

Abstract

This dissertation investigates the process by which the linguistic and cultural identity of pupils attending Polish schools abroad is shaped, with particular attention to the immersion strategies employed in teaching Polish as a heritage language. The study draws on an analysis of a repertoire of 140 school ceremony scripts collected from Polish diaspora schools, schools in Poland, and online educational platforms. This analysis enabled the identification and examination of five types of immersion strategy.

The research perspective adopted places the dissertation at the intersection of cultural linguistics and glottodidactics, bringing together an analysis of educational and formative functions with the teaching of Polish as a heritage language.

The dissertation is divided into four chapters. The first chapter sets out the methodological framework and research design adopted to identify and describe the immersion strategies employed by teachers. The second chapter addresses issues relating to education and language instruction in Polish diaspora schools. The third chapter presents the research corpus, with particular reference to the school ceremony script as a genre, its typology, compositional structure and generic properties. The fourth chapter analyses strategies of linguistic, literary and historical immersion, as well as immersion in the national imagination and in family and school life. The concluding section brings together the main findings and discusses their implications.