**SYLLABUS**

**regarding the qualification cycle FROM 2023 TO 2026**

1. Basic Course/Module Information

|  |  |
| --- | --- |
| Course/Module title | Didactics of English Language  |
| Faculty (name of the unit offering the field of study) | Faculty of Humanities  |
| Name of the unit running the course | Department of English Studies |
| Field of study | English Studies |
| Qualification level  | BA Level |
| Profile | General Academic |
| Study mode | Full-time studies |
| Year and semester of studies | II (year)III/IV (semester) |
| Course type | Full-time studies |
| Language of instruction | English/Polish |
| Coordinator | dr Marta Dick-Bursztyn  |
| Course instructor | dr Marta Dick-Bursztyn  |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits**  |
| **III** | **15** | **30** |  |  |  |  |  |  | **5** |

1.2. Course delivery methods

- conducted in a traditional way

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

Lectures: pass without a grade

Classes pass with a grade

Exam a(a grade)

2. Prerequisites

|  |
| --- |
| Advanced level of english (C1/C2)In semesters V and VI - former experience with methodology of ELT and intermediate familiarity with the subject  |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

|  |  |
| --- | --- |
| O1 | Acquiring knowledge about the development of children and adolescents studying in primary schools in classes IV-VIII and the theory of learning and educational psychology. |
| O2 | Arousing students' interest in the existing methods of teaching English to children and teenagers studying in primary schools in classes IV-VIII. |
| O3 | Stimulating critical thinking and encouraging the search for own educational techniques. |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |
| --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module |
| LO\_01 | student knows the essential issues related to teaching english as a foreign language |
| LO\_02 | student defines the main techniques used in teaching young learners and teenagers  |
| LO\_03 | student uses the basic terminology in the area of english language teaching and didactics |
| LO\_04 | student explains different subject topics using their own educational experiences  |
| LO\_05 | student can integrate the theoretical knowledge with the practical skills of applying it in the foreign language lesson |
| LO\_06 | student applies the terminology of elt methodology |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

|  |
| --- |
| Content outline |
| The overview of traditional methods of teaching english as a foreign language  |
| skills and language resources  |
| teaching in different age groups  |
| teaching vocabulary  |
| teaching grammar  |
| teaching listening, speaking, reading and writing  |
| lesson Planing/management |
| testing and assessment  |
| Classroom Management |

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

|  |
| --- |
| Content outline  |
| Course Introduction (pre-course task/test) |
| Motivation  |
| teacher roles  |
| teaching vocabulary  |
| teaching grammar  |
| teaching listening, speaking, reading and writing  |
| lesson Planing/management |

3.4. Methods of Instruction

Lectures with PP presentations

Workshops with pp presentations

Students’ individual work with textbooks/ elt materials/ internet resources

The analysis and the interpretation of the teaching techniques

Students’ projects (micro-teaching and presentations)

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO\_01-LO\_04 | test/written exam | classes+lectures |
| LO\_05 - LO\_06 | project/observation during the classes  | classes |

4.2 Course assessment criteria

|  |
| --- |
| **lecture**: test (credit without grade (sem. IV and V + a grade in the exam (sem. V)**classes**: the requirement is the student’s active participation in the classes and the preparation of the classes and materials as well as a test and a grade in the project (micro-teaching + presentation)Grading Scale:60-70% - 375-79% - +380- 89%- 490-94% - +495-100% - 5  |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 135 |
| Other contact hours involving the teacher (consultation hours, examinations) | 30 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 90 |
| Total number of hours | 255 |
| Total number of ECTS credits | 5 (semester 1) + 5 (semester 2) = 10 (2 semesters) |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours | NA |
| Internship regulations and procedures | NA |

7. Instructional materials

|  |
| --- |
| Compulsory literature:Brewster, J., Ellis, G., Girard, G. 2002. *The Primary English Teacher’s Guide*. Pearson Longman. Cameron, L. 2001. Teaching Languages to Young Learners. CUP.Harmer, J. 2015. The Practice of English Language Teaching. Longman.Hrehovčík, T., Uberman, A. 2010. English Language Teaching Methodology. A Course for Undergraduate Students. UR. Larsen-Freeman, D. 2000. Techniques and Principles of Language Teaching. OUP. Richards, J.C., Rodgers, T. S. 2014. Approaches and Methods in Language Teaching. CUP. Ur, P. 2016. A course in English Language Teaching. CUP.  |
| Complementary literature: Fontana, D. 1988. *Psychology for Teachers.* BPS BOOKS.Nunan, D., Lamb, C. 1996. *The Self-Directed Teacher.* CUP.Phillips, S. 1994. *Young Learners.* OUP.Slattery, M., Willis, J. 2001. *English for Primary Teachers*. OUP.Scott, W. A., Ytreberg , L. H. 1990. *Teaching English to Children*. Longman.Brewster, J., Ellis, G. 2002. *Tell it Again The New Storytelling Handbook for Primary.* Pearson Longman.  |

Approved by the Head of the Department or an authorised person