

Subject card

Subject name and code	Foreign Language Didactics, PG_00146272						
Field of study	Romance and Iberian 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 Optional subject group Subject group related to scientific research in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		French		
Semester of study	3		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Romance Linguistics -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Teresa Ścipień				
	Teachers						
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		6.0		14.0	50
Subject objectives	The purpose of the lecture is to introduce students to language teaching at different educational stages, taking into account the diverse environment.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRIMU2_W03] Knows at an in-depth level the terminology, theory and methodology of linguistics and didactics in French or Spanish.	Has in-depth knowledge of the fundamentals of glottodidactics, has a structured general knowledge, including terminology, theory and methodology of language teaching, (e.g., knows and understands the evolution of conventional and unconventional methods of language learning and teaching, see Curriculum Content).	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[FRIMU2_W07] Knows in detail contemporary achievements, research centres and schools in linguistics and didactics, understands their historical and cultural conditions and development trends.	Knows the contemporary trends in the field of glottodidactics, correctly defines the activation methods and task-based approach in language teaching/ learning.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[FRIMU2_U04] Correctly applies the learned scientific terminology in French or Spanish, accurately defines concepts in literary studies, linguistics and didactics.	He is able to use the basic concepts of foreign language didactics, as well as use theoretical knowledge to analyze and create didactic proposals. Correctly uses Polish and French, correctly and age-appropriately students use the terminology of the subject.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FRIMU2_U10] Has skills specific to his/her chosen specialisation: can apply knowledge of linguistics, literary studies, translation studies or didactics to solve practical problems in the field of translation or foreign language teaching, in particular of French or Spanish.	Is able to adequately select, create and adapt to the diverse needs of students materials and resources, including information and communication technology, and working methods in order to independently design and effectively implement teaching activities. Is able to independently develop knowledge and pedagogical skills using a variety of sources, including foreign language sources, and technology.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FRIMU2_K04] Correctly identifies and resolves dilemmas related to the profession of a teacher of French or Spanish, its heritage and traditions and understands the ethical issues related to the responsibility for the accuracy of actions and the reliability of transmitted knowledge. Strives to think and act in an entrepreneurial manner.	Understands the need to respect the ethos of the professional teacher; has a sense of responsibility for the relevance and reliability of the knowledge provided. Is ready to make decisions related to the organization of the educational process in inclusive education.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[FRIMU2_W13] Has a thorough knowledge of translation or didactics of French or Spanish.	Knows contemporary trends in the field of glottodidactics, correctly defines activation methods and task-based approach in teaching/ learning foreign languages. Knows the standards, procedures and good practices used in pedagogical activities, especially in the teaching of foreign languages in primary and secondary general schools, technical schools; knows the methods of selecting effective teaching resources, including Internet resources, to support language teaching. Knows and understands the legal basis of the educational system necessary for the proper implementation of the educational activities carried out.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report

	Course outcome	Subject outcome	Method of verification
	[FRIMU2_W05] Knows and understands the interrelationships between the different disciplines of the humanities and social sciences.	Knows the place of glottodidactics among other disciplines of the humanities and social sciences, understands the interdependence between these disciplines, understands the socio-cultural context of upbringing and education, knows and understands the place of a foreign language in the framework teaching plans at different educational stages	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
Subject contents	Relationships of foreign language didactics with other related disciplines. Substantive, didactic and educational competencies of the teacher. The peculiarities of learning, especially foreign languages of older children and adolescents. Teaching/learning foreign languages in a diverse environment (including the system of inclusion). Characteristics of selected (conventional and alternative) methods of language teaching (including goals and objectives, place and role of the learner and the teacher, key competencies, typical exercises and teaching materials) in relation to today's realities, priorities and needs of teaching/learning: direct method, audiolingual method, audio-visual structural-global method, communicative method, contemporary eclectic method, task-based approach, CLIL, Montessori educational system, whole-body response method TPR, The Silent Way. Attempt to implement two selected methods in teaching a foreign language - project. European System for the Description of Language Education. Curriculum basis.		
Prerequisites and co-requisites	Choice of teaching specialty. Knowledge of French at the C1 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Written colloquium with open and closed questions, see Curriculum content, 1 hour.	51.0%	50.0%
	Project involving the implementation of two selected methods in teaching a foreign language, 2 weeks.	51.0%	50.0%
Recommended reading	Basic literature	Cadre européen commun de référence pour les langues: apprendre, enseigner, évaluer(2001) with Volume complémentaire avec de nouveaux descripteurs (2018).P. E. Gebal, Didactics of foreign languages, PWN Scientific Publishers, 2019.H. Komorowska, Methodology of teaching foreign languages, Fraszka Edukacyjna, Warsaw, 20015.I. Dzierzgowska, How to teach with active methods, Fraszka Edukacyjna, Warsaw, 2005.D. Werbińska, Effective foreign language teacher, Fraszka Edukacyjna, 2017.Regulations of the Ministry of Education on the core curriculum for general education for primary and secondary schools.	
	Supplementary literature	Ch.Puren, Histoire des méthodologies de l'enseignement des langues, Nathan / Clé International, 1990 (excerpts).J.Jereczek-Lipinska, La didactique des discours en classe de FLE, Wydawnictwo Uniwersytetu Gdańskiego, Gdańsk 2005.M. Niemiec-Knaś, Method of projects in teaching foreign languages, Impuls, Kraków 2011.	
	eResources addresses		

Example issues/ example questions/ tasks being completed	• How has the place and role of the student in foreign language teaching changed? Describe the changes chronologically using 4 selected conventional methods as an example. • Behaviorism and structuralism became the main assumptions of a) the audiovisual structural-global method b) audiolingual method c) both of the above methods d) neither of the above methods • Describe the goals and principles of the task-based approach.
Work placement	Not applicable

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