University of Gdańsk

Subject card

Subject name and code	Language and Culture in the Context of Migration, PG_00182359		
Field of study	Finance and Accounting, Informatics and Econometrics, Management		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2026/2027
Education level	Master's studies	Subject group	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	2	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit			
Name and surname of lecturer (lecturers)	Subject supervisor	dr Łukasz Kumięga	
	Teachers		

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	15.0	0.0	0.0	0.0	0.0	15

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	15	1.0	34.0	50

Subject objectives

In the context of ongoing migration processes in Poland, the lecture offers insight into the logic of their impact on language and culture. The first part of the lecture will focus on how migration is perceived from the perspective of public and scientific discourse (deficit and resource-based) and possible conceptual approaches to the language-culture-migration triad. Based on this combination, the second part of the lecture will present reflections and solutions in the field of language, civic and intercultural education.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[IiEMU2_U06] Can utilize structured and detailed knowledge of management, quality sciences, economics, and finance to address dilemmas and develop innovative solutions for complex or unusual problems that arise in professional settings	The student has the skills to use scientific concepts to formulate solutions in the field of language, civic and intercultural education.	[SU1] oral statement/conversation/ discussion
[FiRMU2_U06] Is equipped to apply their comprehensive knowledge of management, quality sciences, economics, and finance to address dilemmas and develop effective solutions - including innovative approaches - to complex or unusual problems encountered in the fields of finance and accounting	The student has the skills to use scientific concepts to formulate solutions in the field of language, civic and intercultural education.	[SU1] oral statement/conversation/ discussion
[FiRMU2_W10] Possesses a comprehensive understanding of modern civilization's fundamental dilemmas from the perspective of finance and accounting	The student is aware of the challenges associated with ongoing migration processes in Poland.	[SW5] implementation of a problem task
[ZARZMU2_U06] Can utilize and integrate structured, detailed knowledge of management, quality sciences, economics, and finance to address dilemmas and formulate solutions, including innovative ones, to complex or atypical management problems that arise in professional settings	The student has skills in formulating and analysing research problems related to migration processes.	[SU1] oral statement/conversation/ discussion [SU6] demonstration of practical skills
[ZARZMU2_W10] Possesses a comprehensive understanding of the key dilemmas of modern civilization and their importance in business decision-making contexts	The student is aware of the challenges associated with ongoing migration processes in Poland.	[SW5] implementation of a problem task

Subject contents

1. Migration from the perspective of public discourse in Poland.
2. Aspects of scientific discourse concerning migration processes.
3. Language, culture, migration: specification of the conceptual triad.
4. Language education in the context of migration: constructivist teaching, task-based teaching, elements of positive language education.
5. Civic education in the context of migration: political, social and civil components.
6. Intercultural education: from assimilation to inclusion.

Prerequisites and co-requisites

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Research report	51.0%	100.0%

Recommended reading

Basic literature	Klus-Stańska, Dorota: Konstruktywizm edukacyjny niejednoznaczność, kontrowersje, dylematy, in: PROBLEMY WCZESNEJ EDUKACJI / ISSUES IN EARLY EDUCATION 2020/4(51), p. 7-20. Kumięga Łukasz: Discourse, Critique and Subject in Vocational Language Education in Germany: An Outline of the Concept of Critical Foreign Language Didactics, in: PRZEGLĄD SOCJOLOGII JAKOŚCIOWEJ 2020/16(4), p. 126-145. Nawracka, Monika: Nauczanie języka polskiego jako obcego w perspektywie refleksyjnej i kulturowej. Kraków 2020. Pondiscio, Robert: Explicit teaching vs constructivism: The misadventures of Bean Dad. https://fordhaminstitute.org/national/commentary/explicit-teaching-vsconstructivism-misadventuresbean-dad. 2021. Wilczyńska, Weronika / Mackiewicz, Maciej / Krajka Jarosław: Komunikacja interkulturowa. Wprowadzenie. Poznań 2019
Supplementary literature	-
eResources addresses	

Example issues/ example questions/ tasks being completed

Work placement

Not applicable

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