

**Subject card**

<b>Subject name and code</b>	New trends in glottodidactics, PG_00137833						
<b>Field of study</b>	English Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	postgraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			English		
<b>Semester of study</b>	2	<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 Małgorzata Smentek-Lewandowska					
	<b>Teachers</b>	dr Małgorzata Smentek-Lewandowska dr Beata Karpińska-Musiał					
<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>	The course aims to acquaint students with the latest trends in foreign language teaching, especially in teaching English as a foreign/second language, and the resulting practical considerations for the process of teaching foreign languages at the first and second educational stages. An additional goal of the course is to form a reflective-critical attitude of students towards all innovations in language education and to develop the ability to assess their usefulness for the proper linguistic development of the student.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAMU2_U06] Can communicate in speech and writing in English and Polish with diverse audiences on specialized topics in the field of linguistics and literature, also using advanced specialized terminology.	The student can communicate with diverse audiences on specialist topics in the field of foreign/second language education, using specialist terminology.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FAMU2_U03] Can properly select sources and evaluate, select, critically analyze and synthesize and creatively interpret information derived from them, in particular in the field of English linguistic and literary studies.	The student is able to select sources appropriately as well as to evaluate, critically analyse and synthesise, and creatively interpret information from them, particularly with regard to research in TEFL .	[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
	[FAMU2_W14] Knows and understands selected issues connected to various disciplines constituting auxiliary and related sciences of English Philology, necessary as a context for research in the field of English linguistics and English-language literatures or in the professional activity of the English philologist.	The student knows and understands the fundamental dilemmas of contemporary education related to intercultural and interlingual communication and the role of digital technology in the work of the English philologist.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[FAMU2_U10] Can independently plan and implement their own lifelong learning and guide others in this area within the framework of English philology and their chosen field of professional activity.	The student can independently plan and implement his/her own lifelong learning; he/she can guide others in doing so both in the field of English philology and their chosen professional activity.	[SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[FAMU2_U04] Can select and apply information and communication techniques (ICT) during the acquisition and processing of information for research and professional purposes within the framework of English Studies.	The student is able to select and apply information and communication technology (ICT) when acquiring and processing information for research and professional purposes within English language teaching course.	[SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[FAMU2_K01] Is ready to critically evaluate the extent of their knowledge and skills, in particular in the field of English-language linguistics and literature and English.	The student is able to critically evaluate the extent of his/her knowledge and skills, in particular in the field of TEFL.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK8] observation of student's independent or team work
	[FAMU2_K03] Is prepared to make decisions on his / her own and to critically evaluate and take responsibility for the consequences of his / her own actions, the actions of the teams he / she leads and the organizations in which he / she participates, to lead and take responsibility for the group in the performance of tasks within the framework of English studies and in professional practice.	The student is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of his or her own actions, the actions of the teams he or she leads and the organisations in which he or she participates. The student is able to take on the role of a group leader and to take responsibility for the group by carrying out tasks in the field of English language studies and in professional practice.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[FAMU2_K02] Is prepared to recognise the importance of knowledge and skills in English Studies in solving cognitive and practical problems and to seek the advice of a supervisor in their chosen place of work in the event of difficulty in solving problems on their own.	The student is ready to recognise the importance of knowledge and skills within English language studies in solving cognitive and practical problems, and to seek the advice of a supervisor or tutor in the chosen workplace if he/she has difficulty in solving problems independently.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK6] demonstration of practical skills [SK8] observation of student's independent or team work

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[FAMU2_U05] Can use and present orally and in writing knowledge in the field of auxiliary and related sciences, which is a context for English linguistic and literary studies and supports the professional work of an English philologist.	The student is able to use and present, both orally and in writing, their knowledge from ancillary and related sciences that provide a context for research in the field of TEFL and that support the professional work of an English philologist.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task [SU8] observation of student's independent or team work
[FAMU2_U01] Can innovatively perform analytical and interpretative tasks, formulate and solve complex and unusual problems, and set and test simple research hypotheses in the field of English linguistics and research into English literature, using the acquired subject knowledge and linguistic and literary methodological and theoretical approaches.	The student is able to carry out analytical and interpretative tasks, formulate and solve complex and unusual problems, as well as pose and test simple research hypotheses in the field of TEFL, using acquired subject knowledge.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
[FAMU2_W15] Knows and understands the grammatical and lexical principles of the English language, the principles of constructing written and oral statements, and the cultural conventions of communication in English at the C2 level.	The student knows and understands the determinants (e.g. economic, legal, ethical or social), procedures, methods and tools used in the professional activity of an English language teacher, and knows and understands the basic principles of the creation and development of various forms of entrepreneurship, useful in planning the career of an English philologist.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
[FAMU2_W12] Knows and understands the main development trends in literature, in particular with regard to research into English-language literature.	The student knows and understands selected issues in related sciences of English philology and the realia of English-speaking countries, necessary as a context for research in English language education or in the professional activities of an English philologist.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
[FAMU2_K07] Is ready to responsibly perform selected professional roles related to the use of the English language, taking into account changing social needs.	The student is prepared to perform selected professional roles related to the use of English, taking into account the changing needs of society.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK8] observation of student's independent or team work
[FAMU2_U07] Can lead a debate on linguistics and literature within the framework of English Philology, present and evaluate various opinions and positions, and discuss them in English and Polish.	The student is able to have a debate, present and evaluate different opinions and positions and address them, in particular on topics relating to language education within English philology.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
[FAMU2_K04] Is ready to engage in social and professional life, including initiating and organizing activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literatures.	The student is ready to engage in social and professional life, including initiating and organising activities for the benefit of the community, also using knowledge and skills from the domain of applied linguistics and English language education.	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
[FAMU2_W07] Knows and understands to an in-depth extent selected issues constituting advanced detailed knowledge in the field of linguistics, including, in particular, research into the English language.	The student knows and understands selected issues that constitute specific knowledge in the field of applied linguistics, including - in particular - language education.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
[FAMU2_W06] Knows and understands advanced terminology in the field of literary studies, in particular those used in the study of English-language literature.	The student knows and understands in depth advanced terminology from the field of foreign/second language education.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task

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	[FAMU2_U02] Can apply knowledge in the field of linguistics and literature in solving practical problems in the field of the chosen specialty.	The student is able to apply knowledge from the domain of applied linguistics in solving practical problems in his/her chosen specialisation.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[FAMU2_U09] Can lead a team, interact with others and take a leading role in teams.	The student is able to manage a team, interact with others and take a leading role in teams.	[SU2] presentation/project/paper/report [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FAMU2_W03] Knows and understands in depth advanced research methodologies and theories in the field of English linguistics.	The student knows and understands in depth the research methodologies and theories involved in the field of applied linguistics and English language teaching.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/report [SW5] implementation of a problem task
Subject contents	<ul style="list-style-type: none"> <li>• Introduction to the language policy of the Council of Europe and the European Union.</li> <li>• Assessment and self-assessment of language skills (CEFR, ELP). Overview of international ESL examinations.</li> <li>• Bilingualism and multilingualism.</li> <li>• Bilingual education.</li> <li>• Multilingual and multicultural education.</li> <li>• The place of the first language in foreign language teaching.</li> <li>• The role and function of translation and mediation in foreign language learning.</li> <li>• The culture of the target country in language education.</li> <li>• Bicultural and multicultural competence. Intercultural communication.</li> <li>• Content and Language Integrated Learning (CLIL).</li> <li>• Task-based language teaching (TBL).</li> <li>• New technologies and media in language teaching.</li> <li>• Authentic materials: their functions and uses in English language teaching.</li> <li>• Creating innovative authentic teaching materials for English language learning.</li> </ul>		
Prerequisites and co-requisites	English language proficiency at minimum C1 level (CEFR).		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active and involved class participation	80.0%	40.0%
	original lesson projects/presentations; knowledge test	51.0%	60.0%
Recommended reading	Basic literature	<ul style="list-style-type: none"> <li>• Byram, Michael (1997). <i>Teaching and Assessing Intercultural Communicative Competence</i>. Clevedon: Multilingual Matters.</li> <li>• Cook, Vivian (2001). Using the First Language in the Classroom. <i>Canadian Modern Language Review</i> 57/3: 402-423.</li> <li>• Council of Europe (2001). <i>Common European Framework of Reference for Languages: Learning, Teaching, Assessment</i>. Cambridge: Cambridge University Press. Available at <a href="http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf">http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf</a>.</li> <li>• Crystal, David (2003). <i>English as a Global Language</i>. Second edition. Cambridge: Cambridge University Press.</li> <li>• Deller, Sheelagh, Mario Rinvulucri (2002). <i>Using the Mother Tongue: Making the Most of the Learners Language</i>. London: English Teaching Professional.</li> <li>• Do Coyle, Philip Hood, David Marsh (2010). <i>Content and Language Integrated Learning</i>. Cambridge: Cambridge University Press.</li> <li>• Ellis, Rod (2003). <i>Task-based Language Learning and Teaching</i>. Oxford: Oxford University Press.</li> <li>• European Commission (2008). <i>Multilingualism: An Asset for Europe and a Shared Commitment</i>. Available at <a href="https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52008DC0566&amp;from=LV">https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52008DC0566&amp;from=LV</a></li> <li>• Garcia, Ofelia (2009). <i>Bilingual Education in the 21st Century: A Global Perspective</i>. Malden MA, Oxford, Chichester: Wiley-Blackwell.</li> <li>• Stanley, Graham (2013). <i>Language Learning with Technology</i>. Cambridge: Cambridge University Press.</li> <li>• Widdowson, Henry G. (2003). <i>Defining Issues in English Language Teaching</i>. Oxford: Oxford University Press.</li> </ul>	

	Supplementary literature	<ul style="list-style-type: none"> <li>• Byram, Michael (ed.) (2004). <i>Routledge Encyclopedia of Language Teaching and Learning</i>. London: Routledge.</li> <li>• Council of Europe (2007). <i>Guide for the Development of Language Education Policies in Europe</i>. Language Policy Division. Council of Europe: Strasbourg. Available at <a href="https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802fc1c4">https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802fc1c4</a></li> <li>• Council of Europe. <i>Autobiography of Intercultural Encounters</i>. Available at <a href="https://rm.coe.int/autobiography-of-intercultural-encounters/16806bf02d">https://rm.coe.int/autobiography-of-intercultural-encounters/16806bf02d</a></li> <li>• Council of Europe. <i>European Language Portfolio</i>. Available at <a href="https://www.ecml.at/Thematicareas/Curriculaandevaluation/EuropeanLanguagePortfolio/tabid/4179/language/en-GB/Default.aspx">https://www.ecml.at/Thematicareas/Curriculaandevaluation/EuropeanLanguagePortfolio/tabid/4179/language/en-GB/Default.aspx</a></li> <li>• Council of Europe. <i>White Paper on Intercultural Dialogue</i>. Available at <a href="https://www.coe.int/t/dg4/intercultural/Source/Pub_White_Paper/White%20Paper_final_revised_EN.pdf">https://www.coe.int/t/dg4/intercultural/Source/Pub_White_Paper/White%20Paper_final_revised_EN.pdf</a></li> <li>• Goldstein, Ben, Paul Driver (2014). <i>Language Learning with Digital Video</i>. Cambridge: Cambridge University Press.</li> <li>• Grosjean, Francois (2010). <i>Bilingual: Life and Reality</i>. Cambridge MA: Harvard University Press.</li> <li>• Iluk, Jan (2008). Tłumaczyc czy nie tłumaczyc na lekcjach języka obcego. <i>Jezyki Obce w Szkole</i> 5: 32-41.</li> <li>• Cambridge Handbooks for Language Teachers series. Cambridge University Press.</li> <li>• Resource Books for Teachers. Oxford University Press.</li> <li>• Selected ECML (European Centre for Modern Languages) resources. Available at <a href="https://www.ecml.at/Resources/ECMLresources/tabid/277/language/en-GB/Default.aspx">https://www.ecml.at/Resources/ECMLresources/tabid/277/language/en-GB/Default.aspx</a></li> </ul>
	eResources addresses	Adresy na platformie eNauczenie:
Example issues/ example questions/ tasks being completed	<p>What is the role of the student's L1 in the process of L2 acquisition?</p> <p>Should we promote Content and Language Integrated Learning in primary and secondary schools in Poland?</p> <p>What are the potential drawbacks and benefits of using translation in the L2 classroom?</p> <p>Design a lesson for B2 (CEFR) level teenagers, incorporating the principles of TBL.</p>	
Work placement	Not applicable	

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