

**Teaching JPJO for special purposes.**  
**A model of language skills development on the example of**  
**Polish language of medicine (Polish for Medical Purposes)**

**Abstract**

The subject of the submitted dissertation is the teaching and learning of the Polish language of medicine (for medical purposes) with a particular focus on the development of receptive and productive linguistic skills in this process, referred to in recent literature as linguistic activities (CEF 2003, 2020). The main aim of the study was to develop the ranges of communicative (linguistic) activities necessary in the area of medical language (medicine), and then to present, on this example, a proposal of a model of language skills development for specialist glottodidactics. The issue discussed in this paper was shown against the background of considerations on previous research on specialised languages in Polish language glottodidactics.

Due to the multifaceted discussion of the task undertaken, the dissertation has been divided into three main parts.

Part I consists of theoretical considerations in four areas: specialist language, specialist glottodidactics, Polish language of medicine (Polish for medical purposes) and language skills.

The first chapter focuses on specialist languages in linguistic and glottodidactic research, the ways of defining them and the criteria used for this purpose. The question of the place of specialist languages in contemporary Polish is also discussed. A separate commentary is provided on the phenomenon of vertical and horizontal differentiation of specialist languages. The first chapter is complemented by the state of research on the glottodidactics of Polish for specialised purposes. The considerations carried out in the first chapter lead to two conclusions. Firstly, the difficulties in developing a scientific description of a specialised language are mainly due to rather vague definitional criteria. The second important conclusion of chapter one is that specialised language has almost always been at the centre of interest of Polish glottodidacticians. It is noteworthy that the practice of teaching specialised language in the form of textbooks presents itself as richer in achievements than theoretical thought.

The second chapter is entirely devoted to a model view of the process of teaching and learning specialised languages. The reader's attention was directed to the three basic elements of the glottodidactic system - the learner, the teacher and the materials. It then focuses on the theoretical aspects of planning and organising a specialised language course. Aspects such as needs analysis, the selection of language material and the design of exercises, contemporary approaches to specialised language teaching, and assessment and evaluation of language competence are addressed. The most important conclusion to be drawn from the considerations in Chapter II is that general glottodidactics and specialist glottodidactics draw on each other's achievements when it comes to approaches to language teaching.

The third chapter focuses directly on issues directly related to the topic of this dissertation, i.e., the Polish language of medicine (medical Polish/Polish for medicine/medicine Polish). Linguistic and glottodidactic research streams are presented, as well as a legal perspective on the description of the Polish language for doctors and dentists. Linguistic and glottodidactic typologies of medical Polish and internal differentiation of medical texts were also discussed in this chapter. Then, referring to the theoretical assumptions (pragmatic, linguistic and structural distinctions of a specialised language) presented in Chapter I, an attempt was made to describe the Polish language of medicine (medical Polish).

Part I closes with Chapter IV devoted to linguistic skills in language education. Based on a wealth of literature, the processes of listening and writing comprehension as well as the production of oral and written expression are discussed. Attention is also given to techniques that support the development of the four language skills in the teaching of general and specialised language. The discussion of the leading techniques for developing language proficiencies leads to the conclusion that they are based on the achievements of general language didactics, and that the differences in the application of the techniques are quantitative rather than qualitative. The aim of teaching the Polish language of medicine (medical language) is to prepare one to function efficiently in a Polish-speaking scientific/academic and/or professional environment. This means that, depending on the purpose of language training (preparation for medical studies or work in Poland), the development of skills will involve the selection of such techniques that will fully prepare for the realisation of specific communicative activities.

The next four chapters make up Part II of the dissertation, i.e., the empirical part. Chapter V is an introduction to the problems of the analyses undertaken, presented in the form of hypotheses and research questions.

The corpus under study consists of: 1) textbooks and scripts for teaching the Polish language of medicine (medical Polish) (published between 1974 and 2019), 2) 14 syllabuses of Polish language classes for medical studies in English from Polish medical universities, 3) 18 offers of commercial Polish language courses for foreign doctors from 2017-2020, 4) surveys conducted among lecturers involved in teaching PJMed and participants of Polish language courses for doctors.

The revision of glottodidactic materials for teaching the Polish language of medicine (medical language) in terms of techniques for developing linguistic proficiencies (listening, speaking, reading and writing) made it possible to assess almost fifty years of achievements of Polish language glottodidactics in teaching Polish medical language. The analysed corpus is dominated by materials focused on the development of listening and speaking skills, while the skill of producing written statements is the least developed. The techniques developing linguistic skills are based on the achievements of the methodology of teaching Polish for general purposes. The analyses note a deficit of techniques used in the process of preparation for listening and reading. There is also a lack of techniques orienting to the topics covered in listening and written text, as well as techniques for making hypotheses (predicting content) and then verifying them. More recent publications such as *Co panu dolega? (What seems to be the problem?)* and *U lekarza (At the doctor's)*, on the other hand, show an emphasis on developing linguistic communicative competence in action.

In Chapter VII, the main focus is on the planning and organisation of a Polish language course at a medical university and a language course at non-academic institutions. The analysis of university syllabuses and commercial offers leads to the conclusion that the main objectives of language teaching in both cases are learning medical terminology, mastering grammatical structures characteristic of the Polish language of medicine (medical Polish) and preparing the participants of language classes and courses to actively and consciously participate in interpersonal communication in a professional environment. The chapter also discusses the Polish language examination for doctors and dentists organised by Naczelna Izba Lekarska (the Supreme Chamber of Physicians and Dentists), as it

is the only example of verifying knowledge of the Polish language of medicine (medical Polish) in Poland. The focus is on the presentation of the four parts of the examination and their characteristics.

Chapter VIII was entirely devoted to the learner and the teacher in the process of developing language skills for specialised purposes. The main aim of conducting the research was to analyse the place of language skills in the process of organising Polish for medical purposes from the perspective of the learner and the teacher. The analysis of the collected data allows us to conclude that the most important skill - according to the respondents - is speaking. The respondents were also asked to indicate the key communicative language competences for the medical profession. The ability to translate specialised language into general language, the ability to present results out loud and to communicate with people of different ages were considered to be key.

Learners' expectations of the specialised language course were also surveyed. The observations showed that (potential future) learners of the Polish language of medicine (medical language) expect from language classes - in addition to improving their own language competence in general and specialised language - an increase in their knowledge of medicine. This leads to the conclusion that the respondents combine learning a foreign language with acquiring specialist knowledge. This attitude is therefore associated with greater demands on teachers and their role in the educational process. This is an important conclusion, as it somehow determines the choice of teaching method - CLIL.

The final part of the dissertation, Part III, is a summary of the research. Chapter IX presents the author's terminological and definitional findings concerning the Polish language of medicine (medical). A separate commentary is provided on the internal differentiation of the language. The chapter also includes communicative requirements and activities that relate to three scopes: 1) self-education in order to acquire specialist medical knowledge, 2) doctor to doctor communication, and 3) doctor to patient communication. Conclusions from the analyses presented in Part I and Part II, as well as examples of communicative requirements and activities have formed the basis for proposing a model of developing linguistic skills in the Polish language of medicine (medical Polish) for academic and professional purposes, and in the Polish as a foreign language classes at medical schools.