

**Subject card**

<b>Subject name and code</b>	Teaching a student with a migration experience, PG_00133636						
<b>Field of study</b>	Polish Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Specialty subject group Humanistic-social subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	1	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Applied Polish Studies -> Institute of Polish Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Irena Chawrińska				
	<b>Teachers</b>		dr Irena Chawrińska				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		18.0	50
<b>Subject objectives</b>	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 a structured and in-depth knowledge of literary and lin-guistic studies in the field of the chosen specialty.	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_K06] He consciously fulfills and develops his own professional com-petence 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
	[FPMU2_W08] Recognizes in cultural texts the reflection of economic, legal and economic rules, governing the modern world and affecting the development of various forms of entrepreneurship in ac-cordance with ethical standards.	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
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
	Attendance and active participation in class, systematic oral preparation of the topics indicated by the teacher.	100.0%	30.0%
	Prepare and present a credit project on a topic agreed with the teacher.	50.0%	70.0%
Recommended reading	Basic literature	<p>Gębał P., Podstawy dydaktyki języka polskiego jako drugiego Podejście integracyjno-inkluzyjne, Kraków 2018.</p> <p>Pamuła Behrens A., Szymańska M., Metodyka nauczania języka edukacji szkolnej uczniów z doświadczeniem migracji. Metoda JES-PL MATEMATYKA, Kraków 2018, <a href="http://fundacjareja.eu/do-pobrania/">http://fundacjareja.eu/do-pobrania/</a> [dostęp: 01.10.2019].</p> <p>Pamuła-Behrens M., Szymańska M., Nauczanie języka edukacji szkolnej uczniów z doświadczeniem migracji, Języki Obce w Szkole nr 2/2018, <a href="http://jows.pl/sites/default/files/wydania/jows-2-2018_internet_0.pdf">http://jows.pl/sites/default/files/wydania/jows-2-2018_internet_0.pdf</a> [dostęp: 01.10.2019].</p> <p>Nisbett R.E., Geografia myślenia. Dlaczego ludzie Wschodu i Zachodu myślą inaczej?, Sopot 2009.</p>	
	Supplementary literature	<p>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.</p> <p>Bernacka-Langier A., Dąbrowa E., Pawlic-Rafałowska E., Wasilewska-Łaszczuk J., Zasuńska M., Praca z uczniem cudzoziemskim dla dyrektorów, nauczycieli, pedagogów i psychologów. Przewodnik dobrych praktyk, BE m.st. Warszawy, Warszawa 2011, <a href="http://www.comenius.org.pl/sites/comenius/files/upload/u6/praktyki-wersja-druk-pop.pdf">http://www.comenius.org.pl/sites/comenius/files/upload/u6/praktyki-wersja-druk-pop.pdf</a> [dostęp 01.10.2019]</p> <p>Burszta W., Świat jako więzienie kultury. Pomyślenia, Warszawa 2008.</p> <p>Dąbrowa E., Markowska-Manista U., Analiza doświadczeń krajów europejskich w dziedzinie edukacji dzieci i młodzieży cudzoziemskiej, Miasto Stołeczne Warszawa, Warszawa 2010.</p> <p>Grzymała-Moszczyńska H., Jak można się uczyć innej kultury, w: S. Martinelli, M. Taylor (red.), Uczenie się międzykulturowe, Warszawa 2002.</p> <p>Lewowicki T., Edukacja wobec odwiecznych i współczesnych problemów świata konteksty i wyzwania edukacji międzykulturowej, w: Edukacja międzykulturowa, Łysomice 2013.</p> <p>Nikitorowicz J., Edukacja regionalna i międzykulturowa, Warszawa 2009.</p> <p>Problemy integracji imigrantów. Koncepcje, badania, polityki, Warszawa 2008.</p>	
eResources addresses			
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		