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Learning Polish as a foreign language – motives, expectations and difficulties experienced by foreign students

Abstract

This paper presents issues related to learning Polish as a foreign language by foreign students. The study contains a description of the phenomenon of migration undertaken for educational purposes and a presentation of the principles of organizing the process of learning Polish as a foreign language. The description of the research project includes the methodological grounds of the research, the research area and demonstration of the group of study participants. The research issues focus on the motives behind learning Polish as a foreign language indicated by students, the difficulties students identify in this process, their preferred forms and methods of learning and their expectations. The survey results are presented in tables and graphs, supplemented with respondents' comments and detailed indications regarding the motives for learning Polish and the difficulties experienced in this regard. The research conclusions clearly indicate that students undertake learning Polish mainly for instrumental reasons. They identify various difficulties in mastering the Polish language, linking said difficulties to all language skills. The respondents declare that they use Polish frequently and willingly. Some of respondents associate their future with Poland, even after completing their studies. Knowledge of language is an important tool for communication and integration for everyone. The reasons for choosing to learn Polish and students' expectations are the foundation for formulating recommendations to improve the Polish language education process.

Keywords: *foreign students; Polish as a foreign language; motives, forms and methods of learning Polish; difficulties in learning Polish; digital tools supporting education.*

Introduction

The decision to go abroad and stay outside the homeland is a significant life experience for young adults, the value of which should be considered in individual categories (education, work, new contacts, learning about the culture of another country) and social categories (integration, international exchange, enrichment of technological, cultural and economic achievements). In this context, education outside one's own country has cognitive, emotional and behavioural values, and among the many determinants of the effectiveness of this undertaking are communication skills, including command of the language at a level enabling communication, supported today by a wide range of digital learning tools and online educational technologies that facilitate interaction and access to knowledge.

Research shows that foreigners appreciate knowledge of the Polish language and recognize that it is essential for everyday functioning, education, developing a professional career and establishing satisfying social relationships. Mastery of Polish language is also an opportunity to improve social and communication skills, develop intercultural awareness and problem-solving skills. From this perspective, staying abroad is perceived as an important stage in life and a source of new experiences, also shaped by the use of digital technologies that support learning and communication (Wąsikiewicz-Firlej, Szczepaniak-Kozak & Lankiewicz, 2022: 14-17).

Foreigners studying in Poland – the scale and specificity of the phenomenon

In the 2022/2023 academic year, over 102,000 foreigners studied at Polish universities, which constituted 8.4% of all students. This is a significant increase compared to the previous year, when the internationalization rate was 7.1%¹. The largest group consists of students from Ukraine – their number increased by over 12,000, reaching 48,150 people, or about 47% of all foreign students. This increase is directly related to the proximity of both countries and Russia's aggression against Ukraine in February 2022. In the 2023/2024 academic year, almost 45% of all foreign students were Ukrainians, and another 12% were Belorussians.

Such dominance of people from neighbouring countries is a characteristic trait of the higher education sector in Poland, unchanged over many years. However, it is worth paying attention to the differences in the structure of students' countries of origin, depending on the level of study. In the case of first-

1 based on: Analysis: Foreigners at universities in Poland - RAD-on: REPORTS, ANALYSES, DATA (DW: April 2025)

cycle studies, the homogeneous structure of the countries of origin of people studying in Poland is clearly visible – Ukrainians and Belorussians jointly constitute almost 66% of all foreigners. In the case of second-cycle studies, the diversity of countries of origin is greater. Ukraine is still in first place (31%), followed by groups of students from Azerbaijan, Belarus, India and Turkey.

The significant changes in the number of foreign students in Poland are due to the interest in the offer of first-cycle studies rather than second-cycle and long-cycle master's studies. In the 2023/2024 academic year, first-cycle students constituted 68% of all foreign students. Meanwhile, in 2023 second-cycle studies were undertaken by nearly one fifth of foreign students. The remaining 13% were people pursuing long-cycle master's studies².

In addition to students from Ukraine, significant increases were recorded among students from Zimbabwe (+1,175 people) and Turkey (+1,011 people). In turn, the largest declines in the number of foreign students were observed in case of students from Nigeria (-451 people), Russia (-273 people) and Germany (-236 people). Geographically, the largest number of students studied in the Mazowieckie Voivodeship (24% of all foreigners, i.e. 11,500 individuals), followed by the Małopolskie, Dolnośląskie, Lubelski, Wielkopolskie and Łódzkie Voivodeships³.

The most popular fields of study among foreigners are: management (19% of foreign students) and computer science (10% of foreign students). It is worth noting that in 2022, women were more likely to choose fields related to education (70%), humanities and arts (68%), while men dominated in technical fields such as information technology (81.2%) and technology, industry and construction (71.1%)⁴.

The procedures for enrollment and admission of foreigners to studies in Poland are specified by the Ministry of Science and Higher Education⁵ and constitute binding regulations at universities. All foreigners can study at Polish universities, but the rules of admission and conditions (including financial) of study depend on the legal status of the candidate. Some groups of foreigners can receive higher education delivered in the Polish language at public universities on the same terms as Polish citizens (and therefore also free of charge). These groups include foreigners, e.g.:

2 based on: The report "Cudzoziemcy na uczelniach w Polsce [Foreigners at universities in Poland]" was prepared by experts from the Information Processing Centre - National Research Institute (OPI PIB) at the request of the Ministry of Science and Higher Education.

3 <https://www.gov.pl/web/nauka/duzy-wzrost-liczby-studentow-z-ukrainy-nowy-raport-opi-cudzoziemcy-na-uczelniach-w-polsce>.

4 <https://www.migrant.info.pl/pl/strona-glowna-2/studia-w-polsce/studia-w-polsce-podstawowe-informacje>.

5 Act of 20 July 2018 - Law on Higher Education and Science, Articles 69, 70 and 323, Journal of Laws of 2024, item 1571.

- holders of a permit for permanent residence in the Republic of Poland;
- holders of a valid Pole's Card;
- foreigners who received decisions confirming their Polish heritage;
- foreigners who were granted refugee status by the Republic of Poland;
- benefiting from temporary protection in the Republic of Poland;
- who have been granted subsidiary protection in the Republic of Poland;
- holding a certificate confirming command of Polish language as a foreign language at least at the C1 level, issued by the State Commission for the Certification of Proficiency in the Polish as a Foreign Language;
- holding a long-term EU resident permit granted in the Republic of Poland;
- foreigners who are the spouse, ascendant or descendant of a Polish citizen residing in the territory of the Republic of Poland.

Enrollment provisions are established individually by universities and may differ from each other. However, enrollment is usually based on the competition based on the sum of points obtained during the secondary school final examination (or its equivalent) in the subjects required by a given unit (faculty, college). People who have passed the equivalent of the Polish Matura exam abroad may be required to take an entrance exam if the total points for the subjects in their Matura exam equivalent are different than in Poland and cannot be converted. Most universities also clearly specify the set of documents required of foreigners in the enrollment process (e.g. an electronic registration form, matriculation certificate and its certified translation, residence card, valid visa or other document authorizing the holder to stay in the Republic of Poland, as well as a document confirming command of the Polish language – a certificate issued by the State Commission for the Certification of Proficiency in Polish as a Foreign Language or confirmation of completion of a one-year preparatory course)⁶. All universities are bound by the principle of non-discrimination – the admission process is based on an objective assessment of the knowledge and/or skills of candidates and the chances of admission are equal for everyone, regardless of age, gender or origin.

6 <https://wsei.edu.pl/zasady-przyjmowania-cudzoziemcow-na-studia/>, <https://rekrutacja.uw.edu.pl/kandydaci-z-zagranicy/>, <https://www.uken.krakow.pl/kandydat/obcokrajowcy/rekrutacja-obcokrajowcow>.

Learning Polish as a foreign language at Polish universities – principles and organization

Many universities offer opportunities to learn Polish as a foreign language. The offer of Polish state universities for foreign students includes both courses in Polish as a foreign language, conducted during studies, and one-year or semester preparatory programmes aimed at achieving the language competences necessary to study in Polish, supported by digital learning platforms, online resources and technology-enhanced instructional methods.

Courses in Polish as a foreign language are usually intended for foreign students who do not have the Polish Matura exam certificate. For example, the Wrocław University of Economics offers course in Polish as a foreign language for participants of European programmes, covering 60 hours per semester⁷. The Cracow University of Economics offers Polish language courses at the A1 level – for foreigners undertaking studies in English (classes are delivered in English) and at the B1 and B2 levels dedicated to people who want to improve their language qualifications. The classes are conducted for 30 hours over four semesters and end with a standardized exam (written and oral) – just like all other languages offered by university's Language Centre.⁸ The number of required hours and the compulsory status of language courses vary depending on the university and the study programme. For example, at the University of Wrocław, the language course lasts 4 semesters and comprises 120 hours, ending with an exam at B2 level⁹.

In some cases, a course in Polish as a foreign language is a compulsory subject for foreign students. For example, at Adam Mickiewicz University in Poznań, students of bachelor's and master's degree programmes taught in Polish are required to participate in classes in Polish as a foreign language. First-cycle students complete 120 hours (4 semesters of 30 hours each), ending with an exam at 1 level, while second-cycle students complete 60 hours (2 semesters of 30 hours each), ending with an exam at C1+ level¹⁰. It should be kept in mind that detailed information regarding the availability of language courses, admission criteria, number of hours and subject's compulsory status may vary depending on the university.

The universities mentioned above also provide intensive preparatory courses as part of their commercial activities. These are projects that enable students to fully participate in the educational process. Such classes are also conducted by other universities, e.g.: University of Warsaw, SAN University,

7 https://www.sjo.ue.wroc.pl/ce_polski/9917/oferta_kursow.html.

8 <https://cj.uek.krakow.pl/o-nas/jezyki/jezyki-jakich-uczymy/>.

9 <https://www.sjpik.uni.wroc.pl/pl/s/19/284>.

10 <https://wn.amu.edu.pl/en/students/international-students>.

University of Maria Curie-Skłodowska in Lublin, University of Lodz, Warsaw University of Technology, University of Silesia in Katowice¹¹. These institutions also provide preparatory courses for state certified exams, which are an important component in the process of applying for Polish citizenship or the Pole's Card¹². Detailed information on dates, costs, and conditions of participation in individual courses can be found on the websites of the aforementioned universities.

Methodological premises of own research

The goal of the research is to learn the motives behind foreign students who decide to learn Polish as a foreign language. From the researchers' point of view, it is also important to learn about students' expectations related to participation in Polish language courses and students' assessment of the difficulties in implementing foreign language education.

The research focused on the following research problems:

1. What are the reasons for learning Polish as a foreign language indicated by foreign students?
2. What difficulties do foreign students report when learning Polish?
3. What forms and methods of learning Polish do foreign students prefer?
4. What are their expectations related to participation in classes in Polish as a foreign language?
5. The research used the diagnostic survey method, including a survey (a self-developed survey questionnaire) and an unstructured interview illustrating students' individual feelings related to learning Polish. The questions included in the survey questionnaire were closed-ended, with the multiple choice option from among the provided answer suggestions and the possibility of adding own answers.

Students of the Krakow University of Economics (81 individuals) participated in the research conducted in March and April 2025. A purposive sampling was utilized – the sample consisting of foreign students learning Polish in the form of a language course was selected. Students completed the survey immediately after the class, and an academic teacher was available to provide additional explanations if the wording of the questions or proposed answers were difficult to understand. From among this group, 14 people were

11 <https://polonicum.uw.edu.pl/polski-dla-cudzoziemcow>, <https://san.edu.pl/kandydat/kursy-i-egzaminy-jezykowe/kursy-z-jezyka-polskiego>, <https://www.umcs.pl/pl/cjkip.htm>, <https://www.uni.lodz.pl/wydzialy-i-jednostki/studium-jezyka-polskiego-dla-cudzoziemcow-uniwersytetu-lodzkiego>, <https://www.ojp.sjo.pw.edu.pl/kursy/intensywny-kurs-jezyka-polskiego/>, <https://www.sjkip.us.edu.pl/pl/kurs-jezyka-polskiego-dla-kandydatow-na-studia-w-jezyku-polskim/>.

12 <https://www.gov.pl/web/ukraina/karta-polaka-informacje-ogolne>.

selected who declared their willingness to provide additional explanations in the form of unstructured interview.

Analysis of research results

a) Characteristics of the respondents

The surveyed students form a group of 81 people, including 53 men and 28 women, mostly studying in economic fields, e.g. economics, finance and accounting, management, international logistics. The countries of origin of the respondents were: Ukraine (60.5%), Belarus (22.1%), Kazakhstan (11.1%), Vietnam (6.2%).

b) Motives and goals of learning Polish as a foreign language indicated by foreign students

The choices made by each person are individually or socially conditioned (Lipińska, 2017: 135-148; Kucharczyk, 2020: 9-15) and constitute an important factor taken into consideration when making decisions. A motive is an intention consciously experienced by a person, which results in the willingness to take action or refrain from taking action (Milerski, Śliwerski, 2000: 126). Decisions regarding learning foreign languages are also subject to such processes.

Table 1 *Motives behind choosing to learn Polish as a foreign language (multiple choice).*

Category/Motive	Indication	
	Number	% (for N=81)
I am studying at a Polish university and learning Polish language is required.	69	85,1
I came to Poland on a student exchange (e.g. Erasmus)	12	14,8
I am interested in foreign languages and I enjoy learning them.	16	
I don't want to study only at this university, and knowledge of Polish language determines access to most universities in Poland	49	60,5
I require knowledge of Polish in my scientific work – I have better access to literature and research materials in this language	59	72,8
Mastering Polish language will make it easier for me to master other Slavic languages	29	35,8
I wish to participate in Polish scientific/research projects	32	39,5

Vocational motives	I work in Poland	48	59,2
	I want to find a job in Poland	77	95,1
	The company I work for/want to work for requires knowledge of Polish language.	54	66,7
	I plan to start my own business in Poland or cooperate with Polish companies	49	60,4
	I am planning a career in a European company and I believe that knowledge of Polish will be an advantage	64	79,1
Personal and family motives	I am learning Polish for personal reasons (family, partner, friends)	46	56,7
	I plan to settle in Poland permanently and function without language problems.	51	62,9
	I have Polish friends/family and I want to communicate better with them	59	72,8
Social and Cultural motives	I want to better understand Polish culture and history	21	34,6
	I want to better understand Poles and their mentality	24	29,6
	I am interested in Polish music/Polish sports/pop culture/tourism	13	16,1

Source: own research

The data in Table 1 demonstrate that the most frequently indicated motives are educational (e.g. the desire to study at Polish universities, access to scientific literature), professional (working in Poland or the intention to do so) and personal and family-related (Polish friends, family, planned settlement in Poland). Socio-cultural motives are selected the least frequently. Differences between the choices of students from Slavic and Asian countries can also be observed. In the case of the former, educational and personal motives predominate, whereas the latter more frequently point to issues related to professional conditions. However, due to the major disproportion between study participants from Slavic and other countries, no quantitative interpretation of these data was performed.

The most frequently mentioned reasons for learning Polish are also connected to long-term goals. These goals are defined in terms of acquiring the linguistic competences necessary for:

- basic communication (95.1%);
- fluent verbal communication in everyday situations (75.3%);
- communicating in the future workplace where knowledge of the Polish language is required (81.4%);
- formal confirmation of knowledge of the Polish language in the form of a certificate (64.1%).

c) Difficulties in learning Polish experienced by foreign students

Polish language is classified by linguists as a difficult language in terms of transparency (the relationship between grapheme and phoneme) and inflection (requiring the selection of the appropriate forms of nouns, verbs, adjectives, numerals and pronouns). However, analyses of these issues do not provide clear explanations behind the difficulties encountered in language learning. These analyses only indicate the general principle according to which foreign languages are characterised, and the assessment of their difficulty is always made individually by the learner (Komorowska, 2004: 78-93). The stereotype of Polish as a difficult language has become established among foreigners, and the persistence of these beliefs is confirmed by research (Sagan-Bielawa, 2017: 181-196).

The analysis of the difficulties reported by students concerns both the acoustic reception of the language and its visual aspects. Arrangement of said difficulties according to language skills is presented in Table 2.

Table 2 *Difficulties in learning and using the Polish language (multiple choice)*

Linguistic proficiency	% for N=81	Difficulties
Writing	69,1	- mastering the alphabet - errors in writing dictated and self-written texts - construction defects
Reading	72,8	- slow pace - distortions - difficulties in understanding the content
Speaking	90,1	- incorrect realization of sounds - poor vocabulary, laconic, schematic, incoherent statements - agrammatisms and interference from the native language - incorrect intonation and accentuation
Listening	51,8	- difficulties in understanding the content

Source: own research

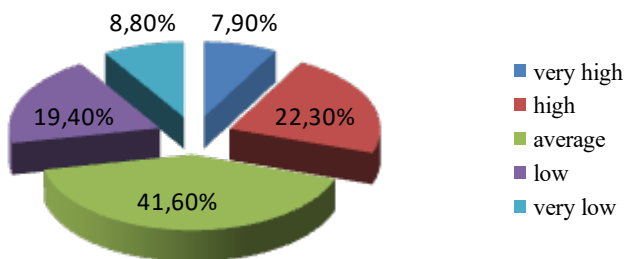
Additional specific information includes characteristics of difficulties indicating:

- phonetic aspects (e.g. pronunciation of sounds inconsistent with the phonetic norm, difficulties in differentiating voiced and voiceless sounds, incorrect accentuation related to the mobility or immobility of accents, intonation errors related to the incorrect placement of sentence stress, lack of melodic differentiation and rhythm of speech);
- grammatical aspects (e.g. complicated grammar resulting from the system of inflection and conjugation resulting in a multitude of

- cases and inflection combinations of nouns, pronouns, adjectives and numerals, difficult to master differences in verb forms in the perfective and imperfective aspects);
- inflectional errors resulting from difficulties in choosing grammatical gender, irregular inflection of nouns and verbs, incorrect selection of inflection and conjugation endings, incorrect constructions of compounds of agreement, government and belonging, errors in word order),
 - lexical aspects (e.g. complex lexical aspects, incorrect use of words or phraseological units, errors based on phonetic associations, lack of the correct word or entire structure and replacing it with one close to the intended one in the utterance, large groups of words similar in meaning but used in completely different contexts - e.g. "see" and "perceive", "do" and "complete", phrases and idioms);
 - stylistic aspects (e.g. inappropriate use of the linguistic means in the overall statement in terms of its content and register, excess of colloquial expressions appropriate for informal communication, repetition of words).

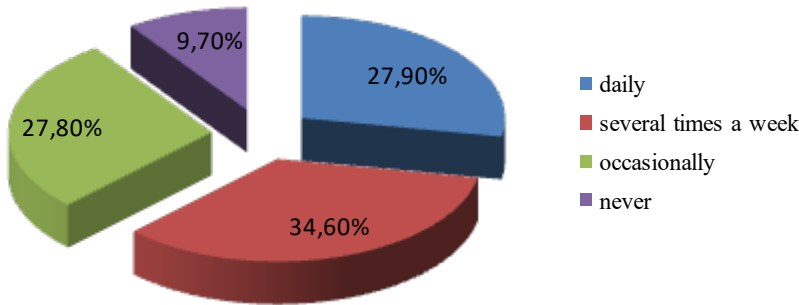
As demonstrated by the above lists, students identify a number of difficulties in learning Polish language. Despite the significant frequency of these difficulties and their diversity, the respondents demonstrate a great willingness to communicate in Polish, declare that they often communicate in this language and only occasionally feel helpless when communicating in Polish (Charts 1, 2 and 3).

Chart 1 *Willingness to communicate in Polish.*



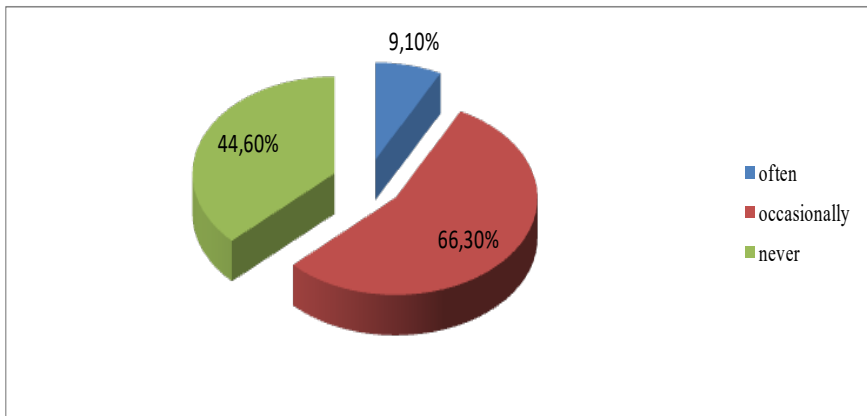
Source: own research

Chart 2 Frequency of using Polish language.



Source: own research

Chart 3 Experiencing helplessness in situations requiring communication in Polish.



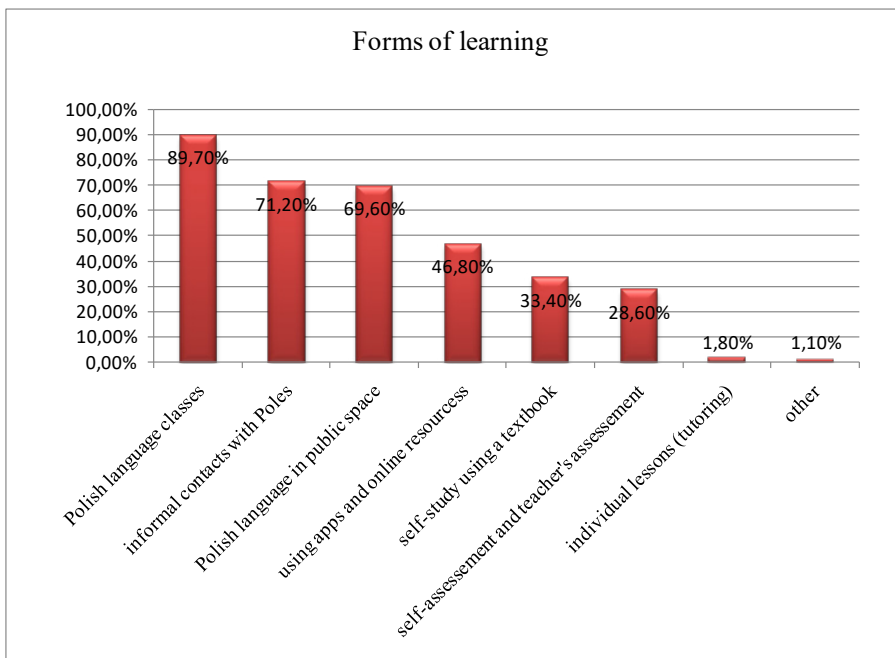
Source: own research

It should be emphasized that the willingness to use the Polish language and the occasional feeling of linguistic helplessness do not depend solely on the linguistic competence of the language user but also on his or her personal resources that allow him or her to overcome stress, embarrassment and uncertainty and to demonstrate determination leading to understanding in communication. However, these issues were not taken into consideration in the described research project.

d) Organizational and methodological aspects of learning Polish

All surveyed students learn Polish language in the form of compulsory language classes, 30 hours per each semester, which amounts to a total of 120 hours in the education cycle provided for in the study plan. Furthermore, in addition to these classes, students have the opportunity to benefit from individual consultations and assistance from academic teachers delivering Polish language classes. These institutional forms are supplemented and enriched by measures that arise from informal and non-formal aspects of education (e.g. apps and online resources). This information is illustrated in Chart 4.

Chart 4 *Forms of learning Polish (multiple choice)*

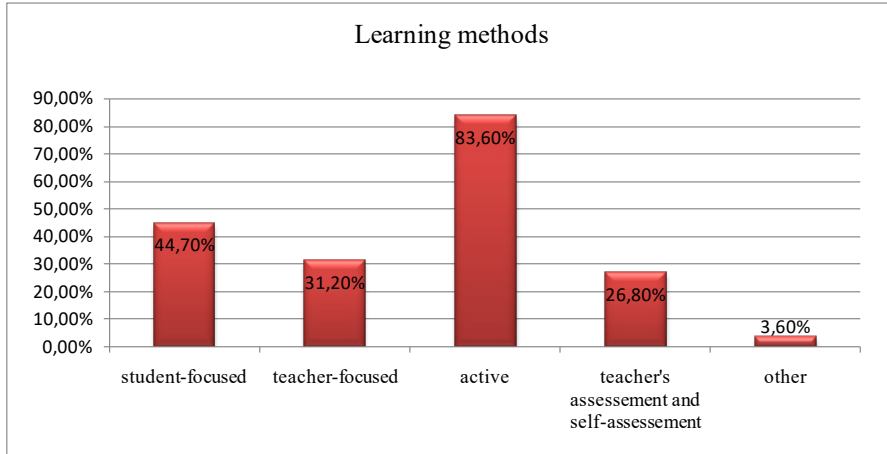


Source: own research

The above list indicates that students consider Polish language classes to be their primary form of education, which is a consequence of their declaration related to the implementation of the study plan. Informal contacts with Poles and the Polish language in the social space (social media, advertising, films, but also service institutions and offices) are also important. Students also appreciate the ability to use language learning apps, translators and online dictionaries. Students less frequently undertake independ-

ent work with a textbook, and only a small number of them take advantage of individual lessons (tutoring).

Chart 5 *Methods of learning a foreign language preferred by students (multiple choice).*



Source: own research

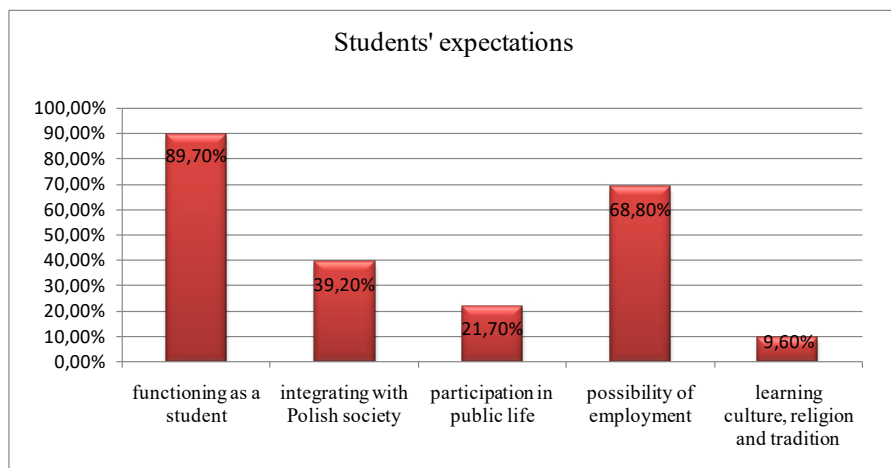
Preferences regarding language learning methods indicate the dominance of active and student-focused methods (Petty, 2010: 153 et seq.), with an emphasis on didactic games, drama and simulations, tasks and projects, conversations, methods involving reading and writing, mnemonics, and to a lesser extent also lectures, imitation and work with a textbook. Taking into account the specificity of glottodidactic work proposed by A. Seretny and E. Lipińska (2005: 133-136), these preferences are mainly related to conversational and audiolingual methods; cognitive methods are taken into account to a lesser extent, while foreigners find it very difficult to learn using grammar-translation methods. Students' choices result from them being accustomed to dynamic and engaging forms (e.g. games, films or social media), as well as various interactive digital environments that they use daily. The form of an instruction (e.g. lecture) or monotonous work with a textbook is uninteresting and tedious for students, and does not spark engagement or motivation to learn. Classes delivered through using active methods frequently resemble plays and games and force students to focus, especially when combined with simple classroom technologies that support participation. The effectiveness of learning is further enhanced by the experiential learning methods (learning by doing), which focus on action and interaction, rather than passive listening, and can be complemented by digital tasks that allow immediate practice and feedback. It is also impor-

tant to bear in mind that foreign students frequently feel insecure in new circumstances. Games and simulations help with breaking down barriers and integrating into the group, while online collaborative activities may additionally provide a sense of safety and gradual familiarization with the new environment. Furthermore, games and dramas develop cooperation and team integration, which builds relationships within the group and is conducive to the process of adaptation in a foreign country, especially when supplemented with simple technological tools that facilitate group work.

e) Students' expectations related to participation in Polish language courses

Learning Polish language is accompanied by expectations related to the completion of studies, stay in Poland and, in many cases, gainful employment. Information on these issues is presented in Chart 6.

Chart 6 *Students' expectations regarding learning Polish (multiple choice).*



Source: own research

The respondents believe that knowledge of the Polish language will help them in education and most of their expectations are related to studying. The surveyed students indicate effective communication with other students, academic teachers and university administration. The respondents believe that command of the Polish language will make it easier for them to pass exams, write theses, use scientific sources and study materials, as well as better understand the content of education in various subjects. Employment opportunities in Poland are also important for foreigners,

and mastery of the language increases their chances on the job market. Such expectations also generate a specific “demand” for grammar exercises, vocabulary development, listening and reading comprehension, conversations and practical exercises.

Research conclusions and recommendations

The choice of Polish as a foreign language by students is the result of a combination of numerous factors and bears characteristics of instrumental motivation (taking into account educational and professional plans, the need to know the language to function at the university and in Poland) and integration motivation (concerning integration with Poles, Polish roots and private connections, learning about Polish culture and society).

Research conducted among students indicates several key categories of motives:

- educational motives, including primarily the desire to take up or continue studies in Poland, the need to pass exams, write a thesis, understand the content of lectures and academic literature, facilitate communication with lecturers and fellow students, and to obtain a language certificate;
- professional motives related to plans to take up employment in Poland after finishing studies, increasing one’s chances on the job market – both in Poland and abroad (e.g. working in companies with Polish partners), the possibility of working in professions requiring contact with Polish-speaking clients, the desire to start one’s own business in Poland, the need to complete a mandatory internship or professional practice requiring language skills;
- personal and family motives focused on relationships with a Polish-speaking person (e.g. partner, spouse, fiancé), the desire for better communication with family living in Poland, plans for permanent residence or citizenship, which often involve the need to know the language;
- socio-cultural motives relating to the need for integration with Polish society – participation in cultural events, volunteering, everyday life, the desire to understand media and information in Polish (e.g. news, the Internet, social media), conveniences in everyday life (e.g. shopping, doctor’s visits, official matters), satisfaction from learning a new, “difficult” language – treated as an intellectual challenge or hobby, interest in Polish culture, history, literature, film.

The above indications clearly demonstrate that the motivation of foreign students to learn Polish is instrumental in character – the language is perceived as a tool necessary for effective functioning in the academic and social environment.

The process of learning Polish by foreigners studying in Poland is considered difficult. The respondents perceived difficulties in relation to all language skills, mentioning both the acoustic and visual aspects of the language. They draw attention to the complicated pronunciation and numerous sounds characteristic only of the Polish language, such as “sz”, “cz”, “z”, “ń” or “rz”, which are difficult to distinguish and correctly reproduce phonetically. The surveyed students also experience difficulties with inflectional forms, especially the case inflection of nouns and adjectives, which affects the grammatical correctness of their statements. The respondents also point to a problem with the order of words in a sentence, which in Polish is more flexible than in many other languages, which leads to uncertainty when constructing utterances. Additionally, it is difficult to understand written texts, which often contain specialized language or academic abbreviations, as well as idioms and colloquial expressions that are impossible to translate literally. Difficulties in understanding fast, colloquial speech are also not without significance, especially in conversations with Polish peers or during lectures delivered without linguistic simplifications. Respondents also point to a lack of practice in real-life communication situations, which makes it difficult for them to develop linguistic competences in a natural context.

The difficulties listed by students do not significantly hamper their willingness to use Polish language. Most of the respondents declare high or very high willingness and frequent use of the Polish language, which is usually not accompanied by a sense of helplessness.

When learning Polish, students prefer to participate in classes conducted in the form of language courses, and they also willingly use language learning applications and materials widely available online. Contacts with Poles and the public space that is a carrier of the language are treated by them as an important form of improving their language skills. Students are less eager to learn a language through their own work and less inspired by textbooks and teaching materials suggested by teachers. Their methodological preferences primarily concern active methods. Modern technologies are considered to have only supportive value. Students value the opportunity to improve their language skills through conversations, simulations, practical tasks, and projects. They expect that knowledge of Polish language will make it easier for them to function as students and will also allow them to undertake professional activity. Recognizing both the practi-

cal and cognitive benefits of learning Polish, foreign students consider Polish to be a tool enabling them to study, but also to learn and understand the culture, traditions and mentality of Poles, as well as an important aspect of integration and acceptance.

For foreign students, command of Polish language is the key to educational success, professional and cultural integration, and a future in Poland. Students' conscious attitude towards language learning translates into specific educational needs that should be taken into consideration when designing curricula at public universities. Both courses in Polish as a foreign language and courses improving language competences should focus on content and practical issues that are applicable in everyday life – academic, professional and social.

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Учење пољског као страног језика – мотиви, очекивања и тешкоће које доживљавају страни студенти

Рад се дави учењем пољског као страног језика код страних студената. Садржи: (1) крајњак опис феномена миграција у образовне сврхе, (2) приказ принципа организације процеса учења пољског као страног језика на примеру одабраних универзитета, (3) методолошке препоруке својствене истраживања, (4) приказ квантитативних и квалитативних резултата истраживања и (5) закључке који произлазе из истраживања, као и препоруке за образовну праксу. Истраживачки проблем усмерен је на мотиве које студенти наводе за учење пољског као страног језика, тешкоће које препознају, њима најблискије облике и методе учења, као и њихова очекивања. Групу испитаника чине студенти Краковског економског универзитета, пре свега из Украјине, али и из Белорусије, Казахстана и Вијетнама, који уче пољски као страни језик са по 30 часова током четвори семестра.

Резултати анкете, уз коментаре испитаника и дијене напомене, указују на мотиве за учење пољског и тешкоће које доживљавају. Закључци истраживања јасно указују на инструменталне разлоге за учење пољског – образовни и професионални мотиви, док се у мањој мери наводе лични, породични и социокултурни мотиви. Тешкоће у савладавању пољског језика студенти повезују са свим језичким вештинама – говором, читањем, писањем и слушањем. Такође им је тешко да: (а) овладају фонетским аспектима пољског (нпр. гласови одступају од фонетске норме, неправилно акцендовање), (б) овладају грамаичким структурама (нпр. системом деκлинације и конјугације, разликама између глаголских облика свршене и несвршене вида), (в) изабегну морфолошке грешке (нпр. у избору грамаичког рода, мењању именица и глагола, у конструкцијама везаним за слабање и изражавање припадности), (г) овладају лексичким аспектима (нпр. погрешно коришћење речи или израза, грешке засноване на фонетским асоцијацијама, разумевање и уопште фразеологизама и идиома) и (д) овладају стилским аспектима (нпр. нејасна уопште језичких средстава у односу на садржај и рецитивар исказа, прекомерна уопште директних израза, понављање речи).

Упркос високој учешћалости и разноврсности тешкоћа, студенти изјављују да пољски језик често и радо користе, како за опште студирања, тако и ван универзитета. Неки своју будућност повезују са Пољском, чак и након завршетка студија. Познавање језика важан је алат за комуникацију и интеграцију сваког појединца. Разлози за избор учења пољског и очекивања студената представљају основу за формулисање препорука за унапређење процеса учења пољског језика. Представљене препоруке односе се пре свега на садржај и методе наставе, а у мањој мери на организационе аспекте. Значајну улогу у процесу образовања има укључивање модерних технологија у учење – језичких апликација, универзитетских илајформи и мултимедијалних алата.

Кључне речи: страни студенти, пољски као страни језик, мотиви, облици и методе учења пољског језика, тешкоће у учењу језика, дијагностици алати за учење.

Nauka języka polskiego jako obcego – motywy, oczekiwania i trudności studentów obcokrajowców

Artykuł prezentuje wybrane zagadnienia związane z nauką języka polskiego jako obcego realizowaną przez studentów-obcokrajowców. Opracowanie zawiera: (1) krótką charakterystykę zjawiska migracji podejmowanej w celach edukacyjnych, (2) prezentację zasad organizowania procesu nauki języka polskiego jako obcego na przykładzie wybranych uczelni, (3) założenia metodologiczne badań własnych, (4) opis wyników badań – ich interpretację ilościową i jakościową, oraz (5) wnioski i wskazania dla praktyki edukacyjnej. Problematyka badawcza koncentruje się wokół motywów nauki języka polskiego jako obcego wskazywanych przez studentów, trudności, jakie identyfikują w tym procesie, preferowanych form i metod nauki oraz oczekiwań. Grupę badanych stanowią studenci Uniwersytetu Ekonomicznego w Krakowie, pochodzący z Ukrainy, Białorusi, Kazachstanu i Wietnamu, uczący się polskiego jako obcego w wymiarze 30 godzin przez cztery semestry.

Wyniki ankiety, uzupełnione komentarzami badanych i istotnymi uwagami, wskazują na motywy podejmowania nauki języka polskiego oraz na trudności, których doświadczają. Wnioski z badań jednoznacznie pokazują instrumentalne powody nauki języka polskiego – dominują motywy edukacyjne i zawodowe, natomiast w mniejszym stopniu wskazywane są motywy osobiste, rodzinne i społeczno-kulturowe. Trudności w opanowaniu języka polskiego studenci łączą ze wszystkimi sprawnościami językowymi – mówieniem, czytaniem, pisanem i słuchaniem. Trudno im również: (a) opanować aspekty fonetyczne języka polskiego (np. wymowa głosek niezgodna z normą fonetyczną, niewłaściwe akcentowanie), (b) opanować struktury gramatyczne (np. system deklinacji i koniugacji, różnice form czasowników w aspekcie dokonanym i niedokonanym), (c) unikać błędów fleksyjnych (m.in. trudności w wyborze rodzaju gramatycznego, odmianie rzeczowników i czasowników, błędne konstrukcje związków zgody, rzędu i przynależności), (d) opanować aspekty leksykalne (np. niepoprawne użycie wyrazów lub związków frazeologicznych, błędy oparte na skojarzeniach fonetycznych, rozumienie i użycie zwrotów frazeologicznych i idiomów) oraz (e) opanować aspekty stylistyczne (np. niedostosowanie użytych środków językowych do treści i rejestru wypowiedzi, nadmiar zwrotów bezpośrednich, powtórzenia wyrazów).

Pomimo różnorodności trudności, studenci deklarują, że chętnie posługują się językiem polskim – zarówno podczas studiów, jak i poza uczelnią. Część z nich wiąże swoją przyszłość z Polską, także po ukończeniu studiów. Znajomość języka stanowi ważne narzędzie komunikacji i integracji. Motywy wyboru nauki języka polskiego i oczekiwania studentów stanowią podstawę rekomendacji dotyczących udoskonalenia procesu kształcenia. Rekomendacje odnoszą się głównie do treści i metod nauczania. Ważną rolę w procesie edukacji odgrywa włączenie nowoczesnych technologii – aplikacji językowych, platform uniwersyteckich i narzędzi multimedialnych.

Słowa kluczowe: studenci obcokrajowcy, język polski jako obcy, motywy, formy i metody uczenia się języka polskiego, trudności w nauce języka polskiego, narzędzia cyfrowe wspierające edukację.

Učenje poljskog kao stranog jezika – motivi, očekivanja i poteškoće koje doživljavaju strani studenti

Članak prikazuje odabrana pitanja vezana uz učenje poljskog kao stranog jezika koje provode studenti–stranci. Rad sadrži: (1) kratak prikaz fenomena migracija u obrazovne svrhe, (2) prikaz principa organiziranja procesa učenja poljskog kao stranog jezika na primjeru odabranih sveučilišta, (3) metodološke pretpostavke vlastitog istraživanja, (4) opis rezultata istraživanja – njihovu kvantitativnu i kvalitativnu interpretaciju, te (5) zaključke i preporuke za obrazovnu praksu. Istraživački problem fokusira se na motive za učenje poljskog kao stranog jezika koje navode studenti, teškoće koje prepoznaju u tom procesu, preferirane oblike i metode učenja te njihova očekivanja. Ispitanici su studenti Ekonomskog sveučilišta u Krakovu, porijeklom prvenstveno iz Ukrajine, ali i iz Bjelorusije, Kazahstana i Vijetnama, koji uče poljski kao strani jezik u opsegu od po 30 sati kroz četiri semestra.

Rezultati ankete, nadopunjeni komentarima ispitanika i bitnim napomenama, ukazuju na njihove motive za učenje poljskog jezika i na teškoće koje doživljavaju. Zaključci istraživanja jasno pokazuju instrumentalne razloge za učenje poljskog – dominiraju obrazovni i profesionalni motivi, dok se u manjoj mjeri navode osobni, obiteljski i sociokulturni motivi. Teškoće u savladavanju poljskog jezika studenti povezuju sa svim jezičnim vještinama – govorom, čitanjem, pisanjem i slušanjem. Teško im je također: (a) ovladati fonetskim aspektima poljskog (npr. glasovi u izgovoru odstupaju od fonetske norme, nepravilno naglašavanje), (b) ovladati gramatičkim strukturama (npr. sustavom deklinacije i konjugacije, razlike između glagolskih oblika svršene i nesvršene vrste), (c) izbjeći morfološke pogreške (npr. u izboru gramatičkog roda, promjeni imenica i glagola, formiranju konstrukcija vezanih za slaganje i izražavanje pripadnosti), (d) ovladati leksičkim aspektima (npr. nepravilna uporaba riječi ili frazeologizama, pogreške temeljene na fonetskim asocijacijama, razumijevanje i uporaba frazeoloških izraza i idioma) te (e) ovladati stilski aspektima (npr. neprikladna uporaba jezičnih sredstava u odnosu na sadržaj i registar iskaza, pretjerana uporaba direktnih izraza, ponavljanje riječi).

Unatoč raznolikosti teškoća, studenti izjavljuju da često i rado koriste poljski – kako u akademskim situacijama, tako i izvan sveučilišta. Dio njih povezuje svoju budućnost s Poljskom, i nakon završetka studija. Poznavanje jezika predstavlja važan alat komunikacije i integracije. Motivi za izbor učenja poljskog i očekivanja studenata predstavljaju temelj za formuliranje preporuka za unaprjeđenje procesa učenja. Preporuke se odnose prvenstveno na sadržaj i metode nastave. Značajnu ulogu u procesu obrazovanja ima uključivanje modernih tehnologija – jezičnih aplikacija, sveučilišnih platformi i multimedijalnih alata.

Ključne riječi: strani studenti, poljski kao strani jezik, motivi, oblici i metode učenja poljskog jezika, poteškoće u učenju poljskog jezika, digitalni alati za učenje.