

Subject card

Subject name and code	Language Coaching and Tutoring, PG_00213158						
Field of study	Applied Linguistics						
Date of commencement of studies	October 2027		Academic year of realisation of subject		2027/2028		
Education level	Master'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	1		Language of instruction		English English with some elements of Polish		
Semester of study	2		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Grzegorz Grzegorzczuk				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
	Additional information:						
	Peer tutoring with participant observation: Conducting micro-tutoring sessions in groups of three (tutor – tutee – observer using an analytical rubric). Process tool design workshop: Developing a learning agreement, a plan for a series of meetings, and a matrix of developmental goals. Balint-style group supervision / peer supervision: Facilitated analysis of difficulties arising during simulations, working with learner resistance, and setting boundaries in the helping relationship.						
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		20.0	52
Subject objectives	Introducing students to the theoretical foundations of language tutoring and coaching, as well as session models (including the GROW model and session contracting) used in language education — delivered as part of the lecture.						
	Developing students' skills in conducting tutoring/coaching dialogue, including questioning techniques, active listening, and providing feedback — delivered as part of the practical classes.						
	Developing students' ability to conduct a complete tutoring/coaching session independently — from contracting, through dialogue, to summarising and preparing an action plan.						
	Developing students' competence in building a supportive tutoring relationship and inspiring learners to engage in autonomous learning, in accordance with professional ethical principles.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	LSMU2_K02	The student demonstrates a willingness to support others in independent language learning and contribute to mutual support within the group by initiating peer assistance, respecting learner autonomy, and adhering to the ethical principles of tutoring and coaching relationships.	[SK8] observation of student's independent or team work
	LSMU2_U03	The student independently searches for and critically selects sources on language tutoring and coaching, and develops a plan for their own development in this area based on an analysis of a session they have conducted and the feedback received, specifying goals, actions, resources, and criteria for assessing progress.	[SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	LSMU2_W05	The student explains the theoretical foundations of language tutoring and coaching, compares session models, including the GROW model, and discusses their application in supporting learner autonomy, drawing on contemporary literature and research in language education.	[SW4] test/exam - oral or written
	LSMU2_U07	The student justifies the choice of questions, active listening techniques, and feedback used in a tutoring or coaching session they have conducted, presents their own assessment of how appropriately these address the learner's needs, and draws conclusions for improving supportive dialogue.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
Subject contents	• Introduction to language coaching and tutoring: definitions, origins, and differences from traditional teaching (content delivered in Polish and English). • Tutoring and coaching session models (including the GROW model) and principles of session contracting. • Assessing learners' language-learning needs and goals: an overview of diagnostic tools. • Ethics of the tutoring/coaching relationship and principles for working with learner resistance. • Designing a tutoring session agreement and plan: practical workshop. • Powerful questioning techniques and active listening in the tutoring relationship. • Selecting and justifying personalised learner-support strategies: pair work. • Conducting and evaluating a micro-tutoring session (peer tutoring), followed by group supervision.		
Prerequisites and co-requisites	No formal prerequisites; a knowledge of English sufficient to work with the relevant literature (at least C1 level) is recommended.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	portfolio	51.0%	50.0%
	test	51.0%	50.0%
Recommended reading	Basic literature	• Paling, R. (2022), Neurolanguage Coaching in Practice: A Handbook for Language Educators, Toulouse: Fluency Consulting. • Czekierda, P., Fingas, B., Szala, M. (2020), Tutoring w szkole – między teorią a praktyką zmiany edukacyjnej, Warszawa: Wolters Kluwer. • Whitmore, J. (2017), Coaching for Performance: The Principles and Practice of Coaching and Leadership (5th ed.), London: Nicholas Brealey Publishing.	
	Supplementary literature	• Sordyl-Lipnicka, B. (2019), Tutoring jako metoda wspierania rozwoju ucznia, Kraków: Impuls. • Aguilar, E. (2013), The Art of Coaching: Effective Strategies for School Transformation, San Francisco: Jossey-Bass.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Designing a tutoring session agreement for a practice partner based on an assessment of their language-learning needs; conducting an approximately 15-minute micro-tutoring session (peer tutoring) in English or Polish, using the GROW model and powerful questions; and analysing the session in terms of the techniques used and adherence to the tutor's ethical principles.		

Work placement	Not applicable
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