

Summary in English

The aim of this dissertation is to highlight the advantages of tertiary language didactics concerning learning 'German after English' in the Polish school context, promote multilingualism and draw the attention of both researchers and teachers to interlingual synergies. Since English is usually the first foreign language learnt by most Polish students and German is a second one, the 'German after English constellation' seems to be particularly well-suited to favouring the learning of German. This leads to the research hypothesis that knowledge of English has a favourable effect on the acquisition of German.

On the one hand, the present study refers to the analysis of three selected current textbooks for GFL lessons, which is intended to show whether, and to what extent, their authors address and/or emphasise the interlingual analogies between German and English. Secondly, it gathers learners' experiences regarding language and language-learning-related transfer in the context of learning German as a second foreign language. The learners' opinions and, in some cases, their teachers' opinions could thus be compared with the content of the analysed textbooks.

Although tertiary language didactics is not a new concept, it is not reflected in the Polish school system. The analysis of textbooks has confirmed that only a few courses are designed according to the principles of tertiary language didactics. Even though a number of references to internationalisms or potential vocabulary can be found in the three analysed textbooks. Surprisingly, only in one of them the corresponding lexis is clearly emphasised. Most textbook authors therefore disregard the transfer phenomenon when designing educational materials. On the other hand, the analysed textbooks give a lot of space to auto-evaluation, which is particularly essential for the future management of one's learning process.

The results of the study have also indicated that most learners do not have access to educational materials that address language and language-learning-related transfer. Although many students can rely on a teacher who deals with interlanguage analogies in their GFL lessons, it is only the combination of a teacher's attitude and the learning materials tailored to these needs that enable the full potential of the 'German after English model' to be employed. Learners can recognise the advantages of this model and believe that lessons designed in this way have a positive effect on their motivation to learn. Thanks to their previous language experience, they understand some topics without having to study them formally. Most students do not notice any particular difference between learning techniques they use when learning

English or German. Any discrepancies are explained by the frequent use of English in everyday situations and better understanding of English.

The present work emphasises the relevance of multilingualism promotion, which is prevalent among learners but has not found its way into school practice. However, the purpose should be to bring tertiary language didactics and the 'German after English' learning model into the focus of researchers, a learning model that is particularly suitable for the Polish school system. Likewise, it should encourage textbook authors and academics to adapt both educational materials and the methodological preparation of trainee teachers to the principles of tertiary language didactics.

The presented concept for teaching and learning German as a second foreign language in the school context focuses on the promotion of language and language learning-related transfer in vocabulary. As for prospective studies, they could also involve interlingual analogies in grammar. Such an approach would provide a starting point for authors of educational materials for 'German after English' contexts. What should be noted is that it would also allow collecting and addressing all grammatical concerns that can be resolved by observing analogies between English and German.