

**Subject card**

<b>Subject name and code</b>	Preparing glottodidactic materials, PG_00133650						
<b>Field of study</b>	Polish Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<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		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	3	<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 Krystian Tomala				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	15.0	0.0	0.0	0.0	15
	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>	15		11.0		24.0	50
<b>Subject objectives</b>	To familiarise students with the criteria for selecting glottodidactic materials for teaching Polish as a foreign language, types of Polish as a foreign language textbooks available on the market; to improve their ability to prepare their own teaching materials with special emphasis on games and language games.						

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.	Students: knows textbooks and other teaching aids for teaching Polish as a foreign language (K_W10); knows how to develop curiosity, activity and cognitive independence in students learning Polish as a foreign language (K_W10).	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[FPMU2_U08] Has in-depth literary and linguistic skills and linguistic compe-tence to undertake work related to the chosen specialty.	Students: skilfully select and use available glottodidactic materials for effective delivery of Polish as a foreign language lessons (K_U08); Independently create glottodidactic materials for the effective implementation of teaching Polish as a foreign language (K_U08).	[SU1] oral statement/conversation/ discussion [SU2] 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.	Students: prepare themselves for the role of a teacher of Polish as a foreign and second language by planning and carrying out didactic activities (K_K06).	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report	
Subject contents	1) types of books used in the glottodidactic process; textbook strategy; textbook vs. planning a course of Polish as a foreign language;2) selection of content with regard to the characteristics of the recipient, taking into account external linguistic criteria (belonging to a linguistic and cultural community, age, gender, education, cognitive and communicative needs of the learner);3) reviewing teaching materials for teaching Polish as a foreign language, discussing types of tasks and working strategies;4) dividing teaching materials according to language skills (listening comprehension, reading comprehension, writing, speaking) and language subsystems.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	attendance and active participation in classes, systematic oral preparation of the issues indicated by the instructor (30%)	100.0%	30.0%
	Preparation and presentation of a draft teaching aid or a paper comparing the contents of textbooks specified by the tutor (70%).	50.0%	70.0%
Recommended reading	Basic literature	Review of textbooks for teaching Polish as a foreign language available on the Polish educational market;Review of other available glottodidactic materials (vlogs, blogs, podcasts, websites);Review of teaching aids available on the Polish educational market that can be adapted as glottodidactic aids (games, quizzes);	

	Supplementary literature	<p>E. Lipińska, A. Seretny, Z zagadnień dydaktyki języka polskiego jako obcego, Kraków 2006.</p> <p>Gry i zabawy w kształceniu językowym. Propozycje, scenariusze, projekty, pod red. H. Wiśniewskiej, Lublin 2000.</p> <p>I. Janowska, Planowanie lekcji języka obcego. Podręcznik i poradnik dla nauczycieli języków obcych, Kraków 2010.</p> <p>I. Janowska, E. Lipińska, A. Rabej, A. Seretny, P. Turek (red.), Programy nauczania języka polskiego jako obcego. Poziomy A1-C2, Kraków 2011.</p> <p>I. Janowska, Podejście zadaniowe do nauczania języków obcych. Na przykładzie języka polskiego jako obcego, Kraków 2011.</p>
Example issues/ example questions/ tasks being completed	eResources addresses	
Work placement	Not applicable	

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