Faculty of Education

**Courses in foreign languages**

 **Summer semester 2023/24**

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| Lp. | **USOS Code**  | **Course’s title/ Lecturer** | **Brief description** | **ECTS** | **English level** |
| 1. | 2300-GPTE-M5-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 practicesTo 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 |
| 2. | 2300-KJO-52/ECH | **Early childhood education and care in European countries - what we can learn from our neighbours?**dr Olga Wysłowska**closed** | 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).**closed** | 4 |  |
| 3. | 2300-GPTE-M5-GE-EE | **Early education**dr hab. Małgorzata Żytko, prof.UW |  | 4 | C1 |
| 4. | 2300-J-MPNJA-JAWN  | **English Language in Primary Teaching /** Język angielski we wczesnym nauczaniumgr 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 |
| 5. | 2300-J-MPNJA-MNJA | **English language teaching methodology** / Meto dyka nauczania języka angielskiegodr 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 |  |  |
| 6. | 2300-GPTE-M2-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 |
| 7. | 2300-J-DWNJA-CLIL | **Introduction to Content and Language Integrated Learning (CLIL)/** Wprowadzenie do zintegrowanego nauczania przedmiotowo-językowego (CLIL)mgr Marzena Pepłowska-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 |  |
| 8. | 2300-J-DWNJA-JI | **Language as a source of classroom interaction and teacher development /** Język jako źródło interakcji w klasie i rozwoju zawodowego nauczycieladr Paulina Marchlik | 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 |
|  9. | 2300-KJO-46/LHF | **Learning History Through Film** dr hab. Elżbieta Durys, prof.ucz.**closed** | 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.**closed** | 4 | C1 |
| 10. | 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 adressed. | 4 | B2 |
| 11. | 2300-GPTE-M5-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 |
| 12. | 2300-GPTE-M1-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 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. | 4 | C1 |