University of Gdańsk

Subject card

Subject name and code	English Didactics in primary and secondary school I, PG_00189337		
Field of study	English Studies		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2026/2027
Education level	Master's studies	Subject group	Obligatory subject group in the field of study Subject group related to scientific research in the field of study
Mode of study	part-time studies	Mode of delivery	at the university
Year of study	1	Language of instruction	English
Semester of study	2	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit	Institute of English and American Studies -> Faculty of Languages -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr Dorota Góreczna	
	Teachers	Patrycja Kliszewska	

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	0.0	28.0	0.0	0.0	0.0	28

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	28	2.0	20.0	50

Subject objectives

To familiarise students with the main concepts in the didactics of teaching English in primary and secondary school.

To familiarise students with professional terminology and enforce it in discussions during exercises and written papers.

To acquire and refine practical skills in planning, constructing, delivering and evaluating their own lessons.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[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.	The student is able to use and present orally and in writing knowledge of auxiliary and related sciences to support the work of the English language teacher.	[SU2] presentation/project/paper/ report [SU5] implementation of a problem task
[FAMU2_U02] Can apply knowledge in the field of linguistics and literature in solving practical problems in the field of the chosen specialty.	The student can apply knowledge of linguistics in solving practical problems in English language teaching.	[SU2] presentation/project/paper/ report [SU6] demonstration of practical skills
[FAMU2_U09] Can lead a team, interact with others and take a leading role in teams.	The student is able to lead a team, interact with others and take a leading role in teams in the work of the English language teacher.	[SU2] presentation/project/paper/ report [SU6] demonstration of practical skills
[FAMU2_W12] Knows and understands the main development trends in literature, in particular with regard to research into English-language literature.	The student knows and understands to an advanced degree selected issues in the auxiliary and related sciences of English philology and the professional activities of the English language teacher.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/ report
[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.	The student is able to select and apply information and communication technology (ICT) when acquiring and processing information for professional purposes in the work of an English language teacher.	[SU2] presentation/project/paper/ report [SU6] 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.	The student is ready to fulfil a responsible professional role as a teacher of English, taking into account the changing needs of society.	[SK4] test/exam - oral or written [SK5] implementation of a problem task
[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.	The student is willing to observe, disseminate and develop ethical principles in his/her professional work as an English teacher.	[SK6] demonstration of practical skills [SK8] observation of student's independent or team work
[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.	The student is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of his/her own actions, the actions of the teams he/she leads and the organisations in which he/she participates, to lead a group and to take responsibility for it as part of his/her professional practice in preparation for his/her work as an English language teacher.	[SK2] presentation/project/paper/ report [SK6] demonstration of practical skills
[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.	The student can independently plan and implement their own lifelong learning and guide others in doing so as part of their work as an English teacher.	[SU8] observation of student's independent or team work
[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.	The student knows and understands the fundamental dilemmas of modern civilisation in the context of issues related to intercultural language communication and the role of modern technology in the work of the English language teacher.	[SW2] presentation/project/paper/ report [SW3] text preparation/written work

Subject contents	- English language teaching - problem scope and terminology. - Specifics of teaching English at different educational stages (primary school, secondary school). - The role of the English teacher in the classroom at different educational stages. - English language core curriculum, syllabuses and the Common European Framework of Reference for Languages. - Teaching receptive skills at different stages of language education- teaching reading and listening. - Teaching productive skills at different stages of language education- teaching speaking and writing. - Teaching vocabulary in the target language to different age groups and language levels. - Integrating different language skills.
Prerequisites and co-requisites	English language skills at B2 level. ATTENDANCE AT CLASSES IS MANDATORY UNLESS THE STUDENT HAS OBTAINED THE DEAN'S APPROVAL TO FOLLOW AN INDIVIDUAL STUDY PLAN.

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Completion of tasks assigned by the instructor, including oral and written presentations as well as reports.	51.0%	30.0%
Positive results in the tests during the course and the final test.	51.0%	50.0%
Participation in discussions/ debates	51.0%	20.0%

Recommended reading

Basic literature

1. Cameron, L. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.
2. Gębal, P., Kiński, Cz., Mercer, S., Nowak, S.A., Szulc-Kurpaska, M. 2023, Teaching and Learning English. Education for Life. Warszawa: PWN.
3. Harmer, J. 2007. The Practice of English Language Teaching. Harlow: Pearson Education.
4. Harmer, J. 2012. Essential Teacher Knowledge. Core Concepts in English Language Teaching. Harlow: Pearson Education.
5. Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press
6. Komorowska, H. 2002. Metodyka nauczania języków obcych. Warszawa: Fraszka Edukacyjna.
7. Larsen-Freeman, D. & M. Anderson. 2011. Techniques and Principles in Language Teaching. 3rd edition. Oxford: Oxford University Press.
8. Richards, J. C. & T. Rodgers. 2001. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press
9. Tanner, R. & C. Green. 1998. Tasks for Teacher Education. Addison Wesley Longman Limited.
10. Ur, P. 1996. A Course in Language Teaching - Practice and theory. Cambridge: Cambridge University Press.

Legal Acts

Regulation of the Minister of Education and Science of 14 September 2023 on specific qualifications required of teachers (Journal of Laws of 2023, item 2102)

SC Act

Supplementary literature

1. Doughty, C. & M. Long. 2003. The Handbook of Second Language Acquisition. Oxford: Blackwell.
2. Komorowska, H. 2005. Programy nauczania w kształceniu ogólnym i w kształceniu językowym. Warszawa: Fraszka Edukacyjna.
3. Komorowska, H. 2007. Sprawdzanie umiejętności w nauce języka obcego. Kontrola - ocena - testowanie. Warszawa: Fraszka Edukacyjna.
4. Pinter, A. 2006. Teaching Young Learners. Oxford: Oxford University Press.
5. Strickland, D. S. & L. M. Morrow. 2000. Beginning Reading and Writing. New York, NY: Teachers College Press.
6. Wawrzyniak-Śliwska, M. 2017. Educating towards autonomy [w:] Pawlak, M., Mystkowska-Wiertelak, A., & Bielak, J. (ed.). Autonomy in second language learning: Managing the resources. Heidelberg New York: Springer.

eResources addresses

Example issues/ example questions/ tasks being completed	
Work placement	Not applicable

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