

Subject card

Subject name and code	Methodology of Teaching Polish as a Foreign Language II, PG_00136968						
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		3.0		
Learning profile	academic		Assessment form		exam		
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		43.0	75
Subject objectives	Has knowledge of various methods and techniques of teaching Polish as a foreign/second language.Has knowledge of the development of teaching Polish as a foreign language.Has knowledge of certification system of Polish language as a foreign language.Has knowledge of traditional and modern teaching materials and tools.Can diagnose the level of students' proficiency in Polish.Can select methods, techniques, materials and tools appropriate to the teaching situation.Can create own teaching materials and tools.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LSL3_K01] He is ready to think and act in an entrepreneurial manner and to perform professional roles responsibly, including adhering to professional ethics and demanding it of others.	The student creates lesson plans in Polish as a foreign/second language for multilingual and multicultural environments, adopting an intercultural perspective.	[SK2] presentation/project/paper/report [SK6] demonstration of practical skills
	[LSL3_K03] He effectively organizes his work and critically evaluates the degree of progress.	The student organizes own work and student work in the long term, designing lesson plans, directing the work of a team of students/students or participating in the work of a college team.	[SK2] presentation/project/paper/report [SK6] demonstration of practical skills
	[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 creates oral statements on the didactics of teaching Polish as a foreign language.	[SU5] implementation of a problem task
	[LSL3_U01] Can search, analyze, evaluate and select information using spoken and written sources.	The student creates its own source base, resources and materials (including author's) based on existing written and oral sources.	[SU5] implementation of a problem task
	[LSL3_K04] He is aware of the dilemmas associated with the profession.	The student understands the complexity of the teaching situation in a lesson/course of Polish as a foreign/second language.	[SK8] observation of student's independent or team work
	[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 arranges its own lesson plans, follow-up and diagnostic tests, using traditional and modern communication techniques.	[SU2] presentation/project/paper/report
	[LSL3_W01] The Student has advanced knowledge of the place and importance of linguistics in socio-cultural life.	The student is able to create oral statements of an instructional and expository nature, using appropriately selected recent glottodidactic literature.	[SW5] implementation of a problem task
	[LSL3_U13] Can critically evaluate composition and linguistic correctness and correct errors in others' written and oral statements.	The student corrects, evaluates and assesses authentic and prepared oral and written expressions of students/listeners of foreign/second language.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[LSL3_W03] Recognizes the connections between the disciplines studied, linguistics and literary studies, and pedagogy, glottodidactics, psychology and sociology.	The student selects teaching methods, techniques, materials and tools appropriately to the teaching situation, using interdisciplinary knowledge of L2 teaching and subsequent languages.	[SW3] text preparation/written work
Subject contents	Modern and traditional methods of teaching Polish as a foreign/second language. Teaching Polish language in historical perspective. Methods of developing linguistic, communicative and intercultural competence. Materials, techniques and teaching tools (traditional and modern). Certification of Polish as a foreign language.		
Prerequisites and co-requisites	No prerequisite requirements.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation in classes	51.0%	30.0%
	preparation of a written study of Polish as a foreign/second language classes and its oral discussion with references to the subject literature	0.0%	70.0%

Recommended reading	Basic literature	Gębał P., Miodunka T, Didactics and methodology of teaching Polish as a foreign and second language, Warsaw 2020. Lipińska, E., Seretny A. (eds.), Didactics of Polish as a non-native language. Contexts - dilemmas - trends. Kraków: Universitas 2021. Seretny A., Vocabulary in the didactics of language. The world of words on the example of Polish as a foreign language, Kraków 2015. Pawlowska R., Developing the meaning of a word, in Methodology of exercises in reading, Gdansk 2002, pp. 54-141.
	Supplementary literature	Badyda E., Kurlenda E., 2018, On some didactic ideas of using a natural communicative situation in the education of foreign students, "Foreign Languages in School" No. 4. Polish language glottodidactics yesterday, today and tomorrow. Between experience and new challenges, ed. S. Cygan, M. Marczevska, K. Ostrowska, Kielce 2022. Lewinska A., Jakiel E., 2018, Some remarks on culture in a Polish language course for listeners coming from Asian countries, [in:] To exist in culture, to exist in cultures. Between theory and educational practice, edited by A. Rypel, D. Jastrzębska- Golonka, Bydgoszcz. Michalik M., Czaplewska E., Solak A., Szkotak A., 2019, Articulation rate and speaking rate in simultaneous unbalanced bilingualism (on the example of utterances produced by Flemish-Polish-speaking children), "Polish Language" z. 1. Warda-Radys L., 2019, Hejt or not even hejt - about the characteristics of a certain group of texts identified in the act of nomination as hejt, "Studia Slavica" no. 23/1.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Please prepare a detailed study of a lesson in Polish as a second language for a student with experience of migration, studying in grade VII of elementary school: knowledge of Polish at A2 level, the scope of the material: introduction of the locative l.p. of nouns (and discussion of the literature used).	
Work placement	Not applicable	

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