

Subject card

Subject name and code	A Intorduction to Language Teaching, PG_00136957						
Field of study	Applied Linguistics						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	2		ECTS credits		2.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Institute of Applied Linguistics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		prof. dr hab. Przemysław Gębał				
	Teachers		dr Łukasz Kumięga prof. dr hab. Przemysław Gębał				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	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	30		2.0		18.0	50
Subject objectives	The aim of the course is to familiarise participants with contemporary trends and psychopedagogical concepts of language education. The participants will learn how the perspective of describing and researching language learning and teaching in Poland has changed, relating certain issues to the wider European and world context. The course will make participants aware of how many different factors shape contemporary language education and what competences and pedagogical and didactic skills are expected of language teachers in the 21st century.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LSL3_K04] He is aware of the dilemmas associated with the profession.	The student is aware of the value of his/her development in the profession of a teacher of Polish as a foreign and second language.	[SK3] text preparation/written work [SK4] test/exam - oral or written
	[LSL3_W03] Recognizes the connections between the disciplines studied, linguistics and literary studies, and pedagogy, glottodidactics, psychology and sociology.	The student recognises and uses the interdisciplinary nature of contemporary glottodidactics in describing and planning language learning pathways.	[SW4] test/exam - oral or written [SW3] text preparation/written work
	[LSL3_U04] He can recognize theoretical problems in the disciplines studied, linguistics and literary studies, and use (in creating solutions to these problems) the achievements of other scientific disciplines, such as pedagogy, didactics, sociology and psychology, in the area of so-called interdisciplinarity.	The student is able to critically evaluate contemporary concepts of organisation and delivery of the language learning process, understanding their use from the perspective of the broad social and educational context and the needs and expectations of learners.	[SU2] presentation/project/paper/report [SU4] test/exam - oral or written [SU5] implementation of a problem task
Subject contents	1. The tools of European language policy (CEF, CARAP, EPL, European Profile for Language Teacher Education). Polish language policy. 2. Pedagogical foundations of contemporary language didactics (humanistic pedagogy, emancipatory pedagogy (Freire), pedagogy of postmodernism). 3. aims of contemporary language education - communication, social action: communicative approach (pedagogical and didactic assumptions), achievements of communicative and post-communicative didactics vs. critique, action didactics in educational practice (e.g. project teaching). 4. Language learning and teaching as supporting openness to cultural diversity. 5. Language learning and teaching as support for plurilingualism. 6. Language learning and teaching as preparation for professional careers. 7. Language learning and teaching as support for personal development. 8. Individual determinants and the process of effective language learning.		
Prerequisites and co-requisites	Knowledge of Polish at B1 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		60.0%	30.0%
		60.0%	20.0%
		60.0%	50.0%
Recommended reading	Basic literature	Gębał P.E., 2019, <i>Dydaktyka języków obcych. Wprowadzenie</i>, Warszawa. Gębał P.E., Miodunka W.T., 2020, <i>Dydaktyka i metodyka nauczania języka polskiego jako obcego i drugiego</i>, Warszawa.	

	Supplementary literature	ESOKJ, 2003, Europejski System Opisu Kształcenia Językowego; uczenie się, nauczanie, ocenianie. Warszawa: CODN. Europejski profil kształcenia nauczycieli języków. Materiał pomocniczy zarys treści kształcenia , 2006, oprac. M. Kelly, M. Grenfell, Warszawa: CODN. Kucharczyk R., 2018, Nauczanie języków obcych a dydaktyka wielojęzyczności (na przykładzie francuskiego jako drugiego języka obcego), Lublin: Werset. Lipińska E., 2003, Język ojczysty, język obcy, język drugi. Wstęp do badań dwujęzyczności. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego. Madalińska-Michalak J., Góralska R., 2012, Kompetencje emocjonalne nauczyciela, Warszawa: ABC&Wolters-Kluwer. Smuk M., 2016, Od cech osobowości do kompetencji savoir-etre rozwijanie samoświadomości w nauce języków obcych. Lublin: Werset.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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