurring discourse, classroom discourse can be substantially modified (e.g. Krashen 1981, Sinclair and Coulthard 1975). An important question, then, is in what ways this modification affects the route, rate and final success in SLA, especially in relation to the two crucial aspects of this process - accuracy and fluency.

The main purpose of this project is to investigate whether formal instruction (FI) focused on form influences students' oral performance in terms of accuracy and fluency. Two groups of 20 intermediate students are going to participate in the study. Group One will take part in a 60 hour course focused entirely on communication with minimal emphasis on grammar. Group Two will take part in a 30 hour communicative course and receive 30 hours of formal instruction in grammar. The two groups will be tested twice, before and after the course. First, the students will take a multiple-choice grammar test, then, their spoken English (picture description) will be recorded and analysed in terms of speed, fluency and grammatical correctness i.e. mean length of utterance, number of syllables/pauses per minute, number of errors in a discourse (see for example Larsen-Freeman and Long 1991).

The study aims to confirm or reject the following research hypothesis: Classroom learners will be able to make use of knowledge acquired through formal instruction when they are focused on form in a discrete item test but not in spontaneous speech production (c.f. Long 1983). Therefore, we can expect Group Two to perform better on the written test, but not necessarily in picture description. However, if the results prove that FI influences students' fluency, perhaps communicative language teaching should be appended with more extensive formal instruction.

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LITERATUROZNAWSTWO: Pod pojęciem konspektu pracy badawczej należy rozumieć przygotowane samodzielnie pisemne opracowanie jednego z zagadnień wybranych przez kandydata na seminarium magisterskie. Należy podkreślić, że **praca dyplomowa z NKJO nie może być przedstawiona jako konspekt pracy badawczej,** gdyż nie spełnia ona wymaganych kryteriów.

W konspekcie pracy badawczej kandydat ma za zadanie sformułować ciekawe zagadnienie, którego zbadanie mogłoby zająć znaczną część studiów magisterskich, oraz wykazać się znajomością wybranej

dziedziny (np. współczesny dramat brytyjski, XIX-wieczne amerykańskie autobiografie imigrantów, fantastyka anglojęzyczna, poezja Beatników, techniki narracji w powieściach Salmana Rushdie, konstrukcja bohaterów gier komputerowych). Opierając się na przeczytanej krytyce literackiej, teorii i źródłach historycznych kandydat powinien przedstawić własne oryginalne spostrzeżenia dotyczące wybranych tekstów lub tezę, którą zamierza udowodnić. Konspekt powinien liczyć **nie więcej niż 600 słów** (dwie strony maszynopisu z podwójnymi odstępami) i składać się z następujących części:

1 **Zarys badanego zagadnienia** i tytuły tekstów literackich które kandydat zamierza analizować. W przypadku prac kulturoznawczych „tekstami" źródłowymi mogą być filmy, słuchowiska, zapisy wywiadów, komiksy, itp. Prezentowany materiał musi wybiegać poza tematykę przekrojowych kursów historii literatury brytyjskiej i amerykańskiej.
2 **Krótki przegląd istniejącej krytyki** na wybrany temat.
3 Oryginalna **teza** lub spostrzeżenie. Tezą nie może być stwierdzenie oczywiste ani argument, który został wcześniej udowodniony.
4 **Opis metodologii** planowanych badań. Np. praca na temat prozy Salmana Rushdie wymaga znajomości teorii postkolonialnej, a badania gier komputerowych powinny uwzględniać współczesne teorie dotyczące kultury masowej.

Do konspektu należy dołączyć **bibliografię** liczącą co najmniej 10 pozycji. W miarę możliwości należy korzystać z jak najnowszych opracowań. Dopuszczalne są dobrze udokumentowane źródła internetowe.

<div align="center">Przykład konspektu III: Literaturoznawstwo</div>

<div align="center">

Goats vs. Unicorns: The Issue of Genre in the Fiction of Allen Bloggs

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The science fiction of Allen Bloggs (b. 1954) has attracted a good deal of critical attention in the past decade (Green 1990, Adembe 1995, Schorer 1999). However, a Harper's journalist recently discovered that since 1991 Bloggs has also been publishing historical romances under the pen name of Ellen Bliss. While his science fiction novels invariably make the New York Times bestseller list, his historical romances are clearly addressed to a select audience. They are printed on custom-made paper, illuminated by hand, and printed in small runs by the author's private press. Most of the romances are set in Medieval Europe. They are written in highly sophisticated prose alternating with stylized verse, and they focus on such themes as courtly love and redemption. The goal of my project is to read one of Bloggs's romances, The Dream of the Unicorn (1998), against his science fiction novel The Nightmare of the Scapegoat, published in the following year, and trace their structural and philosophical parallels.

        What I hope this study will show is that Bloggs uses the esoteric romance genre to explore certain ideas concerning the way language constructs the gendered self. He then rewrites the same themes in the more accessible science fiction genre. In the process of retelling the story, however, a pessimism sets in that is absent from the romances. This study is driven by the following questions: How does Bloggs use his male and female personae? How does the choice of literary genre affect his philosophical message? What is the significance of the goat and unicorn imagery? What are some of the similarities and differences between Bloggs's imaginary past and future? To what extent can we use the romances to reinterpret his science fiction and vice versa?

        In my analysis of the two novels I plan to use the theoretical formulations of Jacques Merrida and Mary-Louise Brady, as well as Robyn Ely's recent study of unicorn imagery, Reimagining Goats: A Psychoanalytic Approach. In order to better understand the specificity of the two literary genres used by Bloggs I shall refer to Ivan Vassilovich's The Romance Reconsidered and Henrietta Huggins's The Fiction of Science Fiction. I also plan to read Bloggs's earlier novels to see if they, too, constitute matching pairs addressed to different audiences but concerned with similar problems.

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(NOTE: the above project is based on fictitious primary and secondary sources)

FORMAT DOKUMENTACJI KONSPEKTU: Istnieje wiele formatów bibliografii (MLA, APA, Chicago, itp.). Kandydaci mogą wybrać inny format niż MLA, muszą jednak systematycznie udokumentować źródła w jednym z powszechnie przyjętych formatów.

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Przykład konspektu IV: Translatoryka

The translation of Polish legal terminology into English: the search for equivalence in the English translations of Polish legal profession names

Along with increasing globalisation and internationalisation observed nearly in all spheres of human activity, law and legal professions have also been involved in those two processes. The solutions to the linguistic problems and barriers in the area of law that emerge in connection with the internationalisation of various aspects of legal systems can be found in legal translation, a branch of translation studies with a strong focus on law-related specialisation, especially in terms of lexis and grammar. Such translation is also embedded in culture-specific contexts which cannot be underestimated in the process of legal translation (*cf.* Harvey 2002, David and Brierley 1985) as different cultures, and obviously languages likewise, may – and in fact – do – conceptualise various aspects of law in different ways. What is even more important, "(…) legal translation involves law, and such translation can and often does produce not just linguistic but also legal impact and consequence (…)" (Cao 2007: 7). However, on numerous occasions translating law is problematic and the problems encountered by legal translators often result from fundamental differences and frequent incongruity between the legal systems of both the target and source languages. This sometimes leads to the problems with one of the key concepts of translation studies – equivalence which for the purpose of the study should be understood as semantic sameness or equality rendering the same effect in both languages (*cf.* Delisle, Lee-Jahnke and Cormier [1999] 2006, Nida, Charles 1982).

One of such challenging and equivalence-related areas in legal translation is the translation of the names of legal professions functioning in the Polish as well as English-speaking legal systems (*cf.* Šarčević 1997). Thus, the aim of the study is to examine how legal terminology related to legal professions in Poland is rendered in English and to what extent the terms offered by various legal dictionaries are equivalent. The research will also focus on defining the conceptual differences between the Polish and English terms provided by those dictionaries.

The initial step of the analysis will involve the dictionary studies (*e.g. Polsko-angielski słownik terminów prawnych Polterm z definicjami, Słownik prawnika polsko-angielski angielsko-polski, Słownik terminologii prawniczej angielsko-polski* etc.), within which the English translations of such Polish terms as *prawnik*, *adwokat*, *sędzia*, *radca prawny*, *komornik*, *notariusz*, *asesor* will be examined. The preliminary search has provided numerous entries referring to the English translation of *prawnik*. These are: *lawyer*, *attorney*, *counsel*, *advocate*, *barrister*, *counsellor*, to name but a few. However, in terms of semantics, many of these terms are used in highly specific contexts and their meanings are rather context-bound. Therefore they cannot be regarded as fully equivalent to the Polish term *prawnik*, which proves the aforementioned incongruity of the legal systems. Such examination of the equivalence of the English translations of Polish terms will be supplemented by the study of conceptual differences between the translations provided by different dictionaries. Those conceptual differences will be discussed on the basis of various English-language legal dictionaries and personal communication with British and American lawyers (*e.g.* by means of Internet legal forums in Britain and the USA). The ultimate goal of the study is to offer such English translations of Polish terms which would be semantically as close to the Polish versions as possible or – in other words – fully or near-fully equivalent.

It is believed that the outcomes of the study may provide some help to legal translators who sometimes have to struggle with the selection of a proper equivalent. Moreover, it is hoped that as a

result of the study it will become clear what conceptual differences exist between the Polish and English terms, regarded as equivalents in Polish-English legal dictionaries, and in which legal contexts they may be used.

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