

**Subject card**

<b>Subject name and code</b>	Learning foreign languages in the background of the concept of sustainable development, PG_00138643						
<b>Field of study</b>	Archaeology						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	undergraduate studies	<b>Subject group</b>					
<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>			Polish Polish		
<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 Lingwistyki Stosowanej -> Faculty of Languages -> Rektor						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		prof. dr hab. Przemysław Gębał				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
	Additional information:  Interactive lecture- Conversation lecture- Problem-based lecture- Lecture with multimedia presentation						
<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 aim of the course is to present the psycho-pedagogical determinants of language learning processes in the context of the philosophy of sustainable development. With reference to these, strategies for lifelong language development will be developed as an integral part of personal development. Participants will experience personalised language learning techniques that support the development of an autonomous style of language development in line with their own potential.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
		<p><b>KNOWLEDGE</b> Student: knows the linguistic and psychological terminology of language development (K_W04); has knowledge of the importance of linguistic development in human personal development (K_W02); has a general knowledge of the methodology of research on linguistic development and its developmental trends (K_W05); has knowledge of the concept of sustainable development and its implications for the concept of language learning (K_W10).</p> <p><b>SKILLS</b> Student: is able to search, analyse, evaluate and select information on human personal and linguistic development (K_U01); is able to use language learning strategies and techniques in accordance with his/her own potential and well-being (K_U13); is able to critically analyse didactic materials in order to use them for his/her own linguistic development (K_U03); is able to apply correctly the concepts of psychology of language learning and humanistic linguistics (K_U02); is able to diagnose and correct problems within his/her own language development (K_U04).</p> <p><b>SOCIAL COMPETENCES</b> Students: is aware of the value of his/her own linguistic development as an integral part of personal development (K_K03); understands the need to participate in social life and to encourage others to have contact with foreign languages and foreign cultures (K_K05).</p>	<p>[SW2] presentation/project/paper/report [SK2] presentation/project/paper/report [SK5] implementation of a problem task</p>
Subject contents	<p>1. The philosophy of sustainable development and its educational implications. Language education for sustainable development 2. Multilingual development. Translingualism 3. Learning styles. Personal potentials of language learners 4. language learners' well-being and the learning techniques to support it 5. personalised language education. Language coaching 6. Ecological approaches to language learning 7. lifelong learning. Brain-friendly language learning</p>		
Prerequisites and co-requisites	<p>Good knowledge of one foreign language. Openness to linguistic and cultural diversity.</p>		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation in cours	60.0%	30.0%
	realization of the practical project	60.0%	70.0%

Recommended reading	Basic literature	<p>De la Fuente M. (ed.), 2022, Education for Sustainable Development in Foreign Language Learning</p> <p>Gębal P.E., 2019, Dydaktyka języków obcych. Wprowadzenie, Wydawnictwo Naukowe PWN, Warszawa.</p> <p>Herrera J.P., Martinez-Alba G., Trinh E. (eds.), 2023, Teacher Well-Being in English Language Teaching. An Ecological Approach, Routledge.</p> <p>Lier L. van, 2004, The ecology and semiotics of language learning. A sociocultural perspective, Boston.</p> <p>Mercer S., 2011, Toward an understanding of language learning and teaching, Springer.</p>
	Supplementary literature	Lankiewicz H., 2015, Teacher Language Awareness in the ecological perspective. A collaborative inquiry based on languaging, Wydawnictwo Uniwersytetu Gdańskiego.
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	<p>Keeping a diary of learning strategies Completion of tasks and activities in the short language courses offered in class</p>	
Work placement	Not applicable	

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