

SUMMARY

The question of linguistic errors made in Polish by Ukrainians, discussed in the dissertation at hand, places it in the field of Polish lapsology – a branch of comparative glottodidactics.

The inspiration for writing this dissertation derives from my teaching experience – five years of teaching Polish as a Foreign Language (PFL) to Ukrainian-speaking groups, thus groups homogeneous in terms of their first language. It was observed that linguistic errors of a certain kind and type are made in Polish by students from Ukraine regularly and irrespective of their language level. It seemed obvious that the phenomenon of linguistic interference – negative transfer the students' mother tongue – is responsible for the majority of repeated errors. In no way do teaching methods applied in teaching Polish as a Foreign Language (TPFL) allow for conquering interlingual errors; moreover, they promote skills and competences which due to the phenomenon of intercomprehension do not require particular didactic measures. Experimenting with different teaching methods and types of activities in class allowed for certainty that Ukrainian-speaking students should be taught Polish using different methods than the groups heterogeneous in terms of their first language. On the other hand, delving into voluminous literature on this subject matter allowed for establishing that similar conclusions have been drawn by linguists and practising language teachers for almost 30 years (in TPFL, much longer in other languages). Hence arises the question of dissonance between the awareness of the sources of problems East Slavic groups must face while acquiring Polish and the lack of practical solutions in TPFL to these groups.

The conclusion that specific methods for TPFL to Ukrainian-speaking groups must be developed was accompanied by the necessity to answer particular questions relating to Ukrainians' linguistic problems with Polish. It was determined that one of the major problems of these groups is low grammatical correctness in language production in PFL (grammaticality). A detailed analysis of linguistic errors gathered in my original corpus of linguistic errors shall provide an answer to the aforesaid question. The main focus of this dissertation are grammatical errors: inflectional and syntactical (excluding – as in A. Markowski – word formation errors).

862 written assignments of various types were collected from which 5958 grammatical errors were extracted. The errors were divided into main groups, then detailed classes and provided with linguistic description and explanation (linguistic, psycholinguistic and glottodidactic criteria).

Both qualitative and quantitative analyses were performed on the extracted errors. The qualitative analysis provided data on linguistic identity of an error (what it is, what it is based on and what systemic pattern and/or rule it violates), most often also on its glottodidactic quality (whether it poses a threat to successful communication and – if so – to what extent), and its sources (the most noticeable one is interlingual interference).

The quantitative analysis of errors has provided data which allows for comparing the numerical amount of different error groups: e.g. the data on the proportion of a particular type of error in a given group (e.g. an incorrect suffix **-am* instead of *-om* in all the errors in Dative case of plural nouns); a given group of errors on the whole higher level (e.g. errors in Dative case in all the inflectional errors of a noun). Not only does quantitative analysis allow for determining the number of errors resulting from the mechanism of negative transfer from L1 in the whole corpus, but also determining the average percentage of these errors in written assignments of a given type.

The collected data allows for commencing the creation of detailed TPFL methods for teaching Ukrainians, especially: planning PFL courses, preparation of teaching aids, including coursebooks which could meet the specific linguistic needs of this group of recipients and

would allow for activities leading to suppressing interlingual errors and preventing them from becoming fossilised.

Theoretical considerations in this dissertation pertain to linguistic and glottodidactic aspects of linguistic error and teaching grammar of a foreign language. Different concepts (both in synchronic and diachronic perspective) connected with the aforementioned issues are used for functional purposes – for determining the place of teaching Polish grammar to Ukrainians and methods of grammar didactics in order to suppress the grammatical errors in Polish spoken by Ukrainians.

By referring to the specifics of student groups from whose assignments the errors were extracted, it is postulated that teaching Polish grammar to these groups shall be based on comparative didactics, carried out also by means of didactic translation method and increase in the use of intense language drills.

An authorial publication which was written during the research presented in this dissertation - *Po polsku bez błędu. Zbiór ćwiczeń z gramatyki języka polskiego dla studentów ukraińskojęzycznych (A1-B1)* [Polish without mistakes. A collection of exercises in Polish for Ukrainian-speaking students] (2017) – is presented as a didactic option. This publication, based on the results of research on lapsological errors discussed herein, is the first step towards the creation of new tools for TPFL to Ukrainians. These "new" (refreshed) teaching aids shall be, similarly to the presented publication, a combination of a few methods, techniques and approaches well known in the field of teaching foreign languages. The claims regarding crucial teaching aims in communicative approach should be accompanied by conscious learning of grammar (grammar-translation method and cognitive method) as well as certain procedures, such as didactic translation, focusing on the form and the structure of a language (language as a system, grammar both as *parole* and *langue*), comparative analysis performed in class (as part of working on interlingual errors), intense grammar drill, the aim of which is to shape linguistic habits (derived from audio-lingual method). Thus, it may be said that the modern eclecticism in teaching foreign languages is fully developed in this authorial publication – by virtue of selecting and adjusting teaching tools and techniques present in contemporary FLT methods in order to meet specific didactic needs of Ukrainian-speaking students in learning Polish.

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Krewo, 10.09.2018