

Summary

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Title: The usefulness of glottodidactic materials on the examples of the concepts of selected school textbooks of leading Polish publishing houses

The main aim of this doctoral dissertation was to bridge the research gap in assessing the utility of the selected language textbooks that exist in the Polish publishing market. Not less important turned out to provide a contribution in the discussion on changing forms of glottodidactic materials. Therefore, in the work, selected ones are analysed. The main criterion for choosing materials for the analysis was the authorisation for school use. The most important motive for writing this study was the willingness to make the teachers' work easier.

In the dissertation, the author applied three main research methods. They were: the method of analysis and criticism of the literature, the hermeneutic method in pedagogy and the questionnaire method. The first of the methods appeared at the beginning of the thesis. The application of the method of analysis and criticism of the literature made it possible to determine the influence of different criteria on the forms of the textbooks. This method also found its application in the presentation of the directions of changes in the core curriculum. In the third, fourth and fifth chapters, the use of only the method of analysis and criticism of the literature seemed insufficient because such a task was associated with the process of interpretation. There was a necessity here to adapt or create the instruments of cognition. Because of this, the method of analysis and criticism of the literature found its supplementation with the use of the hermeneutic method in pedagogy. The last chapter presents the results of the survey that had a practical character. Here, the questionnaire method seemed to be appropriate to do this.

The first chapter shows the main shapes and functions of the presented materials. To create the basic instrument of cognition, the author paid attention to their forms and the addressees. Designing the full classification of various forms of glottodidactic materials resulted from the analysis of technical teaching resources. In the next step,

this made it easier to characterise their functions. This approach assumes that the fulfilment of some language textbook functions is transferred to the materials attached to.

The second chapter discusses the problem of the textbook evaluation. At the beginning, the author paid attention to the difference between the process of the textbook authorisation and the textbook evaluation. The first procedure is carried out by the experts from the Ministry of the National Education, the second one is prepared by teachers at school. To build a test image of a textbook, both experts and teachers use particular checklists. This work also drew inspiration from these checklists. Then, to determine the usefulness of these materials, one had to take into account their appropriate choice among many on the market. It is important because of students' needs and expectations. In this area, the author proposed a special procedure that teachers can utilise while making a key decision on choosing a textbook for a class or a group. This was because of an insufficient awareness of the criteria of the predictive evaluation among foreign language teachers in Poland. It is crucial for teaching.

The third chapter illustrates how the teacher can adapt glottodidactic materials to the current situation in the classroom. Such adaptation should be made through the prism of goals that students are asked to achieve. This part of the doctoral thesis presents the procedure for hierarchization a general purpose that came from the chosen curriculum. In this context, the following features characterised the operational objectives: they were clear and specified at the proper level of detail. Next, the taxonomy of operational objectives defined their level of difficulty in terms of their realisation. This approach allows the teacher to see which goals are easier for students and which are more difficult to achieve. In this respect, the teacher can find advice on how to make transfers in the teaching content. The examples showed how to do this taking into account specific students' needs and expectations. The teachers should undertake the procedures described in the thesis. This is often not a case.

In the fourth chapter, the teacher can find ways of preparing foreign language classes to improve four language skills. In this place, the author paid attention to the importance of the phenomenon of subvocalisation. It is the specific common denominator of listening, reading, speaking and writing. The consequence of which

was the proposal of ways of working during classes, so that the best use of subvocalisation was possible. The examples showed the proper balancing of the time devoted to particular skills during a lesson. In this place appeared a proposal of sequences in teaching language skills in the aspect of arranging exercises during classes. This was important because of specific learning styles depending on an age group of students. The final part of the chapter presents the analysis of selected glottodidactic materials in terms of their compliance with the presented guidelines.

The fifth chapter shows methods in a foreign language teaching in the new light. In this part of the thesis, the author presented the two main methods: the direct method and the indirect method. The ordering rule in determining such a division was the exposure to the given foreign language. This new approach became a reality in the new classification of the methods and the techniques. The audio-lingual technique, TPR, CLL, the Silent Way, and Suggestopedia implemented the direct method. The grammar-translation technique and the cognitive technique realised the indirect method. At the end of this chapter, the reader can find the analysis in terms of the methods suggested by their authors. It showed that language textbooks can include differences between themselves. Sometimes it is the case in teaching grammar.

The final part of the work presents the results of surveys realised by the questionnaire method. It allowed to characterise teachers' motives in their preferences regarding the selection of glottodidactic materials. The main point was to identify factors and conditions that influence the teachers who choose a textbook. The survey identified several of the most popular publishers at schools in Oleśnica. It was a great occasion to present and characterise the main differences between the offers of these publishing houses. The chapter ends with important and interesting conclusions showing the teachers' creative approach to the materials provided.

Keywords: evaluation, subvocalisation, checklist, glottodidactic material, method, procedure, taxonomy, technique.