

Summary

The below presented thesis constitutes the first entire paper fully dedicated to the question of expressing negative emotions in the context of teaching Polish and Polish culture to foreigners. A publication whose main objective would be a thorough theoretical analysis along with the description of a study regarding familiarity with the ways concerning expressing negative emotions among foreigners learning Polish language has not appeared in the Polish glottodidactics so far. Filling this gap has been the main driving force behind this thesis. While teaching Polish to foreigners (including those at higher proficiency levels) I noticed that they repeatedly have problems with understanding of the used expressions as well as reactions referring to expressing negative emotions, such as anger, outrage or irritation. I believe that the multitude of ways regarding expressing emotions with the use of language should be taken into account in the process of teaching foreign languages. The thesis consists of introduction, six chapters, conclusion, bibliography and the lists of: charts, illustrations, diagrams, tables, graphs and three appendices. The first and the second chapter comprise the theoretical part, chapters 3–5 regard research and analysis, whereas chapter 6 contains suggestions of didactic solutions.

The status of emotions as a scientific issue which prevailed in the past and also intensified interest in the subject in the 80s and 90s of the twentieth century have been briefly defined **in the introduction**. Due to affective expression, emotions started to be perceived as one of the most important factors influencing human beings, their actions and relationships with others, which contributed to the increased number of publications with respect to emotions. I also depicted the arrangement of issues presented in the monograph as well as terminological decisions made for the purpose of the thesis. I also made the following hypotheses:

- It might be logically assumed that the higher the proficiency level, the greater the ability to recognise and express various states. It can therefore be presumed that along with a higher proficiency level of Polish as a foreign language, the ability to recognise and express negative emotions in foreigners increases.
- Foreigners immersed in the natural language environment have a greater ability to recognise and express negative emotions in Polish than those who only now are starting to get familiar with the Polish cultural and linguistic space. Thus, the longer one's stay in Poland, the greater the ability to recognise and express negative emotions in Polish.

- Apart from learning Polish as a foreign language in language courses, foreigners get to know Polish language in various communicative situations, contexts and environments, e.g. through contacts with the Polish-speaking members of family (e.g. a life partner from Poland and his or her family) or while speaking with colleagues. These environments are equally important in the context of expressing negative emotions. It is to be assumed that there is no such environment in which a foreigner can become acquainted with more or less ways regarding expressing negative emotions in Polish.
- Practical classes and learning ways how to express emotions – both positive and negative ones in the Polish cultural and linguistic space – might arise interest and willingness to participate in such classes among learners. Given kinds of techniques and tasks foster active participation and engagement of group members, which also regards the issue of expressing emotions.

The findings of five non-linguistic disciplines – philosophy, psychology, anthropology, intercultural communication and sociology – referring to the scientific grounds of the thesis have been presented in the **first chapter**. The scientific argument encompasses the relations between emotions, culture and language. There are such issues, among the described ones, that may be applied in teaching Polish as a foreign language and Polish culture to foreigners, i.a. the characteristics of Polish culture, emblematic gestures, communicative styles, the concept of cultural psychology of emotions by R.A. Shweder or sociological theories of emotions.

The chosen findings of linguists, including glottodidacticians, regarding expressing emotions using language have been demonstrated in the **second chapter**. They refer to i.a. language functions concerning expressing emotions, colloquial language, vocabulary as well as considerations from the scope of cognitivism and pragmalinguistics. As particularly significant I found the findings accrued in the field of cultural and intercultural linguistics as well as the observations of A. Wierzbicka regarding the analysis of emotions' names in various languages. Some ways referring to expressing negative emotions in ten chosen foreign languages were featured as well as three Polish cultural emotions that cannot be translated by means of a one-word equivalent: *przykro* (to be sorry), *żal* (grief, regret, pity) and *tęsknota* (longing, yearning).

The analysis of chosen standardized curricula of Polish as a foreign language along with 21 chosen textbooks and didactic materials in terms of records and content regarding the teaching of ways concerning expressing negative emotions has been carried out in the **third chapter**. It turned out that more than a half of expressive functions at B1–C2 levels refers to expressing negative emotions (53% at B1, 58% at B2 and 61% at C1–C2) in *Programy nauczania języka polskiego jako obcego. Poziomy A1–C2* (*The curricula of teaching Polish as a foreign language. Levels A1–C2*). It is also assumed that from B1 level learners get familiar with colloquial language, develop the ability of expressing emotions in oral communication and understanding them in interlocutors' utterances. On the other hand, the excerpts regarding the expressing of negative emotions using language have been presented in the analysis of the textbooks and didactic materials. These occur in many papers, however the issue in question is brought up in an occasional, even random way in a substantial part thereof. A description of the research carried out for the purposes of this thesis has been presented in the **fourth chapter**. Quantitative and qualitative research were combined in compliance with the hybrid (mixed) approach. Questionnaire and observations were applied as research techniques. Thanks to the carrying

out thereof, it was possible to verify the hypotheses formulated in the introduction. The groups of test subjects, the methodology and results of given study's parts were characterised in the descriptions of each chunk of research, while relevant didactic conclusions were drawn in the summary of every study. Closed questions aimed at checking whether foreigners can recognise and express negative emotions using Polish as well as open questions were included in the questionnaire. As a response to them, the test subjects shared their thoughts regarding expressing negative emotions with regard to their mother tongues and Polish. The analysis of workshop classes allowed to formulate conclusions regarding selected teaching methods for expressing negative emotions in classes of Polish as a foreign language.

Selected grammatical and lexical material useful in teaching the ways of expressing negative emotions in Polish have been introduced in the **fifth chapter**. Examples illustrating the possibilities of using certain material, e.g. the form of ethical dative – *Nie narzekaj mi tu!* (*Don't complain to me!*⁵) was placed in the inventory. The material was divided into parts related to the following aspects: morphology, word formation, syntax, inflected and uninflected parts of speech, conventional phrases and idioms regarding the dimensions of conceptualizing feelings. Although selected linguistic studies were used while working on chapter five, a part of the material was developed by myself.

The proposals of methodological solutions and twelve exercises for learners at levels B1–C2 have been included in the **sixth chapter**, which is an attempt to synthesise three component parts of the thesis – theory, research and analysis. Not only do they concern teaching of expressing negative emotions using Polish, but also various language skills and language subsystems. They constitute a proposal to include the issue of expressing negative emotions into lesson plans.

The scientific argument referring to the hypotheses presented in the introduction has been recapitulated in the **conclusion**. The survey shows that the hypothesis regarding the relationship between the level of language proficiency and the ability to recognise and express negative emotions in Polish is incorrect. The results regarding the ability to express negative emotions using conventional phrases, as well as recognising their meanings were surprising – the average number of correct answers given by respondents at level B1 was higher than for those tested at levels B2 and C1. The hypothesis regarding the relationship between the length of stay in Poland and the ability to recognise and express negative emotions in Polish turned out to be partly accurate. A noticeable increase in the average number of correct answers per a respondent in terms of recognising conventional phrases related to expressing negative emotions. However, this factor was not significant in the area of expressing negative emotions. The hypothesis regarding the equivalence of selected environments and types of contacts in terms of expressing emotions turned out to be partially accurate. Communication in Polish with family members had an impact on the ability to recognise conventional phrases related to expressing negative emotions. The remaining types of contacts did not play such a substantial role neither in expressing nor in recognising emotions. The respondents had more problems using the appropriate phrase adequate in the described situation (correct answers constituted 44% of all answers) than with recognising phrases given in isolation from the context (correct answers constituted 81% of all answers) or

⁵ Ethical dative is rarely used in modern English; nowadays this function can be expressed by prepositional phrases, like *to* and an object pronoun.

included in dialogues (correct answers constituted 68% of all answers). The results contributed to the formulation of didactic conclusions, including the emphasis on the ability to express emotions using Polish. Numerous examples of vulgar language given by the respondents in open questions prove it.

The analysis of the course of three types of workshop classes dedicated to expressing emotions has shown that the hypothesis regarding interest that can be evoked by practical classes and learning how to express emotions proved to be accurate. Most foreigners showed willingness to actively participate in the workshops, which suggests that they have a need to learn new ways of expressing emotions in the language they are learning. Conclusions regarding solutions that can be used in classes devoted to expressing emotions, including the negative ones were formulated on the basis of the classes. I pointed to the role of a discussion as a form of introduction to the area of expressing emotions, using dialogues and authentic materials, as well as the possibility of using the newly learned vocabulary in oral utterances.