

Subject card

Subject name and code	Didactic Teaching Practice: 120 hours, PG_00143060						
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			4.0		
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	120.0	0.0	0.0	0.0	120
	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	120		0.0		120.0	240
Subject objectives	Enabling students to gain and accumulate individual experiences in various educational situations in primary and secondary schools; creating opportunities to verify and confront theoretical knowledge in practice; enriching students' experiences through direct contact with school reality; getting acquainted with the documentation and work of an English teacher; gaining experience in preparing and independently conducting English lessons.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	Is able to cooperate with a mentor, vocational training supervisor and academic teachers in order to organize individual and team work.	[SU6] demonstration of practical skills [SU7] entries and opinions in the internship diary [SU8] observation of student's independent or team work
	[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 make decisions independently and to critically evaluate and take responsibility for the consequences of his own actions and the actions of the teams in which he participates when performing tasks entrusted to an English teacher.	[SK6] demonstration of practical skills [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work
	[FAL3_W17] Knows and understands the basic concepts and principles of copyright law, in particular those applicable to research in the field of linguistics and literature in the framework of English philology and in professional work.	Knows and understands the basic concepts and principles of copyright affecting the types of documentation of teaching activities in the field of learning English conducted at school.	[SW3] text preparation/written work [SW5] implementation of a problem task
	[FAL3_K06] Adopts entrepreneurial mindset and is active various areas of professional activity related to the use of the English language.	Is ready to think and act in an entrepreneurial way in various spheres of professional activity related to the use of English.	[SK6] demonstration of practical skills [SK7] entries and opinions in the internship diary [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 use and communicate, orally and in writing, basic knowledge of the culture of English-speaking countries and thus plan and conduct a series of English lessons or classes under the supervision of a professional internship supervisor.	[SU6] demonstration of practical skills [SU7] entries and opinions in the internship diary [SU8] observation of student's independent or team work
	[FAL3_W18] Knows information technologies useful in the work of an English philologist.	Knows and understands information technologies useful in the work of an English teacher at school.	[SW2] presentation/project/paper/report
	[FAL3_K05] Is ready to engage in social and professional life, including undertaking and co-organising activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literature.	Is ready to engage in social and professional life, including undertaking and co-organizing activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literature.	[SK6] demonstration of practical skills [SK7] entries and opinions in the internship diary [SK8] 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 teaching English at school.	[SU6] demonstration of practical skills [SU7] entries and opinions in the internship diary [SU8] observation of student's independent or team work
	[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 perform professional roles responsibly, including compliance with and dissemination of ethical principles in various spheres of activity related to the use of English.	[SK6] demonstration of practical skills [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work
	[FAL3_W16] Knows and understands the basic economic, legal, ethical or social aspects of professional activity requiring the command of English and the basic principles of the creation and development of various forms of entrepreneurship, useful in planning a professional career of an English philologist.	Knows and understands the economic and legal conditions as well as the functioning and organization of the school's teaching work in the field of learning English.	[SW3] text preparation/written work [SW5] implementation of a problem task

	Course outcome	Subject outcome	Method of verification
	[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 fundamental dilemmas of modern civilization related to intercultural linguistic communication and, in this context, carries out teaching tasks in the field of learning English carried out by the school.	[SW1] oral statement/ conversation/discussion [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 and use information and communication techniques when obtaining and processing information while working at school.	[SU6] demonstration of practical skills [SU7] entries and opinions in the internship diary [SU8] observation of student's independent or team work
Subject contents	<p>Practical use of knowledge and skills in teaching English. During the internship, the student carries out the teaching process (topics of teaching hours) in accordance with the curriculum approved for a given class and educational stage. During the internship, the student completes content correlated with the English language teaching curriculum, the topics of psychology and pedagogy classes, and resulting from participation in various forms of school work, including: becomes acquainted with the school's organizational structure, its material base and operating conditions. Observation of various elements of the lesson (e.g. sequence of tasks, teacher-student relationships, classroom organization, correction of errors, student behavior, use of teaching materials and resources, explanations, instructions, etc.). Organization of classes and discipline during lessons. Lesson plans, lesson planning and evaluation. Command language. Result plan, curriculum and other documents regulating the school's work. Teaching productive and receptive skills. Teaching vocabulary, grammar. Constructing tests, elements of didactic measurement. Selection, evaluation and use of teaching materials. Techniques enabling interaction and authentic communication in the classroom. Teaching different age groups. Grouping students and monitoring classroom work. Activating methods, stimulating thinking and independent acquisition of knowledge in the teaching and learning process. Using information technologies in teaching English.</p>		
Prerequisites and co-requisites	<p>Choosing a teaching specialty.</p> <p>Completion of psychological and pedagogical practice and teacher's workshop.</p> <p>The student receives credit for teaching English if he or she meets the following conditions:</p> <ol style="list-style-type: none"> 1 will complete the internship at the designated place and date, in primary and secondary school 2 will complete all tasks arising from the regulations and internship program, 3 receives a positive opinion from the school internship supervisor, 4 will submit, within two weeks after the end of the internship, to the university supervisor/manager complete documentation of the internship, <p>including:</p> <ul style="list-style-type: none"> • evaluation of the course of the student internship, made by the school internship supervisor, • practice diary, • portfolio of tasks performed during the internship. The evaluation of the student internship should take into account the specific learning outcomes that constitute the canon of all internships. The practice diary should contain a full set of teaching hours corresponding to the amount of practice at individual educational stages (grades 4-6 of primary school - 40 hours, grades 7-8 of primary school - 40 hours, secondary school - 40 hours) completed by the student-intern, both those that were observations of classes conducted by a guardian, as well as classes conducted independently or conducted together with a guardian. The diary must be certified by the school's internship supervisor and bear the school's seal. The Portfolio, containing documentation of internships, will include: selected observation tasks, sample lesson plans and their self-evaluation, examples of teaching materials used in the teaching process, three evaluations of lessons observed at each educational stage by the school practice supervisor. The internship credit card must summarize the implementation of the internship in primary school in grades 4-6, in primary school - in grades 7-8 and in secondary school. 		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Portfolio	51.0%	50.0%
	Mentor's evaluation	51.0%	40.0%
	Pre-practice documentation preparation	51.0%	10.0%
Recommended reading	Basic literature	<p>Arends, R. (1994). <i>Uczymy się nauczać</i>, Warszawa.</p> <p>Anderson, R. (1998). <i>Uczenie się i pamięć</i>, Warszawa.</p> <p>Badecka-Kozikowska, M. (2008). <i>Siedem Grzechów Głównych Nauczycieli Języków Obcych</i>, Warszawa.</p> <p>Brown D. H. (2007). <i>Teaching by Principles</i>, Longman.</p> <p>Cameron, L. (2002). <i>Teaching Languages to Young Learners</i>. Cambridge: CUP.</p> <p>Dakowska, M. (2007). <i>Teaching English as a Foreign Language</i>. PWN.</p> <p>Doff, A. (2002). <i>Teach English: A Training Course for Teachers</i>. Cambridge: CUP.</p> <p>Harmer, J. (2001). <i>The Practice of English Language Teaching</i>. Harlow: Longman.</p> <p>Harmin, M. (2004). <i>Duch klasy. Jak motywować uczniów do nauki</i>, Warszawa.</p> <p>Hedge T. (2000). <i>Teaching and Learning in the Language Classroom</i>. OUP: Oxford.</p> <p>Komorowska, H. (1987). <i>Cwiczenia komunikacyjne w nauce języka obcego</i>. WSiP.</p> <p>Komorowska, H. (2002). <i>Metodyka Nauczania Języków Obcych</i>. Warszawa: Fraszka Edukacyjna.</p> <p>Komorowska, H. (2002). <i>Sprawdzanie umiejętności w nauce języka obcego. Kontrola Ocena - Testowanie</i>. Warszawa: Fraszka Edukacyjna.</p> <p>Komorowska, H. (2006). <i>Programy nauczania w kształceniu ogólnym i kształceniu językowym</i>. Warszawa: Fraszka Edukacyjna.</p>	
	Supplementary literature	<p>Kruszewski, K., K. Konarzewski, K. (1991). <i>Sztuka nauczania. Czynności nauczyciela</i>, Warszawa.</p> <p>Nolasco, R. i Arthur, L. (1994). <i>Large Classes</i>. London and Basingstoke: Macmillan.</p> <p>Nunan, D. (2003). <i>Practical English Language Teaching</i>. New York: McGraw Hill.</p> <p>Pamuła, M. (2003). <i>Metodyka nauczania języków obcych w kształceniu zintegrowanym</i>. Warszawa: Fraszka Edukacyjna.</p> <p>Prodromou, L. (1994). <i>Mixed ability classes</i>. London and Basingstoke: Macmillan.</p> <p>Ur., P. (2012). <i>A Course in Language Teaching</i>. Cambridge: CUP.</p> <p>Weglinska, M. (1997). <i>Jak przygotować się do lekcji? Wybór materiałów dydaktycznych</i>, Kraków.</p> <p>Czasopisma dla nauczycieli języka angielskiego: np. <i>The Teacher</i>, <i>Języki Obce w Szkole</i>, <i>Modern English Teacher</i>, <i>English Teaching Professional</i>, <i>ESL Magazine</i>, <i>Forum</i>.</p>	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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