

Pierre MARTINEZ: **Twelve books from my cross-cultural furoshiki**

ABSTRACT: Alien: Somebody else out of the world. We will travel around and find out who He is. We will put the story into our own words. Such a complex reality, diversity, plurality has to be understood through common misunderstanding. Means are not given for granted and we will have to strive a lot. It is a matter of glittering poetry, fear and happiness at stake. Twelve writers will join us: Cheng, Segalen, Klemperer. Morin, Diamond, Wallerstein. Lévi-Strauss, Appadurai, Duras. Montaigne, Proust, Glissant. They will help. We are on the same boat together.

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Jolanta ZAJĄC: **Interculturality in a language classroom**

ABSTRACT: Intercultural approach in didactics, being so rich in various ideas but also various ideologies, is still a source of interest for researchers. Meeting the Other means entering a “free zone” between the two cultures, where a new way of communicating will be able to be built. It is less about understanding its strangeness, and more about understanding each other during such a meeting, despite all kinds of obstacles for the participants. This is especially important for young people usually tending to a reassuring uniformity by avoiding the specificities of the Other. But the similarities are undoubtedly less inspiring for the intercultural than the differences, provided that we see them and want to deal with them. We shall also try to provide a concrete example of an intercultural approach making it a “teachable element” for the language class.

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Elzbieta JASTRZEBSKA: **Interculturality in foreign language teacher education**

ABSTRACT: One of the most important educational tasks of the contemporary school is development of intercultural competence of students in its three major aspects: cognitive, affective and action aspects. Intercultural competence is here understood as a dynamic process to be continued throughout the entire lifetime.

The task is carried out to a large extent in the process of foreign language teaching/ learning where knowledge and intercultural skills as well as definite attitudes (openness, acceptance and empathy) constitute an integral part of communicative competence in its broad sense. Therefore, it seems to be necessary to add intercultural education to foreign language teacher education programs so that they could cope with the educational challenge.

This article includes my conclusions drawn from the subject literature and from the analysis of research results concerning the intercultural education of European language teachers. I have also presented therein an interesting proposal of Daniel Feldhendler, a

German teacher of French, consisting in application of the techniques of relational dramaturgy in intercultural education of future teachers of French.

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Małgorzata PIOTROWSKA-SKRZYPEK: **Languages without borders: through languages and cultures to inventory of plural competences, resources and micro-competences (CARAP)**

ABSTRACT: The concept of plurilingual and pluricultural education plays a major role in European education policy concerning foreign language teaching. Its significance has been appreciated by the creators of the *Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR)*, which defines the notions of plurilingual and pluricultural competence. An important undertaking, valorizing this type of education, is an attempt at disseminating pluralistic approaches to languages and cultures, which encompass the following: awakening to languages, inter-comprehension of related language, integrated didactic approaches to different languages studied and intercultural approach. This is to be contrasted with approaches which could be called *singular*. The latest activities for the benefit of plurilingual and pluricultural education comprise the creation of the *Framework of Reference for Pluralistic Approaches to Languages and Cultures (CARAP)*, functioning within the framework of the project Across Languages and Cultures, and conducted by the European Centre for Modern Languages. CARAP is an attempt at describing competences, resources and micro-competences which are crucial with reference to four pluralistic approaches to languages and cultures. It is a new tool, which originated with the aim of supplementing and perfecting the already existing studies, such as *CEFR* and *the European Language Portfolio (ELP)*.

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Elżbieta GAJEWSKA: **Training students to communicate with representatives of other professional cultures in an LSP course**

ABSTRACT: In the era of globalization, corporate culture and issues connected with managing multicultural teams are investigated not only by anthropologists or ethnolinguists, but also by managers. Achieving intercultural competence has become an important goal of foreign language courses, including LSP courses. In the latter case, the designer or teacher of such a course must be able to adapt the syllabus to the group profile. A helpful tool may be the knowledge of theoretical models of culture description in its professional dimension (e.g. the models of Hall, Hofstede, Trompenaars, d'Iribarne or Gesteland), as well as the

knowledge of techniques supporting acquisition of cultural and intercultural competence (presented in the article).

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Agata KOZIELSKA: **Interculturality as a major challenge for non-literary text translators**

ABSTRACT: The article reflects upon the presence of interculturality in specialist texts and the importance of the intercultural aspect for translation. First, the article focuses on cultural components in various translation theories, for instance the theory of untranslatability, domestication, foreignization, and the Skopos theory. It also underlines the intercultural dimension of specialist texts on two different levels that is two cultures (source and target) and two different branches. It emphasizes the presence of interculturality in "pragmatic" texts that, according to Jean Delisle, are the texts in which the informative function outweighs the expressive one.

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Izabela Anna SZANTYKA: **Linguistic Instructions to the Correct Interpretation of Cultural, Social, Psychological and Textual Contents Conveyed by the Deictics: the Case of Italian and French**

ABSTRACT: The aim of the present research, divided into three parts which are dedicated to some Italian and French deictic expressions (personal pronouns, spatial adverbs, demonstratives, adjectives and pronouns), is, on the one hand, to observe and determine different ways in which they express cultural, social, psychological and textual contents; on the other hand, to identify and define areas of formal and functional convergence and divergence between both languages. Another objective of the research is to help the students of Italian and French to understand the verbal expressions of these contents and to make them sensitive to and aware of some particularities of the use of the grammatical and lexical unities proposed here. With these aims in view, inspired by the research of some Italian, French, English, German and Polish linguists, language theorists and language philosophers, the work resorts to the linguistic and philosophical conceptual apparatus: the basic notions of pragmatics, semantics and textual grammar (deixis, anaphora, cataphora, endophora, exophora, empathy) have been used to explain and guide the reader through different functional nuances of the correct use of deictics, which constitutes one of the zones of vulnerability detected by the Author in Polish students during the process of teaching and learning.

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**Katarzyna STAROŚCIAK: The geography of grammar – the role of metalinguistic culture in teaching grammar of French as a foreign language**

**ABSTRACT:** In the didactic field of languages, apart from the scientific grammatical knowledge and its various forms divulged by different types of transpositions, there is also the knowledge derived from socio-cultural context of learners which can be used to describe the grammar of the target language.

The article is a reflection on a new intercultural conception of elaboration of a grammatical description, introduced by J.-C. Beacco (1997), which would take into account not only the “scientific knowledge” but also the “ordinary knowledge”. The latter, called also “local knowledge”, could be a social representation as well as knowledge of professional expertise coming from practical experiences of teachers. This ordinary knowledge fits well in the framework of the educational culture and metalinguistics and is crucial for communication in the context of social life.

This approach, called by its author the « ethno-linguistic » approach, takes for the main subject of research the conjunction of scientific and ordinary knowledge. It could be used for the elaboration of a grammatical description which would be more operational than the traditional one.

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**Mandera HALDER: How to use previous experiences of foreign language pupils’ in teaching grammar of the French language?**

**ABSTRACT:** This paper investigates how multilingual teacher trainees take into account the linguistic background of multilingual students while teaching French grammar in an Erasmus classroom. Data samples from grammar teaching practices of two teacher trainees and grammar learning practices of a few Erasmus students were analyzed. The results indicate that the self-deprecation of a teacher’s multilingual competence does not favour reactivation of prior linguistic experiences of their multilingual students. This study enables us to propose a few guidelines to a reflective approach to teaching French grammar in a multilingual classroom building on prior language learning experiences of multilingual teachers and students.

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Aleksandra KOCJAN: **Plurilingual situation and exolingual communication with comprehension facilitated by intercultural competence of speakers**

ABSTRACT: The article presents the role of interculture in exolingual communication in a plurilingual situation. During the real dialogue between a Polish woman and Indian man transcribed and analysed in detail by the author, it can be noted in several fragments that the knowledge of other cultures, an interlocutor's culture facilitates reciprocal comprehension and information exchange despite different levels of knowledge of a foreign language - French in this case. The reality is reflected in the language and the phenomenon of interculture is an important part of human interactions, which is why it is an essential element of foreign language teaching. Exolingual communication consists of adaptation to interlocutors in such a way so as to enable the effective transfer of information. This is the reason why the knowledge of other cultures is equally important as the language of communication.

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Anna KUCHARSKA: **European Educational Programmes – possibility of cultural exchange**

ABSTRACT: The importance of the elements of culture in communication is still growing. Many analyses showed that cultural errors cause serious misunderstandings and this type of cultural faux pas is far from being excused. There are many European Educational Programmes that enable young people to meet their friends of the same age, to correspond with them or to work together on a project. All these activities aim to know other traditions, customs, everyday life and ways of thinking. Several students between the age of 13 and 18 years old who take part in Comenius project were asked to answer to several questions concerning their reflections about the programme activities. The results show that students participate willingly in the projects and schools should promote such activities.

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Jarosław KRAJKA & Ewa LEWICKA-MROCZEK : **eTwinning Partnership Projects in Children and Teenagers' Intercultural Competence Development**

ABSTRACT: The aim of this article is to present how the eTwinning partnership projects, which have been used in Polish primary, lower-secondary and secondary schools for the recent five years, influence learners' sensitivity and tolerance towards other cultures and lead to the increase of their intercultural competence. Therefore, the authors of this article first demonstrate the necessity of developing intercultural competence of Learners of English as a Foreign Language at the above indicated age levels. At the same time, the article aims to show the fundamental role of learners' awareness of multiculturalism both in the process of

EFL learning and their future functioning in the contemporary world. Some psychological and educational reasons for increasing learners' awareness in reference to their age characteristics are presented here, too. Moreover, practical classroom techniques and ideas on how to work with learners of different age groups towards the development of their intercultural competence are suggested. Finally, the authors present samples of successful eTwinning partnership projects that have been successfully used in Polish schools to increase learners' intercultural competence.

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**Anna SZAFRAN: International school exchange**

**ABSTRACT:** An international school exchange is a great opportunity for students and teachers willing to work not only with a student's book but also with native speakers of the language they study in everyday situations. Foreign languages are no longer just obligatory school subjects then. The foreign language becomes an authentic communication tool which allows to explore new cultures and traditions. An international school exchange is a project which involves creating web pages, presentations, writing e-mails or taking part in videoconferences. All the project steps have to be carefully planned and arranged. They often involve a lot of teachers, students and even their parents but the benefits of such projects are great and they should appear in many school calendars.

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**Marlena DECKERT: A sample didactic unit based on roleplaying fragments of "The Little Prince" by Antoine de Saint-Exupéry**

**ABSTRACT:** The present article is devoted to problems of interculturality allowing for the meeting of people from different cultures who, despite initial barriers, discover and understand each other. The author of article puts forward a scenario of a lesson based on a fragment of *Le Petit Prince* of Antoine de Saint-Exupéry, in which learners play their chosen roles on the stage. Thus, through various activities learners discover new linguistic elements which will serve to construct the characters.

The tasks suggested based on the texts known from childhood are supposed to contribute to awaking motivation and increasing creativity. Since pupils show their interest in impersonating also inanimate elements, we may ascertain that the implementation of literature during language classes may contribute to exciting sensitivity and fostering communication with others.

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Ewa KALINOWSKA: **Interculturalism incarnate: Isabelle Eberhardt's fortune and works**

ABSTRACT: The main purpose of the article is to represent the personality of Isabelle Eberhardt, « ...one of the most enigmatic and unusual life and works in the literary world ... ». Isabelle Eberhardt's fortune and works, unbelievably picturesque - she was of Russian descent, Swiss by birth and residence, French by her marriage and Algerian in her heart - were taking on the multiple and rich forms. It's particularly important to enhance the indissoluble relationship woven, during the whole life of Isabelle Eberhardt, between the everyday life (perpetual voyages and journeys), her faith (conversion to Islam), passions (real and spiritual nomadism, liberty, freedom of expression) and her works (literary and journalistic texts, personal correspondence). Finally, some exercises for practical French classes are proposed, which create a possibility for development of both cultural and linguistic competences.

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