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Doctoral Dissertation Summary

Specialist language in the field of politics, administration and history in German-language-teaching textbooks. Linguistic analysis of schemes used in the presentation of textbook content

The dissertation represents an interdisciplinary approach, integrating the linguistics of specialised languages with specialised glottodidactics. The main aim of this thesis is to analyse presentation schemes for textbook content typical for specialised languages in the field of politics, administration and history. The presentation schemes refer to a model of organising textbook content that takes into account the connectivity of language activities and specific lexical units and grammatical structures. The dissertation discusses in detail the specialised lexis in the field of politics, administration and history, the accompanying issues in the field of grammar, as well as the language activities presented in textbooks at levels A2 - C2 and the connectivity of those three elements in the teaching process.

In the monograph two research questions concerning specialist language in the field of politics, administration and history at different language levels were asked. The first one focuses on the identification of key lexis, grammatical structures and language activities and the ways in which they are presented in textbooks at different language levels. The second question deals with the formation of the interconnectivity of specialised lexical units, grammatical structures and language activities for a specific specialised language at different language levels. The indicated research questions allow to understand the specificity of the presentation schemes typical for the specialised language in the analysed areas.

The analysis highlighted specialised lexis, which includes specialised language terms and general language terms that acquire the characteristics of specialised language in a specific context. The results of the study showed specific trends in the presentation of lexis at different language levels. Characteristic convergences were noted, especially in the case of nouns, which play an important role in the presentation of textbook content at different language levels. Among these, compound nouns, proper nouns and gerunds, as well as those forming verbo-nominal collocations, are of a particular importance. Verbs play an important role in forming

the lexis. They often occur in the form of rection or take on the role of 'hypoterms', giving a specialised character to the content.

Also, the grammar of the specialised languages of politics, administration and history is crucial in learning a foreign language. Specific grammatical structures emphasise distinctive features of the specialised language. An example of this is the passive voice, which makes it possible to create objectified messages by omitting the agents, whereas gerunds are used as a tool to create a nominal style, typical for a specialised language, in which the message should be clear, precise and appropriately formalised. Furthermore, certain grammatical structures are consistently used in specific specialised texts. Examples of this are the frequent occurrence of the past tense Präteritum in the specialised language of history, single clause sentences in the present tense Präsens used in the language of politics, and the convergence of specific prepositions in the language of administration.

Language activities are a tool in the development of specialised communicative competence. They enable the correct use of lexis and grammatical structures. Practical activities, especially speaking ones, focusing on the development of specialised communicative skills, dominate in textbooks at all language levels. The similarity of activities also includes interactional and mediation aspects. The abovementioned activities are closely linked to reading and listening comprehension activities. The analysis of German language textbooks showed that the specialised languages of politics, administration and history are based on similar teaching methods, as these issues often overlap. Thus, it was considered unnecessary to separate them from a glottodidactic perspective.

The dissertation confirms the existence of schemes of connectivity of lexis, grammar and language activities for the specialised languages of politics, administration and history. These schemes are described in detail in the dissertation, pointing out their essence and correlation with linguistic skills. An example of the specialised language of politics is the use of single clause sentences in the present tense in order to convey information clearly (e.g. describing the political system), while choosing appropriate specialised lexical units. Mediation activities in the language of history occur in the form of an account of selected historical events, which integrates the past tense of the Präteritum with the relevant lexis. However, in the language of administration, when creating official dialogues or responses to official letters, specialised terminology and grammatical constructions (e.g. reported questions or specific prepositional constructions) are used to communicate successfully. The identified schemes enable the development of communicative competence and relaying specialised knowledge effectively.

The monograph consists of two main parts: theoretical (Chapters 1-4) and empirical (Chapter 5) and ends with conclusions (Chapter 6).

The first chapter defines general language and specialised language and shows how the relation between the two varieties of language is shaped linguistically. Then it focuses on a separate discussion of the specificities of the specialised languages of politics, administration and history, analysing their distinctive features. The second chapter presents a definition of glottodidactics and its specialised variety. Various aspects related to the teaching of a specialised language are also discussed, focusing on language skills, vocabulary/terminology, grammar and selected teaching methods. The third chapter describes the analysis of language textbooks, with a particular focus on schemes of presentation of specialised content. The last chapter of the theoretical part presents the research corpus and the formulated research questions, which form the basis for further analysis.

The empirical part includes Chapter 5, in which detailed analyses of selected textbook content for each language level from A2 to C2 were conducted. First, the issues in the area of administration, politics and history contained in the textbooks comprising the research corpus were identified. This was followed by an examination of the lexis, grammatical structures and linguistic activities that determine the specialised languages for these areas. The analysis focused on the identification of key terms and concepts and the way they are presented in the textbooks. In the grammatical issues, the specificity of the grammatical structures used and their relationship to specialised topics were noted. The sections on language activities focus on analysing the types of tasks, exercises and activities designed to develop language skills in a specialised context. It concludes with a summary of the analyses of the individual components, i.e. lexis, grammatical structures and language activities, indicating schemes of their interconnectivity.

The dissertation ends in Chapter 6 with conclusions. It summarises schemes and trends found in the presentation of linguistic content in the area of politics, administration and history in general German textbooks, highlighting the connectivity of lexis, grammatical structures and language activities in specialised language.

Keywords: linguistics of specialised languages, glottodidactics of specialised languages, specialised language of politics, specialised language of administration, specialised language of history, German as a foreign language, presentation scheme of textbook content

