Foreign Language Education and its Cross-Curricular Links

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Edited by

Marek Krawiec

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PREFACE

The present volume is a collection of articles written by language teachers and scholars who, in their theoretical considerations and practical studies, emphasize the important role of foreign language education and its cross-curricular links.

The book reflects essential theories, assumptions and implications which have recently been forwarded in the field of language teaching and learning, and reports findings from studies conducted in this field. The material here delineates ways of leading language classes and developing students' knowledge and skills according to current educational conceptions and postulates. It also points to some trends and tendencies which are evident and characteristic of the practices of contemporary language teachers and learners.

Since the articles constituting the book touch upon a variety of aspects of language education, it was crucial to group them into four parts, which basically reflect the main points of interest of the contributors to this volume. The four parts are:

1) Various aspects of foreign language teaching and learning
2) ICT in foreign language didactics
3) (Inter-)cultural components of language education
4) CLIL in the contemporary language class

Part 1 consists of articles which discuss the subject of foreign language teaching and learning by considering the perspective of the Imperial Tetragon of Embodiment (Marlena Bielak) and the criterion of authenticity (Magdalena Aleksandrzak) as well as the notion of autonomy related to self-assessment (Zofia Stasiakiewicz).

Part 2 comprises materials which focus on the problems of forming chosen key competences in the virtual classroom (Martyna Klejnowska-Borowska), of using different ICT tools in schools, especially in language lessons (Weronika Olek-Taszarek), and of providing conditions for creative language learning with self-made web comics (Elena Schäfer).

Part 3 includes papers which point to the role of (inter-)cultural components in language education. Within the spectrum of issues discussed in this part, there are selected aspects of intercultural communication in teaching a language for specific purposes (Joanna Kic-

Drgas) and implications for the development of intercultural competences with linguistic and M-learning (Jacek Waliński) as well as suggestions about the use of paintings as cultural and artistic products in the foreign language classroom (Emilie Martinez).

Part 4, which most significantly emphasizes the cross-curricular character of language teaching and learning, is composed of articles that underline the enhancement of students' knowledge and skills through CLIL. This part stresses the relevance of games (especially Bingo) to the integration of the content of different school subjects in foreign language classes (Marek Krawiec), highlights the role of CLIL in the context of teaching English for medical purposes (Katarzyna Kurczak) and recognizes the interdisciplinary nature of the Storyline Method in language education (Tomasz Róg).

The book is thus an essential source of information for all individuals who find the issue of foreign language teaching and learning and its cross-curricular character interesting for consideration and implementation in everyday practices at school and in educational systems. The volume in fact functions as a guidebook for both teachers and learners who can use it to delve into the mechanisms of language education and discover its interdisciplinary links.

Editor

PART ONE:

VARIOUS ASPECTS OF FOREIGN LANGUAGE TEACHING AND LEARNING

English Language Teaching
and Learning from the Perspective
of the Imperial Tetragon of Embodiment

Marlena Bielak

The paper aims at presenting a preliminary analysis of the English language teaching and learning process that occurs in the closed public space of the Polish state high school. The aspects of English language teaching and learning under analysis are considered to be significant factors that contribute to the identity of the present-day Polish state high school. The process of English language teaching and learning is analysed with reference to the parameters that characterise the Imperial Tetragon of Embodiment (ITE) by Puppel (2009; 2011). In accordance with the basic assumptions of the aforementioned framework, Polish state high school and English language teaching and learning, approached from the institutional perspective, are viewed as an interplay of such attributes as Displays, Militancy, Utility and Trade-offs.

1. Introduction

The undertaken analysis of English language teaching and learning constitutes the initial stage of a larger project whose aim is to research the identity of the Polish school in relation to the various communicative processes occurring in it. Since the communication that takes place in the closed public space of the school in some respects results from the present educational policy, the above research project is initiated by the analysis of the teaching and learning process that is directly responsible for developing communicative skills, which in this paper are also referred to as communicative resources (cf. Puppel 2004, 5). Aspects of expanding communicative resources will be analysed with reference to non-native language teaching and learning, exemplified by English as the most popular foreign language taught in Polish educational institutions. The process of evolving communicative resources in English language

teaching and learning is in turn examined with regard to the parameters of the ITE by Puppel (2009; 2011). The English language teaching and learning process under analysis takes place in the closed public space of the Polish state high school.

Accordingly, subsequent sections will elaborate on the concept of school identity, the framework based on the ITE and its parameters, and research into the identity of English language teaching and learning (taking place in the closed public space of the Polish state high school) from the perspective of the ITE.

2. School identity

The problem of identity is a very broad term which includes a number of aspects. As such, the notion is neither easy to define nor explain (cf. Denek 2009, 60; Bauman 2007, 5) and it generates, because of its vagueness and ambiguity, a great deal of controversy. Accordingly, one may point to numerous definitions of identity, e.g., Baumeister (1986), Bausinger (1983), Denek (2009), Hall (1992) and Wnuk-Lipiński (2005) inter alios. As stated by Giddens (2006, 736), identity may be defined as the "distinctive features of an individual or a group, who or what this individual or group is and what is important to them [translation mine, M.B.]". Bauman (2007, 18) views it "(…) as something that must be generated and not discovered, as the object of our efforts and an aim one must reach; as something one must form out of elements or select from accessible wholes [translation mine, M.B.]". Additionally, it is frequently stressed that identity is subject to constant changes. Its dynamic character has been emphasised by Szymański (2009), Denek (2009) and Wnuk-Lipiński (2005) inter alios.

One can point to the existence of different types of identity. As asserted by Denek (2009, 64), identity may be described by means of adjectives, e.g., distinguishing cultural identity, European identity or school identity inter alia. In this paper it is the school identity that is of particular interest.

The problem of school identity may be perceived with regard to several aspects, e.g., the idea of school as an institution (cf. Wawrzak-Chodaczek 2009, 133). The fact that such an institution as a school must have its own identity is emphasised, for example, by Chałas (1994, 133). Additionally, Młyńska (2009, 257) highlights that the school may be perceived as a collective construct. In other words, the institution that is a school is formed by people who, as independent beings, possess their

individual identities, which results in a collective identity formed within an institution.

In reference to the identity of an institution, two identity types should be differentiated, i.e., the outer identity and the inner one (Tap 1980, 11–15). In relation to schools, the outer type refers to the realisation of different school functions and the application of the rules regulating its proper functioning. It is the identity that must be generated to satisfy the requirements of the educational authorities and the needs of the parents. The inner type of identity indicates the internal ways of functioning, which are not evaluated by those outside the institution (cf. Młyńska 2009, 258–59).

Significantly, school identity is the result of a set of numerous factors, among which one can identify aspects connected with the influence of the social and cultural environment. The facets that definitely play a vital role in the development of a school identity include issues connected with history, tradition or local community (cf. Młyńska 2009, 259–62).

In this paper, only one selected aspect of school identity will be examined – the identity of Polish state high schools with regard to expanding communicative resources in the English language teaching and learning process. The identity in question will be analysed with reference to the ITE by Puppel (2009; 2011).

3. The Imperial Tetragon of Embodiment (ITE)

The ITE framework rests on the notion of embodiment, which signifies living entities/bodies (i.e., embodied agents). Embodied agents, as biological, social and cultural beings, are in possession of a biological agent, social agent and cultural agent identity. The identity of embodied agents is the effect of embodied agents' politics, defined by Puppel (2011, 8) as "(…) the art of running the government/management of the body to remain, win, dominate (…)", which results in sustainability. Identity politics is further classified into biological entity, social entity and cultural entity politics. The embodied agents' politics may be analysed from an institutional perspective (i.e., each product of the embodied agents' politics, as an element of culture, becomes an institution) and as such is conditioned by the constant interaction of the parameters of the ITE, i.e., Militancy (M), Trade-offs (T), Utility (U), Displays (D) (cf. Figure 1-1). In other words, the aforementioned parameters of an institution interact, which results in the changeable identity placed inside the tetragon. Conditions permitting, the parameters may be imperialised/maximised.
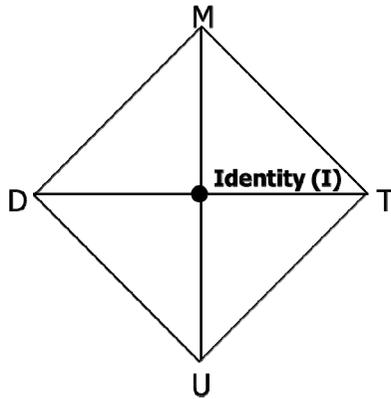
Figure 1-1 The ITE and its Parameters (Puppel 2011, 11)

In order to illustrate the above approach, one may point to man as an example of embodiment. In other words, man is a biological entity that originates from the reproduction of cells. A human body enters the cultural environment surrounding it and acquires institutional features (becomes an institution). Significantly, everything man produces possesses an institutional character. Since all products of man (viewed as a cultural being) acquire the status of an institution, communication, school and foreign language teaching and learning are perceived as institutions as well. The interplay of the parameters of each institution (e.g., the institution of school or English language teaching and learning) generates the identity situated inside the ITE (Figure 1-1). The identity is of a changeable nature, which results from the fact that all institutions are designated by the same attributes but the percentage of the maximisation of each feature may be different at divergent moments. Since the attributes form a constant, dynamic relationship, at any point of its existence an institution may represent the imperialisation of one parameter, i.e., it may be either Displays-dominant, Utility-dominant, Trade-offs-dominant or Militancy-dominant. The ITE attributes are described below (cf. Puppel 2009, 277–82).

1) Militancy – an institution may be described as militant if it is characterised by some degree of militancy presented outwards.
2) Utility – an economically-centred notion that refers to the present or future potential and use of an institution. Theoretically, each institution should aim at achieving the status of being useful.

3) Displays – an institution signals its attractiveness via diverse display modes. In the case of a natural language, one can identify audio-vocal, graphic and multimodal-multimedia displays. The parameter of Displays in terms of language refers to high communicative resources, the beauty of language.

4) Trade-offs –refers to a situation when an institution is engaged in different trade-offs (exchanges), the bidirectionality of the process being significant. In the case of schools, Trade-offs refers to the exchange of knowledge between teachers and students. In other words, Trade-offs in education refers to the dynamism of the participants' roles in the process of teaching and learning, i.e., the parameter in question emphasises the function of the feedback provided by students.

The ITE and its parameters will be applied to recognise the identity of English language teaching and learning with regard to developing communicative resources in Polish state high schools. The description of the research and its precise aims and participants are presented in the subsequent section.

4. Research into the identity of English language teaching and learning in terms of the elaboration of communicative resources in the closed public space of the Polish state high school under analysis

The research constitutes a pilot study of the development of communicative resources in the English language teaching and learning process taking place in the closed public space of Polish state high schools. In accordance with the assumptions of ITE, the Polish state high school is regarded as an institution and its identity is perceived as an interplay of the parameters of Displays, Militancy, Utility and Trade-offs. Analogically, the identity of English language teaching and learning in relation to the elaboration of communicative resources, which contributes to the identity of the Polish school, is approached in terms of the same attributes.

The objective of the research is to find answers to the questions demonstrated below.

1) Which ITE parameter dominates the English language teaching and learning process with reference to developing communicative skills in the closed public space of the Polish state high school?

2) Is the identity of the English language teaching and learning process in relation to developing communicative skills optimal in terms of the needs of Polish students?
3) What is the Polish high school identity with regard to English language teaching and learning in terms of the interplay of the ITE parameters?

The study constitutes a qualitative research project based on individual interviews, which represents a qualitative method based on conducting individual talks with a small number of respondents carefully selected on the basis of their direct relevance to the research aims. The aforementioned method was chosen as, in accordance with what is stated by Weimann (2011), individual research interviews are typically applied in the case of initial research stages. In other words, they enable one to gather basic preliminary information on the issues under analysis. They are also more specific than a survey because of freedom of expression and the real possibility to ask further questions. Accordingly, the research results will be treated as a source of data presenting the attitudes of respondents towards the development of communicative resources in English language teaching and learning held in the closed public space of Polish state high schools, and will be used to prepare appropriate research tools for conducting further stages of the research into the identity of the Polish school.

The research participants, both the teachers and the students, represent different high schools. The students taking part in the study achieve very good results at school. In this study, four Polish high school students learning the English language and four Polish high school teachers of the English language were interviewed individually in the house of the author of this paper without any third party. The research participants were informed that their participation in the research was anonymous. Each individual talk with one respondent lasted around one hour.

The interview scenario, aimed at obtaining information on the identity of English language teaching and learning with regard to the elaboration of communicative resources, consisted of the enquiries presented below.

1) How often do you cover, during English school classes, exercises from the course book?
2) How often do you prepare, during English school classes, additional projects not included in the course book?
3) Do the exercises covered during English school classes develop communicative skills in the optimal way?

4) Do the exercises developing communicative skills covered during English school classes:
  - refer to situations in which everyday communication is used?
  - refer to situations in which literary spoken language is used?
  - refer to situations in which literary written language is used?
  - allow one to express what one really thinks?
  - allow one to evolve one's creativity?
5) Is developing communicative skills in terms of the English language popular among teenagers?
6) Do you realise your ambitions with regard to English language teaching/learning?
7) Do you think that what you learn/teach during English classes is useful?
8) Is there anything that hinders the development of communicative skills during English school classes?
9) Is developing communicative skills in reference to English at a very advanced level popular among teenagers?
10) Are you asked by your teacher if you consider the communicative skills you learn during English classes useful? /Do you ask your students if they consider the communicative skills they learn during English classes useful?
11) Are you asked by your teacher if you need to practice, during English classes, communicative aspects other than the ones covered in class?/ Do you ask your students if they need to practice, during English classes, other communicative aspects than the ones covered in class?

The responses provided by the research participants have been used to specify the identity of the English language teaching and learning process with regard to the development of communicative resources. The research answers were analysed in relation to the parameters characterising the ITE, which yielded the results presented in the subsequent part.

5. Results of the research into the identity of English language teaching and learning in relation to the elaboration of communicative resources in the closed public space of the Polish state high school under analysis

The presentation of the research results will specify the status of the parameter of Displays, Trade-offs, Utility and Militancy in reference to the

elaboration of communicative resources in English language teaching and learning in the closed public space of the Polish state high schools under analysis. The research results will be presented with regard to the responses provided by the students and the teachers, with some concluding remarks highlighted.

5.1. Results of the research with regard to the responses provided by the students

The students' responses allow one to determine the status of all the ITE parameters in reference to the aspects of English language teaching and learning in question. This section presents the precise conclusions drawn on the basis of the opinions expressed by the students participating in the study.

1) The parameter of Displays is non-dominant. The students' responses that specify the status of the parameter of Displays are presented below.

   The exercises covered during English school classes do not develop the interviewed students' communicative skills in the optimal way because:
   - the level of the course book exercises is excessively low in the case of all the interviewed students;
   - the course book exercises are very schematic; they provide one pattern in accordance with the one students have to practise, i.e., basic grammar structures and a very limited choice of vocabulary;
   - the scheme of one's answer is tailored to the subject needs of a given unit;
   - additional projects that are more ambitious and aim at developing students' communicative skills are covered too rarely or not at all;
   - the exercises refer predominantly to situations in which everyday communication is used (i.e., the highest level of communicative skills is not evolved);
   - the exercises rarely refer to situations in which literary spoken language is used;
   - the exercises frequently refer to situations in which literary written language is used (which signifies the neglect of oral communicative skills);

- the exercises, due to their level, allow one to express what one really thinks in a very limited way and they do not evolve one's creativity;
- the process of English language teaching during school classes mainly concentrates on expressing the basic meaning of one's message; the form is often disregarded.

2) The parameter of Trade-offs possesses a fluctuating status as the students' opinions concerning the exchange of knowledge in terms of developing communicative skills in English language teaching and learning are both positive and negative.

a) Negative opinions point to the unidirectionality of the process of English language teaching and learning with regard to developing communicative skills in the Polish state high schools under analysis:

- feedback is not sought: we neither evaluate what we learn during classes nor suggest what aspects of communicative skills we need to practice;
- feedback is not taken into consideration: we are occasionally asked to say what we think about our English classes; however, what we suggest does not influence the way lessons are conducted.

b) Positive opinions highlight the bidirectionality of the process of English language teaching and learning with regard to developing communicative skills in the Polish state high schools under analysis:

- we are asked to evaluate what we practise in classes;
- our suggestions are treated seriously, i.e., our problems are explained.

3) The attribute of Utility is non-dominant. The students' opinions that determine the status of the parameter in question are demonstrated below:

- what one learns during English language school classes is useful in the sense that the school performs the function of complementing what one learns outside;
- the idea of utility in terms of developing communicative skills in English language teaching and learning is adjusted to average, non-ambitious students. In other words, the core curriculum has been formed with regard to students who do not feel any need to develop advanced communicative skills. If you want to learn more than the information at the basic level (e.g., to be a competition winner or represent a good level of

knowledge), you must learn on your own: have additional private lessons, read books, watch TV, contact foreigners and find information on the Internet;

- the teaching system concentrates on marks; it does not concentrate on the usefulness of the knowledge students must acquire. Consequently, the aim of many students is to get a positive mark and not to learn what they will need in their future life;
- the teaching system frequently forces students to learn things that are not always necessary. In the case of competitions, one must acquire a multitude of items of encyclopedic knowledge that is not useful;
- students generally perceive the study of the humanities as resulting in unemployment and as not useful, which is the effect of the Ministry of Education policy of strongly propagating science and technology interests. Few students are aware that the highest communicative skills constitute the basis of utility in the case of each profession;
- the usefulness of English lessons is undermined by the fact that some teachers come unprepared for classes and do not conduct them properly.

4) On the basis of the students' opinions, one can identify defensive behaviours aimed at securing the present status of the teachers' profession and school *per se*. The defensive methods applied by teachers are Militancy-based. Since the practices in question seem to underlie the policy of school functioning, it is assumed that the students' opinions presented below point to the dominant position of the parameter of Militancy. The students' responses emphasise the following aspects in terms of the attribute in question:

- true but controversial opinions expressed by students are not welcome; one is punished for expressing them (or even ridiculed);
- students who do not express what they really think are accepted and supported;
- the promoted tendency is to agree with the teacher and accept being controlled.

The material obtained during the interviews demonstrates that the attributes of Displays and Utility are non-dominant and Trade-offs possess a fluctuating status, whereas the parameter of Militancy (which is generally not supposed to characterise the identity of any school) is

present and predominates. The research results in reference to the students' responses will be complemented by the opinions expressed by the interviewed teachers, which are presented in the subsequent section.

5.2. Results of the research with regard to the responses provided by the teachers

The teachers' responses, like the students' opinions, provide sufficient material to specify the status of the ITE attributes in terms of the facets of English language teaching and learning under analysis. The conclusions that result from the teachers' answers are presented in this section.

1) The parameter of Displays is non-dominant. The teachers' responses that determine the status of the parameter of Displays in reference to the elaboration of communicative resources are demonstrated below:
   - the interviewed teachers emphasise that they are not able to develop their students' communicative skills in the optimal way because they are limited by:
     - the requirements of the core curriculum (the basic level curriculum includes rudimentary linguistic aspects, which does not elaborate students' communicative skills to an advanced level);
     - time constraints – if they conduct, for example, two classes a week (the basic level curriculum), they are able to cover the course book (which does not allow for developing students' communicative skills in the optimal way).

   Consequently, students are only able to develop their communicative skills within the minimum scope offered by the basic level option, which is very meagre:
   - there is no time to introduce discussions based on expressing students' original opinions;
   - creativity may be developed only when students are asked to prepare a writing task at home;
   - if students choose the extended level version, the teacher has more chances to develop students' communicative skills. However, in reference to the elaboration of communicative skills within the extended level course, the teachers face the following problems:

- very few students are interested in taking the extended level course (only the elite of the school) as the humanities are on the defensive;
- the communicative skills of some linguistically advanced individuals cannot be elaborated in class, while working with the whole group, as their knowledge represents a higher level than the one offered by the core curriculum of the extended level course;
- the grading system of the oral English language final school-leaving exam is structured in a way that does not encourage students to develop the highest communicative resources. A very low level of skills allows one to pass (one only fails if absolutely nothing is said). The form of language is not of central importance. One must express basic meaning and it is direct communication that counts. In other words, the aim of the oral English language final school-leaving exam is to communicate to be understood. Forms like *She dancing, They is a room, I see a children* allow the student to achieve a relatively high number of points. The presentation of the highest communicative skills does not constitute the main objective. In fact, it is superfluous. Accordingly, students conclude that it is safer to use simple structures as it prevents them from possibly making mistakes in sophisticated forms.

2) Trade-offs is the parameter of the fluctuating status. The teachers' responses confirm the students' answers that the English language teaching and learning process in reference to developing communication skills is not always approached as bidirectional.

a) Opinions that point to the unidirectionality of the process of English language teaching and learning in terms of evolving communicative skills in Polish state high schools:

- It is difficult to treat evaluation requirements seriously. The number of hours of the basic level curriculum hardly enables one to prepare students for the final exam. Therefore, there is no time to focus on feedback. There are more important problems.

b) Opinions that point to the bidirectionality of English language teaching and learning in relation to developing communicative skills in Polish state high schools:

- I ask my students to provide feedback and I try to modify my teaching methods on the basis of their opinions.

3) The attribute of Utility is non-dominant. The teachers' responses that determine the status of the parameter in question are described below:

- the idea of usefulness in terms of English communicative skills is individually conditioned. In other words, it depends on how students want to make use of what they have learned;
- in the case of many students, English language teaching and learning with reference to developing communicative skills is useful in the sense that they have to pass the final school-leaving exam. They do not intend to use it in future as they are going to study other subjects. The majority of students (and their parents) do not realise that communicative skills, in terms of both their native and foreign language, are required in any profession;
- students frequently treat the humanities as a burden. They neglect the discipline as graduation in this field results in unemployment;
- the English language will be useful for students who are going to work in Anglo-Saxon countries. However, those who will find work as blue-collar workers constitute quite a numerous group, and high communicative skills are not required. Therefore, the process of elaborating high communicative resources is not useful in the case of the above group. Advanced ways of communicating will be definitely useful in the case of white-collar workers but the level of communicative skills offered by the Polish core curriculum (even the extended version) does not enable one to satisfy the requirements set by Anglo-Saxon or multinational companies. Intelligent students, if they start learning the English language in kindergarten, are able to reach a much higher level at the end of their secondary education (and they do, learning outside the school). Therefore, the development of English communicative skills in Polish high schools satisfies the criterion of utility in the sense that it constitutes the basis for further development.

4) On the basis of the teachers' responses, it may be concluded that it is the parameter of Militancy that determines the English language teaching and learning process in reference to developing communicative resources. The examples of militant behaviours regulating the functioning of school are presented below:

- educational authorities, under the influence of students and parents, attempt to organise educational activities in a student-friendly way;
- consequently, teachers are limited in their work by the behaviour of students and parents, who are well informed about what the core curriculum includes and immediately protest against any attempts at expanding communicative skills that are not curriculum-motivated;
- the argument provided by parents is that their children intend to continue their education by studying medicine or technical subjects, and they will not need any foreign language;
- the above view is supported by educational authorities who state that the role of the school is to prepare for the final school-leaving exam and Oxford level is not required;
- since non-traditional teaching is not always accepted, it is safer to follow the course book page by page. As stated by one of the interviewed teachers, the application of methods of teaching other than course book exercises was once objected to by parents and, as a result, her colleague was dismissed;
- teachers are, therefore, not allowed to have their own vision of teaching;
- another militant behaviour that is supposed to regulate the functioning of school is connected with the duty of preparing numerous documents and excessive promotional activities.

The material presented above shows that the parameter of Trade-offs possesses a fluctuating status and Displays and Utility are non-dominant, whereas the attribute of Militancy dominates. In other words, the answers given by the teachers generally confirm what was stated by the students participating in the study. In reference to the above, there arises a need to present summing-up remarks, which will be given in the subsequent section.

5.3. Final results of the study

In the face of the above results, a number of final conclusions have been drawn which refer to the responses provided by both the students and the teachers. Since the research constitutes a qualitative study based on a small number of representatives, the concluding remarks are not to be treated as a generalisation that concerns all the state high schools on the territory of the Republic of Poland. The conclusions refer to schools where

the interviewed respondents learn and teach respectively. Indicating some trends that exist in the educational field, the concluding remarks will be used as guidelines for further research conducted on a large population (which will allow for generalisations). The conclusions are presented in the numbered list below.

1) The Polish state high schools under analysis in reference to developing communicative skills in English language teaching and learning created the conditions for the maximisation (imperialisation) of the attribute of Militancy.

2) The favourable conditions for the maximisation of the parameter of Militancy result from:
   - the strong pressure exerted on the school by students and their parents;
   - the demographic decline.

3) The parameter of Militancy detectable in the schools in question, paradoxically, constitutes a protective measure against the attacks on the school by the students and their parents.

4) Since the Polish state high schools under analysis must resort to the parameter of Militancy to protect themselves, the attributes of Utility and Displays have become non-dominant, and Trade-offs has assumed the fluctuating status, i.e., the level of teaching has been lowered.

5) Other instances of Militancy-dominant behaviours result in the creation of excessive graphic communication. Teachers produce a multitude of documents to help crush the rebellion launched by the students and their parents and/or ensure safety for the schools and their employees.

6) The Militancy-dominant character of the schools is also observable in the promotional aspects of school life. In the face of the demographic decline, teachers get involved, often too excessively, in numerous activities promoting their place of work in the local area. Promotion resembles battles in which one fights for students to be able to form a class one can teach.

7) Accordingly, it is concluded that the English language teaching and learning process in terms of developing communicative skills in the closed public space of the Polish state high schools under analysis is definitely Militancy-dominant.

8) The identity of the Polish state high schools in question with regard to English language teaching and learning is, therefore, Militancy-dominant as well.

9) Since the identity of the English language teaching and learning process in relation to developing communicative skills is not optimal in terms of the needs of Polish students, changes in the identity of the schools under analysis are recommended.
10) As the dominant parameter of Militancy does not seem to be a good solution to the ailments of the Polish state high schools, it is postulated that education should be Utility-, Trade-offs- and Displays-dominant.
11) Accordingly, English language teaching and learning should aim at developing high communicative resources, the effectiveness of the process being achieved by implementing interesting and challenging projects (examples of educational tasks may be found in Krawiec 2012; 2013). Simultaneously, students must be consistently encouraged to express feedback in the form of their own true opinions. They should listen to their teachers and remain silent but they should also say what they need.

The conclusions presented above point to the necessity of conducting research on a larger scale that will present a more generalised picture of the issues in question. Nevertheless, it can be emphasised that certain negative educational trends can be identified even at this stage of research. In accordance with the ITE assumptions, the Polish state high schools under analysis, just as all institutions, aim at sustainability, i.e., they strive for survival. Nevertheless, the methods that have been applied so far are not optimal in terms of the intellectual development of the Polish teenagers under analysis. The aforementioned fact points to the necessity of introducing modifications embodying the issues in question. Additionally, the study indicates the research participants feel a considerable level of frustration, which may be interpreted as an appeal for changes.

6. Final conclusions

The paper presented the results from the preliminary analysis of the identity of the English language teaching and learning process with regard to evolving communicative resources in the closed public space of the Polish state high schools. The problem was examined with regard to the parameters of the ITE by Puppel (2009; 2011). On the basis of the above, it was concluded that the English language teaching and learning process in terms of elaborating communicative resources in the closed public space of the Polish state high schools under analysis is Militancy-