

Subject card

Subject name and code	Teaching a Student with a Migration Experience, PG_00211198						
Field of study	Polish Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	1		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Applied Polish Studies -> Institute of Polish Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Irena Chawrilaska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	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	To familiarise students with: the specificities of working with migrant pupils; the role of knowledge of the language of the target country in a migrant situation; the role of a cultural interpreter in the diagnosis and therapy of a migrant child. To familiarise students with the basic concepts of intercultural education. To develop awareness of the existence of intercultural differences and similarities, transcultural phenomena. To develop the ability to use methods and tools for intercultural communication.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FPMU2_W10] Has an in-depth knowledge of literary and linguistic studies in the field of their chosen specialization in the context of cultural and civilizational changes.	The student: has an in-depth knowledge of the specific nature of glottodidactics, is able to develop and apply it in his/her professional work, knows its place in the system of humanities and its links with pedagogy, neurolinguistics, psycholinguistics, sociology); knows the psychological terminology used to describe the glottodidactic process; knows theories of foreign language acquisition and teaching strategies in the glottodidactic process; knows the principles of didactic planning and methods of evaluation of the teaching process suitable for children; knows a variety of conditions influencing the process of language learning (with special emphasis on the specificity of teaching children and people from near and far cultural backgrounds).	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[FPMU2_W08] Recognizes in cultural texts the reflection of the dilemmas of contemporary civilization as well as the economic, legal and business rules governing the contemporary world, influencing the development of various forms of entrepreneurship.	The student: is able to acquire knowledge independently, to develop his/her research skills and to take autonomous action aimed at the effective implementation of planned didactic activities; is able to apply knowledge in a comprehensive way in order to carry out the tasks assigned to him/her; Able to diagnose students' learning difficulties; is able to communicate effectively with specialists in the field of glottodidactics, using a variety of communication techniques (both oral and written).	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
	[FPMU2_K06] He consciously develops his own professional competence in literary and linguistics studies, becoming ready for the changing reality.	The student: consciously prepares for his/her role as a teacher of Polish as a foreign and second language by planning and carrying out didactic activities; takes responsibility for the knowledge imparted seeks opportunities to correct incorrect didactic actions is aware of the need for continuous self-education and responds to changing needs.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK5] implementation of a problem task
Subject contents	Teaching Polish as a foreign language versus teaching Polish as a second language. Specifics of working with migrant students; the JES-PL method. Glottopedagogical model of teaching Polish as a second language. Changes in the globalised world leading to the formation of multicultural societies; cultural diversity in Poland and in the world. The role of intercultural communication in changing attitudes towards others as an element of intercultural communication; Identity crises and transcultural identities; Development of intercultural education as a process of building dialogue relations in homogeneous and heterogeneous groups; contemporary concepts of intercultural education. Strategies of intercultural education in Poland and in the world. Others in Poland and in Polish schools - cultural diversity in Poland. Cultural identity of the student and the teacher in the perspective of intercultural education. Basics of intercultural communication in the school environment; solving intercultural conflicts at school. Designing activities that promote understanding and mutual respect between representatives of different cultural traditions.		
Prerequisites and co-requisites			

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Prepare and present a credit project on a topic agreed with the teacher.	50.0%	70.0%
	Attendance and active participation in class, systematic oral preparation of the topics indicated by the teacher.	100.0%	30.0%
Recommended reading	Basic literature	Gębał P., Podstawy dydaktyki języka polskiego jako drugiego. Podejście integracyjno-inkluzyjne, Kraków 2018. Pamuła Behrens A., Szymańska M., Metodyka nauczania języka edukacji szkolnej uczniów z doświadczeniem migracji. Metoda JES-PL MATEMATYKA, Kraków 2018, http://fundacjareja.eu/do-pobrania/ [dostęp: 01.10.2019]. Pamuła-Behrens M., Szymańska M., Nauczanie języka edukacji szkolnej uczniów z doświadczeniem migracji, Języki Obce w Szkole nr 2/2018, http://jows.pl/sites/default/files/wydania/jows-2-2018_internet_0.pdf [dostęp: 01.10.2019]. Nisbett R.E., Geografia myślenia. Dlaczego ludzie Wschodu i Zachodu myślą inaczej?, Sopot 2009.	
	Supplementary literature	Lipińska E., Seretny A., 2018, Od języka pierwszego przez odziedziczony i drugi do języka ojczystego o polszczyźnie polskiego ucznia imigranta/reemigranta, w: Edukacja wobec migracji. Konteksty glottodydaktyczne i pedagogiczne, red. P. Gębał, Kraków. Bernacka-Langier A., Dąbrowa E., Pawlic-Rafałowska E., Wasilewska-Łaszczyk J., Zasuińska M., Praca z uczniem cudzoziemskim dla dyrektorów, nauczycieli, pedagogów i psychologów. Przewodnik dobrych praktyk, BE m.st. Warszawy, Warszawa 2011, http://www.comenius.org.pl/sites/comenius/files/upload/u6/praktyki-wersja-druk-pop.pdf [dostęp 01.10.2019] Burszta W., Świat jako więzienie kultury. Pomyślenia, Warszawa 2008. Dąbrowa E., Markowska-Manista U., Analiza doświadczeń krajów europejskich w dziedzinie edukacji dzieci i młodzieży cudzoziemskiej, Miasto Stołeczne Warszawa, Warszawa 2010. Grzymała-Moszczyńska H., Jak można się uczyć innej kultury, w: S. Martinelli, M. Taylor (red.), Uczenie się międzykulturowe, Warszawa 2002. Lewowicki T., Edukacja wobec odwiecznych i współczesnych problemów świata konteksty i wyzwania edukacji międzykulturowej, w: Edukacja międzykulturowa, Łysomice 2013. Nikitorowicz J., Edukacja regionalna i międzykulturowa, Warszawa 2009. Problemy integracji imigrantów. Koncepcje, badania, polityki, Warszawa 2008.	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		