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INTERCULTURAL COMMUNICATION IN THE METHODOLOGY OF TEACHING POLISH TO UKRAINIANS: AN EXPERIMENTAL APPROACH

ABSTRACT

This study explores intercultural communication challenges for Ukrainians learning Polish, highlighting significant cultural and linguistic differences despite similarities. Results of a survey which was made with Ukrainian students show that linguistic similarities aid comprehension, while interlingual homonymy poses challenges. The most difficult for Ukrainian students turned out to be Polish language units (aka *culturemes*), which are closely related to the specifics of the Polish linguistic picture of the world, national history and traditions.

KEYWORDS: intercultural communication, the Polish language, teaching methods, experiment, cultureme

STRESZCZENIE

W artykule badane są problemy komunikacji międzykulturowej w trakcie procesu uczenia się języka polskiego przez Ukraińców. Ankieta przeprowadzona ze studentami z Ukrainy na Uniwersytecie Warszawskim wykazała trudności wynikające z różnic kulturowych między obydwoma językami. Najtrudniejsze dla ukraińskich studentów okazały się polskie jednostki językowe (tzw. *kulturemy*), które są ściśle związane ze specyfiką polskiego obrazu świata, historią narodową i tradycjami.

SŁOWA KLUCZOWE: komunikacja międzykulturowa, język polski, metodyka nauczania, eksperyment, kulturema



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INTRODUCTION

Among modern areas of research in the field of foreign language teaching methods, approaches related to intercultural communication stand out. The concept of intercultural communication embraces, on the one hand, an oral or written dialogue between representatives of different peoples, and, thus, different cultures; on the other hand, it also relates to how foreign speakers understand cultural and linguistic phenomena, and their knowledge of another nation's world picture (Gudykunst 2003; Szopski 2005; Bacevych 2007; Reynolds, Valentine 2011; Manakin 2012; Czachur 2017; Glondys, Bednarczyk 2020). Thus, intercultural communication is an interdisciplinary, multifaceted concept.

The main goals facing any teacher of a foreign language are not only the fluent acquisition of the language by the participants in the methodological process, but also their achievement of a high level of intercultural competence (Gębał 2010; Kaczmarek, Zieniewicz 2014; Zarzycka 2000; Zambrzycka *et al.* 2020; Biławicz 2022). Such are the basic goals, too, when teaching Polish as a foreign language to Ukrainians (Kravchuk 2009; Korczyński, Świdzińska 2017).

Despite the familial relationship between the Polish and Ukrainian languages, their mutual influence on one another, and the close historical, cultural, and political ties between Poland and Ukraine, there are significant differences between the two languages – based, to a great extent, on the particular nature of the two nations' world pictures. Native Ukrainian speakers who study Polish as a foreign language should endeavour to avoid cultural and linguistic misunderstandings and, at the same time, understand the peculiarities of Polish culture and mentality, learning these aspects primarily through linguistic phenomena. It is also important to master the specifics of Poles' communicative behaviour, which manifests itself, in particular, in the use of stereotypical etiquette-related formulas, popular sayings and proverbs, phraseological turns of phrase, quotes from cult films, etc.

Problems inherent in intercultural communication, including Polish-Ukrainian, can be identified with the help of linguistic experiments, and interpreting them and drawing conclusions; this can then become the basis for methodological developments. This article describes a questionnaire conducted with a group of Ukrainians (students studying the Polish language at the University of Warsaw), and the results of this survey. The students spoke Polish at a B1–B2 level. The experiment was conducted in June and July 2023. The participants of the survey answered anonymously via the Google Forms Internet platform, having previously given their consent. In total, 40 responses were collected.

The purpose of the experiment was to identify the types of Polish cultural and linguistic units that pose the greatest difficulties for Ukrainians (the first part of the survey). In addition, questions in the next part of the experiment were related to what region of Ukraine the respondents came from, which language was their preferred one for communication, etc (the second part of the survey). The answers to these questions went a long way towards understanding the types of errors made by respondents.

DESCRIPTION OF THE LINGUISTIC EXPERIMENT

The first part of the survey included 25 tasks which required the respondent to select the Ukrainian equivalent of a Polish language unit (see Appendix). Only one of the four proposed answers was correct, and there was also a possibility of choosing a fifth answer ("Don't know"). The length of the survey (25 questions, each with 5 possible answers) seemed optimal for surveying people who are still in the process of learning a foreign language.

An important principle in selecting source material is the communicative approach. Based on it, Polish words were presented in a minimal contextual environment (as free phrases). The experiment was designed to show how context, even a minimal amount, helps with identifying Polish lexemes. Apart from free phrases, the test units included fixed phrases (compound nominations), idioms, and sentences. The selection of source linguistic units was carried out in such a way that some of them had a complete equivalent in form and meaning in the Ukrainian language, while some of the Polish and corresponding Ukrainian units differed in partial semantic and/or formal relationships, and some were completely divergent from each other in the two languages. At the same time, a significant number of the test units were culturemes (Bartmiński 2016; Zahnitko, Bohdanova 2017: 84), including non-equivalent ones in relation to the Ukrainian language, ones which are indicative of the Polish world picture.

The inputs for the linguistic survey were:

I. free phrases that included:

- a word that has an identical (or similar) sound and the same meaning in the Ukrainian language (for example, *kanapa* – *канана*, *zeszyt* – *зоууm*), giving original phrases – *pisać w zeszycie*, *przyjść w poniedziałek*, *położyć się na kanapie*, and *kupić kapustę*;
- a word with a different sound than in Ukrainian, but the same meaning: *szybciutko*, e.g. the phrase – *szybciutko się zebrać*;
- the word *teściowa*, correlating with two words in the Ukrainian language, *теща* and *свекруха*, giving the phrase – *moja teściowa*;
- the word *przedszkole*, which in Ukrainian is rendered with the fixed phrase *дитячий садок*, giving a phrase in the survey *nowe przedszkole*;
- words which are interlingual homonyms, i.e. words in both languages that sound the same, or nearly the same, but despite that have different meanings – e.g. *gotować*, *pieróg*, *komin*, *krzesło*, *kolega*, *grzywna*, producing phrases – *gotować pierogi*, *czyścić komin*, *usiąść na krzesle*, *spotkać kolegę*, and *wysoka grzywna*;
- words characteristic of the Polish national linguistic tradition (lexical culturemes) (*żurek*, *pogodynka*), which therefore do not have single-word equivalents in the Ukrainian language, cf. *zjeść żurek*, *pracować jako pogodynka*.

II. fixed phrases (collocations):

- one is similar in form and content to the corresponding Ukrainian (*brać udział w dyskusji*), and two are culturemes (*bar mleczny*, and *thusty czwartek*).

III. phraseological units (idioms):

- some were similar in sound, meaning and origin in both languages: *rosnąć jak grzyby po deszczu*, *w głowie się nie mieści*, and *zbić z pantatyku*;
- some were specific to the Polish language, not having a phraseological correlate in the Ukrainian language (i.e. phraseological culturemes) (*krakowskim targiem*, *musztarda po obiedzie*).

IV. sentences:

- some were similar in form to Ukrainian but have a different meaning, cf.: *Uważaj!*, *Pozdrawiam*.

All of the given source language units present varying levels of difficulty for respondents when it comes to selecting Ukrainian equivalents. In the questionnaire, the test units were arranged inconsistently (randomly), which reflected the purposes of the study.

PERSONAL DATA OF THE EXPERIMENT PARTICIPANTS

The second part of the experiment dealt with metrics. As already noted, the survey was anonymous and conducted with the consent of its participants. For the results of the linguistic survey to be significant, it was important that all respondents had lived in Poland from one to five years. Before arriving in Poland, 94 percent of informants had not known Polish or had known it at an elementary level, cf.:

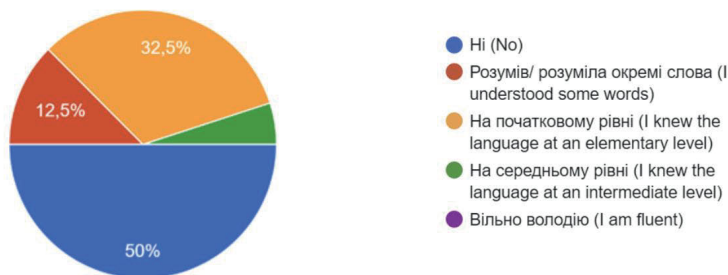


Figure 1. Чи знали Ви польську мову перед приїздом у Польщу?
(Before coming to Poland, did you know Polish language?)

Participants in the experiment come from various regions of Ukraine. Most of the students came from the Kiev region (11 people), 4 informants each came from the Vinnytsia, Dnipro, and Odesa regions, 3 came from the Ivano-Frankivsk region, 2 were from the Lviv, Donetsk, Ternopil, and Kherson regions, and 1 informant each came from the Zaporizhzhia, Cherkasy, Kharkiv, Zhytomyr, Rivne, and Volyn regions. 80% of them had been in Poland for less than 2 years. 92.5% of the subjects were young people, aged 17–26 years old.

All the informants spoke Ukrainian, but just 22 participants (55%) in the experiment spoke solely Ukrainian with their family. Ukrainian and Russian were spoken at home by 9 informants, while Russian was spoken by 6. At the same time, the range of languages used for communication on social networks was larger. 17 informants used three or more languages online. Polish, in addition to another language (other languages), was used for online communication by 19 people, i.e. by almost half of the students.

INTERPRETATION OF SURVEY RESULTS LEXICAL UNITS IN THE SYNTACTIC CONDITIONS OF A PHRASE

- A. All the survey participants selected the correct equivalents for the combinations *pisać w zeszycie*, and *kupić kapustę*. However, there were some somewhat unexpected problems associated with understanding the phrases *przyjść w poniedziałek*, and *położyć się na kanapie*. 17.5% of respondents did not understand that *przyjść* means ‘*прийти*’, cf.:

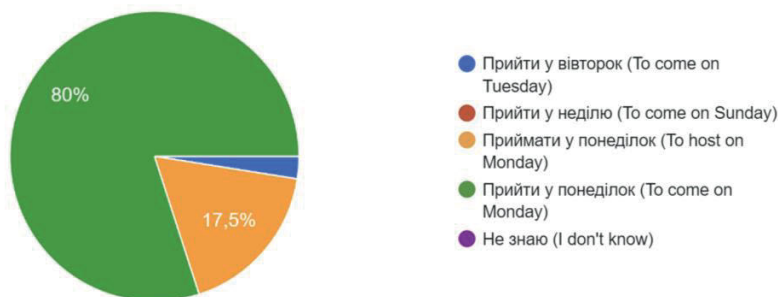


Figure 2. *Przyjść w poniedziałek* (To come on Monday)

Even though there is a Ukrainian word *канана* with an identical sound and meaning to the Polish one, only 42.5% of respondents understood that *położyć się na kanapie* and *лягти на канану* are one and the same thing. Obviously, this is explained by the fact that in the Ukrainian language the more common synonym for the word *канана* is *диван* (incidentally, the Polish word *dywan* means ‘rug,’ and *kilim* means ‘a thin woven carpet’).

The primary hypothesis that the word *канана* is used more often in Western Ukraine and people from this region understand its relationship with the Polish *kanapa* was not confirmed. Five experiment participants from Western Ukraine (the Ivano-Frankivsk, Lviv, and Volyn regions) answered correctly, but another five participants (from the Ternopil, Lviv, and Rivne regions) chose the wrong equiva-

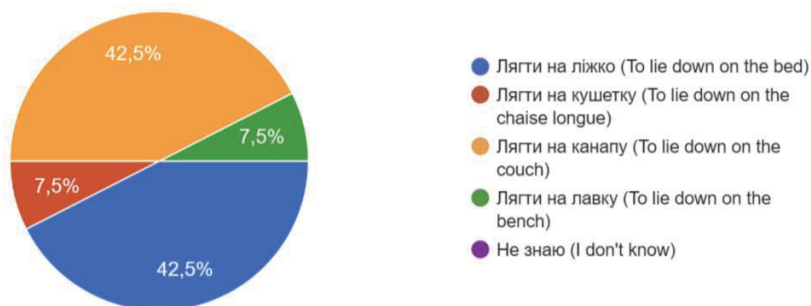
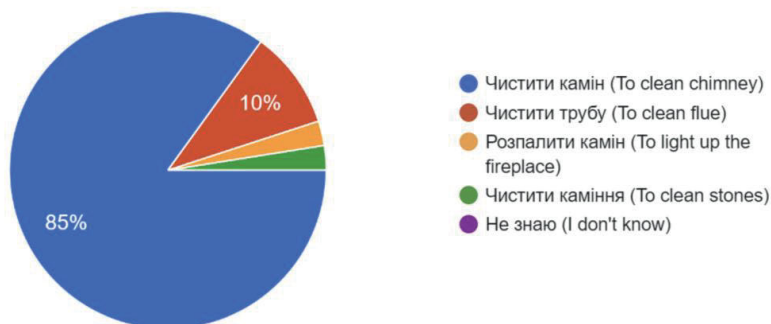


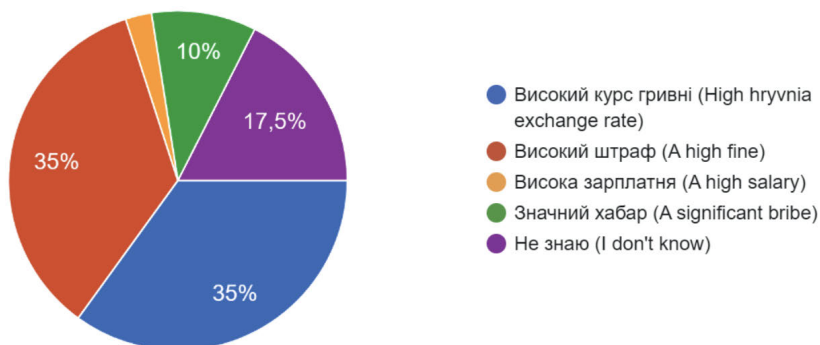
Figure 3. *Polożyć się na kanapie* (To lie down on the couch)

lent. The informants' use of the Polish language on social networks did not affect their choice of the correct answer. Only 8 students provided correct answers. Choosing the correct answer was, however, significantly influenced by whether informants studied Polish not only at university, or on language courses, but simultaneously in two places, or else at university and independently (out of 17 correct answers, 13 participants did so). Of course, this confirms the decisive role that learning intensity plays in mastering the Polish language.

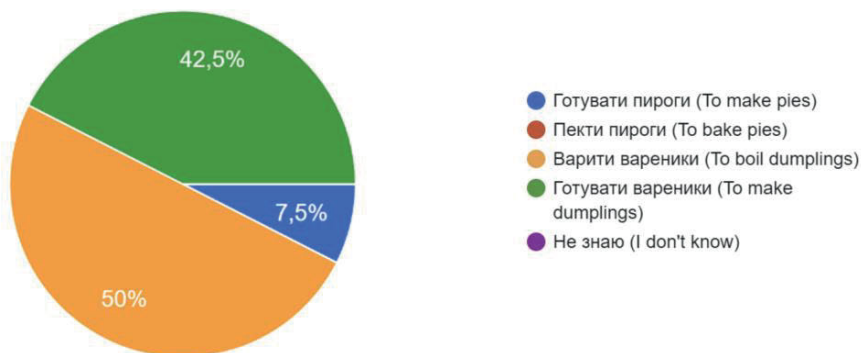
- B. As the results of the experiment show, less than half of the respondents (45%) understand that according to tradition in the Polish language, unlike Ukrainian, the mother of a husband and the mother of a wife receive the same name – *teściowa*. Thus, intercultural communication has largely failed. Obviously, the thematic group “family” is one of the main ones taught at A1–B2 level and Polish language teachers should pay special attention to the national linguistic and cultural specifics of naming relatives.
- C. At the same time, 87.5% of subjects correctly selected *дитячий садок* as the Ukrainian equivalent of the word *przedszkole*. Perhaps this is explained by the fact that the Polish word *przedszkole* has an expressive internal form (motivation), i.e. ‘that which comes before school’. It is no less important that, as early as A1 level, this Polish word is included in the lexical minimum for studying the Polish language, which contributed to respondents remembering it.
- D. Phrases that included interlingual homonyms caused great difficulties for informants. Polish-Ukrainian interlingual homonyms predominantly have the same origin, while retaining some common semantic components, and therefore are often used in similar contexts. Thus, the contexts of the phrase usually do not indicate that we are talking about different objects or features. The most difficult phrase for the participants turned out to be *czyścić komin*; 85% of respondents answered incorrectly, transferring the meaning of the Ukrainian word *камін* to the Polish *komin*. The correct answer was given by only four participants in the experiment, and this was independent of their region of origin.

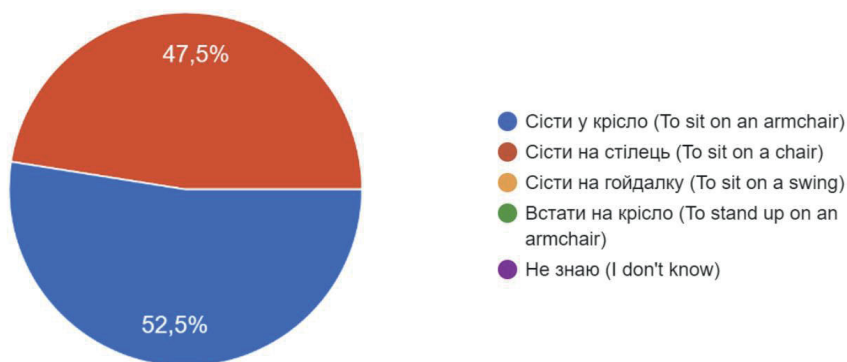
Figure 4. *Czyścić komin* (To clean chimney)

The phrase *wysoka grzywna* was also difficult for respondents, cf.:

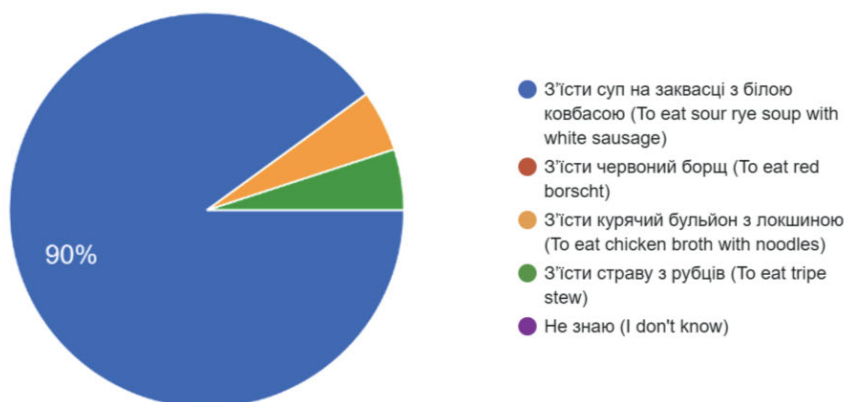
Figure 5. *Wysoka grzywna* (To get a fine)

Half of the informants understood the meaning of the phrases *gotować pierogi* and *usiść na krześle*, and in the combination *gotować pierogi* both words are interlingual homonyms for the Ukrainian words *готувати* and *пекти*:

Figure 6. *Gotować pierogi* (To boil dumplings)

Figure 7. *Usiąść na krześle* (To sit on an armchair)

E. The survey revealed the informants' interest in the culinary traditions of Poland. Language units associated with Polish cuisine were better known than items from other thematic groups. It is telling that 90% of respondents chose the correct answer for the name of the unique Polish soup *żurek*, cf.:

Figure 8. *Zjeść żurek* (To eat *żurek*)

Meanwhile, another word without an equivalent in relation to the Ukrainian language, *pogodynka* ('female weather forecaster'), was understood by just 37.5% of subjects. Obviously, this is due to the fact that the respondents were from a younger generation, who rarely watch TV, preferring to check the weather forecast on the Internet, cf.:

F. It turned out that it was difficult for respondents to select an equivalent for the phrase *pierwsze piętro*. Only 30% of respondents answered correctly – *друзині нове*. As the reader no doubt knows, the Ukrainian tradition is to number floors starting with the ground floor (unlike Poland). Despite the fact that the



Figure 9. *Pracować jako pogodynka* (To work as a female weather forecaster)

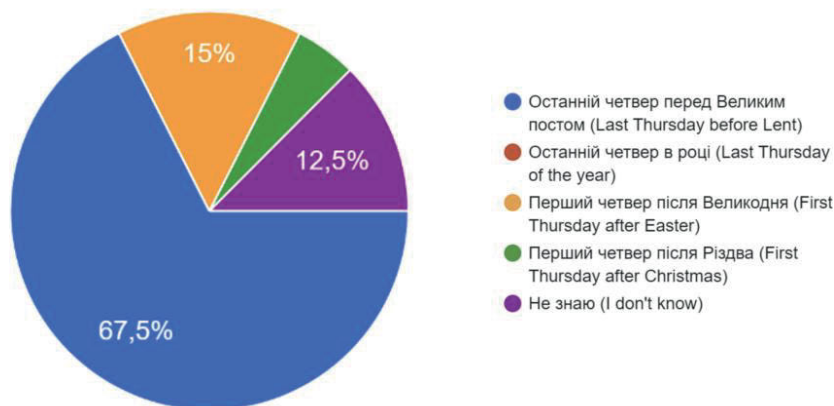
informants had been in Poland for at least a year, most of them did not pay attention to the different numbering of the floors. Of course, in the process of teaching the Polish language it is necessary to emphasise even such seemingly obvious cultural and linguistic features.

FIXED PHRASES (COMPOUND NOMINATIONS)

The informants showed a good understanding of the meaning of fixed phrases. All respondents understood the meaning of the phrase *brać udział w dyskusji*, however 32.5% chose an equivalent with a verb not in the imperfective form, but the perfective form. Such situations are not uncommon when translating verb forms, and therefore the teacher must devote time in class to explaining the particular features of the aspect category in both languages.

80% of the respondents chose the correct analogue of the Polish compound name *bar mleczny* – *їдальня з невисокими цінами* – which once again confirms how well they had learned vocabulary from the thematic group “food”.

Among the fixed phrases in the test there is also the cultureme *thusty czwartek* – the popular name for the last Thursday before Lent. In this case, the opinions of the subjects were divided, but the majority still chose the correct equivalent. Of course, unique national culturemes should be covered in class, and better memorisation will be facilitated by oral or written texts, and video materials, that cover this holiday and the tradition of eating doughnuts on this day.

Figure 10. *Thusty czwartek* (Fat Thursday)

PHRASEOLOGICAL UNITS (IDIOMS)

All informants correctly selected the correlate for the phraseological unit *rosnąć jak grzyby po deszczu*. Obviously, this is explained by the fact that in the Ukrainian language there is a phrase with an identical structure and meaning – *рости як гриби після дощу*. In addition, the phraseological unit has a transparent internal form; its meaning is understandable without additional knowledge. Almost all respondents (97.5%) selected the correct analogue for another phraseological unit that has the same origin, form and meaning in the Polish and Ukrainian languages, *w głowie się nie mieści* (Ukr: *не міститься в голові*). The phraseological unit *zbić z panatyku* (Ukr: *збити з пантелику*) (“disorientated”) turned out to be more difficult, with only 87.5% giving the correct answer. I assume that this is because, in this case, the phraseological combination “does not suggest” the meaning of the phrase, therefore some of the informants did not only understand the Polish, but also the identical Ukrainian phraseological unit.

The inclusion in the survey of Polish phraseological units that have full formal semantic equivalents in the Ukrainian language was by no means accidental. Of course, in the process of teaching Polish to Ukrainians, it is worth paying attention to units that are common to the two languages. Placing examples in the questionnaire that are more “obvious” to people from Ukraine not only demonstrates the common linguistic resources of the Polish and Ukrainian languages, but also gives respondents a sense of confidence in understanding the linguistic units.

At the same time, among the phraseological units to be found in the questionnaire were the phrases *musztarda po obiedzie* and *krakowskim targiem*, characteristic of the Polish linguistic world picture. Even though in the Ukrainian language there is no phrase similar to *musztarda po obiedzie*, 72.5% of the subjects correctly understood the meaning of the phraseological unit. Perhaps this was facilitated by the

expressive motivation of the idiom. In addition, the word *муштарда* is a dialectal lexeme characteristic of Western Ukraine (the normative analogue is *зірниця*), therefore people from this region understood what it referred to. In addition, as previously noted, those arriving in Poland from Ukraine are greatly interested in nominations related to the category of “food”.

The most difficult phrase, as expected, turned out to be the specific Polish phraseological unit *krakowskim targiem*. This expression has been in use in Polish since the 17th century. Etymologically, it relates to the custom, existing in those and later times, of haggling for an extended period at the Krakow market, reaching a compromise regarding the price of goods (*Blog o poprawnej polszczyźnie*). Today, the phraseological unit means “to reach a compromise.” Only 20% of informants understood the semantics of this phraseological unit, which once again confirmed how important it is to focus on Polish culturemes in the language learning process.

SENTENCES

The questionnaire contained two single-word sentences (*Pozdrawiam; Uważaj!*), which are frequently used and, thus, are key ones when learning Polish as a foreign language. The word *Pozdrawiam* is usually used at the end of a letter, although the word in different forms and combinations can convey other meanings and shades of meaning. Moreover, the word form does not have an absolutely unambiguous equivalent in the Ukrainian language. The sentences closest in meaning to *Pozdrawiam* are *Вітаю* or *Вітання*. Only 37.5% of respondents chose the correct correlate whereas 25% thought the sentence corresponded to *Поздоровляю*, which is similar in form but differs in meaning, which once again demonstrates how important it is in Polish language classes to tackle false friends.

The sentence *Uważaj!* also turned out to be quite difficult for respondents. Only 65% of respondents understood that it warned of imminent danger. This clearly reveals that forms of etiquette (both oral and written) and the most important communicative acts should be studied first (cf. Rabczuk 2017; Sztabnicka-Gradowska 2017).

CONCLUSIONS

The experiment shows that informants who are native speakers of Ukrainian and learning Polish draw parallels with their native language. When the units in both languages are similar in sound and meaning, this helps when it comes to understanding and assimilating the Polish language. However, in cases of interlingual homonymy, significant difficulties often arise when selecting Ukrainian equivalents. The

survey also revealed a consistent trend for respondents to show an interest in the culinary traditions of Poland. At the same time, intercultural communication often turned out to be unsuccessful, which indicates the importance of paying attention to different types of culturemes in classes where Polish is taught as a foreign language.

Of course, being able to understand the semantics of the Polish language units contained in the questionnaire (especially since it was multiple choice) does not fully show that students actively use the units they understand. The correct selection of answers primarily depended not on the region from which the informant came, but on how intensively they had studied the Polish language. Conducting this experiment further will help to identify just how various factors influence language acquisition.

Communicative formulas proved difficult for students. Moreover, importantly, the Polish linguistic tradition in this area often differs significantly from the Ukrainian one. Both the students' observations and the results of the questionnaire survey prompted me to focus on the issue of Polish linguistic etiquette when teaching Ukrainians. In order to establish further lines of analysis, a new questionnaire was developed to find out the greatest difficulties in the use of politeness formulas by Ukrainians.

At the same time the Author of this paper is working on preparing a textbook dedicated to teaching Ukrainians Polish etiquette formulas in various communication situations, both verbal and written. The questionnaire that is being developed is intended to confirm (or refute) the hypotheses about the formulas whose use causes Ukrainians the major communication problems.

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APPENDIX

ПОЛЬСЬКА МОВА ЯК ІНОЗЕМНА

Шановні учасники!

Дякую за згоду взяти участь в анкеті, яка має на меті встановити розуміння українцями особливостей польської мови.

Анкета анонімна, призначена для студентів, які вивчають польську як іноземну.

З повагою,

Марія Білавич, аспірантка Варшавського університету.

1. Згода учасника опитування*

Zaznacz tylko jedną odpowiedź.

☐ Даю згоду на участь у добровільному анонімному опитуванні. Усвідомляю, що можу припинити давати відповіді на опитування в будь-який момент.

ЧАСТИНА ПЕРША

Доберіть відповідник польського словосполучення, речення або фразеологічного звороту.

Вірною є тільки одна відповідь.

2. 1. Moja teściowa – це:*

☐ Моя теща

☐ Моя свекруха

* Wskazuje wymagane pytanie

- ☐ Моя теща або моя свекруха
- ☐ Сестра моєї тещі
- ☐ Не знаю

3. 2. Zjeść żurek – це:*

- ☐ З'їсти суп на заквасці з білою ковбасою
- ☐ З'їсти червоний борщ
- ☐ З'їсти курячий бульйон з локшиною
- ☐ З'їсти страву з рубців
- ☐ Не знаю

4. 3. Pisać w zeszycie – це:*

- ☐ Писати на папері
- ☐ Розмальовувати писанки
- ☐ Писати в зошиті
- ☐ Писати в нотатнику
- ☐ Не знаю

5. 4. Pierwsze piętro – це:*

- ☐ Перший поверх
- ☐ Другий поверх
- ☐ Підвальне приміщення
- ☐ Під'їзд
- ☐ Не знаю

6. 5. Gotować pierogi – це:*

- ☐ Готувати пироги
- ☐ Пекти пироги
- ☐ Варити вареники
- ☐ Готувати вареники
- ☐ Не знаю

* Wskazuje wymagane pytanie

7. 6. Szybciutko się zebrać – це:*

- ☐ Розбити шибку
- ☐ Швиденько зібратися
- ☐ Швиденько забрати
- ☐ Подовгу зібратися
- ☐ Не знаю

8. 7. Krakowskim targiem – це:*

- ☐ Короткою дорогою
- ☐ Торгуватися, як у Кракові
- ☐ Досягнути компромісу
- ☐ Невідомий шлях
- ☐ Не знаю

9. 8. Przyjść w poniedziałek – це:*

- ☐ Прийти у вівторок
- ☐ Прийти у неділю
- ☐ Приймати у понеділок
- ☐ Прийти у понеділок
- ☐ Не знаю

10. 9. Uważaj! – це:*

- ☐ Будь уважним!
- ☐ Зверни увагу!
- ☐ Обережно!
- ☐ Уважно слухай!
- ☐ Не знаю

11. 10. Czyścić komin – це:*

- ☐ Чистити камін
- ☐ Чистити трубу
- ☐ Розпалити камін

* Wskazuje wymagane pytanie

- ☐ Чистити каміння
- ☐ Не знаю

12. 11. Brać udział w dyskusji – це: *

- ☐ Взяти участь у дискусії
- ☐ Брати участь у семінарі
- ☐ Назвати учасників дискусії
- ☐ Брати участь у дискусії
- ☐ Не знаю

13. 12. Położyć się na kanapie – це: *

- ☐ Лягти на ліжку
- ☐ Лягти на кушетку
- ☐ Лягти на канапу
- ☐ Лягти на лавку
- ☐ Не знаю

14. 13. Tłusty czwartek – це: *

- ☐ Останній четвер перед Великим постом
- ☐ Останній четвер в році
- ☐ Перший четвер після Великодня
- ☐ Перший четвер після Різдва
- ☐ Не знаю

15. 14. Pracować jako pogodynka – це: *

- ☐ Працювати погодинно
- ☐ Працювати метеорологом
- ☐ Працювати ведучою прогнозу погоди
- ☐ Бути працівницею метеостанції
- ☐ Не знаю

* Wskazuje wymagane pytanie

16. 15. Usiąść na krześle – це:*

- ☐ Сісти у крісло
- ☐ Сісти на стілець
- ☐ Сісти на гойдалку
- ☐ Встати на крісло
- ☐ Не знаю

17. 16. Nowe przedszkole – це:*

- ☐ Новий майданчик перед школою
- ☐ Новий нульовий клас
- ☐ Новий дитячий садок
- ☐ Нові ясла
- ☐ Не знаю

18. 17. Bar mleczny – це:*

- ☐ Бар з молочними коктейлями
- ☐ Їдальня з невисокими цінами
- ☐ Дитяче кафе
- ☐ Бар з виключно молочними продуктами
- ☐ Не знаю

19. 18. W głowie się nie mieści – це:*

- ☐ Не міститься в голові
- ☐ Крутиться в голові
- ☐ Вітер в голові
- ☐ Втратити голову
- ☐ Не знаю

20. 19. Kupić kapustę – це:*

- ☐ Купити буряк
- ☐ Купити яблуко
- ☐ Купити капусту

* Wskazuje wymagane pytanie

- ☐ Квасити капусту
- ☐ Не знаю

21. 20. Zbić z pantałyku – це:*

- ☐ дезорієнтувати
- ☐ збити з ніг
- ☐ обдурити
- ☐ крикнути
- ☐ Не знаю

22. 21. Pozdrawiam – це:*

- ☐ До побачення
- ☐ Поздоровляю
- ☐ Бажаю здоров'я
- ☐ Вітаю (вітання)
- ☐ Не знаю

23. 22. Rosnąć jak grzyby po deszczu – це:*

- ☐ Рости дуже швидко
- ☐ Рости дуже повільно
- ☐ Рости вшир
- ☐ Не рости
- ☐ Не знаю

24. 23. Spotkać kolegę – це:*

- ☐ Спотикнутися об колесо
- ☐ Зустріти колегу
- ☐ Зустріти друга
- ☐ Зустріти товариша
- ☐ Не знаю

* Wskazuje wymagane pytanie

25. 24. Wysoka grzywna – це:*

- ☐ Високий курс гривні
- ☐ Високий штраф
- ☐ Висока зарплатня
- ☐ Значний хабар
- ☐ Не знаю

26. 25. Musztarda po obiedzie – це:*

- ☐ Запізно
- ☐ Вчасно
- ☐ Замало
- ☐ Забагато
- ☐ Не знаю

* Wskazuje wymagane pytanie

ЧАСТИНА ДРУГА

Будь ласка, дайте відповідь на запитання.

27. Чи Вам подобається вчити польську мову?*

Zaznacz tylko jedną odpowiedź.

	1	2	3	4	5	
Зовсім не подобається	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Дуже подобається

28. Чи Вам подобається вивчати іноземні мови?*

Zaznacz tylko jedną odpowiedź.

	1	2	3	4	5	
Зовсім не подобається	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Дуже подобається

29. Чи знали Ви польську мову перед приїздом у Польщу?*

Zaznacz tylko jedną odpowiedź.

- ☐ Ні
- ☐ Розумів/розуміла окремі слова
- ☐ На початковому рівні
- ☐ На середньому рівні
- ☐ Вільно володію
- ☐ Inne: _____

30. Якщо Ви приїхали в Польщу зі знанням польської мови, де Ви її вчили раніше?*

(На це питання можна дати більше однієї відповіді)

Zaznacz wszystkie właściwe odpowiedzi.

- ☐ У середній школі
- ☐ У вищому навчальному закладі
- ☐ На мовних курсах
- ☐ З репетитором
- ☐ Самостійно
- ☐ Inne: _____

* Wskazuje wymagane pytanie

31. Чи Ви зараз вивчаєте польську мову?*
- (На це питання можна дати більше однієї відповіді)

Zaznacz wszystkie właściwe odpowiedzi.

- ☐ Так, вивчаю у вищому навчальному закладі
- ☐ Так, вивчаю на мовних курсах
- ☐ Так, вивчаю з репетитором
- ☐ Так, вивчаю самостійно
- ☐ Не вивчаю
- ☐ Inne: _____

32. Якою мовою Ви спілкуєтеся в родині?*

33. Якою мовою Ви спілкуєтеся з друзями?*

34. Якою мовою Ви спілкуєтеся в соціальних мережах?*

АНКЕТНІ ДАНІ

Будь ласка, дайте відповідь.

35. Вік*

Zaznacz tylko jedną odpowiedź.

- ☐ 17-21
- ☐ 22-26
- ☐ 27-31
- ☐ 32-35
- ☐ 36+

* Wskazuje wymagane pytanie

36. Освіта *

Zaznacz tylko jedną odpowiedź.

- ☐ Середня
- ☐ Неповна вища
- ☐ Вища (бакалавр, магістр)
- ☐ Inne: _____

37. У якому населеному пункті Польщі Ви проживаєте?*

38. Як довго Ви проживаєте в Польщі?*

Zaznacz tylko jedną odpowiedź.

- ☐ Понад 5 років
- ☐ 3-4 роки
- ☐ 1-2 роки
- ☐ 6-11 місяців
- ☐ До 5 місяців

* Wskazuje wymagane pytanie

39. З якого регіону України ви походите?*

Zaznacz tylko jedną odpowiedź.

- ☐ Автономна Республіка Крим
- ☐ Вінницька область
- ☐ Волинська область
- ☐ Дніпропетровська область
- ☐ Донецька область
- ☐ Житомирська область
- ☐ Закарпатська область
- ☐ Запорізька область
- ☐ Івано-Франківська область
- ☐ Київська область
- ☐ Кіровоградська область
- ☐ Луганська область
- ☐ Львівська область
- ☐ Миколаївська область
- ☐ Одеська область
- ☐ Полтавська область
- ☐ Рівненська область
- ☐ Сумська область
- ☐ Тернопільська область
- ☐ Харківська область
- ☐ Херсонська область
- ☐ Хмельницька область
- ☐ Черкаська область
- ☐ Чернівецька область
- ☐ Чернігівська область