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Interculturality in Dutch as a foreign language classes in the Polish context

THE GOAL OF THE PROJECT

The main objective of this project is to find out **whether, how and to what extent** students of Dutch in Polish academic centres develop their intercultural competence (IC).

ACADEMIC CENTRES

Three Polish universities are taken into account in the research. All of them offer both bachelor and master programmes in Dutch Studies:

- Adam Mickiewicz University in Poznań (AMU)
 - University of Wrocław (UWr)
 - Catholic University of Lublin (KUL)

STAGES OF THE PROJECT

STAGE 1

- **Analysis of documentation** (curricula and syllabuses) of Dutch as a foreign language classes for Bachelor's degree

STAGE 2

- **Analysis of didactic materials** used in Dutch as a foreign language classes at the three universities

STAGE 3

- Dutch as a foreign language **class observations** by means of observation sheets

STAGE 4

- **Questionnaires on awareness about intercultural competence and attitudes towards the role of it** filled by students and teachers in Dutch Studies

STAGE 5

- **Semi-structured interviews** with selected students and teachers in Dutch Studies

STAGE 1: ANALYSIS OF DOCUMENTATION

SUBJECTS

Subjects	AMU	UWr	KUL
Communication	3BA	-	-
Conversations/ speaking	1BA, 2BA, 3BA	2BA, 3BA	1BA, 2BA, 3BA
Language in Belgium	-	1BA	-
Textbook course	1BA, 2BA	1BA, 2BA, 3BA	-

LEARNING OUTCOMES

- The graduate knows and understands “**the multiplex nature of language**, its complexity and the historical variation of its meanings, as well as its relations to other languages” (AMU, UWr & KUL);
- The graduate is ready “**to follow current cultural and civilisation trends** in the Dutch language area” (AMU, UWr & KUL);
- The graduate “**is aware of cultural differences** and challenges involved” (AMU & UWr);
- The graduate “[...] is able to apply his/her knowledge of mechanisms of **intercultural communication in practice**” (UWr);

- The graduate “[...] is ready to demonstrate **openness and tolerance** towards other cultures” (AMU);
- The graduate is supposed to achieve the language **level B2** (AMU & KUL);
- The graduate is supposed to achieve the language **level C1** (UWr);
- The graduate is supposed to know **another foreign language** at level B1 or higher (AMU & UWr).

DIDACTIC PROCEDURES

Didactic procedure	AMU	UWr	KUL
Didactic game	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Discussion	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Listening exercises	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Work in groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work with text	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

DIDACTIC MATERIALS

- The Flemish textbook *Vanzelfsprekend* (AMU & UWr);
- The Dutch textbook *Help! Kunt u mij helpen?* (UWr & KUL);
- All the three parts of *Help!* (UWr);
- All the three parts of the textbook *Gewone Taal* made by one of the Staff members (Dutch native speaker) (AMU);
- *Self-made materials* (AMU, UWr & KUL).



MEANS OF EVALUATION

- *Written test, oral test and quiz* (AMU, UWr & KUL);
- *Evaluation of homework and monitoring students' work at class* (AMU & UWr).

CONCLUSIONS

- All the three universities have **unique study programmes and its realization**;
- **The learning outcomes for Dutch Studies make references to IC**, but to varying degrees at the three universities;
- The didactic procedures, based on communicative principles, **can potentially lead to the development of IC**;
- Most of the coursebooks are published in **The Netherlands and Belgium**, so they may contain culture-related contents. However, evaluating the extent to which the coursebook materials tap into learners' IC needs a more detailed analysis;
- **Most similarities are related to the means of evaluation**;
- **The students of UWr are supposed to achieve higher level of Dutch** than at AMU and KUL.