

Summery

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Title: *Polish and German nouns in the context of lexical minimum with a highlight on divergence. A study in glottodidactic comparative analyses*

In recent years, there has been a decrease in the number of students who select German as part of their University curriculum. The main obstacle to students' willingness to take German language classes was identified as the difficulty in mastering German nouns. This concern could be addressed by including the contrastive analysis of the noun and the constructivist approach in the teaching / learning process.

This research involved a contrastive analysis of the grammatical gender, a comparative analysis of the ways in which the plural form in Polish and German can be formulated, and a compilation of Polish and German nouns in terms of the lexical minimum for the category of gender. Previous studies have shown that Polish students attempting to learn German struggle with the grammatical categories of nouns. Therefore, an experiment involving didactic interventions was conducted as part of this research.

Didactic experiments investigated the process of assimilation of German noun categories and their plural forms by MSc students at the Cracow University of Economics. It was hypothesized that the use of contrastive analysis of nouns in the learning process will help students to better master the grammatical category of nouns.

Two experimental groups and a control group, comprising 30 students each, were provided with a language test. The control group received standard German language training. Experimental Group 1 was presented with contrasting sets of nouns grouped by gender category in Polish and German by their instructor. Study participants in

Experimental Group 2 were tasked with formulating their own contrasting sets of nouns in Polish and German, after receiving necessary instruction.

Test scores of Experimental Group 1 were on average 8% higher than those of the Control Group, but statistically these groups did not differ significantly. Experimental Group 2 performed significantly better than the Control Group scoring 19% higher than the Control Group. Similar results were achieved for the plural forms of German nouns.

Furthermore, Polish nouns and their German equivalents were examined in terms of linguistic divergence, i.e. a phenomenon when two or more words in a foreign language correspond to one Polish word. A didactic experiment conducted as part of this study showed that early sensitization to divergence has a positive impact on the proper use of language equivalents in the implementation of active language functions (translation, writing and speaking).

The series of works presented in this thesis provide valuable insight into the ongoing importance of contrastive glottodidactics and can be applied by authors of textbooks, teachers and students to improve the process of teaching and learning German language.