**description of the course of study**

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| **Course code** | **0231.8.FILA1P.D13.WNJO** | |
| **Name of the course in** | Polish | ***Wczesnoszkolne nauczanie języków obcych*** |
| English | ***Early School Foreign Language 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\*** | **Basic knowledge with respect to kindergarten and early school pedagogy** |

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

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| * 1. **Form of classes** | | **classes (45), project (15)** |
| * 1. **Place of classes** | | **Branch campus in Sandomierz, Jan Kochanowski University in Kielce** |
| * 1. **Form of assessment** | | **Credit with grade (discussion class / class), Credit with grade (project)** |
| * 1. **Teaching methods** | | Interactive presentation, elements of the classical lecture, discussion, brainstorming, learning through teaching |
| * 1. **Bibliography** | **Required reading** | 1. Jaroszewska, Anna. Nauczanie języka obcego w kształceniu wczesnoszkolnym, Oficyna Wydawnicza ATUT, 2007. 2. Pamuła, Małgorzata. Metodyka nauczania języków obcych w kształceniu zintegrowanym*.* Fraszka Edukacyjna, 2003. 3. Szpotowicz, Magdalena i Małgorzata Szulc-Kurpaska. Teaching English to Young Learners. PWN, 2011. |
| **Further reading** | 1. Banasik-Sikora (red.). Wczesnoszkolne nauczanie języków obcych. Zarys teorii i praktyk*i.* CODN, 2009. 2. Parr-Modrzejewska, Anna. Teaching English through integrated education in lower primary school. Linguistic behavior and executive control. Łódź: Wydawnictwo UŁ. 2015. 3. Gałązka, Alicja. Motywacyjna rola dramy w glottodydaktyce. Impuls, 2008. |

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

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| * 1. **Course objectives *(including form of classes)***   **Discussion class**  C1 – familiarizing students with the description of the course of study  C1 – familiarizing with psychophysical development of young learners and the methodology of teaching English to  young learners;  C2 – pointing the importance of teaching English to young learners through play and games;  C3 – pointing the importance of supporting and directing child’s development according to the concept of the zone of  proximal development.  **Classes**  C1 – developing skills to design a syllabus for young learners according to basic principles of designing syllabuses to  teach English to young learners with regard to underlying theoretical concepts and lesson plans for different age  groups;  C2 – presenting basic principles of class management and the importance parental involvement;  C3 – developing the skills to conduct lessons designed to teach language skills and subsystems.  **Project**  C1 – developing professional skills related to constructing syllabus |
| * 1. **Detailed syllabus *(including form of classes)***   **Discussion class 15h**   1. The effectiveness and purpose of early school foreign language teaching from Polish and European perspectives. 2. Planning the didactic process (core curriculum, syllabus, scheme work for a semester, lesson plans) 3. Organizational problems of early school foreign language teaching – integrative forms of teaching foreign languages, teacher competences, basic forms of behavior and learning styles of young learners. 4. Integration of teaching English as a foreign language with the primary curriculum. Developing non-linguistic skills in the English classroom. 5. Methodological principles of early school foreign language teaching: the primacy of receptive skills over productive skills, i.e. speaking and writing; lesson planning in various age groups. 6. Teaching lexis. 7. Teaching grammar. 8. Teaching pronunciation. 9. Teaching listening comprehension skills. 10. Teaching speaking skills. 11. Teaching reading comprehension skills. 12. Teaching writing skills. 13. The principles of assessment and testing. 14. The pupil-activating, motivating, integrating, organizational and didactic functions of songs, rhymes and pomes in early school foreign language teaching. 15. The significance, selection criteria, adaptation and methodology of working with narrative texts in early school foreign language teaching. 16. The concept of *learning by doing*, i.e. plays and games involving imitation, pantomime, drama, and role-plays in early school foreign language teaching. 17. ICT techniques in early school foreign language teaching.   **Classes 30h**  1. Types of syllabuses.   1. Developing creativity and divergent thinking in English classes. 2. Planning lessons with different age groups. Different categories of the stages of the lesson with different age groups. Time management. Role and place of mother tongue. (case studies - lesson observations in different age groups). 3. Class management. Time management. Role and place of mother tongue. (case studies - lesson observations in different age groups). 4. Collaboration with parents: a debate. 5. Teaching vocabulary. Multimodal techniques. The analysis of lexical material in English textbooks for different age groups. 6. Teaching grammar. Teaching some language forms using authentic material (fairy tales and stories). 7. Rhymes and rhyming in developing language skills. 8. Developing manual and fine motor skills. 9. Descriptive assessment. Formative assessment (case studies analyses). 10. Analyses of lesson plans based on drama.   **Project 15h**  Constructing syllabus |

**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 | core curriculum of the given course, educational aims and content of the subject or classes at the given educational stages, subject or classes in the context of earlier and further education, the structure of knowledge within the given course or classes as well as key competences and their development in the process of teaching the subject or classes | NAU1\_W04  NAU1\_W06 |
| W02 | inter- and cross-curriculum integration, issues related to curriculum - designing and modifying, analyzing, assessing, applying, selecting and approving as well as the rules of designing the educational process and syllabuses | NAU1\_W06  NAU1\_W09 |
| W03 | the methodology of applying given curriculum within the course 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 pupils’ errors, their role and ways of exploiting them in the didactic process | NAU1\_W14  NAU1\_W15 |
| W04 | 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 course: excursions, field trips, workshops, experiments, contests and issues related to homework | NAU1\_W03  NAU1\_W04  NAU1\_W05  NAU1\_W06 |
| 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\_U07 |
| U02 | undertake effective cooperation with parents or legal guardians of pupils, school stuff and local community | NAU1\_U05  NAU1\_U13 |
| U03 | applying methods of work with pupils and didactic aids, including ICT, activating pupils and assuming their various educational needs | NAU1\_U12 |
| U04 | assess pupils’ work at school and at home in a professional, reliable way | NAU1\_U11 |
| 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\_K02 |
| K02 | develop pupils’ cognitive motivation and independence as well as logical and critical thinking | NAU1\_K06 |
| K03 | stimulate pupils to life-long learning and to work independently | NAU1\_K03 |
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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **Conversation class** | **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 early school foreign language teaching.  *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 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 early school foreign language teaching.  *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 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 early school foreign language teaching.  *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 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 early school foreign language teaching.  *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 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 way. s/he is aware of the fact that the source of didactic progress are dialectical paradoxes.  *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%* |
| **classes (C)\*** | **3** | The student can complete some of the assigned tasks correctly. S/he has basic research skills to analyze results of research in the field of early school foreign language teaching.  *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 can complete some of the assigned tasks correctly. S/he has basic research skills to analyze results of research in the field of early school foreign language teaching as well as can partly apply them in typical situations.  *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 can complete most of the assigned tasks correctly. S/he can use basic research skills to analyze results of research in the field of early school foreign language teaching as well as apply them in a typical way in typical situations.  *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 can complete almost all of the assigned tasks correctly. S/he can use basic research skills to analyze results of research in the field of early school foreign language teaching as well as apply them in a typical and atypical way in typical and atypical situations.  *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 can complete all of the assigned tasks correctly. S/he can use basic research skills to analyze results of research in the field of early school foreign language teaching as well as apply them in a typical and atypical way in typical and atypical situations  *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%* |
| **Project (P)** | **3** | S/he can prepare syllabus for teaching English to young learners based on several sources.  *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 plan and prepare syllabus for teaching English to young learners based on several sources.  *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 plan and prepare syllabus for teaching English to young learners based on several sources.  *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 plan and prepare an author syllabus for teaching English to young learners.  *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 plan and prepare an author syllabus for teaching English to young learners.  *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/* | ***60*** | ***60*** |
| *Participation in discussion classes / classes* | 45 | 45 |
| *Preparing the project: “Self-designed English teaching syllabus”* | 15 | 15 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | ***15*** | ***15*** |
| *Preparation for discussion classes / classes* | 10 | 10 |
| *Gathering materials for the project* | 5 | 5 |
| *TOTAL NUMBER OF HOURS* | ***75*** | ***75*** |
| ECTS credits for the course of study | **3** | **3** |

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

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