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The role of metalinguistic awareness in foreign language learning: Reporting research results

The ability to perceive language as a structured system, identify its constituent elements and rules, and employ this understanding reflectively in communication, learning and mediation represents one of the most significant factors influencing success in foreign language learning and use. This understanding of metalinguistic awareness also constitutes a central concept related to plurilingual and intercultural competence. The article presents the results of a study conducted in two groups of participants: multilingual students from two foreign universities: Vilnius University and the University of Groningen, who, as representatives of philological and multilingualism-related programs, exhibit a highly developed metalinguistic awareness, and multilingual international students of the Jagiellonian University Medical College, who operate outside the context of conscious reflection on language as a system. The participants had no knowledge of the target language and no prior experience, even rudimentary, in learning it. The target language was Polish, which served as the basis for the language test



used as the research tool. The findings – especially the significantly better results of participants with enhanced metalinguistic awareness – provide a foundation for discussing the significance of developing and utilizing plurilingual competence and metacognitive strategies in the process of foreign language teaching and learning.

Keywords: metalinguistic awareness, plurilingual competence, foreign language learning, Polish glottodidactics, mediation

Słowa kluczowe: świadomość metajęzykowa, kompetencja różnojęzyczna, uczenie się języka obcego, glottodydaktyka polonistyczna, mediacja

1. Metalinguistic awareness and language acquisition

Metalinguistic awareness – understood as the ability to reflect on the form, structure and functioning of language – is one of the key factors supporting effective foreign language learning. Numerous studies in psycholinguistics and glottodidactics emphasise that the ability to consciously analyse linguistic phenomena significantly facilitates both the processing of linguistic information and the development of receptive and productive skills (Gombert, 1992; Bialystok, 2001). This competence extends beyond the intuitive use of language and involves conscious recognition of rules, grammatical categories, relations between linguistic units, and the rules governing the use of language in specific contexts.

Previous studies have shown that a higher level of metalinguistic competence correlates with greater efficiency in recognising grammar rules and developing an analytical approach to linguistic material (Andrews, 2007; Roehr, 2007). Not only do learners with well-developed metalinguistic abilities recognise regularities in the linguistic system more quickly, but they also monitor their own production more effectively and correct their errors, which facilitates more autonomous learning. Bialystok's research (1986, 2001) further indicates that the analytical and control components of metalinguistic competence are of particular importance for second or additional language learners, as they enable the conscious processing of forms and their functions that have no direct equivalents in the learners' native language. Comparative studies conducted among learners with different levels of metalinguistic competence show that those with more developed metalinguistic knowledge achieve better results in morphosyntactic processing, cope more successfully with tasks requiring error identification, and adapt learning strategies that require reflection on linguistic form more easily

(Elder, Manwaring, 2004; Kemp, 2007). Moreover, research conducted in the context of bilingualism suggests that exposure to more than one linguistic system may additionally enhance the development of metalinguistic competence, which in turn has a positive effect on the ability to learn further languages (Cenoz, 2003).

In spite of the growing number of empirical studies, there are still no clear findings concerning the mechanisms through which metalinguistic competence supports the process of foreign language learning. Some researchers highlight the importance of declarative knowledge, which forms the basis for the conscious learning of rules (Roehr-Brackin, 2018), whereas others emphasise the role of metacognitive processes, such as planning, monitoring and evaluating one's own linguistic production (Wenden, 1998). Therefore, further research is needed in order to clarify the relationships between metalinguistic knowledge and language learning strategies, as well as their impact on the development of communicative competence. This article forms part of research on the role of metalinguistic awareness, and the impact of the ability to use different languages, on the acquisition of an additional foreign language. The point of reference for presenting the methodology, the collected data and the results of the authors' own research is theoretical discussion in the field of applied linguistics and, in particular, the now well-established concept of plurilingual competence.

2. Towards plurilingual competence

Life in multilingual societies has redefined approaches to communication, which in turn is reflected in approaches to language learning. The shift from the paradigm of building a multilingual and multicultural society, in which individuals speak several foreign languages, to the concepts of plurilingualism and pluriculturalism, and the development of plurilingual competence as one of the primary goals of language education, most clearly demonstrates the nature of the change that is taking place. Thus, more attention is being paid to the similarities between languages and their possible uses. Intercomprehension, or positive transfer, has consequently become one of the primary mechanisms for building plurilingual competence, and for developing linguistic potential and a repertoire of ways to cope with the reception and production of unfamiliar language in a communicatively effective way. The 2001 edition of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* mentions various ways of improving the effectiveness of language activities, where one can

switch from one language or dialect (or variety) to another; express oneself in one language (or dialect, or variety) and understand a person speaking another; call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text; recognise words from a common international store in a new guise; mediate between individuals with no common language (or dialect, or variety), even if possessing only a slight knowledge oneself; bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression; exploit paralinguistics (mime, gesture, facial expression, etc.) (CoE, 2001, Section 6.1.3.2).

In the updated edition of the CEFR *Companion Volume* (CoE, 2020), the concept of plurilingual and pluricultural competence is afforded a higher status and becomes a point of reference for didactic proposals. Mediation becomes a key concept, along with action-oriented language learning and teaching. Moreover, this new vision of language competence has become the subject of a number of additional studies, notably *Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education* (Beacco et al., 2016), where we find the following description of the desired skills:

Plurilingual competence is defined as the ability to use a plural repertoire of linguistic and cultural resources to meet communication needs or interact with people from other backgrounds and contexts, and enrich that repertoire while doing so. The repertoire consists of resources which individual learners have acquired in all the languages they know or have learned, and which also relate to the cultures associated with those languages. The plurilingual perspective centres on learners and the development of their individual plurilingual repertoire, and not each specific language to be learnt (Beacco et al., 2016, 20).

However, this approach to language education requires a redefinition of its objectives: from the idea of speaking two or three languages, including at least one at a high level of proficiency, to the concept of plurilinguaging. The term *linguaging* was introduced in 2006 by Swain, who defined it as the “process of making meaning and shaping knowledge and experience through language” (Swain, 2006: 98). The use of the verb (or gerund) form *linguaging* points to the dynamic nature of language, as something that should be thought of in terms of ongoing activity, rather than perceived as a finished product to be mastered. As pointed out by Piccardo, the development of plurilingual competence “captures the dynamic interaction between language as an entity and language as a constantly dynamically developing construct, between ‘language’ and ‘linguaging’” (Piccardo, 2018: 9). Linguaging is “a dynamic, never-ending process of using language

to make meaning” (Swain, 2006: 96). This change in optics has given rise to a number of educational studies and experiments, some of which are described in the monograph *Languging in Language Learning and Teaching: A Collection of Empirical Studies*, edited by Suzuki and Storch (2020).

An interesting method to improve comprehension with an input in a new language is work on a written text with the use of the Seven Sieves Technique proposed by McCann, Klein, and Stegmann (2003). The theory underlying this technique relies on the assumption that “[n]o foreign language is totally unknown territory” (McCann, Klein, Stegmann, 2003: 8) and on the systemic use of one’s knowledge of a Romance language to read texts written in other languages in this family. To make this possible, one needs to rely on seven consecutive “sieves”: (1) International vocabulary, (2) Pan-Romance vocabulary, (3) Sound correspondence; (4) Spelling and pronunciation; (5) Pan-Romance syntactic structures; (6) Morphosyntactic elements; and (7) Prefixes and suffixes (Eurofixes). The technique is based on the use of intercomprehension at two levels: (1) linguistic relationships and (2) international words and expressions of similar lexical origin that are used in many social, professional and technical areas (McCann, Klein, Stegmann, 2003).

Despite its great potential, this proposal has not been fully developed for other language families, although it has inspired numerous educational experiments and research proposals. In the Polish context, the postulate of developing plurilingual competence with an exemplification of its implementation in Romance languages has been put forward by Kucharczyk (2018), while a very interesting example of adapting this method for Slavic languages, describing methods of its implementation using the example of a text in Czech, has been presented by Hofmański (2020).

We have devoted a separate article to issues related to positive language transfer and the impact of prior experience with foreign language learning, presenting the results of a study conducted among individuals with higher metalinguistic awareness (students of philological programmes and studies focused on multilingualism and language education) (Prizel-Kania, Terka, 2024). In the present publication, we compare the previously obtained data with the results produced by individuals whose interests and educational background are not related to linguistics.

3. Methodological design

The present study, which constitutes the foundation of this article, involved two distinct groups of participants: students enrolled in philological and multilingualism-related programs (hereafter referred to, for simplicity, as

students of linguistics-oriented programs) at two European universities – Vilnius University and the University of Groningen – and international (mainly Norwegian) medical students at the Jagiellonian University Medical College, tested prior to their first classes in Polish as a foreign language. The dataset comprised 47 complete tests from the first group and 60 from the second. A shared characteristic among all participants was the absence of prior knowledge or learning experience in Polish; however, each spoke at least two foreign languages (to varying degrees), including English. The experiment was predicated on the expectation that participants' multilingual repertoires, together with their prior educational experience related to language learning, would provide an adequate foundation for undertaking the task, despite their lack of contact with Polish. These learner resources were coupled with a carefully constructed language test described in more detail below. The tasks were preceded by ten short comic panels offering participants an initial, visually supported exposure to key Polish lexical items and structures. The main text, on which participants subsequently worked, was similarly constructed to enhance comprehensibility. It relied on relatively simple and repetitive syntactic patterns, recycled vocabulary introduced in the comic panels, and made strategic use of internationalisms likely to be recognizable to learners with diverse linguistic backgrounds.

For the purpose of this study, the primary variable under consideration was the level of metalinguistic awareness. It was hypothesized that students from linguistics-oriented programs would exhibit, on average, a higher degree of metalinguistic awareness compared to their counterparts in medical studies. This assumption, although not empirically verified through a dedicated instrument, was grounded in several sources of evidence available to the researchers. Specifically, the inference drew on: (1) the participants' previously completed education, reported in the demographic section of the questionnaire; (2) their current field and year of study; (3) established knowledge of the curricula followed by the groups in question (particularly the inclusion, in philological and linguistically oriented programmes, of courses extending beyond practical language instruction and targeting theoretical, analytical, and reflective competencies); and (4) consultations with instructors teaching the students involved in the study. Together these indicators offered a reasonable basis for assuming group-level differences in metacognitive and metalinguistic awareness, even though the construct itself was not operationalized through a separate measurement tool. Both groups completed a bespoke language aptitude test inspired by MLAT-type instruments yet based entirely on Polish language material (with task instructions provided in English). The test comprised six tasks: the first five focused on text comprehension, while the final task required an attempt

at written production in Polish – a language entirely unfamiliar to the respondents¹. Participants were allotted 60 minutes to complete the test. The working hypothesis assumed that respondents with greater metalinguistic awareness would achieve superior results.

For the purpose of this article, the results of both groups were compared across tasks III-VI². Task III employed a true/false technique and was based on a 172-word Polish text describing two colleagues and basic aspects of their daily routines. Task IV required respondents to select, in nine sentences, one of three forms provided in parentheses (covering noun and verb inflection, recognition of personal pronouns and the use of prepositions). In Task V, participants were asked to match sentence beginnings with their corresponding endings; successful completion of this section was contingent upon combining lexical inference with reasoning about grammatical forms. Task VI posed the challenge of identifying Polish equivalents for 20 English words or expressions drawn from the language material used in the first two tasks of the test.

Quantitative variables were compared using the Mann-Whitney test, while relationships among these variables were analyzed with the Spearman's rank correlation coefficient. Given the adopted significance level of 0.05, all p-values below this threshold were interpreted as indicative of statistically significant associations. In each of the tasks subjected to analysis, a specific number of points could be earned; however, for the sake of clarity in presenting the results, raw scores were converted into percentages of correct answers. Consequently, each task score falls within the range of 0-100.

4. Research results

The overall test score (within the aforementioned range) was significantly higher among students enrolled in linguistics-oriented programs compared to those representing medical studies (see Table 1). Participants with greater metalinguistic awareness achieved, on average, results that were 15.05% higher than those of medical students. 75% of the former group successfully completed the relevant tasks at a level of at least 51.35% of correct answers, whereas for the latter group this value amounted to 41.56%. Among students of linguistics-oriented programs, one quarter attained a total score ex-

¹ The research tool was described in detail in previous publications (Prizel-Kania, Terka, 2024, 2025).

² The content of the tasks discussed herein is available in the appendix at the end of this paper.

ceeding 74.17%, while for medical students the corresponding cutoff for the top 25% was 56.51%.

Table 1. Total test score

Group	N	Total test score [% of correct answers]							p
		Mean	SD	Me- dian	Min	Max	Q1	Q3	
Linguistics-oriented	47	63.49	14.64	65.62	38.75	94.38	51.35	74.17	p < 0.001 *
Medical	60	48.44	11.16	48.02	21.25	85.00	41.56	56.51	

Source: own work.

The advantage of participants representing linguistics-oriented programs was evident across individual tasks – the difference in mean scores between the two groups consistently ranged within several percentage points, from 12.26% in Task V to 16.53% in Task VI, invariably in favour of students with higher metalinguistic awareness. It is worth noting that, regardless of participants’ profile, Task III (employing the true/false technique) proved to be the easiest, whereas Task V (requiring sentence matching) was the most challenging.

In Task III (see Table 2), as previously mentioned, students of linguistics-oriented programs achieved results that were, on average, 16.28% higher than those of medical students. Respondents with advanced metalinguistic awareness scored an impressive 83.78% in this task, while future doctors obtained 67.5%. Notably, ¾ of the former group completed the task with at least 75% accuracy, and as many as ¼ achieved the maximum score.

Table 2. Results for Task III

Group	N	Task III [% of correct answers]							p
		Mean	SD	Me- dian	Min	Max	Q1	Q3	
Linguistics-oriented	47	83.78	16.26	87.5	50.0	100	75	100	p < 0.001 *
Medical	60	67.50	16.79	75.0	37.5	100	50	75	

Source: own work.

In each subtask of Task III, students from linguistics-oriented programs outperformed their counterparts (see Figure 1); however, the difference between the two groups’ results proved statistically significant only in the case of two items: statement 6 (*Adam is younger, and Marek is older*) and statement 8 (*Anna works at a school*), which were, in fact, the most challenging

for both groups. It should be noted that subtask 5 was excluded from the analysis, as this initial stage of research – also intended to finalize the validation of the testing instrument – revealed it to be unsolvable due to the absence of the necessary information in the text.

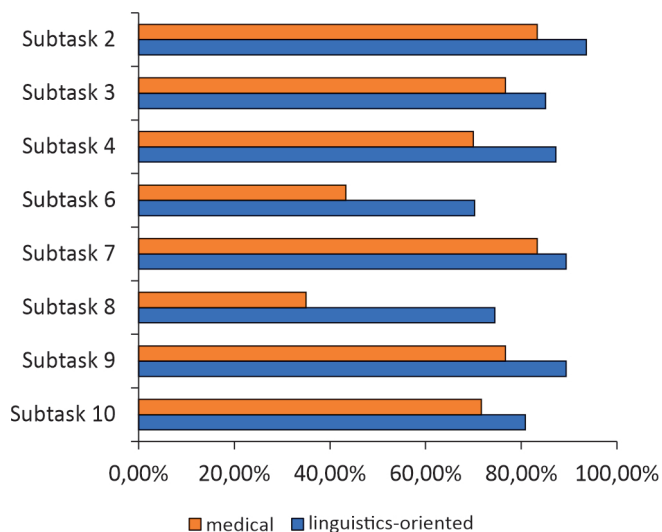


Figure 1. Comparison of results across individual subtasks of Task III

Source: own work.

In Task IV (see Table 3), the difference between mean scores – in favour of students from linguistics-oriented programs – amounted to 15.13%.

Table 3. Results for Task IV

Group	N	Task IV [% of correct answers]							p
		Mean	SD	Median	Min	Max	Q1	Q3	
Linguistics-oriented	47	68.88	18.03	75	25	100.0	56.25	87.50	p < 0.001 *
Medical	60	53.75	20.75	50	0	87.5	37.50	65.62	

Source: own work.

With regard to individual subtasks (see Figure 2), statistically significant differences were observed in items 2 (*Wojtek and Tadeusz [gotuję, gotuje, gotujecie]*), 7 (*Mam 53 [lata, lat, latami]*), and 9 (*Anna [pracuje, pracuję, pracować]*). In subtask 4 (*Paweł jest [kelnerem, kelnera, kelnerami]*), medical students performed slightly better by a few percentage points; however, this difference lacked statistical significance.

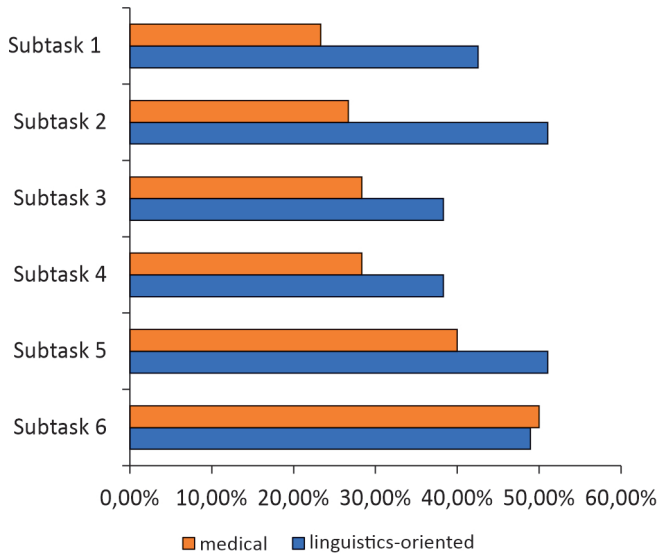


Figure 2. Comparison of results across individual subtasks of Task IV

Source: own work.

As previously noted, Task V proved to be the most challenging for all participants (see Table 4). The difference between the mean scores of the two groups was relatively the smallest here, yet still amounted to several percentage points – specifically, 12.26%. Students representing linguistics-oriented programs achieved an average score of 45.04% in this task, whereas medical students obtained 32.78%.

Table 4. Results for Task V

Group	N	Task V [% of correct answers]							p
		Mean	SD	Me-dian	Min	Max	Q1	Q3	
Linguistics-oriented	47	45.04	28.21	50.00	0	100	25.00	66.67	p = 0.02 *
Medical	60	32.78	19.88	33.33	0	100	16.67	50.00	

Source: own work.

It is important to highlight that a statistically significant difference occurred only in subtask 2 (*Interesuję się / hiszpańskimi winami.*); however, in all remaining subtasks students with higher metalinguistic awareness performed better – except for subtask 6 (*Teresa lubi / telefonować do siostry.*), where the second group held a minimal, statistically insignificant advantage (see Figure 3).

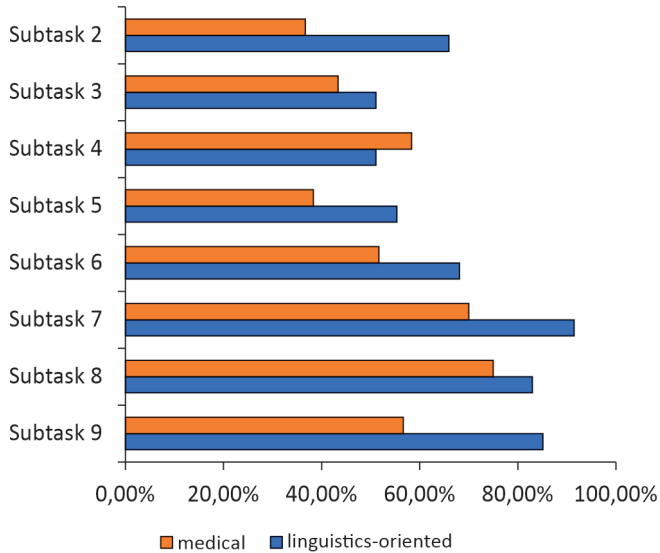


Figure 3. Comparison of results across individual subtasks of Task V

Source: own work.

In the final task analyzed, namely Task VI (see Table 5), students enrolled in linguistics-related programs achieved an average score of 56.28%, whereas participants from medical studies obtained 39.75% of the possible points. The difference between the two groups' results was therefore – consistent with what has been noted earlier – the largest among all tasks, amounting to 16.53%.

Table 5. Results for Task VI

Group	N	Task VI [% of correct answers]							p
		Mean	SD	Median	Min	Max	Q1	Q3	
Linguistics-oriented	47	56.28	18.13	55	20	90	45	70	p < 0.001 *
Medical	60	39.75	13.64	40	5	70	30	50	

Source: own work.

A statistically significant difference (systematically favouring participants with higher metalinguistic awareness) concerned half of the words and expressions used in the task (see Figure 4): *to eat, to go, to travel, he is not, from time to time, often, for example, car, cinema, dinner*. In two cases among the remaining expressions, medical students proved marginally more successful (*handsome, we like*).

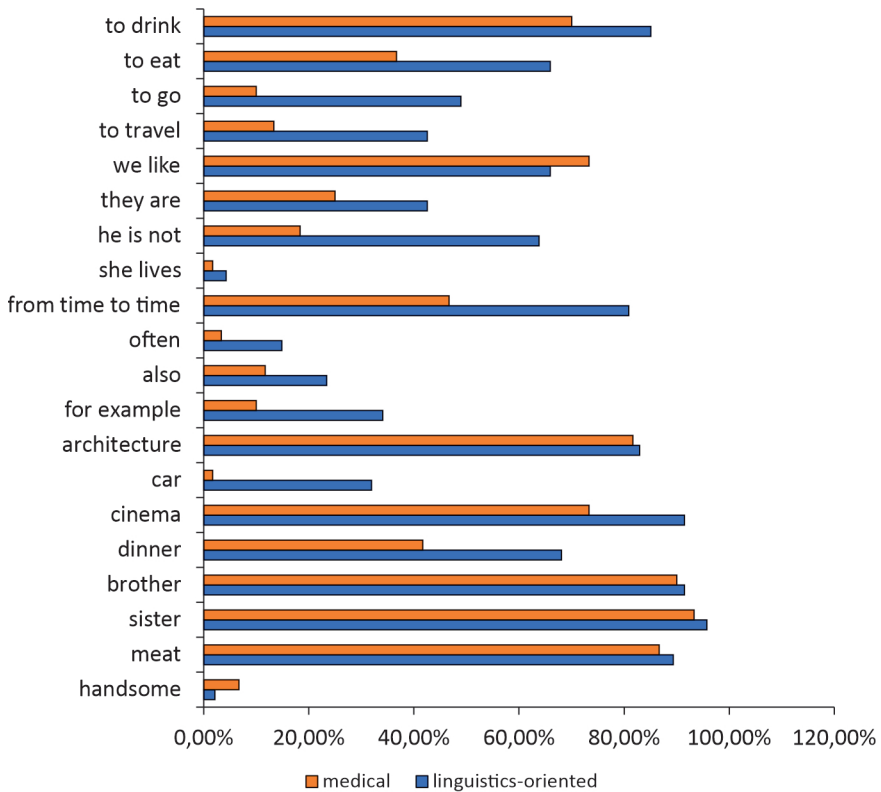


Figure 4. Comparison of results across individual subtasks of Task VI

Source: own work.

5. Conclusions and future research directions

The findings of this study leave little doubt that heightened metalinguistic awareness correlates with greater proficiency and effectiveness in foreign language learning. Both the overall test scores for the tasks analyzed here and the results within individual modules were consistently higher among respondents from linguistics-related programs than among their counterparts in medical studies. Although the distribution of task difficulty was similar for both groups, students with stronger metalinguistic awareness invariably outperformed the others. The most substantial performance gaps – exceeding 16% – occurred in Task VI, which required identifying Polish translation equivalents for selected words and expressions, and Task III, which involved verifying the accuracy of sentences paraphrasing information from the text. Both tasks demanded that respondents inte-

grate information from multiple sections and/or infer lexical and grammatical forms from context. The smallest difference – still notable at 12.26% – was observed in Task V, which proved to be the most challenging overall. As anticipated, the simultaneous deduction of meanings and structural rules for each specific form posed a considerable challenge; nevertheless, students with greater metalinguistic awareness managed this task more successfully. While a few subtasks (with the exception of Task III) were solved marginally better by medical students, these differences were statistically insignificant. Looking ahead, it would be worthwhile to examine in greater detail those subtasks within the test modules where students with higher metalinguistic awareness achieved statistically significant advantages. This issue will be addressed in a separate article.

The ability to reflect on language as a system – its form and its “functioning” – represents a considerable asset for multilingual individuals equipped with plurilingual competence and, additionally, a philological and/or linguistic background. This potential should be more effectively harnessed in contemporary language education. Achieving this requires systematic development of knowledge about language systems and metalinguistic awareness at all stages of language learning, as well as explicit demonstration of how these systems operate through comparison, cross-linguistic mediation, and activities designed to stimulate linguistic intuition and strengthen learners’ confidence in their language abilities.

All participants completed the test described in this article without prior preparation, without the reviewing or refreshing strategies typically employed in inter- and intralingual inference. Had they undergone even brief strategic training in this area beforehand, their results would likely have been even better. In view of increasingly diverse and unpredictable linguistic biographies among learners, it is essential to design tasks and teaching materials that provide them with universal tools for decoding meanings and structures. These tools can then be adapted by individual learners to fully exploit the potential of their unique linguistic repertoires – an approach that aligns closely with learner-centered pedagogy and that is grounded in authentic language experience.

The findings presented in this article underscore the role of metalinguistic awareness in enhancing foreign language learning outcomes. Given the results and observations discussed above, it is worth identifying a range of promising directions for future research. First, a more fine-grained analysis of individual subtasks within each module may reveal which specific cognitive processes are most strongly associated with metalinguistic competence. Second, longitudinal studies tracking the development of metalinguistic awareness and its impact on language over time would be

fruitful. Additionally, experimental interventions aimed at fostering metalinguistic awareness could provide evidence of causality and inform pedagogical practices in language education.

Moreover, as a final note, it is beyond doubt that metalinguistic awareness and the ability to use different languages constitute an important component of mediation competence. Although empirical studies analysing the relationship between metalinguistic awareness and mediation effectiveness are scarce, the findings of numerous publications on language acquisition, bilingualism and translation suggest an indirect positive relationship. Individuals with a higher level of metalinguistic awareness demonstrate greater flexibility in operating across linguistic systems, and use different codes more efficiently (Jessner, 2006). They also have better control over form and meaning, and monitor their production more effectively. These competences are of key importance in mediation, which requires the conscious simplification, paraphrasing, reorganisation and adaptation of content to the needs of the recipient (Council of Europe, 2020; North, Piccardo, 2016). In the literature on translation, metalinguistic awareness is presented as a factor supporting the identification of linguistic problems, the selection of appropriate strategies and quality control of the message (Hurtado Albir, 2017).

At the same time, there is a lack of studies that would directly and systematically test the relationship between metalinguistic awareness and the quality of performing mediation tasks. The available data are largely indirect and come from related fields, which indicates the need for experimental and corpus research combining the measurement of metalinguistic awareness with the analysis of the performance of authentic mediation tasks.

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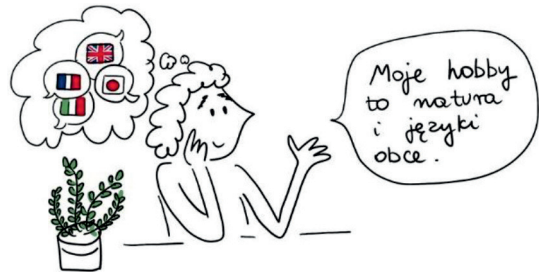
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APPENDIX

I. Analyse the pictures and try to guess the meaning of the sentences. Pay attention to grammatical forms.

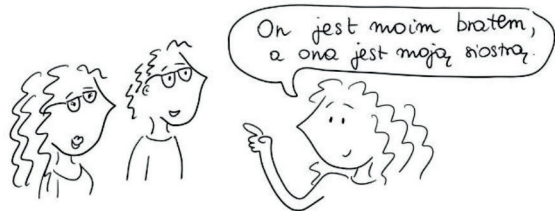




Teresa jest wysoka, a Maria niska.
Teresa jest nauczycielką, a Maria jeszcze studjuje



Teresa lubi jeść mięso i pić wino.
Maria lubi owoce i warzywa.



To jest młody Francuz, a to jest stara Francuzka.
Oni mieszkają w Paryżu.





III. Read the text and decide if the sentences below are true or false.


Adam i Marek są kolegami z pracy. Oni są Polakami i mieszkają w Krakowie. Adam jest niski, sympatyczny i inteligentny. Marek jest wysoki, przystojny i ambitny. Adam i Marek pracują w międzynarodowej korporacji. Po pracy chodzą do pubu na piwo, do restauracji na obiad albo do kina na film. Na obiad Adam lubi jeść zupę pomidorową i sałatkę owocową ale nie lubi cytryny. On jest wegetarianinem. Marek często je mięso, makaron z sosem i warzywa: pomidory, sałatę i paprykę. Adam ma 33 lata, a Marek 35 lat. Adam interesuje się komputerami, muzyką i sportem, a Marek architekturą, polskim folklorem i samochodami.

Koledzy lubią też podróżować do egzotycznych krajów – na przykład do Tajlandii.

Adam ma młodszą siostrę – Annę. Ona ma 24 lata. Ona nie pracuje, bo jest studentką. Anna planuje być nauczycielką matematyki. Ona jest wesoła, romantyczna i bardzo zdolna. Marek ma starszą siostrę – Kasię. Ona ma 39 lat i jest konsultantką w dużej firmie farmaceutycznej. Marek ma też młodszego brata. Krzysztof ma 21 lat i jest pracownikiem fizycznym. Pracuje w firmie budowlanej.

- | | |
|---|---|
| 1. Adam jest studentem. |  TAK / NIE  |
| 2. Adam ma alergię na pomidory. | TAK / NIE |
| 3. Adam i Marek lubią filmy. | TAK / NIE |
| 4. Adam jest sympatycznym Polakiem. | TAK / NIE |
| 5. Marek nie pije wina. | TAK / NIE |
| 6. Adam jest młodszy, a Marek jest starszy. | TAK / NIE |
| 7. Anna lubi matematykę. | TAK / NIE |
| 8. Anna pracuje w szkole. | TAK / NIE |
| 9. Anna i Kasia są siostrami. | TAK / NIE |
| 10. Adam ma siostrę i brata. | TAK / NIE |

IV. Choose the correct form or translate the words in brackets into Polish. In the last sentence write the correct form of the Polish words in brackets.

- Teresa (studiować, studiuje, studiują)
- Wojtek i Tadeusz (gotują, gotuje, gotujecie).
- Interesuję się (filozofia, filozofii, filozofią).
- Paweł jest (kelnerem, kelnera, kelnerami).
- Idę (do, w, na) teatru.
- Lubię chodzić (do, w, na) wino.
- Mam 53 (lata, lat, latami).
-  To jest (on, ona, oni).
- Anna (pracuje, pracują, pracować).

V. Match phrases 1-6 with A-F to form sentences.

1. Pijemy	A. hiszpańskimi winami.
2. Interesuję się	B. mieszka w Polsce.
3. Michał i Tadeusz	C. małego kota.
4. Barbara	D. aromatyczną kawę.
5. Mamy	E. telefonować do siostry.
6. Teresa lubi	F. tańczy w dyskotecce.

1.	2.	3.	4.	5.	6.

VI. How to say the following words/phrases in Polish? Try to translate.

- | | |
|---------------------------|----------------------|
| to drink - | also - |
| to eat - | for example - |
| to go - | architecture - |
| to travel - | car - |
| we like - | cinema - |
| they are - | dinner - |
| he is not - | brother - |
| she lives - | sister - |
| from time to time - | meat - |
| often - | handsome - |

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