University of Gdańsk

Subject card

Subject name and code	Teaching English as a Foreign Language I, PG_00166499						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject	2027/2028			
Education level	Bachelor's 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	Polish			
Semester of study	5		ECTS credits	2.0			
Learning profile	academic		Assessment form	credit			
Conducting unit	Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Małgorzata Smentek-Lewandowska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	45.0	0.0	0.0	0.0	45
	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	45		2.0	3.0	50	
Subject objectives	The course objective is to acquaint students with the theoretical and practical knowledge/expertise essential for teachers of English as a second/foreign language as well as with specialised terminology, the knowledge and competent use of which will be required in class discussions and written assignments. The course also seeks to enhance and continually refine students' hands-on abilities in planning, designing, conducting and evaluating their lessons.develop and regularly improve students' practical skills in planning, constructing, conducting and evaluating their lessons.						

Learning outcomes

Course outcome	Subject outcome	Method of verification
[FGL3_K04] Identifies and resolves dilemmas related to the profession, its vheritage and tradition; understand ethical issues related to there sponsibility for the accuracy of actions and reliability of information provided.	The student identifies and resolves dilemmas related to the teaching profession, its heritage and traditions; understands the ethical issues pertaining to the responsibility for appropriate actions and the reliability of the information provided.	[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
[FGL3_U04] Is able to use methods and tools typical of their chosen specialization, i.e.: translation, teaching or business and economy.	The student is able to use the methods, techniques and tools characteristic of the field of Teaching English as a Foreign Language.	[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 [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
[FGL3_W07] Has structured and advanced specific knowledge in the field of the chosen specialisation, i.e. translation theory and practice, didactics and psycho-pedagogical activities or business and economic language.	The student has a structured and detailed knowledge of the field of Teaching English as a Foreign Language (TEFL)	[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

Subject contents

- English Language Teaching - scope of the discipline and terminology.
- First and second language acquisition versus first and second language learning.
- English language acquisition and learning processes at different stages of education: theoretical and empirical aspects.
- Teaching L2 receptive skills: reading and listening in the target language.
- Teaching L2 productive skills: speaking and writing in the target language.
- Teaching L2 pronunciation, rhythm and intonation.
- Teaching L2 vocabulary to different age groups and language levels.
- Teaching L2 grammar in the target language to different age groups and language levels.
- Lesson planning. Building lessons around a theme. Creating lesson outlines.

Prerequisites and co-requisites

English language proficiency at least at B2 (CEFR) level.

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
regular class participation with due diligence	90.0%	20.0%
assignments: written and oral, presentations, micro-teaching	51.0%	80.0%

Recommended reading

Basic literature

- Brewster, J, G. Ellis, G, Girard. 2002. *The Primary English Teachers Guide*. Pearson Longman.
- Brown, D. H. 2007. *Principles of Language Learning and Teaching*. White Plains, NY: Pearson ESL.
- Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Harmer, J. 2007. *The Practice of English Language Teaching*. Harlow: Pearson Education.
- Harmer, J. 2012. *Essential Teacher Knowledge. Core Concepts in English Language Teaching*. Harlow: Pearson Education.
- Komorowska, H. 2002. *Metodyka nauczania jezykow obcych*. Warszawa: Fraszka Edukacyjna.
- Richards, J. C. & T. Rodgers. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Slattery, M. and J. Willis. 2001. *English for Primary Teachers*. OUP.
- Szpotowicz, M. & M. Szulc-Kurpaska. 2011. T*eaching English to Young Learners*. Warszawa: Wydawnictwo Naukowe PWN.
- Ur, P. 2012. *A Course in English Language Teaching*. Cambridge: Cambridge University Press.

	Supplementary literature	• Arabski, J. 1985. *O przyswajaniu jezyka obcego (drugiego)*. Warszawa: Wydawnictwa Szkolne i Pedagogiczne. • Brown, D. H. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Third edition. Harlow: Pearson Education. • Brown, D. H. 2010. *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson ESL. • Dakowska, M. 2008. *Psycholingwistyczne podstawy dydaktyki jezykow obcych*. Warszawa: Wydawnictwo Naukowe PWN. • Ellis, R. 1990. *Instructed Second Language Acquisition*. Oxford: Blackwell. • Komorowska, H. 2005. *Programy nauczania w kształceniu ogolnym i w kształceniu jezykowym*. Warszawa: Fraszka Edukacyjna. • Komorowska, H. 2007. *Sprawdzanie umiejetnosci w nauce jezyka obcego. Kontrola - ocena - testowanie*. Warszawa: Fraszka Edukacyjna. • Larsen-Freeman, D. & M. Anderson. 2011. T*echniques and Principles in Language Teaching*. 3rd edition. Oxford: Oxford University Press. • Nunan, D. 2011. *Teaching English to Young Learners*. Anaheim, CA: Anaheim University Press. • Oxford, R. 2005. *Language Learning Strategies: What Every Teacher Should Know*. Boston, MA: Heinle & Heinle. • Pinter, A. 2006. *Teaching Young Learners*. Oxford: Oxford University Press. • Werbinska, D. 2004. *Skuteczny Nauczyciel Jezyka Obcego.* Warszawa: Fraszka Edukacyjna.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Teaching grammar as meaning. Writing - feedback on students' performance. Correcting errors and mistakes in L2 speaking. Focus on fluency vs focus on form in L2 speaking. L1 acquisition vs L2 learning.	
Work placement	Not applicable	

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