LINGUISTICS AND INFORMATION MANAGEMENT
SPECIALIZATION INTERLINGUISTICS

Learning outcomes and course learning content:

Course: **Practical English**
On successful completion of the course and validation of its learning outcomes, a student is able to:
−   express their thoughts spontaneously and precisely; reformulate utterances and correctly use idiomatic and colloquial expressions
−   effectively communicate both in formal situations and in informal situations, including with native speakers of the language
−   understand longer, more complicated natural utterances both in direct conversation and through various media
−   use language that is both correct and varied in terms of grammatical and lexical structure; communicate at the B2+ level (I semester) / C1 (II semester) on the CEFR scale
−   create complex written sentences that are linguistically rich and coherent in terms of content; read critically and evaluate errors in their own writing and the writing of others
Course learning content:
−   Vocabulary at the C1 level in the following areas:
−   Knowledge of the English-speaking countries; current social and political problems in English speaking countries and the world (for example population policy, ethnic, gender class or religious conflicts); popular scientific texts
−   The use of vocabulary and grammar covered in the educational content while creating short presentations
−   Grammar subjects at the C1 level, e.g.:
−   Participle clauses, relative clauses, adverbial clauses (time, reason, purpose, concession), unreal present/past, comparative patterns, subjunctive, inversion
−   Writing shorter compositions using appropriate styles and formats (report, essay, formal letter of application/complaint)
−   Critical reading of basic authentic texts as well as discussions on their content

Course: **Practical English**
On successful completion of the course and validation of its learning outcomes, a student is able to:
−   express their thoughts spontaneously and precisely, using subtle shades of meaning; freely reformulate utterances and correctly use idiomatic and colloquial expressions
−   effectively communicate both in formal situations (such as speeches, academic discussions) and in informal situations, including with native speakers of the language
−   easily understand longer, more complicated natural utterances both in direct conversation and through various media; understand the content expressed indirectly
−   use academic language that is both correct and varied in terms of grammatical and lexical structure; communicate at the C2 level on the CEFR scale
−   create complex written sentences that are linguistically rich and coherent in terms of content; read critically and evaluate errors in their own writing and the writing of others
Course learning content:
−   Vocabulary at the C2 level in the following areas:
−   Knowledge of the English-speaking countries; current social and political problems in English speaking countries and the world; popular-scientific and scientific with particular emphasis on linguistics
−   The use of vocabulary and grammar covered in the educational content while creating longer presentations
−   Grammar subjects at the C2 level:
−   Consolidation of previously taught grammar
−   Writing longer compositions using the appropriate styles and formats (report/proposal, formal letter, essay, review, academic paper)

- Critical reading of more complex and/or academic texts as well as discussions on the content found therein

Course: **Practical Esperanto**
On successful completion of the course and validation of its learning outcomes, a student is able to:
- communicate at the B2+ level (I semester) / C1 (II semester) on the CEFR scale
- express their thoughts spontaneously and precisely, reformulate utterances
- effectively communicate in different situations and about different topics
- understand longer, more complicated natural utterances both in direct conversation and through various media, also in communication with people with different mother tongues
- use language that is both correct and varied in terms of grammatical and lexical structure
- create clear, coherent and varied utterances, both written and oral

Course learning content:
- Vocabulary in everyday life, social and political problems, intercultural communication, also popular scientific texts, world problems (for example climate change, globalization) at level C1
- Make use of vocabulary and correct grammar about topics of the course expressing opinions, debating and discussing in international groups
- Critical reading of authentic texts from different cultures as well as discussions on the content thereof
- Make use of vocabulary and correct grammar about topics of the course in writing tasks (formal letter/to the editor, CV, application)
- Using a range of styles and formats appropriate for a given type of utterances in creating oral content (presentation, job interview)

Course: **Practical Esperanto**
On successful completion of the course and validation of its learning outcomes, a student is able to:
- communicate at the C1+ level (I semester) / C2 (II semester) on the CEFR scale
- express their thoughts spontaneously and precisely, freely reformulate utterances
- effectively communicate in different situations and about different topics, argue using various sources
- understand longer, more complicated natural utterances both in direct conversation and through various media, also in communication with people with different mother tongues
- use language that is both correct and varied in terms of grammatical and lexical structure
- create complex written and oral utterances in a correct and advanced language

Course learning content:
- Vocabulary in everyday life, social and political problems, intercultural communication, also popular-scientific and scientific texts (with particular emphasis on linguistics) at level C2
- Make use of vocabulary and correct grammar about topics of the course expressing opinions, debating and discussing in international groups
- Critical reading of authentic texts from different cultures as well as discussions on the content thereof
- Make use of vocabulary and correct grammar about topics of the course in writing tasks (report, academic paper)
- Using a range of styles and formats appropriate for a given type of utterances in creating oral content (presentation, lecture)

Course: **Esperanto Grammar**
On successful completion of the course and validation of its learning outcomes, a student is able to:
- Understand different pronunciations of Esperanto, and compare sounds of different languages
- Identify morphemes, and analyse their role in word-formation
- Understand different linguistic categories, and compare their occurrences in different languages, realize diversity of linguistic tools and apply Esperanto as a model
- Understand the structure of language, how sounds build words and words sentences, and the relation between the elements of the sentence
- Use linguistic terminology, analyse, discuss and present grammatic problems

Course learning content:

– phonetic system of Esperanto in comparison with languages known by the students, on segmental (classification of vowels and consonants) and suprasegmental levels.
– Linguistic norms
– Morphological system of Esperanto, combination of morphemes; schematism vs naturalism in word-formation
– Discussion on problematic aspects of Esperanto grammar (in word-formation and the verbal aspect)
– Verbal, noun and adjectival phrases
– Sentence structure and information structure of utterances

Course: **Lexicology of Esperanto**
On successful completion of the course and validation of its learning outcomes, students:
– Know basic concepts of lexicology, lexicography, terminology, semantics and textology, can make use of them in the analysis of lexical resources and semantic fields of different languages
– Identify semantic relations among elements of vocabulary, and phraseology
– Identify different linguistic registers, relations among them, and understand their use
– Analyse vocabulary from diachronic point or view
– Analyse different texts, find their characteristics and field of use
– Understand the cultural and social determination of language and apply this knowledge in professional work
Course learning content:
– Lexicology, lexicography and terminology – definitions, methods; vocabulary of Esperanto and its classification
– Semantic relations in Esperanto: synonyms, antonyms, homonyms etc.
– Esperanto phraseology
– Linguistic registers and relations among them
– Etymology and linguistic change in Esperanto
– Basic notions of textology and basic text types
– Cultural and social determination of language

Course: **Esperanto culture**
On successful completion of the course and validation of its learning outcomes, students:
– Understand the complex nature of culture (art, institutions, customs, beliefs, mentalities) and its diversity (at the national level)
– Place the area of culture within a broader social context, see its role in the creation of communities
– Has intercultural competence, can compare national and Esperanto cultures, know the main international tendencies
– Analyze how culture is reflected in language
– Undertake discussions on the ideas of Esperantism and Esperantist as well as the typical cultural knowledge of Esperantists
Course learning content:
– Description and range of cultures, national, international and Esperanto culture as well as the mutual influence between them
– Characteristics of Esperanto art, literature, theatre, film and music, questions on whether this is 'Esperanto art' or 'Art by Esperantists'
– The role of the press and radio in Esperanto culture, science
– Connections between culture and language (realia, phraseology, proverbs)
– Esperanto cultural centers, institutions and events, ZEO
– Personality of Esperantists as carriers of Esperanto culture, identity

Course: **Esperanto literature**
On successful completion of the course and validation of its learning outcomes, students:
– Have knowledge of the periods, socio-historical and artistic conditions of Esperanto literature; understand the relationship between Esperanto and world literature.
– Understand the role of original Esperanto literature as well as that of translations into Esperanto in the formation of the literary language as well as the spread of national literatures
– Undertake discussion on the topic of the current reception of Esperanto prose and poetry of different literary periods as well as interpret modern literature
– Critically examine modern authors and undertake discussion on the topic of the literary language as well as literature in the current age

    − Possess broadened lexical resources

Course learning content:
- Periods of Esperanto literature, socio-historical and artistic background as well as the relationship between Esperanto and world literature
- The role of original Esperanto literature and translations into Esperanto In (1) forming the literary language and (2) the spread of national literatures
- The beginnings of Esperanto literature; Zamenhof, the translations of Grabowski
- The Budapest school in the interwar period, Literature Mondo, Kalocsay, Baghy
- Post-war classes (Szilagy, Schwarz, Varankin), The "Scots school" Auld, Boulton and other literature to 1990.
- Contemporary authors and their works after 1990 (Ragnarsson, Bronshtejn, Johansson, Steele, Stimec) non-European authors (Mao Zifu)

Course: **History of the Esperanto movement**
On successful completion of the course and validation of its learning outcomes, a student is able to:
- Understand the historical context of the creation of the planned language and the movement created to spread it
- Be aware of the role of the language community as well as institutions in maintaining the language
- Analyze various conditioning factors for the movement in the world
- Undertake discussion on Esperantism and Esperantists
- Have the ability to work in an international team

Course learning content:
- The creation of Esperanto and the work of Ludwik Zamenhof, the beginning Esperanto movement and its social context up to the first congress (Boulogne declaration, 1905).
- The interwar period (the Ido schism, the unaligned and worker movements etc) to the rebirth of the movement after WWII
- Changes in the movement at the end of the 20th century (regime change in many countries) as well as the 21st century (effects of globalization, the internet)
- Organizational structure of the movement as well as the community of Esperantists as well as the role of Esperanto in international organizations (UN, UNESCO)
- Discussion on the current role of Esperanto in the world, the Esperanto community as well as the strategy of the Universal Esperanto Association, possibilities of cooperation

Course: **Intercultural communication**
On successful completion of the course and validation of its learning outcomes, a student:
- Understands complicated communicational situations and their cultural and social determination
- Is aware of cultural diversity, can identify its elements, and is open for the otherness
- Has intercultural competence, can manage in international groups, recognizes motives of conflicts, and is able to find a solution for them, therefore collaborate
- Analyses metacommunication in different contexts
- Analyses and discuss the role of a common language in intercultural communication, argue for the chosen model and make use of acquired knowledge in the professional work

Course learning content:
- Linguistic communication and its conditions
- Different approaches to culture (e.g. model of Hofstede and its dimensions) and overview of cultural differences
- Intercultural communication and intercultural competence (awareness of cultural differences, openness for otherness itd.)
- Role of nonverbal communication, also in intercultural context
- Role of common language in intercultural communication, analysis of the experiences with Esperanto
- Psychologic and sociologic aspects of communication, conflicts and their solution, collaboration in international team.

Course: **Language policy and planning (LPP)**
On successful completion of the course and validation of its learning outcomes, a student is able to:
- comprehend the complex language situation of the world, know its historical and political context.

- be acquainted with and understand the goals of language planning in international, European and national contexts
- know the role of different contemporary ethnic and planned languages in international communication.
- analyze the status, corpus and acquisition planning of a given language.
- undertake discussion on the subjects of alternative models of international communication, utilize the knowledge acquired in professional situations.

Course learning content:
- the basic concepts of language policy, language planning and international
- communication
- Multilingualism in the world and multilingual states, language rights and individual identity
- Language policy in the EU
- Status, corpus and acquisition planning for various languages
- The context and spread of international languages (e.g. French, Spanish, Swahili); English as a lingua franca in a globalized world
- Planned languages in international communication; the role of Esperanto in international communication

Course: **Interlinguistics**
On successful completion of the course and validation of its learning outcomes, a student is able to:
- correctly defines the subject and scope of interlinguistic research
- understands the mechanisms of the emergence and dissemination of artificial languages and formulates critical judgments about them
- knows the role of various historical ethnic and planned languages in international communication
- is able to classify planned and auxiliary languages, understands the essence of proper nomenclature and classification and the limitations resulting from it
- can discuss alternative models of international communication, is able to use the acquired knowledge in professional situations

Course learning content:
- aims, scope, subject of interlinguistic research, basic methods and concepts
- ancient auxiliary languages (e.g. Latin) and their role, also as a model for artificial languages
- the emergence of pidgin and creole languages as well as the standardization and revitalization of ethnic languages as border examples (natural emergence of auxiliary languages and deliberate interference in the language)
- history and typology of planned languages; philosophical languages (a priori; Leibniz' language, Solresol, etc.) and international auxiliary languages based on ethnic languages (a posteriori; Volapük, Latino sine flexione, Ido, Interlingua, etc.), their development and use, reception in the international community
- modern Internet constructed languages (conlangs, e.g. Slovio, Euroglossa, Láadan, Loglan, Toki Pona) and languages created for artistic purposes (e.g. Elvish, Sindarin, Na'vi, Dothraki)

Course: **Comparative and typological and linguistics**
On successful completion of the course and validation of its learning outcomes, a student:
- knows basic units of language at the phonetic, morphological and syntactic levels; knows grammatical categories in world languages and their functions
- is able to indicate genetic and typological features used in the classification of the world languages; has a basic understanding of the similarities and differences between languages and language families
- can identify significant typological features of a given language system (Esperanto, mother tongue, selected languages of the world)
- correctly identifies the features of linguistic similarities due to genetical relationship and convergence (e.g. language family and Sprachbund)
- understands the role of linguistic analysis in the process of shaping, developing and maintaining one's own linguistic competence

Course learning content:
- Typological and comparative linguistics. Classifications of languages (genetic, areal, typological); endangered languages
- Classical typologies: phonological (consonantal and vowel languages), prosodic (tonal and accent languages), morphological (synthetic and analytical, isolating, agglutinative, alternate languages;

types of affixes, clitics), according to grammatical categories (nominal and verbal categories), syntactic (word order in a sentence; word order in a nominal group)
− Newer, "non-classical" typologies: graphic, semantic-lexical, according to information structure
− Development tendencies in world languages (analytical tendencies, creolization, etc.)

Course: **Digital Humanities**
On successful completion of the course and validation of its learning outcomes, a student:
− Can define digital humanities
− Can identify the applications of DH
− Can list the strengths of DH
− Knows the process of DH - individual types of tools and is able to use some of them
− Can disseminate the effects of the work of a digital humanist
− Can indicate whether to search for digital humanities work resources on the Web
Course learning content:
− Subject and definition of digital humanities
− Applications of digital humanities
− The specificity of digital humanities
− Work tools of a digital humanist
− Methods of disseminating the work of a digital humanist
− Methods of acquiring tools and content for work in digital humanities

Course: **Linguistic Data Management**
On successful completion of the course and validation of its learning outcomes, a student:
− Knows what kind of linguistic data can be gathered
− Knows how to gather linguistic data
− Understands ethical issues of linguistic data management
− Knows where linguistic data can be stored
− To plan and control process of data acquisition and analysis
Course learning content:
− Introduction to linguistic info management (theories)
− Introduction to Natural Language Processing (tasks and tools)
− Linguistic data acquisition, building linguistic corpora (national corpora, CHILDES, didactic corpora and other)
− Lingustic databases (ethnologue, wals, phoible)
− Tools for parsing and tagging, lemmatisation or stemming (CLARIN).
− Text mining with AntConc (concordancers, collocations, keywords analysis)
− Using ELAN MPI tools to build linguistic corpora from transcripts
− Methods of semantic analysis in Natural Language Processing (CLARIN)
− Natural Language Processing with Python in PyCharm (data cleaning, spacy, statistics).
− Ethical problems with machine Learning algorithms for Natural Language Processing and large linguistic models

Course: **Esperanto-English, English-Esperanto translation**
On successful completion of the course and validation of its learning outcomes, students:
− Know and understand the most important issues concerning translation, the most important translation terminology, techniques and strategies.
− Understand the differences between different types of texts and the possibilities of applying different translation techniques and strategies
− Analyze the source test, uncover and name problematic areas.
− Make use of different sources in the creation of a coherent translation.
− Objectively and sufficiently accept criticism concerning the student's own translations and evaluate the translations of others.
Course learning content:
− Main issues of translation theory. The concepts of levels and equivalence.
− Translation as a process and product. Selected translation techniques and strategies on the basis of texts.
− Analysis of source text in the translation process. Types of text and translation.
− Problems of untranslatability (such as realia) in the context of English, Esperanto and their users

- The perspective of the target audience. Verification and editing of translated texts. Analysis of grammatical, lexical and stylistic errors in translation.
- Evaluation of translations (especially those performed by students).

Course: **MA Seminar**
On successful completion of the course and validation of its learning outcomes, students:
- Independently elaborate the research concept of an advanced academic thesis
- Independently prepare and advanced academic thesis with the appropriate structure; formulate logical and substantive mature results from their own research
- Independently gather literature and sources of information on a given topic, critically evaluate their usefulness and creatively utilize them in an academic work; present the results both to specialists in that field as well as to non-specialists
- Possess knowledge on general academic research methods as well as detailed knowledge in a given discipline
- Utilize the appropriate research methodology for a given discipline in the field of their research

Course learning content:
- Process of writing an academic thesis
- Academic research methodology and advanced knowledge in the field of the thesis
- Substantive oversight of the process of preparing a master's thesis (direction, monitoring, formal and substantive direction, ethical and intellectual property issues)

Course: **Esperanto Phraseology**
On successful completion of the course and validation of its learning outcomes, a student:
- understands that the lexis of a language encompasses both (simple and complex) word lexemes and word-group lexemes (i.e. phraseological units)
- knows the main characteristics of phraseological units and their classifications
- is able to analyze the use of phraseological units and the motives of users
- is able to identify and analyze the creative use of phraseological units
- has deepened knowledge about problems of translating phraseological units
- understands the peculiarities of a planned language (idiomaticity in a planned language, reflection of culture, international character, relative stability because of native language influences, restrictions to language planning in an already functioning planned language)
- is able to make comparisons between the phraseologies of Esperanto and English
- has broadened their lexical competence

Course learning content:
- main characteristics of phraseological units (polylexemic structure, relative semantic and structural stability, idiomatic character, connotations and lexicalization)
- overview of various types of classification of phraseology (structure, functions and genesis)
- the use of phraseological units in written and spoken communication (authentic texts, e.g. newspaper articles, novels, language for special purpose, interviews) and the motives why speakers/writers make use of phraseology
- creative use of phraseological units (play on words, modifications, non-verbal representation)
- problems of translating phraseological units
- phraseology of Esperanto in focus
- comparisons between the phraseologies of Esperanto and English

Course: **Cultural anthropology**
On successful completion of the course and validation of its learning outcomes, a student is able to:
- know the basic terminology of the humanities and social sciences
- get to know the basic theories and definitions concerning the issues of culture and recognise the place and importance of cultural anthropology in relation to other humanities
- perceive and explain the role and significance of culture in the processes taking place in society and the surrounding world
- describe and interpret the cultural heritage of man, as well as phenomena taking place in the globalizing world
- acquire competence to publicly speak and express opinions in the spirit of cultural relativism
- know the scope of their knowledge, understand the need for continuous training and professional development. Should also be open to criticism of his /her arguments and able to modify them as a result of discussion.

Course learning content:

– Human origins. Creation myths. Creationism and evolutionism.
– Cultural anthropology as a field of humanities, its history and development. Evolutionism in anthropology. Diffusionism. Functionalism. Configurationism. Psychoculturalism. Structuralism.
– Race - history and understanding of the concept. Historical concepts of human races. Adaptations of human populations. Race and intelligence.
– The problem of racism. Racial segregation. Xenophobia. Stereotypes. Multiculturalism. Cultural racism. Ethnocentrism.
– Culture - concept and definitions. Nature and culture. Culture and language.
– Traditional cultures. Hunting-gathering societies, shepherd and farming societies. Lost tribes.
– Folklore. Folk music. Folk. Folklore and religion. E-folklore. Urban legends.
– Modern, industrial, post-industrial and information societies. Illiteracy
– Pop culture.
– Family and kinship. Historical development of family theory. Matriarchy. Kinship systems. Incest. Fatherhood.
– Marriage. Monogamy. Polygyny. Polyandry. Cohabitation. Endo and exogamy. Arranged marriages.