

INTRODUCTION

*L'interculturel constitue une réalité non seulement pluridisciplinaire,
mais aussi très mouvante
qui, plus qu'à chercher des réponses, consiste à poser des problèmes
(Abdallah-Preteuille, 1986)*

Interculturality is that rich area of scientific cognition which refers to meeting the Other – somebody who does not belong to the same cultural community and, consequently, may perceive and interpret various aspects of reality differently as far as their symbolic value is concerned. The concept of interculturality covers different levels of scientific analysis, which gives that vast and substantial research area a multidisciplinary character. What is more, it is subjected to constant qualitative and quantitative changes depending on topics, research problems, methodology or research aims. As a result of this, publishing a thematic volume devoted to interculturality in FL education obviously means a heterogeneity of research phenomena and the polysemic nature of the defined concepts.

Even though reflection on interculturality in this particular publication significantly narrows down the number of issues under analysis, it still illustrates well the lack of consensus among scholars as to a specific identity of that with regard to epistemology, methodology and teleology. In other words, the conceptualization of interculturality in the present volume seems to remain representative of that essential feature, as it is substantiated in contemporary FL teaching and learning as a research discipline.

It is worth mentioning that interculturality became an object of scientific reflection and discussion in Europe in the 1970s. First of all, this was due to pedagogical interest in the education of the children of migrants. In the field of glottodidactics, however, we may write about the appearance of an intercultural approach from the late 1980s. Nevertheless, it was not until the

1990s that a marked increase in the number of publications on the topic was observed (eg. Zarate, 1993; Kramersch, 1996; Byram, 1997). In Polish studies on FL education, ideas of intercultural teaching were popularized in the first decade of this century. However, a great diversity of definitions concerning what an intercultural approach (and intercultural competence of teachers and learners) meant accompanied this development (cf. Mackiewicz (ed. 2005). As for FL teacher training, a model of so called *intercultural mediators* received recognition (cf. Bandura, 2007). At the same time, building intercultural competence in FL users was directed at developing attitudes which were quite independent from their language skills (cf. Zajęc, 2008), as well as enhancing their intercultural communicative competence. The core of the latter (beside intercultural awareness) were metacultural awareness (cf. Wilczyńska, Mackiewicz & Krajka, 2019) and metalinguistic awareness (cf. Karpińska-Musiał 2015) as essential components of intercultural competence, along with learning competence (cf. Orchowska, 2008).

In addition to the above, it needs to be noticed that contemporary European researchers in FL teaching and learning often combine intercultural education (especially in terms of developing inter- and metacultural awareness) with the phenomena of multi- or plurilingualism and the so called *action-oriented approach*. This was initiated by European Council projects and popularized by the publication of the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (Council of Europe, 2001). These themes have been discussed in two previous, thematic volumes of "Neofilolog": volume 47/1 (*Interdisciplinary perspectives of multilingualism and interculturality* ed. by Jaroszewska and Smuk, 2016) and volume 47/2 (*Research over multilingualism and development of intercultural competence* ed. by Jaroszewska and Sujecka-Zajęc, 2016).

In this volume, the present authors also elaborate on these issues, additionally making references to, for example, transculturing, cross-cultural translation or transdisciplinary approaches in research. This time, however, interculturality is viewed as an area of scientific cognition in glottodidactics which is epistemologically autonomous (cf. Galisson, 1989; Macaire, Narcy-Combes & Portine, 2010; Dakowska, 2014), as well as transdisciplinary (cf. Kita, 2012). This perspective allows for the location of the analyses on a meta-glottodidactic or meta-scientific level (cf. Bańczerowski, 1975; Grucza, 1983, 2009).

The first section in the volume is devoted to reconceptualizing the terms (concepts) in the glottodidactic area of interculturality. In the opening article, the author **Christian Puren** presents a meta-glottodidactic reflection on the intercultural component found in the notion of cultural competence. He attempts to define this component and, simultaneously, points to the need

to include other components in the model of cultural competence, such as the transcultural, metacultural, pluricultural and co-cultural. In the author's opinion, by confronting these components with each other, the adjective *inter-cultural* becomes more precise semantically and thus more functional in the FL education research field.

In her article, **Agata Cierpisz** points to critical cultural awareness as a key concept in educating students for interculturality. She makes a close analysis of the five categories ascribed to teaching intercultural awareness and competence as based on Byram's model (1997), each of which is characterized by specific indicators and which allow critical awareness and reflection to be constructed by students. The author also gives details of possible teaching aims for developing critical cultural awareness, which is made even more informative by the provision of examples of didactic tasks aimed at developing a critical and self-reflective approach to interculturality in learners.

The article by **Anna Waszau** can be taken as a continuation of reflection upon the very conceptualization of intercultural competence within glottodidactics, this time focused on models of cultural sensitivity within the process of framing intercultural competence. The author draws attention to the practical functioning of this type of sensitivity in learners and illustrates the problem with a selection of outcomes from her empirical research. In her study she analyzed the verbal reactions of Polish students of Romance languages to compliments paid in French, in French media discourse.

The first part of the volume is closed by an article authored by **Grażyna Małgorzata Griso**, who offers a purely theoretical meta-reflection on the conceptualization of intercultural awareness as found in writings on the topic. The author highlights the difficulties in defining a scientific modelling of this concept. She also postulates the necessity to bring more order to the field of glottodidactics in terms of definitions, conceptualizations and meanings, something which she finds highly recommendable at this stage of its development.

The next section of the volume discusses interculturality in FL education from the perspective of research in the field of glottodidactics and teaching practice. The section opens with a text by **Sylwia Adamczak-Krysztofowicz** and **Krystyna Miłułka**. The authors present a historical overview of the evolution of intercultural approach in teaching German and, subsequently, make a critical evaluation of documents referring to language teaching in Poland, as well as related curricula. In their research, they studied the level to which theoretical assumptions postulated in the documents and curricula had a chance to be put into practice.

The second article in this part of the publication is also authored by an expert in German linguistics and translation, **Jolanta Hinc**, who contributes

reflections on developing intercultural competence in connection with teaching translation. She discusses theoretical approaches to translating texts of transcultural content, as well as characterizing key-concepts in the field. In the second part of her article examples of the problems of teaching translation are presented, together with potential solutions to be found in research in the domain of applied linguistics. The author emphasizes the role of reflexivity of students who study to become translators.

Emilia Firlej and **Hadrian Lankiewicz** also choose to discuss the role and importance of translation, this time as a tool to develop intercultural competence in FL education. The perspective taken by the authors focuses on the intercultural sensitivity of FL speakers, which can and should be developed holistically within the framework of the eco-linguistic paradigm. They propose a complex pattern of conditions for the development of this type of approach, including soft skills training, application of theories of language acquisition, theories of translation and neoliberally profiled demands of the labor market.

This section of the volume ends with a text referring to the language education of refugees, which draws readers' attention to a context as yet rarely elaborated by glottodidactics. **Giota Gatsi** proposes the analysis of so called identity texts, in which young refugees verbalize their attitudes to others and describe their own experience in learning a FL and other subjects. According to the author, these types of narratives can be effective tools for teaching multilingually, as they raise the motivation of teenage migrants to learn new languages and thus enhance their integration into the local school system.

Finally, the third section includes three texts whose authors express their views about the phenomenon of the transdisciplinarity of interculturality in the field of glottodidactics. **Jean-Paul Narcy-Combes** proposes a novel way of defining intercultural competence, which can be termed transdisciplinary. The French scholar presents a meta-analysis of the cognitive potential of disciplines which contribute to glottodidactics, such as sociology, anthropology, psychology, cognitive sciences and communication sciences, and which allow a better understanding of trans-cultural behaviors. He also points to the fact that intercultural competence is rooted in those affective and cognitive processes that function in the brain. This is why taking account of achievements in social psychology in the area of FL education may contribute highly to the effective teaching of intercultural competence.

The next article, by **Martin Blaszk**, includes another view on the complexity and heterogeneity of FL education at its present stage of disciplinary development as an autonomous science. The author points to the importance of the openness of FL teachers and researchers to the achievements of other social sciences and to the mindful observation of parallel paradigmatic changes that

impact on all of the participants of the teaching/learning process: students, teachers and researchers. From this perspective he calls for a performative turn in the educational sciences, emphasizing the role of performance and drama in FL teaching and learning. He also points to *performative glottodidactics* as an effective way to be involved in interdisciplinary and intercultural teaching/learning. This is because it is a form of teaching which sensitizes participants to the Other, multiple reinterpretations of text, cultural context and to aesthetic meanings constructed in intercultural communication.

This section of the volume is closed with an article authored by its editors and includes critical reflection on transdisciplinarity as a defining feature of interculturality viewed as a research area in glottodidactics and intercultural pedagogy. **Beata Karpińska-Musiał** and **Izabela Orchowska** propose a comparative meta-analysis of concepts and paradigms which are important to scientific cognition within the fields of glottodidactics and intercultural pedagogy, along with their teaching aims. The authors attempt to answer the question of whether it is possible, at this particular stage of the development of both disciplines, to construct functional terms, transversal paradigms and conceptualizations of instruction referring to interculturality which could be shared by both.

The final text included in the volume is a review of a monograph entitled *Intercultural communication. Introduction* authored by renowned members of the Polish Modern Languages Association: Weronika Wilczyńska, Maciej Mackiewicz and Jarosław Krajka (2019, Poznań: Poznań University Press). The review is written by **Anna Jaroszewska**.

All the articles presented in this volume, in their thematic and cultural, as well as linguistic diversity, imply the need for further development of the intercultural area of scientific cognition within FL education. On the one hand, the epistemological specificity of glottodidactics deserves particular attention while, on the other, the presence of its transdisciplinary aspects also needs to be taken into account. It is our hope that this volume of "Neofilolog" will meet the readers' expectations, bring inspiration for research and will initiate a scholarly dialogue concerning the themes discussed.

*Beata Karpińska-Musiał
Izabela Orchowska*

REFERENCES

Abdallah-Preteceille M. (1986), *Vers une pédagogie interculturelle*. Paris: Publications de la Sorbonne.

- Bandura E. (2007), *Nauczyciel jako mediator kulturowy*. Kraków: Krakowskie Towarzystwo "Tertium".
- Bańcerowski J. (1975), *Is Metaglottodidactics Necessary?* (In) "Glottodidactica", No 8, pp. 21-26.
- Byram M. (1997), *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Council of Europe (2001), *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Dakowska M. (2014), *O rozwoju dydaktyki języków obcych jako dyscypliny naukowej*. Warszawa: Wydawnictwo Uniwersytetu Warszawskiego.
- Galisson R. (1989), *Problématique de l'autonomie en didactique des langues* (In) "Langue française", No 82, pp. 95-115.
- Grucza F. (1983), *Zagadnienia metalingwistyki. Lingwistyka – jej przedmiot lingwistyka stosowana*. Warszawa: Państwowe Wydawnictwo Naukowe.
- Grucza F. (2009), *Metanaukowa i metalingwistyczna wizja lingwistyki (stosowanej)* (In) "Lingwistyka Stosowana", No 1, pp. 19-39.
- Jaroszewska A., Smuk M. (eds. 2016), "Neofilolog", No 47/1 *Interdyscyplinarne ujęcia wielojęzyczności i międzykulturowości*. Poznań – Warszawa: Polskie Towarzystwo Neofilologiczne.
- Jaroszewska A., Sujecka-Zajac J. (eds. 2016), "Neofilolog", No 47/2 *Badania nad wielojęzycznością i rozwojem kompetencji międzykulturowej*. Poznań – Warszawa: Polskie Towarzystwo Neofilologiczne.
- Karpińska-Musiał B. (2015), *Międzykulturowość w glottodidaktyce. O związku świadomości metajęzykowej z kompetencją międzykulturową w akademickim kształceniu nauczycieli języków obcych*. Gdańsk: Wydawnictwo Uniwersytetu Gdańskiego.
- Kita M. (2012), *Razem: konsilijność, interdyscyplinarność, transdyscyplinarność* (In) Kita M., Ślaska M. (eds.), *Transdyscyplinarność badań nad komunikacją medialną*. Katowice: Wydawnictwo Uniwersytetu Śląskiego, pp. 11-30.
- Kramsch C (1996), *Context and culture in language teaching*. Oxford: Oxford University Press.
- Macaire D., Narcy-Combes J.-P., Portine H. (eds. 2010), "Le Français dans le monde. Recherches et applications", No 48, *Interrogations épistémologiques en didactique des langues*. Paris: CLE International.
- Mackiewicz M. (ed. 2005), *Dydaktyka języków obcych a kompetencja kulturowa i kompetencja międzykulturowa*. Poznań: Wydawnictwo Wyższej Szkoły Bankowej.
- Orchowska I. (2008), *La formation interculturelle des futurs enseignants de FLE dans le contexte universitaire polonais*. Kraków: FLAIR.

- Wilczyńska W., Mackiewicz M., Krajka J. (2019), *Komunikacja interkulturowa. Wprowadzenie*. Poznań: Wydawnictwo Naukowe UAM.
- Zajac J. (2008), *L'interculturel au service des compétences générales en classe de FLE* (In) Lis J. & Tomaszewicz T. (eds.), *Francophonie et interculturalité*. Łask: Oficyna Wydawnicza LEKSEM, pp. 159-167.
- Zarate G. (1993), *Représentations de l'étranger et didactique des langues*. Paris: Didier.