

Subject card

Subject name and code	Teaching Polish as an L2 in the Migration Context, PG_00136973						
Field of study	Applied Linguistics						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group Humanistic-social subject group Subject group related to scientific research in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish		
Semester of study	4		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Institute of Applied Linguistics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		prof. dr hab. Aneta Lewińska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	Learning about ways to teach the Polish language in a migrant environment. To develop the ability to design, create assessment and verification of activities and teaching aids in teaching Polish as a foreign language in a migrant environment, taking into account the special situation of children with migrant experience.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LSL3_K05] He understands the need to participate in cultural and cultural life and encourage others to interact with foreign languages and culture, as well as think and act in an entrepreneurial manner, care for the achievements and traditions of the profession.	The student understands the socializing and culture-forming role of language, so he actively participates in the cultural life of the region and the country, encouraging his audience.	[SK1] oral statement/conversation/discussion
	[LSL3_W03] Recognizes the connections between the disciplines studied, linguistics and literary studies, and pedagogy, glottodidactics, psychology and sociology.	The student knows the various conditions affecting the process of language training in a group of migrants (with particular attention to the specifics of teaching children and adults, as well as people from close and distant cultural backgrounds); and, in particular, is familiar with the connections of glottodidactics with other sciences (cultural studies, art science, history, psychology, pedagogy, neurolinguistics, psycholinguistics, sociology, etc.).	[SW2] presentation/project/paper/report
	[LSL3_U12] Has the ability to prepare oral presentations in English and in the language of the chosen specialty, using basic theoretical approaches and sources.	The student is able to discuss in a group about the problems diagnosed in the group, to find solutions together.	[SU1] oral statement/conversation/discussion
	[LSL3_U10] He has the ability to prepare typical written works in English and in the languages of the chosen specialty with different form, purpose, volume and style, using basic theoretical approaches and sources.	The student is able to prepare a scenario of activities suitable for working in a migrant environment, taking into account the linguistic and cultural situation in the group.	[SU5] implementation of a problem task
Subject contents	Dilemmas and problems of teaching Polish in a migrant environment: • Difficult, traumatic and subtraumatic situations and their impact on language learners and also on child development. • Migration experience as a difficult situation. • The role of knowledge of the language of the destination country in a migration situation (language as a key to participation in society). • The status of the native language and its impact on working with adults and children with migratory experience.		
Prerequisites and co-requisites	Brak wymagań wstępnych.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	project - developing a scenario for inclusive language classes	51.0%	80.0%
	active attendance in class	51.0%	20.0%

Recommended reading	Basic literature	Gębal P., Basics of didactics of Polish as a second language. An integrative-inclusive approach, Krakow 2018 (selected excerpts). Tambor J., Achtelek A., New language new view of the world, In: Lights of the open library : the role of the academic library in the formation of civil society, ed. D. Pawelec, M. Waga, J. Witek, Katowice 2016. School without barriers : about difficulties in teaching and learning, ed. by A. Guzy, B. Niesporek-Szamburska, M. Wójcik-Dudek, Katowice 2015 (selected excerpts). Matlakiewicz A., Adult learning in a social context. Key assumptions of Peter Jarvis' theory "Adult Education" 2012 1(66), 127-137. Issues of didactics of Polish language as a foreign language, ed. by E. Lipinska, A. Seretny, Cracow 2006. (selected excerpts)
	Supplementary literature	Gębal P.E., 2016, Teaching Polish as a foreign, second and inherited language against the background of the development of general and Polish language glottodidactics. Terminological considerations, "Studia ad Didacticam Litterarum Polonarum et Linguae Polonae Pertinentia" VII, pp. 52-66. Grzegorzczkova R., On the so-called representative function of language in the light of newer psycholinguistic research, Język a Kultura, t. 20, Wrocław 2008 .Tambor J., The limits of colloquiality in teaching Polish as a foreign language, [in:] Polish Studies without Borders. T. 2., Glottodydaktyka polonistyczna - współczesny język polski - językowy obraz świata, ed. W. Miodunka, R. Nycz, T. Kunc, Universitas, Kraków 2010, pp. 311- 320.Wardęga J., The Chinese in Poland - an invisible minority, "Studia Migracyjne - Przegląd Polonijny" 2017, no. 43.Zurer-Pearson B., How to raise a bilingual child, Media-Rodzina, Poznań 2013.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Please develop a scenario for classes addressed to adult migrants from the East who are beginning their education in Poland - the accent of nouns.	
Work placement	Not applicable	

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