

**Subject card**

<b>Subject name and code</b>	English Didactics in primary and secondary school I, PG_00141117						
<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>	Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
<b>Mode of study</b>	part-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			English English		
<b>Semester of study</b>	2	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Institute of English and American Studies -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Magdalena Wawrzyniak-Śliwska				
	<b>Teachers</b>		dr Dorota Góreczna				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	28.0	0.0	0.0	0.0	28
	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>	28		2.0		20.0	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>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAMU2_U09] Can lead a team, interact with others and take a leading role in teams.	In terms of skills, the graduate is able to: D.1/E.1.U4. adapt the mode of communication to the developmental level of students; manage students' work during English classes	[SU1] oral statement/conversation/discussion [SU6] demonstration of practical skills
	[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.	In terms of social competence, the graduate is ready to: D.1/E.1.K1. adapt work methods to the needs and different learning styles of students; D.1/E.1.K2. popularise knowledge among students both in the school and out-of-school environment; D.1/E.1.K3. encourage students to attempt research; D.1/E.1.K5. develop students' collaborative skills, including group problem solving; D.1/E.1.K7. develop pupils' curiosity, activity and cognitive independence as well as logical and critical thinking;	[SK1] oral statement/conversation/discussion [SK6] demonstration of practical skills

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	<p>[FAMU2_W12] Knows and understands the main development trends in literature, in particular with regard to research into English-language literature.</p>	<p>In terms of knowledge, the graduate knows and understands:</p> <p>D.1/E.1.W1. the place of English in the curriculum at the different educational stages;</p> <p>D.1/E.1.W2. the core curriculum for English, the learning objectives and content of English language teaching at different educational stages, English in the context of prior and further education, the structure of English language knowledge and the key competences and their formation within English language teaching;</p> <p>D.1/E.1.W3. intra- and cross-curricular integration; curriculum issues - creation and modification, analysis, evaluation, selection and validation, and principles of learning design and material decomposition;</p> <p>D.1/E.1.W5. conventional and unconventional teaching methods, including activation and project methods, the process of learning by doing, scientific discovery or inquiry, and student research work, as well as principles of selecting methods of teaching methods typical of the English language;</p> <p>D.1/E.1.W6. the methodology of implementation of individual educational contents within English teaching - substantive and methodological solutions, good practices, adaptation of interactions to the needs and capabilities of students or groups of students with different potential and learning styles, typical student mistakes in the English language, their role and ways to use them in the teaching process;</p> <p>D.1/E.1.W7. the organisation of work in the school classroom and groups: the need for individualisation of teaching, the issue of interdisciplinary teaching, forms of work specific to English: excursions, competitions and homework issues;</p> <p>D.1/E.1.W8. ways of organising the classroom space, taking into account the principles of universal design: teaching resources (textbooks and educational packages);</p> <p>D.1/E.1.W10. the role of diagnosis, control and assessment in teaching work; assessment and its types: current, semester and annual assessment, internal and external assessment; functions of assessment;</p> <p>D.1/E.1.W11. Examinations at the end of an educational stage and ways of constructing tests, examinations and other tools useful in the process of assessing students in English;</p> <p>D.1/E.1.W12. Initial diagnosis of the student group and of each student in the context of English and ways to support students' cognitive development; the need to shape concepts, attitudes, practical skills, including problem solving, and the use of knowledge; methods and techniques of effective learning; methods of structuring knowledge and the need for repetition and</p>	<p>[SW4] test/exam - oral or written</p> <p>[SW1] oral statement/ conversation/discussion</p>

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		consolidation of knowledge and skills; D.1/E.1.W14. the repertoire of the teacher techniques; the appropriate use of lesson time by the student and the teacher; issues related to checking and assessing the quality of education and its evaluation.	
[FAMU2_U02] Can apply knowledge in the field of linguistics and literature in solving practical problems in the field of the chosen specialty.	In terms of skills, the graduate is able to: D.1/E.1.U1. identify typical school tasks with learning objectives, in particular with the general requirements of the core curriculum, and with the key competences; D.1/E.1.U3. identify links between the English language content and other learning content;	[SU1] oral statement/conversation/discussion [SU6] demonstration of practical skills	
[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.	In terms of skills, the graduate is able to: D.1/E.1.U1. identify typical school tasks with learning objectives, in particular with the general requirements of the core curriculum, and with the key competences; D.1/E.1.U2. analyse the distribution of material; D.1/E.1.U8. substantively, professionally and reliably assess students' work done in class and at home; D.1/E.1.U9. construct a test to assess the given skills of students; D.1/E.1.U10. recognise common student errors in English and use them in the teaching process; D.1/E.1.U11. carry out a preliminary diagnosis of student skills.	[SU1] oral statement/conversation/discussion [SU6] demonstration of practical skills	
[FAMU2_K06] Is ready to observe, disseminate and develop the principles of ethics in research work in the field of English linguistics and literature and in professional work.	In terms of social competence, the graduate is ready to: D.1/E.1.K4. promote responsible and critical use of digital media and respect for intellectual property rights; D.1/E.1.K6. build a system of values and develop ethical attitudes of students and shaping their communicative competence and cultural habits;	[SK1] oral statement/conversation/discussion [SK6] demonstration of practical skills	
[FAMU2_K07] Is ready to responsibly perform selected professional roles related to the use of the English language, taking into account changing social needs.	In terms of social competences, the graduate is ready to: D.1/E.1.K8. develop the habit of systematic learning and use of various sources of knowledge, including the Internet; D.1/E.1.K9. stimulate students to lifelong learning through independent work.	[SK1] oral statement/conversation/discussion	

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	<p>[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.</p>	<p>In terms of knowledge, the graduate knows and understands:  D.1/E.1.W4. the content-related, didactic and educational competences of the teacher, including the need for professional development, also with the use of information and communication technology, and adapting the way of communication to the level of students' development and stimulating students' cognitive activity, including the creation of didactic situations; the importance of the teacher's authority and the principles of student-teacher interaction in the course of a lesson; moderating interaction between students; the role of the teacher as a populariser of knowledge and the importance of cooperation teacher in the didactic process with students' parents or guardians, school staff and the out-of-school environment;  D.1/E.1.W8. teaching aids - selection and use of educational resources, including electronic and foreign language resources, educational uses of media and information and communication technology; computer thinking in problem solving in English language teaching; the need to find, adapt and create electronic educational resources and multimedia design;  D.1/E.1.W9. educational methods in relation to the English language, and the importance of developing an attitude of responsible and critical use of digital media and respect for intellectual property rights;  D.1/E.1.W13. the importance of developing pupils' personal and social-emotional skills: the need to shape pupils' cooperation skills, including group problem solving, and to build a system of values and develop pupils' ethical attitudes, as well as to shape communication competence and cultural habits;  D.1/E.1.W15. the need to shape in a student a positive attitude to learning, to develop curiosity, activity and cognitive independence, logical and critical thinking, to shape motivation to learn a given subject and habits of systematic learning, to use various sources of knowledge, including the Internet, and to prepare a student for lifelong learning by stimulating him/her to work independently.</p>	<p>[SW4] test/exam - oral or written  [SW1] oral statement/conversation/discussion</p>
	<p>[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.</p>	<p>In terms of skills graduates are able to:  D.1/E.1.U5. create didactic situations serving the activity and development of students' interests and popularisation of knowledge;  - Independently plan and implement their own lifelong learning in the field of English and guide students in this respect</p>	<p>[SU1] oral statement/conversation/discussion  [SU6] demonstration of practical skills</p>

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	[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.	In terms of skills, the graduate is able to: D.1/E.1.U7. select classroom methods and teaching resources, including information and communication technology, that activate students and take into account their different learning needs;	[SU1] oral statement/conversation/discussion [SU6] demonstration of practical skills
Subject contents	<p>The methodology of English language teaching - problem scope and terminology.</p> <p>English language core curriculum and syllabuses.</p> <p>Teaching language skills in English - teaching spoken language (listening and speaking).</p> <p>English lesson planning - a lesson outline.</p> <p>Planning English lessons - teaching speaking and listening.</p> <p>Teaching English pronunciation in primary and secondary education - phonetic games and activities.</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. Active participation in classes	100.0%	20.0%
	Positive results in the tests during the course and the final test.	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>Harmer, J. 2007. The Practice of English Language Teaching. Harlow: Pearson Education.</li> <li>Harmer, J. 2012. Essential Teacher Knowledge. Core Concepts in English Language Teaching. Harlow: Pearson Education.</li> <li>Komorowska, H. 2002. Metodyka nauczania języków obcych. Warszawa: Fraszka Edukacyjna.</li> <li>Tanner, R. &amp; C. Green. 1998. Tasks for Teacher Education. Addison Wesley Longman Limited.</li> <li>Gębał, P., Kiński, Cz., Mercer, S., Nowak, S.A., Szulc-Kurpaska, M. 2023, Teaching and Learning English. Education for Life. Warszawa: PWN.</li> </ol>	
	Supplementary literature	<ol style="list-style-type: none"> <li>Doughty, C. &amp; M. Long. 2003. The Handbook of Second Language Acquisition. Oxford: Blackwell.</li> <li>Komorowska, H. 2005. Programy nauczania w kształceniu ogólnym i w kształceniu językowym. Warszawa: Fraszka Edukacyjna.</li> <li>Komorowska, H. 2007. Sprawdzanie umiejętności w nauce języka obcego. Kontrola - ocena - testowanie. Warszawa: Fraszka Edukacyjna.</li> <li>Pinter, A. 2006. Teaching Young Learners. Oxford: Oxford University Press.</li> <li>Strickland, D. S. &amp; L. M. Morrow. 2000. Beginning Reading and Writing. New York, NY: Teachers College Press.</li> <li>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		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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