An abstract of the doctoral dissertation

The dissertation titled *(E-)ludicity in Polish language glottodidactics. Techniques developing linguistic competence*, written under the supervision of prof. Beata Grochala-Woźniak, PhD consists of three parts: theoretical, methodological and research. The reason for this division is a theoretical and practical character of this paper.

The first part provides an overview of the ways in which the terms *game*, *ludicity* (including its variant *ludism*) and *play* are defined in fifteen lexicographical publications, which allows us to follow the development of the key words' meaning in the context of the doctoral thesis. The perception of *play* and *game* in a cultural context was reviewed in sociological, psychological and pedagogical approaches. Philosophical and strictly cultural studies were also a significant addition. The latter proved to be important not only from the point of view addressing the issue of attitudes to entertainment – also evident in language – but also from the perspective of the popularity of certain ludic attractions and their educational potential, an example of which are escape rooms. However, the analysis of gaming concepts from a glottodidactic perspective proved to be the most relevant. It was the reason for expanding the basic lexis – related to the topic of edutainment used during teaching and learning Polish as a foreign language online – to include the word *simulation*. The first part of the dissertation concludes with an original proposal of a multiword combining the most important elements of game-play-simulation. The following observations were considered crucial:

- instructing on the mechanics of using applications – which has a significant impact on the developing students' communicative competence;
- adapting the form of remote classes to the needs and capabilities of foreigners and the teacher (in both – the frequency and technical level of the (e-)ludic online tools used, as well as the type of gamification activities: cooperation, competition or problem-based thinking).

The second part of the dissertation describes the selection of material, for example web applications (used via browser with the internet access) and mobile applications (used on smartphones). These online tools were obtained during the analysis of thematic groups (dedicated for teachers and educators) created via social media such as Facebook. The decision to use online sources for obtaining information about popular applications was dictated by the circumstances of preparing this doctoral thesis, which was at the time of the lockdown caused by the SARS-CoV-2 virus pandemic. The obligatory transfer of all classes to virtual space resulted in a dynamic exchange of advice on the use of ludic educational aids online. The review

included 31 Polish-language groups comprising not only teachers of Polish as a foreign language, but also glottodidacts involved in teaching other languages and subject teachers (including Polish as a native language). A total of 1240 suggestions for online tools for use in the learning process were found. After verification – involving, among other things, the rejection of applications not adaptable to the needs of teaching Polish as a foreign language – 683 online tools potentially relevant to the doctoral thesis were gathered. All the applications collected in this way were divided into four categories: Polish-language, foreign-language, school-based (useful for teaching foreigners in Polish schools, students in Polish institutions abroad or with re-emigrants) and technical (allowing to adapt sound, graphics and file format). They were analysed in terms of the typology of e-ludic activities (which is the author's adaptation of the taxonomy proposed by Teresa Siek-Piskozub for the context of ludic activities). Attention was also paid to the usefulness of the mechanics (in the sense of the gamification potential of the online tool) in terms of improving language activities or competences. The effectiveness of applications (101 online tools were used during online lessons of Polish as a foreign language) was tested not only on different age groups (children, teenagers, adults), but also in different forms: synchronously and asynchronously. These tools were evaluated by students. Preferences for types of application depend on the character of students in the group. It means that the teacher should be able to analyse the programmes used during lessons of Polish as a foreign language in terms of their compatibility with the subject matter of the classes, as well as in terms of the level of difficulty associated with the use of the application from the perspective of learners and lectors who prepare the materials. The practical part of dissertation also includes examples of lesson plans for children, teenagers and adults using ludic applications at the beginner level (A1).

In summary, this doctoral thesis examines of the initial development of online Polish glottodidactics and puts forward a call for a holistic approach to (e-)ludicity. It is not only important to develop the definitions of words connected with making remote education more popular, such as *game*, *play*, *simulation*, which should be evaluated according to the direction of development of this field of education, but also to create an awareness of the importance of acquiring the ability to verify the potential of an application in terms of improving students' language activities and communicative competence. The dissertation contributes therefore to the discussion about the place of long-distance education in Polish language glottodidactics, as well as to the reflections about changes in the way that future teachers are educated.