

DESCRIPTION OF THE COURSE OF STUDY

Course code		
Name of the course in	Polish	Współczesna edukacja językowa
	English	Contemporary Language Education

1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

1.1. Field of study	Education
1.2. Mode of study	Full-time and extramural
1.3. Level of study	Master's studies
1.4. Profile of study*	General academic
1.5. Person/s preparing the course description	dr Izabela Jaros
1.6. Contact	izabela.jaros@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	English
2.2. Prerequisites*	communication in English at B1/B2 level

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	classes	
3.2. Place of classes	UJK rooms	
3.3. Form of assessment	graded credit	
3.4. Teaching methods	discussions, work with coursebooks and reference books, multimedia presentations	
3.5. Bibliography	Required reading	<ol style="list-style-type: none"> 1. Bogdanowicz K., Butkiewicz A. 2004. Dyslexia in the English Classroom. Gdańsk: Harmonia. 2. Brewster J., Ellis G., Girard D. 2010. The Primary English Teacher's Guide. Suffolk: Penguin Books. 3. Calabrese I., Rampone S. 2007. Cross-Curricular Resources. Oxford: Oxford University Press. 4. Enever J. (red.). 2011. ELLiE Early Language Learning in Europe. British Council. 5. Enever J, Lindgren E. (red.) 2017. Early Language Learning Complexity and Mixed Methods. Bristol: Multilingual Matters 6. European Language Label /http://ell.org.pl/ 7. Europejskie Portfolio Językowe dla dzieci od 6 do 10 lat. 2006. Warszawa: CODN. 8. Martin D. 2009. Activities for Interactive Whiteboard. London: Helbling Languages. 9. Okuniewska J. 2013. Technologie są dla dzieci. Poradnik dla nauczycieli edukacji wczesnoszkolnej. Warszawa: Think Global sp. z o.o. 10. Puchta H., Williams M. 2011. Teaching Young Learners to Think. London: Helbling Languages. 11. Read C. 2007. 500 Activities for the Primary Classroom. Oxford: Macmillan Publishers. 12. Sikora-Banasik D. (red). 2009. Wczesnoszkolne nauczanie języków obcych. Warszawa: CODN. 13. Strasser T. 2012. Mind the App, Helbling Languages. 14. Szpotowicz M., Szulc-Kurpaska M. 2019. Teaching English to Young Learners. Warszawa: Wydawnictwo Naukowe PWN.
	Further reading	<ol style="list-style-type: none"> 1. Keaveney S., Lundberg G. 2014. Early Language Learning and Teaching: A1-A2. Studentlitteratur. 2. Języki Obce w Szkole – wybrane artykuły

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<p>4.1. Course objectives (including form of classes) Classes: O1. To familiarize students with contemporary trends in language education at pre-primary and lower primary levels. O2. To learn how to develop effective lesson plans for young learners. O3. To prepare students for cooperation with learners' parents in order to increase the effectiveness of the learning process.</p>
<p>4.2. Detailed syllabus (including form of classes) Classes 1. Requirements for earning a passing grade. 2. Contemporary trends in teaching English to children at pre-primary and lower primary levels (e.g. CLIL, CALL, e-learning, m-learning, ICT in ELL). 3. Developing thinking skills and language in the young learners' classroom (Bloom's Taxonomy, LOTS and HOTS). 4. Selecting teaching materials. 5. Designing effective lesson plans. 6. Assessing pupils' language development. 7. Teaching English to children with Special Educational Needs. 8. Fostering parental involvement in order to increase the effectiveness of the learning process. 9. Promoting the teaching and learning of languages - European language initiatives (e.g. the European Day of Languages and the European Language Label).</p>

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE:		
W01	is familiar with contemporary trends in teaching English at pre-primary and lower primary levels	PPW_W12
W02	knows the principles of working with learners with special educational needs in foreign language classes (including gifted students)	PPW_W13
within the scope of ABILITIES:		
U01	designs lesson plans to develop language and thinking skills in young learners	PPW_U04
U02	has the ability to diagnose learners' linguistic achievements (including pupils with special educational needs)	PPW_U11
within the scope of SOCIAL COMPETENCE:		
K01	is prepared to cooperate with children's parents to enhance the effectiveness of the foreign language learning process	PPW_K03

4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																	
				Test*			Effort in class*			Self-study*			Group work*					
				Form of classes			Form of classes			Form of classes			Form of classes					
				L	C	...	L	C	...	L	C	...	L	C	...			
W01					+			+			+							
W02					+			+			+							
U01								+			+			+				
U02								+			+			+				
K01								+			+							

4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment
classes (C)* (including e-learning)	3	from 51-60% (points scored in a test or examination)
	3,5	from 61-70%
	4	from 71-80%
	4,5	from 81-90%
	5	from 91-100%

5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/	30	20
<i>Participation in classes, seminars, laboratories*</i>	30	20
<i>Preparation for the exam/ final test*</i>	2	2
INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/	20	30
<i>Preparation for the classes, seminars, laboratories*</i>	14	22
<i>Preparation for the exam/test*</i>	6	8
TOTAL NUMBER OF HOURS	50	50
ECTS credits for the course of study	2	2

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

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