

Subject card

Subject name and code	Planning and Assessment in Teaching Polish as a Foreign Language , PG_00136979						
Field of study	Applied Linguistics						
Date of commencement of studies	October 2024	Academic year of realisation of subject				2026/2027	
Education level	undergraduate 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	3	Language of instruction				Polish	
Semester of study	5	ECTS credits				4.0	
Learning profile	academic	Assessment form					
Conducting unit	Instytut Lingwistyki Stosowanej -> Faculty of Languages						
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	45.0	0.0	0.0	0.0	0.0	45
	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	45		3.0		52.0	100
Subject objectives	Developing the ability to design, create assessment and verification of classes (as well as series of classes and full courses) in teaching Polish as a foreign/second language. Acquiring the ability to check and evaluate oral and written performances of students of Polish as a foreign/second language courses. Building awareness of the need to differentiate assessment criteria (especially in assessing students with migrant experience studying in Polish schools).						

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.	When planning series of classes, the student cares about cultural education, introducing students/listeners to Polish culture and history.	[SK5] implementation of a problem task
	[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.	Using methodological knowledge, the student creates lesson plans for foreigners, plans and organizes cycles of such classes, creates tests and diagnoses the needs, skills and knowledge of students.	[SU3] text preparation/written work
	[LSL3_K04] He is aware of the dilemmas associated with the profession.	The student works in a group with students/students assuming the role of mentor, teacher, examiner making full use of intercultural competence.	[SK5] implementation of a problem task
	[LSL3_U13] Can critically evaluate composition and linguistic correctness and correct errors in others' written and oral statements.	Referring to the methodological and content knowledge acquired in class, the student is able to critically evaluate all elements of written and oral statements of students/listeners of the course.	[SU5] implementation of a problem task
	[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 understands the ethical issues related to the responsibility for the quantity and quality of knowledge transferred (with particular attention to the age group and cultural group), with the assessment and evaluation of the work of students/listeners and colleagues.	[SK8] observation of student's independent or team work
	[LSL3_W03] Recognizes the connections between the disciplines studied, linguistics and literary studies, and pedagogy, glottodidactics, psychology and sociology.	The student is acquainted with contemporary achievements and research conducted in the field of pedagogy, psychology, general didactics and didactics of teaching Polish as a foreign/second language, as well as in the development trends in these fields of science, and is able to use this knowledge in the process of planning and evaluation of classes.	[SW2] presentation/project/paper/report
	[LSL3_U02] He has advanced research skills including the formulation and analysis of research problems, selection of research methods and tools, development and presentation of results, allowing him to solve problems in linguistics and literary studies.	The student is able to use scientific works independently, he is able to search, analyze, evaluate and select information from a variety of sources (spoken and written) and apply this information to effectively implement teaching activities.	[SU2] presentation/project/paper/report
	[LSL3_U01] Can search, analyze, evaluate and select information using spoken and written sources.	The student is able to search, select, prioritize knowledge on theories of foreign language acquisition and teaching strategies in the glottodidactic process.	[SU1] oral statement/conversation/discussion
	[LSL3_W01] The Student has advanced knowledge of the place and importance of linguistics in socio-cultural life.	The student knows how to time, organize, check and evaluate: students' written and oral statements; reading comprehension; listening comprehension.	[SW1] oral statement/conversation/discussion
Subject contents	General principles of constructing programs for teaching Polish as a foreign language. Analysis of selected textbooks in terms of the type of program used. Specific problems of program preparation: teaching in different age groups, multinational groups, teaching in Polish communities, etc. Methods of diagnosing students' needs, skills and knowledge. Planning classes - single and cycles. Building a program for a cycle of classes taking into account the results of the diagnosis.		

Prerequisites and co-requisites	No prerequisite requirements.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	improvement of written work and evaluation of the student's oral statement	51.0%	30.0%
	development of a series of classes or course curriculum (Polish as a foreign/second language)	51.0%	55.0%
	active attendance at classes	51.0%	15.0%
Recommended reading	Basic literature	<p>Dąbrowska A., Most frequent errors committed by foreigners learning Polish as a foreign language, [in:] Describing, developing and testing knowledge of Polish as a foreign language, ed. A. Seretny, W. Martyniuk, E. Lipińska, Universitas, Kraków 2004, pp. 105-136. Curricula for teaching Polish as a foreign language, ed. I. Janowska, E. Lipińska, A. Rabiej, A. Seretny, P. Turek, Kraków 2011. Janowska I., 2015, Planning lesson and method units - models and schemes, Postscript Polonist, No. 2 (16), pp. 63-88. Przechodzka G., Problems in teaching Polish as a foreign language in East Slavic groups, [in:] In the circle of faithful speech, ed. M. Wojtak, M. Rzeszutko, Lublin 2004, pp. 530-536. Zydek-Bednarczuk U., Linguistic errors and the phenomenon of interlingual interference, "Glottodydaktyczny Przegląd", vol. 12, Warsaw 1993, pp. 69-82.</p>	
	Supplementary literature	<p>Dąbrowska A., Most frequent errors committed by foreigners learning Polish as a foreign language, in A. Seretny, W. Martyniuk, E. Lipińska (eds.), Describing, developing and testing knowledge of Polish as a foreign language, Cracow 2004, pp. 105-137. Dąbrowska A., Pasieka M., Linguistic error - competence deficiency, proficiency gap or inappropriate strategy? [in:] A. Seretny, E. Lipińska, Efficiency above all, Krakow 2006, pp. 15-39. Janowska I., 2019, Oral expression in language didactics. On the example of Polish as a foreign language, Library of "LingVaria". Glottodydaktyka vol. 17, Kraków: Księgarnia Akademicka. Janowska I., Seretny A. (eds.), 2019, Formal assessment, Neophilolog No. 53/1, Poznań-Kraków: Polish Society of Neophilology. Przechodzka G., Problem of linguistic interference in teaching the Polish language to Poles from the East, [in:] Metodyka kształcenia językowego Polaków ze Wschodu, ed. J. Mazur, Lublin 1993, pp. 37-48.</p>	
	eResources addresses	<p>Uzupełniające Adresy na platformie eNauczanie:</p>	
Example issues/ example questions/ tasks being completed	Listen to the recorded oral statement, evaluate and offer an evaluation.		
Work placement	Not applicable		

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