

Kinga Kowalewska

Uniwersytet im. A. Mickiewicza w Poznaniu

ORCID: 0000-0001-9303-3386

kinga.kowalewska@amu.edu.pl

Olga Makarowska

Uniwersytet im. A. Mickiewicza w Poznaniu

ORCID: 0000-0002-3687-7993

filin@amu.edu.pl

Educatorium – from theory to practice

Teaching foreign languages is based on teaching materials understood as all means used to ensure the achievement of the assumed goals of teaching a foreign language (Styszyński, 2004). Some of these materials are intended for students and others for use by teachers. Among the latter, the most popular are methodological guides and teaching packages concerning the implementation of effective ways of teaching a foreign language. However, due to their specificity, the theoretical aspect is rather undeveloped, and the examples are usually given in only one foreign language, without demonstrating the possibility of creative modification. These challenges are faced by the development of a new type of teaching materials – an *educatorium*, which has been designed and published for the first time in Poland. This type of monograph, containing an extensive theoretical part and a large set of exercises, is addressed to both academic and non-academic teachers of foreign languages, at different levels of professional experience, as a tool for self-development. Our main aim is to present the goals and functions of an *educatorium*, intended for teachers as innovators, researchers, and reflective practitioners. The paper also explains the methods of developing teachers' professional creativity, presents the structure and content of the *educatorium*, and discusses a system of listening exercises given in Polish, Russian, German, and English.



Artykuł jest udostępniany na licencji Creative Commons – Uznanie autorstwa-Na tych samych warunkach 4.0 Międzynarodowe, <https://creativecommons.org/licenses/by-sa/4.0/>

Keywords: educatorium, foreign language teaching, characteristics of educatorium, educatorium as a new genre of scientific literature, educatorium as a mixed genre, rules on creating an educatorium

Słowa kluczowe: edukatorium, nauczanie języków obcych, charakterystyka edukatorium, edukatorium jako nowy gatunek literatury naukowej, edukatorium jako gatunek mieszany, zasady tworzenia edukatorium

1. Introduction

An *educatorium*, as a specific genre of scientific literature, by assumption, should serve as a source of academic and practical information and support both academic and non-academic teachers in the process of expanding knowledge, developing professional competencies, and cultivating self-education. One of the main reasons for creating an *educatorium* is the gap between theory and practice. The effects of this gap lead to the inertia of the ‘practically functioning educational system’, the replacement of ‘directed development’ with apparent changes, the limitation of innovation in the educational system, and the disappearance of the ‘motivation of educational entities’ (Hejnicka-Bezwińska, 1996: 16)¹. This is caused by:

- fairly widespread stereotypes about theory and practice, e.g. the fruitlessness of theory, the apotheosis of practice, and the separation of theory from practice (Żywczok, 2010: 23)²;
- teachers departing from theoretical issues and scientific theories, ‘which are not always understood and not always accepted by them’ (Zawadzka, 2004: 293);
- rare instances of cooperation between researchers and educators; academic teachers engaging in the teaching process tend to distance themselves from scientific theories over time.

¹ All quotations were translated by the author of the paper – K.K.

² Such stereotypes are misleading because it is the ‘ways of scientific knowledge’ that are the basis of ‘practically useful knowledge’ (Dakowska, 2010a: 80). Maria Dakowska points to the fact that ‘in the case of foreign language teaching knowledge can be of an applicative value when it comes from the same source to which its applications will pertain to (Dakowska, 2010a: 80). Besides, one of the goals of modern glottodidactics is ‘establishing its relationship with the practical teaching of foreign languages on the principle: knowledge/practice, not theory/practice’ (Dakowska, 2010b: 13). Glottodidactics is defined by Dakowska (2014: 138) as an empirical scientific discipline that ‘deals with the processes of acquiring and teaching foreign languages at the level of its own pure and applied research’. Dakowska (2010a: 85) emphasizes that focusing solely on theory or empirical research does not guarantee the successful development of glottodidactics, as it is determined by the harmonious progress of the two.

However, expectations toward contemporary teachers of language, which have recently increased significantly, have already gone beyond the framework of 'specialist knowledge and competencies' (Mihułka, 2009: 62–63). Educators are expected to undertake innovative, reflective, research activities aimed at changing the existing state of affairs (Mihułka, 2009: 62–63). In fact, the prevailing positive attitude to innovation among foreign language teachers is not equivalent to 'undertaking innovative activities' (Zawadzka, 2004: 285). The results of surveys conducted among foreign language teachers and students indicate 'the inconsistency of words and actions', meaning that the expressed views are innovative but the actions taken are conservative (Zawadzka, 2004: 285).

Elżbieta Zawadzka-Bartnik draws attention to the increase in the number of pedagogical innovations reported to local education authorities³. However, in her analysis of selected applications, Zawadzka-Bartnik (2018: 185) suggests that 'they are rather pseudo-innovations aimed to fulfill bureaucratic orders' or to achieve some non-didactic goals. Among internal and external factors unsupportive of innovative activities, Zawadzka-Bartnik (2018: 185) indicated teachers' insufficient knowledge of methodology and 'the innovations themselves', as well as a reproductive attitude characterized by, inter alia, cognitive passivity. What is pointed to as a necessary condition for innovative activities is the 'element of reflection' (Zawadzka, 2004: 283), however, it seems that some teachers' reflection on their everyday professional lives seems to be in a state of 'suspension', which makes it difficult to 'become a more and more perfect, reflective practitioner' (Szymczak, 2009: 58).

The fact that scientific works presenting research conducted by non-academic teachers are 'quite rare in Poland' (Wilczyńska, 2009: 493) means that the role of the teacher as a researcher is, in fact, greatly weakened. This is because, apart from methodological reasons, the teacher treats research work as 'useless' (Wilczyńska, 2009: 507).

While agreeing with Weronika Wilczyńska on the need for even greater reform of the current mode of educating teachers in order to develop their research attitude (Wilczyńska, 2009: 507), we also noticed the need to develop a new type of a scientific tool (the *educatorium*) which supports teachers as researchers, innovators, and (reflective) practitioners. Although the proposed tool itself remains within the limits of scientific literature, the process of the creation of such a tool should not be associated with an activity that requires substantial intellectual effort and is excessively time-consuming. The new form may be encouraging for teachers who, due to

³ Body dealing with pedagogical supervision in the Polish education sector.

their didactic workload, cannot afford to write a monograph, as understood in the “traditional” sense.

The concept of creating this type of book for foreign language teachers was discussed at the 15th International Conference in the series *European Russian studies nowadays*. The conference was held at the current Institute of East Slavic Philology, Adam Mickiewicz University on September 14-16, 2017. In a paper entitled ‘Creativity in glottodidactics - a project on creating a set of exercises shaping listening skills’, Olga Makarowska and Natalia Królikiewicz presented the rationale for exercises developing listening comprehension skills, which later became a part of the first *educatorium*.

The main aim of this paper is to present the goals and functions of *educatorium*, intended for teachers as innovators, researchers, and reflective practitioners. The paper also explains the methods of developing teachers’ professional creativity, presents the structure and content of *educatorium*, and discusses a system of auditory exercises provided in Polish, Russian, German, and English in the first published *educatorium* (Gortych et al., 2021).

2. Goals and functions of the *educatorium*

The main task of the new type of a scientific monograph, which we called an *educatorium*, is to strive to integrate theory and practice, firstly, in the process of teaching foreign languages, and secondly, in the process of teachers’ self-improvement and professional development. This task determines the goals of the *educatorium*, among which we distinguish goals that consider the perspective of (non)academic teachers of foreign languages, who can be both authors and users.

The goals of the *educatorium* which take into account the perspective of potential authors are aimed at strengthening the relationship between theory and practice. This assumption is congruent with the purpose of glottodidactics, which is undertaking original research activity ‘on both theoretical and empirical levels’ (Grucza, 2017: 86). The goals indicated include generating creative ideas, conducting scientific and empirical research, and developing original concepts and solutions without the need to write a scientific monograph, which is often associated with long and arduous work.

The goals of the *educatorium* take into account the users perspective and comprise three aspects which correspond to the three aeries of glottodidactics (see Woźniewicz, 1987), discussed in section 3 below:

- the theoretical aspect – presenting knowledge about mainly scientific news, methodological possibilities in glottodidactic research,

directions of theoretical and empirical research, current development trends in glottodidactics, etc.;

- the applied aspect – discussing new teaching approaches and methods, innovative or creative techniques and solutions to a specific glottodidactic problem; it is used for teaching various foreign languages or in different educational systems;
- the practical aspect – discussing conducted (innovative) research projects, didactic experiments, pedagogical innovations, and developed or modified research tools, as well as presenting practical applications in the form of prepared projects, trainings, lesson plans, sets of exercises, or texts with exercises, etc.

The above mentioned goals of the *educatorium* are matched by goals that are focused on teachers as researchers, innovators, and (reflective) practitioners. The first group of goals includes the presentation of various cognitive and research perspectives, the theoretical and methodological basis, as well as research tools and procedures. The second group of goals fosters the development of a pro-innovation attitude, by demonstrating ways of implementing innovative activities. This can make the teacher reflect on his or her own abilities, and thus, help develop and implement glottodidactic innovations. The third group of goals aims at informing the reader about the latest educational developments and creative practical applications.

We are aware that the above-mentioned goals may seem too ambitious. However, we believe that since *educatorium*, as a genre of scientific literature, is supposed to act as a factor with long-term impact on the activity of a teacher as a researcher, innovator, or (reflective) practitioner, then limiting oneself to short-term goals seems to be unjustified. We assume that *educatoria* will differ in terms of goals and the degree of their implementation. Nevertheless, regardless of the goals of a particular *educatorium*, it should always be oriented towards supporting teachers' professional development.

As in glottodidactics, which performs the 'functions of an integrating discipline' (Grucza, 2017: 86), the *educatorium* serves to integrate theory with practice by demonstrating ways of applying theoretical premises in the practical activities of foreign language teachers. Therefore, we assume that the *educatorium* should combine the informative, cognitive, and educational functions and provide inspiration for research and practice.

It should provide structured information on a specific issue as well as present new phenomena, concepts, and related knowledge. It should update and deepen theoretical and practical knowledge, while providing practical solutions regarding different glottodidactic problems. Additionally, it should discuss the perspectives of research activities, give directions on conducting

scientific and empirical research⁴, as well as present methodology. Lastly, it should stimulate the teacher to conduct their own research, encourage them to innovate, raise their professional qualifications, and broaden their horizons.

We assume that the functions of each *educatorium* will be specific and may be supplemented by additional functions.

3. Rules for creating an *educatorium*

There is some contention concerning the interpretation of the concept of glottodidactics as a scientific discipline and the name itself, as some researchers prefer to call it 'foreign language didactics'. Another concern refers to the separation of its aeries as well as the creation of a glottodidactics model accepted by most researchers (Andrychowicz-Trojanowska, 2018: 23, 28, 32–33, 36–39). Considering these issues is not the aim of this paper, therefore we will only pay attention to the fact that Władysław Woźniewicz, in his model of glottodidactics, was the first to combine its three aeries (sub-disciplines) – theoretical, empirical, and practical. The model also includes other factors, such as language policy goals or social demand for knowledge of a specific language, which corresponds to 'the current reality of education in our country' (Gębal, 2013: 23).

At the top of the model of glottodidactics as a scientific discipline one may find pure (theoretical) glottodidactics, which answers the question: 'how are things and explains why things are the way they are' (Woźniewicz, 1987: 85–86). The middle level of the model is occupied by applied (empirical) glottodidactics, the main task of which is to answer the question 'what should be done to achieve the desired state of affairs' (Woźniewicz, 1987: 85–86). At the lowest level of the model, there is practical glottodidactics (methodology of teaching foreign languages), answering the question: 'how to act rationally and effectively based on the adopted strategy (method) in order to achieve the desired goals' (Woźniewicz, 1987: 86–87).

Following Woźniewicz's model, the most important principle while creating the *educatorium* is to combine all three aeries of glottodidactics: theoretical, applied, and practical. Therefore, each chapter of the *educatorium* should contain the answer to the question relating to the appropriate research problem of a specific aspect of glottodidactics. The most

⁴ The informative and cognitive functions aim to show that scientific knowledge serves to better explain and understand phenomena connected with teacher, pupil, and a foreign language, which are the essence of research on glottodidactics (Wilczyńska, Michońska-Stadnik, 2010: 280, 288).

generally formulated research problems of glottodidactics were presented by Władysław Woźniewicz (1991: 200) in the form of questions:

- What is the essence of the process of foreign language acquisition? (...) What do this process and its effectiveness depend on?’
- What to follow in a practical teaching activity to make the process of learning (let’s add - and teaching) a foreign language more effective?’
- How to practically achieve the intended goals of teaching a foreign language?’.

The second principle of developing an *educatorium* is to preserve the scientific style while combining theoretical language, ‘which is used by specialists in their cognitive and communication activities’, with elements of the didactic variety, which is characteristic of theoretical academic textbooks (Gajda, 2001: 191) and with elements of professional literature (guides, methodological handbooks, etc.).

This principle is connected with the principle of modernity, which assumes that the theoretical part of the *educatorium* should contain contemporary scientific achievements and directions of research. Moreover, it should be characterized not only by a creative approach to presenting and solving the problems raised, but also creativity and innovation in the proposed practical applications.

The fourth principle concerns thematic openness and a variety of suggestions addressed to the teacher as a researcher, (reflective) practitioner, and innovator. The point is that the practical part of the *educatorium* (chapter 3) may include a description of glottodidactic research, or new methods and glottodidactic innovations, examples of presentations, a set of creative solutions to a selected didactic problem, a collection of didactic materials, practical applications, etc.

The fifth principle is related to the use of the *educatorium*. First, it should support foreign language teachers in acquiring knowledge based on scientific theories and in developing and conducting their own research. Second, it should support educators in improving their professional expertise as well as in creating and applying creative solutions and glottodidactic innovations.

4. The *educatorium* as a genre of scientific literature

The concept of genre is ambiguously interpreted. Stanisław Gajda (2008: 130) defines genre as, inter alia, ‘a pattern of text organization’. According to Maria Wojtak (2008: 354), the genre pattern contains four levels

of organization: structural ('compositional model'), pragmatic (including 'the image of the sender and recipient'), cognitive ('the subject and the way it is presented'), and stylistic ('stylistic determinants').

We assume that in the *educatorium*, all the aspects should be constituted in relation to its basic assumptions and main goals, which should strengthen correlations between them and, consequently, enable the creation of a text with a specific genre affiliation. The combination of elements of research in the field of glottodidactics, an academic style, as well as the scientific glottodidactic discourse⁵ unites these aspects. The features of the

Table 1. Characteristics of *educatorium* as a glottodidactic scientific genre (Source: Own elaboration based on Wojtak, 2008: 354)

Aspect	Features	Compliance with the stated goals and rationale of the <i>educatorium</i>
structural	the structure of the <i>educatorium</i> corresponds to the structure of a scientific monograph	the model of the content of an <i>educatorium</i> refers to Woźniewicz's model of glottodidactics
pragmatic	the sender / recipient is a (non) academic teacher involved in the glottodidactic discourse, possibly also in the scientific glottodidactic discourse	<ul style="list-style-type: none"> – an <i>educatorium</i> is addressed to teachers as (potential) researchers, innovators, and (reflective) practitioners; – the reception of the content of the <i>educatorium</i> is a passive form of scientific glottodidactic discourse; – the recipient can act as the sender (author); – the creation of the content of the <i>educatorium</i> is an active form of scientific glottodidactic discourse
cognitive	combining theoretical, applied, and practical knowledge as well as specific glottodidactic topics closely related to glottodidactic problems	an <i>educatorium</i> contains three parts: theoretical, applied, and practical, and it cannot be devoted to one aspect only
stylistic	belonging to the theoretical variety of the scientific style	<ul style="list-style-type: none"> – the possibility of combining elements of different varieties of scientific text with the predominance of the theoretical scientific style; – maintaining the style required in works belonging to the scientific literature

⁵ We understand the scientific glottodidactic discourse as a collection of all scientific texts belonging to various scientific genres devoted to theoretical, empirical, and practical glottodidactic problems.

A description of the different varieties of (scientific) glottodidactic discourse can be found in Gortych et al. (2021: 15–25).

educatorium as a genre that prove its affiliation to the scientific glottodidactic discourse based on the Wojtak's (2008) model are presented below.

The structure of the *educatorium* includes obligatory components (table of contents, introduction, chapters, summary, abstract in a foreign language, bibliography) and optional components (acknowledgments, lists of abbreviations, annexes, lists of drawings, photos, charts, etc.).

The above-mentioned formal features of a scientific monograph and an *educatorium* comprise the use of an appropriate methodology and substantive features. These include an original topic, thematic coherence, a specific research problem, research based on scientific theories, and knowledge of the latest scientific achievements and trends. In the case of a scientific monograph, it is advisable to maintain chapters of similar lengths. In the *educatorium*, on the one hand, a disproportion is acceptable – the volume of the practical part (chapter 3) may be larger than the volume of the other chapters. On the other hand, a fixed number of chapters (three) is required, because each of them refers to a specific aspect of glottodidactics presented in Woźniewicz's model, on the basis of which the structure of the *educatorium* was created.

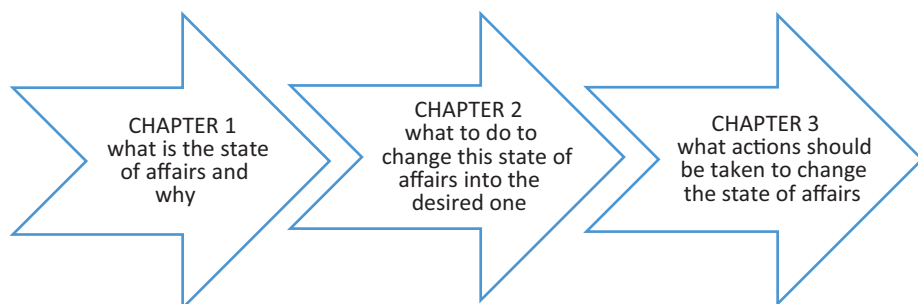


Diagram 1: Model of the content and its reflection in the structure of the *educatorium* (Source: Own elaboration based on Woźniewicz, 1987)

Unlike a scientific monograph, an *educatorium* does not require an exhaustive discussion or study of the problem raised, although, like a monograph, it allows for the exploration of a given topic and the preparation of the basis for further theoretical and/or empirical research. Besides, the *educatorium* possesses some features that make it different from the monograph, and some features common to academic textbooks.

The table below shows that the *educatorium* has 11 features in common with a scientific monograph and 7 with an academic textbook, which are characterized by different degrees of intensity. These results, together with the aforementioned characteristics, indicate that the *educatorium*

Table 2. Selected features of specific genres of scientific texts (Source: Own elaboration based on Pytkowski, 1981; Skrzypczak, 1996; Apanowicz, 2002; Krajewski, 2010)

Indicators	Scientific monograph	Academic textbook	Educatorium
contains original research	+		+
contains information on a given discipline or sub-discipline		+	
contains information about a specific issue (problem)	+		+
contains research hypotheses	+		+
contains the author's own concepts, theories, and opinions	+		+
contains methodology of the author's research	+		+
contains a solution to the problem	+		+
presents basic information on how to solve the problem		+	
contains definitions of all (or most) terms		+	+
contains definitions of the most important (key) terms	+		
knowledge-forming orientation	+		+
knowledge transfer orientation		+	+
basic goal – to teach		+	to help in self-education
basic goal – to broaden the reader's horizon	+		+
contains new developments	+		+
may contain new developments		+	
theoretical scientific style	+		+
didactic scientific style		+	elements
can contain an unlimited number of citations		+	+
must contain a limited number of citations	+		
contains items of interest from science or popular science		+	+
has a bibliography	+	+	+
has a list of recommended literature		+	

belongs to the theoretical scientific variety of the scientific style and to the borderline (mixed) scientific genre⁶.

5. Educatorium as a mixed genre

In the scientific glottodidactic discourse, little is written about borderline genres (e.g. an academic script). Some mixed genres belonging to scientific literature are mentioned in foreign didactic discourses. Examples include monographic textbooks⁷ and teaching monographs functioning in the Russian scientific discourse⁸. While monographic textbooks are rare, the didactic monograph seems to be a promising genre, especially in higher education (Frolova, 2011: 76).

Both these genres represent a mixed type, as they combine elements of a scientific monograph and an academic textbook. Thus, the glottodidactic borderline genre should include texts containing the features of a scientific monograph and an academic textbook or professional literature. This means that in terms of theoretical knowledge, an *educatorium* must contain new information as a result of knowledge-forming activity, and may, like a textbook, contain synthesized knowledge related to a specific problem. In terms of practical knowledge, it must include not only information on how 'to create ways and means to make the process and the system of glottodidactics more effective' but also tools or practical applications (Woźniewicz 1991).

Considering the assumed openness of the *educatorium* and the susceptibility to changes of each (non)literary genre, we anticipate the possibility to create various types of *educatorium*. The closed type should contain only the features of a scientific monograph and an academic textbook, while a semi-open type can be complemented with the features of genres belonging to professional literature. The open type allows for the coexistence of elements of the scientific monograph (with their indisputable advantage) and elements of at least one genre of professional literature, for instance, a report on the implementation of innovations, or a methodological package for teachers. If the *educatorium* as a genre of scientific literature is

⁶ A borderline genre contains elements or characteristics of at least two genres.

⁷ A monographic textbook combines the features of a scientific monograph and an academic textbook.

⁸ An example of a monographic textbook: Tihomirov Ū.A., 2008, *Sovremennoe publičnoe pravo. Monografičeskij učebnik*, Moskva: ĖKSMO (Contemporary public law. Monographic textbook).

An example of a didactic monograph: Šepilova G.G., 2010, *Reklama v SMI: istoriâ, tehnologii, klassifikaciâ*, Moskva: Izdatel'stvo Moskovskogo universiteta (Advertising in the mass media: history, technologies, classification).

accepted and, consequently, rooted in the scientific glottodidactic discourse within each type, then presumably, its varieties will develop as well.

6. 'Glottodidactic mosaic. Educatorium in shaping the professional creativity of foreign language teachers

The first (and so far only) *educatorium* was created as part of the Teaching Foundations project carried out under the patronage of the dean of the Faculty of Modern Languages and Literatures at Adam Mickiewicz University in Poznań, Poland – professor Krzysztof Stroński. It was written by members of the Department Colloquia for Research and Teaching at AMU: Dominika Anna Gortych (representing German philology), Kinga Kowalewska (English philology), Natalia Królikiewicz (Russian philology), Olga Makarowska (Russian philology) and Sylwia Izabela Schab (Danish philology). The book entitled "Glottodidactic mosaic. Educatorium in shaping the professional creativity of foreign language teachers" was published in 2021 by Rys publishing house in an electronic version and is available for open access at <https://repozytorium.amu.edu.pl/bitstream/10593/26242/1/mozaika-glottodydaktyczna.pdf>.

The *educatorium*, combining the elements of a scientific monograph, an academic textbook, and professional literature (set of exercises), represents a semi-open type of a new scientific glottodidactic genre.

The structure of the *educatorium* includes a table of contents, a preface, an introduction, six chapters, a summary in four languages, a bibliography, a list of sources used in the exercises, a list of tables, and a list of figures. It should be noted the *educatorium* has three basic chapters, the last of which, containing a collection of auditory exercises, is additionally given in English (Chapter 4), German (Chapter 5), and Russian (Chapter 6).

The research problem is the professional creativity of foreign language teachers, which has not yet been subject to academic discussion. Research questions are related to the essence of professional creativity: What is it about? How is it different from general creativity? Is it the same as having a creative attitude? What are its types? What factors have a significant impact on it? What forms of professional creativity and what creative solutions are there? Is it possible to learn professional creativity? (Gortych et al., 2021: 9).

According to the requirements for scientific research, research hypotheses should be derived from the problem and specific questions (Krajewski, 2020). The research hypothesis concerned the possibility of creating a specific tool supporting the shaping and development of professional creativity among foreign language teachers and supporting them as researchers,

innovators, and (reflective) practitioners. The creation of the *educatorium* as such a tool is confirmed by the research hypothesis, while it will be possible to verify its effectiveness only after some time.

Methods of deduction, analysis, synthesis, and elements of the heuristic method were selected in order to carry out the research process.

The theoretical underpinnings for research on professional creativity in the glottodidactic discourse were the following:

- Joy Paul Guilford's (1978) theory of divergent thinking and the theories on creativity by Edward Nęcka (2001), Krzysztof J. Szmidt (2007), Maciej Karwowski (2009), and Michał Chruszczewski (2013), who treat creativity as a characteristic of a person, and not of the product of a person;
- theories of glottodidactics by Władysław Woźniewicz (1987), Weronika Wilczyńska and Anna Michońska-Stadnik (2010), as well as the concept of the glottodidactic system by Franciszek Gruzca (1978) and the concept of discourse by Maria Wojtak (2008) (Gortych et al., 2021:10). The idea to create a new type of book for foreign language teachers was based on Maria Wojtak's (2008) concept of genre pattern, Stanisław Gajda's (2002; 2008) ideas on the genres of expression and scientific style, and the theories of the textbook by Józef Skrzypczak (1996) and Wacław Pytkowski (1981).

In the first chapter, it is mentioned that the number of works devoted to research on the professional creativity in glottodidactics is actually limited, which is a result of, among other things, methodological issues, e.g. the lack of an unambiguous interpretation of key concepts (glottodidactic discourse, professional creativity, creative attitude, etc.). Therefore, chapter one presents the specificity of the areas of glottodidactics, as well as its components, i.e. glottodidactic discourse and scientific glottodidactic discourse. The differences between these are listed and types of the indicated discourses are discussed. Further, the concept of professional creativity is defined. This manifests itself in the process of finding and implementing non-standard solutions by the teachers, therefore, it can be shaped and developed only through suggestions and subtle guidance. Characteristics of the concept of professional creativity along with its model are also provided, together with its types, significant factors, and the possibilities of learning professional creativity. It was stated that apart from participation in appropriate courses or workshops, a foreign language teacher should own materials that support the development of his or her professional creativity, which underlies innovative activity. The materials intended for self-education and self-improvement can be presented in the form of an *educatorium*.

The aim of the second chapter was to answer the following questions: What should be done to change the existing state of affairs? How can a new type of scientific monograph be constructed? How can a practical tool for the development of professional creativity be created that can be used in the process of teaching a foreign language, for example, while shaping or developing listening skills? Therefore, the chapter presents the concept of creating an *educatorium* as a specific genre of scientific literature. For this purpose, first, basic assumptions, goals, structure, and functions are presented; second, the *educatorium* is compared with an academic textbook and a scientific monograph, and third, the role of the *educatorium* in the process of shaping and developing professional creativity among foreign language teachers is discussed. Addressing the second question, a set of audio exercises is characterized as a practical tool for the development of professional creativity. The selection of the issues within which the teacher can realize his or her creative potential related to the improvement of auditory perception is rationalized, and the criteria for selecting audio exercises and the structure of their description are explained.

The third chapter is a set of exercises developing listening comprehension skills, and improving auditory sensitivity, auditory perception, and memory (examples of different types of exercises are provided in the appendix). The listening exercises are presented in four languages: Polish, English, German, and Russian. The examples of proposed texts, songs, and poems are different to match a specific foreign language. Most of the exercises can be modified, depending on the level of language proficiency. The use of the audio exercises presented in the *educatorium* favors the development of imitative creativity. The proposed ways to modify exercises support the development of adaptive creativity, which is the foundation of professional creativity. Professional creativity, in turn, consists in the use of one's own creative solutions or their adaptation to specific glottodidactic needs and learners' abilities.

7. Summary

The aim of the article was to present the goals and functions of the *educatorium* as a new genre of scientific literature and to begin a discussion on this new form of a scientific monograph.

In the paper, the structure of the *educatorium* based on Władysław Woźniewicz's model (1987) has been specified, which underlines the rule of combining three aspects of glottodidactics. In addition, the characteristics of the *educatorium* as a mixed genre were presented. The first *edu-*

catorium, which was published in 2021 in Poland, was analyzed in terms of stated goals, rules, functions, and recipients.

The prospect of further research on this new genre of scientific literature is currently limited due to the existence of only one example. However, the effectiveness of the book can be examined in light of its basic rationale, tasks, and goals, as the concepts of education can be discussed, whereas the proposed exercises can be verified in practice.

Naturally, an *educatorium* is not the only option to combine theory and practice in the field of glottodidactics, thus, in the future, further investigation and research are recommended in order to help create effective tools that will integrate all discourses and aeries of glottodidactics.

BIBLIOGRAPHY

- Andrychowicz-Trojanowska A. (2018), *Podręczniki glottodydaktyczne. Struktura – funkcja – potencjał w świetle badań okulograficznych*. Warszawa: Wydawnictwo Naukowe Instytutu Komunikacji Specjalistycznej i Interkulturowej, Uniwersytet Warszawski.
- Apanowicz J. (2002), *Metodologia ogólna*. Gdynia: Wydawnictwo Diecezji Pelplińskiej „Bernardinum”.
- Chruszczewski M.H. (2013), *Zdolności w akcji. Pozaintelektualne uwarunkowania efektywności operacji wytwarzania dywergencyjnego i konwergencyjnego*. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego.
- Dakowska M. (2010a), *Glottodydaktyka jako nauka*. „Lingwistyka Stosowana / Applied Linguistics / Angewandte Linguistik”, 3, 71–86.
- Dakowska M. (2010b), *W poszukiwaniu wiedzy praktycznie użytecznej. O dojrzeniu glottodydaktyki jako dziedziny akademickiej*. „Neofilolog”, 34, 7–20.
- Dakowska M. (2014), *O rozwoju dydaktyki języków obcych jako dyscypliny naukowej*. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego.
- Frolova V.I. (2011), *Gumanitarnoe učebnoe izdanie dlâ vuzov: avtor i redaktor*. „Vestnik Moskovskogo universiteta. Seria 10. Žurnalistika”, 2, 69–78. [Фролова В.И., Гуманитарное учебное издание для вузов: автор и редактор. „Вестник Московского университета. Серия 10. Журналистика”, № 2, с. 69–78].
- Gajda S. (2001), *Styl naukowy*, (In:) Bartmiński J. (Eds.), *Współczesny język polski*. Lublin: Wydawnictwo UMCS, 183–199.
- Gajda S. (2008), *Gatunkowe wzorce wypowiedzi*, (In:) Ostaszewska D., Cudak R. (Eds.), *Polska genologia lingwistyczna*. Warszawa: Wydawnictwo Naukowe PWN, 130–142.
- Gębał P.E. (2013), *Modele kształcenia nauczycieli języków obcych w Polsce i w Niemczech. W stronę glottodydaktyki porównawczej*. Kraków: Księgarnia Akademicka.

- Gortych D.A. i in. (2021), *Mozaika glottodydaktyczna. Edukatorium w kształtowaniu kreatywności zawodowej glottodydaktyków*. Poznań: Wydawnictwo Rys. <https://repozytorium.amu.edu.pl/bitstream/10593/26242/1/mozaika-glottodydaktyczna.pdf> [online]
- Grucza F. (2017), *Lingwistyka a glottodydaktyka*, (In:) Grucza S. et al. (Eds.), Franciszek Grucza. Dzieła zebrane. Tom 5. O uczeniu języków i glottodydaktyce I. Warszawa: Wydawnictwo Naukowe Instytutu Komunikacji Specjalistycznej i Interkulturowej, 77–88.
- Guilford J.P. (1978), *Natura inteligencji człowieka*. Warszawa: PWN.
- Hejnicka-Bezwińska T. (1996), *Związek teorii pedagogicznej z praktyką edukacyjną*. „Studia Pedagogiczne”, 24, 7–18.
- Karwowski M. (2009), *Zgłębianie kreatywności: studia nad pomiarem poziomu i stylu twórczości*. Warszawa: Wydawnictwo Akademii Pedagogiki Specjalnej.
- Krajewski M. (2020), *O metodologii nauk i zasadach pisarstwa naukowego. Uwagi podstawowe*. Płock: Oficyna Wydawnicza Szkoły Wyższej im. Pawła Włodkowica.
- Mihułka K. (2009), *Mediator interkulturowy – nowa rola nauczyciela języków obcych*, (In:) Pawlak M., Mystkowska-Wiertelak A., Pietrzykowska A. (Eds.), *Nauczyciel języków obcych dziś i jutro*. Poznań–Kalisz: Polskie Towarzystwo Neofilologiczne, 61–70.
- Nęcka E. (2001), *Psychologia twórczości*. Gdańsk: Gdańskie Wydawnictwo Psychologiczne.
- Pytkowski W. (1981), *Organizacja badań i ocena prac naukowych*. Warszawa: PWN.
- Skrzypczak J. (1996), *Konstruowanie i ocena podręczników (podstawowe problemy metodologiczne)*. Poznań–Radom: Wydawnictwo i Zakład Poligrafii Instytutu Technologii Eksploatacji.
- Szmidt K.J. (2007), *Pedagogika twórczości*. Gdańsk: Gdańskie Wydawnictwo Psychologiczne.
- Szymczak J. (2009), *Bycie (stawianie się) refleksyjnym nauczycielem. Perspektywa socjokulturowa*. „Forum Dydaktyczne: przeszłość, teraźniejszość, przyszłość”, 5/6 (16), 50–58.
- Wilczyńska W. (2009), *Nauczyciel języka obcego jako badacz*, (In:) Pawlak M., Mystkowska-Wiertelak A., Pietrzykowska A. (Eds.), *Nauczyciel języków obcych dziś i jutro*. Poznań–Kalisz: Polskie Towarzystwo Neofilologiczne, 493–508.
- Wilczyńska W., Michońska-Stadnik A. (2010), *Metodologia badań w glottodydaktyce. Wprowadzenie*. Kraków: Avalon. Flair.
- Wojtak M. (2008), *Wzorce gatunkowe wypowiedzi a realizacje tekstowe*, (In:) Ostaszewska D., Cudak R. (Eds.), *Polska genologia lingwistyczna*. Warszawa: Wydawnictwo Naukowe PWN, 353–361.
- Woźniewicz W. (1987), *Kierowanie procesem glottodydaktycznym*. Warszawa: PWN.
- Woźniewicz W. (1991), *Struktura teorii glottodydaktycznej*. „Studia Rossica Posnaniensia”, 22, 197–205.
- Zawadzka E. (2004), *Nauczyciele języków obcych w dobie przemian*. Kraków: Oficyna Wydawnicza „Impuls”.
- Zawadzka-Bartnik E. (2018), *Moda, chwyt reklamowy czy konieczność? – rozważania o istocie działań innowacyjnych w edukacji*. „Neofilolog”, 50/2, 181–195.

Żywczok A. (2010), *Interakcje między teorią a praktyką w problematyce badawczej pedagogiki ogólnej – studium kulturowej autonomii nauki*. „Przegląd Pedagogiczny”, 2, 23–33.

Received: 20.09.2022

Revised: 31.01.2023

Appendix

Selected examples of exercises from the *educatorium* “Mozaika glottodydaktyczna. Edukatorium w kształtowaniu kreatywności zawodowej glottodydaktyków” (Gortych, Kowalewska, Królikiewicz, Makarowska, Schab, 2021).

1. An example of an exercise improving auditory sensitivity

Exercise 2. Canon

Foreign language level: any level

Goals: focus on auditory stimuli, training auditory memory, stimulating student activity

Form: group work

Duration: approx. 2 minutes

Teaching materials: —

Recording: —

Characteristics: Listening to a rhythmic set twice.

Instructions: Divide the students into 2-3 groups. The teacher taps a certain rhythmic set twice. Everyone repeats it twice all at once to remember it better, then the first group starts tapping the rhythm and repeats it 3-4 times. At the teacher’s signal, the second, and then the third group starts tapping the rhythm. (see *Example – Table 16.*)

Feedback: Answers are checked during the exercise.

Comments: The first group may tap the rhythm more quietly, and the second and third – a bit louder than the previous ones.

Source: Author unknown

Example:

A children’s song *Baby shark* can be used.

„Baby shark do do do do do do

Baby shark do do do do do do

Baby shark do do do do do do



Baby shark!”

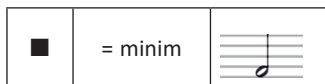
Original text: URL-8

Table 16. Canon

baby shark do do do do do do	baby shark do do do do do do	baby shark do do do do do do	baby shark
--●●●●●●	●●●●●●	●●●●●●	●●■

Where:

•	= quaver	
–	= crotchet	



Example provided by: Kowalewska K.

2. An example of an exercise improving and perfecting auditory perception

Exercise 10. *Which word is it?*

Foreign language level: A2, B1

Goals: perfecting phonematic hearing, exercising the ability to distinguish sounds in minimal pairs

Form: same-task individual work

Duration: approx. 6 minutes

Teaching materials: A list of words making up the listening text, combined into minimal pairs with words which are not found in the recording (see *Example – Table 21.*)

Recording: Audio recording or text read aloud by the teacher, comprising single words.

Characteristics: Listening to the text twice.

Instructions: Students are given a list of words combined into minimal pairs (differing, for instance, with a vowel, consonant, vowel length, etc.). Then, after listening to the text twice, they are told to mark the word from the pair which was uttered.

Feedback: The teacher asks some students to give their answers and verifies them in front of the group.

Comments: —

Source: based on Thorborg, 2003; Snefstrup, Møller, 2010

Example:

Table 21. Which word is it?

bit	beat	sin	thin	late	rate
ban	van	bin	pin	same	name
cut	cat	mash	match	hard	heart
cheap	jeep	then	den	thing	think

Example provided by: Kowalewska K.

3. An example of an exercise improving and perfecting auditory memory

Exercise 6. *Word beads*

Foreign language level: A1, A2, possibly B1, B2 (see *Comments*)

Goals: developing auditory attention and memory, vocabulary consolidation

Form: pair work

Duration: approx. 3 minutes

Teaching materials: A set of multicoloured paper sheets. Every sheet has one column of 7–9 selected words (see *Example – Table 25.*). Same coloured sheets contain groups of words of the same grammatical category. Use the previously

learned vocabulary, e.g. words from previous classes or words associated with any specific subject.

Recording: —

Characteristics: The exercise should be done quickly. Every student draws one sheet. Before starting the exercise, the students should read the words on their sheets.

Instructions: The first student reads the first word on their sheet aloud and the second student repeats it. Then the first student reads the second word on their sheet aloud and the second student repeats the previous word and the one just heard. Every time, to repeat the new word, the other student should recite the previously heard words in the respective sequence. After the last word, the students switch their roles and use the other sheet (see *Example – Table 25.*).

Feedback: Answers are checked during the exercise.

Comments: At B1 and B2 language levels, the difficulty of the exercise can be increased by, for instance, listing words not related to one another (B1) or listing word phrases (B2).

Source: Similar exercises are described in several textbooks for learning Russian as a foreign language, e.g. by Moskvitina, 2005: 6.

Example:

Table 25. Word beads

Student 1 reads the following words:		Student 2 repeats:
1	winter	winter
2	snow	winter, snow
3	snowman	winter, snow, snowman
4	snow flakes	winter, snow, snowman, snowflakes, etc.

Example provided by: Makarowska O.

4. An example of an exercise developing listening comprehension skills

Exercise 20. *True or false?*

Foreign language level: any level (see *Comments*)

Goals: forming, developing and perfecting listening comprehension skills, getting to know each other, integration of the group

Form: group work

Duration: approx. 10 minutes

Teaching materials: —

Recording: —

Characteristics: Listening to the text once.

Instructions: Every student thinks of and writes down three statements about himself or herself, one of which is false (see *Example – Table 30.*). Then they take turns and read out their statements and the others try to guess which one is false.

Feedback: Answers are checked during the exercise.

Comments:

1. At A1 and A2 language level, the statements can be written in the native language.
2. In this exercise, students can be encouraged to boast of their achievements, talents, skills (see *Example – Table 30.*).

Source: Author unknown

Example:

Table 30. True or false?

1	I can dance the tango.	T/F
2	I can play chess.	T/F
3	I have a driving license.	T/F

Example provided by: Kowalewska K.