

SYLLABUS

STATE UNIVERSITY OF APPLIED SCIENCES IN WŁOCŁAWEK

Course: Didactics of Foreign Language Teaching

Faculty:		Philology						
Speciality/specialization:		English Philology / Teaching						
Unit hosting the Faculty:		Faculty of Social Sciences and Humanities / English Philology Department						
Practical course profile								
Course language:		English						
Course category:		specialist						
Learning cycle:		2023/2024-2025/2026						
Academic year: 2024-2025					Semester: 3, 4			
Number of hours required to complete the course in full time-mode:								
TOTAL	lecture	ACTIVE FORMS						
		classes	projects	labs	workshops	conservatory	seminar/proseminar	professional training
90	60	30						
Method of carrying out all active forms of classes:			Classes are conducted in the following forms : <ul style="list-style-type: none">• online - asynchronously and synchronously (lecture)• in the teaching room (classes): discussion, lecturer's presentation, students' presentations, problem tasks, group work					
Specification of introductory courses with prerequisites:			Formal requirements: none. Prerequisites: the range of knowledge, skills and competencies of the curriculum of the first year of English Philology - as a starting point for the implementation of the content of the new course.					

Educational goal:	<p>Mastering by the student advanced and theoretically supported knowledge in the didactics of English as a foreign language.</p> <p>Shaping the ability to practically apply the acquired knowledge in professional activity as a teacher of English, in various educational and didactic situations, in relation to students with different needs, abilities and capabilities.</p> <p>To implement the use of universal ethical principles and norms in professional activities.</p> <p>Preparation for the improvement of professional qualifications.</p>
Learning outcomes (course-related): K_W21 K_W25 K_U18 K_U22 K_K14 B1.U5 C.W6 C.U1 C.U6 C.K1 D1.W1 D1.W4 D1.W11 D1.U4 D1.K6 D1.K8	Knowledge: Student: <ul style="list-style-type: none"> • knows and understands the principles of intra- and inter-subject integration; has a structured knowledge of issues related to the curriculum, the principles of creating, modifying, analyzing, evaluating and selecting tasks and activities, the principles of designing the educational process and the distribution of material in the field of English language teaching; • lists and explains conventional and unconventional methods of teaching foreign languages, including activation and project methods, the process of learning by doing, discovery or scientific inquiry; explains the principles of selecting teaching methods and techniques typical of the subject 'English as a modern foreign language'; • distinguishes and lists aspects of interdisciplinary teaching within the framework of the organization of work in the school classroom and in student groups; understands the need for individualization of teaching, understands the diversity of students' educational needs; knows the forms of work specific to the teaching of English; • knows and understands the importance of forming in students an attitude of responsible and critical use of digital media and respect for intellectual property rights; • defines and describes the role of pre-diagnosis of the student group and each student in the context of the taught subject; the need for the formation of students' cooperation skills, the formation of communicative competence in English; • names and explains the need for the formation of practical skills, problem solving, practical application of knowledge; knows the methods and techniques of effective learning, especially in relation to a foreign language.

	<p>Skills:</p> <p>Student:</p> <ul style="list-style-type: none"> • is able to identify typical school tasks, linking them to the objectives of education, to the general requirements of the core curriculum and to the key competencies for the subject 'English as a modern foreign language'; • is able to select methods of work in the classroom and didactic means, including means of information and communication technology, activating students and taking into account their diverse educational needs; • is able to create teaching situations that serve the activity and development of students' interests and popularization of knowledge; • is able to substantively, professionally and reliably assess the work of students performed in the classroom and at home; they are able to conduct a preliminary diagnosis of the student's skills; • is able to undertake effective cooperation in the didactic process with parents or guardians of students, school staff and the extracurricular environment. <p>Social competences:</p> <p>Student:</p> <ul style="list-style-type: none"> • maintains openness to adapting working methods and techniques to the diverse needs and different learning styles of students and to developing students' cognitive independence; • is ready to build a system of values and develop ethical attitudes of students; form the habit of using various sources of knowledge; promote responsible and critical use of digital media; • undertakes to popularize knowledge in the field of English among students, in school and out-of-school environments. 		
<p>Full course description/ syllabus content:</p>	<table border="1"> <tr> <td data-bbox="501 1361 1241 2074"> <p>LECTURE - SEMESTER 3</p> <p>1. Presentation of the course content, requirements and evaluation criteria. Language teaching methods in historical aspect: grammar-translation approach, direct method.</p> <p>2. Language teaching methods in historical aspect: audiolingual method; cognitive approach.</p> <p>3. Contemporary communicative approach.</p> <p>4. Methods of teaching foreign languages in historical aspect: humanistic approach.</p> <p>5. Methods of teaching foreign languages in historical aspect: unconventional methods.</p> <p>6. Methodology of subject (language) education: teaching the English grammar subsystem. Approaches to teaching grammar. Deductive model and inductive model. Heureka and guided discovery.</p> <p>7. Methodology of subject (language) education: teaching the lexical subsystem of English: teaching approaches, procedures and techniques.</p> <p>8. Methodology of subject (language) education:</p> </td><td data-bbox="1241 1361 1490 2074"> <p>Reference to the learning outcomes</p> </td></tr> </table>	<p>LECTURE - SEMESTER 3</p> <p>1. Presentation of the course content, requirements and evaluation criteria. Language teaching methods in historical aspect: grammar-translation approach, direct method.</p> <p>2. Language teaching methods in historical aspect: audiolingual method; cognitive approach.</p> <p>3. Contemporary communicative approach.</p> <p>4. Methods of teaching foreign languages in historical aspect: humanistic approach.</p> <p>5. Methods of teaching foreign languages in historical aspect: unconventional methods.</p> <p>6. Methodology of subject (language) education: teaching the English grammar subsystem. Approaches to teaching grammar. Deductive model and inductive model. Heureka and guided discovery.</p> <p>7. Methodology of subject (language) education: teaching the lexical subsystem of English: teaching approaches, procedures and techniques.</p> <p>8. Methodology of subject (language) education:</p>	<p>Reference to the learning outcomes</p>
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	<p>teaching the lexical subsystem of English: imagery schemes, semantic fields, mind maps; collocation; mnemonics.</p> <p>9. Subject (language) education methodology: teaching the English pronunciation subsystem. Segments and suprasegments. Word accent versus sentence accent. Rhythm and intonation. Phenomena of connected speech.</p> <p>10. Styles of managing the class and students' work. Discipline in the classroom - teaching situations.</p> <p>11. Interaction of student and teacher. Forms of lesson discourse. Organization of work in the classroom. Forms of work specific to teaching a foreign language.</p> <p>12. The native language of the student and its place in the lesson discourse: controversies, references to the level of education, age group and lesson organization; views of teachers and students.</p> <p>13. Linguistic errors. Strategies and techniques for correcting errors - oral and written.</p> <p>14. Professional profile of a native speaker teacher versus a non-native speaker teacher - strengths and weaknesses.</p> <p>15. Teaching English as an international language - methodological, cultural and social implications.</p> <p>CLASSES - SEMESTER 3</p> <p>1. Distinguishing the "strengths" and "weaknesses" of the grammar-translation approach and the direct method - critically evaluating the teaching of subsystems and proficiencies of a foreign language. Working in groups.</p> <p>2. Psychological and linguistic foundations of audiolingual method and cognitive approach - comparison; workshop.</p> <p>3. Activation techniques in the communicative approach. Demonstration.</p> <p>4. First problem task. Discussion.</p> <p>5. Humanistic approach and unconventional methods - student presentations.</p> <p>6. Deduction and induction in teaching grammar. Model DVD lesson, instruction, micro-teaching.</p> <p>7. Teaching English vocabulary. Selection of the most effective mnemonics - group work.</p> <p>8. Mid-semester test.</p> <p>9. Second problem assignment. Discussion.</p> <p>10. Teaching English pronunciation. Design of tasks and exercises - presentations.</p> <p>11. Styles of classroom management - quiz. Team task.</p> <p>12. How much mother tongue in foreign language didactics? Workshop.</p> <p>13. Third problem task. Discussion.</p> <p>14. Teachers' attitudes towards linguistic errors in lessons and students' written work - quiz. Discussion.</p> <p>15. Final test.</p>	
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	4. First problem task. Discussion. 5. Developing communicative competence in a foreign language - correctness or fluency of speech? Workshop. 6. Building writing proficiency in a foreign language - genre or process approach? Working in teams. 7. Didactics of English in different age groups. Discussion. 8. Mid-semester test. 9. Second problem assignment. Discussion. 10. Outstanding linguistic talents. Polyglossia versus multilingualism. Discussion. 11. Foreign language learning strategies - what can we learn from a "good learner"? Workshop. 12. Motivational strategies. Work in groups. 13. Third problem task. Discussion. 14. Learner autonomy. Quiz. 15. Final test.		
Methods of conducting classes:	Lecture with multimedia presentation; interactive lecture; discussion; problem solving; group work; individual student presentations; workshop.		
Student workload/ECTS points	Forms of activity	Average number of hours to complete the activity	
		W	AF
FULL-TIME STUDIES: 1) included in the working hours: - lecture: - active forms: 2) not included in the working hours: - direct consultations: - e-mail consultations: - e-learning consultations - exams and forms of passing the course PART-TIME STUDIES: 1) included in the working hours: - lecture - active forms 2) not included in the working hours: - direct consultations - e-mail consultations - e-learning consultations - exams and forms of passing the course	Number of hours with the participation of an academic teacher	60	30
	Number of hours without the participation of an academic teacher:	10	10
	1. Preparation for classes, including studying the recommended literature	10	5
	2. Processing of the results/preparation for the exam, tests, other		5
	3. Preparation of a report, presentation, discussion		
	Total	70	40
	Total number of ECTS points for the method of classes	2,5	1,5

<p>Form and method of passing, assessment criteria or requirements.</p> <p>The accepted value for calculating the assessment</p>	<p>Methods of passing the course:</p> <ul style="list-style-type: none"> • Passing with a grade (student may take the passing test twice). <p>Forms of passing the course:</p> <p>Determination of a passing grade on the basis of partial grades received during the semester:</p> <ul style="list-style-type: none"> • completion of problem tasks; • written mid-semester test and final test, with semi-open and open tasks; • written exam (in the summer session). <p>Basic criteria:</p> <ul style="list-style-type: none"> • participation in classes (lectures, classes) = 20% • degree of completion of problem tasks = 30% • mid-semester and final test results = 50% <p>Value for calculating the assessment:</p>
<p>Literature list:</p>	<p>Compulsory literature:</p> <p>Brown, H. D. 2015. <i>Teaching by Principles. An Interactive Approach to Language Pedagogy. 4th Edition.</i> Pearson Education.</p> <p>Cook, V. 2011. <i>Second Language Learning and Language Teaching. 2nd Edition.</i> Hodder Education.</p> <p>Harmer, J. 2007. <i>The Practice of English Language Teaching. 4th Edition.</i> Pearson Education.</p> <p>Róg, T. 2020. <i>Nauczanie Języków Obcych. Teoria, baadania, praktyka.</i> Lublin: Wydawnictwo Werset.</p> <p>Supplementary literature:</p> <p>Bereźnicki, F. 2011. <i>Zarys dydaktyki szkolnej.</i> Szczecin: Pedagogium.</p> <p>Komorowska, H. 2013. <i>Metodyka nauczania języków obcych.</i> Warszawa: Fraszka Edukacyjna.</p> <p>Loewen, S. & Sato, M. (Eds), 2017. <i>The Routledge Handbook of Instructed Second Language Acquisition.</i> New York: Routledge.</p> <p>Scrivener, J. 2011. <i>Learning Teaching. 3rd Edition.</i> London: Macmillan</p>
<p>Names of person/persons who prepared the course description: Agnieszka Miksza PhD.</p>	