

**The Annual Conference  
of the Modern Language Association of Poland,  
Gdańsk 2014**

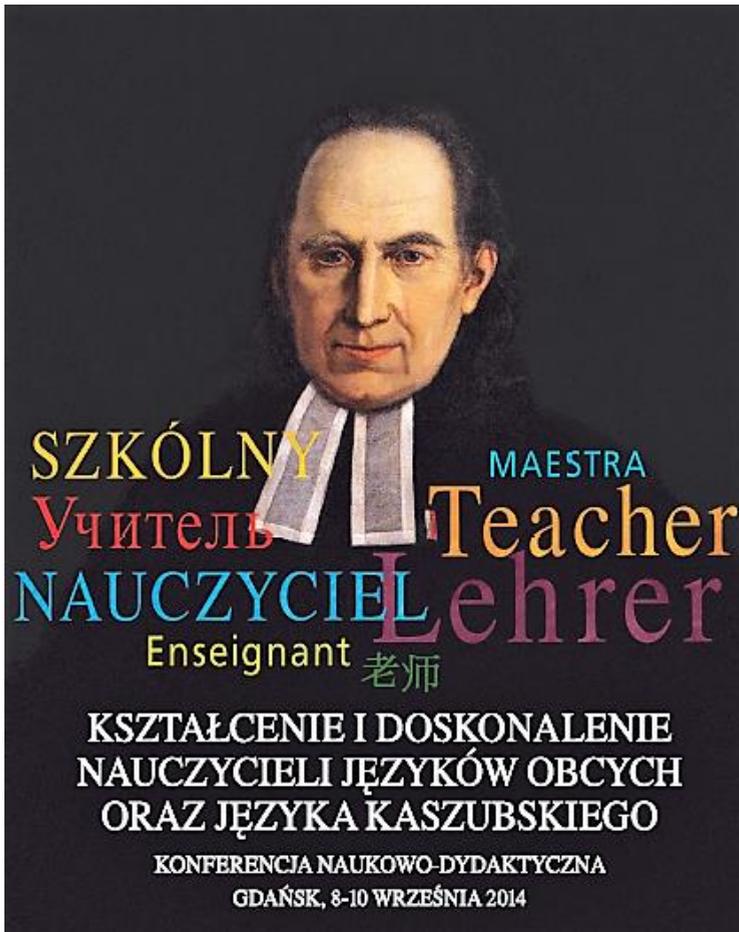
MAGDALENA WAWRZYNIAK-ŚLIWSKA

**1. Introduction**

The Modern Language Association of Poland was founded in 1929, at the First Conference of Teachers of Modern Languages that was held that year, on 2-4 February, in Warsaw. The initiator of the conference was Dr Jan Piątek and the Head of the Organizing Committee was Professor Zygmunt Lempicki. The conference was very well attended, hosting 500 teachers of modern languages from all types of schools in Poland. The papers delivered at the conference tackled different issues that fell into five sections: (1) discussion about the number of foreign languages to be taught in schools (one or two?); (2) the condition of contemporary foreign languages didactics (with specific topics regarding teaching grammar and pronunciation); (3) the relation between teaching foreign languages and teaching the Polish language; (4) the education and training of foreign language teachers and (5) issues in literature and culture in teaching foreign languages (Magnuszewska, Małeńczyk-Boguszewska 2009).

85 years later, the issues raised at the first conference still seem valid and important. The proof of this is the main theme of the 2014 Annual Conference of the Modern Language Association of Poland, which was also one of the topics of the first conference: *The Education and Training of Foreign Language Teachers and Teachers of the Kashubian Language*. The topic

of the conference linked to the past but it also showed a new trend in glottodidactics: after a number of years of the learner as the center of attention, the conference shifted the focus towards the other figure of the teaching-learning process – the teacher. And as the conference took place in the Kashubian region, it also allowed for the consideration of issues connected with teaching the Kashubian language.



The conference poster designed by Andrzej Taranek

The conference poster, designed by Andrzej Taranek, portrayed Krzysztof Celestyn Mrongoviusz, a 18<sup>th</sup>-19<sup>th</sup> century polyglot, linguist, philosopher, translator and teacher, defender of the Polish language in Warmia and Mazury and researcher of the Kashubian language and culture.

## **2. The organizers and the venue**

The 2014 Annual Conference of the Modern Language Association of Poland was held in Gdańsk on 8-10 September, under the patronage of the Rector of the University of Gdańsk, Professor Bernard Lammek, the President of Gdańsk, Mr Paweł Adamowicz and the Marshal of the Pomorskie Voivodeship, Mr Mieczysław Struk. The organizers were the Faculty of Languages, University of Gdańsk, and the Modern Language Association of Poland. The conference was prepared in cooperation with the Kashubian-Pomeranian Association. The Organizing Committee, headed by Dr Ewa Andrzejewska, included Ms Mariola Bogucka, Mr Martin Blaszk, Dr Jolanta Hinc, Dr Beata Karpińska-Musiał, Dr Hadrian Lankiewicz, Dr Joanna Mampe, Dr Iwona Mokwa-Tarnowska, Dr Justyna Pomierska, Ms Lucyna Radziwińska and Dr Magdalena Wawrzyniak-Śliwska.

The venue of the conference was the University of Gdańsk: the Main Library (Opening Ceremony) and the Faculty of Social Sciences (plenary lectures and section presentations).

## **3. The opening ceremony and plenary lectures**

The inauguration of the conference was held in the lecture theatre of Gdańsk University Library. The guests and participants were welcomed by the head of the organising committee, Dr Ewa Andrzejewska and Professor Mirosław Szreder, the Vice-Rector for Development and Finance UG, who opened the conference. Then the audience were addressed by Mr Łukasz Grzędzicki, President of the Kashubian-Pomeranian Association, Professor Danuta Olszewska, Director of the German Phi-

lology Institute and Professor Mirosław Pawlak, President of the Modern Language Association of Poland. The inaugural lecture “Po co Szekspir? [Why Shakespeare?]” was delivered by Professor Jerzy Limon (Gdansk University, Institute of English and American Studies, Director of The Gdańsk Shakespeare Theatre).



Mr Łukasz Grzędzicki, Professor Danuta Olszewska, Professor Mirosław Pawlak, Professor Mirosław Szreder and Professor Jerzy Limon at the Conference Opening Ceremony.

Photo: Piotr Andrzejewski



Professor Elżbieta Zawadzka-Bartnik.

Photo: Piotr Andrzejewski



Professor Rupprecht S. Baur.

Photo: Piotr Andrzejewski

During the conference the following keynote speakers gave plenary lectures:

- (1) Professor Elżbieta Zawadzka-Bartnik (University of Warsaw): “Czego powinniśmy uczyć a czego uczymy – rozważania o edukacyjnych złudzeniach [What we should teach and what we teach – discussing educational illusions]”;
- (2) Professor Dorota Klus-Stańska (Institute of Pedagogy, Faculty of Social Sciences, University of Gdańsk): “Sformatowana lekcja. W poszukiwaniu zagubionego profesjonalizmu nauczyciela [Formatted lesson: In search of the lost professionalism of the teacher]”;
- (3) Professor Rupprecht S. Baur (Universität Duisburg-Essen, Deutsch als Zweit- und Fremdsprache, Germany): “Sprachkompetenzen testen leicht gemacht. Der C-Test als Hilfe in der Praxis [How to make language skills testing easy: C-Test as help in praxis]”;
- (4) Professor Rod Bolitho (Norwich Institute for Language Education, UK): “Language awareness for teachers and learners”;
- (5) Professor Jerzy Treder (University of Gdańsk): “Nõuczaniõ kaszõbsczõgõ jãzõk – historyczny cõchõnk [Teaching of the Kashubian language – a historical perspective]”;
- (6) Professor Wu Lan (University of Gdańsk): “Rola nauczyciela w Chinach wczõraj i dziõs [The role of the teacher in China in the past and now]”;
- (7) Professor Hanna Komorowska (SWPS University, University of Warsaw): “Rola nauczyciela – mity i slogany a rzeczywistoõc [The role of the teacher – myths and slogans versus reality]”;
- (8) Professor Mirosław Pawlak (Adam Mickiewicz University in Poznań, PWSZ Konin): “Jak skutecznie uczyć gramatyki na lekcjach jõzyka drugiego/obcego? [How to teach grammar effectively in second/foreign language lessons?]”.



Professor Halina Widła and  
Professor Hanna Komorowska.  
Photo: Danuta Stanulewicz



Dr Justyna Pomierska and  
Professor Jerzy Treder.  
Photo: Piotr Andrzejewski



Professor Rod Bolitho,  
Mr Jarosław Jendza and  
Mr Martin Blaszk.  
Photo: Piotr Andrzejewski



Professor Dorota Klus-Stańska.  
Photo: Piotr Andrzejewski



Mr Łukasz Grzędzicki and Dr Ewa Andrzejewska.  
Photo: Danuta Stanulewicz



Professor Wu Lan.  
Photo: Danuta Stanulewicz

#### 4. The participants and presentations

The conference was attended by 360 participants: 160 university teachers and researchers from different academic centers in Poland, Germany, the United Kingdom, Romania, Spain and China and 200 teachers of foreign languages and the Kashubian language from primary, lower and upper secondary schools from the Pomeranian Region.

The participants delivered 110 papers that were grouped in 15 sections. It would be impossible to list all the presenters and titles of their papers in one short report – for this reason, only a selection of papers in each section will be presented:

(1) **The education of FL teachers** – among others:

- Anna Michońska-Stadnik: “Profil studenta – przyszłego nauczyciela języka angielskiego nabywającego pełne kwalifikacje zawodowe na studiach magisterskich [The profile of the student – future teacher of the English language receiving full teaching qualifications during MA studies]”;

- Dorota Werbińska: “Glottopedeutologia jako subdyscyplina kształcenia nauczycieli języka obcego: Propozycja programowa (na przykładzie języka angielskiego) [‘Glottopedeutology’ as a sub-discipline of the language teacher training program: A syllabus proposal (on the basis of the English language)]”;
- Jolanta Knieja: “Refleksja na temat konsekwencji wynikających z założeń Procesu Bolońskiego dla nauczania języka niemieckiego jako obcego [Reflections on the consequences arising from assumptions underlying the Bologna Process for the teaching of German as a foreign language]”;
- Małgorzata Smentek: “Lektor czy tłumacz, czyli o translacji w procesie kształcenia nauczycieli języków [Language teacher or interpreter: translation in the process of foreign language teacher education]”.

**(2) The education of FL teachers – teaching practice – among others:**

- Iwona Kretek: “Od praktykanta do praktyka – praktyka kluczem do profesjonalizmu europejskiego nauczyciela języka obcego – doświadczenia z realizacji 3-letniego projektu praktyk pedagogicznych w NKJO w Bydgoszczy [From the trainee teacher to teacher-practitioner – teaching practices as the key to the professionalism of the European foreign language teacher – experience arising from the realisation of a 3 year pedagogical practice in the Teacher Training College in Bydgoszcz]”;
- Olga Aleksandrowska and Joanna Gilis-Siek: “Poznawcza rola praktyk pedagogicznych – refleksje studentów filologii angielskiej po odbyciu praktyki ogólnopedagogicznej [The cognitive role of teaching practice on the basis of English Philology students' reflections]”;
- Martin Blaszk: “Between didactics, the mentor and the pupils: trainee reflections concerning their teaching practices”.

**(3) Training of FL teachers – among others:**

- Anna Jaroszewska: “Rozwój zawodowy nauczycieli języków obcych szkół państwowych niższego szczebla – możliwości, źródła motywacji i demotywacji [The professional development of for-

- eign language teachers in state schools at lower levels – possibilities, sources of motivation and demotivation]”;
- Danuta Stanulewicz and Lucyna Radzimińska: “Rozwój zawodowy nauczycieli języka kaszubskiego – diagnoza potrzeb dotyczących szkoleń [Professional development of teachers of the Kashubian language: an analysis of training needs]”;
  - Grażyna Zenderowska-Korpus: “Wczoraj i dziś doskonalenia nauczycieli języka niemieckiego w Polsce [The yesterday and today of the professional development of German teachers in Poland]”.

**(4) The knowledge and competences of FL teachers – language and culture** – among others:

- Camilla Badstübner-Kizik: “Języki i pamięć kulturowa. O glottodydaktycznym potencjale miejsc pamięci [Language and cultural memory. The potential of sites of memory in foreign language and culture didactics]”;
- Ariadna Strugielska and Krzysztof Strzemeski: “Rozwijanie kompetencji interkulturowej europejskich nauczycieli języka angielskiego – podsumowanie projektu [The development of the intercultural competence of European teachers of English – project summary]”.

**(5) The knowledge and skills of FL teachers working with special needs learners** – among others:

- Katarzyna Karpińska-Szaj: “Przygotowanie do pracy z uczniami o specjalnych potrzebach edukacyjnych: językowe narzędzia diagnostyczne [Preparing to work with pupils with special educational needs: diagnostic tools for language]”;
- Małgorzata Koczyk: “Neurodydaktyka w nauczaniu języka kaszubskiego z uwzględnieniem potrzeb dzieci ze specjalnymi potrzebami edukacyjnymi [Neurodidactics in teaching the Kashubian language with consideration of the needs of the child with special educational needs]”.

(6) **The concepts of language – implications for glottodidactics** – among others:

- Krystyna Drożdżał-Szelest: “Język angielski jako Lingua Franca a profesjonalizm nauczyciela [The English language as a Lingua Franca and the professionalism of the teacher]”;
- Maciej Rataj: “Mity na temat języka a kształcenie nauczycieli języka angielskiego [Language myths and English language teacher education]”;
- Krzysztof Nerlicki: “Nauczyciel *native speaker* w poglądach uczących się języków obcych [The native speaker teacher according to foreign language learners’ opinions]”;
- Hadrian Lankiewicz: “Edukacja nauczycieli języków obcych w świetle zjawisk samomarginalizacji i uprawomocnienia [Foreign language teacher education in the context of self-marginalization and empowerment]”.

(7) **Research methods for inquiring into the FL teacher** – among others:

- Emilia Wąsikiewicz-Firlej: “Wykorzystanie narracji biograficznych w refleksji nad kształceniem nauczycieli [The use of biographical narratives in reflection on foreign language teacher education]”;
- Magdalena Wawrzyniak-Śliwska: “Fenomenografia jako perspektywa badawcza w badaniach glottodydaktycznych [Phenomenography as a research perspective in glottodidactic research]”.

(8) **The academic FL teacher** – among others:

- Halina Widła: “Doskonalenie zawodowe akademickich nauczycieli języków obcych [Teacher development of academic teachers of foreign languages]”;
- Beata Karpińska-Musiał and Izabela Orchowska: “Profesjonalizm nauczyciela akademickiego na studiach neofilologicznych w Polsce z perspektywy zjawiska wielodyskursywności w glottodydaktyce jako nauce [Teacher professionalism in foreign language studies in Poland from the perspective of multi-

ple discourses in the emerging academic field of glottodidactics]”.

(9) **Teaching Polish as a second / foreign language** – among others:

- Ewa Lipińska and Anna Seretny: “Kompetencje i kwalifikacje kluczowe nauczyciela języka polskiego jako obcego/ drugiego – ku standaryzacji programów nauczania na studiach podyplomowych [The key competences and qualifications of the teacher of Polish as a foreign language – towards standardisation of teaching programs in post-graduate studies]”;
- Aneta Lewińska and Edward Jakiel: “Kultura na kursie / kurs kultury? Wiedza o polskiej kulturze w nauczaniu języka polskiego. Elementy „wspólne” w nauczaniu o kulturze polskiej na przykładzie doświadczeń ze studentami z Korei Południowej [The culture on course / the course of culture? The knowledge of Polish culture in the teaching of Polish as a foreign language. ‘Common’ elements in the teaching of Polish culture – an example of work with students from South Korea]”.

(10) **National policy of FL teacher education and training** – among others:

- Aleksandra Arceusz: “Standardy kształcenia nauczycieli wobec współczesnych paradygmatów kształcenia [Standards of teacher education in relation to contemporary paradigms of teacher education]”;
- Lucyna Krzysiak: “Standardy kształcenia a kompetencje nauczycieli języków obcych w kontekście europejskim [The educational standards and competencies of foreign language teachers in the European context]”.

(11) **Information and communications technology in FL teaching** – among others:

- Sylwia Adamczak-Krysztofowicz, Anna Szczepaniak-Kozak: “Rozwijanie kompetencji medialnej wśród przyszłych nauczycieli języków obcych w ramach pracy w tandemie elektronicznym.

Projekt polsko-niemiecki [The development of media competence in future foreign language teachers within the framework of work carried out in tandem electronically. A Polish-German Project]”;

- Anna Kucharska: “Internet podczas zajęć z języka obcego – kompetencje nauczycieli i studentów specjalizacji dydaktycznej [The internet in foreign language lessons – the competencies of teachers and students in the didactics specialisation]”.

(12) **Teaching a foreign language for specific purposes** – among others:

- Kinga Ewelina Łuchtaj: “Kompetencj(a)e językow(a)e i pozajęzykow(a)e nauczyciela – czyli o trudnościach w prowadzeniu kursu języka niemieckiego prawnego [The linguistic and extralinguistic competence(s) of the teacher – the difficulties of conducting a course of legal German]”;
- Elżbieta Gajewska and Magdalena Sowa: “Sposoby kształcenia nauczycieli języków specjalistycznych: od rzeczywistości edukacyjnych do rozwiązań systemowych [Ways of training teachers in specialist languages: from educational realities to systematic solutions]”.

(13) **The FL teacher facing the issues of multilingualism** – among others:

- Krystyna Szymankiewicz and Radosław Kucharczyk: “Kompetencja różnojęzyczna w początkowym kształceniu nauczycieli języków obcych [Multi-language competence in the education of foreign language teachers at the initial stage]”;
- Jolanta Hinc: “Wspieranie wielojęzyczności ucznia – zadania dla nauczycieli języków obcych [Supporting the multilingualism of the pupil – a task for teachers of foreign languages]”.

(14) **Cross-curricular approach to teaching foreign languages** – among others:

- Wojciech Trajder: “Nauczanie interdyscyplinarne języków obcych na kierunkach artystyczno-projektowych [The interdisciplinary teaching of foreign languages in Arts Faculties]”;
- Hanna Kryszewska: “Rola sztuk pięknych w nauczaniu jako sposób wprowadzania elementu wizualnego, ścieżek międzyprzedmiotowych, krytycznego myślenia i kreatywności [The role of the Fine Arts in teaching – a way to introduce a visual element, to teach across the syllabus, and to promote critical thinking and creativity]”.

(15) **The knowledge and skills of FL teachers in pre-school and primary education** – among others:

- Joanna Rokita-Jaśkow: “Kompetencje nauczyciela języka obcego w przedszkolu: stan obecny i wyzwania na przyszłość [Pre-school foreign language teacher competences: the state of affairs now and challenges for the future]”;
- Tatiana Konderak: “Nauczyciel języka obcego w przedszkolu wczoraj, dziś i jutro [The foreign language teacher in pre-school – the past, present and future]”;
- Marzena Dembek: “Praktyczna nauka języka kaszubskiego – o konieczności nauczania zgodnie z potrzebami dzieci [The practical teaching of the Kashubian language – of the necessity to teach with regard to the needs of children]”.

## 5. Workshops for teachers

The final day of the conference was entirely addressed to foreign language teachers. The teacher participants could attend a number of practical workshops tackling a variety of issues connected with teaching foreign languages. 15 workshops were presented at the conference: seven addressed to teachers of the Kashubian language and eight to teachers of foreign languages.



Conference participants affiliated with the University of Gdańsk: Dr Beata Karpińska-Musiał, Ms Joanna Gilis-Siek and Dr Maciej Rataj.

Photo: Danuta Stanulewicz

### **Workshops for teachers of the Kashubian language:**

- (1) Martin Blaszk and Elżbieta Pryczkowska: “Tworzenie happeningów: od pomysłu do realizacji [Creating happenings: from the idea to realization]”;
- (2) Maria Bogucka and Bogumiła Cirocka: “SZTUKA PISANIA krok po kroku [The ART OF WRITING step by step]”;
- (3) Sławomir Bronk: “Kaszubski poprzez śpiew [Learning Kashubian by singing]”;
- (4) Małgorzata Koczyk: “Jak uczy się mózg [How the brain learns]”;
- (5) Magdalena Wawrzyniak-Śliwska: “Aktywizujące metody pracy na lekcjach języka kaszubskiego [Active methods in teaching the Kashubian language]”;
- (6) Marzena Nieczuja-Urbańska: “Teatr w szkole [Theatre at school]”;
- (7) Ludmiła Gołąbek: “Drama w nauczaniu języka kaszubskiego [Drama in teaching Kashubian]”.

### **Workshops for teachers of foreign languages:**

- (1) Małgorzata Bukowska-Ulatowska: “Znaczenie refleksji w pracy nauczyciela języka obcego [The importance of reflection in FL teacher work]”;
- (2) Rod Bolitho: “Nauczanie języka angielskiego – warsztat w języku angielskim [Teaching English as a foreign language]”;
- (3) Małgorzata Płończak: “Jak skutecznie przygotować uczniów do egzaminów zewnętrznych [How to effectively prepare learners to external examinations]”;
- (4) Monika Janicka: “Możliwości rozwoju zawodowego i osobistego dzięki aktywności w organizacjach nauczycielskich [The possibility of professional and personal development through activity in teacher organisations]”;
- (5) Nora Orłowska: “Grać, czy nie grać – oto jest pytanie [To play or not to play, that is the question]”;
- (6) Ewa Ostaszewska: “Arbeit mit dem Kamishibaikasten im Deutsch-unterricht [Working with the Kamishibai-theatre box in teaching German]“;
- (7) S. Rezneva: “Отражение современных тенденций в методике преподавания РКИ в учебных пособиях издательства «Русский язык. Курсы» [Reflecting on current trends in methodology of teaching Russian as a foreign language to be found in teaching materials by the publishing house «Русский язык. Курсы»]”;
- (8) Dorota Okońska: “ ‘Od obrazu do języka’ – metody aktywizujące w nauczaniu języka obcego [‘From picture to language’ – active methods in teaching a foreign language]”.

### **6. The social program**

Apart from a plethora of lectures, presentations and workshops, the conference offered the participants a variety of social and cultural events. On the first day, there was a banquet reception held in the historical interiors of the Main Town Hall in Gdańsk. The banquet was preceded by a concert of Kashubian songs by Aleksandra Kucharska-Szeffler – soprano and Witosława Frankowska – piano. The concert took place in the Artus Court in Długi Targ Street, one of the most beautiful

houses in Gdańsk. The guests were welcomed by Ewa Kamińska, Vice-President of Gdańsk. On the second day, the participants could attend a guided tour in the Old City of Gdańsk. On the last day, there was a concert by Paweł Ruszkowski, a vocalist and guitarist, who presented world and Polish standards in the Kashubian language.



Aleksandra Kucharska-Szeffler  
and Witosława Frankowska  
at the Artus Court.  
Photo: Danuta Stanulewicz



Paweł Ruszkowski.  
Photo: Danuta Stanulewicz



The banquet reception at the Main Town Hall in Gdańsk.  
Photo: Danuta Stanulewicz



Conference participants: Dr Nora Orłowska, Dr Nicolas Rougier, Dr Maciej Rataj, Ms Małgorzata Płończak, Dr Renata Majewska, Dr Magdalena Wawrzyniak-Śliwska and Mr Martin Blaszk at the Main Town Hall.

Photo: Danuta Stanulewicz

## 7. Conference proceedings

All the conference participants were encouraged to submit papers for publication. Some of the texts were published in *Neofilolog* No. 44/2: “The education of foreign language teachers” (edited by Ewa Andrzejewska), *Neofilolog* No. 45/1: “The education and training of foreign language teachers – potential and needs” (edited by Magdalena Wawrzyniak-Śliwska) and *Neofilolog* No. 45/2: “Foreign language teachers facing the challenges of modern glottodidactics” (edited by Ewa Andrzejewska). All the issues of *Neofilolog* are available at the following URL: <<http://www.poltowneo.org/neofilolog-main/numery.html>>.

## 8. A final word

Summing up, the Annual Conference of the Modern Language Association of Poland, titled *The Education and Training of Foreign Language Teachers and Teachers of the Kashubian Language*, held in Gdańsk in September, 2014, proved a great success. The participants had an opportunity to participate in a vast number of presentations and lectures, enjoy social events, present their opinions, and share their ideas on teacher education and training with specialists from Poland and abroad.

## References

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