

ZADANIE 3

W swojej pracy językoznawcy często stawiają hipotezy, które następnie muszą przetestować oraz wyciągnąć wnioski. Oto przykładowa hipoteza wraz z wynikami, analizą i wnioskami.

Hypothesis 1

The preferable form of an adjective derived from a noun depends on the gender of a respondent.

Task

A group of 13 Polish 10-year-old children were asked to form an adjective from nouns:

(1) smutek – *sadness*_{masculine},

(2) starość – *old-age*_{feminine}.

They were told their English teacher needed to check how much she could rely on their knowledge of Polish grammar while explaining English grammar. The teacher did not want to suggest the answers, therefore she did not give any examples.

Results

3 boys and 4 girls carried out the task i.e. gave the following answers:

(1a) smutny – *sad*_{masculine},

(2a) stary – *old*_{masculine}.

1 girl wrote:

(1b) wielki – *profound*_{masculine},

(2b) późna – *late*_{feminine}.

2 boys answered:

(1c) długi – *long-lasting*_{masculine},

(2c) zła – *evil*_{feminine}.

1 boy responded to the task by:

(1d) wielki – *profound*_{masculine},

(2d) długa – *long-lasting*_{feminine}.

1 girl replied:

(1e) nieprzyjemny – *unpleasant*_{masculine},

(2e) długa – *long-lasting*_{feminine},

ciężka – *hard*_{feminine}.

1 girl gave the following answers:

(1f) nieprzyjemna – *unpleasant*_{feminine},

zażalona – ? (cf. **Search** below),

(2f) długa – *long-lasting*_{feminine},

miła – *nice*_{feminine},

wesoła – *merry*_{feminine}.

Analysis

For Hypothesis 1 to be true, we should have obtained the clear partition with respect to gender. Girls should have formed *smutna* and *stara* for (1) and (2), respectfully. However, children have derived the adjectives in the way they are taught in their grammar classes, i.e. masculine form is assumed to be primary. The children that gave answers (1a) and (2a) are the best pupils in their 30-people class. (1) and (1b)-(1e) as well as (2) and (2b)-(2e) share grammatical category of gender. (1b) and (2b) are based on collocation between the noun and the corresponding adjective. Answers (1c), (1d), (1e) and (2c), (2d), (2e) show what connotation each noun might have in those children's minds. (1f) and (2f) is possibly an answer to a different task: *give any adjective that you associate with the nouns*. One of at least four things might have happened: (1) she is a new student, this was her third day in that school, and she might have expressed her feelings in marking the adjectives with her gender, (2) she might have thought *smutek* was feminine, (3) her identification with her gender has been signified in the gender of the adjectives she gave regardless of her feelings at the moment, (4) the adjectives might express any combination of the (1), (2), and (3).

Search

We checked the existence of *zażalona* in Toy Corpus IPI PAN and in Korpus Języka Polskiego Wydawnictwa Naukowego PWN and we used www.google.com for searching if there is even one instance of that word. We have not found any matches for *zażalona*. Probably, the girl tried to derive an adjective from a synonym *żał* (*sorrow, grief*). The proper adjective in this case is *rozzalona* (*resentful*).

Conclusion

Hypothesis 1 is in 92.31 % false.

ZADANIE 3

Nazwa szkoły

Członkowie drużyny

1.

2.

3.

Spróbuj zaprojektować zadanie/test/kwestionariusz, który pomógłby ci przetestować następującą hipotezę.

Hypothesis 2

Sentences of type Z2 are used more often than sentences of type Z1.

Poniżej **przykłady** zdań typu Z1 i Z2:

(Z1) Siedem kotów było śpiące.

(Z2) Siedem kotów było śpiących.

Jak widać powyżej różnica między zdaniami typu Z1 i Z2 tkwi w przypadku przymiotnika w funkcji orzecznikowej.

KRYTERIA OCENY

Zaprojektowanie badania przynajmniej jednego zdania – 0-5 punktów

Kilka typów przymiotników – 0-5 punktów

Zdania dystraktory – 0-5 punktów

Zdania ujęte w szerszy kontekst – 0-5 punktów