University of Gdańsk

Subject card

Subject name and code	English Didactics in primary and secondary school III, PG_00189354		
Field of study	English Studies		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2027/2028
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	2	Language of instruction	English
Semester of study	4	ECTS credits	5.0
Learning profile	academic	Assessment form	exam
Conducting unit	Division of Corpus Linguistics and Glottodidactics -> Institute of English and American Studies -> Faculty of Languages -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr Dorota Góreczna	
	Teachers		

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	0.0	42.0	0.0	0.0	0.0	42

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	42	4.0	79.0	125

Subject objectives

Familiarizing students with the main concepts in teaching English at all stages of education; using professional terminology in the field of English teaching in discussions and written works; improving practical skills in planning, constructing, conducting and assessing one's own lessons; developing professional reflection skills and knowledge of the latest teaching techniques; development of the ability to recognize students' individual predispositions and prepare them to develop autonomy in the learning process. Developing the ability to use modern technologies in teaching foreign languages.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[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 civilization in the context of issues related to intercultural linguistic and literary communication and the role of modern technologies in the work of an English teacher.	[SW2] presentation/project/paper/ report [SW5] implementation of a problem task
[FAMU2_U09] Can lead a team, interact with others and take a leading role in teams.	The student is able to manage the work of a team of students or teachers, cooperate with other people and take a leading role in teams related to the work of an English teacher.	[SU6] demonstration of practical skills [SU8] observation of student's independent or team work
[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 is able to apply knowledge of English language teaching in solving practical problems arising in the teacher's work.	[SU4] test/exam - oral or written [SU5] implementation of a problem task [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 selected issues in the field of auxiliary and related sciences of English philology and realism studies of English-speaking countries, necessary in professional activity of an English teacher.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/ report
[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 is able to independently plan and implement lifelong learning and guide students in this area as part of the work of an English teacher.	[SU5] implementation of a problem task [SU6] demonstration of practical skills
[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 the required knowledge of English language teaching orally and in writing in the professional work of an English teacher.	[SU2] presentation/project/paper/ report [SU4] test/exam - oral or written
[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 use information and communication techniques (ICT) when obtaining and processing information needed in the work of an English 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 responsibly play the role of an English teacher related to the use of English, taking into account changing social needs.	[SK2] presentation/project/paper/ report [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 ready to observe, disseminate and develop ethical principles in the work of an English teacher.	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task
[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 independent decisions and to critically evaluate and take responsibility for the consequences of his own actions, the actions of teams he manages and the organizations in which he participates, lead a group of students and take responsibility for it, performing tasks as part of his duties as an English teacher.	[SK2] presentation/project/paper/ report [SK5] implementation of a problem task

Subject contents	Topics covered at stage III (42 hours): - Assessing and testing students at different stages of language education. - Student self-assessment. - Correcting errors and giving feedback. - Motivation in language learning. - Learning strategies and styles. The role of individual differences between students in the process of learning a foreign language. - The concept of an effective learner. - The concept of an effective English language teacher. - Key competences in teaching and learning. - Individualising the learning process and developing learner autonomy at different stages of education. - Teaching mixed-ability classes. - Teaching children and young people with special educational needs. - Mediation - mediation activities and strategies in language teaching. - Managing the classroom team. - Teaching the culture of the target language. Developing intercultural competence in the English language classroom. - Specialised language teaching, English for academic and professional purposes. - Professional development and advancement of the English language teacher. Lifelong learning.
Prerequisites and co-requisites	Completion of the subject Teaching English in primary and secondary schools II. Knowledge of the English language at level C2. A prerequisite for taking the examination is obtaining a credit after the course ‘Teaching English in Primary and Secondary Schools III’, which consists of: - completing the tasks set by the lecturer (30% of the overall mark) - participation in discussions and debates (20% of the overall mark) - passing tests during the course and/or after its completion (50% of the overall mark) (The pass mark for the above components is 51%) The examination may be oral or/and written. 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
Oral/Written examination	51.0%	100.0%

Recommended reading	Basic literature	Obligatory reading: Bailey, K., Curtis, A., Nunan D. 2001. Pursuing Professional Development: The Self as Source. Boston, Massachusetts: Heinle and Heinle. Benson, P. 2007. Autonomy in language teaching and learning. Language Teaching 40: 2140. Brewster, J, G. Ellis, G, Girard. 2002. The Primary English Teachers Guide. Pearson Longman. Białek, M. 2009. Kształcenie miedzykulturowe w edukacji jezykowej. Wrocław: Oficyna Atut, Wrocławskie Wydawnictwo Oswiatowe. 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. Dornyei, Z. & Ushioda, E. 2011. Teaching and Researching Motivation. 2nd edition. Harlow: Pearson Education. Gas, Z. 2001. Doskonalacy sie nauczyciel. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej.. Halliwell S. 1992. Teaching English in the Primary Classroom. Longman. Harmer, J. 2007. The Practice of English Language Teaching. Harlow: Pearson Education. Head, K. and Taylor, P. 1997. Readings in Teacher Development. Oxford: Heinemann. Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press. Heyes, D. (ed.) 2014. Innovations in the continuing professional development of English language teachers, London: British Council, dostepna rowniez online: https://www.teachingenglish.org.uk/article/innovations-continuing-professional-development-english-language-teachers Komorowska, H. 2002. Metodyka nauczania jezykow obcych. Warszawa: Fraszka Edukacyjna. Larsen-Freeman, D. & M. Anderson. 2011. Techniques and Principles in Language Teaching. 3rd edition. Oxford: Oxford University Press. Richards, J. C. & T. Rodgers. 2001. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press. Szpotowicz, M. & M. Szulc-Kurpaska. 2011. Teaching English to Young Learners. Warszawa: Wydawnictwo Naukowe PWN. Ur, P. 1996. A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press. Zawadzka, E. 2004. Nauczyciele jezykow obcych w dobie przemian Krakow: Oficyna Wydawnicza Impuls. Akty prawne: Rozporzadzenie Ministra Edukacji Narodowej z dnia 26 lipca 2018 r. w sprawie uzyskiwania stopni awansu zawodowego przez nauczycieli, dostepne online: http://prawo.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20180001574 Ustawa KN, rozdział 3a zmiany od 1.09.2018 r., dostepna online: http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU19820030019/U/D19820019Lj.pdf

	Supplementary literature	Supplementary reading; Aleksandrowska, O. 2014. Osiagniecia dydaktyczne nauczycieli jezykow obcych na sciezce awansu zawodowego [w:] Wyznaczniki sukcesu nauczyciela i ucznia w glottodydaktyce, red. B. Karpeta-Pec, R. Kucharczyk, M.Smuk, M. Torenc. Warszawa. Brown, D. H. 2007. Teaching by Principles: An Interactive Approach to Language Pedagogy.3rd edition. Harlow: Pearson Education. Brown, D. N. 2002. Mediated learning and foreign language acquisition p. 167-182, https://doi.org/10.4000/asp.1651; https://journals.openedition.org/asp/1651 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. Doughty, C. & M. Long. 2003. The Handbook of Second Language Acquisition. Oxford: Blackwell Ellis, R. 1990. Instructed Second Language Acquisition. Oxford: Blackwell. Hinkel, E. 1999. Culture in Second Language Teaching and Learning. Cambridge: Cambridge University Press. 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. Murray, E., Gao, X., Lamb, T. (eds). 2011. Identity Motivation and Autonomy in Language Learning. Multilingual Matters. 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 Language Learners. OUP Slattery, M. and J. Willis. 2001. English for Primary Teachers. OUP. Smentek Małgorzata (2011) Developing the advanced learner's productive skills, Annales Universitatis Paedagogicae Cracoviensis. Studia Anglica 1, 109-118. Werbinska, D. 2004. Skuteczny Nauczyciel Jezyka Obcego. Warszawa: Fraszka Edukacyjna Strony internetowe: https://www.teachingenglish.org.uk/professional-development https://www.macmillaneducation.es/en/noticias/linguistic-mediation-what-is-it-and-how-can-we-introduce-it-in-elt/ http://www.onestopenglish.com/community/teacher-talk/advancing-learning/advancing-learning-teaching-mediation/557522.article https://www.english.com/blog/teaching-mediation/
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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