

Subject card

Subject name and code	Glottodidactic theories of learning and teaching, PG_00137923						
Field of study	English Studies						
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 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	1		Language of instruction		English		
Semester of study	1		ECTS credits		2.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Magdalena Wawrzyniak-Śliwska				
	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						
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 this course is to introduce students to the basic terminology and problems associated with theories of language learning and teaching. to familiarise students with theoretical perspectives in language acquisition and glottodidactic approaches, to develop their understanding of the mechanisms of language acquisition and learning, to analyse selected factors influencing language acquisition and to stimulate students' interest in the latest research in the field of language acquisition.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAMU2_W09] Knows and understands to an in-depth extent advanced methods of analysis relevant to linguistics, including, in particular, those applicable to English language studies.	Knows and understands the main developmental trends in glottodidactics, in particular in relation to English language research.	[SW4] test/exam - oral or written
	[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.	Can independently plan and implement their own lifelong learning and guide others in doing so in the context of English language teaching.	[SU4] test/exam - oral or written
	[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.	Can use and present orally and in writing knowledge of glottodidactic theories of learning and teaching.	[SU4] test/exam - oral or written
	[FAMU2_W03] Knows and understands in depth advanced research methodologies and theories in the field of English linguistics.	Knows and understands in depth advanced research methodologies and theories in glottodidactics.	[SW4] test/exam - oral or written
	[FAMU2_U06] Can communicate in speech and writing in English and Polish with diverse audiences on specialized topics in the field of linguistics and literature, also using advanced specialized terminology.	Can communicate with diverse audiences on specialist topics in glottodidactics, also using advanced specialist terminology.	[SU4] test/exam - oral or written
	[FAMU2_W15] Knows and understands the grammatical and lexical principles of the English language, the principles of constructing written and oral statements, and the cultural conventions of communication in English at the C2 level.	Knows and understands the determinants (e.g. ethical or social) and the procedures, methods and tools used in teaching English.	[SW4] test/exam - oral or written
	[FAMU2_W12] Knows and understands the main development trends in literature, in particular with regard to research into English-language literature.	Knows and understands selected issues in glottodidactics necessary as a context for research in language teaching and learning.	[SW4] test/exam - oral or written
	[FAMU2_W01] Knows and understands in depth selected issues constituting advanced general knowledge in the field of English linguistics	Knows and understands to a deeper degree selected issues constituting advanced general knowledge in the field of glottodidactic theories of learning and teaching.	[SW4] test/exam - oral or written
	[FAMU2_W05] Knows and understands advanced terminology in the field of linguistics, in particular those used in English language studies.	Knows and understands in depth the advanced terminology of glottodidactic theories of learning and teaching, including in particular those applicable to English language research.	[SW4] test/exam - oral or written
	[FAMU2_K01] Is ready to critically evaluate the extent of their knowledge and skills, in particular in the field of English-language linguistics and literature and English.	Is ready to critically evaluate the extent of his/her knowledge and skills in glottodidactic theories of learning and teaching.	[SK4] test/exam - oral or written
	[FAMU2_K02] Is prepared to recognise the importance of knowledge and skills in English Studies in solving cognitive and practical problems and to seek the advice of a supervisor in their chosen place of work in the event of difficulty in solving problems on their own.	Is ready to recognise the importance of knowledge and skills of glottodidactic theories of learning and teaching in solving cognitive and practical problems, and to seek the advice of a supervisor or tutor in case of difficulties in solving problems independently.	[SK4] test/exam - oral or written

	Course outcome	Subject outcome	Method of verification
	[FAMU2_K04] Is ready to engage in social and professional life, including initiating and organizing activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literatures.	Is ready to engage in social and professional life, including initiating and organising activities for the benefit of the social environment, also using knowledge and skills in learning theory and English language teaching.	[SK4] test/exam - oral or written
	[FAMU2_K07] Is ready to responsibly perform selected professional roles related to the use of the English language, taking into account changing social needs.	Is prepared to carry out selected professional roles related to the use of English, and in particular to the teaching of English, taking into account the changing needs of learners, in a responsible manner.	[SK4] test/exam - oral or written
Subject contents	Basic concepts of foreign language acquisition. Theories of learning and language acquisition versus language teaching practice. Behaviourist theory of language acquisition and learning. Noam Chomsky's nativist approach. Dell Hymes's sociolinguistic theory. Michael Halliday's sociolinguistic account of functional grammar. Cognitivism in language acquisition. Foreign language acquisition and learning according to Stephen Krashen. A communicative approach. The structuralist approach. Constructivist views on language learning. Connectionism and connectionism. Complex systems theory. Other issues related to the learning and teaching process.		
Prerequisites and co-requisites	English language skills at C1 level		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	test/exam - oral or written	60.0%	100.0%
Recommended reading	Basic literature Brown, H. D. 2000. Principles of language learning and teaching. White Plains, NY: Longman. Dakowska, M. 2001. Psycholingwistyczne podstawy dydaktyki języków obcych. Warszawa: PWN. Dąbrowska, E., Kubiński, W. (red.) 2003. Akwizycja języka w świetle językoznawstwa kognitywnego. Warszawa: Universitas. Larsen-Freeman D. 2018. Looking Ahead: Future Directions in, and Future Research into Second Language Acquisition Lewicka, G. 2007. Glottodydaktyczne aspekty akwizycji języka drugiego a konstruktywistyczna teoria uczenia się. ATUT. Lightbown, P. M., Spada, N. 2006. How languages are learned. Oxford: OUP Larsen-Freeman D. Language Acquisition and Language Use from a Chaos/Complexity Theory Perspective. In: Kramsch C, editor. Language Acquisition and Language Socialization. London: Continuum; 2002. van Lier, L. 2000. From input to affordance: Social-interactive learning from an ecological perspective. In J. Lantolf (ed.), Sociocultural theory and second language learning (pp.155-177). Oxford: Oxford University Press. Mitchell, R; Myles, F & Marsden, E. (2013). Second Language Learning Theories. Routledge.		

	Supplementary literature	Kurcz, I., Okuniewska, H. (red.) 2011. Język jako przedmiot badań psycholingwistycznych. Psycholingwistyka ogólna i neurolingwistyka. Warszawa: SWPS Academica. Jaroszewska, A. 2014. O glottodydaktyce słowami glottodydaktyków. Języki Obce w Szkole, 4/2014, 5266. Johnson M. A Philosophy of Second Language Acquisition. New York: Vail Ballou Press; 2004 Nguyen Dinh Thu, 2019. Readings on Theories of Language Teaching and Learning. Compiled by Open University, HCMC (for internal use).
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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