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Revising the Use of Differentiation in Text-Based Tasks in the Context of Ukrainian–Polish Bilingualism

Abstract

This article describes the specifics of Ukrainian–Polish bilingualism which can be observed in the territory of Ukraine and the present opportunities for studying Polish and Ukrainian. Various ways of using differentiation text-based tasks are proposed in the context of Ukrainian–Polish bilingualism. The article contains a description of differentiation in line with different types of activity. The completion of tasks aimed at familiarization with the text, text analysis, reconstruction, production, and complementation is possible due to different variants of content correlation in Polish and Ukrainian. The differentiation of activities during text analysis, supplemented by students' own reflections and the results of their creative activity, is realized by finding answers to questions in the text posed in Polish, formulating answers to the questions, and completing the questions. This is made possible in different ways depending on the language used, be it Polish or Ukrainian. Task completion on the reconstruction, construction and complementation of texts is conducted in a similar manner. In case of difficulties, it is possible to use one's native language in determining the main idea of the text, drawing up a plan, comparing two texts, etc. The use of different types of translation is an important method of differentiation when working with texts. The author also considers native language materials in a textbook's methodological guidelines to be useful.

Keywords: Ukrainian–Polish bilingualism; learning in the context of bilingualism; text-based tasks; differentiation of text-based tasks; students' learning; learning differentiation

1 Introduction

The current environment is characterised by an enormous volume of textual information which is constantly growing. This is why it is of the utmost importance to teach each student to work with texts. Given the originality and uniqueness of each individual, it is appropriate to use differentiated learning which ensures the maximum consideration of individual characteristics and the optimal use of the time allotted for learning. We believe that the problem of differentiation of work with educational texts in the context of Polish–Ukrainian bilingualism, particularly observed in Ukraine, requires special attention, since it is doubtless that the functioning of an individual in the context of bilingualism pertains to its peculiarities.

Bilingualism, as an incredibly interesting and multifaceted phenomenon, has attracted the attention of multiple scientists and educators. Particularly, R. Bell (Bell, 1980), U. Weinreich (Vaïnraïkh, 1979), V. Kushneryk (Kushneryk & Kholodova, 2012), A. Kholodova (Kushneryk & Kholodova, 2012) and L. Shcherba (Shcherba, 1974) have interpreted bilingualism as an ability to communicate in two languages and to alternate their use via appropriate “switching” and complicated code switching. A. Zahnitko (Zahnitko, 2013) has identified the qualifying signs of

bilingualism, determined the correlation of bilingualism, monolingualism and polylingualism, and has conducted an analysis of the main aspects of studying bilingualism and its methods and methodologies; P. Athanasopoulos (Athanasopoulos, 2017) has described the communicational specifics of bilinguals and monolinguals and the influence of the current language of communication on a personality; N. Sovtys (Sovtys, 2013) has reported on the reasons and consequences of bilingualism and has proposed a classification of types of bilingualism.

The peculiarities of Ukrainian, Polish and Russian trilingualism among Ukrainians of non-Polish origin who live in Poland has been the subject of research for P. Levchuk (Levchuk, 2015, 2019, 2020). In particular, Levchuk has considered such aspects as the personality of the speakers, the first language of respondents, the frequency of use of each language, personal preferences, emotional attitudes and language choice motivations, the places where each language was mastered and the level of mastery, the places of use of each language, etc.

In her books *Language and Politics* (Masenko, 2004) and *Essays on Sociolinguistics* (Masenko, 2010) L. Masenko examines such aspects as language and consciousness, linguistic resistance and bilingualism, and different aspects of the functioning of Ukrainian in a bilingual society. Masenko elaborates on the results of her research into the language situation in Ukraine and Ukrainian–Russian bilingualism (in particular, quantitative indicators for the use of Ukrainian and Russian).

A significant number of publications are dedicated to the study of the learning process, taking into consideration the specifics of Ukrainian–Russian bilingualism. For example, N. Mesiats (Mesiats, 1987) has studied the psychological patterns of mastering Russian under conditions of closely related bilingualism, the methodological peculiarities of teaching Russian in schools with Russian as the language of teaching, and has thoroughly reviewed the study of parts of speech. O. Khoroshkovska (Khoroshkovska, 1999) has described the didactic system of primary education in regard to teaching Ukrainian in schools which have Russian as the language of teaching; T. Korshun (Korshun, 1995) has studied the specifics of the enrichment and activation of vocabulary and the theoretical grounds for the choice of vocabulary for the first stage of learning Ukrainian (on the basis of schools which have Russian as the language of teaching); L. Kutenko (Kutenko, 1986) has studied the typology of Ukrainian vocabulary and the work on the vocabulary enrichment of students of schools with Russian as the language of teaching under conditions of closely related bilingualism; I. Hudzyk (Gudzik, 2007) has examined the content and methodology of the competence-oriented approach of teaching Russian in primary schools which have Ukrainian as the language of teaching; V. Pashkovska (Pashkovskaia, 1979) has studied the peculiarities of teaching Russian in schools with Ukrainian as the language of teaching.

In the monograph *Polszczyzna na Ukrainie: Sytuacja językowa w wybranych wsiach chłopskich i szlacheckich* E. Dzięgiel, (Dzięgiel, 2003) emphasized the state of research of the southern dialects, historical aspect and statistics, and the social composition of the Polish population in Ukraine, as well as types of bilingual situations occurring under conditions of Ukrainian–Polish bilingualism. Dzięgiel also provided a detailed description of the influence of Ukrainian on Polish speech. At the same time, the publication also briefly touches upon the Russian language.

As of today, many aspects of Ukrainian–Polish bilingualism and language learning in the context of Ukrainian–Polish bilingualism have been described. For instance, H. Krasowska in her monograph *Mniejszość polska na południowo-wschodniej Ukrainie* (Krasowska, 2012) described the results of her own research on the peculiarities of the communication of Poles living in the Donetsk and Zaporizhzhia regions of Ukraine. She highlighted aspects of the language policies of the state and the region, the polylingualism of the Polish community, the functions of Polish in different spheres of communication and its reflection in education, and she also commented on language interferences.

O. Pelekhata has analysed the spheres and perspectives of the functions of Polish in Ivano-Frankivsk (Pelekhata, 2020) and revealed the following: “Knowledge of Polish, which was learned in the early and middle school years, remains in the long-term memory, so respondents in the over-70 age group have good language skills, even in older age” (Pelekhata, 2020, p. 4).

M. Zelinska previously examined in detail the specifics of the communicative competence of young Ukrainian citizens of Polish origin in the city of Boryslava (Zelins'ka, 2012), particularly speech acts in proposed communicative situations. Subsequently, in her research *Communicative competence of the young Polish native speakers of the western parts of Ukraine* (Zelins'ka, 2018) she identified the sociolinguistic prerequisites for the speech functioning of Polish-origin youth in the Ivano-Frankivsk, Lviv and Ternopil regions. Zelinska described the identified grammatical, lexical and etiquette deviations from standard Polish that are to be found among these young people, which are largely the consequences of Ukrainian–Polish language contacts. She also singled out the distinctions of speech of interfering origin and came to the conclusion that an insufficient mastery level of communicative competence could be followed at the level of basic language competence (grammatical, lexical).

N. Sovtys (Sovtys, 2013), in her publication *Bilingualism as the result of interlingual contacts: causes and consequences of functioning*, describes the functioning of Ukrainian–Polish bilingualism in western Ukraine as an example of regional and continuous bilingualism.

Different aspects of Polish–Ukrainian bilingualism have been described by A. Kravchuk. For instance, Polish–Ukrainian linguistic and cultural borderlands (Krawczuk, 2013).

In accordance with the results of the conducted analysis, M. Pylyp (Pylyp, 2009) has identified the peculiarities of the motivational basis of linguistic behaviour of a personality under conditions of Ukrainian–Polish bilingualism.

The authors of the textbook *Co warto wiedzieć Poradnik metodyczny dla nauczycieli języka polskiego jako obcego na Wschodzie* (meant for teachers of Polish who teach students living in a Russian-speaking environment) A. Dąbrowska, U. Dobesz and M. Pasięka (Dąbrowska et al., 2010) focus on the difficulties of studying Polish and the typical mistakes made by students who speak Eastern Slavic languages. O. Kozachenko (Kozachenko, 2000) has studied the lexical systems of Ukrainian and Polish, conducted a comparison between them, characterized the typical mistakes occurring in students' speech caused by language interference, and developed a method for overcoming lexical interference in the Polish speech of students studying philology in higher education institutions in Ukraine.

L. Korol (Korol, 2019) has considered the peculiarities of Polish speech of students of Polish schools in Lviv (in comparison with the generally accepted norms) and has noted that they speak the regional version of Polish at home. According to Korol, young Poles who live in Ukraine are polylingual. Polish, Ukrainian and Russian are important to them. Polish is an instrument of self-identification, adherence to and preservation of Polish traditions. Additionally, Korol (Korol, 2012) has described the typical grammatical speech markers in the Polish of students of Polish schools (which have Polish as the language of teaching) in Lviv. These markers are caused by interference, which is the negative transference of knowledge acquired in the process of learning Ukrainian (or in some cases Russian).

N. Yanovytska (IANovyts'ka, 2013) has described the formation of Ukrainian grammatical skills among students of primary schools which have Polish as the language of teaching (ways of presentation, methods of mastering grammatical material; types and kinds of exercises; mastering grammatical forms of nouns, adjectives, pronouns, verbs). N. Yanovytska and L. Shevchuk (IANovyts'ka & Shevchuk, 2019) have developed a curriculum, *Ukrainian language and literary reading for secondary education institutions with Polish as the language of teaching*. The course was developed taking into consideration the specifics of Polish–Ukrainian bilingualism, language interference and transposition.

Certain researchers have considered the aspects of text-based tasks under conditions of bilingualism. For example, I. Frank (Frank, n.d.) has developed a method of text adaptation for passive language acquisition. In her publication *Texts in teaching Ukrainians the lexical and semantic connectivity of Polish verbs*, A. Kravchuk (Krawczuk, 2011) described the specifics of the appropriate use of texts designed to help Ukrainians (advanced speakers) avoid mistakes while learning Polish.

2 Aim and Tasks

The purpose of this article is to consider the methods of differentiation of text-based educational tasks in the context of Ukrainian–Polish bilingualism.

The following methods are used to accomplish this goal: questionnaires and interviews with teachers and students, observation of students during lessons and in extracurricular time, analysis and generalization of the statistical data, and analysis of students' spoken replies and written work.

3 Present State and Results of the Study

For text-based tasks to be effective under conditions of Ukrainian–Polish bilingualism, it is necessary to consider the specifics of this particular bilingualism, as it currently exists in Ukraine. This was the motivation for conducting the analysis of the corresponding statistical data, interviews, questionnaires, observation of students, etc.

The website of the State Statistics Committee of Ukraine, which contains data on the results of the Ukrainian Census (2001), reflecting the national composition of the population of Ukraine, states that 144,130 Poles lived in Ukraine in 2001 [*Ukrainian Census 2001. National composition and native languages of the population, 2001 (Vseukraïns'kyï perepys naseleñnia 2001: Rozpodil naseleñnia za natsional'nistiu ta ridnoiu movoiu, n.d.)*]. The Poles interviewed spoke differently about the languages they spoke fluently: 94.6% — Ukrainian, 54.7% — Russian, 27.6% — Polish. [*On the number and composition of the population of Ukraine based on the results of the Ukrainian Census, 2001 (Vseukraïns'kyï perepys naseleñnia 2001: Pro kil'kist' ta sklad naseleñnia Ukraïny za pidsumkamy Vseukraïns'koho perepysu naseleñnia 2001 roku, n.d.)*].

O. Shevchuk-Kliuzheva (Shevchuk-Kliuzheva, 2020), who has studied the social and linguistic aspects of Ukrainian–Russian bilingualism on the basis of families that live in different macro-regions of Ukraine with different historical and sociocultural characteristics (“The largest number of respondents is from Kyiv, Kyiv region, Odessa, Kherson, Mykolaiv, Vinnytsia, Kramatorsk, Mariupol, Lviv, Ivano-Frankivsk, Uzhhorod, Zhytomyr, Cherkasy, Kharkiv, Zaporizhzhia and Dnieper”), has found that children consider their native language to be: Ukrainian — 53.5%, Russian — 18.3%, Ukrainian and Russian — 21.1% (Shevchuk-Kliuzheva, 2020, p. 2). More detailed results, according to Shevchuk-Kliuzheva, look as follows: Ukrainian — 49.7%, Russian — 19.9%, Ukrainian and Russian — 17.9%, Surzhyk — 5.5% (Shevchuk-Kliuzheva, 2020, p. 5).

The number of students studying in Polish stood at 1,687 [*Information on the language of instruction and learning languages as a subject in secondary education institutions of the Ministry of Education and Science of Ukraine, other ministries and departments and private institutions (excluding special boarding schools) (academic years 018/2019 and 2019/2020), 2020 (Vidomosti pro movy navchannia ta vyvchennia movy iak predmeta, 2020)*]. 732 more students are learning in Ukrainian and Polish, 925 students have Russian and Polish as the languages of instruction, and 7,0421 students in 469 educational establishments have Polish language as a subject.

When considering the issue of the differentiation of text-based tasks in the context of Ukrainian–Polish bilingualism, it is noteworthy that Ukraine has some schools which have Polish as the language of instruction: Maria Konopnytska school No. 24 in Lviv, Mostyska village school (Lviv region), the elementary school in the village of Striletske (Lviv region), the elementary school in the village of Lanovychy (Lviv region), and the school in Horodok (Khmelnyskyi region). In addition to these institutions, there are schools in Ukraine which have certain classes with Polish as the language of instruction.

The observations of students at schools with Polish as the language of teaching (which were carried out in 2018–2020) revealed significant variances. Let us consider two schools as an example. During the observation of students at one of the schools in Lviv, the children changed their language of communication during break time from Polish to Ukrainian and back again at any

time and continued as if nothing had happened. In a short period they could do this several times. Evidently, it is significant that most of the children come from mixed families, in which the father is Polish and the mother is Ukrainian, or vice versa. However, there is no doubt about the effectiveness of the hard work of the teachers and of the students themselves. The observation of students from the school in the Khmelnytskyi region yielded different results. The children predominantly used Ukrainian as their language of communication.

For the sake of comparison, it is important to note that O. Shevchuk-Kliuzheva received the following answers from parents in response to the question of whether their children were able to switch their language of communication from Russian to Ukrainian and from Ukrainian to Russian: “Yes” — 34.7%, “No” — 33.6%, Sometimes (depending on the situation) — 23.5% (Shevchuk-Kliuzheva, 2020, p. 5).

As a result of a survey of adult respondents (Ukrainians of non-Polish origin who live in Poland), P. Levchuk (2015) discovered that when asked about their preference regarding the language of communication (Polish or Ukrainian) 4.1% answered that they had no preference (Levchuk, 2015, p. 151).

From 2018 to 2020, I studied the preferences of students attending different schools in Ukraine which have Polish as the language of teaching, using questionnaires and interviews to receive answers from students in grades 4 and 5. The respondents numbered 165 students (girls and boys). The research also aimed to reveal the children’s willingness to conduct translations of words, sentences and texts, and whether they read in Polish and Ukrainian, and how often.

Regarding the language of communication of the students’ families in one of the Lviv schools, the following results were revealed: 38% prefer Ukrainian, 14% — Polish, 34% — Ukrainian and Polish, while the rest of students preferred to communicate in Russian (14%).



Figure 1. Survey results on the family language of communication (author’s own materials).

Regarding the language of communication with friends, it was found out that 57% use Ukrainian, 14% — Polish, 15% — Ukrainian and Polish, 5% — Ukrainian, Polish, and English, and 9% — Russian:

Students of another school, located in another region of Ukraine, communicated exclusively in Ukrainian during their breaks. During Polish language classes in an elementary school it was discovered that during text-based tasks teachers explained the meaning of unknown words on the

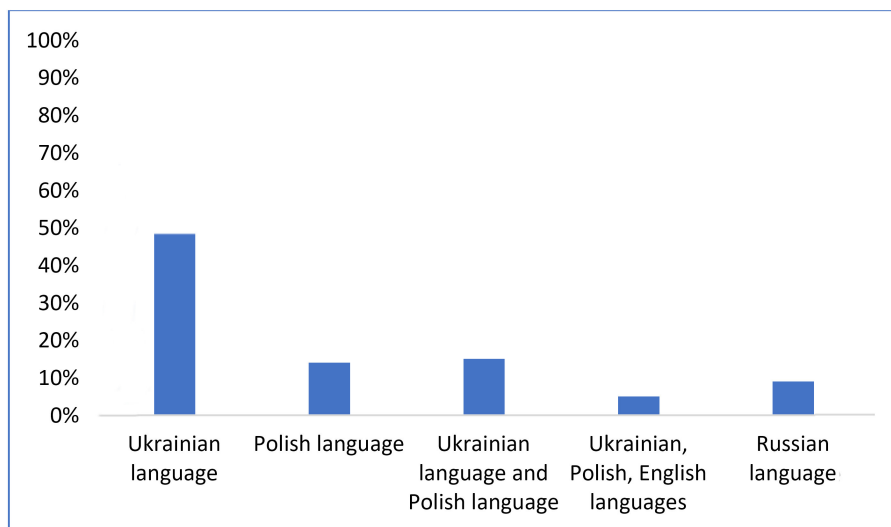


Figure 2. Survey results on the language of communication with friends (author’s own materials).

basis of Ukrainian (or simply in Ukrainian). The survey results regarding students’ communication with family and friends were similar — 94% used Ukrainian, and the rest used Polish.

In Ukraine children also study Polish in Sunday schools, or by attending extramural classes or courses. According to Frants Mitsynskyi, the Head of the Union of Poles in Ukraine, the number of students in the Khmelnytskyi region who consider Polish to be their native language is approximately 5,000 (Shchehel’s’ka, 2011). Polish is studied not only by Polish children, but also by Ukrainian and Russian children. In the monograph by P. Levchuk *Trójjęzyczność ukraińsko-rosyjsko-polska Ukraińców* (2020), it is noted that in Ukraine Polish is studied in a total of 424 schools (Levchuk, 2020, p. 45).

The aforementioned should be taken into account in order to ensure the best possible use of differentiation of students’ work with texts in the context of Ukrainian–Polish bilingualism.

The term “differentiation” may be understood as division, breaking down, fragmentation, classification, resolving into components, etc. S. Dorozhkin (Dorozhkin, 2004), S. Pokrovska (Pokrovskaia, 2002), I. Osmolovska (Osmolovskaia, 2005), I. Unt (Unt, 1990), and Y. Fruktova (Fruktova, 2003) have defined the term “learning differentiation” as follows:

- “the organization and selection of special learning conditions with a view to the effective development of individual and personal students’ qualities” (Pokrovskaia, 2002, p. 70);
- “the consideration of individual characteristics of students in a way that groups students according to certain features of separate learning; usually in this case the learning process is conducted in line with somewhat different learning plans and programs”. (Unt, 1990, p. 8);
- dividing students into groups (with consideration for their individual characteristics), which happens in different ways (Osmolovskaia, 2005);
- grouping students (in dynamic or stable, homogeneous groups) with respect to their individual and typological characteristics, reflecting such didactic systems as the aim, content, forms, methods, and results in these elements (Fruktova, 2003, p. 6).

For the purposes of our research, we have interpreted the term “differentiated learning” in the context of the terms “differentiated approach” and “differentiated learning”, making personalized focus a precondition. “Differentiated learning” is directed at the best possible development of each student according to their personal characteristics. It involves planning and application on the basis of the competency building and activity approaches, the selection of appropriate program

modes and learning methods, the fragmentation and diversity of educational materials, and the application of different forms and ways of differentiation.

Undoubtedly, it is impossible to describe all the forms, ways and methods of differentiation of text-based educational tasks in the context of Ukrainian–Polish bilingualism in one article. For this reason, we intend only to consider those aspects that are predetermined by the essence and specificity of the bilingualism. In particular, our first priority should be to consider which language the child has command of and which language is being studied, since the first language will form the basis for learning the second.

Let us consider in more detail the ways of applying differentiation of text-based tasks in learning Polish (when the child is proficient in Ukrainian). We believe it appropriate to describe the differentiation according to different types text-based tasks. We shall start with the following: familiarization with the text, text analysis, text reconstruction, text construction and complementation.

Thus, familiarization with the text can be approached in different ways, depending on the language of the proposed unfamiliar text:

- in Polish;
- first the text is presented in Polish, after which comes the text in Ukrainian;
- the texts in Polish and in Ukrainian are situated on a page spread (in Polish on even-numbered pages and in Ukrainian on odd-numbered pages);
- the left-hand column of a table contains the text in Polish and the right-hand column has the vocabulary (word meanings, grammatical forms of words, and, if necessary, Ukrainian translations);
- the Polish text is offered to the students according to the method of Illia Frank, which is rooted in text adaptation without introducing changes to the original, and firstly implies familiarization with the excerpt, which contains a word-for-word translation and lexical commentary, and secondly involves reading the excerpt without these aids.

The methods suggested above are characterized by a gradual reduction of complexity. Hence, if one variant poses too much difficulty for a student, a simpler one should be suggested instead. It is important for a student to complete the tasks independently, or with the help of a teacher or another student if necessary.

Differentiation of text-based tasks can be realized during text analysis, which may be supplemented by the creative activities of students, particularly:

- finding and underlining answers to questions (asked in Polish) in a Polish text. If the level of knowledge is insufficient, the questions may be asked in Ukrainian;
- formulating answers to questions, of which there may be four variants — questions asked in Polish, answers required in Polish, questions in Polish and answers in Ukrainian, questions in Ukrainian and answers in Polish, question and answers both in Ukrainian;
- the complementation of questions, which, similarly to the formulation of answers, may have four variants depending on the language of the question and the language of the complementation by the student;
- the formulation of questions according to the text context in Polish or Ukrainian. Understandably, simpler task variants which foresee the use of Ukrainian (of which the child has a full grasp) are used in cases when knowledge and skills are insufficient to answer in Polish.

In the context of the research problem, we think it expedient to consider tasks for text reconstruction, construction and complementation (excerpts, paragraphs, sentences, and words).

In particular, text reconstruction tasks (completing texts with missing paragraphs, sentences or words), paragraph reconstruction tasks (completing paragraphs with missing sentences or words, letters or syllables in words), sentence reconstruction tasks (completing sentences with missing

words, letters or syllables in words), and words reconstruction tasks (completing words with missing letters or syllables) are conducted on the basis of familiar texts in Polish. The completion of the aforementioned tasks is also carried out in Polish. In cases where the student is incapable of completing these tasks, some of them (the tasks on text reconstruction with missing paragraphs, sentences or words; the tasks on excerpts and paragraph reconstruction with missing sentences or words; the tasks on sentences reconstruction with missing words) should be offered to be completed orally in Ukrainian. However, in the future students should be encouraged to complete tasks in Polish.

It should be emphasized that if a text reconstruction task is based on an unfamiliar text, it will be a text completion task. As with text reconstruction tasks, these can be completed in Polish or in Ukrainian (if the student's knowledge is insufficient).

In addition to the aforementioned tasks, it is possible to perform text reconstruction tasks of a different type. For example, the reconstruction of a text with rearranged paragraphs or sentences; the reconstruction of a paragraph with rearranged sentences; the reconstruction of a sentence with rearranged words and letters; and the reconstruction of words with rearranged letters or syllables.

One more type of task is text construction from extracts, paragraphs, sentences, and words, which is conducted on the basis of an unfamiliar text in Polish. In case the task is beyond the student's competence, it is possible to provide some tips in the form of a concise paraphrase of the text in Ukrainian, and the translation of sentences and words into Ukrainian.

As for other text-based tasks, such as determining the main idea of a text or composing a plan or a paraphrase (detailed, concise or creative), we suggest the following: if the student has not yet reached the level necessary to complete the task in Polish, they should be allowed to attempt the task in Ukrainian. This applies to tasks based on the comparison of two texts.

It is important to use translations. Upon observing the elementary school students with Polish as the language of instruction, we tested the hypothesis that the children who predominantly use Ukrainian would like to translate texts from Polish to Ukrainian. However, the survey of the 4th grade students showed an entirely different result: 44% wanted to do translations from Polish to Ukrainian, 33% — from Ukrainian to Polish, and 18% would like to do both. The rest of the students (5%) remained undecided.

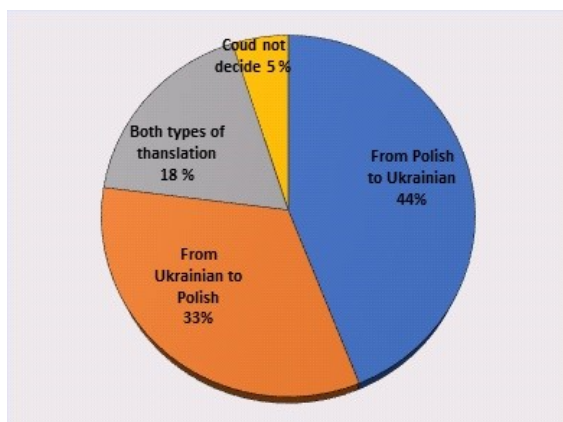


Figure 3. Results of the student survey on the willingness to conduct translations from Polish to Ukrainian, and from Ukrainian to Polish (author's own materials).

During the study, it was also revealed whether the children expressed more willingness to conduct translations of words, sentences or texts. 33% of the children reported that they readily translate words from Polish to Ukrainian, 51% expressed a reluctance to do so, 5% were unwilling

to translate words, and 11% were undecided. As for the willingness to translate sentences, the respondents replied in the following fashion: “Yes. Readily.” — 34%, “Not entirely readily” — 62%, “No” — 4%. The survey results on the students’ willingness to translate from Polish to Ukrainian was different — 44% would like to carry out such activities, 28% of students do not have much desire to do so, 22% of students do not wish to translate at all, and 4% were undecided:

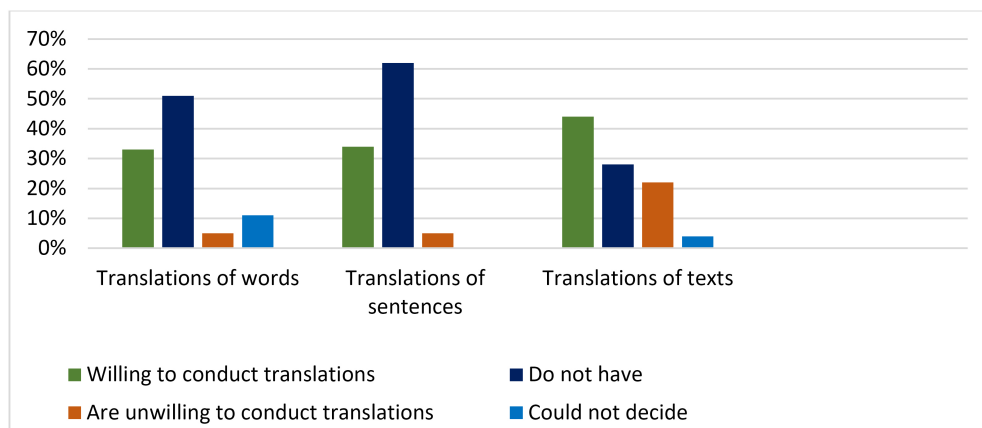


Figure 4. Results of the student survey on the willingness to conduct translations of words, sentences or texts from Polish to Ukrainian (author’s own materials).

The results of the aforementioned surveys can be reflected on in the following way:

- 11% of surveyed students have a sustainable willingness to conduct translations of words, sentences and texts from Polish to Ukrainian. 22% will carry out such translations, but do not have a strong willingness to do so;
- 17% of surveyed students do not have much willingness to carry out translations of words and do not want to translate sentences and texts;
- 12% of students willingly translate words and texts, but do not wish to translate sentences;
- 6% of children have chosen the following answers — they willingly translate words and sentences, but are unwilling to translate texts; they are unwilling to translate words, but gladly translate sentences and texts;
- 6% of students are not very willing to translate words and sentences, and do not wish to translate texts at all;
- 5% translate texts and sentences willingly and were undecided about the translation of words;
- 5% of schoolchildren translate texts willingly, sentences — less willingly, and were undecided about the translation of words;
- 4% of students would like to translate sentences, but are undecided regarding words and texts.

The following question therefore arises — which translation should be preferable in the context of Ukrainian–Polish bilingualism, Ukrainian to Polish, or vice versa? We believe that both types of translations should be used. However, it is worth considering the source language of students. As a rule, the translation of words, sentences and texts into a source language is easier for students.

While working with Polish texts, we suggest using different types of translation into Ukrainian: spoken and written (spoken-written and written-spoken), consecutive or synchronous, loose or accurate, and full, brief or fragmented translation. These types of translation differ in terms of presentation, correspondence to the original text, completeness of the content reproduction and, at the same time, complexity. For instance, a loose spoken translation is less difficult for the students

than an accurate written one. However, even a loose spoken translation can be too complicated for a student, due to an abundance of unknown words. On the other hand, the completion of an accurate written translation can be facilitated through the use of dictionaries and textbooks. Simultaneous translation is the most difficult type, although it too can be made easier by choosing texts with corresponding lexical material.

One more type of text-based task is finding the correspondence of texts, paragraphs, sentences, phrases and words proposed in Polish and Ukrainian. For the purposes of convenience, texts in Polish and Ukrainian are contained in different columns of a table and the student's task is to find the correspondences between them and connect them with lines. These tasks can also have different levels of difficulty, since, for instance, it is easier to find a correspondence between excerpts in Polish than between sentences or words, even though a similar task can be simplified by appropriate vocabulary selection. It is of the utmost importance that this type of task can always be made significantly more complex if it is based on an unknown text.

Ascertaining the meaning of unknown words occurring in a text can be done by using Ukrainian translation in the following ways: one-word translations, explanations of unknown words in Ukrainian, and phrase-by-phrase or sentence translations. It is not necessary to translate every word or use a dictionary to find the exact meaning of the words prior to text familiarization, since the students may guess meanings from the context. This will help to keep the students interested, and "careful reading that demands guessing leaves more of a trace than the mechanic and reflexive use of the dictionary" (Lomb, n.d., p. 13).

The methodological framework of a textbook (the organizational framework of the absorption of educational material — questions and tasks that should precede familiarization with a text, used during familiarization with a text, after reading or listening, tables, graphs, examples and algorithms for task completion, references, etc.) for studying Polish can often contain learning materials in Ukrainian to help students facilitate the acquisition of the Polish language.

When considering the issue of applying differentiation to text-based tasks, we should note that we find the results of the survey on the frequency of reading books in Ukrainian and in Polish concerning (the survey was held in the same school where the questionnaire regarding students' desire to translate was conducted). In response to the question "How often do you read books in Ukrainian?" the 4th grade students gave the following answers: «Often.» — 39%, «Not very often.» — 22%, «Sometimes.» — 39%. As for the frequency of reading books in Polish, the students replied as follows: 39% — «Often.», 38% — «Not very often.», 18% — «Sometimes.», 5% — «I do not.». Among the interviewed students, 22% read books in Polish and Ukrainian often, and 11% occasionally.



Figure 5. Results of student interviews on reading books in Polish and Ukrainian (author's own materials).

Students should be offered texts in different styles (literary, scientific, and educational texts) and genres (fairy tales, stories, short novels, etc.), which would ensure a diversity and variety of

challenges and create possibilities for differentiation. The criteria for text selection should include age peculiarities, the level of language proficiency, the development level of reading proficiency, etc.

Text subjects can also be varied. For instance, 4th grade students in one of the schools mentioned in their questionnaire answers that they would like to read texts about flora and fauna, technology, music, etc. The Hungarian interpreter and polyglot Kato Lomb wrote: “The question arises: what should we read? We should read what interests us. *“Interesse starker, als Liebe.”* (Interest is stronger than love.), — as the German saying goes.” (Lomb, n.d., p. 11) It is this exact approach that will ensure the effective mastery of a language.

4 Conclusions and Prospects for Further Research

To summarise, for the effective differentiation of text-based tasks in the context of Ukrainian–Polish bilingualism, it is necessary to consider the specifics of Ukrainian–Polish bilingualism as observed in Ukraine and the current possibilities for studying Polish and Ukrainian. The completion of various tasks during different types of text work can be conducted, if necessary, based on the language that the student speaks with greater proficiency. It must be kept in mind that bilingual children are different. A child’s age, his/her individual characteristics, and different levels of mastery of Polish and Ukrainian should all be taken into consideration.

For the optimal solution to the problem of this research, the development of textbooks and text-based tasks is necessary, both in class and during extracurricular activities. Nevertheless, we believe that the peculiarities inherent to the differentiation of text-based tasks in the context of Ukrainian–Polish bilingualism requires further research.

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