

COURSE DESCRIPTION

HIGHER VOCATIONAL STATE SCHOOL IN WLOCLAWEK

Course: Methodology of teaching English

Field of study:	Philology						Course Code:
Unit supervising the course:	English Philology Faculty						
Course orientation:	practical						
Language instruction:	English						
Course type:	Core						
Course status:	obligatory						
Level:	Yera: II, III			Semester: 3, 4, 5			
The number of teaching hours on the full-time programme:							
Total	lecture	classes	laboratory	projects	tutorials	seminariums	practicum
90	30	60					
The number of teaching hours on the part-time programme:							
Total	lecture	classes	laboratory	projects	tutorials	seminariums	practicum
90	30	60					

Learning outcomes:

Knowledge: a student has

a basic knowledge of the modern theories concerning educating, learning and teaching

knows the curriculum of teaching English as the foreign language for the first and the second educational stage

has a basic knowledge concerning the methods of teaching English as the foreign language and a good practice , directed at use at the first and second educational stage, supported by experience in using it in practical situations

knows the main methods and techniques of working at a primary school as an English teacher

Skills

- he uses the basic knowledge of didactics and specific methodology in order to predict and analyze pedagogical situations and choose the strategies of practical actions at the first and second educational stage.

- is able to judge the usefulness of different approaches, methods, procedures and good practice from the field of pedagogy and psychology and is able to use them in specific situations during the work with learners at the first and second educational stage.

- is able to choose and use available materials, teaching aids and methods in order to make and execute pedagogical operations and he is able to use the newest technologies in his work

- is able to undertake autonomic actions aimed at achieving knowledge and developing professional skills connected with his pedagogical activities by using various and modern technologies

- is able to assess the quality of the process of education at the first and second educational stage and knows how to evaluate this process

	<p>Social competence</p> <ul style="list-style-type: none"> - he understands the necessity of constant professional development and individual progress, he develops his skills - is able to accept professional challenges , is aware of the sense , value and the necessity of taking up pedagogical actions in his social surrounding - is aware of the ethic aspect of diagnosing and accessing his students (according to the Decree of the Ministry of Education and Higher Education from the 17th January 2012, concerning the standards of education preparing for the teaching profession.) - he evaluates his own competence and develops his skills while realising operations resulting from teaching profession connected with educational and caring roles of the teacher – according to the Decree of the Ministry of Education and Higher Education from the 17th January 2012, concerning the standards of education preparing for the teaching profession.)
<p>(15) Full description of the course</p>	<ol style="list-style-type: none"> 1. The introduction to the methodology of teaching foreign languages, the main terminology 2. The criteria of comparing and evaluating the methods of teaching foreign languages (for example the aims, the role of the teacher, approaches toward the mistakes, the way of treating the students' mother tongue) 3. The Grammar –Translation Method: the typical techniques, the critics 4. The Direct Method – the varieties of the Direct Method, Berlitz schools 5. The structuralism, behaviorism, and psychological basis of the audio-lingual method 6. The approaches and to the didactics of the audio - lingual method 7. The cognitive method: the evaluation, comparison to the earlier tendencies 8. The communicative approach to the language teaching, theory and the practice 9. The Humanistic Approaches (The Silent Way, Suggestopaedia, Counselling Learning, Total Physical Response) 10. The Comprehension Approach, the theoretical assumptions 11. The Psycholinguistic and methodical basis of the learning and teaching different subsystems of English language (grammar, pronunciation, lexis) 12. The Psycholinguistic and methodical basis of the learning and teaching different skills (understanding of the written and spoken language, written and spoken statements)

	13. The psychology of individual differences : the biological , cognitive and socioaffective factors 14. Directing the class and lesson discourse 15. Lesson Planning				
Methods:	Interactive lecture, audiovisual presentations, workshops, discussion				
The student's workload/ECTS credits	Formy aktywności	Średnia liczba godzin na zrealizowanie aktywności			
		Stacjonarne		Niestacjonarne	
		W	AF/..	W	AF/ ...
				
	Godziny kontaktowe z nauczycielem akademickim	30	60	30	60
	Godziny bez udziału nauczyciela akademickiego		60		60
	1. Przygotowanie się do zajęć, w tym studiowanie zalecanej literatury		30		30
	2. Opracowanie wyników/przygotowanie do egzaminu, zaliczenia, kolokwium, inne		20		20
	3. Przygotowanie raportu, prezentacji, dyskusji		10		10
	Suma	30	120	30	120
	Sumaryczna liczba punktów ECTS dla prowadzonej formy zajęć	1	4	1	4
Sumaryczna liczba punktów ECTS dla przedmiotu	5		5		
The type and mode of obtaining the	The type: egzamin				

credit and marking criteria oe requirements:	The mode: signiture based on the class attendance and active patricipation in classes.
	Basic assessment criteria: written exam (test) as the criterium of passing the subject
Literature:	Prescribed reading: Harmer, J. (2007). <i>The Practice of English Language Teaching. Fourth Edition.</i> Pearson Education. Hedge, T. (2000) <i>Teaching and Learning in the Language Classroom.</i> Oxford: Oxford University Press. Larsen-Freeman, D. (2000) <i>Techniques and Principles in Language Teaching. 2nd Edition.</i> Cambridge: Cambridge University Press. Recommended reading: Brown, H. D. (2007) <i>Principles of Foreign Language Learning and Teaching. Fifth Edition.</i> Englewood Cliffs, NJ: Prentice Hall. Brown, H. D. (2001) <i>Teaching by Principles. Second Edition.</i> Englewood Cliffs, NJ: Prentice Hall. Gass, S. M. i Selinker, L. (2008) <i>Second Language Acquisition. An Introductory Course. Third Edition.</i> New York: Routledge
Course instructor:	