

Subject card

Subject name and code	English Didactics in Primary and Secondary Education III, PG_00137692						
Field of study	English Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2026/2027		
Education level	undergraduate studies	Subject group			Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	3	Language of instruction			English		
Semester of study	6	ECTS credits			3.0		
Learning profile	academic	Assessment form					
Conducting unit	Zakład Glottodydaktyki i Przetwarzania Języka Naturalnego -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Joanna Tillack				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		43.0	75
Subject objectives	Familiarizing students with the main concepts in teaching English in primary and secondary schools. Familiarizing students with professional terminology and implementing it in discussions during exercises and in written works. Acquiring and improving practical skills in planning, constructing, conducting and assessing your own lessons.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	Knows and understands the place of English in the framework teaching plans for primary and secondary schools as well as the core curriculum of the subject, its educational goals and teaching content; has knowledge of structure and key competencies in teaching English and issues related to the English language curriculum - creation and modification, analysis, evaluation, selection and approval, as well as principles of designing the educational process and the distribution of material; methods of teaching English in primary and secondary schools, including activating methods; the role of diagnosis, control and assessment in teaching work; exams at the end of the educational stage and methods of constructing tests, quizzes and other tools for assessing students; initial diagnosis of the student group and each student in the field of teaching English; learning methods and techniques, as well as consolidating knowledge and skills useful in learning English.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work [SW5] implementation of a problem task
	[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.	Knows and understands the need to develop a positive attitude towards learning in students, developing curiosity, activity and cognitive independence at school and throughout life, logical and critical thinking in connection with intercultural linguistic communication and the use of modern technologies in the work of an English teacher.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work [SW5] implementation of a problem task
	[FAL3_U04] Selects and applies information and communication techniques (ICT) during the acquisition and processing of information in the framework of English Studies.	Is able to select class work methods and teaching resources that activate students, taking into account their educational needs during English lessons; assess students' work in the classroom and at home; construct a test to assess students' skills using information and communication techniques (ICT) when obtaining and processing information.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	Is able to interact with others and plan and organize individual and team work in the classroom during English lessons.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[FAL3_U12] Independently plans and implements lifelong self-education, in particular in the field of the English language, linguistics and English-language literatures.	Is able to independently plan and implement lifelong self-education, in particular in the field of English, in order to shape a positive attitude towards learning in the student and himself. Is able to recognize typical mistakes made by Polish students when using English and use this knowledge in the teaching process.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task
	[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.	Is ready to promote responsible and critical use of digital media and respect for intellectual property rights; to develop the habit of systematic learning and using various sources of knowledge, including the Internet; to stimulate students to learn throughout their lives.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK3] text preparation/written work [SK4] test/exam - oral or written [SK5] implementation of a problem task

	Course outcome	Subject outcome	Method of verification
	[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 adapt working methods in English lessons to the needs of students; popularizing knowledge in the school and non-school environment; to develop students' cooperation skills during English lessons; to develop students' communicative competences in English; to developing students' curiosity, cognitive activity and independence, as well as logical and critical thinking.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[FAL3_U08] Talks and writes about the history, culture and realities of English-speaking countries.	Is able to identify typical school tasks in teaching English with educational goals; analyze the distribution of material and identify connections between the subject content and other teaching content, e.g. in the field of history or culture of English-speaking countries; adapt the method of communication to the developmental level of students; create teaching situations for activity and the development of interests students in learning English.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task
Subject contents	<p>Topics covered in semester 6:</p> <p>Subject integration in teaching English.</p> <p>Assessment and creation of teaching materials.</p> <p>Evaluation and selection of a textbook.</p> <p>Working with a textbook for learning English.</p> <p>Teaching materials and resources (textbooks and educational packages), teaching aids - selection and use of educational resources, including electronic and foreign languages, educational applications of media and information and communication technology.</p> <p>Diagnosis, control and assessment in teaching work; assessment and its types: ongoing, semester and annual assessment, internal and external assessment; evaluation functions;</p> <p>Formative assessment. Examinations at the end of the educational stage and methods of constructing tests, quizzes and other tools useful in the process of assessing students as part of teaching English. Motivating students to learn English.</p> <p>Student autonomy.</p> <p>Discipline in the classroom.</p> <p>Organization of work in the school classroom and groups, ways of organizing the classroom space.</p>		

Prerequisites and co-requisites	<p>Choosing the teaching specialty.</p> <p>Knowledge of English at B2/C1 level.</p> <p>Due to the nature of the subject, 100% attendance is required. It is not possible to "make up" classes in the form of reading, test, presentation or any other form. The student receives a grade in semester 6 based on: written and/or oral exam - 100%: open and/or closed questions covering all issues discussed in the exercises during semester 4, 5 and 6 and developed by students based on the literature read.</p> <p>The condition for taking the exam is obtaining positive grades on tasks and/or tests performed during classes in semester 6 (test: open and/or closed questions on issues discussed during classes and developed by students based on the literature read - 50%; tasks indicated by the instructor 50%).</p> <p>Assessment criteria: Preparing tasks proposed by the Teacher: quality of the work presented; level of knowledge of the content of the exercises and the materials presented in them; quality of the arguments formulated; justifications based on scientific vs. everyday concepts; complexity and multi-faceted justifications.</p> <p>Tests: accuracy of the answer; level of knowledge of the content of the exercises and the materials presented in them; quality of the arguments formulated; justifications based on scientific vs. colloquial concepts; complexity and multi-faceted justifications; formulating recommendations for changes in the area of teaching English in Polish school.</p> <p>Exam: accuracy of the answer; level of knowledge of the content of the exercises and the materials presented in them; quality of the arguments formulated; justifications based on scientific vs. colloquial concepts; complexity and multi-faceted justifications; formulating recommendations for changes in the area of teaching English in Polish school.</p>								
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 976 794 999">Subject passing criteria</th> <th data-bbox="801 976 1139 999">Passing threshold</th> <th data-bbox="1145 976 1473 999">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1008 794 1030">Oral/written examination</td> <td data-bbox="801 1008 1139 1030">51.0%</td> <td data-bbox="1145 1008 1473 1030">100.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Oral/written examination	51.0%	100.0%
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Oral/written examination	51.0%	100.0%							
Recommended reading	<p>Basic literature</p> <p>Compulsory reading:</p> <ol style="list-style-type: none"> 1. Harmer, J. 2007. The Practice of English Language Teaching. Harlow: Pearson Education. 2. Harmer, J. 2012. Essential Teacher Knowledge. Core Concepts in English Language Teaching. Harlow: Pearson Education. 3. Komorowska, H. 2002. Metodyka nauczania języków obcych. Warszawa: Fraszka Edukacyjna. 4. Tanner, R. & C. Green. 1998. Tasks for Teacher Education. Addison Wesley Longman Limited. 								

	Supplementary literature	<p>Supplementary reading:</p> <ol style="list-style-type: none"> 1. Doughty, C. & M. Long. 2003. The Handbook of Second Language Acquisition. Oxford: Blackwell. 2. Komorowska, H. 2005. Programy nauczania w kształceniu ogólnym i w kształceniu językowym. Warszawa: Fraszka Edukacyjna. 3. Komorowska, H. 2007. Sprawdzanie umiejętności w nauce języka obcego. Kontrola - ocena - testowanie. Warszawa: Fraszka Edukacyjna. 4. Pinter, A. 2006. Teaching Young Learners. Oxford: Oxford University Press. 5. Strickland, D. S. & L. M. Morrow. 2000. Beginning Reading and Writing. New York, NY: Teachers College Press. 6. Wawrzyniak-Sliwska, M. 2017. Educating towards autonomy [w:] Pawlak, M., Mystkowska-Wiertelak, A., & Bielak, J. (ed.). Autonomy in second language learning: Managing the resources. Heidelberg New York: Springer.
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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