



COURSE CARD

1. Basic information

Course name in English:	English for Academic Teaching	
Course name in Polish:	Język angielski w nauczaniu akademickim	
Number of hours:	30	
Type of course:	Tutoring language course	
Form of course:	Tutoring language course	
Code of course:	SJO0SD-24SD00001C	
Course leader:	Head of English Language Section	
Faculty of the course leader:	The Department of Foreign Languages	
Email address of the course leader:	https://sjo.pwr.edu.pl/en/about-us/authorities	
Scientific discipline(s) assigned to the course (doctoral students representing the marked disciplines can participate in the course):	Architecture and urban planning	<input checked="" type="checkbox"/>
	Automation, electronic, electrical engineering and space technologies	<input checked="" type="checkbox"/>
	Information and communication technology	<input checked="" type="checkbox"/>
	Biomedical engineering	<input checked="" type="checkbox"/>
	Chemical engineering	<input checked="" type="checkbox"/>
	Civil engineering, geodesy and transport	<input checked="" type="checkbox"/>
	Materials engineering	<input checked="" type="checkbox"/>
	Mechanical engineering	<input checked="" type="checkbox"/>
	Environmental engineering, mining, and energy	<input checked="" type="checkbox"/>
	Mathematics	<input checked="" type="checkbox"/>
	Chemical sciences	<input checked="" type="checkbox"/>
	Physical sciences	<input checked="" type="checkbox"/>
Management and quality studies	<input checked="" type="checkbox"/>	

2. Objectives

1. Enhancing English language proficiency for effective instruction to deliver lectures, provide clear instructions, facilitate discussions, and provide feedback within academic settings.
2. Mastering teaching skills for effective lesson planning, classroom management, and student assessment to foster active learning through creating supportive learning environments in an English-medium context.
3. Developing abilities to utilize technology for interactive learning experiences by integration of technology tools and digital resources to enhance teaching and learning effectiveness.
4. Fostering autonomy and self-directed learning through participation in tutoring sessions and engagement in reflective practice.



3. Content

Detailed information about the course content, including topics and form of classes.

No.	Topic	Number of hours	Form of classes
1	Introduction to English-Medium Instruction (EMI). Understanding the importance of English language proficiency for non-English subject teachers teaching in EMI settings. Setting expectations for the course.	2	Tutoring language course
2	Language proficiency development: grammar and vocabulary enhancement specific to academic instruction in English.	2	Tutoring language course
3	Language proficiency development: language skills for providing clear instructions, explanations, and feedback in English.	2	Tutoring language course
4	Classroom management strategies: techniques for managing English-medium classrooms and facilitating discussions effectively. Strategies for creating an inclusive learning environment and engaging students in English-speaking classrooms.	2	Tutoring language course
5-6	Lesson planning and delivery: setting learning objectives, selecting appropriate materials, and designing interactive activities.	4	Tutoring language course
7	Understanding assessment methods suitable for English-medium courses: formative assessment, summative assessment, and peer assessment.	2	Tutoring language course
8	Providing constructive feedback to students in English to support their academic progress and language development.	2	Tutoring language course
9	Utilizing technology tools and digital resources to enhance teaching and learning. Incorporating multimedia presentations, online resources, and collaborative platforms for interactive learning experiences.	2	Tutoring language course
10	Cross-cultural communication and sensitivity in university settings.	2	Tutoring language course
11	Professional development for university teachers.	2	Tutoring language course
12-14	Engaging in supervised teaching practice to apply acquired knowledge and skills. Micro-teaching observations.	6	Tutoring language course
15	Course conclusion and reflection.	2	Tutoring language course

4. Prerequisites

List of prerequisites relating to knowledge, skills and other competences for course participants.



Knowledge of English language at the B2 level on the Common European Framework of Reference for Languages (CEFR) scale.

5. Learning outcomes

List of learning outcomes at level 8 of the Polish Qualifications Framework assigned to the course (mark the learning outcomes in the last column).

Symbol	Learning outcome	
	<i>KNOWLEDGE. Doctoral student knows and understands:</i>	
SzD_W3	the main trends in the development of the scientific or artistic disciplines covered in the curricula;	<input type="checkbox"/>
SzD_W4	research methodology;	<input type="checkbox"/>
SzD_W5	the rules for the dissemination of scientific results, including in open access mode;	<input type="checkbox"/>
SzD_W6	the fundamental dilemmas of modern civilization;	<input type="checkbox"/>
SzD_W7	the legal and ethical conditions of scientific activity;	<input type="checkbox"/>
SzD_W8	the economic and other relevant conditions of scientific activity;	<input type="checkbox"/>
SzD_W9	basic principles of knowledge transfer to the economic and social spheres and commercialisation of results of scientific activity and know-how related to these results.	<input type="checkbox"/>
	<i>SKILLS. Doctoral student is able to:</i>	
SzD_U2	use knowledge from different fields of science or art to creatively identify, formulate and innovatively solve complex problems or perform research tasks, in particular: - define the purpose and subject of scientific research, formulate a research hypothesis, - develop research methods, techniques and tools, and use them creatively, - draw conclusions on the basis of scientific research; critically analyse and evaluate the results of scientific research, expertise and other creative work and their contribution to knowledge development; transfer the results of scientific activities to the economic and social spheres;	<input type="checkbox"/>
SzD_U3	communicate on specialised topics to the extent that they enable an active participation in the international scientific community;	<input type="checkbox"/>
SzD_U4	disseminate research results, including in popular forms;	<input type="checkbox"/>
SzD_U5	initiate debates and participate in a scientific discourse;	<input type="checkbox"/>
SzD_U6	be able to speak a foreign language at B2 level of the Common European Framework of Reference for Languages to a level that enables them to participate in the international scientific and professional environment;	<input checked="" type="checkbox"/>
SzD_U7	plan and implement an individual or collective research or creative activity, including in an international environment;	<input type="checkbox"/>
SzD_U8	independently plan and act for one's own development and inspire and organize the development of others;	<input type="checkbox"/>
SzD_U9	plan classes or groups of classes and implement them using modern methods and tools.	<input type="checkbox"/>
	<i>SOCIAL COMPETENCES. Doctoral student is ready to:</i>	



SzD_K3	fulfilling the social obligations of researchers and creators, initiate public interest activities, thinking and acting in an entrepreneurial way;	<input type="checkbox"/>
SzD_K4	maintaining and developing the ethos of research and creative environments, including: - carrying out scientific activities in an independent manner, - respecting the principle of public ownership of research results, taking into account the principles of intellectual property protection.	<input type="checkbox"/>

6. Evaluation

Short description of the method(s) used to evaluate the learning outcomes assigned to the course, e.g., exam, test, report, presentation, etc.

1. Evaluation of students' preparation for tutoring sessions, active engagement in discussions, completion of assigned tasks pertinent to the course content, and demonstration of language proficiency.
2. Assessment of students' collaborative work with peers to accomplish designated tasks.
3. Observation of teaching practice sessions to evaluate students' ability to effectively manage English-medium classrooms.

7. Teaching methods

Short description of the teaching methods used during the course, e.g., multimedia presentation, discussion, literature studies, developing written documents, own work, etc.

1. Tutoring sessions: small group tutoring sessions focused on improving English language proficiency and teaching skills specific to English-medium instruction.
2. Peer teaching and learning: fostering collaboration and creating a supportive learning environment.
3. Case studies and scenarios: analyzing real-life case studies and scenarios related to English-medium instruction, identifying challenges, proposing solutions, encouraging critical thinking and problem-solving skills.
4. Microteaching: organizing microteaching sessions for students to plan and deliver short teaching demonstrations. Providing constructive feedback and encouraging reflection to enhance teaching skills and confidence in delivery of an EMI class.
5. Reflective journals and portfolios: incorporating reflective writing activities for students to journal about their learning experiences, teaching challenges, and personal growth as university teachers.

8. Literature

List of primary and secondary literature used to prepare the course and including additional knowledge for participants, e.g., books, textbooks, research papers, standards, web pages, etc.

Primary literature:

1. Biggs, J., & Tang C. *Teaching for Quality Learning at University*. Open University Press.
2. The TAEC Project (2020). *EMI Handbook*.
3. Dearden, J. (2015). *English as a Medium of Instruction: A Growing Global Phenomenon*. The British Council.
4. McMahon, P. *Group Work: Work Together for Academic Success*. Collins.
5. *Academic Phrase Bank*. University of Manchester. (<https://www.phrasebank.manchester.ac.uk/>)



6. *Teaching Practice*. University of New South Wales. (<https://www.teaching.unsw.edu.au/practice>)

Secondary literature:

1. Authentic materials.
2. Teachers' own materials.

9. Other remarks

Additional remarks, comments, (e.g., language of the course)

The course is conducted through small group tutoring sessions delivered in English.