

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 2027		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	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						
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_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
	[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_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_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_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_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_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_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_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_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

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	<table><tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr><tr><td>Participation in discussions/ debates</td><td>51.0%</td><td>20.0%</td></tr><tr><td>Positive results in the tests during the course and the final test.</td><td>51.0%</td><td>50.0%</td></tr><tr><td>Completion of tasks assigned by the instructor, including oral and written presentations as well as reports.</td><td>51.0%</td><td>30.0%</td></tr></table>	Subject passing criteria	Passing threshold	Percentage of the final grade	Participation in discussions/ debates	51.0%	20.0%	Positive results in the tests during the course and the final test.	51.0%	50.0%	Completion of tasks assigned by the instructor, including oral and written presentations as well as reports.	51.0%	30.0%		
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Recommended reading	<table><tr><td>Basic literature</td><td> 1. Cameron, L. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press. 2. Gębał, 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</td></tr><tr><td>Supplementary literature</td><td> 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. </td></tr><tr><td>eResources addresses</td><td></td></tr></table>	Basic literature	1. Cameron, L. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press. 2. Gębał, 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									
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Example issues/ example questions/ tasks being completed															
Work placement	Not applicable														

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