

Faculty of Education
Courses in foreign languages

Summer semester 2023/24

Lp.	USOS Code	Course's title/ Lecturer	Brief description	ECTS	English level
1.	2300-GPTE-M 5-GE-CS	Curriculum studies mgr Joanna Płatkowska-Nęcka	Course Aims: To gain insight into the concepts of curriculum and develop an understanding of the issues that impact upon educational practices To analyze and initiate developing curriculum, and associated instructional practices and organizational structures, that will help eliminate race, sex, and class barriers to learning	4	C1
	2300-KJO-52/ ECH the group is closed	Early childhood education and care in European countries - what we can learn from our neighbours? dr Olga Wysłowska	The aim of this course is to introduce students to the structure of the ECEC sector in selected European countries (Germany, Greece, Finland, Italy, the Netherlands, Poland, Portugal and Ukraine).	4	
3.	2300-GPTE-M 5-GE-EE	Early education dr hab. Małgorzata Żytko, prof.UW		4	C1
	2300-J-MPNJ A-JAWN	English Language in Primary Teaching / Język angielski we wczesnym nauczaniu mgr Marta Słowikowska	The course is designed to prepare the early childhood teacher to teach in English when teaching English. Students expand their teaching skills by working on their own language. During the course they deepen their language skills for working in the classroom, building their language awareness as well as practicing the language found in the most common forms of work with children. The aim of the course is to develop a high level of linguistic competence in English taught in early childhood education.	4	C1

	2300-J-MPNJ A-MNJA	English language teaching methodology / Metodyka nauczania języka angielskiego dr Kamila Wichrowska	Short description: As part of the course, students broaden their theoretical knowledge, covering topics such as teaching language skills, vocabulary and pronunciation instruction, individualisation of teaching, the roles played by the English language teacher, the ability to manage the teaching and learning process and language acquisition in the classroom		
	2300-GPTE-M 2-EPh	English Phonetic	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
	2300-J-DWNJ A-CLIL	Introduction to Content and Language Integrated Learning (CLIL)/ Wprowadzenie do zintegrowanego nauczania przedmiotowo-językowego (CLIL) mgr Marzena Pełowska-Osiecka	This course focuses on the integration of teaching English with other subject areas in pre-primary and lower-primary education. It aims at developing the skills of teaching specific content areas through the medium of English and the skills of developing non-linguistic skills while teaching English. It will also equip trainees with theoretical knowledge regarding the main concepts of CLIL-oriented teaching models in different European countries and give an insight into the practice of introducing CLIL in the Polish educational context.	4	
	2300-J-DWNJ A-JI	Language as a source of classroom interaction and teacher development /	The aims will be achieved through the programme that includes the following topics: <ul style="list-style-type: none"> • Storytelling with children • Wordless picture books as a tool of developing pre-literacy skills 	4	C1

		Język jako źródło interakcji w klasie i rozwoju zawodowego nauczyciela dr Paulina Marchlik	<ul style="list-style-type: none"> 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 		
9.	2300-KJO-46/LHF	Learning History Through Film dr hab. Elżbieta Durys, prof.ucz.	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
	2300-OTR/46/QEHE	Quality of Early Childhood Education and Care, B2+ dr Olga Wysłowska	The main goal of the course is to familiarize students with the various aspects of ECEC provision that shape children's daily experiences, thereby influencing their well-being and development. The importance of children's experiences in ECEC provision will be discussed from the perspective of the child, ECEC sector professionals, families and society. In addition, the importance of a diverse cultural context will be addressed.	4	B2
	2300-GPTE-M 5-GE-SE	Special education dr Dorota Pietrzyk	The main aim of the course is to introduce students with various issues related to diagnosing, supporting and educating children with different kinds of learning difficulties (sensory disabilities, dyslexia, dyscalculia, dyspraxia, autism, ADHD, ADD, language impairment)	4	C1
	2300-GPTE-M 1-TLBS	Teaching Literacy in Bilingual Setting dr hab. Zbigniew Możejko, prof.UW	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	4	C1

			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, including storytelling and simplified readers.		
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