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**Activation methods in Polish as a foreign language classes  
and learners' communicative competences**

**SUMMARY**

The topic of this dissertation is activation methods, defined as "a way of learning that emphasizes the learner and the development of their competences by following them, adapting their strengths and resources to their needs and capabilities." The author of the dissertation undertook to examine the relationship between the use of activation methods in Polish as a foreign language classes and changes in learners' communicative competences, and to answer the following research questions:

1. Does the use of activation methods contribute to changes in linguistic communicative competences?
2. What elements of linguistic communicative competences can be strengthened using activation methods?
3. Does the use of activation methods influence changes in the use of communication strategies?
4. What communication strategies can be strengthened using activation methods?

The dissertation consists of three parts: theoretical, research, and conclusion. The first part discusses the understanding of the concepts of activation methods, communicative competences, and communication strategies, which is reflected in studies on these issues. The second part is empirical in nature, containing an analysis of data collected using the developed research tools (oral and written statements from foreigners learning the Polish-Lithuanian Common European Language (JPJ) and notes from observation sheets and surveys). The third part presents conclusions drawn from the conducted comparative analyses and answers to the research questions. The theoretical part proposes an original classification of communication strategies, which serves as a basis for conducting training. The research section consists of chapters devoted to the pilot study and the main study, including links to 90 appendices in the Annex, which present the research material. This section describes the research tools and

analyzes the collected material in terms of the impact of activation methods on changes in communicative competences and the use of communication strategies in this process.

In the conclusion, the author provided answers to the previously posed research questions. The analyses confirmed the benefits of students' active engagement in the learning process through the use of activating methods. Classes conducted using these methods led to the development of linguistic competences in learners. This was accompanied by a decrease in the frequency of learners' use of communication strategies. The data indicate that such classes can primarily strengthen three elements of communicative competence: logical expression, coherent expression, and adapting one's speech to the situation. This, of course, does not exclude the development of other components of competence, which the author discusses in the theoretical section. The research also shows that the use of activating methods leads to a decrease in the frequency of communicative strategy use, which is due to the strengthening of communicative competences. The two strategies that emerged most frequently were periphrasis and synonymy – analysis of the material showed that training in these methods enhances the acquisition of communicative competences.

The author hopes that this dissertation will contribute to the development of further research on activation methods in teaching Polish as a foreign language and their impact on communicative competences, and therefore to an increase in the awareness of educators and learners related to the essence of activation in the process of acquiring competences in a foreign language.