

**Subject card**

<b>Subject name and code</b>	English Didactics in Primary and Secondary Education II, PG_00137688						
<b>Field of study</b>	English Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	undergraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			English English		
<b>Semester of study</b>	5	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Magdalena Wawrzyniak-Śliwska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		18.0	50
<b>Subject objectives</b>	<p>To familiarise students with the main concepts in the didactics of teaching English in primary and secondary school.</p> <p>To familiarise students with professional terminology and enforce it in discussions during exercises and written papers.</p> <p>To acquire and refine practical skills in planning, constructing, delivering and evaluating their own lessons.</p> <p>To develop professional reflection skills.To prepare students to develop autonomy in the teaching process.To develop the ability to apply modern technologies in language teaching.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	<p>[FAL3_K07] Is ready to take on responsible professional roles, including the observance and dissemination of ethical principles, in various spheres of activity related to the use of the English language.</p>	<p>Is ready to use universal ethical principles and norms in English language teaching guided by respect for every human being. Is ready to build a system of values and develop students' ethical attitudes and shape their communicative competence and cultural habits;</p> <p>Is ready to develop the habit of systematic learning and use of various sources of knowledge, including the Internet, and to stimulate students to become lifelong learners through independent work;</p> <p>Is ready to adapt working methods to the needs and different learning styles of students and to popularise knowledge among students and in the school and out-of-school environment;</p> <p>Is ready to promote responsible and critical use of digital media and respect for intellectual property rights;</p>	<p>[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work</p>
	<p>[FAL3_W13] Knows and understands selected basic issues, concepts and terminology of the humanities and social sciences which are related to English Studies and support the professional development of an English philologist.</p>	<p>Knows and understands the learning contents of the teaching of English in primary and secondary school and the typical difficulties of students in mastering them.</p> <p>Knows and understands teaching methods and the selection of effective teaching resources, including online resources, to support the teaching of English in primary and post-primary school, taking into account the diverse learning needs of students.</p>	<p>[SW4] test/exam - oral or written [SW2] presentation/project/paper/report [SW3] text preparation/written work</p>

Course outcome	Subject outcome	Method of verification
<p>[FAL3_W15] Knows and understands the fundamental dilemmas of modern civilization in the context of issues related to intercultural linguistic and literary communication and the role of modern information technologies in the work of an English philologist.</p>	<p>Students will know and understand:</p> <p>the place of English in the National Curriculum for primary and secondary school and the core curriculum for the English language, its learning objectives and learning content;</p> <p>the structure of knowledge and key competences for teaching English;</p> <p>issues related to the English language curriculum - creation and modification, analysis, evaluation, selection and validation, and the principles of designing the learning process and the distribution of material;</p> <p>methods of teaching English in primary and secondary school, including activating methods;</p> <p>the role of diagnosis, control and assessment in teaching work;</p> <p>examinations at the end of an educational stage and ways of constructing tests, checks and other student assessment tools in teaching English at primary and secondary school;</p> <p>pre-diagnosis of the student group and of each student in the teaching of English in primary and secondary school;</p> <p>learning methods and techniques, as well as consolidation of knowledge and skills useful in English language learning;</p> <p>the need to foster in students a positive attitude to learning, to develop curiosity, activity and cognitive independence at school and throughout life, logical and critical thinking.</p>	<p>[SW4] test/exam - oral or written</p> <p>[SW2] presentation/project/paper/report</p>
<p>[FAL3_U08] Talks and writes about the history, culture and realities of English-speaking countries.</p>	<p>On the basis of pedagogical and psychological knowledge, can use the process of assessment and feedback to stimulate students in their work on their own development in learning English.</p> <p>On the basis of pedagogical and psychological knowledge, can monitor pupils' progress in learning English at primary and secondary school, activity and participation in the social life of the school.</p>	<p>[SU1] oral statement/conversation/discussion</p> <p>[SU6] demonstration of practical skills</p>
<p>[FAL3_U04] Selects and applies information and communication techniques (ICT) during the acquisition and processing of information in the framework of English Studies.</p>	<p>Can use ICT to independently develop pedagogical and didactic knowledge and skills related to the teaching of English in primary and secondary school.</p> <p>Is able to use ICT to adequately select, create and adapt materials and resources to the diverse needs of learners in the teaching of English in primary and secondary school.</p>	<p>[SU2] presentation/project/paper/report</p> <p>[SU6] demonstration of practical skills</p>

	Course outcome	Subject outcome	Method of verification
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	Can interact with others in planning and organising their own and pupils' individual and team work during English lessons in primary and secondary school. Can appropriately select, create and adapt materials and resources and working methods to the diverse needs of learners in order to design and implement teaching activities independently and in teams. Can effectively animate and monitor the implementation of team teaching activities of students.	[SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[FAL3_U12] Independently plans and implements lifelong self-education, in particular in the field of the English language, linguistics and English-language literatures.	Can independently plan and implement lifelong self-education, particularly in learning and teaching the English language. Can independently develop knowledge and pedagogical skills related to the teaching of the English language in primary and secondary school using a variety of sources, including technology.	[SU1] oral statement/conversation/discussion
	[FAL3_K03] Is ready to make decisions and to critically evaluate and take responsibility for the consequences of their own actions and the actions of the teams in which they participate, in particular when performing analytical and interpretative tasks in the field of English-language literature and linguistics.	Is ready to work as part of a team, to perform a variety of roles within the team and to collaborate with teachers, educators, specialists, parents or carers of students and other members of the school and local community. Is ready to develop students' collaborative skills, including group problem solving;	[SK1] oral statement/conversation/discussion [SK6] demonstration of practical skills
Subject contents	<p>Teaching language skills in English - teaching the written language (reading and writing).</p> <p>Teaching vocabulary presentation techniques, practice activities, revision.</p> <p>Teaching English grammar. Models of teaching grammar.</p> <p>Mistakes and errors in language teaching.</p> <p>Lesson planning.</p> <p>Cross-curricular teaching.</p> <p>Assessment and creation of teaching materials.</p> <p>Motivating learners.</p> <p>Learner autonomy.</p>		
Prerequisites and co-requisites	English language skills at B2 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Due to the nature of the subject, 100% attendance is required. It is not possible to 'make up' the class in the form of a reading, test, presentation or otherwise.	100.0%	20.0%
	active participation in classes and passing the tests during the course	60.0%	40.0%
	performance of tasks indicated by the trainer	60.0%	40.0%

Recommended reading	Basic literature	<ol style="list-style-type: none"> <li>1. Gębał, P., Kiński, Cz., Mercer, S., Nowak, S.A., Szulc-Kurpaska, M. 2023, Teaching and Learning English. Education for Life. Warszawa: PWN.</li> <li>2. Harmer, J. 2007. The Practice of English Language Teaching. Harlow: Pearson Education.</li> <li>3. Harmer, J. 2012. Essential Teacher Knowledge. Core Concepts in English Language Teaching. Harlow: Pearson Education.</li> <li>4. Komorowska, H. 2002. Metodyka nauczania języków obcych. Warszawa: Fraszka Edukacyjna.</li> <li>5. Muszyńska, B., Papaja, K. 2020. Zintegrowane kształcenie przedmiotowo-językowe. Content and language integrated learning (CLIL) Wprowadzenie. Warszawa: PWN.</li> <li>6. Tanner, R. &amp; C. Green. 1998. Tasks for Teacher Education. Addison Wesley Longman Limited.</li> </ol>
	Supplementary literature	<ol style="list-style-type: none"> <li>1. Doughty, C. &amp; M. Long. 2003. The Handbook of Second Language Acquisition. Oxford: Blackwell.</li> <li>2. Komorowska, H. 2005. Programy nauczania w kształceniu ogólnym i w kształceniu językowym. Warszawa: Fraszka Edukacyjna.</li> <li>3. Komorowska, H. 2007. Sprawdzanie umiejętności w nauce języka obcego. Kontrola - ocena - testowanie. Warszawa: Fraszka Edukacyjna.</li> <li>4. Pinter, A. 2006. Teaching Young Learners. Oxford: Oxford University Press.</li> <li>5. Strickland, D. S. &amp; L. M. Morrow. 2000. Beginning Reading and Writing. New York, NY: Teachers College Press.</li> <li>6. Wawrzyniak-Śliwska, M. 2017. Educating towards autonomy [w:] Pawlak, M., Mystkowska-Wiertelak, A., &amp; Bielak, J. (ed.). Autonomy in second language learning: Managing the resources. Heidelberg New York: Springer.</li> </ol>
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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