

Tytuł, streszczenie i słowa kluczowe w języku angielskim

Summary

Title in English: Creating a participatory educational culture utilizing the example of school English language lessons. A case study.

Aim: Identification of opportunities and limitations of the participatory educational culture model when organising, conducting and evaluating English language teaching in a secondary school.

Method: The study harnessed a case study design, which implies the use of triangulation of quantitative and qualitative methods. Out of the quantitative methods, the author's diagnostic survey and the same school achievement test have been used. Among the qualitative methods, personal document collection, observation, secondary source searching and personal document creation were used.

Results: In the case study, the process of creating a participatory learning culture by the English language teacher during the lessons was adapted as the main unit of analysis. This process was examined and analysed from the perspective of three smaller immersion units and their boundaries. The first one was constituted by the forms of interaction between the teacher and the students based on interaction resulting from the participatory learning culture. The boundary in this unit was marked by observed resistance on the part of some students faced with change to the traditional rules of lesson participation. The second immersion unit was lesson work adapted to the requirements of participatory educational culture. In this unit, the boundary turned out to be the unreflectively transmitted rules of educational practice at school. The third and final unit of analysis involved the evaluation of lessons conducted according to the principles of participatory learning culture from the perspective of school assessment. The boundary in this unit was set by evaluation focused on (self-)education.

The research conducted showed that: (1) it is possible to create a participatory learning culture in the conditions of a system school, (2) the overwhelming majority of the students participating in the study preferred teaching and learning according to the principles of participatory educational culture, distancing themselves from the traditional teaching model, (3) the teaching and learning process conducted according to a participatory educational culture causes students

to develop not only learning skills, but also learning how to learn competence, which is identified with (self)education.

Conclusions: The concept of participatory culture of education can be applied in a system school as a model of alternative educational action. This model differs from the traditional model by: (1) interactions based on teacher-student interaction, (2) organisation of classroom work that takes into account students' responsibility for their own learning, and (3) (self-) education-oriented evaluation of educational achievements. It appears that this model can also be applied in secondary school by teachers of other subjects. This, however, requires further research.

Keywords: culture of education, participation, collaboration, lesson work, evaluation, education, teacher, student, English language.