**description of the course of study**

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| **Course code** | **0231.8.FILA1P.D15.NJO** | |
| **Name of the course in** | Polish | Nauczanie języków obcych uczniów z zaburzeniami i dysfunkcjami |
| English | Teaching foreign languages to pupils with disturbances and dysfunctions |

1. **LOCATION OF THE course OF STUDY within the system of studies**

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| **1.1. Field of study** | **English Philology** |
| **1.2. Mode of study** | **Full-time studies, extramural studies** |
| **1.3. Level of study** | **First degree (BA)** |
| **1.4. Profile of study\*** | **Practical** |
| **1.5. Person preparing the course description** | mgr Izabela Witkowska |
| **1.6. Contact** | [izabela0208@gmail.com](mailto:izabela0208@gmail.com) |

1. **General characteristicS of the course of study**

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| **2.1. Language of instruction** | **English** |
| **2.2. Prerequisites\*** | **-** |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| * 1. **Form of classes** | | **Lectures (15), classes (30)** |
| * 1. **Place of classes** | | **Branch campus in Sandomierz, Jan Kochanowski University in Kielce** |
| * 1. **Form of assessment** | | **Credit with grade (lectures), credit with grade (classes)** |
| * 1. **Teaching methods** | | Elements of the classical lecture, case analysis, group-work, problem-solving, discussion, project |
| * 1. **Bibliography** | **Required reading** | 1. Zawadzka-Bartnik, E., (2010). Nauczyciel języków obcych i jego niepełnosprawni uczniowie (z zaburzeniami i dysfunkcjami). Kraków: Impuls. 2. Kormos, J. and Anne M. Smith. (2012). Teaching Languages to Students with Specific Learning Differences. Great Britain: Multilingual Matters. 3. Materials available on TEDTALKS & <https://www.futurelearn.com/> courses/ autism/5/steps/311015 |
| **Further reading** | 1. Jaworska-Biskup, K. (2011). Language Acquisition in the Blind Child. Lublin: KUL. 2. Nijakowska, J. (2010). Dyslexia in the Foreign Language Classroom. Great Britain: Multilingual Matters. 3. Mackenzie, R. J., and Lisa Stanzione. (2003). Setting limits in the classroom. 3rd ed. NY: Three Rivers Press. (**Chapter 17** Supporting students with ADD/ADHD; **Chapter 18** Supporting students with special needs). |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

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| * 1. **Course objectives *(including form of classes)***   **Lectures**  C1. Familiarizing students with the description of the course of study;  C2. Familiarizing with the roles of foreign languages in the development of pupils with dysfunctions in mainstream  education (developing communicative competence, therapeutic role and social integration).  **Classes**  C1. Familiarizing with typical problems of pupils with dysfunctions and disturbances.  C2. Familiarizing with methodological principles with reference to the dysfunctions. |
| * 1. **Detailed syllabus *(including form of classes)***   **Lectures 15h**  1. Students with special needs in state education system.   1. Hearing impaired pupils in mainstream education. The principles of methodology of foreign language teaching. 2. Pupils with visual impairment in mainstream education. The principles of methodology of foreign language teaching. 3. Pupils with developmental dyslexia in mainstream education. The principles of methodology of foreign language teaching. 4. Pupils with ADD and ADHD in mainstream education. The principles of methodology of foreign language teaching. 5. Pupils with Asperger’s Syndrome in mainstream education. The principles of methodology of foreign language teaching.   **Classes 30h**   1. People with SEN in EU documents and Polish documents: Powszechna deklaracja praw człowieka (1948), Konwencja praw dziecka (1989), Światowa deklaracja “Edukacji dla Wszystkich” (1990), Standardowe zasady wyrównywania szans osób niepełnosprawnych (1993), Deklaracja z Salamanki (1994), Traktat amsterdamski (1997), Strategia lizbońska (2000), Deklaracja madrycka (2002), Deklaracja lizbońska (2007). 2. Pupils with SEN in Poland and in the world in light of international research: Pang, Yanhui & Dean Richey. (2005).*A comparative study of early intervention in Zimbabwe, Poland, China, India, and the United States of America* International Journal of Special Education 20/2. 3. Hearing impaired pupils in light of international research: Varbanova, Tsoneva Nadezhda, Ivelina Nedelcheva Makrieva *Teaching English to people with hearing impairments*. 4. Pupils with visual impairment in light of international research: Jedynak, M. 2012. “Problems with L2 classroom research in the SEN setting with visually challenged learners.” *GLOTTODIDACTICA XXXIX*. 1-11. 5. Pupils with visual impairment in light of international research: Jaworska-Biskup, K. 2012. “What has sight got to do with it? On the representation of concept in blind children’s drawings.” *GLOTTODIDACTICA XXXIX*. 1-11. 6. Pupils with visual impairment in light of international research: Jaworska-Biskup, K. 2011. “The World without Sight. A Comparative Study of Concept Understanding in Polish Congenitally Totally Blind and Sighted Children. “*Psychology of Language and Communication,* Vol. 15, No. 1. 1-22. 7. Pupils with visual impairment in light of international research: Rosel, Jesús, Antonio Caballer, Pilar Jara, and Juan Carlos Oliver. 2005. “Verbalism in the Narrative Language of Children Who Are Blind and Sighted”. *Language - Verbalism in the Narrative Language of Children Who Are Blind and Sighted*, (July), Volume 99, Number 7. 1-22. 8. Pupils with visual impairment in light of international research: Vinter, A., V. Fernandes, O. Orlandi and P. Morgan. 2012. „Verbal definitions of familiar objects in blind children reflect their peculiar perceptual experience”. *Child – care, health and development.* 1-8. 9. Pupils with visual impairment in light of international research: Katarzyna Jaworska-Biskup. “The World without Sight. A Comparative Study of Concept Understanding in Polish Congenitally Totally Blind and Sighted Children.” (2011). 10. Pupils with developmental dyslexia in light of international research: Dyslexia and the Brain: What Does Current Research Tell Us? <http://www.readingrockets.org/> article/ dyslexia-and-brain-what-does-current-research-tell-us. 11. Pupils with developmental dyslexia in light of international research: “Foreign languages and dyslexia” by Margaret Crombie. <http://languageswithoutlimits.co.uk/resources/Dxa1.pdf> 12. Pupils with ADD and ADHD in light of international research: Watkins, Edelman, D. and Kathryn R. Wentzel.(2008).*Training boys with ADHD to work collaboratively: Social and learning outcomes*. Contemporary Educational Psychology 33. 625–646. 13. Pupils with Asperger’s Syndrome: video materials available on <https://www.futurelearn.com/> courses/ autism/5/steps/311015. |

**4.3 Intended learning outcomes**

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| **Symbol of specific learning outcomes** | **A graduate, who passed the course** | **Symbol of general learning outcomes** |
| within the scope of **knowledge s/he knows and understands:** | | |
| W01 | the methodology of applying given curriculum within the subject or classes – professional and methodological solutions, good practices, adapting the educational impact to the needs and abilities of pupils or groups of pupils with diverse capabilities and learning styles, typical of the subject or classes pupils’ errors, their role and ways of exploiting them in the didactic process | NAU1\_W03  NAU1\_W04  NAU1\_W09  NAU1\_W10 |
| W02 | the organization of work in the classroom and in group-work: the need to individualize teaching, the concept of interdisciplinary teaching, forms of work specific for the given subject or classes: excursions, field trips, workshops, experiments, contests and issues related to homework | NAU1\_W03  NAU1\_W04  NAU1\_W05  NAU1\_W06 |
| W03 | the ways of organizing the school class, with regard to universal design: didactic aids (textbooks, educational packages), didactic aids – the choice and usage educational resources, including electronic and foreign ones, ICT, divergent thinking in problem solving within the given subject or classes: the need to seek, adapt and create electronic database and media design | NAU1\_W03  NAU1\_W04 |
| W04 | methods of educating in relation to the given subject or classes, as well as cultivating responsibility and critical attitude towards using digital media as well as respecting copyright and related rights. | NAU1\_W12  NAU1\_W15 |
| within the scope of **abilities s/he can:** | | |
| U01 | create educational situations which develop pupils’ activities and cognitive development as well as promoting knowledge | NAU1\_U02  NAU1\_U03  NAU1\_U08 |
| U02 | undertake effective cooperation with parents or legal guardians of pupils, school stuff and local community | NAU1\_U02  NAU1\_U03  NAU1\_U11 |
| U03 | applying methods of work with pupils and didactic aids, including ICT, activating pupils and assuming their various educational needs | NAU1\_U02  NAU1\_U06  NAU1\_U07  NAU1\_U10  NAU1\_U12 |
| U04 | make an initial diagnosis of the pupil | NAU1\_U01  NAU1\_U03 |
| within the scope of **social competence s/he is ready to:** | | |
| K01 | adapt methods of work according to pupils’ needs and their learning styles | NAU1\_K04  NAU1\_K05 |
| K02 | create cooperative skills, including team problem solving | NAU1\_K02  NAU1\_K03 |
| K03 | build the concept of values and develop pupils’ ethical attitudes as well as shape their communicative competence and cultivate cultural habits | NAU1\_K01 |
| K04 | develop pupils’ cognitive motivation and cognitive independence as well as logical and critical thinking | NAU1\_K04 |

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| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code)*** | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | |
| **Exam oral/written\*** | | | **Test\*** | | | **Projects\*** | | | **Effort**  **in class\*** | | | **Self-study\*** | | | **Group work\*** | | | **Others\*** | | |
| ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* |
| W01 |  |  |  | **+** | **+** |  |  |  |  |  | **+** |  |  | **+** |  |  |  |  |  |  |  |
| W02 |  |  |  | **+** | **+** |  |  |  |  |  | **+** |  |  | **+** |  |  |  |  |  |  |  |
| W03 |  |  |  | **+** | **+** |  |  |  |  |  | **+** |  |  | **+** |  |  |  |  |  |  |  |
| W04 |  |  |  | **+** | **+** |  |  |  |  |  | **+** |  |  | **+** |  |  |  |  |  |  |  |
| U01 |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |  |  |  |  |  |  |
| U02 |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |  |  |  |  |  |  |
| U03 |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |  |  |  |  |  |  |
| U04 |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |  |  |  |  |  |  |
| K01 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |
| K02 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |
| K03 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |
| K04 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **+** |  |  |  |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **Lecture**  **Le**  **tures (L)** | **3** | The student has satisfactory knowledge as regards the course, which enables him/her to use basic terminology. S/he can see the basic relationships among the scientific fields in question, which enables him/her to recognize and solve most typical problems in a typical way in the area of teaching foreign languages to pupils with special needs in public education.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student has satisfactory knowledge as regards the course, which enables him/her to use basic terminology. S/he can see the basic relationships among the scientific fields in question, which enables him/her to recognize and solve typical problems in a typical way in the area of teaching foreign languages to pupils with special needs in public education.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has good knowledge as regards the course, which enables him/her to use basic terminology without problems. S/he can see the basic relationships among the scientific fields in question, which enables him/her to recognize, constructively criticize and solve typical and atypical problems in a typical way in the area of teaching foreign languages to pupils with special needs in public education.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has good knowledge as regards the course, which enables him/her to use basic terminology without any problems. S/he can see relationships among the scientific fields in question, which enables him/her to recognize, constructively criticize and solve typical and atypical problems in a typical and atypical way in the area of teaching foreign languages to pupils with special needs in public education.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has good knowledge as regards the course, which enables him/her to use basic terminology without any problems. S/he can see the basic relationships among the scientific fields in question, which enables him/her to recognize, constructively criticize and solve typical and atypical problems in a typical way and atypical in the area of teaching foreign languages to pupils with special needs in public education. .S/he is aware of the fact that the source of didactic progress are dialectical paradoxes.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 90-100%* |
| **classes (C)\*** | **3** | The student takes part in classes. S/he prepares two projects about methodology of teaching foreign languages to pupils with dysfunctions and disturbances and presents them to the group. S/he submits 5 assignments.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student prepares two projects about methodology of teaching foreign languages to pupils with dysfunctions and disturbances and presents them to the group. S/he submits 5 assignments.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student takes part in classes and in discussions, where s/he shares with others his/her knowledge acquired on his/her own as well as reasoning skills. S/he prepares three projects about methodology of teaching foreign languages to pupils with dysfunctions and disturbances and presents them to the group. S/he submits 5 assignments. 6-7.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student takes active part in classes and in discussions, where s/he shares with others his/her knowledge acquired on his/her own as well as reasoning skills. S/he prepares three projects about methodology of teaching foreign languages to pupils with dysfunctions and disturbances and presents them to the group. S/he submits 8-9 assignments.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student takes active part in classes and in discussions, where s/he shares with others his/her knowledge acquired on his/her own as well as reasoning skills. S/he prepares four projects about methodology of teaching foreign languages to pupils with dysfunctions and disturbances and presents them to the group. S/he submits 10-11 assignments.  *High effort in class ( over 90 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 90-100%* |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

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| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Extramural studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | ***45*** | ***45*** |
| *Participation in lectures* | 15 | 15 |
| *Participation in classes* | 28 | 28 |
| *Taking the final test* | 2 | 2 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | ***55*** | ***55*** |
| *Preparation for the classes and lectures* | 45 | 45 |
| *Preparation for the test* | 10 | 10 |
| *TOTAL NUMBER OF HOURS* | ***100*** | ***100*** |
| ECTS credits for the course of study | **4** | **4** |

***Accepted for execution*** *(date and legible signatures of the teachers running the course in the given academic year)*

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