**description of the course of study**

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| **Course code** | **0231.8.FILA1P.D16.MNJA** | |
| **Name of the course in** | Polish | ***Metodyka nauczania języka angielskiego*** |
| English | ***Methodology of English Teaching*** |

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** | | **Discussion classes / classes (60), project (30)** |
| * 1. **Place of classes** | | **Branch campus in Sandomierz, Jan Kochanowski University in Kielce and local hospital** |
| * 1. **Form of assessment** | | **Credit with grade (class, project), written exam** |
| * 1. **Teaching methods** | | elements of the classical lecture, demonstration, discussion, cases study, role-play, brainstorming, projects „*Lesson plan based on the story Barcelona Game*”. |
| * 1. **Bibliography** | **Required reading** | 1. Foord, Duncan. *The Developing Teacher*. DTDS, 2009. 2. Surkamp, C., Vievrock, B. (eds.) Teaching English as a Foreign Language. An Introducton. Lehrbucg J. B. Metzler, 2018. |
| **Further reading** | 1. Coste, Daniel, et al. *Common European Framework of Reference for Languages: learning, teaching, assessment.* Council of Europe. <http://www.coe.int/t/> dg4/ linguistic/ Source/Framework\_EN.pdf. 2. Komorowska, Hanna (red.). *Skuteczna nauka języka obcego. Struktura i przebieg zajęć językowych*. CODN, 2009. 3. Żylińska, Marzena. Neurodydaktyka. Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika, 2013. |

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

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| * 1. **Course objectives *(including form of classes)***   **Discussion class**  C1 – familiarizing with the course of study  C2 – familiarizing with the principles of methodology of English teaching with reference to different age groups  **Class**  C1 – familiarizing with traditional and unconventional teaching methods with reference to age groups as well as new trends in glottodidactics and neurosciences.  C2 – familiarizing with general competences, linguistic competence, communicative competence as well as text comprehension and language learning strategies.  C3 – familiarizing with evaluation, assessment and testing.  C4 – familiarizing with the structure and outline of a language lesson.  C5 – familiarizing with terms: professional competences, reflective practitioner, action research, school-family-local community partnerships, planning one’s professional career.  C6 – developing critical thinking skills via evaluation of teaching methods teaching material, observed lessons and conducted lessons as well as portfolio.  **Project**  C1 – developing schematic and modifying didactic skills through conducting lessons according to one’s author lesson plan. |
| **Detailed syllabus *(including form of classes)***  **Discussion class 15h**   1. English teaching methods in different age groups; 2. Models and types of language lessons in different age groups; 3. Planning lessons and lesson plans in different age groups; 4. Evaluation, assessment and testing in different age groups; 5. Developing learner autonomy in different age groups.   **Class 45h**  1. Approaches and methods in historical perspective; teaching methods according to age, language level, pupils’ needs and their  individual differences.  2. Models and types of language lessons with reference to teaching methods. Controlled and uncontrolled teaching techniques.   1. Planning lessons. Lesson plans.   4. General competences. Communicative competence. Cultural competence. Intercultural communication.   1. Teaching/learning communicative competence. The role and place of text in developing communicative competence. Techniques of teaching language subsystems, receptive and productive skills. The development of grammatical and lexical competences on the level of text. 2. Types of assessment and testing. Test validity, reliability and practicality. Correction techniques with reference to types of oral and written errors. 3. Learner autonomy. Teacher autonomy. The role of European Language Portfolio. 4. Types of learning strategies. Learning strategies vs. autonomy. Learning strategy training. 5. Intercultural approach. Project approach. ICT technologies. 6. Classroom management. 7. The developing teacher. 8. Critical analysis of traditional and unconventional teaching methods from the perspective of post-method era.   13. Critical analysis of teaching materials and additional teaching materials.  14. Critical analysis of observed and conducted lessons as well as critical incidents.  15. The development of self-assessment and reflectivity through portoflio.  **Project 30h**  1. Planning, designing, conducting and evaluating English language lesson based on author lesson plan. |

**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 | teacher’s professional competences, didactic and educational, including the necessity of professional development, including ICT; adjusting the way of communication to pupils’ developmental level, stimulating pupils’ cognitive motivation, creating didactic situations, the role of teacher’s authority and the rules of interacting the teacher with pupils and pupils with themselves during lessons; the role of the teacher in popularizing knowledge, the role of collaboration of the teacher ion with parents, school staff and local community | NAU1\_W03  NAU1\_W04  NAU1\_W05  NAU1\_W12  NAU1\_W14  FILA1P\_W01  FILA1P\_W02 |
| W02 | conventional and unconventional teaching methods, including activating methods, project method, learning through doing, scientific discovery or inquiry as well as pupil’s research work, rules of applying teaching methods typical of the given subject or classes | NAU1\_W04  NAU1\_W15  FILA1P\_W02 |
| W03 | final exams and designing tests as well as other tools useful in the process of assessment within the given subject | NAU1\_W06  NAU1\_W14 |
| W04 | the need to shape pupil’s positive attitude towards learning, developing their cognitive motivation, active and independent attitude towards learning, logical and critical thinking, shaping motivation to learn the given subject and the habit of systematic learning, promoting using diverse sources of knowledge, including the Internet, as well as preparing them to lifelong learning by stimulating their autonomy | NAU1\_W03  NAU1\_W04 |
| within the scope of **abilities s/he can:** | | |
| U01 | identify typical school tasks with educational aims, in particular with the general requirements of core curriculum and key competences | NAU1\_U02  NAU1\_U03  NAU1\_U13  FILA1P\_U01 |
| U02 | undertake effective cooperation with parents or legal guardians of pupils, school stuff and local community | NAU1\_U03 |
| U03 | applying methods of work with pupils and didactic aids, including ICT, activating pupils and assuming their various educational needs | NAU1\_U01  NAU1\_U03  NAU1\_U08  NAU1\_U14 |
| U04 | assess pupils’ work at school and at home in a professional, reliable way | NAU1\_U03  NAU1\_U09 |
| within the scope of **social competence s/he is ready to:** | | |
| K01 | promote responsible and critical use of digital media as well as copyrights. | NAU1\_K01 |
| K02 | build the concept of values and develop pupils’ ethical attitudes as well as shape their communicative competence and cultivate cultural habits | NAU1\_K02  NAU1\_K07 |
| K03 | develop pupils’ cognitive motivation and cognitive independence as well as logical and critical thinking | NAU1\_K06 |

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| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code)*** | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | |
| **Exam written\*** | | | **Test\*** | | | **Project\*** | | | **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 |  |  |  |  |  |  |  | **+** |  |  | **+** |  |  |  |  |  |  |  |  |  |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **Conversation class**  **Seminars (S)**  **Lectures** | **3** | The student knows basic principles of English teaching methodology with reference to age groups. S  *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 as well as during the exam were assessed and the result fell within the percentage range of 50-59%* |
| **3.5** | The student knows and understands basic principles of English teaching methodology with reference to age groups.  *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 as well as during the exam were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student knows and understands on a good level the principles of English teaching methodology with reference to age groups.  *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 as well as during the exam were assessed and the result fell within the percentage range of 70-79%* |
| **4.5** | The student knows and understands on a good level the principles of English teaching methodology with reference to age groups and has a critical attitude towards them.  *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 as well as during the exam were assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student knows and understands on a very good level the principles of English teaching methodology with reference to age groups and has a critical attitude towards them.  *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 as well as during the exam were assessed and the result fell within the percentage range of 90-100%* |
| **Classes (C)\*** | **3** | S/he completes both individually and in a group some of the assigned tasks. S/he has satisfactory social and interpersonal skills. S/he can solve typical problems in a typical way taking into account ethical, scientific and social conditions. S/he can presents the results of his/her work.  *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 as well as during the exam were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | S/he completes both individually and in a group most of the assigned tasks. S/he has more than satisfactory social and interpersonal skills. S/he can solve typical problems in a typical way taking into account ethical, scientific and social conditions. S/he can presents the results of his/her work.  *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 as well as during the exam were assessed and the result fell within the percentage range of 60-69%* |
| **4** | S/he completes both individually and in a group almost all the assigned tasks. S/he has good social and interpersonal skills. S/he can solve typical problems in a typical way taking into account ethical, scientific and social conditions. S/he can presents the results of his/her work in a clear and simple way.  *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 as well as during the exam were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | S/he completes both individually and in a group almost all the assigned tasks. S/he has more than good social and interpersonal skills. S/he can solve typical problems in a typical and atypical way taking into account ethical, scientific and social conditions. S/he can presents the results of his/her work in a clear and simple way and enters into discussion about them.  *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 as well as during the exam were assessed and the result fell within the percentage range of 80-89%* |
| **5** | S/he completes both individually and in a group all the assigned tasks and can search for solutions on his/her own. S/he has very good social and interpersonal skills. S/he can solve typical and atypical problems in a typical and atypical way taking into account ethical, scientific and social conditions. S/he can presents the results of his/her work in a clear and simple way and enters into discussion about them.  *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 as well as during the exam were assessed and the result fell within the percentage range of 90-100%* |
| **Project (P)\*** | **3** | S/he can conduct a lesson based on a lesson plan.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | S/he can conduct a lesson based on a lesson plan.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 60-69%* |
| **4** | S/he can conduct a lesson based on a lesson plan, which s/he tried to modify to adjust it to classroom context.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | S/he can conduct a lesson based on a lesson plan, which s/he can modify and adjust to classroom context.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 80-89%* |
| **5** | S/he can conduct a lesson based on a lesson plan, which s/he can efficiently modify and adjust to classroom context.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was 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/* | ***90*** | ***90*** |
| *Participation in discussion classes / classes* | 56 | 56 |
| *Attending the tests* | 4 | 4 |
| *Participation in project „Learning through Teaching” & English with humour* | 30 | 30 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | ***60*** | ***60*** |
| *Preparation for discussion classes /classes* | 20 | 20 |
| *Preparation for the exam/tests* | 30 | 30 |
| *Gathering materials for the project* | 10 | 10 |
| *TOTAL NUMBER OF HOURS* | ***150*** | ***150*** |
| ECTS credits for the course of study | **6** | **6** |

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

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