

Faculty of Education  
**Courses in foreign languages**

**Summer semester 2019/2020**

	<b>USOS Code</b>	<b>Course's title/ Lecturer</b>	<b>Brief description</b>	<b>ECT S</b>	<b>English level</b>
1.	2300-KJO-46/LHF	<b>MKJO - Learning History Through Film</b> dr hab. Elżbieta Durys	The main objective of the course is to explore the relationship between cinema and the processes of shaping historical knowledge, historical education as well as social and cultural memory. Cinema is used not only as a tool for supporting education but also as a mean to shape the knowledge about the past. In addition to that, the knowledge about the past is also shaped by movies in an informal, non-institutional way. During the course, we will discuss the role of cinema in supporting and creating knowledge about the past and cultural memory. What tools are used for these processes? How is the past represented in the movies and how it is shaped, used and abused? The course will be also aimed at tracing the connections between film and (historical) reality. The course will, therefore, extend beyond film studies perspective, stressing the interrelations between historical cinema and education as well as movies and historical reality.	3	B2
2.	2300-KJO-48/FRV	<b>MKJO - The family: its roles, variety and cultural context</b> dr Anna Jawor	The aim of this course is to familiarize students with basic phenomena, processes and issues related to family. The topics to be discussed include: the notion and functions of family, diversity in family life both historical and anthropological, new family patterns, the image of family in the media, moral panics about the family, changing gender roles, family crisis(?), the future of the family.	3	B2

3.	2300-FWK-EasL-OG	<b>Education as the Liberation toward Self-Understanding: Between Capability and Vulnerability</b> dr hab. Andrzej Wierciński, prof.UW	<p>We learn always differently, if we learn at all. Understanding ourselves means that we understand ourselves as the tradition that we are. We do not have the toolbox to access this understanding, not because we cannot arrange for it, but because such a toolbox is not possible, and, in fact, not desirable. Rather, when we understand ourselves today at the crossroads, we need to thematize what it means to us to be at the crossroads. Instead of the toolbox we need the readiness to new experience. As Gadamer says, an experienced person is not someone who cumulated the most of the experience, but someone who is genuinely ready for a new experience. If we understand that the task we have to deal with at the crossroads is a cultural and educational problem, then we need to thematize what culture and education mean for us. Reflection on oneself and the world, development of contemplative thinking, skepticism toward instrumental rationality, and radical responsibility for one's development characterize a human being who is conscious of one's own condition. Conditio humana is the condition of a human being rooted in the world; a human being who poses questions about oneself and others, who does not give in to stagnation and self-satisfaction because of the achieved successes, but creatively, constantly, and in a new way, asks the question of one's mode of being. This is an integrally developing existence in the horizon of the truth of a life struggle and concrete experience.</p>	7	B2
4.	2300-MS5-EPiWNJA-Lit	<b>MS5 - Literatura we wczesnym nauczaniu języka angielskiego/ Children Literature in Teaching English to Young Learners</b> mgr Katarzyna Domańska	<p>During the course the student will be acquainted with the chosen works of English children's literature, with the emphasis on the classical works. The integration of literary works with the elements of teaching English and strategies and techniques of implementing literature in the process of language education make another aim of the course. The use of classical children's works in various forms of classroom work will be presented; ways of how to encourage</p>	3	B2

			<p>students to read literary works on their own.</p> <p>The student will also discover how to choose literary works, which criteria should be taken into consideration and then how to use various literary genres in the process of teaching English to children.</p>		
5.	2300-MS5-EPIWNJA-WM	<p><b>MS5 - Wprowadzenie do metodyki nauczania dzieci języka angielskiego/</b>  <b>Introduction to Teaching English to Young Learners</b>  Mgr Małgorzata Matysik</p>	<p>The course focuses on the practical preparation for the role of a YL teacher. It will aim at helping the trainees to appreciate the significant role of a YL teacher and highlight the teaching skills necessary in pre-primary and lower primary education. During the course the trainees will be provided with sufficient background information concerning child development and the implications for a variety of approaches and techniques suitable for young learners. They will also learn about the place of FL instruction in early education in Poland. The course will create an environment in which trainees will practice their teaching skills and try out the effectiveness of their teaching materials. They will learn how to plan lessons for different age groups and how to manage English classes at pre-primary and lower primary level.</p>	3	B2
6.	2300-GPTE-CM1-YLAE	<p><b>CM1 - Assessing and Evaluating YL Language Teaching and Learning</b>  mgr Monika Galbarczyk</p>	<p>This course aims to familiarise participants with the basic concepts, issues and methods of language assessment and evaluation of learning in young learners' contexts. The classes will explore theoretical frameworks relevant to assessment in foreign language and bilingual contexts as well as offer opportunities for evaluating practical models and designing own assessment materials. The course is delivered in English only.</p>	3	C1
7.	2300-GPTE-CM2-PG	<p><b>CM2 - Pedagogical grammar</b>  mgr Małgorzata Matysik</p>	<p>How is language organized?  How to tell people what to do?  How to talk about the present and the future?  How can we talk about past events and situations?  How to guess, doubt and speculate?</p>	3	C1

			<p>How to hypothesize, be tentative, polite and distance yourself from reality? Does 'if' always mean 'suppose'?</p> <p>GRAMMAR IN CONTEXT (1) How to refer to people and things? How do we know who or what they are talking about? How to describe people and things and refer to them more precisely? Are grammar and lexis separate systems? Grammar across sentences</p> <p>GRAMMAR IN CONTEXT (2)- - students reflect on how articles, pronouns and noun phrases are used in an authentic written and spoken text - students reflect on the grammatical difficulty of a text to be used in a content-based lesson - students analyse a learning task in terms of grammatical structures necessary for its successful completion</p>		
8.	2300-GPTE-CM3-TAR	<p><b>CM3 - Action research: The design and carrying out a small-scale teacher research study</b> dr Katarzyna Brzosko-Barratt</p>	<p>Participants in this course will engage in exploration of action research in theory and practice in relation to language teaching. The course will expose students to a variety of approaches to participatory research (PR). Student teachers will be encouraged to make connections between their understandings of research of early language teaching and their own emergence as practitioner researchers in educational settings. The aim of the course is to prepare participants to view themselves as knowledge producers who are able to learn about their teaching and their students by studying their own experiences. During the course, student teachers will have the opportunity to identify an education problem/puzzle in their teaching</p>	3	C1

			practice, make a plan, gather and analyze data as they carry it out, report results, and develop implications for their future teaching.		
9.	2300-GPTE-CM4-B/M	<b>CM4 - Bilingualism/Multiculturalism: Critical Issues and practices</b> mgr Joanna Głogowska	<p>The course is meant as an introduction to the rapidly developing field of bilingualism, multilingualism and multiculturalism studies. It combines four perspectives: sociolinguistic, linguistic, psycholinguistic and educational, so the course is divided into four main parts.</p> <p>Part 1 starts with defining the phenomena of societal bilingualism/multilingualism, a bilingual/multilingual speaker, and attitudes towards bilingualism/ multilingualism.</p> <p>Part 2 investigates the linguistic manifestations of bilingual/multilingual language acquisition and the phenomena of crosslinguistic influences.</p> <p>Part 3 dwells on the psycholinguistic issue of cross-language competition in the bilingual mind.</p> <p>Part 4 presents the educational perspective on the issues of plurilingual language teaching and intercultural competence.</p>	3	B2
10.	2300-GPTE-CM4-DP	<b>CM4 - Developing Portfolio</b> mgr Joanna Głogowska	<a href="#">Detailed information will be available as soon as possible</a>	3	C1
11.	2300-GPTE-CM1-TEYL	<b>CM1 - Teaching English to young learners</b> dr Artur Stępnia	<p>The course focuses on the practical preparation for the role of a YL teacher. It will aim at helping the trainees to appreciate the significant role of a YL teacher and highlight the teaching skills necessary in pre-primary and lower primary education. During the course the trainees will be provided with sufficient background information concerning child development and the implications for a variety of approaches and techniques suitable for young learners. They will also learn about the place of FL instruction in early education in Poland. The course will create an environment in which trainees will practice their teaching skills and try out</p>	3	C1

			the effectiveness of their teaching materials. They will learn how to plan lessons for different age groups and how to manage English classes at pre-primary and lower primary level.		
12.	2300-GPTE-CM1-InCLIL	<b>CM1 - Introduction to CLIL</b> dr Artur Stępnia	Topic The fundamental features of CLIL CLIL-oriented teaching programmes in Europe CLIL-oriented teaching programmes in the USA Polish National Curriculum and its possible correlations with CLIL	3	C1
13.	2300-GPTE-CM4-SE	<b>CM4 - Special education</b> 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	3	C1
14.	2300-MS5-EPIWNJA-CL	<b>MS5 - CLIL - Content and Language Integrated Learning</b> dr Katarzyna Brzosko-Barratt	Topics: • principles of CLIL • Polish National Curriculum and its potential for CLIL • elements of syllabus design and planning CLIL-oriented course • development of non-linguistic skills in language lessons • CLIL models in Europe	3	B2
15.	2300-KJO-40/LCS	<b>MKJO - Learning through common sense</b> dr Michał Rauszer	It is assumed that man is a self-conscious and rational being. However, recent prevalence of so-called fake news phenomenon allows to realize to what extent human experience and knowledge are shaped by different than rational means. The aim of this course is to present variety of ways of learning and gaining knowledge by people, which do not apply to conscious learning model. Important element of this model is its reference to so-called common sense, thus collectively created image of the world.	3	B2

16.	2300-KJO-35/EDC	<b>MKJO - Education for democracy and citizenship</b> dr hab. Agnieszka Naumiuk	The course aim is to acquaint students with selected texts in English excerpts of essays, publications and articles of significant thinkers, on democracy, social participation, the concept of citizenship, responsibility, moral values, tyranny of the majority, the notion of social service, differences and social inequalities. Among the analyzed texts with translations of selected texts presented anthology will feature speeches by John Dewey, Thomas Jefferson, Hannah Arendt, Abraham Lincoln, Martin Luther King, Jane Adam, Alexis de Tocqueville and others. The purpose of the course is to understand the concept of what they wanted to convey the authors to find out the original texts their thoughts on society, and critical analysis of their basic claims, and also discussion of the compounds of education to democracy and notions of social service, citizenship, participation, the necessary skills and knowledge that it is worth to have a citizen, the role of education.	4	B2
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