

**NORTH AMERICAN ASSOCIATION  
OF TEACHERS OF POLISH**  
NAATPI 2ND BIENNIAL WORKSHOP FOR  
POLISH LANGUAGE TEACHERS

*Teaching with  
Authentic Materials.  
Theoretical and  
Practical Classroom  
Implications*

**MAY 6, 2017**  
DEPARTMENT OF SLAVIC LANGUAGES  
AND LITERATURES  
UNIVERSITY OF MICHIGAN,  
ANN ARBOR, MI

[WWW.SITES.LSA.UMICH.EDU/NAATPL/](http://WWW.SITES.LSA.UMICH.EDU/NAATPL/)



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**CHRISTOPHER CAES,**  
*COLUMBIA UNIVERSITY*  
 “Authentic Polish  
 Materials... in English;  
 or, Teaching American  
 Students Polish  
 Pronunciation of English  
 Loanwords”

“Sale,” “Surprise,” “Invitation,” “Luxury,” “Black Friday Clubcard Special!”: pick up any Polish-language advertising flyer or menu today, or go to a popular store or website and you are bound to encounter a host of Anglicisms, from wholly English words or phrases to partially Polonized loanwords from English. The boundary as to what constitutes a Polish word in the contemporary mediasphere is blurred. This presents a unique challenge for those wishing to incorporate authentic materials into today’s Polish-language classroom and, it would appear, requires nothing less than the development of a whole new Polish language skill – how to pronounce English words in Polish. In fact, so great is this impact that, in my view, it has destabilized the teaching of the traditionally phonemic orthography of Polish. As long as loanwords were limited to a small pool, such as “coca-cola,” “weekend,” and “T-shirt,” they could be taught as manageable exceptions; but in today’s Polish, multiple, bewilderingly exceptional loanword contrasts occur, such as “hobby vs. dubbing,” “klub vs. pub,” and “cheeseburger vs. windsurfing.” Above all, English-speaking students, to make themselves understood to contemporary Poles, cannot merely pronounce English loanwords as they would natively, but must learn to speak – for lack of a better way of putting it – English with a Polish accent. The principles for doing so are systematizable, but often left obscure to students. The current presentation introduces strategies for enabling students to use contemporary English loanwords fluently both in spoken and written Polish.

**ANNA ZOFIA  
 GAŚIENICA-BYRCYN,**  
*SAINT XAVIER  
 UNIVERSITY*  
 “Koleđowo/Caroling in the  
 Polish Language Classroom”

This presentation focuses on the cultural awareness linked to the celebration of Christmas in Poland by playing lyric and viewing clips of traditional and modernized versions of Polish Christmas carols, sharing of recipes with photographs of prepared dishes for Wigilia, and examining pictures of beautiful Christmas crèches from the region of Kraków that are theaters for traditional puppet Nativity plays.

Christmas for students is a special time of the year and they enjoy talking and writing about their favorite activities during that period. Moreover, they are eager to compare their traditions celebrated at their homes to the Christmas customs from different parts of Poland and various corners of the world.



## ABSTRACTS

**AGNIESZKA JEŻYK,**

*UNIVERSITY OF*

*ILLINOIS AT CHICAGO*

“Polish in a Speech Bubble.”

Using Comics as a Tool in  
Second Language Teaching”

Using comics and graphic novels as an educational device in teaching culture and literature, as well as in second language classrooms is nothing anew. Liu reported that in the low-level intermediate group, the students scored significantly higher when approaching a comic than when being merely confronted with the text (Liu 2004). Steven Cary’s “Going Graphic: Comics at Work in the Multilingual Classroom” shows not only ideas in which comics could be productively used in the numerous teaching contexts, but it also provides the reader with the testimonies from students and teachers, who use this form on daily basis. The main objective of my presentation is to demonstrate various examples of in and outside of the classroom activities, which I designed throughout the years of being basic language instructor, teaching elementary to advanced Polish language sections. I would like to focus both on the potential of the visual and linguistic components inherent to comics as a genre. My goal is to explain that this form could be implemented not only for vocabulary, or grammar practice, facilitating communicative language teaching approach, but it may also serve as an invaluable source providing cultural context so crucial in the second language acquisition. Moreover, I would like to emphasize, how using comic as an educational tool influences the psychological aspect of learning, where through different creative tasks student’s motivation increases. In conclusion, I will present different websites and online comic generators, which can be implemented by teachers and students in order to design their own comic strips.

**ANNA SZAWARA,**

*UNIVERSITY OF*

*ILLINOIS AT CHICAGO*

“Don’t Just Press Play!

Adapting TV Series  
(Ranczo) for Language  
Instruction: The do’s, the  
don’ts and the how to’s”

Often the impetus for integrating media into our classrooms is to add more authentic language contact outside of class as well as a means of presenting a variety of cultural content, not offered by textbooks. This presentation consists of two parts. Part one will be a brief report from the field, wherein the adaptation of a popular tv series (Ranczo) in an advanced level course will be discussed. Part two will be a workshop which will offer examples of applications and available software for media adaptations, guided by multimedia learning principles (Mayer, 2001). Hands-on tutorials will be provided, from integrating annotations to inserting assessments, and other media modification possibilities with the use of open source editing software. Participants will need computer and internet access for the workshop.



**PHILOMENA MEECHAN,**  
*UNIVERSITY OF  
MICHIGAN*  
“Engaging With Authentic:  
In class and out”

In this session we will explore interactive video lessons for developing listening comprehension and cultural awareness in class and as homework using an online tool called Playposit.

**MAŁGORZATA MRÓZ,**  
*EASTERN MICHIGAN  
UNIVERSITY /  
POLISH LANGUAGE  
CENTER OF ANN ARBOR*  
“Using YouTube video clips  
to develop speaking and  
writing fluency in Polish”

This interactive presentation draws on applied linguistics research and presents strategies how to choose level-appropriate video excerpts and how to design video-based activities for a multi-level Polish language classroom. Short video clips are a valuable tool in teaching Polish as they render multiple possibilities for pre-, while-, and post-viewing activities. Using authentic videos accompanied by a viewing guide can contribute to a higher range of vocabulary, greater familiarity with Polish culture, and enhancement of speaking and writing fluency. A list of sample Polish YouTube video clips supplemented by different types of activities and sample worksheets will be presented and discussed.

**PIOTR  
WESTWALEWICZ,**  
*UNIVERSITY OF  
MICHIGAN*  
“What Happened to My  
Tractor? Iconic images in  
teaching Polish culture”

How iconic images from Polish People’s Republic can be used as a gateway to improvements in students’ cultural proficiency. How to spin narratives about Polish history, collective memory and psyche out of texts, films, cartoons, songs, and jokes. How a tramway that kills a punk in a contemporary metropolis tells a story about Polish preoccupation with modernist utopias and their postmodern deconstructions? And finally: how can we work standard language practice into our cultural awareness lesson plans.

**IZOLDA  
WOLSKI-MOSKOFF,**  
*OHIO STATE  
UNIVERSITY*  
“Designing on-line materials  
for a hybrid Polish course  
for beginners”

Blended or hybrid learning replaces a portion of face-to-face instruction by web-based online learning. This type of learning offers students a convenience of an online learning combined with traditional classroom experience. In addition, a fewer contact hours help with scheduling classes and provide more flexibility. The intent in offering this course is to increase enrollment in Polish courses. In this course students will meet with an instructor twice a week for 90 minutes and spend additional 40 minutes working on web-based assignments.

On-line portion of the course will introduce students to new vocabulary and grammatical structures which will be further practiced during the classroom activities.



## SCHEDULE OF EVENTS

**8:30 - 9:15 am** **Breakfast & registration**

**9:15-11:00 am** **Session 1**

*Session Chair: Ewa Małachowska-Pasek, UM*

**Ewa Małachowska-Pasek (UM)** – Opening Remarks

**Philomena Meechan, UM Language Resource Center** – “Engaging with Authentic: In class and out”. This session will explore interactive video lessons for developing listening comprehension and cultural awareness in class and as homework using an online tool called Playposit. (40 min. workshop)

**Anna Szawara (UIC)** – Don’t Just Press Play! Adapting TV Series (Ranczo) for Language Instruction: The do’s, the don’ts and the how to’s (40 min. workshop)

**11:00 – 11:15 am** **Break**

**11:15 am – 12:45 pm** **Session 2**

*Session Chair: Piotr Westwalewicz, UM*

**Izolda Wolski - Moskoff (OSU)** – Designing On-line Materials for a Hybrid Polish Course for Beginners

**Agnieszka Jeżyk (UIC)** – Polish in a Speech Bubble. Using Comics as a Tool in Second Language Teaching

**Małgorzata Mróz (EMU / Polish Language Center of Ann Arbor)** – Using YouTube Video Clips to Develop Speaking and Writing Fluency in Polish

**12:45 - 1:30 pm** **Lunch**

# SCHEDULE OF EVENTS



**1:30 – 3:00 pm** **Session 3**  
*Session Chair: Jodi Greig, UM*

**Anna Gašienica-Byrcyn (SXU)** - Kolędowo/  
Caroling in the Polish Language Classroom

**Christopher Caes (Columbia University)** -  
Authentic Polish Materials... in English; or, Teaching  
American Students Polish Pronunciation of English  
Loanwords

**Piotr Westwalewicz (UM)** – What Happened to  
My Tractor?! Iconic Images in Propaganda and  
Popular Music as a Gateway to Teaching Polish  
Language and Culture

**3:00 - 3:15 pm** **Break**

**3:15 – 4:30 pm** **Poster Session / Exchanging materials &  
experiences**

**Kinga Kosmala (UChicago)** – CourseShare:  
Challenges of Instructional Design / Level:  
advanced

**Bernadeta Kamińska (UT Austin)**

1. Polish Legends - Reading Journal Culture (audio and printed) / Level: intermediate
2. Project: Migration to USA (printed and interviews), Level: intermediate and advanced/ heritage speaker

**Ewa Małachowska-Pasek (UM)**

1. “Wieś, jaka jest, każdy widzi” – supplementary materials for HURRA, Po polsku 2 / Level: intermediate/advanced
2. Teaching Pronunciation through Lip-syncing / Level: intermediate low

**4:30 pm** **Closing Remarks & Reception**

## OBJECTIVES OF NAATPL

- ☛ To create a platform that brings together teachers of Polish from schools and academia
- ☛ To promote visibility of Polish Language Programs and Centers in North America
- ☛ To promote professional growth and development, and encourage research in Polish language pedagogy
- ☛ To provide a forum for sharing resources, ideas, and exchange experiences
- ☛ To organize workshops, round-tables and scholarly panels



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