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Competencies of a Teacher Working in an After-school Club, Being a Specific Place Providing Support to a Child in Their Growth and Development

KEYWORDS

competences,
after-school club,
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teacher, child's
development,
professional role

ABSTRACT

In this article, theoretical-empirical considerations on the competences of teachers working in after-school clubs are presented.

The author presents the research results being, on the one hand, the attempt to evaluate the competences of teachers working in after-school clubs as the places that are to support the child's development, and, on the other hand, the inspiration for the discussion of after-school club teachers on the competences needed to work in such places. The research was carried out using qualitative methods (interview, focused group interview) and it made it possible for the author to present the research subject in two perspectives: diagnostic and postulative one.

The list of competences of an after-school club teacher included in the article directly results from the requirements of the place and it confirms the conviction that it is necessary to educate teachers working in after-school clubs and improve their qualifications.

Introduction

In this article, I have focused on the teacher's competencies and an after-school club as a specific place of support in the development of a child. My goal is to present a wide spectrum of an after-school club work. Revealing the unique conditions of this place, I intend to concentrate on the person of a teacher. I shall begin with an introduction to the definitions concerning the competencies of an after-school teacher. Following Krystyna Stech, I believe that the term synonymous with the notion of competence is preparation which means having instructions and means to perform specific tasks or functions (Stech 2002: 11).¹ I assume that the teacher's performance significantly depends on the specific knowledge, skills and personality traits that enable the teacher to fulfil their assigned role in a professional manner.

Above all, I think that an after-school teacher accompanies the child in the process of educating and bringing up, and he/she takes up educational activities which are designed to support the development of a child (Marek 2017: 33).

Referring to the definitional arrangements of Barbara Kwiatkowska-Kowal, I agree that "the term 'being a teacher' should be understood in a context of a specific place in the area of educational and school. Its rightful place is associated with competence, development and modification of their own activities for the student and the school" (Kwiatkowska-Kowal 1995: 123), I think that being an after-school teacher means taking up a professional role related to work in a specific place, which is the after-school club located in the educational space.² As Maria Pietkiewicz says, an after-

¹ My understanding of competences refers to definitions whose authors perceive competence as the result of knowledge, skills, attitudes and motivation: D. Leat – "Competence, as a dynamic structure, is a function of the interaction of knowledge, emotions and behaviour" (Dylak 1995: 37), J. Bielski – "A set of knowledge, skills, the facilities of performance and attitudes and recognized values necessary for the effective fulfilment of the tasks pursued" (Bielski 2010: 5), W. Kopaliński – "property, scope of powers, authority or persons to carry out a particular activity, the scope of someone's knowledge, skills, accountability" (Piecuch 2011: 30). The accepted understanding of competences is much broader than the definitions that underline their instrumental character: J. Jenkins – "The ability and readiness to perform tasks at the expected level" (Czerepaniak-Walczak 1995: 134), W. Furmanek – "higher-ranking skills resulting from the achievement of the practicing skills and acquiring experiences, built on conviction, certainly based on reflection, why you need to act in a certain way in a given situation; the meaning of competence is expressed in the capacities and readiness to use skills in dealing with the world around you, in specific situations of life or work" (Piecuch 2011: 30), or rather an emotional-normative component of the competences: M. Dudzikowa – "A cognitive structure composed of specific capacities, funded by knowledge and experience; built on a set of beliefs that, through these abilities, it is worthwhile, and in a given context, to initiate and carry out tasks effectively in order to achieve, in its own personality and behavior, changes consistent with the desired standards" (Dudzikowa 1994: 204).

² The attempted to address the issue of after-school clubs, e.g. M. Chylińska, Z. Zieja, M. Rosiński, J. Misiejuk, A. Szymczak, E. Furl, G. Gajewska, K. Bazydło-Stodolna, S. Gallos, D. Skrzyński, A. Pery, D. Kmita.

school club is an important link in the educational system and, at the same time, a link between the home and the school; “It is, in fact, on the one hand, a place to provide the atmosphere of home – to give the child a sense of security, a certain freedom, relaxation, intimacy of the individual treatment, and, on the other hand, a place in which the child is given an educational environment in which he/she can develop” (Pietkiewicz 1985: 5). The specificity of working in the after-school club is most fully expressed in the diversity of activities falling within the responsibility of the after-school club educator. These activities refer to tasks connected with:

- organization and planning of the work of the after-school club;
- preparation of suggestions for spending time in the after-school club, which are in harmony with the needs and expectations of children and take a diverse and interesting form for children;³
- creating one’s own vision of the after-school club that includes the requirements of the school where the after-school club is located.

These activities, as well as the prevailing local conditions and atmosphere, allow to capture the uniqueness of this workplace and are the starting point for paying attention to the competences of the after-school club educators, which are the answer to the realities of the place of work.

Therefore, the competences of those working in the after-school club can make a significant contribution to the way the place functions. The interest in the professional identity of after-school club teachers is a part of the trend that is important from the point of view of the current problems which are transformative for the Polish school (Kwiatkowska 2005: 201-211), as well as contributing to the study of still little-known areas, including the organisation and functioning of the after-school club and the professional role of the educators employed in it.⁴

Methodological assumptions of the research

First of all, I tried to fully depict the specificity of the job of an after-school teacher in a close connection with the environment in which the educational process takes place. I illustrated the after-school club as a place of specific features and I made an attempt to recognize an after-school teacher competences. For this purpose, in the

³ Inspiring suggestions on how to spend time in the after-school club are included in the articles: Rakowiecka (2003), Kmita (2014), Kukla (2017), Ryba (2013), Hoffmann (2013), Hoffmann (2015), Gromelska (2014), Godyla (2014).

⁴ The following studies are helpful in recognizing the specific features of the after-school club: E. Kempa (1996), A. Zawadzka (1998), G. Gajewska (2000, 2011), M. Kłuszak (2003), D. Kmita (2007), A. Czachorowska (2010), Komisji Pedagogicznej [Pedagogical Commission] ZG ZNP (2013), Reports of the Orange Foundation (2015,2016), NIK Report (2016).

school year 2016/2017, I carried out empirical research. The research consisted of two stages.

The first goal of the research was to obtain information about the competences of educators and teachers working in an after-school club. I formulated the first research problem in the form of a diagnostic question: what are the competences of educators and teachers working in an after-school club? This has to do with the provisions contained in the regulation of the Minister of National Education of 1 August 2017 on the specific qualifications required from teachers that extend entitlement to work in the after-school club on the entire group of teachers, with the qualifications required for the appointment for the position of teacher in a type of school which is an after-school club (Journal of Laws 2017, item 1575). Therefore, in the group of the respondents taking part in the interviews, there were:

- educators of after-school clubs,
- teachers of various specialities, working as educators at after-school clubs.

I used deliberate sample selection in my research according to Albert Maszke, who relies on the intended selection of units for testing which meet certain criteria and are characterized by particular properties (Maszke 2010: 173). Such a selection of the research sample resulted from the willingness of the researcher to obtain opinions on the competence of after-school club educators, expressed both by the specialists trained to perform this role and teachers who work as after-school club educators, since these are two professional groups which, because of the work they perform, have a real impact on the functioning of after-school clubs as places supporting the development of a child at an early school age.

In my research, I adopted theoretical selection, which, according to Barbara Smolińska-Theiss, involved filling in the research field (Smolińska-Theiss, Theiss 2010: 88). Fifty employees of after-school clubs (including 25 after-school club educators and 25 teachers working at after-school clubs) participated in the interviews. There were as many cases as it was necessary to collect enough information. I chose cases until I came to the conclusion that the next case did not bring any new content, while the same number of educators and teachers participating in the interviews made comparisons between the responses of one and the other group of teachers possible.

The unstructured interview I chose was aimed at getting to know the points of view of the participants who spoke about the experiences associated with performing the role of an after-school club educator. The interview consisted of open questions to which the respondents could answer freely. The type of intelligence used gives the investigator, according to Teresa Bauman and Tadeusz Pilch, a considerable degree of freedom in formulating questions, allowing the possibility of changing their order and deepening issues by asking additional questions (Pilch, Bauman 2001: 95). The advantage of this kind of interview is also the possibility of transmitting the direction

of conversation and expressing interest in a specific problem, which certainly was beneficial for the studies carried out. As Andrea Fontana and James H. Frey claim, it is this type of intelligence in which the researcher seeks to “understand the complex behaviors of members of society without imposing any a priori categories that can narrow the research field” (Fontana, Frey 2009: 96). As David Silverman points out, the investigator is responsible for the interview (Silverman 2007: 38), so the researcher should not only know the mechanism of its conduct, but also, using the words of Fontana and Frey, he should “understand the world, the respondent and the forces that may encourage him or her to respond or refrain from it” (Fontana, Frey 2009: 121-122).

The data obtained during the interview has been coded and analysed using QDA Miner. The material collected during the interviews was divided into cases (25 after-school club educators and 25 teachers working at after-school clubs). The cases have been described using codes and codes created a structure that ordered the respondents' statements.

Then, using the code frequency analysis according to two groups studied, it was noticed what actions are taken by the respondents.

The second aim of my research was to obtain information of an expert nature, concerning the postulated occupational competences of after-school club educators. Therefore, I have formulated a second problem in the form of a postulative question: What competences do the educators consider necessary to work in the after-school club that is a place to support the development of a child? The second technique in my research was focus groups, to which I invited the after-school club educators. Otherwise referred to as a focus group interview or an interview with a thematic group, they include, according to the definition by Krzysztof Rubacha, “the investigator's conversation with a group of subjects who develop or solve problems (topics) formulated by the investigator” (Rubacha 2008: 147-148). According to the definition of D.L. Morgan and M.T. Spanish, the focus groups “gather several participants to discuss the topic of common interest of the participants and the investigator” (Wodak, Krzyżanowski 2011: 255). The focus group is led by a researcher who begins a thematic meeting with inspiration, and then directs further conversation formally, giving it a thematic direction and exerting influence on the dynamics of interaction (Gudkova 2012: 117).

The educators who participated in focused group interviews were chosen from among the after-school club educators who participated in the interviews. The criterion qualifying the educators to participate in focus groups was having professional education and diversified work experience in the profession, not shorter than one year, and the fact that during the interviews they were willing to speak about the activities undertaken at the after-school clubs, constructed their opinions in a logical way,

giving extensive reasons for the presented position, and their knowledge and commitment to work in the after-school club stood out against other respondents.

Due to their education and experience, these educators were a group of experts whose task was to determine the competences needed by educators to work in an after-school club as a place to support the development of a child at an early school age.

In four focus groups, 16 after-school club educators took part. The discussion during focus groups concerned five research areas. The analysis of the text material obtained from the focus groups was carried out taking into consideration questions determining the direction of the analysis.

During data analysis, we created a framework for encryption that allowed for classifying the statements of focus group participants and grid encoding, which made it possible for us to identify the patterns that exist in the data. The basis for creating the framework and encoding was the encoding material collected during the focus group using QDA Miner.

Findings

The analysis of the research results provided some information on the perception of the respondents working in an after-school club, and on the way of preparing to such work.

It is clear from the study that respondents indicate the three main reasons which led them to take up employment in the after-school club. They are included in Table 1.

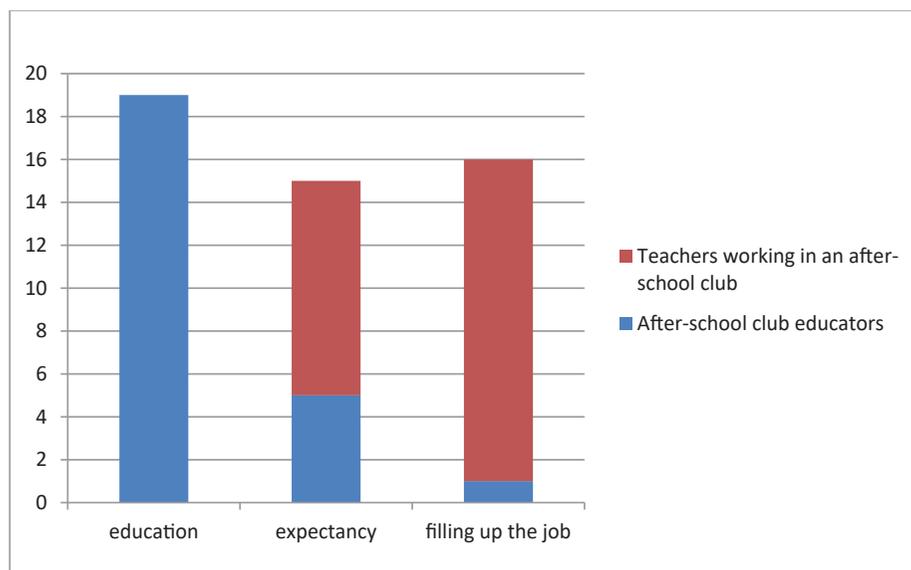
Table 1. The reason for employment in an after-school club

Reason for employment	Number of respondents
education	19
expectancy	15
filling up the job	16

Source: own research.

From the point of view of the analysis of the results, what is important are the discrepancies in the responses of the educators and teachers working in after-school clubs. The distribution of responses is shown in Figure 1.

Figure 1. Reason for employment in an after-school club



Source: own research.

The reason for the work in the after-school club for 19 respondents was education. However, this reason was only indicated by the educators working in the after-school club (19 people). The desire to complement working hours led 16 people to work in the after-school club. Only one of them was an after-school club educator; the others were teachers. A factor that motivated most of the surveyed teachers to work in the after-school club was a difficult situation. The third of the reasons for working in the after-school club was to wait for another job opportunity. The respondents (15 people) were working in the after-school club while waiting for another job. In this group there were both educators (5 people) and teachers (10 people).

The total of 31 surveyed teachers who worked in the after-school club in order to complete working hours or wait for a better job may illustrate the situation that prevails in the primary schools, where many teachers are not truly committed to their work.

The perception of the profession of the after-school educator as a job that is worse, unwanted and unplanned, was also reflected in the fact that many respondents declared they did not want to continue the job in future. To the question: “do you intend to do your job in the after-school club in future?”, most respondents answered: no (24 people); 17 interviewees declared the desire to continue working in the after-school club, and 9 subjects did not give a definite answer as to their

future employment. The distribution of the results among the subjects is presented in table 2. However, the responses to this question quite clearly pointed out the difference between the educators and teachers working in the after-school club. Among the subjects who do not want to work in the after-school club in future, only 5 were after-school club educators. The rest were teachers working in the after-school club, who acknowledged that they treat working in the after-school club only as a form of practice and temporary employment.

Table 2. Willingness to work in the after-school club in future.

Associating the future with work in an after-school club	After-school club educators	Teachers working in an after-school club	Total
yes	14	3	17
no	5	19	24
hard to say	6	3	9

Source: own research.

In turn, among the subjects who imagine their future work in the after-school club, there are also teachers (14 people). They stress that they like the job, that this is a work in which they feel good, work, in which they have experience and to which they are accustomed. Three teachers want to continue working in the after-school club, but their motivation differs significantly from the motivation of the educators and is due rather to a lack of prospects to work in another place.

Six of the analysed educators and 3 teachers are uncertain about their future. On the one hand, they stress the difficulties encountered during job search at school and show the joy of finding employment, on the other hand, they indicate that the job they found does not meet their aspirations.

In the case of the investigational teachers analysis, the results revealed the lack of preparation to work in the after-school club, which was indicated by 21 of the 25 teachers. The comparative analysis of the activities of teachers and educators working in the after-school club showed that because of:

- the teachers' impression of the lack of their competence to work in the after-school club,
- the perception of the after-school club as a place worse to work in than the classroom,
- and highlighting the fact that their stay in the after-school club is temporarily limited because the after-school club is not their primary place of work,

there are activities that teachers assign only to after-school club educators, and they are in the position of people who can only help educators at work.

Among the activities that are carried out almost by all of the educators surveyed and that are not done by teachers there were: the arrangement of rooms in the after-school club, the selection of equipment, as well as the elaboration of the schedule and the rules of the after-school club and events, customs and rituals in the after-school club.

Table 3. Actions taken/not taken by educators and teachers working in the after-school club

Actions	After-school club educators		Teachers working in the after-school club	
	take action	not take action	take action	take action
arrangement of rooms in the after-school club	22	3	9	16
the selection of equipment	23	2	3	22
elaboration of the schedule and the rules of the after-school club	24	1	4	21
events, customs and rituals in the after-school club.	24	1	13	12

Source: own research.

As a result of the analysis of the material obtained during the interviews, it was also found that all of the answers encoded as “I do not take action in this regard” were declared by surveyed teachers.

Table 4. Actions not taken by the respondents during work in the after-school club

Do not take action...	After-school club educators	Teachers working in the after-school club
Concern for a number of rooms in the after-school club, their arrangement and equipment	1	7
Creating a positive atmosphere in the after-school club	0	4
Supporting family and teachers' activities	0	1
Conducting activities in the after-school club	0	6
Preparing children to be members of various groups	5	13
Preparing children not to be treated stereotypically	0	4
Satisfying children's needs	0	5
Supporting children in the implementation of developmental tasks	0	4
Supporting children's development	0	4

Source: own research.

The empirical research became the basis for the creation of the list of competences of after-school educators. On the basis of the analysis of the responses, it was found that specialized preparation for the job is needed in the following aspects:

1. Knowledge of the educators to work in the after-school club. As we can see, the key area of knowledge for the after-school educators is knowledge about children who spend time in the after-school club, covering:

- knowledge of the names and surnames of children,
- knowledge about the amount of time spent by the child in the after-school club,
- knowledge of the preferences, habits and interests of children who spend time in the after-school club,
- knowledge of the current situation of the child (frame of mind, diseases, school problems, family situation),
and knowledge of the specific features of the work in the after-school club. This knowledge allows educators to plan and successfully carry out the activities that belong to the specificities of the work in the after-school club . The knowledge of:
- the number of children formally attending the after-school club and actually present in a given day/week,

- educational legislation related to the after-school club,
- the arrangement of space and equipment standards of the after-school clubs,
- the atmosphere of the after-school club, including the factors conducive to building positive atmosphere,
- the functions and duties of the after-school club,
- the areas in which the after-school educator can complement the actions of the family and class teachers,
- the rules and work schedule of the after-school club,
- the customs, rituals and events in the after-school club,
- the organization of the work of the after-school club in accordance with the requirements of the school,
- the preparation of children to perform social roles related to different groups,
- the ways of eliminating stereotypes and prejudices in the after-school club,
- the ways to resolve conflicts,
- expressing emotions in a way that is socially acceptable,
- supporting the development of children who spend time in the after-school club,
- meeting the needs of children,
- supporting children in the performance of the development tasks,
- the role of the after-school educator,
- the expectations for after-school club educators ,
- the professional improvement of the after-school club educator.

2. the skills needed by the educators during their work:

- the ability to arrange rooms in the after-school club,
- the ability to select equipment in the after-school club,
- the ability to customize the space (number of rooms) to the number of children and their activities,
- the ability to create positive atmosphere in the after-school club,
- the ability to select the functions and duties of the after-school club for a given day/week,
- collaboration between educators,
- the ability to initiate activities to complement the actions of class teachers and parents,
- the ability to prepare a plan of work, rules and work schedule of the after-school club,
- the ability to initialize the customs, rituals and events in the after-school club,
- the ability to plan activities that take into account the child's development,
- the ability to select methods and forms of work conditions in the after-school club,
- the ability to prepare children to perform social roles in different groups,

- the ability to teach children to resist stereotypes and prejudice,
 - the ability to show children the ways to resolve conflicts,
 - the ability to teach children to express emotions in a manner that is socially acceptable,
 - the ability to meet physiological needs, to provide the sense of safety, emotional contact, respect and self-fulfillment of children in the conditions of the after-school club,
 - the ability to help the child during his stay in the after-school club in the performance of various developmental tasks,
 - the ability to create one's own vision of the after-school club.
3. Having the characteristics conducive to the job of the after-school club educator: understanding, consequence, patience, flexibility, empathy, energy, communicative skills, creativity, optimism, perceptiveness.

Conclusion

Can we expect specific competences in the field of the child development support and targeted activities related to many aspects of working in the after-school club, where, under the law and for various reasons, teachers working in a given school are employed as after-school club educators? I believe we should try to specify such competences. This can require people consciously taking on obligations arising from the role of the after-school club educator. I wish that people who work in the after-school clubs had a sense of the relevance of the role, and by doing their work, contributed to the perception of the after-school club as a place participating in the process of developing the child. Studies show that the after-school club is a specific place that has the potential to participate in the process of development of the child, but – because of the specific working conditions in this place – it is necessary to employ qualified and competent people there.

My empirical research became the basis for creating a list of professional competences of after-school club educators, and proved that the main obstacle in professional performance of their duties were deficiencies of knowledge and skills, as well as traits of character that make it difficult, or even impossible, to take up some activities specific for the work in the after-school club. These deficiencies were particularly visible in the case of the teachers, who openly admitted that they did not feel prepared to work in the after-school club. A comparative analysis of the activities of teachers and educators who work at after-school clubs has shown that there are activities which, due to the lack of their competence, are assigned by the teachers only to after-school

club educators. The teachers themselves feel in the position of people who merely help educators with their work.

Therefore, it seems reasonable to introduce the requirement of professional preparation for work at an after-school club. Future after-school club educators should be prepared, both in theory and practice, to take up jobs in the specific conditions offered by after-school clubs. Such education will be a basis, and it will facilitate professional identification of after-school educators. It will be the foundation for building the awareness of their occupational role, so that in the course of time the educators will be able to develop reflexivity towards themselves as after-school club educators, and plan their personal and professional development.

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