

**Subject card**

<b>Subject name and code</b>	Bilingualism and Speech Disorders, PG_00150717						
<b>Field of study</b>	Logopedics						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2027/2028		
<b>Education level</b>		<b>Subject group</b>			Obligatory subject group in the field of study Humanistic-social subject group Subject group related to practical vocational preparation		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	4	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	8	<b>ECTS credits</b>			1.0		
<b>Learning profile</b>	practical	<b>Assessment form</b>					
<b>Conducting unit</b>	Instytut Logopedii -> Faculty of Languages						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Ewa Czaplewska				
	<b>Teachers</b>						
<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		1.0		9.0	25
<b>Subject objectives</b>	<p>Presentation of linguistic issues related to bilingualism to the extent necessary for understanding research issues and taking therapeutic actions.</p> <p>Discussion of the most important scientific and popularizing sources using ICT that will become an incentive to undertake critical analysis and synthesis of the presented content.</p> <p>Presentation of methods and tools for working with a bilingual child useful in the speech therapy office</p> <p>Preparing students to participate in the debate on bilingualism and lifelong learning</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_U21] Undertakes work with learners of Polish as a foreign language, awakens their interests, appropriately selects the content of teaching, tasks and forms of self-study work.	The student works with people who are learning Polish as a foreign language, awakens their interests through the proper selection of content and forms of work.	[SU5] implementation of a problem task
	[LOGJ5_U04] Can independently diagnose speech development disorders, language problems, speech disorders, literacy disorders and intake difficulties, indicate their etiology and program preventive measures and speech therapy according to the disorder, including in the case of complex medical disorders, including neurological disorders.	The student can identify language problems and take appropriate diagnostic measures corresponding to the needs of children and social groups from which they come, as well as conduct independent therapy for simple speech disorders of the bilingual child.	[SU5] implementation of a problem task
	[LOGJ5_K10] He is ready to communicate with people from different backgrounds and cultures, including those for whom Polish is a foreign language.	The student is ready to communicate with people from bilingual backgrounds that are linguistically and culturally diverse, including those for whom Polish is a foreign language.	[SK1] oral statement/conversation/discussion
	[LOGJ5_W27] He knows and understands to an in-depth degree the processes of interpersonal and social communication and alternative communication; he has an in-depth knowledge of the development of communicative competence, especially linguistic competence and proficiency, in the norm and pathology, and ways to stimulate it, including in a group of people for whom Polish is a foreign language.	The student has knowledge about the development of language and communication skills in bilingualism and deviations from their correct development.	[SW1] oral statement/conversation/discussion
	[LOGJ5_U09] He is able to communicate, applying the principles of language culture and using linguistic, speech therapy and medical terminology with the use of various communication channels and techniques, with specialists of other scientific disciplines and non-specialists in Polish and a foreign language, to the extent necessary in teaching and speech therapy activities.	The student is able to communicate, applying the principles of language culture, with the child and his/her educational environment, including with people who do not speak Polish, to the extent necessary for teaching and speech therapy activities.	[SU5] implementation of a problem task
	[LOGJ5_W25] He has an in-depth understanding of language and speech disorders, their determinants, classification, diagnosis and therapy methods, as well as the relationship between bilingualism and speech disorders.	The student understands in depth the complex issues of speech disorders in bilingualism.	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[LOGJ5_W03] He knows the principles of speech therapy prevention and stimulation of normal speech and language development, as well as the theoretical basis of intervention activities for individuals and social groups in the scope necessary for the direction of speech therapy. He has knowledge of linguistics and speech therapy that allows him to independently program activities aimed at preventing speech disorders in individuals at risk of developing them.	The student knows the principles of the prevention of speech disorders in bilingualism and stimulation of correct speech development in two languages as well as the theoretical basis of speech therapy interventions.	[SW1] oral statement/conversation/discussion

Subject contents	1) Specifics of speech therapy research on children's bilingualism 2) Developmental and non-developmental error patterns in English language acquisition 3) Biculturalism in the speech therapy office 4) Articulation disorders in children learning foreign languages and ways to prevent these disorders 5) SPE in the context of bilingualism											
Prerequisites and co-requisites	positive assessment (50%) with listening comprehension/listening with an understanding of prose work in Polish and English											
Assessment methods and criteria	<table border="1" data-bbox="448 607 1487 712"> <thead> <tr> <th data-bbox="448 607 794 640">Subject passing criteria</th> <th data-bbox="794 607 1141 640">Passing threshold</th> <th data-bbox="1141 607 1487 640">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 640 794 674">Participation in the discussion</td> <td data-bbox="794 640 1141 674">51.0%</td> <td data-bbox="1141 640 1487 674">20.0%</td> </tr> <tr> <td data-bbox="448 674 794 712">Accounting work</td> <td data-bbox="794 674 1141 712">51.0%</td> <td data-bbox="1141 674 1487 712">80.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Participation in the discussion	51.0%	20.0%	Accounting work	51.0%	80.0%
Subject passing criteria	Passing threshold	Percentage of the final grade										
Participation in the discussion	51.0%	20.0%										
Accounting work	51.0%	80.0%										
Recommended reading	Basic literature	<ul style="list-style-type: none"> <li>• Rocławska-Daniluk M. , Dwujęzyczność i wychowanie dwujęzyczne z perspektywy lingwistyki i logopedii, Wyd. UG, Gdańsk 2020;</li> <li>• Grosjean F. , Bicultural bilinguals, w: International Journal of Bilingualism, 2015, vol. 19(5).</li> <li>• Czaplewska E. (red.) Logopedia międzykulturowa, Harmonia Universalis, Gdańsk 2018</li> <li>• Zurer-Pearson B., Jak wychować dziecko dwujęzyczne, Media Rodzina 2008</li> <li>• Emiluta-Rozya D. Całościowe badanie logopedyczne z materiałem obrazkowym, Wyd. APS, Warszawa 2013</li> <li>• Johnson M., Wintgens A., Mutyzm wybiórczy, Harmonia Universalis, Gdańsk 2018</li> </ul>										
	Supplementary literature	<ul style="list-style-type: none"> <li>• E. Lipińska, Język ojczysty, język obcy, język drugi. Wstęp do badań dwujęzyczności, Wyd. UJ, Kraków 2003</li> <li>• I. Kurcz (red.), Psychologiczne aspekty dwujęzyczności, GWP, Gdańsk 2007.</li> <li>• Pawlak M. (red.) Mówienie w języku obcym - skuteczne uczenie się, nauczanie, ocenianie., Wyd PWSZ w Koninie, Poznań-Kalisz-Konin 2013</li> <li>• Bogdanowicz K., Smoleń M., Dysleksja w kontekście nauczania języków obcych, Wyd. Harmonia, Gdańsk 2004.</li> </ul>										
	eResources addresses	Adresy na platformie eNauczanie:										
Example issues/ example questions/ tasks being completed												
Work placement	Not applicable											

Document generated electronically. Does not require a seal or signature.