Faculty of Education

University of Warsaw

**Courses in foreign languages**

**Summer semester 2021/22**

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|  | USOS Code | Course’s title/ Lecturer | Brief description | ECTS/ language | English level |
| 1. | 2300-GPTE-CM3-  PAD | **Professional and academic discourse**  mgr Małgorzata Matysik  all year long | The aim of the course is to practice understanding and creating texts written in a formal style with professional vocabulary. Students read/listen to as well as create texts like presentations, reviews and research papers, get acquainted with various forms of presenting research, take part in discussions at the academic level. | 4 | C1 |
| 2. | 2300-GPTE-M1-AEYL | **Assessing and Evaluating YL Language Teaching and Learning**  dr Maria Britton | The topics of the course include:  • The notions of evaluation, assessment, testing • Test types • Test construction: elements and stages • Types of mistakes • Error correction and feedback • Assessment of language skills | 4 | C1 |
| 3. | 2300-GPTE-M1-InCLIL | **Introduction to CLIL**  dr Katarzyna Brzosko-Barratt | Course Aims:  • to make trainees familiar with the fundamental features of CLIL  • to present examples of the models of CLIL from other European countries  • to familiarize trainees with the paths of enhancing CLIL oriented teaching & learning in the Polish system of education  • to develop trainees’ ability to plan and pursue a CLIL unit  • to develop trainees’ critical thinking skills by guiding them in selecting and preparing a CLIL oriented syllabus and didactic materials  • to make trainees aware of the importance of integrated education CLIL programme for further development of pupils in subject-driven CLIL education | 4 | C1 |
| 4. | 2300-GPTE-M1-LD | **Literature and drama in ELT**  mgr Katarzyna Domańska | The aims will be achieved through the programme that includes the following topics:  • Storytelling with children  • Wordless picture books as a tool of developing pre-literacy skills  • How to choose a good book for my ELT class?  • Drama as a tool of introducing literature  • Classic English nursery rhymes, children’s verse, poetry | 4 | C1 |
| 5. | 2300-GPTE-M1-TLBS | **Teaching literacy in bilingual settings**  dr Katarzyna Brzosko-Barratt | The course is intended to offer an overview of teaching literacy in bilingual settings. The course falls naturally into two major parts devoted to the two facets of literacy: to reading and writing, however it also demonstrates the application of the concept of literacy to the remaining two skills, to speaking and listening. The course explores the pedagogy of teaching reading in L1 and in L2, drawing on cross-linguistic similarities and differences between reading in L1 and reading in English, with the bottom line being that reading strategies, as part of regular LLS (language learning strategies) undergoes strategy training and can be transferred across languages. Having examined the interplay of SES, race and ethnicity on readership, we then move on to implementing reading in the bilingual classroom, | 4 | C1 |
| 6. | 2300-GPTE-M2-EPh | **English Phonetics**  dr Katarzyna Brzosko-Barratt | The course is aimed at students who are fluent in English and are experienced learners of English; ideally, they know the phonetic transcription as dictionary users and their pronunciation is at least comfortably intelligible. It is also aimed at native speakers of English who want to build or improve their awareness of potential pronunciation problems of EFL learners and their skills as EFL teachers.The main objective of the course is to improve the students’ knowledge of English phonetics develop the skill of teaching English pronunciation to young learners | 4 | C1 |
| 7. | 2300-GPTE-M5-GE-CS | **Curriculum studies**  mgr Joanna Płatkowska-Nęcka | Detailed information will be available as soon as possible | 4 | C1 |
| 8. | 2300-OG-GPTE-KBS | **Key Professional and Business Skills**  dr Katarzyna Cybulska-Gómez de Celis | Course overview  The Students will:  • Engage in a variety of tasks which require reflection on the communication process and its outcomes  • Practice critical observation by analysing examples of interview questions  • Discuss the aim and recognize the value of personal branding, actively work on their own professional image, and prepare a presentation of their own personal brand  • Investigate and learn negotiation techniques  • Discuss and format their own CVs  • Plan and execute a business message | 4 | B2 |
| 9. | 2300-KJO-38/EL | **Educational leadership**  prof.dr hab. Joanna Madalińska-Michalak | The subject "Educational Leadership" will introduces the students with the recent key findings on multiple aspects of educational leadership.  The subject allows students to deepen the knowledge on education and improvement of its quality, with a particular attention paid to the role of educational leadership in school and beyond it. The subject creates conditions for developing students’ leadership competences. | 4 | B2 |
| 10. | 2300-GPTE-M5-GE-SE | **Special education**  mgr Dorota Pietrzyk | Different types of learning difficulties  Dyslexia (auditory and visual processing) and dyscalculia   Autism and Asperger's Syndrome   ADHD/ ADD/ Dyspraxia  Speech and language difficulties/ Sensory Integration Disorder | 4 | C1 |
| 11. | 2300-GPTE-M3-TRT | **Tools of reflective teaching** |  | 4 | C1 |
| 12. | 2300-GPTE-CM1-TEYLa | **Teaching English to young learners** |  | 4 | C1 |
| 13. | 2300-GPTE-M3-AR | **Action research** |  | 4 | C1 |
| 14. | 2300-GPTE-M5-GE-BM | **Bilingualism and multiculturalism: Critical Issues and Practices**  mgr Joanna Głogowska |  | 4 | B2 |
| 15. | 2300-GPTE-M5-GE-DP | **Developing Portfolio**  mgr Joanna Głogowska |  | 4 | C1 |
| 16. | 2300-J-MPNJA-MNJA | **Metodyka nauczania j. a. / Methodology of English language teaching** |  | 4 | ? |
| 17. | 2300-J-MPNJA-JAWN | **Jęz. ang. we wczesnym nauczaniu / English to Young Learners** |  | 4 | C1 |
| 18. | 2300-MS3-PWT-PPP | **Psychological and pedagogical foundation of childrens second language learning / Psychologiczne i pedagogiczne podstawy nauczania języka angielskiego** |  | 4 | ? |