

## SUMMARY

The main goal of this PhD dissertation is to examine to what extent the various (inter)cultural aspects are present in French and Polish foreign language teaching and learning and how to include them effectively into didactic programmes so that they meet the requirements of contemporary linguistic and cultural education. Globalization, and the constant influx of immigrants has brought about a rapid transformation from culturally homogeneous communities into multicultural and multilingual societies and imposes a need to change in the direction of thinking about modern foreign language didactics. This is the subject of the work presented – starting with an analysis of the students’ needs and preferences, through the evaluation of available teaching aids, and finally to a proposal of the author’s ideas about how to integrate and implement intercultural aspects in a practical and down-to earth way.

In the first chapter, a brief explanation of the terminology, implicitly and explicitly related to the subject matter under discussion, is provided, namely concepts such as intercultural competence and communicative competence are included in relevant definition frameworks. The way in which linguistic didactics perceives the concept of culture is also introduced. These considerations are supported by the opinions of experts in the fields of glottodidactics, linguistics and cultural studies who have already conducted similar scientific research. In addition, the chapter outlines the characteristics of different types of students, who are categorized according to their belonging to particular cultural and linguistic regions. The development of a typology of participants in international language courses serves *a priori* to show specific national and cultural conditions and preferences, thanks to which the interpretation of specific cultural scripts becomes somewhat easier. Moreover, the author also examines the issue of personalized classes based on the available content from the student’s native culture with which the language teacher should familiarise himself beforehand.

In the second chapter, the basic research material consists of questionnaires, completed in June 2018 by two hundred students of various nationalities, generations, professions and different social status. The author of this PhD dissertation was primarily concerned that the conducted analysis should be as multifaceted as possible. The subject of the survey covers textbooks for teaching French and Polish as a foreign language, which, despite the availability of other, much more attractive media, are still used as the main teaching material for language courses. The development of a questionnaire, in the form

of open and closed questions, allowing freedom of expression, turns out to be a key element of the analysis. The results of the study indicate that participants have many reservations about the intercultural content of publications currently used in contemporary language courses and that, in order to meet current requirements and expectations of students, consideration should be given to supplementing or replacing content with other culturally appropriate sources.

The third and fourth chapters of the PhD dissertation are dedicated to a thorough analysis of forty selected textbooks for teaching French and Polish with respect to the integration of intercultural aspects. The criteria for selection were : date of publication (1960s - present), level of language proficiency (from beginner to upper-intermediate), as well as the political viewpoint of the publisher. In addition to a structural and semantic analysis of the books, there is an indication of their specific merits and shortcomings, supplemented by the author's remarks about the issues under consideration. This analysis allows an evaluation of intercultural competence, as judged by the adaptation of intercultural content.

In the fifth chapter, a model culturally appropriate approach is proposed along with suggestions for lessons and didactic innovations, to respond to the contemporary needs of students and, significantly, make classes more attractive and more effective. The current programme is extended with a contemporary cultural repertoire to include: books, songs, paintings and movies, TV series and game shows, as well as increasingly important and widely accessed Internet content, selected examples from the press and theatre, educational and social games and original materials. As part of the work with students, the author proposes that the lessons should be based on multi-sensory teaching, supported by audiovisual aids, staging and outdoor games, cultural outings, as well as simulated situations from everyday life combined with role playing to reflect important aspects of communication. Within the current proposals, specific components of national cultural identity such as cuisine, customs and religious rituals are also discussed along with typical issues of everyday life, the biographies of famous personalities and also topics to deepen a knowledge of history. How to manage the emergence of harmful stereotypes, and to introduce issues that arouse social controversy (e.g. homosexuality, disability, addictions, religion, politics, racism, xenophobia) are also dealt with.

In summary the overarching assumption on which this work is based is that by presenting a broad array of available intercultural content, it is possible to create an opening into aspects of culture in a way that does not discredit anyone, but proves a readiness to undertake intercultural dialogue, in which the language teacher

acts not only as intercultural mediator but also creative educator ; in turn, the student becomes an intellectually and emotionally active and committed participant of the lesson, progressively adapting to the new sociocultural reality of the culture of his own choice.