

*The V4 Humanities Education for the Climate.
Diagnoses – Best Practices – Recommendations [HEC]*

doc. Mgr. Gabriela Olchowa, PhD.

Katedra slovanských jazykov

Filozofická fakulta Univerzity Mateja Bela v Banskej Bystrici

LESSON PLAN

SUBJECT: POLISH AS A FOREIGN LANGUAGE

TARGET GROUP: Slovak students of Polish language specializing in translation and interpreting (B2 level)

TOPIC: **Instatourism, city break versus ekotourism**

OBJECTIVES:

a) In terms of knowledge

the student:

- vocabulary in the field of tourism and ecology,
- the latest English loanwords for travel,
- advantages and disadvantages of the development of tourism, as well as trends in contemporary travel,
- concepts from the geography of tourism, such as: mass tourism, sustainable tourism, ecotourism, etc;

b) In terms of skills

the student is able to:

- characterize the phenomenon of mass tourism and present its effects,
- express and justify his/her opinion,
- explain and translate words and phrases related to tourism and ecology including geographical names;

the student understands:

- written texts: matches fragments of texts appropriately, gives correct answers to the questions;

c) In terms of attitudes:

the student:

- is aware of the consequences of contemporary mass tourism trends,
- is interested in forms of sustainable tourism and ecotourism.

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TIME: 2 lesson units (90 minutes)

MATERIALS, RESOURCES AND TEACHING AIDS: poster, colorful sticky notes, markers, whiteboard, worksheets

METHODS: metaplan method, expository method, heuristic method, translation methods,

FORMS OF WORK: individual work, collective work

SOURCES: (<https://www.polityka.pl/tygodnikpolityka/mojemiasto/1746374,1,turystyka-masowa-plaga-i-frajda.read> 24th april 2018 r., Adam Grzeszak)

LESSON PROCEDURE

Preliminary phase (10 minutes)

The teacher hands out the worksheets.

Focusing students' attention on the topic of the lesson. The teacher asks students to complete the following sentences: *Traveling educates. Traveling allows us... and Traveling teaches us...*, which they write on the board and in worksheets (task 1).

Examples of students' answers: Traveling allows us to: visit interesting places, get to know other religions, cultures and their customs, meet new people, learn a foreign language, learn about the history of a given place, region, city, admire the beauty of nature, admire new landscapes, try different dishes and flavors, compare your culture with a foreign culture, observe exotic animals, observe wildlife, learn new rules of behavior, learn your strengths and weaknesses, get to know yourself.

The lecturer summarizes the students' statements, listing the arguments they have given, and then asks about the forms of travel they prefer.

Realization phase (65 minutes)

During this lesson, the metaplan method will be used, because it allows a deeper look at the discussed issue - phenomena in contemporary tourist traffic. This method helps organizing the facts and their critical analysis, expressing opinions, presenting solutions, ideas that with the help of a poster will be created in the form of teamwork. The teacher divides the students into

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groups of several people and hands out colored sticky notes with markers. He defines the issue and hangs a poster to present the work plan according to the question boxes.

How it is?	How it should be?
Why is it not as it should be?	What to do?

Part one

The teacher informs that the first step of the plan is to diagnose the current state. For this purpose, task no. 2 in the worksheet may be helpful, in which you should read the texts included and then match fragments A-J to the texts: I. Express tourism, II. Online tourism. Instaturism, III. Exciting forms of tourism, IV. City break (city breaks). The scattered texts come from an article published in "Polityka" entitled *Mass tourism plague and fun*.

After reading the texts, the teacher asks the students to write down the definitions of English borrowings based on the texts from the exercise: backpacker, poshpaker, travelbryta, instagrammable, dark tourism, city break, must-see, selfie stick (worksheet). If necessary, he/she gives the meaning of other incomprehensible words and expressions. Next, he asks students to match the pieces of the texts and checks their correct mapping. Completing the task will allow students to become aware of the disadvantages of modern travel trends. The teacher asks students working in groups to write down the answers to the question from the poster - How is it? on pieces of paper, which students stick in the upper left corner of the poster.

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Part two

The teacher suggests going to the second stage and asks the students to read the texts in the task. No. 3 (work sheet), and then to answer the question: How should it be?, i.e. to indicate the state to which one should strive (task No. 3 in the work sheet). The aim of this task is to familiarize students with new forms of tourism - sustainable tourism, ecotourism, "housing holidays". Since the presented texts contain many proper names, including geographical names in the exercise students have to translate the names of countries, cities, rivers, mountains or tourist attractions. The issue of translation of geographical names and the related difficulties were discussed during translation workshops. Groups successively stick the cards in the upper left corner of the poster, presenting their suggestions: How should it be?

Part three

The teacher encourages students to a discussion, the aim of which is to answer the question: Why is it not as it should be? Students work in groups, and then give reasons in the class forum, while the teacher does not evaluate the prepared statements and is open to students' suggestions. This time, they stick the cards in the lower right field of the poster, trying to present the listed reasons in an orderly manner.

Final phase (15 min.)

This phase is devoted to the formulate conclusions, therefore the groups are asked to reflect and write down on cards the answers to the question: What to do? What can we do to change the way we travel? After 10 minutes, each group presents solutions to the problem on sticky notes, which the group representative places in the left hand corner on the bottom the poster. The teacher, on the other hand, summarizes the information contained on the cards from all the fields of the poster, in order to finally formulate goals that will form guidelines for homework.

Homework

Please prepare a speech on the topic: *How can changes in travel patterns be influenced?*