

Summary

The publication constitutes a monographic attempt to identify selected areas of cultural studies knowledge which, in the author's view, are essential for the teaching of one's own language when it is defined – as it is in the present study – as a foreign language. It corresponds with the author's earlier reflections presented in the monograph *Polish Cultural Glottodidactics – Interdisciplinarity and Spatial Models* (Warsaw 2022) and largely represents a continuation of the inquiries initiated there.

These inquiries were oriented toward the identification and indication of related humanities disciplines that exert – often in ways that are neither obvious nor unambiguously recognizable – an influence on the formation and development of methodologies for teaching Polish to non-native speakers. The aim is not merely to persistently demonstrate that glottodidactics is an interdisciplinary field, but also to show that it eludes, in various ways, strictly linguistic definitions. It approaches the taught language as a new mode of communication, while simultaneously addressing its cultural, historical, social, and artistic relativity.

Indicating or even exemplifying such interdependencies, if confined solely to the level of description, would offer limited – purely theoretical – benefit for glottodidactic purposes. For this reason, both monographs – the present one and the earlier volume mentioned above – include practical proposals, conventionally referred to as workshop-oriented. The material assembled for these proposals is the result of many years of observation of communities of foreign learners interested in the Polish language, as well as empirical research conducted among target groups that included, alongside student respondents from abroad, participants in the postgraduate programme *Polish Glottodidactics – Teaching Polish as a Foreign Language*, organized for over twenty years by the Polonicum Centre for Polish Language and Culture of the Faculty of Polish Studies at the University of Warsaw, as well as teachers of Polish as a Foreign Language professionally active both in Poland and abroad.

Sharing such an extensive body of cognitive material and the reflections derived from it has been regarded by the author as a value that is self-evidently useful for professional and academic communities connected with glottodidactics – not only within Polish studies.