Faculty of Education

**Courses in foreign languages**

**Summer semester 2022/23**

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| Lp. | **USOS Code** | **Course’s title/ Lecturer** | **Brief description** | **ECTS** | **English level** |
| 1. | 2300-GPTE-M3-AR | **Action Research**  dr Katarzyna Brzosko-Barratt | 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 practice, make a plan, gather and analyze data as they carry it out, report results, and develop implications for their future teaching. | 4 | C1 |
| 2. | 2300-GPTE-M1-AEYL | **Assessing and Evaluating YL Language Teaching and Learning**  mgr Monika Galbarczyk | 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. | 4 | C1 |
| 3...3. | 2300-GPTE-CM4-B/M | **Bilingualism/Multiculturalism: Critical Issues and practices**  mgr Joanna Głogowska | 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.  Part 1 starts with defining the phenomena of societal bilingualism/multilingualism, a bilingual/multilingual speaker, and attitudes towards bilingualism/ multilingualism.  Part 2 investigates the linguistic manifestations of bilingual/multilingual language acquisition and the phenomena of crosslinguistic influences.  Part 3 dwells on the psycholinguistic issue of cross-language competition in the bilingual mind.  Part 4 presents the educational perspective on the issues of plurilingual language teaching and intercultural competence. | 4 | B2 |
| 4.. | 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 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 |
| 5... | 2300-GPTE-M5-GE-DP | **Developing portfolio**  mgr Joanna Głogowska |  | 4 | C1 |
| 6. | 2300-KJO-52/ECH | **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, Portugale and Ukraine). | 4 |  |
| 7. | 2300-GPTE-M5-GE-EE | **Early education**  dr hab. Małgorzata Żytko, prof.UW |  | 4 | C1 |
| 8. | 2300-J-DWNJA-WT | **English Language as a source of classroom interaction and teacher development/ Język jako źródło interakcji w klasie i rozwoju zawodowego nauczyciela**  mgr Małgorzata Matysik |  | 4 | C1 |
| 9. | 2300-GPTE-M2-EPh | **English Phonetic**  mgr Małgorzata Matysik | 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 |
| 10. | 2300-J-DWNJA-CLIL | **Introduction to Content and Language Integrated Learning (CLIL)/ Wprowadzenie do zintegrowanego nauczania przedmiotowo-językowego (CLIL)**  mgr Marzena Pepłowska | 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 |  |
| 11. | 2300-GPTE-M1-InCLIL | **Introduction to CLIL**  dr Katarzyna Brzosko-Barratt | The aim of the course is to introduce students to Content and Language Introduction CLIL. In this course students familiarize themselves with the fundamental features of CLIL and the rationale behind CLIL, specifically in primary grades. Throughout the course students are acquainted with the practical aspects of CLIL teaching. They have opportunities to plan CLIL activities, lessons and larger units. They also create CLIL materials for primary students. | 4 | C1 |
| 12. | 2300-GPTE-M1-LD | **Literature and Drama in ELT**  dr Katarzyna Brzosko-Barratt | 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 |
| 13. | 2300-OTR/44a/PD | **Professional and Academic Discourse**  mgr Joshua Skjold  **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 |
| 14. | 2300-GPTE-M5-GE-SE | **Special education** | 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 |
| 15. | 2300-J-DWNJA-WT | **Selected techniques of teaching English to children/**  **Wybrane techniki pracy na lekcjach języka angielskiego**  dr Kamila Wichrowska  mgr Joanna Głogowska | The main aim of the course is to prepare students to teach English to preschool and early primary school children. The content learnt in the course will allow students to create activities that develop all basic language skills. During the course, students will be introduced to relevant language teaching techniques such as storytelling, educational projects, drama and modern technologies. Students have the opportunity to observe lessons, create and practise activities using selected techniques. | 4 | B2 |
| 16. | 2300-GPTE-M1-TEYL | **Teaching English to Young Learner**  mgr Joanna Głogowsk | This two-semester course focuses on the practical preparation of the participants for the profession of an English language teacher in the pre-primary and primary education. The meetings are organized along two main paths:  1. They provide the participants with the opportunities to develop their didactic workshop through the exchange of their pre-studies and current teaching experiences (form: short micro-teaching sessions). Many a times, in a multi-lingual group, the participants may find it interesting to teach elements of their mother tongues to the rest of the group or the Polish students may teach Polish to foreigners – to experience the actual state of “not knowing”, uncertainty and inability to comprehend the spoken language being used for the first time and in this way to empathize with the young learners’ perception of a foreign language.  2. They also¬ enrich the participants’ theoretical knowledge of a variety of ELT issues related to young learners’ development. | 4 | C1 |
| 17. | 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 |
| 18. | 2300-GPTE-VEA | **Voice emission and articulation**  mgr Joshua Skjold | Voice emission for pedagogues is a cycle of trainings, in which the main goal is to make students aware of their individual manners of shaping their vocal processes and develop correct emission models. The classes aim to teach how the voice can become your conscious tool in your future job. | 4 | C1 |
| 19. | 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 |