



PROGRAM STUDIÓW

**English Philology - Teacher Training Programme
Studia II stopnia, stacjonarne i niestacjonarne
rok akademicki 2021/2022**

1. Podstawowe informacje o kierunku studiów

a.	Nazwa kierunku studiów	English Philology – Teacher Training Programme
b.	Poziom kształcenia	studia drugiego stopnia
c.	Profil kształcenia	ogółnoakademicki
d.	Forma studiów	studia stacjonarne i niestacjonarne
e.	Liczba punktów ECTS konieczna do uzyskania kwalifikacji (tytułu 120 zawodowego)	
f.	Liczba semestrów	4
g.	Tytuł zawodowy nadawany absolwentom	magister
h.	Przyporządkowanie do dyscyplin	Językoznawstwo 85 % Psychologia 9 % Pedagogika 6 %
i.	Dyscyplina wiodąca (w przypadku przyporządkowania kierunku do więcej niż 1 dyscypliny)	Językoznawstwo
j.	Język, w jakim odbywa się kształcenie	Język angielski

2. Odniesienie kierunkowych efektów uczenia się do charakterystyk drugiego stopnia efektów uczenia się dla kwalifikacji na poziomie 6-8 PRK

**OPIS KIERUNKOWYCH EFEKTÓW UCZENIA SIĘ
DLA KIERUNKU
ENGLISH PHILOLOGY TEACHER TRAINING PROGRAMME
STUDIA DRUGIEGO STOPNIA
Cykl dydaktyczny 2021/2022**

Objaśnienie oznaczeń:

K (przed podkreślnikiem) – kierunkowe efekty uczenia się

W – kategoria wiedzy

U – kategoria umiejętności

K (po podkreślniku) – kategoria kompetencji społecznych

P7S – Charakterystyki drugiego stopnia Polskiej Ramy Kwalifikacji – poziom 7 (studia II stopnia)

WG – kategoria wiedzy, zakres i głębia – kompletność perspektywy poznawczej i zależności

WK – kategoria wiedzy, kontekst – uwarunkowania, skutki

UW – kategoria umiejętności, wykorzystanie wiedzy – rozwiązywanie problemy i wykonywane zadania

UK – kategoria umiejętności, komunikowanie się – odbieranie i tworzenie wypowiedzi, upowszechnianie wiedzy w środowisku naukowym i posługiwanie się językiem obcym

UO – kategoria umiejętności, organizacja pracy – planowanie i praca zespołowa

UU – kategoria umiejętności, uczenie się – planowanie własnego rozwoju i rozwoju innych osób

KK – kategoria kompetencje, oceny – krytyczne podejście

KO – kategoria kompetencje, odpowiedzialność – wypełnianie zobowiązań społecznych i działanie na rzecz interesu publicznego

KR – kategoria kompetencje, rola zawodowa – niezależność i rozwój etosu

Symbol	Kierunkowe efekty uczenia się	Odniesienie do charakterystyk drugiego stopnia PRK
WIEDZA: ABSOLWENT ZNA I ROZUMIE		
k_W01	pozycję i rolę nauk filologicznych oraz ich miejsce wśród nauk humanistycznych jak również stosowane w nich narzędzie analityczne i metodologiczne	P7S_WG
k_W02	poszerzoną formalną terminologię i teorie językoznawcze	P7S_WG
k_W03	rolę języka angielskiego jako środka poznawczego oraz narzędzia używanego podczas studiowania	P7S_WG
k_W04	szeroki zakres metod analitycznych i interpretacyjnych odnoszących się do różnych wytworów kultury analizowanych w ramach językoznawstwa, z uwzględnieniem teorii i szkół badawczych z zakresu akwizycji języka	P7S_WG
k_W05	główne tendencje rozwojowe oraz dokonania w obrębie językoznawstwa stosowanego	P7S_WG
k_W06	rozbudowany zakres szczegółów dyskursu akademickiego w odniesieniu do językoznawstwa angielskiego	P7S_WG
k_W07	prawne, etyczne i językowe uwarunkowania swojej działalności zawodowej	P7S_WK
k_W08	zasady prawa autorskiego i jego ochrony w odniesieniu do różnych wytworów kultury, w szczególności w zakresie filologii	P7S_WK
k_W09	treści związane z przygotowaniem do wykonywania zawodu nauczyciela (wiedza zawarta w osobnym zestawieniu)	Standard Kształcenia Nauczycieli

UMIEJĘTNOŚCI: ABSOLWENT POTRAFI		
k_U01	stosować terminologię i zajmować stanowiska teoretyczne wynikające ze studiów anglistycznych w celu formułowania i rozwiązywania problemów lub realizowania zadań o charakterze formalnym i zawodowym	P7S_UW
k_U02	być innowacyjnym w rozwiązywaniu skomplikowanych i nowych problemów poprzez dokonywanie właściwych wyborów, ocen i krytyczną interpretację zdobytej wiedzy	P7S_UW
k_U03	odwoływać się do argumentów i formułować logiczne wnioski stosując właściwe metody i rozbudowane narzędzia, dostosowując je do nowych potrzeb a także rozwijając je od nowa	P7S_UW
k_U04	czytać i tworzyć zaawansowane testy anglojęzyczne i przygotowywać zaawansowane prezentacje w zakresie filologii angielskiej, posługując się źródłami formalnymi	P7S_UK
k_U05	posługiwać się językiem angielskim na poziomie C2, ze szczególnym uwzględnieniem dyskursu akademickiego, biorąc udział w komunikacji specjalistycznej i prowadząc sformalizowaną debatę	P7S_UK
k_U06	samodzielnie formułować problemy badawcze i stosować właściwe narzędzia i metody umożliwiające przeanalizowanie ich i omówienie z innymi specjalistami w zakresie filologii angielskiej, ze szczególnym uwzględnieniem analizy statystycznej	P7S_UK
k_U07	kierować pracą grupy w celu rozwijania sprawności językowych i technik studiowania zapewniających powodzenie w nauce	P7S_UO
k_U08	wykorzystywać zdobytą wiedzę i umiejętności do pogłębiania zainteresowań akademickich w wymiarze intra- oraz interdyscyplinarnym	P7S_UU
k_U09	wykorzystywać techniki informacyjno-komunikacyjne w pracy zawodowej nauczyciela	P7S_UU
k_U10	posługiwać się drugim językiem obcym na poziomie B2+	P7S_UK
k_U11	wykorzystywać wiedzę związaną z przygotowaniem do wykonywania zawodu nauczyciela (umiejętności zawarte w osobnym zestawieniu)	Standard Kształcenia Nauczycieli
KOMPETENCJE SPOŁECZNE: STUDENT JEST GOTÓW DO		
k_K01	ustalania priorytetów podczas realizacji różnych zadań związanych ze studiowaniem i pracą zawodową	P7S_KK
k_K02	krytycznej oceny i rozwiązywania problemów wynikających z realizacji zadań zawodowych, takich jak nauczanie języka angielskiego	P7S_KK
k_K03	akceptacji różnic językowych i kulturowych i uznawania ich za naturalne uwarunkowania zawodowe	P7S_KO
k_K04	uczestnictwa w różnych formach życia kulturalnego	P7S_KO
k_K05	przestrzegania zasad etyki zawodowej i rozwijania własnych sprawności językowych w zakresie języka angielskiego w drodze kształcenia ustawicznego	P7S_KR
k_K06	kompetentnego, odpowiedzialnego i etycznego funkcjonowania w zawodzie nauczyciela (kompetencje społeczne zawarte w osobnym zestawieniu).	Standard Kształcenia Nauczycieli

EFEKTY UCZENIA SIĘ ZWIĄZANE Z WYKONYWANIEM ZAWODU NAUCZYCIELA

Symbol	efekty uczenia się związane z wykonywaniem zawodu nauczyciela	Odniesienie do charakterystyk drugiego stopnia PRK
WIEDZA: ABSOLWENT ZNA I ROZUMIE		
N_W01	podstawy filozofii wychowania i aksjologii pedagogicznej, specyfikę głównych środowisk wychowawczych i procesów w nich zachodzących	P7S_WG
N_W02	klasyczne i współczesne teorie rozwoju człowieka, wychowania, uczenia się i nauczania lub kształcenia oraz ich wartości aplikacyjne	P7S_WG
N_W03	rolę nauczyciela lub wychowawcy w modelowaniu postaw i zachowań uczniów	P7S_WG
N_W04	normy, procedury i dobre praktyki stosowane w działalności pedagogicznej (wychowanie przedszkolne, nauczanie w szkołach podstawowych i średnich ogólnokształcących, technikach i szkołach branżowych, szkołach specjalnych i oddziałach specjalnych oraz integracyjnych, w różnego typu ośrodkach wychowawczych oraz kształceniu ustawicznym)	P7S_WG P7S_WK
N_W05	zagadnienie edukacji włączającej, a także sposoby realizacji zasady inkluzji	P7S_WG
N_W06	zróżnicowanie potrzeb edukacyjnych uczniów i wynikające z nich zadania szkoły dotyczące dostosowania organizacji procesu kształcenia i wychowania	P7S_WG
N_W07	sposoby projektowania i prowadzenia działań diagnostycznych w praktyce pedagogicznej	P7S_WG
N_W08	strukturę i funkcje systemu oświaty – cele, podstawy prawne, organizację i funkcjonowanie instytucji edukacyjnych, wychowawczych i opiekuńczych, a także alternatywne formy edukacji	P7S_WK
N_W09	podstawy prawne systemu oświaty niezbędne do prawidłowego realizowania prowadzonych działań edukacyjnych	P7S_WK
N_W10	prawa dziecka i osoby z niepełnosprawnością	P7S_WK
N_W11	zasady bezpieczeństwa i higieny pracy w instytucjach edukacyjnych, wychowawczych i opiekuńczych oraz odpowiedzialności prawnej nauczyciela w tym zakresie, a także zasady udzielania pierwszej pomocy	P7S_WG
N_W12	procesy komunikowania interpersonalnego i społecznego oraz ich prawidłowości i zakłócenia	P7S_WG
N_W13	podstawy funkcjonowania i patologie aparatu mowy, zasady emisji głosu, podstawy funkcjonowania narządu wzroku i równowagi	P7S_WG
N_W14	treści nauczania i typowe trudności uczniów związane z ich opanowaniem	P7S_WK
N_W15	metody nauczania i doboru efektywnych środków dydaktycznych, w tym zasobów internetowych, wspomagających nauczanie przedmiotu lub prowadzenie zajęć, z uwzględnieniem zróżnicowanych potrzeb edukacyjnych uczniów	P7S_WG

UMIEJĘTNOŚCI: ABSOLWENT POTRAFI		
N_U01	obserwować sytuacje i zdarzenia pedagogiczne, analizować je z wykorzystaniem wiedzy pedagogiczno-psychologicznej oraz proponować rozwiązania problemów	P7S_UW
N_U02	adekwatnie dobierać, tworzyć i dostosowywać do zróżnicowanych potrzeb uczniów materiały i środki, w tym z zakresu technologii informacyjno-komunikacyjnej, oraz metody pracy w celu samodzielnego projektowania i efektywnego realizowania działań pedagogicznych, dydaktycznych, wychowawczych i opiekuńczych	P7S_UW
N_U03	rozpoznawać potrzeby, możliwości i uzdolnienia uczniów oraz projektować i prowadzić działania wspierające integralny rozwój uczniów, ich aktywność i uczestnictwo w procesie kształcenia i wychowania oraz w życiu społecznym	P7S_UW
N_U04	projektować i realizować programy nauczania z uwzględnieniem zróżnicowanych potrzeb edukacyjnych uczniów	P7S_UW
N_U05	projektować i realizować programy wychowawczo-profilaktyczne w zakresie treści i działań wychowawczych i profilaktycznych skierowanych do uczniów, ich rodziców lub opiekunów i nauczycieli	P7S_UW
N_U06	tworzyć sytuacje wychowawczo-dydaktyczne motywujące uczniów do nauki i pracy nad sobą, analizować ich skuteczność oraz modyfikować działania w celu uzyskania pożądanych efektów wychowania i kształcenia	P7S_UW
N_U07	podejmować pracę z uczniami rozbudzającą ich zainteresowania i rozwijającą ich uzdolnienia, właściwie dobierać treści nauczania, zadania i formy pracy w ramach samokształcenia oraz promować osiągnięcia uczniów	P7S_UW
N_U08	rozwijać kreatywność i umiejętność samodzielnego, krytycznego myślenia uczniów	P7S_UW
N_U09	skutecznie animować i monitorować realizację zespołowych działań edukacyjnych uczniów	P7S_UW
N_U10	wykorzystywać proces oceniania i udzielania informacji zwrotnych do stymulowania uczniów w ich pracy nad własnym rozwojem	P7S_UW P7S_UK
N_U11	monitorować postępy uczniów, ich aktywność i uczestnictwo w życiu społecznym szkoły	P7S_UW P7S_UK
N_U12	pracować z dziećmi ze specjalnymi potrzebami edukacyjnymi, w tym z dziećmi z trudnościami adaptacyjnymi związanymi z doświadczeniem migracyjnym, pochodzącyimi ze środowisk zróżnicowanych pod względem kulturowym lub z ograniczoną znajomością języka polskiego	P7S_UW P7S_UK
N_U13	odpowiedzialnie organizować pracę szkolną oraz pozaszkolną ucznia, z poszanowaniem jego prawa do odpoczynku	P7S_UW P7S_UO
N_U14	skutecznie realizować działania wspomagające uczniów w świadomym i odpowiedzialnym podejmowaniu decyzji edukacyjnych i zawodowych	P7S_UW
N_U15	poprawnie posługiwać się językiem polskim i poprawnie oraz adekwatnie do wieku uczniów posługiwać się terminologią przedmiotu	P7S_UK
N_U16	posługiwać się aparatem mowy zgodnie z zasadami emisji głosu	P7S_UK
N_U17	udzielać pierwszej pomocy	P7S_UW P7S_UK
N_U18	samodzielne rozwijać wiedzę i umiejętności pedagogiczne z wykorzystaniem różnych źródeł, w tym obcojęzycznych, i technologii	P7S_UU

KOMPETENCJE SPOŁECZNE: ABSOLWENT JEST GOTÓW DO		
N_K01	posługiwanie się uniwersalnymi zasadami i normami etycznymi w działalności zawodowej, kierując się szacunkiem dla każdego człowieka	P7S_KR
N_K02	budowania relacji opartej na wzajemnym zaufaniu między wszystkimi podmiotami procesu wychowania i kształcenia, w tym rodzicami lub opiekunami ucznia, oraz włączania ich w działania sprzyjające efektywności edukacyjnej	P7U_KO
N_K03	porozumiewania się z osobami pochodząymi z różnych środowisk i o różnej kondycji emocjonalnej, dialogowego rozwiązywania konfliktów oraz tworzenia dobrej atmosfery dla komunikacji w klasie szkolnej i poza nią	P7U_KO P7S_KR
N_K04	podejmowania decyzji związanych z organizacją procesu kształcenia w edukacji włączającej	P7U_KO P7S_KK
N_K05	rozpoznawania specyfiki środowiska lokalnego i podejmowania współpracy na rzecz dobra uczniów i tego środowiska	P7U_KO
N_K06	projektowania działań zmierzających do rozwoju szkoły lub placówki systemu oświaty oraz stymulowania poprawy jakości pracy tych instytucji	P7U_KO
N_K07	pracy w zespole, pełnienia w nim różnych ról oraz współpracy z nauczycielami, pedagogami, specjalistami, rodzicami lub opiekunami uczniów i innymi członkami społeczności szkolnej i lokalnej	P7S_KR P7S_KO

3. Sumaryczne wskaźniki charakteryzujące program studiów

a) Łączna liczba godzin zajęć studia stacjonarne	1410
b) Łączna liczba godzin zajęć studia niestacjonarne	1050
c) Procentowy udział liczby punktów ECTS w łącznej liczbie punktów ECTS dla każdej z dyscyplin – w przypadku programu studiów dla kierunku przyporządkowanego do więcej niż jednej dyscypliny	Językoznawstwo 85 % Psychologia 9 % Pedagogika 6 %
d) Łączna liczba punktów ECTS jaką student uzyskuje w ramach zajęć prowadzonych z bezpośrednim udziałem nauczycieli akademickich lub innych osób prowadzących zajęcia	61
e) Łączna liczba punktów ECTS, którą student uzyskuje w ramach zajęć z zakresu nauk podstawowych, do których odnoszą się efekty uczenia się	17
f) Liczba punktów ECTS, którą student uzyskuje w ramach zajęć z dziedziny nauk humanistycznych lub nauk społecznych (w wymiarze nie mniejszym niż 5 punktów ECTS – w przypadku kierunków studiów przypisanych do dyscyplin w ramach dziedzin innych niż odpowiednio nauki humanistyczne lub nauki społeczne)	10 (psychologia, pedagogika)
g) Liczba punktów ECTS, którą student uzyskuje w ramach zajęć wybieranych (w wymiarze nie mniejszym niż 30% punktów ECTS koniecznych do ukończenia studiów)	38 (32 kierunkowe do wyboru, 6 inne przedmioty obowiązkowe)
h) Łączna liczba punktów ECTS, którą student musi zdobyć, realizując moduły kształcenia oferowane w formie zajęć ogólnouczelnianych lub na innym kierunku studiów	6 (KZO)
i) Łączna liczba punktów ECTS, którą student uzyskuje w ramach zajęć kształtujących umiejętności praktyczne (w wymiarze większym niż 50% liczby punktów ECTS koniecznych do ukończenia studiów) – w przypadku programu studiów dla kierunku o profilu praktycznym	Nie dotyczy
j) Łączna liczba punktów ECTS, którą student uzyskuje w ramach zajęć związanych z prowadzoną w Uczelni działalnością naukową w dyscyplinie lub dyscyplinach, do których został przyporządkowany kierunek studiów (w wymiarze większym niż 50% liczby punktów ECTS koniecznych do ukończenia studiów) – w przypadku programu studiów dla kierunku o profilu ogólnoakademickim	112 (z wyłączeniem KZO i Elective course for teachers)
k) Łączna liczba punktów ECTS, która student uzyskuje z wykorzystaniem metod i technik kształcenia na odległość (w wymiarze nie większym niż 50% liczby punktów ECTS koniecznych do ukończenia studiów)	17,5

4. Zasady i forma odbywania praktyk zawodowych nauczycielskich.

Definicje

- Biuro Dydaktyki i Spraw Studenckich Uniwersytetu Opolskiego lub BDiSS UO – jednostka Uczelni odpowiedzialna za realizację praktyk w zakresie formalnym i organizacyjnym;
- koordynator praktyki na kierunku – nauczyciel akademicki Uczelni, wyznaczony przez dziekana na Wydziale Filologicznym, który nadzoruje przebieg praktyki od strony merytorycznej;
- opiekun praktyki – przedstawiciel szkoły/placówki edukacyjnej, osoba nadzorująca merytoryczny i organizacyjny przebieg praktyki w jednostce przyjmującej studenta/studentkę; ma kompetencje do opieki nad praktykantem/praktykantką;
- karta przebiegu praktyki – wypełnia student/studentka; rozkład dzienny, godzinowy i tematyczny praktyki dla danego kierunku, poziomu i profilu studiów;
- sprawozdanie z przebiegu praktyki – wypełnia student/studentka; spis czynności i zadań wykonywanych podczas praktyki, ocena praktyk przez studenta;
- opinia o przebiegu praktyki – sporządzona przez opiekuna praktyk; podsumowanie i ocena zrealizowanej przez studenta/studentkę praktyki;
- portfolio dydaktyczne z materiałami śródrocznej praktyki dydaktycznej (np. karty obserwacji lekcji) zgromadzone przez studenta/studentkę zgodnie z wytycznymi prowadzącego zajęcia z dydaktyki języka angielskiego na uczelni;
- konspekt z przeprowadzonych lekcji - przygotowany przez studenta/studentkę materiał dodatkowy z przeprowadzonych lekcji zatwierdzonych przez nauczyciela-opiekuna praktyki wymagany do dokumentacji praktyki;
- Regulamin Praktyk - ZR 15/2021 – dostępny na stronie - <http://edu.uni.opole.pl/zarzadzenie-nr-15-2021-rektora-uniwersytetu-opolskiego/>

1. Uwagi wstępne

Studenci Uniwersytetu Opolskiego na kierunku English Philology Teacher Training Programme - filologia angielska - studia stacjonarne i niestacjonarne II stopnia o profilu akademickim z kwalifikacjami do wykonywania zawodu nauczyciela języka angielskiego - zobowiązani są do odbycia praktyki zawodowej nauczycielskiej w wymiarze 150 godzin. Praktyka ta podzielona jest w następujący sposób:

1. **praktyka psychologiczno-pedagogiczna śródroczna** (30 godz. dydaktycznych), w tym:
 - **15 godzin** pod opieką psychologa w szkole lub placówce edukacyjnej (semestr pierwszy)
 - **15 godzin** pod opieką pedagoga w szkole lub placówce edukacyjnej (semestr pierwszy)
2. **praktyka dydaktyczna** (120 godz. dydaktycznych), w tym:
 - **30 godzin praktyki dydaktycznej śródrocznej I** pod opieką nauczyciela języka angielskiego w szkole podstawowej (semestr drugi);
 - **30 godzin praktyki dydaktycznej ciągłej I** pod opieką nauczyciela języka angielskiego w szkole podstawowej (semestr drugi);
 - **30 godzin praktyki dydaktycznej śródrocznej II** pod opieką nauczyciela języka angielskiego w szkole ponadpodstawowej (semestr trzeci);
 - **30 godzin praktyki dydaktycznej ciągłej II** pod opieką nauczyciela języka angielskiego w szkole ponadpodstawowej (semestr trzeci);

Szczegółowe instrukcje do poszczególnych praktyk znajdują się w osobnych dokumentach razem z załącznikami.

Studentom nie przysługuje wynagrodzenie ze strony Uczelni z tytułu odbywania praktyki, jednak jednostka przyjmująca studentów na praktykę może ustalić wynagrodzenie za czynności przez nich wykonywane (por. Regulamin praktyk para 4). Studenci zobowiązani są do posiadania odpowiednich

ubezpieczeń, zaświadczeń i innych dokumentów wymaganych przez placówkę przyjmującą ich na praktykę (por. Regulamin praktyk para 5).

Zgodnie z Regulaminem praktyk UO, student/ka NIE MOŻE zaliczyć praktyki zawodowej na podstawie pracy zawodowej, stażu czy wolontariatu.

2. Placówki/szkoly, w których można realizować praktykę

W zależności od semestru studenci realizują praktyki:

- w szkole lub innej placówce edukacyjnej, w której pracuje pedagog/psycholog (psychologiczno-pedagogiczna śródroczna);
- w szkole podstawowej w klasach 2 etapu edukacyjnego m.in. na lekcjach języka angielskiego (praktyka dydaktyczna I śródroczna i ciągła);
- w szkole ponadpodstawowej m.in. na lekcjach języka angielskiego (praktyka dydaktyczna II śródroczna i ciągła).

Placówka/szkoła realizuje założenia podstawy programowej MEiN dla danego etapu edukacyjnego i przedmiotu, który pokrywa się z językiem kierunkowym (język angielski). Student/tka może wskazać miejsce swojej praktyki lub może skorzystać z miejsc proponowanych przez koordynatora praktyk na kierunku.

3. Cele i zadania praktyki

Praktyka zawodowa nauczycielska przygotowuje studentów do wykonywania zawodu nauczyciela, a w szczególności do realizowania zadań dydaktycznych, wychowawczych i opiekuńczych wynikających z roli nauczyciela języka angielskiego. Praktyka wymaga od studentów zapoznania się ze specyfiką szkoły lub placówki, pełnienia roli opiekuna-wychowawcy i nauczyciela, realizowania szczegółowych celów poszczególnych praktyk oraz gotowości współpracy z opiekunami praktyk. Nabycie umiejętności powinny umożliwić absolwentom wykonywanie zawodu nauczyciela języka angielskiego w polskich szkołach na określonych kwalifikacjami etapach edukacyjnych (etap 2 i 3) oraz w innych instytucjach edukacyjnych (np. szkoły językowe, szkoły alternatywne, nauczanie dorosłych) w pracy z uczniami w różnych grupach wiekowych na różnych poziomach zaawansowania językowego. Szczegółowe cele oraz sposoby zaliczania poszczególnych praktyk są zawarte w opisie poszczególnych praktyk w odrębnych dokumentach.

4. Obowiązki studentów-praktykantów

Studenci-praktykanci zobowiązani są do:

- przestrzegania zapisów zawartych w Regulaminie organizacji praktyk (ZR 15/2021) oraz niniejszej instrukcji;
- zapoznania się z dokumentacją praktyk (patrz pkt. 5);
- pobrania stosownych dokumentów koniecznych do odbycia praktyk;
- punktualnego stawiania się w miejscu odbywania praktyki w wyznaczonych terminach;
- współpracy z opiekunami praktyki po stronie szkoły/institucji - pedagogiem, psychologiem, dydaktykiem przedmiotu i oraz z koordynatorami praktyk po stronie UO w poszczególnych semestrach;
- sumiennego wykonywania powierzonych zadań, wynikających z charakteru prac i programu praktyk;
- bezwzględnego stosowania się do poleceń opiekunów praktyk oraz wszystkich innych osób odpowiedzialnych za organizację praktyk;
- prowadzenia dokumentacji związanej z odbywanymi praktykami przez cały czas ich trwania;
- przedłożenia dokumentacji związanej z odbywanymi praktykami osobom koordynującym poszczególne praktyki w celu ich zaliczenia.

Dopuszcza się możliwość osiągania efektów uczenia się przypisanych praktykom na danym kierunku, poziomie i profilu studiów z wykorzystaniem metod i technik kształcenia na odległość. Decyzje w tej sprawie podejmuje dziekan Wydziału. Praktykę zalicza koordynator praktyki w danym semestrze na koniec semestru, z uwzględnieniem sesji poprawkowej.

5. Dokumentacja praktyk

Na dokumentację praktyk składają się

- Niniejsza instrukcja w sprawie odbywania praktyk zawodowych nauczycielskich
- Dokumentacja śródrocznych praktyk psychologiczno-pedagogicznych:
 - Instrukcja śródrocznych praktyk psychologiczno-pedagogicznych
 - Sprawozdanie studenta z śródrocznych praktyki psychologiczno-pedagogicznej koordynowanej przez psychologa
 - Sprawozdanie studenta z śródrocznych praktyki psychologiczno-pedagogicznej koordynowanej przez pedagoga
 - Opinia psychologa - opiekuna praktyki śródrocznej psychologiczno-pedagogicznej
 - Opinia pedagoga - opiekuna praktyki śródrocznej psychologiczno-pedagogicznej
- Dokumentacja śródrocznych praktyk dydaktycznych:
 - Instrukcja organizacji praktyk dydaktycznych śródrocznych
 - Opinia opiekuna śródrocznych praktyk dydaktycznych I
 - Opinia opiekuna śródrocznych praktyk dydaktycznych II
 - Portfolio dydaktyczne z materiałami śródrocznej praktyki dydaktycznej I
 - Portfolio dydaktyczne z materiałami śródrocznych praktyk dydaktycznych II
- Dokumentacja praktyk dydaktycznych ciągłych I i II:
 - Instrukcja organizacji praktyk dydaktycznych ciągłych
 - Opinia opiekuna o przebiegu praktyki dydaktycznej ciągłej I
 - Opinia opiekuna o przebiegu praktyki dydaktycznej ciągłej II
 - Karta przebiegu praktyki dydaktycznej ciągłej I
 - Karta przebiegu praktyki dydaktycznej ciągłej I
 - Trzy konspekty z przeprowadzonych lekcji zatwierdzonych przez szkolnego opiekuna praktyki dydaktycznej ciągłej I
 - Trzy konspekty z przeprowadzonych lekcji zatwierdzonych przez szkolnego opiekuna praktyki dydaktycznej ciągłej II

6. Formy zaliczenia

Praktyka zawodowa nauczycielska zaliczana jest na podstawie osiągniętych efektów uczenia się potwierdzonych pozytywną opinią opiekuna praktyk w placówce/szkole wraz z pozytywną oceną i dokumentacją praktyki danego typu. Szczegóły na ten temat znajdują się w osobnych dokumentach razem z załącznikami. Zgodnie z Regulaminem praktyk UO, student/ka NIE MOŻE zaliczyć praktyki zawodowej na podstawie pracy zawodowej, stażu czy wolontariatu.

7. Uwagi końcowe

Wszelkie kwestie nieujęte w niniejszej instrukcji będą rozstrzygane na bieżąco przez władze Wydziału Filologicznego UO, koordynatora kierunku studiów, wyznaczonego koordynatora ds. praktyk bądź inne powołane do tego celu osoby. Władze Wydziału Filologicznego UO zastrzegają sobie jednocześnie prawo do zmiany postanowień niniejszej instrukcji, jeśli w trakcie roku akademickiego wynikną nieprzewidziane wcześniej okoliczności.

5. Karty przedmiotów dla 1.S2.EP.TTP.AP

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic Language Skills: Reading, writing and speaking 1 (1.S2.EP.TTP.AP.1)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic Language Skills: Reading, writing and speaking 1

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Academic Language Skills: Reading, writing and speaking 1 focuses on developing proficiency in the key language skills at the academic level of C1/C2, with an emphasis given to the use of specialized terminology.

Opis:

Course objectives

The aim of the course is to provide students with practice in reading, writing and speaking at C1/C2 level by working on academic texts and academic topics. The course focuses on:

1. training the skill of reading with understanding different academic research texts,
2. improving the skill of writing an argumentative essay based on academic research content,
3. training speaking skill in terms of academic discussion,
4. learning the skill of leading academic discussion,
5. training the skill of creating questions to academic discussion.

Course content

1. speaking, writing and reading exercises based on topic areas selected by the teacher,
2. analysis of selected academic texts,
3. reading and discussing academic texts,
4. using the Internet and traditional data-base queries,
5. formulating critical opinions and supportive arguments,
6. using formal/academic language,
7. coordinating academic group discussions,
8. writing academic essays.

Methods of instruction/ forms of classroom activity:

reading and discussion on academic text(s), presentations, essay writing practice, ICT tools - MS Teams

Literatura:

Reading list:

For developing writing skills:

1. Adams-Tukiendorf Małgorzata and Rydzak Danuta, 2012. Developing Writing Skills : A Manual for EFL Students. Opole: Uniwersytet Opolski
2. Laurence Behrens and Leonard J. Rosen, 1994. Writing and reading across the curriculum. New York: Longman
3. Oshima Alice and Hogue Ann, 2006. Writing Academic English. New York: Pearson

For developing reading: texts selected by the teacher (online sources).

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Student knows and understands:

1. the role of the English language as a cognitive medium and a tool used in studying (k_W03/P7S_WG)
2. a wide range of analytical and interpretative methods relating to academic sources (k_W04/P7S_WG)
3. an extensive range of details of academic discourse in relation to English linguistics (k_W06/P7S_WG)

Skills

Student can:

4. use English at C1/C2 level, with particular emphasis on academic discourse, taking part in specialist communication and conducting a formalized debate (k_U05/P7S_UK)
5. read and create advanced English-language texts and prepare advanced presentations in the field of English philology, using formal sources (k_U04/P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation in class - speaking/discussion - 40% of the final grade (outcome 1,3,4)
2. Written assignments - 30% of the final grade (outcome 1,3,4,5)
3. Reading assignments - 30% of the final grade (outcome 1,2,5)

60% - pass with a grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 2

1 ECTS = 30 hours of classes

1 ECTS = 25 hours of preparation to class & 5 hours of consultations with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	2	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic Language Skills: Reading, writing and speaking 2 (1.S2.EP.TTP.AP.2)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic Language Skills: Reading, writing and speaking 2

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

ALS Reading, writing and speaking 2 is a continuation in development of proficiency in three key language skills at the academic level of C2, with an emphasis given to the use of specialized terminology.

Opis:

Course objectives:

The aim of the course is to give students further practice in academic reading comprehension, writing and speaking performance with a selection of topics related to their academic interests. The students develop their fluency and accuracy as well as discourse complexity and richness of argumentation that matches C2 proficiency level. The course offers support in preparation to self-study C2 proficiency exam in the next semester.

Course content:

- speaking, writing and reading exercises based on selected topics areas
- analysis of selected academic texts
- reading and discussing academic texts pertaining to the chosen specialty
- using the Internet and traditional data-base queries
- formulating critical opinions and supportive arguments
- using formal language as required by the chosen specialty
- giving academic presentations
- coordinating academic group discussions

Methods of instruction/ forms of classroom activity:

- discussion on academic text(s)
- essay writing practice
- individual presentations

Literatura:

Reading list for the writing component:

During, Simon, ed. The Cultural Studies Reader. London: Routledge, 1999.

Laurence Behrens and Leonard J. Rosen, 1994. Writing and reading across the curriculum. New York: Longman

Adams-Tukiendorf Małgorzata and Rydzak Danuta, 2012. Developing Writing Skills : A Manual for EFL Students. 2nd ed. Opole: Uniwersytet Opolski

Oshima Alice and Hogue Ann, 2006. Writing Academic English. New York: Pearson

Reading materials for the reading component and the speaking component depend on individual group academic choices.

Supplementary reading

Stephens, Mary (2010) New Proficiency Reading. Longman

Harrison, Mark (2013) Proficiency Practice Tests. Cambridge: CUP

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Students:

1. have a proficiency in English at C2 level in speaking and writing, know grammatical, lexical and stylistic rules of correct uses of English, as well as of various registers to be used appropriately to social contexts (k_W02/P7S_WG)
2. know appropriate layout, style, and grammatical and semantic structures to fit academic discourse (k_W04/P7S_WG)

Skills

Students can

3. read and create advanced English-language texts and prepare advanced presentations in the field of English philology, using formal sources (k_U04/P7S_UK)
4. use English at C2 level, with particular emphasis on academic discourse, taking part in specialist communication and conducting a formalized debate (k_U05/P7S_UK)
5. manage the work of the group to develop oral communication skills (k_U07/P7S_UO)

Social competence

Students can:

6. set priorities when carrying out various tasks related to study (k_K01/P7S_KK)
7. can accept linguistic and cultural differences and recognize them as natural professional conditions (k_K03/P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation in class activities - 50% of the final grade (outcome 1,2,3,4,5,6,7)
2. Written assignments - 25% of the final grade (outcome 1,2,3,4,6)
3. Coordination of discussions and preparing discussion questions to the group - 25% of the final grade (outcome 1,2,4,5,6,7)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 2

1 ECTS = 30 hours of classes

1 ECTS = 25 hours of preparation to class & 5 hours of consultations with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

Academic Language Skills: Reading, writing and speaking 1

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic Language Skills: Reading, writing and speaking 3 (1.S2.EP.TTP.AP.3)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic Language Skills: Reading, writing and speaking 3

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

ALS Reading, writing and speaking 3 is a continuation in development of proficiency in three key language skills at the academic level of C2, with an emphasis given to the use of specialized terminology.

Opis:

Course objectives:

The aim of the course is to give students further practice in academic reading comprehension, writing and speaking performance with a selection of topics related to their academic interests. The students develop their fluency and accuracy as well as discourse complexity and richness of argumentation that matches C2 proficiency level. The course offers support in preparation to self-study C2 proficiency exam.

Course content:

- speaking, writing and reading exercises based on selected topics areas
- analysis of selected academic texts
- reading and discussing academic texts pertaining to the chosen specialty
- using the Internet and traditional data-base queries
- formulating critical opinions and supportive arguments
- using formal language as required by the chosen specialty
- giving academic presentations
- coordinating academic group discussions

Methods of instruction/ forms of classroom activity:

group discussion on academic text(s), essay writing practice, feedback on performance

Literatura:

Reading list for the writing component:

During, Simon, ed. The Cultural Studies Reader. London: Routledge, 1999.

Laurence Behrens and Leonard J. Rosen, 1994. Writing and reading across the curriculum. New York: Longman

Adams-Tukiendorf Małgorzata and Rydzak Danuta, 2012. Developing Writing Skills : A Manual for EFL Students. 2nd ed. Opole: Uniwersytet Opolski

Oshima Alice and Hogue Ann, 2006. Writing Academic English. New York: Pearson

Reading materials for the reading component and the speaking component depend on individual group academic choices.

Supplementary reading

Stephens, Mary (2010) New Proficiency Reading. Longman

Harrison, Mark (2013) Proficiency Practice Tests. Cambridge: CUP

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Students:

1. have a proficiency in English at C2 level in speaking and writing, know grammatical, lexical and stylistic rules of correct uses of English, as well as of various registers to be used appropriately to academic contexts (k_W02/P7S_WG)
2. know appropriate layout, style, and grammatical and semantic structures to fit academic discourse (k_W04/P7S_WG)

Skills

Students can

3. read and create advanced English-language texts in the field of English philology, using formal sources (k_U04/P7S_UK)
4. use English at C2 level, with particular emphasis on academic discourse, taking part in specialist communication and conducting a formalized debate (k_U05/P7S_UK)
5. manage the work of the group to develop oral communication skills (k_U07/P7S_UO)

Social competence

Students can:

6. set priorities when carrying out various tasks related to study (k_K01/P7S_KK)
7. can accept linguistic and cultural differences and recognize them as natural professional conditions (k_K03/P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation in class activities - 50% of the final grade (1,2,3,4,5,6,7)

2. Written assignments - 25% of the final grade (1,2,3,4,6,7)

3. Coordination of discussions and preparing discussion questions to the group - 25% of the final grade (1,2,4,5,6,7)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 2

1 ECTS = 30 hours of classes

1 ECTS = 25 hours of preparation to class & 5 hours of consultations with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Wymagania

Academic Language Skills: Reading, writing and speaking 1

Academic Language Skills: Reading, writing and speaking 2

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

2

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic Language Skills: Listening and structures 1 (1.S2.EP.TTP.AP.4)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic Language Skills: Listening and structures 1**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course in ALS: Listening and stuctures helps students develop their language proficiency needed for their work on their MA theses. The students will practice listening comprehension and language use in the exam-type exercises. The course is part of preparation for the self-study exam at C2 level.

Opis:

Course objectives

This course is aimed at those preparing for the self-study C2-Level Practical English Exam. It includes proficiency-level listening practice, grammar, use of English and academic vocabulary.

Course content

-acquiring proficiency level vocabulary in the genres of general and academic English.

-understanding of idiomatic structures and patterns.

- listening for general understanding, specific details, meaning in order to complete exam-related exercises.

-re-visiting grammar structures and patterns in order to observe their use at C2 level.

-exam preparation strategies.

Methods of instruction/ forms of classroom activity:

individual, pair work and group work. Peer correction. Grammar and listening exercises: multiple choice, gap fill, word formation, multiple matching.

class problem-solving discussion.

Literatura:

Reading list

Gude, K., & Duckworth, M. (2003). Proficiency masterclass: student's book. Oxford University Press.

Terry, M., Wilson, J., & O'Connell, S. (2004). Focus on academic skills for IELTS. Longman.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

Student knows and understands:

1. A full range of grammatical structures and lexical patterns at C2 level. (k_W02/P7S_WG)

2. Idiomatic language and native-speaker competence. (k_W06/P7S_WG)

Skills

Student

3. can listen for gist and specific detail. (k_U05/P7S_UK)

4. is familiar with the listening and use-of-English exercises that will appear in the practical exam. (k_U05/P7S_UK)

5. can utilise a C2 level of English for academic purposes. (k_U05/P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active engagement in class activities - 20% of the final grade (outcome 1,2,3,4,5)

2. Tests on grammatical material covered during the course - 40% of the final grade (outcome 1,2,4,5)

3. Listening tests - 40% of the final grade (outcome 3,4,5)

Final Grading Framework:

2.0 (Fail): 0-59%

3.0 (Average): 60-68%

3.5 (Average Plus): 69-74%

4.0 (Good): 75-84%

4.5 (Good Plus): 85-92%

5.0 (Very Good): 93-100%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in classes

1 ECTS – 25 hours: preparation take-home assignments/tests, self-study + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

2

2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic Language Skills: Listening and structures 2 (1.S2.EP.TTP.AP.5)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic Language Skills: Listening and structures 2**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course is a continuation of ALS: Listening and structures 1. The language contained in this course is meant to facilitate language development at C2 level. In addition, the students will continue to practice listening comprehension and language use in the exam-type exercises. The course is part of preparation for the self-study exam at C2 level.

Opis:

Course objectives

This course is aimed at those preparing for the self-study C2-Level Practical English Exam. It includes proficiency-level listening practice, grammar, use of English and academic vocabulary.

Course content

- training proficiency level vocabulary in the genres of general and academic English.
- understanding of idiomatic structures and patterns.
- developing listening for general understanding, specific details, meaning in order to complete exam-related exercises.
- re-visiting grammar structures and patterns in order to observe their use at C2 level.
- practising exam preparation strategies.

Methods of instruction/ forms of classroom activity:

individual, pair work and group work. Peer correction. Grammar and listening exercises: multiple choice, gap fill, word formation, multiple matching.

class problem-solving discussion.

Literatura:

Reading list

Gude, K., & Duckworth, M. (2003). Proficiency masterclass: student's book. Oxford University Press.

Terry, M., Wilson, J., & O'Connell, S. (2004). Focus on academic skills for IELTS. Longman.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

Student knows and understands:

1. A full range of grammatical structures and lexical patterns at C2 level. (k_W02/P7S_WG)
2. Idiomatic language and native-speaker competence. (k_W06/P7S_WG)

Skills

Student

3. can listen for gist and specific detail. (k_U05/P7S_UK)
4. is familiar with the listening and use-of-English exercises that will appear in the practical exam. (k_U05/P7S_UK)
5. can utilise a C2 level of English for academic purposes. (k_U05/P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active engagement in class activities - 20% of the final grade (outcome 1,2,3,4,5)
2. Tests on grammatical material covered during the course - 40% of the final grade (outcome 1,2,4,5)
3. Listening tests - 40% of the final grade (outcome 3,4,5)

Final Grading Framework:

2.0 (Fail): 0-59%

3.0 (Average): 60-68%

3.5 (Average Plus): 69-74%

4.0 (Good): 75-84%

4.5 (Good Plus): 85-92%

5.0 (Very Good): 93-100%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in classes

1 ECTS – 25 hours: preparation take-home assignments/tests, self-study + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia stacjonarne
profil akademicki**Rodzaj przedmiotu**języki obce
obowiązkowe**Semestr, w którym realizowany jest przedmiot**

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

Academic Language Skills: Listening and structures 1

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic Language Skills: Listening and structures 3 (1.S2.EP.TTP.AP.6)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic Language Skills: Listening and structures 3**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course is a continuation of ALS: Listening and structures 2. The language contained in this course is meant to facilitate language development at C2 level. In addition, the students will continue to practice listening comprehension and language use in the exam-type exercises. The course is part of preparation for the self-study exam at C2 level.

Opis:

Course objectives

This course is aimed at those preparing for the self-study C2-Level Practical English Exam. It includes proficiency-level listening practice, grammar, use of English and academic vocabulary.

Course content

- training proficiency level vocabulary in the genres of general and academic English.
- understanding of idiomatic structures and patterns.
- developing listening for general understanding, specific details, meaning in order to complete exam-related exercises.
- re-visiting grammar structures and patterns in order to observe their use at C2 level.
- practising exam preparation strategies.

Methods of instruction/ forms of classroom activity:

individual, pair work and group work. Peer correction. Grammar and listening exercises: multiple choice, gap fill, word formation, multiple matching.

class problem-solving discussion.

Literatura:

Reading list

Gude, K., & Duckworth, M. (2003). Proficiency masterclass: student's book. Oxford University Press.

Terry, M., Wilson, J., & O'Connell, S. (2004). Focus on academic skills for IELTS. Longman.

Roderick, M., Nuttall C., & Kenny N. (2013) . Proficiency Expert Coursebook. Pearson.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

Student knows and understands:

1. A full range of grammatical structures and lexical patterns at C2 level. (k_W02/P7S_WG)
2. Idiomatic language and native-speaker competence. (k_W06/P7S_WG)

Skills

Student

3. can listen for gist and specific detail. (k_U05/P7S_UK)
4. becomes familiar with the listening and use-of-English exercises that will appear in the practical exam. (k_U05/P7S_UK)
5. can utilise a C2 level of English for academic purposes. (k_U05/P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active engagement in class activities - 20% of the final grade (outcome 1,2,3,4,5)
2. Tests on grammatical material covered during the course - 40% of the final grade (outcome 1,2,4,5)
3. Listening tests - 40% of the final grade (outcome 3,4,5)

Final Grading Framework:

2.0 (Fail): 0-59%

3.0 (Average): 60-68%

3.5 (Average Plus): 69-74%

4.0 (Good): 75-84%

4.5 (Good Plus): 85-92%

5.0 (Very Good): 93-100%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in classes

1 ECTS – 25 hours: preparation take-home assignments/tests, self-study + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Wymagania

Academic Language Skills: Listening and structures 1

Academic Language Skills: Listening and structures 2

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

2

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Self-study (1.S2.EP.TTP.AP.7)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Self-study**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The Self-study C2-level examination is a competence exam serving the purpose of controlling the students' general language competence, without concentrating on the knowledge of the material analysed within any particular course.

Opis:

Course objectives

The aim of the examination is to test whether the student's language proficiency satisfies the C2-Level requirements with reference to:

- understanding heard and read texts,
- summarising information from spoken and written sources,
- reconstructing arguments in a coherent presentation,
- expressing her-/himself spontaneously, with fluency and precision,
- differentiating between subtle shades of meanings in elaborate situations.

The exam consists of three parts:

a) Integrated test to control the student's language proficiency in:

- a1) listening comprehension (maximum score = 20 percent of the test score),
- a2) reading comprehension (maximum score = 20 percent of the test score), a3) the use of English (maximum score = 20 percent of the test score),

b) Writing – a short essay (approximately two pages of A4 format) focusing on a discussion of a chosen research problem emerging from their Academic major. The student's task is to justify why a chosen problem seems to be important and interesting. This part of the exam serves the purpose of checking the student's ability to apply the appropriate academic style in a written text (maximum score = 20 percent of the test score).

c) Oral exam – this part aims at checking the student's knowledge of grammar and vocabulary, pronunciation, academic discourse markers, and the ability to conduct interactive communication within the fields analysed in Academic Language Skills: Reading, writing and speaking classes. The questions are related to the student's MA profile (maximum score = 20 percent of the test score).

The evaluation guidelines for the exam follow those issued by the Council of Europe in The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). While evaluating the student's accomplishment in exam tasks, special attention is paid to the way of handling academic features of discourse such as: the use of impersonal forms, formal field terminology, the lack of emotional load and the presence of objective distance, an appropriate handling of formal information in arguments, and – finally – the student's social participation in a discussion (i.e. turn-taking, respecting other conversers' views, dealing with communication problems, the use of extra-linguistic communication).

Literatura:

Reading list:

Brown, K. (2007). Academic encounters: Life in society: Reading, study skills, writing. Cambridge: University Press.

Cumming, A. (Ed.). (2006). Goals for academic writing. Amsterdam: John Benjamins.

Espeseth, M. (2006). Academic listening encounters: Listening, note taking, discussion: Human behavior. Cambridge: University Press.

Flowerdew, J. (Ed.). (2002). Academic discourse. Harlow: Longman.

MacPherson, R. (2006). English for academic purposes. Warszawa: Wydawnictwo Naukowe PWN.

McCarthy, M. (2009). Academic vocabulary in use. Cambridge: University Press.

Osuchowska, D. (2009). The rudiments of academic writing. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego.

Sanabria, K. (2007). Academic listening encounters: Life in society: Listening, note taking, discussion. Cambridge: University Press.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

The student knows and understands:

1. the role of English as a cognitive means and a tool used for studying with its language subtlety and indirect expressions (k_W03/P7S_WG)
2. the rules of academic discourse in English, including characteristics of various types of academic texts such as a paraphrase, summary, definition, comparison, synthesis, critique, argument, discourse, and polemic (k_W06/P7S_WG)
3. know grammatical, lexical and stylistic rules of C2-Level academic English (k_W06/ 7S_WG)

Skills

The students can

4. read and create advanced English language texts in the field of English philology at C2 level (k_U04/P7S_UK)
5. speak English at C2 level, with particular emphasis on academic discourse, taking part in the specialist communication and conducting a formal debate (k_U05/P7S_UK)

Social competences

The students are ready to

6. prioritize the implementation of various tasks related to studying and approaching a self-study C2 exam (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

Written and oral exam in English at C2 level - 100% of the final grade (outcomes 1,2,3,4,5,6)

The accomplishment of all exam tasks is represented by a sum of percentage points scored in individual tasks. Final marks are granted according to the following framework:

total score: 0 – 59% - mark: 2,0

total score: 60 – 68% - mark: 3,0

total score: 69 – 76% - mark: 3,5

total score: 77 – 84% - mark: 4,0

total score: 85 – 92% - mark: 4,5

total score: 93 – 100% - mark: 5,0

Kierunek studiów

English Philology Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 3

3 ECTS: 90 hrs of preparation to the exam (self-study)

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Wymagania

a passing grade in Academic Language Skills: Reading, writing and speaking 3

a passing grade in Academic Language Skills: Listening and structures 3

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		3	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic Language Skills: Writing (1.S2.EP.TTP.AP.8)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic Language Skills: Writing

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description:

The course in academic writing is addressed to students who finalise composing their MA theses. The Academic Language Skills: Writing course is focused on further development of academic writing in the context of MA thesis writing. The students receive mentoring and tutoring regarding graphic formating of their MA thesis according to University regulations, organisation of content, referencing, bibliography according to MLA or APA standard formats. Attention is drawn to quotations, paraphrases, proper introduction to the MA as a whole but also to particular chapters, effective conclusion and suitable summary of the MA both in Polish and in English.

The course is highly individualised

Opis:

Course objectives:

The main aim is to support students in refining their MA theses as far as formal aspects of academic writing are concerned.

Course content:

coherence-oriented text analysis techniques
cohesion-oriented text analysis techniques
text-editing techniques
error correction
source documentation (APA/MLA)
covering students' individual needs

Methods of teaching: tutoring, mentoring, text analysis, writing tasks; ICT tools/MSTeams platform

Literatura:

Reading list

American Psychological Association. (2015). Publication manual of the American Psychological Association. 6th ed. Washington, DC: American Psychological Association.

Gibaldi, J. (2009). MLA handbook for writers of research papers. 7th ed. New York: Modern Language Association of America

used for self-study

Hinkel, E. (2004). Teaching academic ESL writing. Mahwah, NJ: Lawrence Erlbaum.

Swales, J.M., & Feak Ch.B. (1994). Academic writing for graduate students. Ann Arbor: The University of Michigan Press.

Wilson, J. & J. Newbrook. (2004). New proficiency gold. London: Longman.

supplementary reading

Fisher, A. (2011). Critical thinking: An introduction. Cambridge: Cambridge University Press.

Leki, I. (1998). Academic writing: Exploring processes and strategies (2nd ed.). Cambridge: Cambridge University Press.

Efekty uczenia się:

Learning outcomes (PRK 2019)

Knowledge

The student knows:

1. academic discourse in the field representing their MA thesis focus (k_W06/P7S_WG)
2. rules of the protection of intellectual copyright (k_W08/P7S_WK)

Skills

The student can:

3. use academic discourse to carry out academic writing tasks (k_U01//P7S_UW; k_U04/P7S_UK)
4. use English at the level of C2 of the Common European Framework for Languages and in the scope of specialist terminology in their academic writing (k_U05/P7S_UK)

Social competences

The student is ready to:

5. act ethically in the context of academic writing including source documentation, paraphrasing and quoting (k_K05/P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 40% of the final grade (outcome 1,2,3,4,5)
2. Writing tasks - each 15% of the final grade (outcome 1,2,3,4,5)

The individual writing tasks include:

1. progress report on own MA research project including a front page (15%)
2. samples of long and short quotations and paraphrases with references to sources (15%)
3. samples of bibliography in MLA or APA style (15%)
4. a summary of MA thesis together with key words – English and Polish versions (15%)

Grading system:

active participation and two writing tasks - grade 3,0
 active participation and three writing tasks - grade 4,0
 active participation and four writing tasks - grade 5,0

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

Total number of ECTS points: 2

1 ECTS – 30 hours: participation in classes

1 ECTS - 20 hours preparation (writing) + 10 hours consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
 profil akademicki

Rodzaj przedmiotu

języki obce
 obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 4

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-L

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

2 2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Information and communication technologies for teachers (1.S2.EP.TTP.AP.9)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Information and communication technologies for teachers**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description:

The course is to support the students in developing ICT skills for language teaching and learning and to give them the knowledge of Web 2.0 tools designed for educational settings. The course is created to equip them with hands-on experience in ICT and to show them the potential of new media and the Internet. It reinforces their digital competence and boosts their confidence as well as enhances teaching skills necessary to effective language teaching with ICT.

Opis:

Course objectives

- to facilitate the development of the digital competence of the students
- to explore Web 2.0 tools for communication in foreign language classroom
- to discover how effectively collaborate with Web 2.0 tools in foreign language classroom
- to develop the digital skills that support developing, nurturing and evaluating new ideas
- to evaluate technological tools as far as their use in education

Course content:

The course covers the following topics:

1. Teacher's ICT kit – exploring Web 2.0 tools to organize teacher's work, save time and make school life easier. A review of the most essential and practical multimedia tools to communicate and collaborate.
2. Web 2.0 tools for communication
3. Web 2.0 tools for collaboration
4. Web 2.0 tools for creativity
5. Developing foreign language skills with Web 2.0 tools
6. Writing – introducing Web 2.0 tools to motivate students to write and develop their writing skills. Discovering online applications for creative and collaborative writing.
7. Listening and reading – investigating Web 2.0 tools to develop students' interests in mastering reading and listening skills. Various websites and online resources with texts, podcasts and recordings to use in EFL classroom.
8. Speaking, vocabulary and games - researching online applications designed to develop students' speaking competence and confidence as well as to give them tools to teach and revise lexis. A lot of games making learning and teaching language enjoyable.
9. Language teacher database – discovering and sharing numerous resources and ready-made recipes for EFL lessons.

Methods of instruction/ forms of classroom activity:

ICT tasks involving the use of Web 2.0 tools, multimedia presentation

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

1. The student has the knowledge of ICT terminology and ICT procedures (k_W09; N_W15)

Skills

2. The student has the ability to apply the detailed ICT knowledge required to work as a teacher; possesses digital discourse competence in ICT (k_U09; N_U18)

Social competences

3. The student shapes their own views on the basis of the gained general and detailed ICT knowledge within socio-digital competence and strategic competence in ICT and participates in actions that strengthen the quality of work of the educational institution (k_K04; N_K06)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in class - 40% of the final grade (outcome 1,2,3)
2. 12 ICT tasks involving the use of Web 2.0 tools in foreign language lessons during the classes (or online) - 60% of the final grade (outcome 1,2,3)

The tasks will be published on the group communication platform. The tasks will be assessed according to the assessment system worked out by the students.

Kierunek studiów

English Philology Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 4

1 ects = 30 hrs in class

3 ects = 75 hrs preparation and self study and 15 hrs consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Studia stacjonarne (KOSZT_S_IJ)

Cykl pocz.

Cykl kon.

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

4

2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic lecture series 1 (1.S2.EP.TTP.AP.10)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic lecture series 1

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Academic lecture series is meant to broaden MA students knowledge of academic topics related to humanities in general and to English philology studies in particular.

Opis:

Course objectives:

The lecture is aimed at detailing students' knowledge of the theoretical framework, methodological preferences and analytic preoccupations of second language acquisition context. The course is intended as an elaboration and diversification of students' broad orientation and to develop individual interests of selected areas of English Philology domain especially relevant in the educational context.

Course content depends on the teachers' research interests and specialist knowledge.

Methods of instruction/ forms of classroom activity

multimedia presentation, discussion, reading, text analysis, essay writing, ICT tools/MSTeams

Literatura:

Reading list is provided by the teacher in each particular study cycle.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students:

1. understand specific terminology in the field of study the lecture represents (k_W02/P7S_WG)
2. know and understand leading concepts of the field of study the lecture represents (k_W05/P7S_WG)

Skills

Students can

3. read with understanding specialist academic texts and can write an academic essay or present orally using formal sources (k_U04/P7S_UW)
4. can use the academic knowledge received during lectures to develop and deepen their academic interests (k_U08/P7S_UU)

Social competences

Students are ready to

5. critically assess presented knowledge when applying it in practice in their professional context (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes provided by the teacher in each particular study cycle.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture (100% online)

0,5 ECTS - 15hrs of preparation & home study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

monograficzne
obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany zdalnie

Tryb prowadzenia**Przynależność do grup przedmiotów w cyklach:**

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic lecture series 2 (1.S2.EP.TTP.AP.11)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic lecture series 2

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Academic lecture series is meant to broaden MA students knowledge of academic topics related to humanities in general and to English philology studies in particular.

Opis:

Course objectives:

The lecture is aimed at detailing students' knowledge of the theoretical framework, methodological preferences and analytic preoccupations of second language aquisition context. The course is intended as an elaboration and diversification of students' broad orientation and to develop individual interests of selected areas of English Philology domain especially relevant in the educational context.

Course content depends on the teachers' research interests and specialist knowledge.

Methods of instruction/ forms of classroom activity

multimedia presentation, discussion, reading, text analysis, essay writing, ICT tools/MSTeams

Literatura:

Reading list is provided by the teacher in each particular study cycle.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students:

1. understand specific terminology in the field of study the lecture represents (k_W02/P7S_WG)
2. know and understand leading concepts of the the field of study the lecture represents (k_W05/P7S_WG)

Skills

Students can

3. read with understanding specialist academic texts and can write an academic essay or present orally using formal sources (k_U04/P7S_UW)
4. can use the academic knowledge received during lectures to develop and deepen their academic interests (K-U08/P7S_UU)

Social competences

Students are ready to

5. critically assess presented knowledge when applying it in practice in their professional context (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes provided by the teacher in each particular study cycle.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture (100% online)

0,5 ECTS - 15hrs of preparation & home study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

monograficzne
obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany zdalnie

Tryb prowadzenia**Przynależność do grup przedmiotów w cyklach:**

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>			
Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	1	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic lecture series 3 (1.S2.EP.TTP.AP.12)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic lecture series 3

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Academic lecture series is meant to broaden MA students knowledge of academic topics related to humanities in general and to English philology studies in particular.

Opis:

Course objectives:

The lecture is aimed at detailing students' knowledge of the theoretical framework, methodological preferences and analytic preoccupations of second language aquisition context. The course is intended as an elaboration and diversification of students' broad orientation and to develop individual interests of selected areas of English Philology domain especially relevant in the educational context.

Course content depends on the teachers' research interests and specialist knowledge.

Methods of instruction/ forms of classroom activity

multimedia presentation, discussion, reading, text analysis, essay writing, ICT tools/MSTeams

Literatura:

Reading list is provided by the teacher in each particular study cycle.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students:

1. understand specific terminology in the field of study the lecture represents (k_W02/P7S_WG)
2. know and understand leading concepts of the the field of study the lecture represents (k_W05/P7S_WG)

Skills

Students can

3. read with understanding specialist academic texts and can write an academic essay or present orally using formal sources (k_U04/P7S_UW)
4. can use the academic knowledge received during lectures to develop and deepen their academic interests (k_U08/P7S_UU)

Social competences

Students are ready to

5. critically assess presented knowledge when applying it in practice in their professional context (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes provided by the teacher in each particular study cycle.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture (100% online)

0,5 ECTS - 15hrs of preparation & home study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

monograficzne
obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany zdalnie

Tryb prowadzenia**Przynależność do grup przedmiotów w cyklach:**

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic lecture series 4 (1.S2.EP.TTP.AP.13)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic lecture series 4

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Academic lecture series is meant to broaden MA students knowledge of academic topics related to humanities in general and to English philology studies in particular.

Opis:

Course objectives:

The lecture is aimed at detailing students' knowledge of the theoretical framework, methodological preferences and analytic preoccupations of second language acquisition context. The course is intended as an elaboration and diversification of students' broad orientation and to develop individual interests of selected areas of English Philology domain especially relevant in the educational context.

Course content depends on the teachers' research interests and specialist knowledge.

Methods of instruction/ forms of classroom activity

multimedia presentation, discussion, reading, text analysis, essay writing, ICT tools/MSTeams

Literatura:

Reading list is provided by the teacher in each particular study cycle.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students:

1. understand specific terminology in the field of study the lecture represents (k_W02/P7S_WG)
2. know and understand leading concepts of the field of study the lecture represents (k_W05/P7S_WG)

Skills

Students can

3. read with understanding specialist academic texts and can write an academic essay or present orally using formal sources (k_U04/P7S_UW)
4. can use the academic knowledge received during lectures to develop and deepen their academic interests (k_U08/P7S_UU)

Social competences

Students are ready to

5. critically assess presented knowledge when applying it in practice in their professional context (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes provided by the teacher in each particular study cycle.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture (100% online)

0,5 ECTS - 15hrs of preparation & home study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

monograficzne
obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 4

Tryb prowadzenia

Realizowany zdalnie

Tryb prowadzenia**Przynależność do grup przedmiotów w cyklach:**

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-L

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic major 1 (1.S2.EP.TTP.AP.14)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic major 1**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The Academic major 1 introduces students to practical and theoretical knowledge related to second language acquisition.

Opis:

Course objectives:

The main aim of the Academic major is to explore academic issues that will be a basis for the students own research in the second language acquisition context in the following semesters.

The main topics relized during the course

1. Second language acquisition as a research area
2. Individual learner differences: Age, gender, culture
3. Personality in SLA: The Big Five
4. Emotions in SLA: Anxiety, Enjoyment, Boredom, Emotional Intelligence
5. Multilingualism
6. Special Educational Needs (SEN)

Methods of instruction/ forms of classroom activity:

lecture, multimedia presentation, discussion, material analysis, ICT tools/e-learning, MSTEams

Literatura:

Reading list:

Dörnyei, Z. (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.

Ellis, R. (2008). The Study of Second Language Acquisition (2 edition). Oxford: Oxford University Press.

Piechurska-Kuciel, E. (2020). The Big Five in SLA. Cham: Springer.

Supplementary reading:

Coulmas, F. 2017. An Introduction to Multilingualism: Language in a Changing World. New York, NY:

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Students:

1. know the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. have basic knowledge on second language acquisition (k_W02/P7S_WG)
3. main development trends and achievements in applied linguistics (k_W05/P7S_WG)

Skills

Students can:

4. use terminology and take theoretical positions resulting from English studies in order to formulate and solve problems or carry out tasks of a formal and professional nature (k_U01/P7S_UW)
5. connect linguistic knowledge with other scientific fields, particularly psychology, sociology and culture studies (k_U08/P7S_UU)

Social competences

Students are ready to

6. accept linguistic and cultural differences and recognize them as natural professional conditions (k_K03/P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Written assignments - 55% of the final grade (outcome 1,2,3,4,5)
2. Active participation in the classes - 45% of the final grade (outcome 1,2,3,4,5,6)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

3 ECTS = 90hrs in class (50% university site/50% online)

0,5 ECTS = 15hrs direct contact with the instructor

0,5 ECTS = 15 hrs preparation to class

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	4	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic major 2 (1.S2.EP.TTP.AP.15)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic major 2**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course in Academic major 2 is a continuation of Academic major 1. It will focus on expanding students' knowledge related to critical applied linguistics, such neoliberal context, culture and gender.

Opis:

Course objectives:

The main aim of the Academic major is to explore academic issues that will be a basis for the students own research in the second language aquisition context in the following semesters.

Course content

1. Neoliberalism - roots, symptoms and consequences.
2. Neoliberalism and applied linguistics.
3. Culture and diversity in teaching English.
4. Colonial context and language.
5. Gender issues in applied linguistics.
6. Areas of teaching practice as the field for critical applied linguistics research.
7. Planning own research related to critical applied linguistics.

Methods of instruction/ forms of classroom activity:

lecture, multimedia presentation, discussion, material analysis, writing, ICT tools/e-learning, MSTeams

Literatura:

Reading list:

Block, David, State-of-the-Art Article Political economy in applied linguistics research, Lang. Teach. (2017), 50.1, 32–64 doi:10.1017/S0261444816000288

Eckert, Penelope & Sally McConnell-Ginet, Language and gender, Cambridge University Press, 2013.

Hinkel, Eli [ed.], Culture in second language teaching and learning, Cambridge: University Press, 1999.

Kramsch, Claire. Language and culture, Oxford: Oxford University Press, 2012.

Monbiot, George, Neoliberalism – the ideology at the root of all our problems, <https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot>

Pennycook, Alistair, Critical applied linguistics: A critical introduction, Mahwah: Lawrence Erlbaum Associates, 2001

Pennycook, Alistair, English and the Discourses of Colonialism, London Routledge, 1998.

Supplementary reading list:

Holborow, M. (2015), Neoliberalism, The Encyclopedia of Applied Linguistics, Edited by Carol A. Chapelle. © 2015 John Wiley & Sons, Ltd. Published 2015 by John Wiley & Sons, Ltd. DOI: 10.1002/9781405198431.wbeal1475

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Students:

1. know and understand the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. have advanced knowledge on critical applied linguistics as theoretical trend in linguistic theory and practice (k_W05/P7S_WG)

Skills

Students can:

3. use terminology and take theoretical positions resulting from English studies in order to formulate and solve problems or carry out tasks of a formal and professional nature (k_U01/P7S_UW)

4. critically refer to various aspects of language teaching and relate them to critical applied linguistics (k_U06 /P7S_UK)

Social competences

Students are able to:

5. self-reflect on their own teaching practice through the lenses of critical pedagogy and critical applied linguistics (k_K02 /P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Written assignment of a chosen topic - 55% of the final grade (outcome 2,3,4)
2. Active participation in the classes - 45% of the final grade (outcome 1,2,3,4,5)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

2,5 ECTS = 75hrs in class (50% university site/50% online)

1 ECTS = 30 hrs preparation to class

0,5 ECTS = 15 hrs direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Wymagania

Academic major 1

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2021/22-L

Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)

2021/22-L

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

4

2021/22-L

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic major 3 (1.S2.EP.TTP.AP.16)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic major 3**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Academic Major 3 is a continuation of Academic Major 2. The students deepen their knowledge regarding selected trends and achievements within the studied discipline. The students have already formulated their research topics and prepared appropriate research plans. They have already studied sources necessary for completing the theoretical section of their MA theses.

Opis:

Course objectives:

The main aim of the Academic major is to explore academic issues that are a basis for the students own research in the second language acquisition context in the following semesters.

In the third semester the students work on:

- developing the final topic of the thesis
- planning the table of contents of the paper
- selecting the sources, choosing the formatting model
- discussing parts of the thesis (chapters, parts of chapters)
- discussing the possibilities of interpretation of the results in the context of theoretical framework
- discussing the significance and implications of the research

Course content

depends on individual needs of the students and is decided upon by the teacher.

Methods of instruction/ forms of classroom activity

supervising, mentoring, discussion, reading, text analysis, writing, revising, ICT tools/MSTeams

Literatura:

Reading list

The reading list is individual and depends on a topic of a dissertation.

Supplementary reading

Hartas, D. (2010), Educational research and inquiry : qualitative and quantitative approaches, London : Continuum

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. the role of English as a cognitive means and a tool used for studying (k_W03/P7S_WG)
3. expanded formal terminology and theories of second language acquisition studies (k_W02/P7S_WG)
4. a wide range of methods of analysis and interpretation of culture products analysed in the studied disciplines, including theories and research schools within English philology (k_W04/P7S_WG)
5. main trends and achievements within the studied discipline (k_W05/P7S_WG)

Skills:

The student is able to

6. use different source materials and prepare their own advanced texts in English, referring to formal sources (k_U04/P7S_UK)
7. discuss theory and research in the studied discipline (k_U05/P7S_UK)
8. improve their interpretative skills (k_U08/P75_UU)

Social competences:

The student is ready

9. to prioritise tasks, managing the time and resources following the supervisor's guidance (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in individual conferences - 50% of the final grade (outcome 1,2,3,4,5,6,7,8,9)
2. sections of MA thesis - 50% of the final grade (outcome 2,3,4,5,7,8,9)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

3 ECTS = 90hrs in class (50% university site/50% online)

0,5 ECTS = 15hrs direct contact with the instructor

0,5 ECTS = 15 hrs preparation to class

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Wymagania

Academic major 2

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-Z

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

4

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic major 4 (1.S2.EP.TTP.AP.17)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic major 4**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Academic Major 4 is a continuation of Academic Major 3. The students deepen their knowledge regarding selected trends and achievements within the studied discipline. The students follow their research topics and research projects under the supervision of the academic responsible for their MA thesis development.

Opis:

Course objectives:

The main aim of the Academic major is to explore academic issues that are a basis for the students' own research in the second language acquisition context . In the last Academic major course the students work on

- discussing parts of the thesis (chapters, parts of chapters)
- discussing the interpretative potential of the thesis
- discussing various contexts connected with the topic of the thesis
- discussing the significance of the critical/interpretative efforts

Course content:

depends on individual needs of the students and is decided upon by the teacher.

Methods of instruction/ forms of classroom activity

supervising, mentoring, discussion, reading, text analysis, writing, revising, ICT tools/MSTeams

Literatura:

Reading list

The reading list is individual and depends on a topic of a dissertation.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. the role of English as a cognitive means and a tool used for studying (k_W03/P7S_WG)
3. expanded formal terminology and theories of second language acquisition studies (k_W02/P7S_WG)
4. a wide range of methods of analysis and interpretation of culture products analysed in the studied disciplines, including theories and research schools within English philology (k_W04/P7S_WG)
5. main trends and achievements within the studied discipline (k_W05/P7S_WG)

Skills:

The student is able to

6. use different source materials and prepare their own advanced texts in English, referring to formal sources (k_U04/P7S_UK)
7. discuss theory and research in the studied discipline (k_U05/P7S_UK)
8. improve their interpretative skills (k_U08/P75_UU)

Social competences:

The student is ready

9. to prioritise tasks, managing the time and resources following the supervisor's guidance (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in individual conferences - 50% of the final grade (outcome 1,2,3,4,5,6,7,8,9)
2. sections of MA thesis - 50% of the final grade (outcome 2,3,4,5,7,8,9)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 3

1 ECTS = 30hrs in class (50% university site/50% online)

0,5 ECTS = 15hrs direct contact with the instructor

1,5 ECTS = 45 hrs preparation to class

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia stacjonarne
profil akademicki**Rodzaj przedmiotu**

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 4

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Wymagania

Academic major 3

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-L

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	3	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Basic statistics (1.S2.EP.TTP.AP.18)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Basic statistics**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Basic statistics is a course dedicated to basic notions in statistical analysis of data.

Opis:

Course objectives:

The course aims to introduce students to the research methodology using statistical methods in quantitative terms.

Course content

1. Creating the database.
2. Types of variables and measuring scales.
3. Descriptive statistics (mean, median, mode, standard deviation, quartiles, minimum and maximum).
4. Data visualization - histograms.
5. t test for two independent tests.
6. t-test for two dependent samples.
7. Pearson r correlation.

Methods of instruction/ forms of classroom activity:

presentation, ICT tools, statistical programme operation, individual tasks, group discussion, statistical analysis tasks

Literatura:

Reading list:

Students will receive an English script based on the following publications:

Field, A. (2017). Discovering statistics using IBM SPSS statistics: North American edition. London: Sage.

Francuz P. i Mackiewicz R. (2006). Liczby nie wiedzą, skąd pochodzą. Przewodnik po metodologii i statystyce nie tylko dla psychologów.

Lublin: KUL

Supplementary reading:

Brzeziński, J. (2005). Metodologia badań psychologicznych. Warszawa: Wydawnictwo Naukowe PWN.

Bedyńska, S., Brzezicka, A (red.). (2007). Statystyczny Drogowskaz. Warszawa: Wydawnictwo SWPS Academica.

Coe, R. (2002). It's the effect size, stupid: What effect size is and why it is important.

Cumming, G. (2013). Understanding the new statistics: Effect sizes, confidence intervals, and meta-analysis. Routledge.

Ferguson, G. A., Takane, Y. (2002). Analiza statystyczna w psychologii i pedagogice. Warszawa: Wyd. Naukowe PWN.

King B.M., Minium E.W. (2009) Statystyka dla psychologów i pedagogów. Warszawa: Wydawnictwo Naukowe PWN.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

Students know and understand

1. the role of statistical analysis and research methodology in the development of humanities (k_W01/P7S/WG)
2. terminology used in statistical analysis (k_W02/P7S_WG)
3. ethical principles that should be followed when carrying out scientific research (k_W07/P7S_WK)

Skills:

Students can

4. use statistical terms in the description of the obtained results (k_U01/P7S_UW)
5. critically interpret obtained results (k_U02/P7S_UW)
6. choose the appropriate statistical method and interpretation of the obtained results (k_U03/P7S_UW)
7. independently formulate research questions and research problems, and choose the appropriate method to verify them (k_U06/P7S_UK)

Social competences

Students are ready to

8. plan the research process (k_K01/P7S_KK)

9. behave ethically in reference to research and statistical analysis (k_K05/P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 20% of the final grade (outcome 1,2,3,4,5)
2. Practical test - performing tasks with the help of a statistical program - i.e. a test checking the practical use of knowledge / competence and skills - 60% of the final grade (outcome 2,4,5,6,7)
3. Homework (a set of homework [2] exercises entitles students to increase their grade by 0.5) - 20% of the final grade (outcome 5,6,7,8,9)

the final grade will be determined based on the obtained number of points according to rules:

- 3.0: if the student scores above 60% points
- 4.0: if the student obtains above 75% of points
- 5.0: if the student scores above 90% points

Kierunek studiów

English Philology Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 5

1 ECTS – 30 hours: participation in classes,

3,5 ECTS – 105 hours: preparation (self-study)

0,5 ECTS – 15 hours: direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		5	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Methods and directions of research (1.S2.EP.TTP.AP.19)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Methods and directions of research**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

In the course Methods and directions of research students will become familiar with main trends in research methodology useful in second language acquisition research, especially with qualitative and quantitative research designs and adequate data analyses methods.

Opis:

Course objectives

The aim of the course is to deepen and systematise students' knowledge within the scope of first and second language acquisition and use regarding methods and directions of research. Students are familiarized with qualitative and quantitative research designs and adequate data analyses methods

Course content

1. Introduction to research methods: Research types and qualities
2. Qualitative research
 - Approaches (Narrative inquiry, Case study, Ethnography, Action research)
 - Data collection methods (Observation, Interview, Open question responses, Introspection, Discourse analysis)
3. Quantitative research
 - Variables, levels of constraint
 - Data collection methods (Observation, Interview, Survey, Questionnaire)
 - Types of statistics (Descriptive and Inferential)
4. Types of Research (Correlational, Differential, Experimental)
5. Mixed-methods research
6. Stages of a research project
7. Writing a research report

Methods of classroom instruction

extensive reading, essay writing, discussion, ICT tools/MSTeams

Literatura:

Reading list

students are advised to consult selected positions

Brown, J. D. (1992). Understanding research in second language learning. Cambridge: CUP.

Brown, J. D. & Rodgers, T. S. (2002). Doing second language research. Oxford: Oxford University Press

Dörnyei, Z. (2007). Research methods in applied linguistics. Quantitative, qualitative and mixed methodologies. Oxford: Oxford University Press

Gabryś-Barker, D. (2011). Action research in teacher development: An overview of research methodology. Katowice: Wydawnictwo Uniwersytetu Śląskiego.

Hartas, D. (ed.) (2010). Educational research and inquiry. Qualitative and quantitative approaches. London: Continuum

Mackey, A., & Gass, S. M. (2005). Second language research: methodology and design. Mahwah, NJ: Lawrence Erlbaum Associates

McKay, S. (2006). Researching second language classrooms. Mahwah, NJ: Lawrence Erlbaum Associates

Nunan, D. (2008). Research methods in language learning (18th ed.). New York: Cambridge University Press

Richards, K., Ross, S. & P. Seedhouse. (2012). Research methods in applied language studies. London & New York: Routledge.

Seliger, H. W., & Shohamy, E. (1995). Second language research methods (3rd ed.). Oxford: Oxford University Press

Wilczyńska, W. & Michońska-Stadnik, A. (2010). Metodologia badań w glottodydaktyce. Wprowadzenie. Kraków: Avalon.

Efekty uczenia się:

Learning outcomes (PRK 2019)

Knowledge

1. The student knows a wide range of analytical and interpretative methods relating to linguistics, including theories and research schools in the field of language acquisition (k_W04/P7S_WG)

Skills

2. The student can read, analyse and synthetise knowledge from multiple sources (k_U04/P7S_UK)
3. The student can create advanced English-language texts (k_U04/P7S_UK)

Social competences:

4. The student is ready to self-monitor their own learning (k_K01/P7S_KK)
5. The student is ready to develop their language proficiency and academic skills (k_K05/P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes and class discussions - 40% of the final grade (outcome 1,2,4,5)

2. A definition essay - 30% of the final grade (outcome 1,2,3,5)
 3. A classification essay - 30% of the final grade (outcome 1,2,3,5)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties:

total number of ECTS = 2

1 ECTS = 30 hrs in class

0,5 ECTS = 15hrs preparation

0,5 ECTS = 15 hrs direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

seminaria magisterskie

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Statistical analysis 1 (1.S2.EP.TTP.AP.20)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Statistical analysis 1**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course in Statistical analysis 1 introduces students to the methodology of conducting research in the field of humanities and social sciences. The course focuses mainly on quantitative research, research methodology, theoretical issue, the method of communicating research results, etc.

Opis:

Course objectives

- familiarising the students with the leading methods of statistical analysis used in research in applied linguistics

Course content

1. One-way analysis of variance (ANOVA) in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
2. Two-way analysis of variance (ANOVA) in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
3. Factorial ANOVA in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
4. Simple Regression analysis and its assumptions
5. Multiple Regression analysis and its assumptions

Methods of instruction/ forms of classroom activity

presentation, discussion, case study, individual work, ICT tools, MSTEams, Statistica, SPSS

Literatura:

Reading list:

Francuz P. i Mackiewicz R. (2006). Liczby nie wiedzą, skąd pochodzą. Przewodnik po metodologii i statystyce nie tylko dla psychologów. Lublin: KUL

Field, A. (2017). Discovering statistics using IBM SPSS statistics: North American edition. London: Sage

Supplementary reading

Brzeziński, J. (2005). Metodologia badań psychologicznych. Warszawa: Wydawnictwo Naukowe PWN.

Bedynska, S., Brzezicka, A (red.). (2007). Statystyczny Drogowskaz. Warszawa: Wydawnictwo SWPS Academica.

Coe, R. (2002). It's the effect size, stupid: What effect size is and why it is important.

Cumming, G. (2013). Understanding the new statistics: Effect sizes, confidence intervals, and meta-analysis. Routledge.

Ferguson, G. A., Takane, Y. (2002). Analiza statystyczna w psychologii i pedagogice. Warszawa: Wyd. Naukowe PWN.

King B.M., Minium E.W. (2009) Statystyka dla psychologów i pedagogów. Warszawa: Wydawnictwo Naukowe PWN.

English translations of the literature in Polish will be provided to students during the course if necessary

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them with the application of statistics (k_W01/P7S_WG)

Skills:

The student is able to

2. use terminology and take theoretical positions resulting from English studies in order to carry out statistical analysis (k_U01/P7S_UW)
3. refer to arguments and formulate logical conclusions using appropriate methods and extensive tools, including statistical analysis (k_U03/P7S_UW)
4. independently formulate research problems and use appropriate tools and methods to analyze them and discuss them with other specialists in the field of English philology, with particular emphasis on statistical analysis (k_U06/P7S_UK)

Social competences

The student is ready to

5. set priorities when carrying out statistical analysis (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 20% of the final grade (outcomes 1,2,3,4,5)

1. A practical test - performing tasks with the help of a statistical program - i.e. a test that checks the practical use of knowledge / competences and skills) - 55% of the final grade (outcomes 2,3,4)

2. Homework assignments (a set of homework assignments allows you to increase the grade by 0.5) - 25% of the final grade (outcomes 2,3,4,5)

Grading follows the criteria as listed:

- 3.0: if the student obtains more than 60% of the points
- 4.0: if the student obtains more than 75% of the points
- 5.0: if the student obtains more than 90% of the points

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

1 ECTS = 30hrs in class

0,5 ECTS = 15hrs direct contact with the instructor

2,5 ECTS = 75hrs preparation to class

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

fakultatywne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		4	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Statistical analysis 2 (1.S2.EP.TTP.AP.21)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Statistical analysis 2**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course in Statistical analysis 2 may either introduce students to the methodology of conducting research in the field of humanities and social sciences or be a continuation of Statistical analysis 1, in which case, it deepens students' knowledge of statistical analysis in humanities. The course focuses mainly on quantitative research, research methodology, theoretical issue, the method of communicating research results, etc.

Opis:

Course objectives

- familiarising the students with the leading methods of statistical analysis used in research in applied linguistics

Course content

1. One-way analysis of variance (ANOVA) in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
2. Two-way analysis of variance (ANOVA) in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
3. Factorial ANOVA in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
4. Simple Regression analysis and its assumptions
5. Multiple Regression analysis and its assumptions

Methods of instruction/ forms of classroom activity
presentation, discussion, case study, individual work, ICT tools, MSTEams, Statistica, SPSS

Literatura:

Reading list:

Francuz P. i Mackiewicz R. (2006). Liczby nie wiedzą, skąd pochodzą. Przewodnik po metodologii i statystyce nie tylko dla psychologów. Lublin: KUL

Field, A. (2017). Discovering statistics using IBM SPSS statistics: North American edition. London: Sage

Supplementary reading

Brzeziński, J. (2005). Metodologia badań psychologicznych. Warszawa: Wydawnictwo Naukowe PWN.

Bedyńska, S., Brzezicka, A (red.). (2007). Statystyczny Drogowskaz. Warszawa: Wydawnictwo SWPS Academica.

Coe, R. (2002). It's the effect size, stupid: What effect size is and why it is important.

Cumming, G. (2013). Understanding the new statistics: Effect sizes, confidence intervals, and meta-analysis. Routledge.

Ferguson, G. A., Takane, Y. (2002). Analiza statystyczna w psychologii i pedagogice. Warszawa: Wyd. Naukowe PWN.

King B.M., Minium E.W. (2009) Statystyka dla psychologów i pedagogów. Warszawa: Wydawnictwo Naukowe PWN.

English translations of the literature in Polish will be provided to students during the course if necessary

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them with the application of statistics (k_W01/P7S_WG)

Skills:

The student is able to

2. use terminology and take theoretical positions resulting from English studies in order to carry out statistical analysis (k_U01/P7S_UW)
3. refer to arguments and formulate logical conclusions using appropriate methods and extensive tools, including statistical analysis (k_U03/P7S_UW)
4. independently formulate research problems and use appropriate tools and methods to analyze them and discuss them with other specialists in the field of English philology, with particular emphasis on statistical analysis (k_U06/P7S_UK)

Social competences

The student is ready to

5. set priorities when carrying out statistical analysis (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 20% of the final grade (outcomes 1,2,3,4,5)
2. A practical test - performing tasks with the help of a statistical program - i.e. a test that checks the practical use of knowledge /

competences and skills) - 55% of the final grade (outcomes 2,3,4)

3. Homework assignments (a set of homework assignments allows you to increase the grade by 0.5) - 25% of the final grade (outcomes 2,3,4,5)

Grading follows the criteria as listed:

- 3.0: if the student obtains more than 60% of the points
- 4.0: if the student obtains more than 75% of the points
- 5.0: if the student obtains more than 90% of the points

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 3

1 ECTS = 30hrs in class

0,5 ECTS = 15hrs direct contact with the instructor

1,5 ECTS = 45hrs preparation to class

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

fakultatywne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		3	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic research in Second Language Acquisition 1 (1.S2.EP.TTP.AP.22)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic research in Second Language Acquisition 1

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Academic research in Second Language Acquisition 1 focuses on the basic research methods in critical applied linguistics, including content analysis and critical discourse analysis.

Opis:

Course objectives

familiarising the students with research methods used in critical applied linguistics

Course content

1. Qualitative and quantitative methodologies.
 2. Content analysis in educational research.
 3. Critical Discourse Analysis in the research of educational materials.
 4. Process of the research - main stages.
 5. The process of data collecting.
 6. Data analysis and interpretation.
 7. Description of research results.
-

Methods of instruction/ forms of classroom activity

extensive reading, essay writing, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Ruth Wodak, Michael Meyer Red., Methods of critical discourse analysis, Thousand Oaks : Sage Publications, 2010

Norman Fairclough, Critical discourse analysis: The critical study of language, London: Longman, 1999

Klaus Krippendorff, Content analysis: An introduction to its methodology, Sage Publications, 2019

Lia Litosseliti ed., Research methods in linguistics, London : Bloomsbury, 2017

Supplementary reading:

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed method approaches. Los Angeles: SAGE Publications.

Ellis, R. (2008). The study of second language acquisition. Second edition. Oxford: Oxford University Press.

Efekty uczenia się:

Learning outcomes (PRK 2019)

Knowledge

A student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. methods of analysis and interpretation of texts in second language acquisition (k_W04/P7S_WG)

Skills

A student can:

3. formulate and analyse research problems, choose methods and tools for solving them using knowledge of applied linguistics (k_U06/P7S_UW)

Social competence

A student is ready to

4. set priorities when carrying out research analysis (k_K01/P7S_KK)
5. critically assess their knowledge (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Written assignment of a chosen topic - 55% of the final grade (outcome 1,2,3,4,5)
2. Active participation in classes - 45% of the final grade (outcome 1,2,3,4,5)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

1 ECTS = 30hrs in class

0,5 ECTS = 15hrs direct contact with the instructor

2,5 ECTS = 75hrs preparation to class and to final assessment

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

fakultatywne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2021/22-L

Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)

2021/22-L

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

4

2021/22-L

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic research in Second Language Acquisition 2 (1.S2.EP.TTP.AP.23)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic research in Second Language Acquisition 2

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Academic research in Second Language Acquisition 2 focuses on the basic research methods in critical applied linguistics, including content analysis and critical discourse analysis. It may be covered by students either as a single course or a continuation of Academic research in Second Language Acquisition 1.

Opis:

Course objectives

familiarising the students with research methods used in critical applied linguistics

Course content

1. Qualitative and quantitative methodologies.
2. Content analysis in educational research.
3. Critical Discourse Analysis in the research of educational materials.
4. Process of the research - main stages.
5. The process of data collecting.
6. Data analysis and interpretation.
7. Description of research results.

Methods of instruction/ forms of classroom activity

extensive reading, essay writing, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Ruth Wodak, Michael Meyer Red., Methods of critical discourse analysis, Thousand Oaks : Sage Publications, 2010

Norman Fairclough, Critical discourse analysis: The critical study of language, London: Longman, 1999

Klaus Krippendorff, Content analysis: An introduction to its methodology, Sage Publications, 2019

Lia Litosseliti ed., Research methods in linguistics, London : Bloomsbury, 2017

Supplementary reading:

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed method approaches. Los Angeles: SAGE Publications.

Ellis, R. (2008). The study of second language acquisition. Second edition. Oxford: Oxford University Press.

Efekty uczenia się:

Learning outcomes (PRK 2019)

Knowledge

A student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. methods of analysis and interpretation of texts in second language acquisition (k_W04/P7S_WG)

Skills

A student can:

3. formulate and analyse research problems, choose methods and tools for solving them using knowledge of applied linguistics (k_U06/P7S_UW)

Social competence

A student is ready to

4. set priorities when carrying out research analysis (k_K01/P7S_KK)
5. critically assess their knowledge (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Written assignment of a chosen topic - 55% of the final grade (outcome 1,2,3,4,5)
2. Active participation in classes - 45% of the final grade (outcome 1,2,3,4,5)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 3

1 ECTS = 30hrs in class

0,5 ECTS = 15hrs direct contact with the instructor

1,5 ECTS = 45hrs preparation to class and to final assessment

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

fakultatywne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

3

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Graduate proseminar (1.S2.EP.TTP.AP.24)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Graduate prosemianar**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Graduate Proseminar is meant to prepare students to carry out their own empirical studies that will provide them with the answers to the research questions they have already formulated.

Opis:

Course objectives

- selecting own research topic
- researching that topic
- discussing the theory and research relevant to student's research topic

Course content depends on the MA supervisor and individual student needs

Methods of instructions: mentoring, supervising, tutoring, discussion, extensive reading and writing, ICT tools/e-learning MSTeams

Literatura:

Reading list:

- Bitchener, J. (2010). Writing an applied linguistics thesis or dissertation. Basingstoke, New York: Palgrave Macmillan.
Dörnyei, Z. (2011) Research methods in applied linguistics : quantitative, qualitative, and mixed methodologies, Oxford : Oxford Universi
Larsen-Freeman, D., & Long, M. H. (2014). An introduction to second language acquisition research. London; New York: Routlege.
Nunan, D. (1994). Research methods in language learning. Cambridge: Cambridge University Press.
Wilczyńska, W. & Michońska-Stadnik, A. (2010). Metodologia badań w glottodydaktyce. Wprowadzenie. Kraków: Avalon.

Supplementary reading

K. A Neuendorf (2002), The content analysis guidebook, Thousand Oaks : Sage Publications

K. Krippendorff (2019), Content analysis : an introduction to Its methodology, Thousand Oaks : Sage Publications

Efekty uczenia się:

Learning outcomes according to PRK 2019

Knowledge

The student knows and understands

1. the place and significance of the philological science among humanities and its analytical and methodological tools (k_W01/P7S_WG)
2. the role of English as a cognitive means and a tool used for studying (k_W03/P7S_WG)
3. a wide range of analytical and interpretative methods relating to various cultural products analyzed within linguistics, including theories and research schools in the field of language acquisition (k_W04/P7S_WG)
4. principles of copyright and its protection in relation to various cultural products, in particular in the field of English philology (k_W08/P7S_WK)

Skills

The student can

5. be innovative in solving complex and new problems by making the right choices, evaluating and critically interpreting the acquired knowledge (k_U02/P7S_UW)
6. refer to arguments and draw logical conclusions using appropriate methods and expended tools (k_U03/P7S_UW)
7. independently formulate research problems and use appropriate tools and methods to analyse and discuss them with other specialists in the field of English philology (k_U06/P7S_UK)

Social competence

The student is ready to

8. participate in various forms of cultural life for the research purposes (k_K04/P7S_KO)
9. take the ethical responsibilities of the critical research work (the question of plagiarism) (k_K05/P7S_KR)

Metody i kryteria oceniania:

Forms of evalutions of learning outcomes

1. The draft of the research chapter - 50% of the final grade (1,2,3,4,5,6,7,8,9)
2. Active participation in individual conferencing - 50% of the final grade (1,2,3,4,5,6,7,8,9)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 3

1 ECTS = 30hrs in class (50% university site/50% online)

0,5 ECTS = 15hrs direct contact with the supervisor

1,5 ECTS = 45hrs preparation (extensive reading and writing)

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

proseminaria

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-Z

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

3

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Graduate seminar (1.S2.EP.TTP.AP.25)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Graduate seminar**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Graduate seminar is a continuation of the work between the student and the supervisor of MA thesis towards finalisation of the students' own academic research and writing of MA thesis on a selected topic within second language acquisition in English philology.

Opis:

Course objectives

- completing own research for the purpose of MA thesis
- developing interpretative strategies and critical skills
- concluding the theory and research relevant to student's research topic

Course content depends on the MA supervisor and individual student needs

Methods of instructions: mentoring, supervising, tutoring, discussion, extensive reading and writing, ICT tools/e-learning MSTeams

Literatura:

Reading list:

Selected relevant monographs, readers, journal articles, online materials within the scope of the seminar

The choice of literature depends on each student's academic interests and the topic of their MA thesis

Efekty uczenia się:

Learning outcomes (PRK 2019)

Knowledge:

Students know

1. a wide range of analytical and interpretative methods used within linguistics, including theories and research schools in the field of language acquisition (k_W04/P7S_WG)
2. an extensive range of details of academic discourse in relation to English linguistics (k_W06/P7S_WG)
3. the principles of copyright and its protection in relation to various products of culture, in particular in the field of philology (k_W08/P7S_WK)

Skills:

Students can

4. use terminology and take theoretical positions resulting from English studies in order to carry out their MA thesis (k_U01/P7S_UW)
5. refer to arguments and formulate logical conclusions using appropriate methods and extensive tools in their MA thesis (k_U03/P7S_UW)
6. independently formulate research problems and use appropriate tools and methods to analyze them and discuss them with other specialists in the field of English philology in their MA thesis (k_U06/P7S_UK)

Social competences:

Students are ready to

7. critically assess and solve problems resulting from the implementation of professional tasks such as writing their MA thesis (k_K02/P7S_KK)

8. set priorities when carrying out various tasks related to study and work (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation in discussions, individual work on own MA topic, reading of academic resources - 20% of the final grade (outcomes 1,2,3,4,5,6,7)
2. Writing and revising MA thesis main chapters - 40% of the final grade (outcomes 1,2,3,4,5,6,7,8)
3. Writing introduction, conclusion and summary of MA thesis - 40% of the final grade (outcomes 2,3,4,7,8)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 5

1 ECTS = 30hrs in class (50% university site/50% online)

0,5 ECTS = 15hrs direct contact with the supervisor

3,5 ECTS = 105hrs preparation (extensive reading and writing)

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia stacjonarne
profil akademicki**Rodzaj przedmiotu**

obowiązkowe

seminaria magisterskie

Semestr, w którym realizowany jest przedmiot

semestr 4

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Wymagania

Graduate proseminar

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2022/23-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		5	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Preparation of diploma paper (1.S2.EP.TTP.AP.26)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Preparation of diploma paper

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The preparation of diploma paper is dedicated to student's MA thesis preparation, development and finalisation under the supervision of a designated academic in the field of second language acquisition/ applied linguistics.

Opis:

Course objectives:

The main objective is finalisation of the process of writing MA thesis and approaching its defence.

Topics covered during the course:

1. Finalising the research project and particular chapters.
2. Joining the chapters, checking their cohesion and relevance of all parts.
3. Adding necessary changes, including literature.
4. Editing the whole work
5. Working out the conclusions.
6. Editing references and appendices.
7. Preparation for MA thesis defence - revision of theoretical references and methodological issues.

Methods of instruction/ forms of classroom activity:

self-study format, writing, revising, editing, individual work supported by the supervisor

Literatura:

Reading list:

Diploma paper useful information: <http://wfil.uni.opole.pl/diploma-paper/>

Procedura dyplomowania UO: <http://wfil.uni.opole.pl/procedury-diplomowania/>

Purdue Online Writing Lab, https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Obligatory reading list depends on the students' research interests and the topic of their MA thesis.

Efekty uczenia się:

Learning outcomes acc to PRK 2019:

Knowledge

The student knows and understands:

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them in reference to their MA thesis (k_W01/P7S_WG)
2. the role of the English language as a cognitive medium and a tool used in studying finalised with MA thesis (k_W03/P7S_WG)
3. main development trends and achievements in applied linguistics in reference to their MA thesis (k_W05/P7S_WG)
4. an extensive range of details of academic discourse for their MA thesis writing (k_W06/P7S_WG)
5. the principles of copyright and its protection in relation to various products of culture, in particular in the field of philology, when paraphrasing and quoting in their MA thesis (k_W08/P7S_WK)

Skills

The student can

6. use terminology and take theoretical positions resulting from English studies in order to carry out tasks of a formal and professional nature such as their MA thesis in a selected topic within SLA (k_U01/P7S_UW)
7. refer to arguments and formulate logical conclusions using appropriate methods and extensive tools, adapting them to new needs and developing them from scratch in their own MA thesis (k_U03/P7S_UW)
8. independently formulate research problems and use appropriate tools and methods to analyze them and discuss them with other specialists in the field of English philology in their own MA thesis (k_U06/P7S_UK)
9. use the acquired knowledge and skills to deepen academic interests in the intra- and interdisciplinary dimension in their own MA thesis (k_U08/P7S_UU)

Social competences:

The student is ready to

10. set priorities when carrying out their own MA thesis (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of the learning outcomes:

A completed MA thesis submitted for its defence - 100% of the final grade (outcomes 1-10)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 15

2 ECTS = 60 hrs consultations

13 ECTS = 390 hrs preparation of MA thesis

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia stacjonarne
profil akademicki**Rodzaj przedmiotu**

seminaria magisterskie

Semestr, w którym realizowany jest przedmiot

semestr 4

Tryb prowadzenia

Lektura monograficzna

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-L

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

15

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **General psychology (1.S2.EP.TTP.AP.27)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **General psychology**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

General psychology - lecture - will introduce students to the scientific study of psychology. Students will learn about the principles of behavior and mental processes of humans (and other animals), will become familiar with the concepts associated with the major sub-disciplines used in psychology. Additionally, students will acquire a fundamental knowledge about the history of psychology as a science and its "founding fathers".

Opis:

Course objectives

The aim of the course is to acquaint students with leading branches of psychology, human mental processes and behaviour, and methodology.

Course content

The beginning of psychology as a science

Main schools and scientific approaches

Research techniques and models

Sensation and perception

Psychology of emotions and motivation

Learning: main approaches

Memory

Personality

Intelligence

Psychological disorders

Methods of instruction/ forms of classroom activity:

multimedia presentations, group discussion; ICT tools/MTeams platform

Literatura:

Reading list:

Cummings, J. A. and Sanders, L. (2019). Introduction to Psychology. Introduction to Psychology / Edition 12

Kalat, J.W. (2021). Introduction to Psychology. Saskatoon, SK: University of Saskatchewan Open Press.

Nolen-Hoeksema S., Fredrickson, B.L., Loftus, G.R., Lutz, C (2018). Atkinson & Hilgard's introduction to psychology. Hampshire: Cengage Learning

Treger, A., Treger, B. (2018). Psychology vocabulary in use. Podręcznik do nauki angielskiej terminologii psychologicznej. Warszawa: Poltex

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students know and understand:

1. classical and contemporary theories of psychology relevant in the educational context and their application values (N_W02/P7S_WG)

2. extended formal psychological terminology (k_W02/P7S_WG)

3. the most important concepts and theories concerning psychological mechanisms (k_W06/P7S_WG; N_W12/P7S_WG; N_W14/P7S_WK)

Skills

Students

4. develop psychological knowledge with the use of various sources, including foreign-language ones, and technologies (N_U18/P7S_UU)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in lectures - 20% of the final grade (outcome 1,2,3)

2. Final test - 80% of the final grade (outcome 1,2,3,4)

Criteria of assessment: pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture

0,5 ECTS - 15hrs of preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **General psychology (1.S2.EP.TTP.AP.28)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **General psychology**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

General psychology - classes - is meant to be compatible with the General psychology - lecture. Students will learn how scientific methodology is utilized in psychological research and will learn critical thinking skills. Throughout, emphasis is placed on original empirical research.

Opis:

Course objectives

The primary goal of the course is to acquaint students with the basic issues related to general psychology that are to support pedagogical work and to help them develop well-reasoned questions and arguments regarding explanation and description of behavior, using empirical data as the primary authority. The aim of the course is to acquaint students with leading branches of psychology, human mental processes and behaviour, main psychological disorders.

Course content:

The beginning of psychology as a science

Main schools and scientific approaches

Sensation and perception

Psychology of emotions and motivation

Learning: main approaches, neuropsychology of learning, psychology of teaching

Memory

Personality

Intelligence

Psychological disorders

Methods of instruction/ forms of classroom activity:

Interactive presentation, brainstorming, discussion, poster, infographic, group work; ICT tools/MTeams platform

Literatura:

Reading list:

Myers, D. (2013). General psychology. NY: School & Library Binding. 9th edition.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students know and understand:

1. classical and contemporary theories of psychology relevant in the educational context and their application values (N_W02/P7S_WG)
2. extended formal psychological terminology (k_W02/P7S_WG)
3. the most important concepts and theories concerning psychological mechanisms and learning skills (k_W06/P7S_WG; N_W12/P7S_WG; N_W14/P7S_WK)

Skills

Students can

4. develop psychological knowledge with the use of various sources, including foreign-language ones, and technologies (N_U18/P7S_UU)
5. develop creative teaching and learning skills

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1) Active participation in classes - 20% of the final grade (outcome 1,2,3)

2) Final task (project) - 80% of the final grade (outcome 1,2,3,4)

Criteria of assessment: pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of class participation

0,5 ECTS - 10hrs of preparation & 5hrs direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe
uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: Theoretical background in pedagogy (1.S2.EP.TTP.AP.29)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Theoretical background in pedagogy

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Theoretical background in pedagogy (lecture) provides students with theoretical concepts related to the following areas: school (history, development, pedagogical theories, legal issues) and teacher (models of functioning, communication with students, parents and wider environment, role, values, competences)

Opis:

Course objectives

The objective of the course is to provide students with theoretical knowledge related to functioning of education in order to widen their teacher's perspectives and make them aware of theoretical roots of their everyday school practice.

The course content:

1. Review of the past and contemporary concepts of education. Traditional vs. progressive school.
- 2 . Dimensions of the hidden curriculum. Introduction to educational research.
3. Postmodernism and postmodern language teacher.
4. Norms and procedures according to educational law.
5. Structure of the system of education in historical aspects. Reforms of education.
6. Teachers' values, competences and a professional role.
7. Class tutor as a role model - role, tasks, own concept of educational work with a group.
8. Styles of behaviour in the classroom.

Methods of instruction/ forms of classroom activity:

multimedia presentations, group discussion; ICT tools/MTeams platform

Literatura:

Reading list:

Finch A. E. (2010). The postmodern language teacher: The future of task-based teaching, <https://neltachoutari.wordpress.com/2010/11/01/the-post-modern-langauge-teacher/>

Breen, M. P. (n.d.). Teaching Language in Postmodern classroom,
<http://www.raco.cat/index.php/bells/article/viewFile/102825/149230>

Hughes J. (2014). Critical thinking in the language classroom, https://cdn.ettoi.pl/pdf/resources/Critical_ThinkingENG.pdf

Parankimalil, J. (2012). Meaning, Nature and Aims of Education, <https://johnparankimalil.wordpress.com/2012/03/26/meaning-nature-and-aims-of-education/>

Ordon U. (2010). Professionalism and professional competence of teachers in a contemporary school, Częstochowa.

Stopińska-Pajak A. (ed.) (2015). Between history and the theory of education: methodology, traditions, quest, Katowice : Wydawnictwo Uniwersytetu Śląskiego.

Taack Lanier J., (1997). Redefining the Role of the Teacher: It's a Multifaceted Profession, A closer look at what being an educator really means. <https://www.edutopia.org/redefining-role-teacher>

Tait G. (2017). Schooling and society : myths of mass education, Cambridge: Cambridge University Press.

Supplementary reading:

"Comparative Education Review". Chicago: U of Chicago Press, 2004-2019.

Derenowski M. (2011). Reflective teachers in the modern educational context, Konin.

Additional literature might be used if any special demand appears.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students know and understand:

1. contemporary education theories and their historical roots as well as the socio-cultural context in which they developed (e.g. intercultural, critical, postmodern pedagogy), historical development of school institutions, features of traditional and progressive education, goals and consequences of education reforms in Poland, concept and functions of the hidden curriculum the basics of conducting educational research (N_W01/P7S_WG; N_W02/P7S_WG)
2. the structure of the education system, legal foundations of education and basic issues related to occupational health and safety (N_W04/ P7S_WG, P7S_WK, N_W08/P7S_WK, N_W09/ P7S_WK, N_W11/ P7S_WG)
3. characteristic features of the teacher's role: teaching competence, the concept of values in educational work and the impact of individual role features, competences and values on and teachers' classroom behaviour and student development (N_W03/ P7S_WG)

Skills

Students

4. are able to apply theoretical knowledge to recognize and analyze the characteristics of the institution in which they work, the needs of learners and methods of pedagogical work (N_U01/P7S_UW, N_U02/P7S_UW, N_U03/P7S_UW)

Social competences:

Students

5. build relationships with various partners in pedagogical activities (students, parents, school staff, a broader social environment) based on respect, trust and willingness to support them (N_K01/P7S_KR, N_K02/P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in lectures - 10% of the final grade (outcome 1-5)

2. Written exam - 90% of the final grade (outcome 1-4)

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

1 ECTS - 30hrs of participation in lecture

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1 2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: Theoretical background in pedagogy (1.S2.EP.TTP.AP.30)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Theoretical background in pedagogy

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Theoretical background in pedagogy (classes) allows students to transfer their theoretical knowledge related to functioning schools and teachers into practical dimensions. Through interactive exercises students will be able to apply pedagogical theories to classroom reality and problems appearing there.

Opis:

Course objectives:

- relying on theoretical framework referring to pedagogical concepts, students will practically know and train the issues related functioning in various educational environments, structure and function of the system of education, specific problems related to particular groups (students-teachers-parents), norms, procedures and good practices relevant in a school context.

Course content:

1. School and teacher – review of functions and concepts in historical aspect and their influence on contemporary situation of education.
- 2 . Dimensions of the hidden curriculum - the ways of recognizing it.
3. Contemporary educational trends and its presence in educational practice.
4. Cooperation with the environment (parents, authorities, organizations).
5. Personal concept of educational work – aims, values and ways of realizing them.
6. Styles of classroom behaviour - possible solutions to common problems.
7. Communication issues: listening skills, non-verbal communication, negotiating, solving conflicts.

Methods of instruction/ forms of classroom activity:

multimedia presentations, group discussion, interactive exercises, case study presentation and analysis; ICT tools/MTeams platform

Literatura:

Reading list:

Curwin R. (2011). Parents and Teachers: The Possibility of a Dream Team, <https://www.edutopia.org/blog/parent-teacher-collaboration-richard-curwin>

Derenowski M., Reflective teachers in the modern educational context, Konin

Finch A. E. (2010) The postmodern language teacher: The future of task-based teaching, <https://neltachoutari.wordpress.com/2010/11/01/the-post-modern-langauge-teacher/>

Ordon U. (2010) Professionalism and professional competence of teachers in a contemporary school, Częstochowa.

Stopińska-Pajak A. (ed.) (2015). Between history and the theory of education: methodology, traditions, quest, Katowice : Wydawnictwo Uniwersytetu Śląskiego.

Taack Lanier J., (1997). Redefining the Role of the Teacher: It's a Multifaceted Profession, A closer look at what being an educator really means. <https://www.edutopia.org/redefining-role-teacher>

Szkoła Summerhill, <https://summerhill.pl>

Supplementary reading:

Tait G. (2017) Schooling and society: myths of mass education, Cambridge: Cambridge University Press.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students know and understand:

1. principles of school and teacher functioning as a result of a complex historical, socio-cultural context (N_W01/P7S_WG)

Skills

students are able

2. to plan and implement educational activities regarding students and parents, based on the knowledge of the features of their role, competences and the system of values (N_U02/P7S_UW, N_U05/P7S_UW)

Social competences

Students are ready

3. to show initiative in the area of recognizing the needs of students, the specificity of the school and the relationships of parents, school and teachers, as well as proposing actions aimed at cooperation between all parties of pedagogical activity (N_K05/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Written assignment of a chosen topic - 30% of the final grade (outcome 1,2,3)

2. Case study presentation - 30% of the final grade (outcome 1,2,3)
 3. Active participation in the classes - 40% of the final grade (outcome 1,2,3)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

1 ECTS: 20 hours of classes, 10 hours of preparing for classes and a written assignment

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

uprawnienia pedagogiczne

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Theoretical background in pedagogy (1.S2.EP.TTP.AP.31)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Theoretical background in pedagogy

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

During the Theoretical background in pedagogy workshops students will be solving concrete classroom problems related to communication between teachers and pupils or teachers and parents. The situations will be based both on experiences coming from internship in educational institution and students' own cases.

Opis:

The course objectives:

- transferring theoretical knowledge related to teachers' functioning in their professional roles into practical aspects
- training practical skills necessary in teaching

The course content:

1. Discussion on problematic classroom situations.
2. Choosing the possible solutions based on theoretical knowledge.
3. Reflections on the effectiveness and challenges related to different solutions.

Methods of instruction/ forms of classroom activity:

case study presentation, case study analysis, group discussion; ICT tools/MTeams platform

Literatura:

Reading list:

Antos G., Ventola E., Weber T. (eds.) (2010). Handbook of interpersonal communication, New York.
Powell R.G., Powell D. L. (2010). Classroom communication and diversity : enhancing instructional practice, New York: Routledge.
Ladousse G. P (1991). Role play, Oxford: OUP.

Supplementary reading:

Szczuka-Dorna L., Vendome E. (2017). Introduction to interpersonal communication, Poznań : Publishing House of Poznan University of Technology.

Additional literature might be used if any special demand appears.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students know and understand:

1. features of the communication process with various sides of pedagogical activity (students, parents, social environment), including effective communication methods and ways to overcome conflicts (N_W12/P7S_WG)

Skills

Students are able

2. to properly define and analyze situations in the school class, both noticed during the internship in an educational institution, as well as being the result of own experience (N_U01/P7S_UW)

Social skills:

Students are ready to

3. work in a team, understanding the specifics of the situation of individual people (students, teachers, parents) (N_K07/ P7U_KO; P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Written report based on practical tasks - 50% of the final grade (outcome 1,2,3)
2. Active participation in the workshop - 50% of the final grade (outcome 1,2,3)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

1 point ECTS: 10 hours of classes, 10 hours of reading assignment related, 5 hours of a written report preparation

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia stacjonarne
profil akademicki**Rodzaj przedmiotu**uprawnienia pedagogiczne
obowiązkowe**Semestr, w którym realizowany jest przedmiot**

semestr 1

Tryb prowadzenia

Realizowany w sali

Wymagania

Midterm psychological and pedagogical internship

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **General teacher training (1.S2.EP.TTP.AP.32)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **General teacher training**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description:

The course General teacher training (lecture) introduces the main assumptions of the selected, influential methods and approaches to teaching English as a foreign language.

Opis:

Course objectives:

to familiarise the students with leading methods of teaching EFL

to discuss the principles and basic assumptions of the selected methods and approaches

Course content:

The Grammar –Translation Method

The Direct Method and the Oral Approach

The Audio-Lingual Method

The Silent Way and (De)suggestopedia

Multiple Intelligences

Lexical Approach

Total Physical Response and Task-based Learning

Communicative Language Teaching

Content and Language Integrated Learning

The post-method era and Dogme

Methods of instruction/ forms of classroom activity:

multimedia presentation, group discussion, ICT tools/MSTeams

Literatura:

Reading list:

Larsen-Freeman, D. (1986). Techniques and principles in language teaching. Oxford: OUP.

Richards, J., and Rodgers, T. (2001). Approaches and methods in language teaching. 2nd ed. Cambridge: CUP.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

1. The students know and understand the role of a teacher, teacher-learner relationship and the principles of selected methods and approaches to EFL teaching (N_W15).

Skills

2. The students are able to identify and analyse pedagogical classroom actions which reflect the principles of the selected methods and/or approaches to EFL teaching (N_U01).

3. The students can think critically in order to select and design adequate teaching materials, reflecting the didactic and pedagogical needs of EFL learners and educational institutions (N_U02).

Social competences

4. The students are ready to take decisions associated with the organisation of the educational process based on a particular teaching method or approach (N_K04).

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in class - 50% of the final grade (outcome 1,2,3,4)

2. The end-of-term assignment - 50% of the final grade (outcome 1,2,3,4)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in lecture

0,5 ECTS – 10 hours: preparation + 5 hours: direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia stacjonarne
profil akademicki**Rodzaj przedmiotu**obowiązkowe
uprawnienia pedagogiczne**Semestr, w którym realizowany jest przedmiot**

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **General teacher training (1.S2.EP.TTP.AP.33)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **General teacher training**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course General teacher training (classes) provides some space for critical selection, planning and implementation of a didactic action, which reflects a particular L2 teaching method or approach discussed in the lecture. First, the students experience a number of activities following the assumptions of various EFL teaching methods and approaches. Next, the students perform micro-teaching in line with a method/approach selected from the following list.

Opis:

Course objectives

The main aim of the course is to acquire skills in the practical application of the principles of selected methods of teaching English, which are discussed in more detail in the lecture (in the parallel course).

Course content:

The Grammar –Translation Method

The Direct Method and the Oral Approach

The Audio-Lingual Method

The Silent Way and (De)suggestopedia

Multiple Intelligences

Lexical Approach

Total Physical Response and Task-based Learning

Communicative Language Teaching

Content and Language Integrated Learning

The post-method era and Dogme

Methods of instruction/ forms of classroom activity:

multimedia presentation, material analysis, individual works, pair work, microteaching, group discussion, ICT tools/MSTeams

Literatura:

Reading list:

Larsen-Freeman, D. (1986). Techniques and principles in language teaching. Oxford: OUP.

Richards, J., and Rodgers, T. (2001). Approaches and methods in language teaching. 2nd ed. Cambridge: CUP.

Thornbury, S. (2000). A Dogma for EFL. IATEFL Issue.

Supplementary reading:

Selected ESL professional journals and websites

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

1. Students know and understand the aims/objectives and procedures involved in applications of selected approaches and methods for teaching English as a foreign language (N_W08/P7S_WG)

Skills

2. Students can apply critical thinking in the selection and use of teaching materials reflecting selected methods and approaches to English language teaching (N_U02/P7S_UW)

Social competences

3. Students are ready to design teaching activities to improve the quality of their didactic skills (N_K06/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 50% of the final grade (outcome 1,2,3)

2. Material preparation and micro-teaching performance - 50% of the final grade (outcome 1,2,3)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in classes

0,5 ECTS – 10 hours: preparation + 5 hours: direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia stacjonarne
profil akademicki**Rodzaj przedmiotu**

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: ***Personalization of teacher training process with elements of tutoring (1.S2.EP.TTP.AP.34)***

Nazwa w języku polskim:

Nazwa w jęz. angielskim: ***Personalization of teacher training process with elements of tutoring***

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course in Personalization of teacher training process with elements of tutoring focuses on developing future teachers' self-awareness and reflection upon their professional development. It draws attention to own resources, teacher identity, strategies to manage change and stress in difficult situations, including work burnout.

Opis:

Course objectives:

The main aim of the course is to raise students' consciousness regarding their future career choices in the field of education. Using various reflective tools, they think about their strengths, values, stress management strategies, emotional literacy, and overcoming limiting beliefs about themselves and about their future work context. They also learn to use reflective tools on a regular basis enhancing their personal and professional development.

Course content:

1. Class contract - contract for success
2. Coaching and tutoring tools for reflection
3. Assessing own strengths
4. Recognising own value system
5. Working with goal setting
6. Visualising future career
7. Overcoming limiting beliefs

Methods of teaching:

coaching tools, tutoring tools, discussion, pair-work activities, reflective essay writing, power-point presentation, ICT tools - MS Teams

Literatura:

Reading list:

Adams, M. (2004). Change your questions, change your life.

Carson, R. (2003). Taming your gremlin.

Whitmore, J. (2002) Coaching for Performance. 3rd ed. London: Nicholas Brealey Publishing.

Zander, R., & Zander, B. (2000). The art of possibility.

Efekty uczenia się:

Learning outcomes acc to PRK 2019 - specific to teacher profession

Knowledge:

1. The student knows the constructs related to professional development (N_W02)

Skills:

2. The student can reflect upon own professional development using observation tools (N_U01)
3. The student can manage own process of development using the life long learning approach (N_U18)

Social competences:

4. The student can build relationships based on trust and direct communication (N_K02)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation in class discussions and pairwork activities - 60% of the final grade (outcome 1,2,3,4)
2. A reflective essay on own teaching career development - 20% of the final grade (outcome 1,2)
3. Designing own reflective tool - 20% of the final grade (outcome 1,3)

Criteria of evaluation:

60% - passing with the grade 3,0

80% - passing with the grade 4,0

100% - passing with the grade 5,0

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties:

total number of ECTS = 1

0,5 ects = 15 hours in class

0,5 ects = 10 hrs of preparation (writing an essay/preparing a reflective tool) and 5hrs of direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Midterm psychological and pedagogical internship (1.S2.EP.TTP.AP.35)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Midterm psychological and pedagogical internship**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Midterm psychological and pedagogical internship prepares students to work at school by developing their pedagogical skills in a concrete educational institution. The internship complements and extends theoretical lectures and exercises in teacher education subjects.

Opis:

Course objectives

The pedagogical-psychological internship aims to prepare the student-teacher trainee for the teaching profession, in particular for the realization of educational and caring tasks, resulting from the role of an English teacher. The pedagogical-psychological internship obliges the student to become acquainted with the specificity of the school or institution, to act as a tutor, to work with groups and with individuals, and to know how to work with learners experiencing learning difficulties or learners with disabilities. The acquired skills in the field of psychology and pedagogy related to school context are compatible with the theoretical and practical classes in psychology and pedagogy within the study programme.

Duties of the student-teacher trainee

- Follow the Internship Regulations and the instructions on internship for EPTTP
- Cooperate with a psychologist, a pedagogue, and internship coordinator at UO;
- Familiarize with the specificity of the school or institution where the internship takes place, in particular learning about the care and educational tasks, the way it functions, its work organization, employees, participants of pedagogical and psychological processes and its documentation;
- Observe the dynamics of groups of students, their roles, attitudes and activities (including students with special educational needs), interactions between adults (teacher, educator) and children/learners as well as between children and young people (of the same and different ages), interpersonal communication and social processes in groups, their regularity and disturbances;
- Observe the activities undertaken by the internship supervisor – psychologist and pedagogue and the activities carried out by them, including care and education, integration, pedagogical support, therapeutic activities, and activities to ensure safety and discipline in the group;
- Cooperate with the internship supervisor in exercising care and supervision over the group and ensuring safety, undertaking educational activities resulting from existing situations, conducting organized educational activities, taking actions for the benefit of learners with special educational needs
- Perform the role of a guardian-tutor;
- Analyse and interpret observed or experienced pedagogical and psychological situations;
- Prepare two reports on the completed internships, which, together with the opinions of the internship supervisors, are delivered to the internship coordinator by the end of semester 1, taking into account the make-up session in justified cases.

During the internship, the student is subject to the work discipline applicable at the school / educational institution. Taking a mid-term internship does not justify the absence of students from classes at the university.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

A student knows and understands:

1. basic tasks of the educational institution and selected forms of their implementation in the field of didactics, care and upbringing, including tasks of individual persons from school staff (teachers, tutors, educator, psychologist) (N_W08/P7S_WK)
2. contents of the main documents regulating the institution's work, including educational work plan, basic safety rules in and out of school, plan of preventive measures, organization of the school year and school statute (N_W09/P7S_WK; N_W11/P7S_WG)

Skills

A student is able to:

3. critically analyze the activity of school staff: the forms and course of work of tutors and subject teachers, school counselor and psychologist, in particular their relationships with students and ways of solving problems (N_U01/P7S_UW; N_U02/P7S_UW)
4. plan educational classes or parts of them related to a specific problem existing in a given institution (N_U05/P7S_UW)

Social competences

A student:

5. is willing to cooperate with persons supervising the practice and to carry out the tasks entrusted to him / her (N_K07/P7S_KR, P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of the learning outcomes:

The psychological-pedagogical Internship is credited on the basis of the achieved learning outcomes confirmed by two positive opinions of the internship supervisors and positive grades – a separate document from the psychologist and the pedagogue, along with two Student reports – a separate document for the psychological component and the pedagogical component.

It is allowed to achieve learning outcomes assigned to internship in a given field, level and profile of studies with the use of distance learning methods and techniques. Decisions in this matter are made by the Dean of the Faculty.

According to the Internship Regulations, the student CANNOT complete the internship on the basis of the current professional work or volunteering.

The Internship is credited by the Internship coordinator at UO at the end of semester 1.

1. Student's reports - 80% of the final grade (outcomes 1,2,3,4,5)

2. Active participation in the internship activities - confirmed by two positive opinions of the internship supervisors and positive grades - 20% of the final grade (outcomes 1.2.3.4.5)

Praktyki zawodowe:

Time of the Internship: the first semester of the studies

Number of hours: the total of 30 hours (45min), including:

- a. 15 hours focused on the psychological component
- b. 15 hours focused on the pedagogical component

Institutions / schools where the internship can be carried out:

A school or other educational institution where a pedagogue and/or psychologist works. If the school does not employ two different specialists, only one of them may coordinate both components of the pedagogical-psychological internship.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 15 hours pedagogical internship; 15 hours psychological internship

1 ECTS – 25 hours: preparation + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w terenie

Wymagania

General psychology (lecture)

General psychology (classes)

Theoretical background in pedagogy (lecture)

Theoretical background in pedagogy (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Developmental and educational psychology (1.S2.EP.TTP.AP.36)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Developmental and educational psychology**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The lecture on Developmental and Educational Psychology presents norms and anomalies concerning the developmental age, conducted in parallel with exercises to supplement knowledge.

Opis:

Course objectives:

- to present issues related to human mental development, changes occurring in the psyche throughout his life and the factors that condition these changes;
- to present the basic issues related to developmental psychology in the educational context, personality properties and ways of human behavior which are very important both for the understanding of the individual and social groups;
- to provide students with basic concepts of the main principles of human development, taking into account a wide range of factors determining cognitive, emotional and social development;
- to alert students to the reality of the discussed psychological mechanisms in specific life situations.

Course content:

1. Classification of development factors (in relation to ontogenetic development) - genetic and environmental (ecological) factors.
2. developmental determinants - related to cause and effect relations with developmental changes.
3. theoretical paradigms in developmental psychology - including Bowlby's theory of attachment, biogenetic, psychoanalytic, behavioral, cognitive human development.
4. psychological periodisation of human development stages.
5. types of developmental changes in an educational context.
6. strategies and methods of researching developmental changes.
7. cognitive and emotional development of a man and education.
8. development disorders and educational challenges.

Methods of instruction/ forms of classroom activity:

lecture, multimedia presentation, discussion, ICT tools/MSTeams

Literatura:

Reading list:

- Clegg, J. M., Wen, N. J., & Legare, C. H. (2017). Is non-conformity WEIRD? Cultural variation in adult's beliefs about children's competency and conformity. *Journal of Experimental Psychology: General*, 146, 428–441.
- Cohen, SH, Reese HW (2019). Life-span developmental psychology: Methodological contributions. New York: Routledge.
- Gaskins, S., & Paradise, R. (2010). Learning through observation in daily life. In D. F. Lancy, J. C. Bock, & S. Gaskins (Eds.), *The anthropology of learning in childhood* (pp. 85–118). Lanham, MD: AltaMira.
- Geary, D. C., & Bjorklund, D. F. (2000). Evolutionary developmental psychology. *Child Development*, 71, 57–65.
- Machluf, K., & Bjorklund, D. F. (2015). Social cognitive development from an evolutionary perspective. In V. Zeigler-Hill, L. L. M. Welling, & T. K. Shackelford (Eds.), *Evolutionary perspectives on social psychology* (pp. 27–37). New York: Springer.
- Murphy, A., Steele, H., Bate, J., Nikitiades, A., Allman, B., Bonuck, K.,...
- Steele, M. (2015). Group attachment-based intervention: Trauma-informed care for families with adverse childhood experiences. *Family & Community Health: The Journal of Health Promotion & Maintenance*, 38, 268 –279
- Waters, E., Petters, D., & Facompre, C. (2013). Epilogue: Reflections on a special issue of Attachment & Human Development in Mary Ainsworth's 100th year. *Attachment & Human Development*, 15, 673– 681.

Efekty uczenia się:

Learning outcomes acc to PRK 2019:

Knowledge

The student

1. has a structured knowledge of the psychological concepts of man and his development and the biological conditions of mental processes (N_W02/P7S_WG; k_W01/P7S_WG)
2. has a more detailed knowledge of the psychological mechanisms of development (k_W04/P7S_WG, N_W06/P7S_WG, N_W07/P7S_WG)
3. is familiar with the most important concepts and theories concerning psychological developmental conditions (N_W12/P7S_WG; N_W14/P7S_WK)

Skills

The student

4. has the ability to critically analyse social phenomena in the context of their psychological development and educational conditions (N_U01/P7S_UW; N_U03/P7S_UW)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Exam - a written test - 100% of the final grade (outcome 1,2,3,4)

Criteria of assessment:

- sufficient mark: if the student obtains more than 55% of points
- good grade: if the student obtains more than 70% of the points
- very good grade: if the student obtains more than 85% of the points

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in lectures

0,5 ECTS – 10 hours: preparation + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

General psychology (lecture)

General psychology (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Developmental and educational psychology (1.S2.EP.TTP.AP.37)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Developmental and educational psychology**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description:

The course Developmental and Educational Psychology (classes) unveils the psychological processes behind growth and development across the lifespan, with a distinct focus on educational aspects.

Opis:

Course objectives:

The course Developmental and Educational Psychology (classes) aims at teaching how we, people, develop the ability to think about the world, speak to each other, and form social attachments across the lifespan, in order to empower one's didactic and educational abilities.

Course content:

Developmental psychology block:

Introduction to developmental psychology.

Characteristics of the different phases: from prenatal development to old age.

Individual differences in development. Factors of development and sources of differences in development.

Educational psychology block:

Introduction to educational psychology.

Home and school – two worlds of a child.

Common educational problems in different phases of development.

Methods of instruction/ forms of classroom activity: ICT tools/MSTeams, multimedia presentation, discussion, pair-work.

Literatura:

Reading list:

Bee, H. L. (1994). Lifespan development. HarperCollins College Publishers.

Duchesne, S., McMaugh, A. (2018). Educational psychology for learning and teaching. Cengage Learning Australia Pty Limited.

Additional sources:

Ashiabi, G. S., & O'Neal, K. K. (2015). Child Social Development in Context: An Examination of Some Propositions in Bronfenbrenner's Bioecological Theory. SAGE Open.

Prior, V., & Glaser, D. (2006). Understanding attachment and attachment disorders: Theory, evidence and practice. Jessica Kingsley Publishers.

Shaver, P. R., & Mikulincer, M. (2010). New directions in attachment theory and research. Journal of Social and Personal Relationships, 27(2), 163–172.

Takahashi, K. (1986). Examining the strange-situation procedure with Japanese mothers and 12-month-old infants. Developmental Psychology, 22(2), 265–270.

Wadsworth, B. J. (2004). Piaget's theory of cognitive and affective development: Foundations of constructivism. New York: Longman.

Whitbourne, S. K., Sneed, J. R., & Sayer, A. (2009). Psychosocial development from college through midlife: A 34-year sequential study. Developmental Psychology, 45(5), 1328–1340

Efekty uczenia się:

Learning outcomes acc to PRK 2019:

Knowledge

The student knows and understands

1. theoretical concepts of human development, learning processes, and role of the teacher in modeling behaviour and attitude (N_W02/P7S_WG; N_W03/P7S_WG)

2. the value of including diversified teaching methods to meet the specific educational and developmental needs (N_W06/P7S_WG)

Skills

The student is able

3. to read, understand and discuss academic research papers in English regarding developmental psychology (k_U04/P7S_UK; k_U05/P7S_UK)

4. to recognise distinct developmental needs, requirements and capabilities in order to deliver supportive, motivating and effective teaching proces (N_U03/P7S_UW; N_U06/P7S_UW)

5. to accomodate special educational needs coming from psychological and developmental stages, by adequately applying psychological knowledge to adjust the teaching proces (N_U12/P7S_UW; P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation during the classes - 50% of the final grade (outcome 1,2,3,4,5)

2. Test 50% of the final grade (outcome 1,2,3,4,5)

The test consists of 20 questions. All of the questions are closed-end questions. Of the four possible answers, only one is correct.

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 20 hours: participation in classes

0,5 ECTS – 10 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	
Studia stacjonarne (koszt_n_)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Developmental and educational psychology (1.S2.EP.TTP.AP.38)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Developmental and educational psychology**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description:

The workshop in Developmental and Educational Psychology prepares the students to use the knowledge of psychological processes behind growth and development across the lifespan in practise and apply it to teaching environment.

Opis:

Course objectives:

Developmental and Educational Psychology (workshop) aims at practical application of how we, people, develop the ability to think about the world, speak to each other, and form social attachments across the lifespan, in order to empower one's didactic and educational abilities.

Course content:

Scientific and practical psychology.

Creation educational guides for parents in groups of 3/4.

Providing feedback. Summary of the class.

Methods of instruction/ forms of classroom activity:

practical workshop, project work, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Bee, H. L. (1994). Lifespan development. HarperCollins College Publishers.

Duchesne, S., McMaugh, A. (2018). Educational psychology for learning and teaching. Cengage Learning Australia Pty Limited.

Additional sources:

Pappas, Marios & Demertzis, Eleftheria & Papagerasimou, Ioannis & Voukelatos, Nikitas & Drigas, Athanasios. (2019). Cognitive-Based E-Learning Design for Older Adults. Social Sciences.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. Psychological Science in the Public Interest, 14(1), 4–58.

Efekty uczenia się:

Learning outcomes acc to PRK 2019:

Skills:

1. The student is able to accomodate specific developmental and educational needs by using proper didactic methods to enhance the learning proces (N_U02/P7S_UW; N_U04/P7S_UW)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. A project - 100% of the final grade (outcome 1)

Creating a guide for parents on any topic in the field of developmental and educational psychology in groups of 3/4 and presenting it during the workshop.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 10 hours: participation in classes

0,5 ECTS – 20 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	
Studia stacjonarne (koszt_n_)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	1	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **School pedagogy (1.S2.EP.TTP.AP.39)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **School pedagogy**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

During the course School Pedagogy (lecture) students will get relevant knowledge and skills related to diagnosis of students' needs and well being, group dynamics, shaping own concept of educational work and dealing with the common problems teachers and tutors face. The course will also be focused on shaping students' attitudes openness, empathy and readiness to undertake pedagogical activities based on knowledge of individual students and groups.

Opis:

Course objectives:

The aim of the lecture is to make students acquainted with the chosen aspects of school pedagogy, related to students' functioning individually and in the group, tutors' role and problems they face, particularly related to cooperation with parents, bullying and assessment issues.

Course content:

1. Students and their needs – stages of development, methods of students' needs analysis, students' self-esteem and its development.
 2. Stimulating the group development - creating a cooperating team. Methods of knowing the group, diagnosis of needs and problems, integrating the group.
 3. Bullying at school - general overview. Types of bullying, characteristics of parties involved, consequences in short and long perspective.
 4. Bullying at school - causes, manifestation, practical solutions.
 5. Problems of students' assessment. Different types of assessment, analysis of their advantages, drawbacks and relevance for various groups of students and types of courses.
 6. Cooperation with parents.
-

Methods of instruction/ forms of classroom activity

extensive reading, writing, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Kuźma J., Pułka J. (ed.), The school of tomorrow centred on pupils, Kraków: AFM Publishing House, 2015.

Neaum S., Child development for early years students and practitioners, Child development for early years students and practitioners, Thousand Oaks : Sage Publications, 2013.

James Arthur, Teresa Grainger and David Wray (ed.), Learning to teach in the primary school, New York : Routledge, 2007.

Powell W., O. Kusuma-Powell, How to Teach Now, ASCD, <http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx>

McIntyre T., Competitive vs. Cooperative Learning Formats, <http://www.behavioradvisor.com/CoopLearning.html>

Cooperation between school and parents. Supporting the educational process, https://www.szybinski.cieszyn.pl/szybinski_new/sites/default/files/wsp%C3%B3%C5%82praca%20z%20rodzicami%20-%20regio%20handout_ENGLISH_0.pdf

Bullying at schools, a real problem for the education, World Literacy Foundation, <https://worldliteracyfoundation.org/bullying-at-schools/>

Fisher M. R., Student Assessment in Teaching and Learning, <https://cft.vanderbilt.edu/student-assessment-in-teaching-and-learning/>

Supplementary reading

Lech Sałaciński and Andreas Seidel (ed.), Changes in student achievement assessment system in selected European countries: A comparative study / ed by. Lech Sałaciński and Andreas Seidel ; University of Zielona Góra, 2007.

Additional literature might be used if any special demand appears.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

A student knows and understands:

1. processes in the school environment regarding group dynamics and its impact on the individual development of students (N_W02/P7S_WG)
2. various methods of diagnosing the needs of individual students and student groups, their problems, dysfunctions, strengths and challenges they face, as well as group roles and their impact on the functioning of all team members (N_W07/P7S_WG)
3. rights of the child and people with disabilities (N_W10/P7S_WK)

Skills

A student:

4. has the ability to analyze the phenomena observed in the school environment, related to both individual development (student's needs, his / her self-esteem, well-being in the group) and the characteristics of the group (its coherence, readiness to act for the common good) in order to recognize the needs and take adequate pedagogical activities (N_U01/P7S_UW, N_U03/P7S_UW)

Social competences

A student:

5. understands the need to show openness, empathy, trust and use their own active engagement and creativity in working with students (N_K01/P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. A reflective essay - 100% of the final grade (outcome 1,2,3,4,5)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in lectures

0,5 ECTS – 10 hours: preparation (reading assigned material/ preparing for a written assignment) + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

uprawnienia pedagogiczne

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **School pedagogy (1.S2.EP.TTP.AP.40)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **School pedagogy**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

During the course School Pedagogy (classes) will give students an opportunity to practice concrete methods related to students' needs diagnosis, building a team and positive classroom climate, dealing with aggressive behaviour and students' assessment.

Opis:

Course objectives:

During the course students will prepare and present the concrete methods, based on interactive exercises, aimed at dealing with situation related to diagnosis of individual students and the whole group, building a cooperating team, dealing with aggressive behaviour and assessing students' performance.

Course content:

1. How can I get to know my students? Practical methods and techniques.
2. Exercises aimed at building a team.
3. Creating a positive classroom climate.
3. A bully, a victim, witnesses of bullying - methods of dealing with peer aggression.
5. How to assess students - possible approaches, their advantages and disadvantages.

Methods of instruction/ forms of classroom activity

interactive excercises, writing, discussion, ICT tools/MSTeams

Literatura:

Reading list:

25 Ways Teachers Can Be Role Models, Education Degree, <https://www.educationdegree.com/articles/25-ways-teachers-can-be-role-models/>

Bullying in Schools: Guide for Teachers, Study.com, <https://study.com/teach/bullying-in-schools.html>

Supplementary reading

U. Dernowska, Teacher and student perceptions of school climate. Some conclusions from school culture and climate research, Journal of Modern Science 2017 | 1(32) | 63-82, <http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-4bda7004-4c47-4820-9e0b-57c2bc549df2>

Additional literature might be used if any special demand appears.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

A student knows and understands:

1. the role of teacher and tutor in integrating the class team and building mutual trust (N_W03/P7S_WG)

Skills

A student is able to:

2. practically apply methods that positively affect students' self-esteem, their creativity and stimulate group trust and cooperation (N_U08/P7S_UW, N_U09/P7S_UW)
3. practically use methods to resolve conflicts in a student team and bullying problems (N_U13/P7S_UW, P7S_UO, N_U14/P7S_UW)

Social competences

A student

4. shows readiness to recognize the needs of individual students and groups in order to plan, implement and monitor activities adapted to these needs (N_K05/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Preparing 2 interactive exercises and performing them during classes; the exercises should be related to 2 different topics from the list above - 50% of the final grade (outcome 1,2,3)
2. Active participation in classes - 50% of the final grade (outcomes 1,2,3,4)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 10 hours: participation in classes + 5 hours: consultations

0,5 ECTS – 10 hours: preparing student's own exercise, preparing a written assignments (reports) related to exercises

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia stacjonarne
profil akademicki**Rodzaj przedmiotu**

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)

2021/22-L

Studia stacjonarne (KOSZT_S_IJ)

2021/22-L

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2021/22-L

KARTA PRZEDMIOTU

Nazwa przedmiotu: **School pedagogy (1.S2.EP.TTP.AP.41)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **School pedagogy**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The workshops in School Pedagogy are devoted to getting students acquainted with opportunities of applying a specific kind of drama, the Forum Theatre, in their educational work.

OR

In case realization of drama workshops on the university site is not possible, they will be focused on diversity and equality in education and practical methods of an inclusive approach.

Opis:

Course objectives:

familiarising the students with the Forum Theatre

OR

familiarising the student in the issues of diversity and equality in education and practical methods of an inclusive approach.

Course content:

The workshops will be divided in two parts: theoretical and practical. In theoretical part students will get knowledge related to the Forum Theatre method and its possible applications in school reality. Next, in the practical part students will choose the concrete problem (eg. related to student-student, student-teacher, teacher-parent) and prepare the performances in which they will practically see the method opportunities. The workshop will finish with discussion on both advantages and limitations of the method.

OR

In case the workshops cannot be held on the university site, they will be divided into theoretical parts related to the hidden curriculum and recognizing the situations of inequality in education. Next, students will practice concrete activities aimed at combating different aspects of inequality and design their own activities related to promoting inclusive approach in education.

Methods of instruction/ forms of classroom activity

drama exercises, group work, discussion, ICTTools/MSTeams

Literatura:

Reading list:

Interactive Theatre in the Classroom: Forum Theatre, University of Southampton, https://www.heacademy.ac.uk/system/files/downloads/pre_reading_material.pdf

Video materials:

An Example of Forum Theatre, <https://www.youtube.com/watch?v=NbYx01re-ec>

Forum theatre performance | Shannon Ivey and STATE of Reality | TEDxColumbiaSC, <https://www.youtube.com/watch?v=vcLcXeXJVDU>

Supplementary reading:

V. Balakrishnan, Forum Theatre as a Moral Education Pedagogy, Jurnal Kajian Pendidikan, 4(1) Juni 2014, https://www.researchgate.net/publication/306400682_Forum_Theatre_as_a_Moral_Education_Pedagogy

Supplementary video materials

Augusto Boal, Forum Theater, Harvard-2003, parts 1-5, <https://www.youtube.com/watch?v=l71sLJ-j5LE>

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

A student knows and understands:

1. assumptions, goals, ways, possibilities and limitations of conducting exercises related to injustice, inequality and exclusion in education (N_W04/P7S_WG, P7S_WK)

Skills

A student is able to:

2. organize classes based on students' commitment, creative and critical thinking, apply the method of Forum Theater and other activities (N_U09/P7S_UW)

Social competences:

A student:

3. demonstrates readiness to use creative, critical thinking methods to solve conflicts and educational problems (N_K03/P7U_KO;P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in the workshop - 100% of the final grade (outcome 1,2,3)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 0

total number of hours: 5

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	
Studia stacjonarne (koszt_n_)	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Specialist teacher training (primary school) (1.S2.EP.TTP.AP.42)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Specialist teacher training (primary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

In the lecture on Specialist Teacher Training (primary school) students will gain knowledge regarding teaching English to primary school pupils (Young Learners - YLs).

Opis:

Course objectives

to introduce the notions regarding teaching young learners in EFL context

The course will cover the following topics:

1. Introduction to teaching English to Young Learners: towards defining young learners.
2. YLs' characteristics and pedagogical implications (methods and approaches that work with YLs)
3. Classroom management
4. Teaching language skills and sub-skills to YLs
5. YLs' assessment
6. YLs with specific learning difficulties.
7. Activities and resources that work with YLs.

Methods of instruction/ forms of classroom activity

lecture, multiple presentation, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Szpotowicz, M. and M. Szulc-Kurpaska. 2009. Teaching English to Young Learners. Warszawa: Wydawnictwo Naukowe PWN.
Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.

Supplementary reading:

Cameron, L. & McKay, P. (2010). Bringing creative teaching into the young learner classroom. Oxford: Oxford University Press.
Gerngross, G., & Puchta, H. (1994). Do and Understand. Harlow: Longman.
Harmer J. (2012). Essential Teacher Knowledge. Harlow: Pearson Education Limited.
Philips, D., Burwood, S., & Dunford, D. (2000). Projects with Young Learners. Oxford: Oxford University Press.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

The student knows and understands:

1. extended formal terminology associated with teaching English to YLs (k_W02/P7S_WG)
2. main achievements in applied linguistics regarding age and L2 acquisition (k_W05/P7S_WG)
3. about how primary school pupils function within Polish educational system (k_W09; N_W09/P7S_WK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation - 20% of the final grade (outcome 1,2,3)
2. A written test - 80% of the final test (outcome 1,2,3)

Pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in lectures

0,5 ECTS – 10 hours: preparation + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

General teacher training (lecture)

General teacher training (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)

2021/22-L

Studia stacjonarne (koszt_n_)

2021/22-L

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2021/22-L

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Specialist teacher training (primary school) (1.S2.EP.TTP.AP.43)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Specialist teacher training (primary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Specialist Teacher Training (primary school) (classes) focuses on building students' teaching skills to prepare them for their future job as English teachers in the primary classroom. The course takes a form of practical workshops to give students hands on experience in planning and running effective lessons in the primary school.

Opis:

Course objectives

The main aim of the course is to equip students with the knowledge of modern teaching techniques used in the English classroom. To meet this end, different teaching techniques and lesson structures will be discussed. Having analyzed various lesson plans, the students will prepare their own plans connected with teaching selected language items and skills to their peers (micro-teaching). Active participation, preparation and presentation of various tasks during classes will allow students to develop a creative and reflective approach to teaching as well as sensitivity to their learners' linguistic production.

Course content

1. Primary school learner characteristics – cognitive development, affective characteristics
2. Teaching vocabulary – presentation techniques, types of practice activities
3. Teaching language skills – listening. Types of listening techniques.
4. Teaching speaking – techniques and games.
5. Teaching reading – types of tasks. Pre and post reading techniques.
6. Teaching writing – planning a writing task.
7. Lesson planning – structure and stages of the lesson.
8. Analysis and preparation of a lesson plan. Writing a lesson plan.
9. Micro -teaching – a fragment of a lesson based on students' plans.
10. Storytelling and its place in a primary classroom.
11. Classroom management.
12. Keeping discipline – rules in the classroom.

Methods of instruction/ forms of classroom activity

pair and group work, discussions, multimedia presentations, microteaching tasks, ICT tools – MS Teams

Literatura:

Reading list

Harmer, J. (2015). The practice of English language teaching. Harlow: Pearson.
Szpotowicz, M. & Szulc-Kurpaska, M. (2012). Teaching English to Young Learners. Warszawa: Wydawnictwo PWN.
Scott, W.A & Ytreberg L. H (1990). Teaching English to Children. New York: Longman.
Shin, J. & Crandall, J. (2013). Teaching Young Learners English. Boston: Cengage Learning, Inc.
A range of on-line resources and texts for EFL teachers.

Supplementary reading

Ur, P. (2012). A course in English language teaching. Cambridge: CUP.
Tanner, R., & Green, C. (1998). Tasks for teacher education. London: Longman.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Student knows:

1. content related to preparation for the teaching profession (K_W09)
2. modern theories related to teaching and learning and their application (N_W02/P7S_WG)
3. methods and techniques used in teaching students at primary school level (N_W04/P7S_WG;P7S_WK)

Skills

Student can:

4. choose, design materials and teaching techniques, including ICT techniques to effectively use them in planning lessons (N_U02/P7S_UW)
5. plan classroom activities and use suitable management techniques (N_U04/P7S_UW)
6. monitor and assess students' work (N_U11/P7S_UW/P7S_UK)
7. reflect upon own professional development using observation tools (N_U01/P7S_UW)
8. manage own process of development using the lifelong learning approach (N_U18/P7S_UU)

Social competences

Student is ready to:

9. function in a competent, responsible and ethical way in the teaching profession (k_K06/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 20% of the final grade (outcome 1,2,3,7,8,9,10)
2. Preparation of a variety of materials and activities for classroom meetings - 20% of the final grade (outcome 4,6)
3. Preparation of lesson plans - 30% of the final grade (outcome 5)
4. End of term test of basic terms and techniques - 30% of the final grade (outcome 2,3,8)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 3

2 ECTS – 60 hours: participation in classes

1 ECTS – 25 hours: preparation + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia stacjonarne
profil akademicki**Rodzaj przedmiotu**

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

Specialist teacher training (primary school) (lecture)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		3	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Midterm teaching internship (primary school) (1.S2.EP.TTP.AP.44)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Midterm teaching internship (primary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The midterm teaching internship (primary school) obliges the student to become acquainted with the specificity of the primary school and didactic tasks of English teachers via observations and various activities excluding teaching, which are compatible with theoretical and practical classes in didactics of English.

Opis:

Objectives of the internship

The midterm teaching internship (primary school) aims to prepare the student-teacher trainee for the teaching profession, in particular for the realization of didactic tasks, resulting from the role of an English teacher in the primary school.

Duties of the student-teacher trainee:

- Follow the Internship Regulations and the instructions on internship for EPTTP
- Collect observations and experiences related to the work of an English teacher, confronting already acquired knowledge on educational methods and approaches,
- Learn about the specifics of the school in which the internship takes place, in particular learn about the didactic tasks carried out by English teachers, the way the school functions, how the work is organized, meet employees, and participants of pedagogical processes and get familiar with school documentation;
- observe activities undertaken by an English teacher in the course of lessons and students' activities, the methodological course of lessons, methods and forms of work and teaching aids used by the teacher;
- gain experience related to the methods of activating, disciplining and assessing students, taking into account students with special educational needs, including particularly gifted students.
- prepare the Portfolio of internship materials, which, together with the opinion of the internship supervisor, is delivered to the internship coordinator by the end of semester 2, taking into account the make-up session in justified cases.

During the internship, the student is subject to the work discipline applicable at the school. Taking a mid-term internship does not justify the absence of students from classes at the university.

The midterm teaching internship (primary school) is realised in primary school - educational level 2

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands:

1. the role of the teacher or educator in modeling students' attitudes and behavior (N_W03/P7S_WG)
2. norms, procedures and good practices used in primary schools (N_W04/P7S_WG;P7S_WK)
3. diversifying the educational needs of students and the resulting tasks of the primary school regarding the adaptation of the organization of the education and upbringing process (N_W06/P7S_WG)
4. structure and functions of the education system in primary school - goals, legal basis, organization and functioning (N_W08/P7S_WK)

Skills

The student can

5. observe pedagogical situations and events, analyze them with the use of didactic knowledge and propose solutions to problems (N_U01/P7S_UW)

Social competences

The student is ready to

6. recognise the specificity of the local environment in primary school context and undertake cooperation for the benefit of students and this environment (N_K05/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

The midterm teaching internship (primary school) is credited on the basis of the achieved learning outcomes confirmed by a positive opinion of the internship supervisor and a positive grade, issued in the document Internship Evaluation Form, along with Student Portfolio.

It is allowed to achieve learning outcomes assigned to internship in a given field, level and profile of studies with the use of distance learning methods and techniques. Decisions in this matter are made by the Dean of the Faculty.

According to the Internship Regulations, the student CANNOT complete the internship on the basis of the current professional work or volunteering.

The Internship is credited by the Internship coordinator at UO at the end of semester 2.

Praktyki zawodowe:

Time of the Internship:

The midterm teaching internship (primary school) supervised by an English teacher is realised in the second semester

Number of hours: (x45min)

30 hours of midterm teaching internship (primary school)

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in midterm internship (group)

1 ECTS – 30 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w terenie

Wymagania

Specialist teacher training (primary school) (lecture)

Specialist teacher training (primary school) (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Voice emission (1.S2.EP.TTP.AP.45)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Voice emission**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The lecture on Voice emission offers an opportunity to gain knowledge on processes and mechanisms responsible for optimal voice emission.

Opis:

Course objectives:

The lecture aims to equip the students with knowledge regarding the effective use of the voice. The participants will become more aware of the role of vocal hygiene, breathing, phonation, articulation and resonance in optimal voice emission.

Course content:

1. Defining the key concepts
 2. Vocal hygiene
 3. Basic information about speech organs, their anatomy and functioning
 4. Types of breathing,
 5. Phonation,
 6. Articulation and speech intelligibility
-

Methods of instruction/ forms of classroom activity:

multimedia presentations, group discussion; ICT tools/MSTeams platform

Literatura:

Reading list:

Maley, A. (2000). The Language Teacher's Voice. London: Macmillan.

Tarasiewicz B. (2003). Mówię i śpiewam świadomie. Kraków: TAIWPN Universitas.

Roach, P. (2007). English Phonetics and Phonology. CUP.

Selected internet resources

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

Students know

1. the role of voice as a tool in communicating and interpreting texts in English (k_W03/P6S_WG)
2. principles of occupational health and safety regarding voice emission (N_W11/P7S_WG)
3. the principles of voice emission (N_W13/P7S_WG)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. A written test - 100% of the final grade (outcome 1,2,3)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture

0,5 ECTS - 15hrs of preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (koszt_n_)

2022/23-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Voice emission (1.S2.EP.TTP.AP.46)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Voice emission**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Voice emission (classes) offers an opportunity to develop skills of optimal voice emission needed in the teaching career. It is compatible with the lecture on voice emission.

Opis:

Course objectives:

The course aims to equip the students with skills regarding the effective use of the voice. The participants will develop sensitivity to sounds and the value of speech fluency and intelligibility.

Course content:

1. Breathing excercises
 2. Exercises in phonation,
 3. Articulation and speech intelligibility
 4. Speech fluency - practice
 5. Presentation of tasks - self-reflection on the manner of speaking
-

Methods of instruction/ forms of classroom activity:

individual practice of aspects of voice emission; ICT tools/MSTeams platform

Literatura:

Reading list:

- Malej, A. (2000). The Language Teacher's Voice. London: Macmillan.
Tarczewicz B. (2003). Mówię i śpiewam świadomie. Kraków: TAIWPN Universitas.
Roach, P. (2007). English Phonetics and Phonology. CUP.

Selected internet resources

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

1. Students know the principles of voice emission (N_W13/P7S_WG)

Skills:

2. Students can use the speech apparatus in accordance with the principles of voice emission (N_U16/P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation - 45% of the final grade (outcome 1,2)
2. Presentation of the voice emission - 55% of the final grade (outcome 1,2)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in classes

0,5 ECTS - 15hrs of preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (koszt_n_)

2022/23-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Specialist teacher training (secondary school) (1.S2.EP.TTP.AP.47)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Specialist teacher training (secondary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

In the lecture on Specialist Teacher Training (secondary school) students will gain knowledge regarding processes of L2 teaching and learning at the level of secondary education.

Opis:

Course objectives

to introduce the notions regarding teaching teenage learners in EFL context

Course content:

1. Introduction
 2. Focus on an L2 learner: learner characteristics, language learning processes
 - 3-4. Focus on an L2 teacher: teacher's roles and responsibilities (teaching aims/objectives, lesson planning and classroom management) and 21st century skills.
 - 5-6. Teaching language skills (reading, writing, speaking and listening)
 - 7-8. Teaching language sub-systems (vocabulary, grammar, pronunciation),
 - 9-10. Assessment and testing
 - 11-12. Inclusive education - teaching learners with specific learning difficulties and disabilities.
 - 13-14. Inclusive education - developing intercultural competences
 15. End-of-term test
-

Methods of instruction/ forms of classroom activity

lecture, multiple presentation, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Harmer, J. (2012). Essential teacher knowledge: Core concepts in English language teaching. Pearson.

Harmer, J. (2015). The practice of English language teaching. Harlow: Pearson.

Scrivener, J. (2011). Learning Teaching: The essential guide to English Language Teaching (3rd ed.). MacMillan.

Ur, P. (2012). A course in English language teaching. Cambridge:CUP.

Williams, M., Mercer, S., & Ryan, S. (2015). Exploring psychology in language learning and teaching. Oxford University Press

A range of on-line resources and texts for EFL teachers.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

The student knows and understands:

1. extended formal terminology in the area of EFL/ESL teaching, including 21st century skills (k_W02/P7S_WG)
2. the role of the teacher in modelling learners' attitudes and behaviours (N_W03/P7S_WG)
3. the norms and procedures of the good practice of teaching EFL/ESL at the secondary school level (N_W04/P7S_WG;P7S_WK)
4. the elements of inclusive education associated with teaching L2 to learners with specific learning difficulties and disabilities, as well as those coming from culturally different backgrounds (N_W05/P7S_WG)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation - 20% of the final grade (outcome 1,2,3,4)

2. A written test - 80% of the final test (outcome 1,2,3,4)

Pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in lectures

0,5 ECTS – 10 hours: preparation + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe
uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Wymagania

General teacher training (lecture)
General teacher training (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2022/23-Z	

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	1	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Specialist teacher training (secondary school) (1.S2.EP.TTP.AP.48)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Specialist teacher training (secondary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Specialist Teacher Training (secondary school) will prepare students to work with secondary school students, delivering knowledge and shaping skills and attitudes necessary to satisfy their educational needs. The classes are compatible with the lecture on Specialist Teacher Training (secondary school)

Opis:

Course objectives

- how to teach various skills
- how to teach grammar, vocabulary, pronunciation
- how to assess learners
- how to correct errors
- how to work with a coursebook and other materials
- how to teach learners with disabilities

Course content

1. Teaching various skills (reading, writing, speaking and listening)
2. Teaching sub-systems (grammar, pronunciation).
3. Principles of testing, guidelines for preparing tests, testing techniques oral and written assessment and testing.
4. Error correction, L1 vs L2 in the classroom;
5. Multimedia in EFL
6. Coursebook evaluation; adapting authentic materials to teaching different age and proficiency groups,
7. Elements of teaching learners with specific learning difficulties.

Methods of instruction/ forms of classroom activity

power point presentations, video activities, group discussion, pair-work/group-work activities, micro-teaching, reading assignments, ICT tools - MS Teams

Literatura:

Reading list

Harmer, J. (2015). The practice of English language teaching. Harlow: Pearson.

Scrivener, J. (2011) Learning Teaching. London: Macmillan.

Tanner, R., & Green, C. (1998). Tasks for teacher education. London: Longman.

Ur, P. (2012). A course in English language teaching. Cambridge: CUP.

A range of on-line resources and texts for EFL teachers.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Student knows:

1. content related to preparation for the teaching profession (K_W09)
2. modern theories related to teaching and learning and their application (N_W02/P7S_WG)
3. methods and techniques used in teaching students at secondary school level (N_W04/P7S_WG;P7S_WK)

Skills

Student can:

4. choose, design materials and teaching techniques, including ICT techniques to effectively use them in planning lessons (N_U02/P7S_UW)
5. plan classroom activities and use suitable management techniques (N_U04/P7S_UW)
6. monitor and assess students' work (N_U11/P7S_UW/P7S_UK)
7. reflect upon own professional development using observation tools (N_U01/P7S_UW)
8. manage own process of development using the lifelong learning approach (N_U18/P7S_UU)

Social competences

Student is ready to:

9. function in a competent, responsible and ethical way in the teaching profession (k_K06/P7U_KO)
10. build relationship with other members of teaching community based on trust and communication (k_K02/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 30% of the final grade (outcome 1,2,3,7,8,9,10)
2. Preparation of lesson plans and microteaching - 30% of the final grade (outcome 4,5,6)

3. End of term test of basic terms and techniques - 40% of the final grade (outcome 2,3,8)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 3

2 ECTS: 60 hours of classes

0,5 ECTS: 15 hours of direct contact with the instructor

0,5 ECTS: 15 hours of preparing for classes (reading assignments, preparing microteaching)

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Wymagania

Specialist teacher training (secondary school) (lecture)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		3	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Midterm teaching internship (secondary school) (1.S2.EP.TTP.AP.49)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Midterm teaching internship (secondary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The mid-term teaching internship (secondary school) obliges the student to become acquainted with the specificity of the secondary school and didactic tasks of English teachers via observations and various activities excluding teaching, which are compatible with theoretical and practical classes in didactics of English.

Opis:

Objectives of the internship

The mid-term teaching internship (secondary school) aims to prepare the student- teacher trainee for the teaching profession, in particular to become acquainted with the specificity of the secondary school.

Duties of the student-teacher trainee:

- Follow the Internship Regulations and the instructions on internship for EPTTP
- Collect observations and experiences related to the work of an English teacher, confronting already acquired knowledge on educational methods and approaches,
- Learn about the specifics of the school in which the internship takes place, in particular learn about the didactic tasks carried out by English teachers, the way the school functions, how the work is organized, meet employees, and participants of pedagogical processes and get familiar with school documentation;
- observe activities undertaken by an English teacher in the course of lessons and students' activities, the methodological course of lessons, methods and forms of work and teaching aids used by the teacher;
- gain experience related to the methods of activating, disciplining and assessing students, taking into account students with special educational needs, including particularly gifted students.
- prepare the Portfolio of internship materials, which, together with the opinion of the internship supervisor, is delivered to the internship coordinator by the end of semester 2, taking into account the make-up session in justified cases.

During the internship, the student is subject to the work discipline applicable at the school / educational institution. Taking a mid-term internship does not justify the absence of students from classes at the university.

The mid-term (group) internship (secondary school) is realised in secondary school - educational level 3

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands:

1. the role of the teacher or educator in modeling students' attitudes and behavior (N_W03/P7S_WG)
2. norms, procedures and good practices used in secondary schools (N_W04/P7S_WG;P7S_WK)
3. diversifying the educational needs of students and the resulting tasks of the secondary school regarding the adaptation of the organization of the education and upbringing process (N_W06/P7S_WG)
4. structure and functions of the education system in secondary school - goals, legal basis, organization and functioning (N_W08/P7S_WK)

Skills

The student can

5. observe pedagogical situations and events, analyze them with the use of didactic knowledge and propose solutions to problems (N_U01/P7S_UW)

Social competences

The student is ready to

6. recognise the specificity of the local environment in secondary school context and undertake cooperation for the benefit of students and this environment (N_K05/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

The mid-term teaching internship (secondary school) is credited on the basis of the achieved learning outcomes confirmed by a positive opinion of the internship supervisor and a positive grade, issued in the document Internship Evaluation Form, along with Student Portfolio.

It is allowed to achieve learning outcomes assigned to internship in a given field, level and profile of studies with the use of distance learning methods and techniques. Decisions in this matter are made by the Dean of the Faculty.

According to the Internship Regulations, the student CANNOT complete the internship on the basis of the current professional work or volunteering.

The Internship is credited by the Internship coordinator at UO at the end of semester 3.

Praktyki zawodowe:

Time of the Internship:

mid-term (group) internship (secondary school) supervised by an English teacher is realised in the third semester

Number of hours: (x45min)

30 hours of mid-term (group) internship (secondary school)

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in midterm internship (secondary school)

1 ECTS – 30 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w terenie

Wymagania

Specialist teacher training (secondary school) (lecture)

Specialist teacher training (secondary school) (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia stacjonarne (KOSZT_S_IJ)

2022/23-Z

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

2 2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Teacher training internship (primary school) (1.S2.EP.TTP.AP.50)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Teacher training internship (primary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Teacher Training Internship (primary school) in the form of didactic internship gives students an opportunity to practice teaching English in primary school and to become acquainted with the specificity of the primary school as an institution. It obliges the student to get practice in teaching English to various age groups in the school context, and to become familiar with organizational processes, employees, learners, and school documentation. The leading skill to develop is fulfilling the role of a teacher. The acquired skills and abilities should enable the graduate to work in the profession of English teacher in Polish schools on the appointed in their qualifications educational levels as well as in other educational institutions (language schools, private schools, adult education) with learners in various age groups and various proficiency groups.

Opis:

Course objectives

Teacher Training Internship (primary school) aims to prepare the student-teacher trainee for the teaching profession, in particular for the realization of didactic tasks, resulting from the role of an English teacher.

Student-teacher trainee's duties:

- Following the Internship Regulations and the instructions on internship for EPTTP
- Punctuality and diligence in performing the tasks entrusted to him or her, resulting from the nature of the internship programme.
- Strictly following the instructions of the teacher-supervisor and all other persons responsible for the organization of the internship.
- Observing the teacher-supervisor during lessons.
- Cooperating with the teacher-supervisor in planning and carrying out lessons, work organization, preparation of didactic tools, using multimedia and IT, assessing and grading learners, teaching and supervising learners with special educational needs, including gifted pupils.
- Teaching English and fulfilling tasks related to performing that role, e.g. planning lessons, their objectives, methods, and didactic tools, adjusting teaching methods to the abilities of learners with special educational needs, providing individual didactic support for pupils (including those with special educational needs), carrying out educational supervision as well as class tutoring.
- Cooperating with other teachers, class tutors, the school pedagogue, the school psychologist and other specialists working with learners.
- Making records related to the internship and analysing the observed or experienced pedagogical situations, confronting theory with practice, self-reflecting (noticing own strong and weak points), assessing own conducted lessons and realized aims, consulting the conducted lessons with the teacher-supervisor.
- Obeying rules established by the school/institution in which the internship takes place.

Internship organization:

Before the continuous didactic internship

- A student should obtain a Referral for an internship from the Didactics and Student Affairs Office
- A student should return the completed by the destined school Referral to the Didactics and Student Affairs Office before the internship begins.
- A student is obliged to complete, sign, and return the Declaration of becoming acquainted with the Regulations of the Department of Internships and Internship Organization.
- On the basis of the completed Referral the the Didactics and Student Affairs Office issues a set of documents which should be delivered by a student to the school where the internship will take place.
- The institution where the internship takes place is obliged to sign the Internship Contract and send one copy to the Didactics and Student Affairs Office before the internship begins.

During the continuous didactic internship a student-teacher trainee s

- should appear on the first day of the internship at the designated place, at least half an hour before the specified starting time;
- together with the teacher-supervisor, outlines a plan for the internship realization;
- gets acquainted with the specifics of the school in which the internship takes place, in particular learning about the didactic tasks carried out by the school, methods of functioning, work organization, employees, participants of pedagogical processes and the documentation kept;
- complies with the above-mentioned duties;
- keeps records related to the internship throughout its duration, for example, complete the Internship schedule of weekly duties and prepares lesson plans approved by the teacher-supervisor.

After the continuous didactic internship

- the teacher-supervisor is obliged to prepare the Internship Evaluation Form in two copies.
- A student-teacher trainee or the teacher-supervisor should return personally or by post: the Employment Contract for the teacher-supervisor – 2 copies, the Bill for the Employment Contract – 2 copies, and the Internship Evaluation Form – 2 copies (one copy is kept for 3 years in the Department of Internships, the other copy should be taken by the student-teacher trainee and submitted to the internship coordinator at UO)
- Other records related to the internship (including lesson plans, Internship schedule of weekly duties) should be submitted by the student-

teacher trainee to the internship coordinator in order for them to pass the internship.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Student knows:

1. the specifics of the school in which the internship takes place, in particular the didactic tasks carried out by English teachers, the way the school functions, and how the teacher's work is organized (N_W08/ P7S_WK)
2. diversified educational needs of students and the resulting tasks of the school regarding the adaptation of the organization of the learning process (N_W06/ P7S_WG)

Skills

Student can:

3. observe activities undertaken by an English teacher in the course of lessons and students' activities, the methodological course of lessons, methods and forms of work and teaching aids used by the teacher (N_U01/ P7S_UW)
4. adequately select, create and adapt materials and resources to the diverse needs of students, including in the field of information and communication technology, and work methods in order to independently design and effectively implement pedagogical, didactic, educational and care activities (N_U02/ P7S_UW)
5. use the assessment and feedback process to stimulate students in their self-development work (N_U10/ P7S_UW;P7S_UK)
6. undertake work with students that stimulates their interests and develops their talents, properly select teaching content, tasks and forms of work as part of self-education and promote students' achievements (N_U07/P7S_UW)
7. develop students' creativity and critical thinking skills (N_U08/P7S_UW)
8. use the Polish language correctly and use the terminology of the subject correctly and adequately to the age of the students (N_U15/ P7S_UK)

Social competences

Student is ready to:

9. use universal ethical principles and norms in professional activity, guided by respect for every human being (N_K01/ P7S_KR)
10. work in a team, play different roles and cooperate with teachers, pedagogues, specialists, parents, students and other members of the school community (N_K07/ P7S_KR; P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of the learning outcomes:

Teacher Training Internship (primary school) is credited on the basis of the achieved learning outcomes confirmed by a positive opinion of the internship supervisor at school and a positive grade, together with the internship Schedule of weekly duties, supplemented with a detailed list of all duties performed at school (including the date and time of performance and the type of entrusted duties) and three lesson plans approved by the teacher-supervisor.

It is allowed to achieve learning outcomes assigned to internships in a given field, level and profile of studies with the use of distance learning methods and techniques. Decisions in this matter are made by the Dean of the Faculty.

According to the Internship Regulations, the student CANNOT complete the internship on the basis of the current professional work or volunteering.

The Internship is credited by the Internship coordinator at UO at the end of semester 2

Praktyki zawodowe:

Time of the Internship

Teacher Training Internship (primary school)– 2 weeks in September in the second semester of the studies; graded at the end of the make-up summer session

Number of hours:

Teacher Training Internship (primary school): 30 teaching hrs (x45min)

Types of schools for internship

Teacher Training Internship (primary school): primary schools (educational level 2; grades 4-8)

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in internship at school

1 ECTS – 30 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Rodzaj przedmiotu

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w terenie

Wymagania

Specialist teacher training (primary school) (lecture)

Specialist teacher training (primary school) (classes)

Midterm teaching internship (primary school)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Plan zajęć I English Philology TTP st. stacjonarne drugiego stopnia sem. letni 2021-2022 (21-22-L-I-ETP)	2021/22-L	
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	2	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Teacher training internship (secondary school) (1.S2.EP.TTP.AP.51)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Teacher training internship (secondary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Teacher Training Internship (secondary school) gives students an opportunity to practice teaching English in secondary school and to become acquainted with the specificity of the secondary school as an institution. It obliges the student to get practice in teaching English to various age groups in the school context, and to become familiar with organizational processes, employees, learners, and school documentation. The leading skill to develop is fulfilling the role of a teacher. The acquired skills and abilities should enable the graduate to work in the profession of English teacher in Polish schools on the appointed in their qualifications educational levels as well as in other educational institutions (language schools, private schools, adult education) with learners in various age groups and various proficiency groups.

Opis:

Course objectives

Teacher Training Internship (secondary school) aims to prepare the student-teacher trainee for the teaching profession, in particular for the realization of didactic tasks, resulting from the role of an English teacher.

Student-teacher trainee's duties:

- Following the Internship Regulations and the instructions on internship for EPTTP
- Punctuality and diligence in performing the tasks entrusted to him or her, resulting from the nature of the internship programme.
- Strictly following the instructions of the teacher-supervisor and all other persons responsible for the organization of the internship.
- Observing the teacher-supervisor during lessons.
- Cooperating with the teacher-supervisor in planning and carrying out lessons, work organization, preparation of didactic tools, using multimedia and IT, assessing and grading learners, teaching and supervising learners with special educational needs, including gifted pupils.
- Teaching English and fulfilling tasks related to performing that role, e.g. planning lessons, their objectives, methods, and didactic tools, adjusting teaching methods to the abilities of learners with special educational needs, providing individual didactic support for pupils (including those with special educational needs), carrying out educational supervision as well as class tutoring.
- Cooperating with other teachers, class tutors, the school pedagogue, the school psychologist and other specialists working with learners.
- Making records related to the internship and analysing the observed or experienced pedagogical situations, confronting theory with practice, self-reflecting (noticing own strong and weak points), assessing own conducted lessons and realized aims, consulting the conducted lessons with the teacher-supervisor.
- Obeying rules established by the school/institution in which the internship takes place.

Internship organization:

Before the continuous didactic internship

- A student should obtain a Referral for an internship from the Didactics and Student Affairs Office
- A student should return the completed by the destined school Referral to the Didactics and Student Affairs Office before the internship begins.
- A student is obliged to complete, sign, and return the Declaration of becoming acquainted with the Regulations of the Department of Internships and Internship Organization.
- On the basis of the completed Referral the the Didactics and Student Affairs Office issues a set of documents which should be delivered by a student to the school where the internship will take place.
- The institution where the internship takes place is obliged to sign the Internship Contract and send one copy to the Didactics and Student Affairs Office before the internship begins.

During the continuous didactic internship a student-teacher trainee

- should appear on the first day of the internship at the designated place, at least half an hour before the specified starting time;
- together with the teacher-supervisor, outlines a plan for the internship realization;
- gets acquainted with the specifics of the school in which the internship takes place, in particular learning about the didactic tasks carried out by the school, methods of functioning, work organization, employees, participants of pedagogical processes and the documentation kept;
- complies with the above-mentioned duties;
- keeps records related to the internship throughout its duration, for example, complete the Internship schedule of weekly duties and prepares lesson plans approved by the teacher-supervisor.

After the continuous didactic internship

- the teacher-supervisor is obliged to prepare the Internship Evaluation Form in two copies.
- A student-teacher trainee or the teacher-supervisor should return personally or by post: the Employment Contract for the teacher-supervisor – 2 copies, the Bill for the Employment Contract – 2 copies, and the Internship Evaluation Form – 2 copies (one copy is kept for 3 years in the Department of Internships, the other copy should be taken by the student-teacher trainee and submitted to the internship coordinator at UO)
- Other records related to the internship (including lesson plans, Internship schedule of weekly duties) should be submitted by the student-

teacher trainee to the internship coordinator in order for them to pass the internship.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Student knows:

1. the specifics of the school in which the internship takes place, in particular the didactic tasks carried out by English teachers, the way the school functions, and how the teacher's work is organized (N_W08/ P7S_WK)
2. diversified educational needs of students and the resulting tasks of the school regarding the adaptation of the organization of the learning process (N_W06/ P7S_WG)

Skills

Student can:

3. observe activities undertaken by an English teacher in the course of lessons and students' activities, the methodological course of lessons, methods and forms of work and teaching aids used by the teacher (N_U01/ P7S_UW)
4. adequately select, create and adapt materials and resources to the diverse needs of students, including in the field of information and communication technology, and work methods in order to independently design and effectively implement pedagogical, didactic, educational and care activities (N_U02/ P7S_UW)
5. use the assessment and feedback process to stimulate students in their self-development work (N_U10/ P7S_UW;P7S_UK)
6. undertake work with students that stimulates their interests and develops their talents, properly select teaching content, tasks and forms of work as part of self-education and promote students' achievements (N_U07/P7S_UW)
7. develop students' creativity and critical thinking skills (N_U08/P7S_UW)
8. use the Polish language correctly and use the terminology of the subject correctly and adequately to the age of the students (N_U15/ P7S_UK)

Social competences

Student is ready to:

9. use universal ethical principles and norms in professional activity, guided by respect for every human being (N_K01/ P7S_KR)
10. work in a team, play different roles and cooperate with teachers, pedagogues, specialists, parents, students and other members of the school community (N_K07/ P7S_KR; P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of the learning outcomes:

Teacher Training Internship (secondary school) is credited on the basis of the achieved learning outcomes confirmed by a positive opinion of the internship supervisor at school and a positive grade, together with the internship Schedule of weekly duties, supplemented with a detailed list of all duties performed at school (including the date and time of performance and the type of entrusted duties) and three lesson plans approved by the teacher-supervisor.

It is allowed to achieve learning outcomes assigned to internships in a given field, level and profile of studies with the use of distance learning methods and techniques. Decisions in this matter are made by the Dean of the Faculty.

According to the Internship Regulations, the student CANNOT complete the internship on the basis of the current professional work or volunteering.

The Internship is credited by the Internship coordinator at UO at the end of semester 3

Praktyki zawodowe:

Time of the Internship

Teacher Training Internship (secondary school) – 2 weeks in January/February in the third semester of the studies; graded at the end of the make-up winter session

Number of hours:

Teacher Training Internship (secondary school): 30 teaching hrs (x45min)

Types of schools for internship

Teacher Training Internship (secondary school): secondary schools (educational level 3)

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in internship at school

1 ECTS – 30 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe
translatoria

Rodzaj przedmiotu**Semestr, w którym realizowany jest przedmiot**

semestr 3

Tryb prowadzenia

Realizowany w terenie

Wymagania

Specialist teacher training (secondary school) (lecture)
Specialist teacher training (secondary school) (classes)
Midterm teaching internship (secondary school)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2022/23-Z	

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	2	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Safety training (1.S2.EP.TTP.AP.BHP)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Safety training**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

polski

Skrócony opis:

Szkolenie BHP ma za zadanie przekazanie wiedzy i podniesienie umiejętności studentów w zakresie bezpieczeństwa i higieny pracy oraz pierwszej pomocy przedmedycznej.

Opis:

Cele szkolenia:

Celem szkolenia jest zapoznanie studentów z obowiązującymi przepisami i zasadami z zakresu bezpieczeństwa i higieny pracy, ochrony p.poż. oraz pierwszej pomocy przedmedycznej.

Treści programowe

Szkolenie obejmuje podstawy bezpieczeństwa i higieny pracy z uwzględnieniem:

1. Przepisów resortowych dot. bhp w szkołach wyższych, w tym obowiązki pracowników i studentów uczelni.
2. Odpowiedzialności za naruszenie przepisów i zasad bezpieczeństwa i higieny pracy.
3. Zasad przydziału i stosowania odzieży i obuwia roboczego oraz środków ochrony indywidualnej.
4. Oceny zagrożeń i ryzyka zawodowego czynnikami szkodliwymi i uciążliwymi dla zdrowia występującymi w środowisku pracy.
5. Zagrożeń wypadkowych i chorób zawodowych.
6. Profilaktycznej opieki lekarskiej.
7. Podstawowych zasad bezpieczeństwa i higieny pracy związanych z obsługą monitorów ekranowych.
8. Podstawowych zasad ochrony przeciwpożarowej oraz postępowania w razie pożaru.
9. Postępowania w razie wypadku przy pracy.
10. Zasad udzielania pierwszej pomocy przedmedycznej oraz praktycznych ćwiczeń w zakresie resuscytacji krążeniowo-oddechowej na fantomach.

Metody nauczania: prezentacja, demonstracja, dyskusja, narzędzia ICT/ MSTEams

Literatura:

Literatura wymagana do ostatecznego zaliczenia zajęć (zdania egzaminu lub testu zaliczeniowego):

A.1. wykorzystywana podczas zajęć

1. Bezpieczeństwo pracy i Ergonomia Tom I i II, redaktor naczelnego prof. dr hab. med. Danuta Koradecka, Centralny Instytut Ochrony Pracy, Warszawa 1997 r.
2. BHP w praktyce, autor: Rączkowski Bogdan Gdańsk : ODIDK, 2007 r.

A.2. studiowana samodzielnie przez studenta:

1. Bezpieczeństwo i ochrona człowieka w środowisku pracy, autor: dr Ryszard Mikulski, redaktor naukowy prof. dr inż. Bogusław B. Kędzia , Centralny Instytut Ochrony Pracy, Warszawa 1999 r.

B. Literatura uzupełniająca

Podstawowe źródła prawa:

1. Rozporządzenie Ministra Gospodarki i Pracy z 27 lipca 2004 r. w sprawie szkolenia w dziedzinie bezpieczeństwa i higieny pracy (Dz.U. z 2004 r. nr 180, poz. 1860 z późn. zm.).
2. Rozporządzenie Ministra Pracy i Polityki Socjalnej z 26 września 1997 r. w sprawie ogólnych przepisów bezpieczeństwa i higieny pracy (Dz.U. z 2003 r. nr 169, poz. 1650 z późn. zm.).
3. Rozporządzenie Ministra Gospodarki i Pracy z 16 września 2004 r. w sprawie wzoru protokołu ustalenia okoliczności i przyczyn wypadku przy pracy (Dz.U. z 2004 r. nr 227, poz. 2298 z późn. zm.).
4. Rozporządzenie Ministra Spraw Wewnętrznych i Administracji z 21 kwietnia 2006 r. w sprawie ochrony przeciwpożarowej budynków, innych obiektów budowlanych i terenów (Dz.U. z 2006 r. nr 80, poz. 563 z późn. zm.).

Efekty uczenia się:

Wiedza

W ramach szkolenia student zdobywa podstawową i aktualną wiedzę z zakresu bezpieczeństwa i higieny pracy, ochrony p.poż. oraz w zakresie pierwszej pomocy przedmedycznej.

Umiejętności

Po ukończeniu szkolenia student potrafi:

- scharakteryzować czynniki niebezpieczne występujące w środowisku pracy,
- rozpoznać i ocenić występujące zagrożenia, (wypadek, pożar, itp.),
- zdefiniować terminy: wypadku przy pracy, choroby zawodowej, pożaru,
- posługiwać się sprzętem p.poż. (gaśnice, hydranty),
- udzielić pierwszej pomocy przedmedycznej,
- przeprowadzić resuscytację krążeniowo-oddechową.

Kompetencje społeczne

Po ukończeniu szkolenia student jest wyczulony na niewłaściwe zachowania i postępowania dot. bezpieczeństwa i higieny pracy oraz na występowanie potencjalnych zagrożeń.

Metody i kryteria oceniania:

Zaliczenie na podstawie obecności.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

liczba godzin: 4

liczba ects: 0

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia stacjonarne
profil akademicki**Rodzaj przedmiotu**

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Library training (1.S2.EP.TTP.AP.PB)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Library training

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

W ramach kursu studenci poznają strukturę i organizację systemu biblioteczno-informacyjnego Uniwersytetu Opolskiego.

Opis:

Celem szkolenia jest

1. zapoznanie studentów z regulaminem udostępniania zbiorów i prowadzenia działalności informacyjnej Biblioteki Głównej
2. poznanie rodzajów zbiorów i ich lokalizacji
3. zapoznanie się z różnymi sposobami wyszukiwania informacji w centralnym katalogu Biblioteki UO
4. poznanie oferty naukowych baz danych
5. zaprezentowanie funkcji multiwyszukiwarki Primo wraz z różnymi sposobami wyszukiwania informacji
6. poinformowanie o dostępnych w sieci komputerowej UO bazach danych i platformach książek elektronicznych z dziedziny nauk humanistycznych i społecznych.

Metody nauczania: prezentacja, demonstracja, dyskusja, praca z zasobami internetowymi, praca z bazami danych

Literatura:

ZARZĄDZENIE nr 83/2019 Rektora Uniwersytetu Opolskiego z dnia 27 grudnia 2019 r.

„Regulamin korzystania z systemu biblioteczno-informacyjnego Uniwersytetu Opolskiego” – którego treść stanowi Załącznik Nr 2 do niniejszego zarządzenia.

Efekty uczenia się:

Wiedza: student powinien znać swoje prawa i obowiązki jako użytkownik systemu biblioteczno-informacyjnego UO.

Umiejętności: Posiada umiejętność samodzielnego wyszukiwania i zamawiania publikacji w katalogu Aleph oraz wyszukiwania zasobów w bazach danych książek i czasopism elektronicznych.

Kompetencje społeczne: potrafi świadomie wyszukiwać informacje i selekcjonować je według swoich potrzeb.

Metody i kryteria oceniania:

Student musi wykazać się samodzielnym logowaniem do systemu Aleph i posiadać wypożyczoną przynajmniej jedną książkę na swoim koncie bibliotecznym.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

liczba godzin: 2

liczba ects: 0

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Foreign language course B2+ (1.S2.ETP.AP.FL.B2+)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Foreign language course B2+

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Skrócony opis:

Course description

The foreign language course B2+ is meant to develop students' language skills in a foreign language that they have completed at B2 level during their BA level studies. Students will focus on specialist vocabulary and academic discourse, and will be encouraged to use the language in active oral communication

Opis:

Course objectives

developing language skills at B2+ in a selected foreign language

understanding and processing academic texts

expressing orally in a selected foreign language

editing texts with the use of specialist vocabulary with elements of translation

Course content

Themes in academic language adjusted to the special academic context of a particular study programme

Methods of instruction/ forms of classroom activity:

grammar-translation method for language practice and direct method for oral communication; ICT tools/MTeams

Literatura:

Reading list is adjusted to the language choice the student will make

Efekty uczenia się:

Learning outcomes PRK 2019

Knowledge

The student

1. knows and understands lexical choices in a foreign language at B2+ level to express different type of information (P7S_WK)

Skills

The student

2. can use another foreign language at B2+ level (k_U10/P7S_UK)

Social competence

The student is ready to

3. comply with the rules of professional ethics and develop their foreign language skills in the process of lifelong learning (k_K05/P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Written exam - 100% of the final grade (outcomes 1,2,3)

Criteria of assessment:

51-60% = 3,0

61-70% = 3,5

71-80% = 4,0

81-90% = 4,5

91-100% = 5,0

Kierunek studiów

English Philology Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

Total number of ECTS: 2

1 ECTS = 30 hours in class/online

1 ECTS = 20 hours preparations & 10 hours consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

fakultatywne

Rodzaj przedmiotu

języki obce
obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

B2 level in a foreign language apart from English

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	2	2022/23-Z	

6. Karty przedmiotów dla 1.N2.EP.TTP.AP

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic Language Skills: Reading, writing and speaking 1 (1.N2.EP.TTP.AP.1)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic Language Skills: Reading, writing and speaking 1

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Academic Language Skills: Reading, writing and speaking 1 focuses on developing proficiency in the key language skills at the academic level of C1/C2, with an emphasis given to the use of specialized terminology.

Opis:

Course objectives

The aim of the course is to provide students with practice in reading, writing and speaking at C1/C2 level by working on academic texts and academic topics. The course focuses on:

- training the skill of reading with understanding different academic research texts,
- improving the skill of writing an argumentative essay based on academic research content,
- training speaking skill in terms of academic discussion,
- learning the skill of leading academic discussion,
- training the skill of creating questions to academic discussion.

Course content

1. speaking, writing and reading exercises based on topic areas selected by the teacher,
2. reading and discussing academic texts,
3. using the Internet and traditional data-base queries,
4. coordinating academic group discussions,
5. writing academic essays.

Methods of instruction/ forms of classroom activity:

reading and discussion on academic text(s), presentations, essay writing practice, ICT tools - MS Teams

Literatura:

Reading list for the writing component:

Adams-Tukiendorf Małgorzata and Rydzak Danuta, 2012. Developing Writing Skills : A Manual for EFL Students. Opole: Uniwersytet Opolski

Behrens L. and Leonard J. Rosen, 1994. Writing and reading across the Curriculum. New York: Longman

During, Simon, ed. The Cultural Studies Reader. London: Routledge, 1999.

Oshima Alice and Hogue Ann, 2006. Writing Academic English. New York: Pearson

Reading materials for the reading component and the speaking component depend on individual group academic choices.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Student knows and understands:

1. the role of the English language as a cognitive medium and a tool used in studying (k_W03/P7S_WG)
2. a wide range of analytical and interpretative methods relating to academic sources (k_W04/P7S_WG)
3. an extensive range of details of academic discourse in relation to English linguistics (k_W06/P7S_WG)

Skills

Student can:

4. use English at C1/C2 level, with particular emphasis on academic discourse, taking part in specialist communication and conducting a formalized debate (k_U05/P7S_UK)

5. read and create advanced English-language texts and prepare advanced presentations in the field of English philology, using formal sources (k_U04/P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation in class - speaking/discussion - 40% of the final grade (outcome 1,3,4)

2. Written assignments - 30% of the final grade (outcome 1,3,4,5)

3. Reading assignments - 30% of the final grade (outcome 1,2,5)

60% - pass with a grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

Total number of ECTS: 2

1 point ECTS = 15 hours in class + 10 hours of direct contact with the teacher

1 point ECTS = 30 hours of self-study - extensive reading, notetaking, preparation for classes

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic Language Skills: Reading, writing and speaking 2 (1.N2.EP.TTP.AP.2)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic Language Skills: Reading, writing and speaking 2**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

ALS Reading, writing and speaking 2 is a continuation in development of proficiency in three key language skills at the academic level of C2, with an emphasis given to the use of specialized terminology.

Opis:

Course objectives:

The aim of the course is to give students further practice in academic reading comprehension, writing and speaking performance with a selection of topics related to their academic interests. The students develop their fluency and accuracy as well as discourse complexity and richness of argumentation that matches C2 proficiency level. The course offers support in preparation to self-study C2 proficiency exam in the next semester.

Course content:

- speaking, writing and reading exercises based on selected topics areas
- reading and discussing academic texts pertaining to the chosen specialty
- using the Internet and traditional data-base queries
- giving academic presentations
- coordinating academic group discussions
- writing academic essays

Methods of instruction/ forms of classroom activity:

group discussion on academic text(s), essay writing practice, ICT tools/MSTeams

Literatura:

Reading list for the writing component:

During, Simon, ed. The Cultural Studies Reader. London: Routledge, 1999.

Laurence Behrens and Leonard J. Rosen, 1994. Writing and reading across the curriculum. New York: Longman

Adams-Tukiendorf Małgorzata and Rydzak Danuta, 2012. Developing Writing Skills : A Manual for EFL Students. 2nd ed. Opole: Uniwersytet Opolski

Oshima Alice and Hogue Ann, 2006. Writing Academic English. New York: Pearson

Reading materials for the reading component and the speaking component depend on individual group academic choices.

Supplementary reading

Stephens, Mary (2010) New Proficiency Reading. Longman

Harrison, Mark (2013) Proficiency Practice Tests. Cambridge: CUP

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Students:

1. have a proficiency in English at C2 level in speaking and writing, know grammatical, lexical and stylistic rules of correct uses of English, as well as of various registers to be used appropriately to social contexts (k_W02/P7S_WG)
2. know appropriate layout, style, and grammatical and semantic structures to fit academic discourse (k_W04/P7S_WG)

Skills

Students can

3. read and create advanced English-language texts and prepare advanced presentations in the field of English philology, using formal sources (k_U04/P7S_UK)
4. use English at C2 level, with particular emphasis on academic discourse, taking part in specialist communication and conducting a formalized debate (k_U05/P7S_UK)
5. manage the work of the group to develop oral communication skills (k_U07/P7S_UO)

Social competence

Students can:

6. set priorities when carrying out various tasks related to study (k_K01/P7S_KK)
7. can accept linguistic and cultural differences and recognize them as natural professional conditions (k_K03/P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation in class activities - 50% of the final grade (outcome 1,2,3,4,5,6,7)
2. Written assignments - 25% of the final grade (outcome 1,2,3,4,6)
3. Oral performance in group discussions - 25% of the final grade (outcome 1,2,4,5,6,7)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 2

1 ECTS = 15 hours of classes + 15 hours of direct contact with the instructor

1 ECTS = 30 hours of preparation to class & self study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

Academic Language Skills: Reading, writing and speaking 1

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic Language Skills: Reading, writing and speaking 3 (1.N2.EP.TTP.AP.3)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic Language Skills: Reading, writing and speaking 3**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

ALS Reading, writing and speaking 3 is a continuation in development of proficiency in three key language skills at the academic level of C2, with an emphasis given to the use of specialized terminology. The course guides the students towards their C2 level self-study exam in reading, writing and speaking.

Opis:

Course objectives:

The aim of the course is to give students further practice in academic reading comprehension, writing and speaking performance with a selection of topics related to their academic interests. The students develop their fluency and accuracy as well as discourse complexity and richness of argumentation that matches C2 proficiency level. The course offers support in preparation to self-study C2 proficiency exam.

Course content:

- speaking, writing and reading exercises based on selected topics areas
- analysis of selected academic texts
- reading and discussing academic texts pertaining to the chosen specialty
- using the Internet and traditional data-base queries
- formulating critical opinions and supportive arguments
- coordinating academic group discussions
- writing academic essay

Methods of instruction/ forms of classroom activity:

group discussion on academic text(s), essay writing practice, feedback on performance, ICT tools/MSTeams

Literatura:

Reading list for the writing component:

During, Simon, ed. The Cultural Studies Reader. London: Routledge, 1999.

Laurence Behrens and Leonard J. Rosen, 1994. Writing and reading across the curriculum. New York: Longman

Adams-Tukiendorf Małgorzata and Rydzak Danuta, 2012. Developing Writing Skills : A Manual for EFL Students. 2nd ed. Opole: Uniwersytet Opolski

Oshima Alice and Hogue Ann, 2006. Writing Academic English. New York: Pearson

Reading materials for the reading component and the speaking component depend on individual group academic choices.

Supplementary reading

Stephens, Mary (2010) New Proficiency Reading. Longman

Harrison, Mark (2013) Proficiency Practice Tests. Cambridge: CUP

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Students:

1. have a proficiency in English at C2 level in speaking and writing, know grammatical, lexical and stylistic rules of correct uses of English, as well as of various registers to be used appropriately to academic contexts (k_W02/P7S_WG)
2. know appropriate layout, style, and grammatical and semantic structures to fit academic discourse (k_W04/P7S_WG)

Skills

Students can

3. read and create advanced English-language texts in the field of English philology, using formal sources (k_U04/P7S_UK)
4. use English at C2 level, with particular emphasis on academic discourse, taking part in specialist communication and conducting a formalized debate (k_U05/P7S_UK)
5. manage the work of the group to develop oral communication skills (k_U07/P7S_UO)

Social competence

Students can:

6. set priorities when carrying out various tasks related to study (k_K01/P7S_KK)
7. can accept linguistic and cultural differences and recognize them as natural professional conditions (k_K03/P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation in class activities - 50% of the final grade (1,2,3,4,5,6,7)
2. Written assignments - 25% of the final grade (1,2,3,4,6,7)

3. Oral performance in group discussions - 25% of the final grade (1,2,4,5,6,7)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 2

1 ECTS = 15 hours of classes + 15 hours of direct contact with the instructor

1 ECTS = 30 hours of preparation to class & self study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Wymagania

Academic Language Skills: Reading, writing and speaking 1

Academic Language Skills: Reading, writing and speaking 2

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic Language Skills: Listening and structures 1 (1.N2.EP.TTP.AP.4)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic Language Skills: Listening and structures 1

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course in ALS: Listening and stuctures helps students develop their language proficiency needed for their work on their MA theses. The students will practice listening comprehension and language use in the exam-type exercises. The course is part of preparation for the self-study exam at C2 level.

Opis:

Course objectives

This course is aimed at those preparing for the self-study C2-Level Practical English Exam. It includes proficiency-level listening practice, grammar, use of English and academic vocabulary.

Course content

- acquiring proficiency level vocabulary in the genres of general and academic English.
- understanding of idiomatic structures and patterns.
- listening for general understanding, specific details, meaning in order to complete exam-related exercises.
- re-visiting grammar structures and patterns in order to observe their use at C2 level.
- exam preparation strategies.

Methods of instruction/ forms of classroom activity:

individual, pair work and group work. Peer correction. Grammar and listening exercises: multiple choice, gap fill, word formation, multiple matching, class problem-solving discussion.

Literatura:

Reading list

Gude, K., & Duckworth, M. (2003). Proficiency masterclass: student's book. Oxford University Press.

Terry, M., Wilson, J., & O'Connell, S. (2004). Focus on academic skills for IELTS. Longman.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

Student knows and understands:

1. A full range of grammatical structures and lexical patterns at C2 level. (k_W02/P7S_WG)
2. Idiomatic language and native-speaker competence. (k_W06/P7S_WG)

Skills

Student

3. can listen for gist and specific detail. (k_U05/P7S_UK)
4. is familiar with the listening and use-of-English exercises that will appear in the practical exam. (k_U05/P7S_UK)
5. can utilise a C2 level of English for academic purposes. (k_U05/P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active engagement in class activities - 20% of the final grade (outcome 1,2,3,4,5)
2. Tests on grammatical material covered during the course - 40% of the final grade (outcome 1,2,4,5)
3. Listening tests - 40% of the final grade (outcome 3,4,5)

Final Grading Framework:

2.0 (Fail): 0-59%

3.0 (Average): 60-68%

3.5 (Average Plus): 69-74%

4.0 (Good): 75-84%

4.5 (Good Plus): 85-92%

5.0 (Very Good): 93-100%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 2

0,5 ECTS = 15 hours of classes

0,5 ECTS = 15 hours of direct contact with the instructor

1 ECTS = 30 hours of preparation to class & self study

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia niestacjonarne
profil akademicki**Rodzaj przedmiotu**języki obce
obowiązkowe**Semestr, w którym realizowany jest przedmiot**

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic Language Skills: Listening and structures 2 (1.N2.EP.TTP.AP.5)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic Language Skills: Listening and structures 2

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course is a continuation of ALS: Listening and structures 1. The language contained in this course is meant to facilitate language development at C2 level. In addition, the students will continue to practice listening comprehension and language use in the exam-type exercises. The course is part of preparation for the self-study exam at C2 level.

Opis:

Course objectives

This course is aimed at those preparing for the self-study C2-Level Practical English Exam. It includes proficiency-level listening practice, grammar, use of English and academic vocabulary.

Course content

- training proficiency level vocabulary in the genres of general and academic English.
- understanding of idiomatic structures and patterns.
- developing listening for general understanding, specific details, meaning in order to complete exam-related exercises.
- re-visiting grammar structures and patterns in order to observe their use at C2 level.
- practising exam preparation strategies.

Methods of instruction/ forms of classroom activity:

individual, pair work and group work. Peer correction. Grammar and listening exercises: multiple choice, gap fill, word formation, multiple matching, class problem-solving discussion, ICT tools/MSTeams

Literatura:

Reading list

Gude, K., & Duckworth, M. (2003). Proficiency masterclass: student's book. Oxford University Press.

Terry, M., Wilson, J., & O'Connell, S. (2004). Focus on academic skills for IELTS. Longman.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

Student knows and understands:

1. A full range of grammatical structures and lexical patterns at C2 level. (k_W02/P7S_WG)
2. Idiomatic language and native-speaker competence. (k_W06/P7S_WG)

Skills

Student

3. can listen for gist and specific detail. (k_U05/P7S_UK)
4. is familiar with the listening and use-of-English exercises that will appear in the practical exam. (k_U05/P7S_UK)
5. can utilise a C2 level of English for academic purposes. (k_U05/P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active engagement in class activities - 20% of the final grade (outcome 1,2,3,4,5)
2. Tests on grammatical material covered during the course - 40% of the final grade (outcome 1,2,4,5)
3. Listening tests - 40% of the final grade (outcome 3,4,5)

Final Grading Framework:

2.0 (Fail): 0-59%

3.0 (Average): 60-68%

3.5 (Average Plus): 69-74%

4.0 (Good): 75-84%

4.5 (Good Plus): 85-92%

5.0 (Very Good): 93-100%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 2

0,5 ECTS = 15 hours of classes

0,5 ECTS = 15 hours of direct contact with the instructor

1 ECTS = 30 hours of preparation to class & self study

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia niestacjonarne
profil akademicki**Rodzaj przedmiotu**języki obce
obowiązkowe**Semestr, w którym realizowany jest przedmiot**

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

Academic Language Skills: Listening and structures 1

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic Language Skills: Listening and structures 3 (1.N2.EP.TTP.AP.6)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic Language Skills: Listening and structures 3**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course is a continuation of ALS: Listening and structures 2. The language contained in this course is meant to facilitate language development at C2 level. In addition, the students will continue to practice listening comprehension and language use in the exam-type exercises. The course is part of preparation for the self-study exam at C2 level.

Opis:

Course objectives

This course is aimed at those preparing for the self-study C2-Level Practical English Exam. It includes proficiency-level listening practice, grammar, use of English and academic vocabulary.

Course content

- training proficiency level vocabulary in the genres of general and academic English.
- understanding of idiomatic structures and patterns.
- developing listening for general understanding, specific details, meaning in order to complete exam-related exercises.
- re-visiting grammar structures and patterns in order to observe their use at C2 level.
- practising exam preparation strategies.

Methods of instruction/ forms of classroom activity:

individual, pair work and group work. Peer correction. Grammar and listening exercises: multiple choice, gap fill, word formation, multiple matching, class problem-solving discussion, ICT tools/MSTeams

Literatura:

Reading list

Gude, K., & Duckworth, M. (2003). Proficiency masterclass: student's book. Oxford University Press.

Terry, M., Wilson, J., & O'Connell, S. (2004). Focus on academic skills for IELTS. Longman.

Roderick, M., Nuttal C., & Kenny N. (2013) . Proficiency Expert Coursebook. Pearson.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

Student knows and understands:

1. A full range of grammatical structures and lexical patterns at C2 level. (k_W02/P7S_WG)
2. Idiomatic language and native-speaker competence. (k_W06/P7S_WG)

Skills

Student

3. can listen for gist and specific detail. (k_U05/P7S_UK)
4. becomes familiar with the listening and use-of-English exercises that will appear in the practical exam. (k_U05/P7S_UK)
5. can utilise a C2 level of English for academic purposes. (k_U05/P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active engagement in class activities - 20% of the final grade (outcome 1,2,3,4,5)
2. Tests on grammatical material covered during the course - 40% of the final grade (outcome 1,2,4,5)
3. Listening tests - 40% of the final grade (outcome 3,4,5)

Final Grading Framework:

2.0 (Fail): 0-59%

3.0 (Average): 60-68%

3.5 (Average Plus): 69-74%

4.0 (Good): 75-84%

4.5 (Good Plus): 85-92%

5.0 (Very Good): 93-100%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 2

0,5 ECTS = 15 hours of classes

0,5 ECTS = 15 hours of direct contact with the instructor

1 ECTS = 30 hours of preparation to class & self study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Wymagania

Academic Language Skills: Listening and structures 1

Academic Language Skills: Listening and structures 2

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2022/23-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

2 2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Self-study (1.N2.EP.TTP.AP.7)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Self-study**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The Self-study C2-level examination is a competence exam serving the purpose of controlling the students' general language competence, without concentrating on the knowledge of the material analysed within any particular course.

Opis:

Course objectives

The aim of the examination is to test whether the student's language proficiency satisfies the C2-Level requirements with reference to:

- understanding heard and read texts,
- summarising information from spoken and written sources,
- reconstructing arguments in a coherent presentation,
- expressing her-/himself spontaneously, with fluency and precision,
- differentiating between subtle shades of meanings in elaborate situations.

The exam consists of three parts:

a) Integrated test to control the student's language proficiency in:

- a1) listening comprehension (maximum score = 20 percent of the test score),
- a2) reading comprehension (maximum score = 20 percent of the test score), a3) the use of English (maximum score = 20 percent of the test score),

b) Writing – a short essay (approximately two pages of A4 format) focusing on a discussion of a chosen research problem emerging from their Academic major. The student's task is to justify why a chosen problem seems to be important and interesting. This part of the exam serves the purpose of checking the student's ability to apply the appropriate academic style in a written text (maximum score = 20 percent of the test score).

c) Oral exam – this part aims at checking the student's knowledge of grammar and vocabulary, pronunciation, academic discourse markers, and the ability to conduct interactive communication within the fields analysed in Academic Language Skills: Reading, writing and speaking classes. The questions are related to the student's MA profile (maximum score = 20 percent of the test score).

The evaluation guidelines for the exam follow those issued by the Council of Europe in The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). While evaluating the student's accomplishment in exam tasks, special attention is paid to the way of handling academic features of discourse such as: the use of impersonal forms, formal field terminology, the lack of emotional load and the presence of objective distance, an appropriate handling of formal information in arguments, and – finally – the student's social participation in a discussion (i.e. turn-taking, respecting other conversers' views, dealing with communication problems, the use of extra-linguistic communication).

Literatura:

Reading list:

Brown, K. (2007). Academic encounters: Life in society: Reading, study skills, writing. Cambridge: University Press.

Cumming, A. (Ed.). (2006). Goals for academic writing. Amsterdam: John Benjamins.

Espeseth, M. (2006). Academic listening encounters: Listening, note taking, discussion: Human behavior. Cambridge: University Press.

Flowerdew, J. (Ed.). (2002). Academic discourse. Harlow: Longman.

MacPherson, R. (2006). English for academic purposes. Warszawa: Wydawnictwo Naukowe PWN.

McCarthy, M. (2009). Academic vocabulary in use. Cambridge: University Press.

Osuchowska, D. (2009). The rudiments of academic writing. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego.

Sanabria, K. (2007). Academic listening encounters: Life in society: Listening, note taking, discussion. Cambridge: University Press.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

The students know and understand:

1. the role of English as a cognitive means and a tool used for studying with its language subtlety and indirect expressions (k_W03/P7S_WG)
2. the rules of academic discourse in English, including characteristics of various types of academic texts such as a paraphrase, summary, definition, comparison, synthesis, critique, argument, discourse, and polemic (k_W06/P7S_WG)
3. know grammatical, lexical and stylistic rules of C2-Level academic English (k_W06/7S_WG)

Skills

The students can

4. read and create advanced English language texts in the field of English philology at C2 level (k_U04/P7S_UK)
5. speak English at C2 level, with particular emphasis on academic discourse, taking part in the specialist communication and conducting a formal debate (k_U05/P7S_UK)

Social competences

The students are ready to

6. prioritize the implementation of various tasks related to studying and approaching a self-study C2 exam (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

Written and oral exam in English at C2 level - 100% of the final grade (outcomes 1,2,3,4,5,6)

The accomplishment of all exam tasks is represented by a sum of percentage points scored in individual tasks. Final marks are granted according to the following framework:

total score: 0 – 59% - mark: 2,0

total score: 60 – 68% - mark: 3,0

total score: 69 – 76% - mark: 3,5

total score: 77 – 84% - mark: 4,0

total score: 85 – 92% - mark: 4,5

total score: 93 – 100% - mark: 5,0

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 3

3 ECTS: 90 hrs of preparation to the exam (self-study)

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Wymagania

a passing grade in Academic Language Skills: Reading, writing and speaking 3

a passing grade in Academic Language Skills: Listening and structures 3

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		3	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic Language Skills: Writing (1.N2.EP.TTP.AP.8)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic Language Skills: Writing**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description:

The course in academic writing is addressed to students who finalise composing their MA theses. The Academic Language Skills: Writing course is focused on further development of academic writing in the context of MA thesis writing. The students receive mentoring and tutoring regarding graphic formating of their MA thesis according to University regulations, organisation of content, referencing, bibliography according to MLA or APA standard formats. Attention is drawn to quotations, paraphrases, proper introduction to the MA as a whole but also to particular chapters, effective conclusion and suitable summary of the MA both in Polish and in English.

The course is highly individualised

Opis:

Course objectives:

The main aim is to support students in refining their MA theses as far as formal aspects of academic writing are concerned.

Course content:

coherence-oriented text analysis techniques
cohesion-oriented text analysis techniques
text-editing techniques
error correction
source documentation (APA/MLA)
covering students' individual needs

Methods of teaching: tutoring, mentoring, text analysis, writing tasks; ICT tools/MSTeams platform

Literatura:

Reading list

American Psychological Association. (2015). Publication manual of the American Psychological Association. 6th ed. Washington, DC: American Psychological Association.

Gibaldi, J. (2009). MLA handbook for writers of research papers. 7th ed. New York: Modern Language Association of America

used for self-study

Hinkel, E. (2004). Teaching academic ESL writing. Mahwah, NJ: Lawrence Erlbaum.

Swales, J.M., & Feak Ch.B. (1994). Academic writing for graduate students. Ann Arbor: The University of Michigan Press.

Wilson, J. & J. Newbrook. (2004). New proficiency gold. London: Longman.

supplementary reading

Fisher, A. (2011). Critical thinking: An introduction. Cambridge: Cambridge University Press.

Leki, I. (1998). Academic writing: Exploring processes and strategies (2nd ed.). Cambridge: Cambridge University Press.

Efekty uczenia się:

Learning outcomes (PRK 2019)

Knowledge

The student knows:

1. academic discourse in the field representing their MA thesis focus (k_W06/P7S_WG)
2. rules of the protection of intellectual copyright (k_W08/P7S_WK)

Skills

The student can:

3. use academic discourse to carry out academic writing tasks (k_U01//P7S_UW; k_U04/P7S_UK)
4. use English at the level of C2 of the Common European Framework for languages and in the scope of specialist terminology in their academic writing (k_U05/P7S_UK)

Social competences

The student is ready to:

5. act ethically in the context of academic writing including source documentation, paraphrasing and quoting (k_K05/P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 40% of the final grade (outcome 1,2,3,4,5)
2. Writing tasks - each 15% of the final grade (outcome 1,2,3,4,5)

The individual writing tasks include:

1. progress report on own MA research project including a front page (15%)

2. samples of long and short quotations and paraphrases with references to sources (15%)
 3. samples of bibliography in MLA or APA style (15%)
 4. a summary of MA thesis together with key words – English and Polish versions (15%)

Grading system:

active participation and two writing tasks - grade 3,0
 active participation and three writing tasks - grade 4,0
 active participation and four writing tasks - grade 5,0

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 2

0,5 ECTS = 15 hours of classes

0,5 ECTS = 15 hours of direct contact with the instructor

1 ECTS = 30 hours of preparation to class (home writing)

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

języki obce

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 4

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2022/23-L

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

2 2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Information and communication technologies for teachers (1.N2.EP.TTP.AP.9)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Information and communication technologies for teachers**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description:

The course is to support the students in developing ICT skills for language teaching and learning and to give them the knowledge of Web 2.0 tools designed for educational settings. The course is created to equip them with hands-on experience in ICT and to show them the potential of new media and the Internet. It reinforces their digital competence and boosts their confidence as well as enhances teaching skills necessary to effective language teaching with ICT.

Opis:

Course objectives

- to facilitate the development of the digital competence of the students
- to explore Web 2.0 tools for communication in foreign language classroom
- to discover how effectively collaborate with Web 2.0 tools in foreign language classroom
- to develop the digital skills that support developing, nurturing and evaluating new ideas
- to evaluate technological tools as far as their use in education

Course content:

The course covers the following topics:

1. Teacher's ICT kit – exploring Web 2.0 tools to organize teacher's work, save time and make school life easier. A review of the most essential and practical multimedia tools to communicate and collaborate.
2. Web 2.0 tools for communication
3. Web 2.0 tools for collaboration
4. Web 2.0 tools for creativity
5. Developing foreign language skills with Web 2.0 tools
6. Writing – introducing Web 2.0 tools to motivate students to write and develop their writing skills. Discovering online applications for creative and collaborative writing.
7. Listening and reading – investigating Web 2.0 tools to develop students' interests in mastering reading and listening skills. Various websites and online resources with texts, podcasts and recordings to use in EFL classroom.
8. Speaking, vocabulary and games - researching online applications designed to develop students' speaking competence and confidence as well as to give them tools to teach and revise lexis. A lot of games making learning and teaching language enjoyable.
9. Language teacher database – discovering and sharing numerous resources and ready-made recipes for EFL lessons.

Methods of instruction/ forms of classroom activity:

ICT tasks involving the use of Web 2.0 tools, multimedia presentation

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

1. The student has the knowledge of ICT terminology and ICT procedures (k_W09; N_W15)

Skills

2. The student has the ability to apply the detailed ICT knowledge required to work as a teacher; possesses digital discourse competence in ICT (k_U09; N_U18)

Social competences

3. The student shapes their own views on the basis of the gained general and detailed ICT knowledge within socio-digital competence and strategic competence in ICT and participates in actions that strengthen the quality of work of the educational institution (k_K04; N_K06)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in class - 40% of the final grade (outcome 1,2,3)
2. 12 ICT tasks involving the use of Web 2.0 tools in foreign language lessons during the classes (or online) - 60% of the final grade (outcome 1,2,3)

The tasks will be published on the group communication platform. The tasks will be assessed according to the assessment system worked out by the students.

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

0,5 ects = 15 hrs in class

0,5 ECTS = 15 hrs direct contact with the instructor

3 ects = 90 hrs preparation and self study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	4	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic lecture series 1 (1.N2.EP.TTP.AP.10)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic lecture series 1

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Academic lecture series is meant to broaden MA students knowledge of academic topics related to humanities in general and to English philology studies in particular.

Opis:

Course objectives:

The lecture is aimed at detailing students' knowledge of the theoretical framework, methodological preferences and analytic preoccupations of second language aquisition context. The course is intended as an elaboration and diversification of students' broad orientation and to develop individual interests of selected areas of English Philology domain especially relevant in the educational context.

Course content depends on the teachers' research interests and specialist knowledge.

Methods of instruction/ forms of classroom activity

multimedia presentation, discussion, reading, text analysis, essay writing, ICT tools/MSTeams

Literatura:

Reading list is provided by the teacher in each particular study cycle.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students:

1. understand specific terminology in the field of study the lecture represents (k_W02/P7S_WG)
2. know and understand leading concepts of the the field of study the lecture represents (k_W05/P7S_WG)

Skills

Students can

3. read with understanding specialist academic texts and can write an academic essay or present orally using formal sources (k_U04/P7S_UW)
4. can use the academic knowledge received during lectures to develop and deepen their academic interests (k_U08/P7S_UU)

Social competences

Students are ready to

5. critically assess presented knowledge when applying it in practice in their professional context (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes provided by the teacher in each particular study cycle.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture (100% online)

0,5 ECTS - 15hrs of preparation & home study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne
profil akademicki

Rodzaj przedmiotu

monograficzne
obowiązkowe

Tryb prowadzenia

Realizowany zdalnie

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	1	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic lecture series 2 (1.N2.EP.TTP.AP.11)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic lecture series 2

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Academic lecture series is meant to broaden MA students knowledge of academic topics related to humanities in general and to English philology studies in particular.

Opis:

Course objectives:

The lecture is aimed at detailing students' knowledge of the theoretical framework, methodological preferences and analytic preoccupations of second language acquisition context. The course is intended as an elaboration and diversification of students' broad orientation and to develop individual interests of selected areas of English Philology domain especially relevant in the educational context.

Course content depends on the teachers' research interests and specialist knowledge.

Methods of instruction/ forms of classroom activity

multimedia presentation, discussion, reading, text analysis, essay writing, ICT tools/MSTeams

Literatura:

Reading list is provided by the teacher in each particular study cycle.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students:

1. understand specific terminology in the field of study the lecture represents (k_W02/P7S_WG)
2. know and understand leading concepts of the field of study the lecture represents (k_W05/P7S_WG)

Skills

Students can

3. read with understanding specialist academic texts and can write an academic essay or present orally using formal sources (k_U04/P7S_UW)
4. can use the academic knowledge received during lectures to develop and deepen their academic interests (K-U08/P7S_UU)

Social competences

Students are ready to

5. critically assess presented knowledge when applying it in practice in their professional context (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes provided by the teacher in each particular study cycle.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture (100% online)

0,5 ECTS - 15hrs of preparation & home study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne
profil akademicki

Rodzaj przedmiotu

monograficzne
obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany zdalnie

Tryb prowadzenia**Przynależność do grup przedmiotów w cyklach:**

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic lecture series 3 (1.N2.EP.TTP.AP.12)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic lecture series 3

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Academic lecture series is meant to broaden MA students knowledge of academic topics related to humanities in general and to English philology studies in particular.

Opis:

Course objectives:

The lecture is aimed at detailing students' knowledge of the theoretical framework, methodological preferences and analytic preoccupations of second language acquisition context. The course is intended as an elaboration and diversification of students' broad orientation and to develop individual interests of selected areas of English Philology domain especially relevant in the educational context.

Course content depends on the teachers' research interests and specialist knowledge.

Methods of instruction/ forms of classroom activity

multimedia presentation, discussion, reading, text analysis, essay writing, ICT tools/MSTeams

Literatura:

Reading list is provided by the teacher in each particular study cycle.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students:

1. understand specific terminology in the field of study the lecture represents (k_W02/P7S_WG)
2. know and understand leading concepts of the field of study the lecture represents (k_W05/P7S_WG)

Skills

Students can

3. read with understanding specialist academic texts and can write an academic essay or present orally using formal sources (k_U04/P7S_UW)
4. can use the academic knowledge received during lectures to develop and deepen their academic interests (k_U08/P7S_UU)

Social competences

Students are ready to

5. critically assess presented knowledge when applying it in practice in their professional context (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes provided by the teacher in each particular study cycle.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture (100% online)

0,5 ECTS - 15hrs of preparation & home study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne
profil akademicki

Rodzaj przedmiotu

monograficzne
obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany zdalnie

Tryb prowadzenia**Przynależność do grup przedmiotów w cyklach:**

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2022/23-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic lecture series 4 (1.N2.EP.TTP.AP.13)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic lecture series 4

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Academic lecture series is meant to broaden MA students knowledge of academic topics related to humanities in general and to English philology studies in particular.

Opis:

Course objectives:

The lecture is aimed at detailing students' knowledge of the theoretical framework, methodological preferences and analytic preoccupations of second language aquisition context. The course is intended as an elaboration and diversification of students' broad orientation and to develop individual interests of selected areas of English Philology domain especially relevant in the educational context.

Course content depends on the teachers' research interests and specialist knowledge.

Methods of instruction/ forms of classroom activity

multimedia presentation, discussion, reading, text analysis, essay writing, ICT tools/MSTeams

Literatura:

Reading list is provided by the teacher in each particular study cycle.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students:

1. understand specific terminology in the field of study the lecture represents (k_W02/P7S_WG)
2. know and understand leading concepts of the the field of study the lecture represents (k_W05/P7S_WG)

Skills

Students can

3. read with understanding specialist academic texts and can write an academic essay or present orally using formal sources (k_U04/P7S_UW)
4. can use the academic knowledge received during lectures to develop and deepen their academic interests (k_U08/P7S_UU)

Social competences

Students are ready to

5. critically assess presented knowledge when applying it in practice in their professional context (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes provided by the teacher in each particular study cycle.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture (100% online)

0,5 ECTS - 15hrs of preparation & home study

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne
profil akademicki

Rodzaj przedmiotu

monograficzne
obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 4

Tryb prowadzenia

Realizowany zdalnie

Tryb prowadzenia**Przynależność do grup przedmiotów w cyklach:**

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic major 1 (1.N2.EP.TTP.AP.14)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic major 1**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The Academic major 1 introduces students to practical and theoretical knowledge related to second language acquisition.

Opis:

Course objectives:

The main aim of the Academic major is to explore academic issues that will be a basis for the students own research in the second language acquisition context in the following semesters.

The main topics relized during the course

1. Second language acquisition as a research area
2. Teaching various age groups.
3. Teaching various aspects of English
4. Challenges of the teacher profession

Methods of instruction/ forms of classroom activity:

lecture, multimedia presentation, discussion, material analysis, ICT tools/e-learning, MSTEams

Literatura:

Reading list:

Materials relevant to students' individual research interests in SLA.

Supplementary readings:

Dörnyei, Z. (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.

Ellis, R. (2008). The Study of Second Language Acquisition (2 edition). Oxford: Oxford University Press.

Brown, H.D. (2000). Principles of language learning and teaching. 4th ed. London: Longman.

Farrell, T. S. C. (2007). Reflective language teaching. London: Continuum.

Richards, J. C. (1994). Reflective teaching in second language classroom. Cambridge: CUP.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Students:

1. know the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. have basic knowledge on second language acquisition (k_W02/P7S_WG)
3. main development trends and achievements in applied linguistics (k_W05/P7S_WG)

Skills

Students can:

4. use terminology and take theoretical positions resulting from English studies in order to formulate and solve problems or carry out tasks of a formal and professional nature (k_U01/P7S_UW)
5. connect linguistic knowledge with other scientific fields, particularly psychology, sociology and culture studies (k_U08/P7S_UU)

Social competences

Students are ready to

6. accept linguistic and cultural differences and recognize them as natural professional conditions (k_K03/P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Written assignments - 55% of the final grade (outcome 1,2,3,4,5)
2. Active participation in the classes - 45% of the final grade (outcome 1,2,3,4,5,6)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

1,5 ECTS = 45 hrs in class (50% university site/50% online)

2 ECTS = 60 hrs preparation to class

0,5 ECTS = 15 hrs direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	4	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Academic major 2 (1.N2.EP.TTP.AP.15)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Academic major 2**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course in Academic major 2 is a continuation of Academic major 1. It will focus on expanding students' knowledge related to reflective teaching.

Opis:

Course objectives:

The main aim of the Academic major is to explore academic issues that will be a basis for the students own research in the second language acquisition context in the following semesters.

The main topics realized during the course

1. Second language acquisition as a research area
2. Teaching various age groups.
3. Teaching various aspects of English
4. Challenges of the teacher profession

Methods of instruction/ forms of classroom activity:

lecture, multimedia presentation, discussion, material analysis, ICT tools/e-learning, MSTeams

Literatura:

Reading list:

Materials relevant to students' individual research interests in SLA.

Supplementary readings:

Ellis, R. (2008). The Study of Second Language Acquisition (2 edition). Oxford: Oxford University Press.

Brown, H.D. (2000). Principles of language learning and teaching. 4th ed. London: Longman.

Farrell, T. S. C. (2007). Reflective language teaching. London: Continuum.

Richards, J. C. (1994). Reflective teaching in second language classroom. Cambridge: CUP.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Students:

1. know and understand the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. have advanced knowledge on reflective teaching as theoretical trend in second language acquisition theory and practice (k_W05/P7S_WG)

Skills

Students can:

3. use terminology and take theoretical positions resulting from English studies in order to formulate and solve problems or carry out tasks of a formal and professional nature (k_U01/P7S_UW)
4. critically refer to various aspects of language teaching and relate them to reflective teaching (k_U06 /P7S_UK)

Social competences

Students are able to:

5. self-reflect on their own teaching practice (k_K02 /P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Written assignment of a chosen topic - 55% of the final grade (outcome 2,3,4)
2. Active participation in the classes - 45% of the final grade (outcome 1,2,3,4,5)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

1 ECTS = 30 hrs in class (50% university site/50% online)

2,5 ECTS = 75 hrs preparation to class

0,5 ECTS = 15 hrs direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Wymagania

Academic major 1

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2021/22-L

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

4

2021/22-L

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic major 3 (1.N2.EP.TTP.AP.16)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic major 3

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Academic Major 3 is a continuation of Academic Major 2. The students deepen their knowledge regarding selected trends and achievements within the studied discipline. The students have already formulated their research topics and prepared appropriate research plans. They have already studied sources necessary for completing the theoretical section of their MA theses.

Opis:

Course objectives:

The main aim of the Academic major is to explore academic issues that are a basis for the students own research in the second language acquisition context in the following semesters.

In the third semester the students work on:

- developing the final topic of the thesis
- planning the table of contents of the paper
- selecting the sources, choosing the formatting model
- discussing parts of the thesis (chapters, parts of chapters)
- discussing the possibilities of interpretation of the results in the context of theoretical framework
- discussing the significance and implications of the research

Course content

depends on individual needs of the students and is decided upon by the teacher.

Methods of instruction/ forms of classroom activity

supervising, mentoring, discussion, reading, text analysis, writing, revising, ICT tools/MSTeams

Literatura:

Reading list

The reading list is individual and depends on a topic of a dissertation.

Supplementary reading

Hartas, D. (2010), Educational research and inquiry : qualitative and quantitative approaches, London : Continuum

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. the role of English as a cognitive means and a tool used for studying (k_W03/P7S_WG)
3. expanded formal terminology and theories of second language acquisition studies (k_W02/P7S_WG)
4. a wide range of methods of analysis and interpretation of culture products analysed in the studied disciplines, including theories and research schools within English philology (k_W04/P7S_WG)
5. main trends and achievements within the studied discipline (k_W05/P7S_WG)

Skills:

The student is able to

6. use different source materials and prepare their own advanced texts in English, referring to formal sources (k_U04/P7S_UK)
7. discuss theory and research in the studied discipline (k_U05/P7S_UK)
8. improve their interpretative skills (k_U08/P75_UU)

Social competences:

The student is ready

9. to prioritise tasks, managing the time and resources following the supervisor's guidance (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in individual conferences - 50% of the final grade (outcome 1,2,3,4,5,6,7,8,9)
2. Sections of MA thesis - 50% of the final grade (outcome 2,3,4,5,7,8,9)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

0,5 ECTS = 15 hrs in class (50% university site/50% online)

3 ECTS = 90 hrs preparation to class

0,5 ECTS = 15 hrs direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Wymagania

Academic major 1

Academic major 2

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2022/23-Z

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

4

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic major 4 (1.N2.EP.TTP.AP.17)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic major 4

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Academic Major 4 is a continuation of Academic Major 3. The students deepen their knowledge regarding selected trends and achievements within the studied discipline. The students follow their research topics and research projects under the supervision of the academic responsible for their MA thesis development.

Opis:

Course objectives:

The main aim of the Academic major is to explore academic issues that are a basis for the students' own research in the second language acquisition context . In the last Academic major course the students work on

- discussing parts of the thesis (chapters, parts of chapters)
- discussing the interpretative potential of the thesis
- discussing various contexts connected with the topic of the thesis
- discussing the significance of the critical/interpretative efforts

Course content:

depends on individual needs of the students and is decided upon by the teacher.

Methods of instruction/ forms of classroom activity

supervising, mentoring, discussion, reading, text analysis, writing, revising, ICT tools/MSTeams

Literatura:

Reading list

The reading list is individual and depends on a topic of a dissertation.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. the role of English as a cognitive means and a tool used for studying (k_W03/P7S_WG)
3. expanded formal terminology and theories of second language acquisition studies (k_W02/P7S_WG)
4. a wide range of methods of analysis and interpretation of culture products analysed in the studied disciplines, including theories and research schools within English philology (k_W04/P7S_WG)
5. main trends and achievements within the studied discipline (k_W05/P7S_WG)

Skills:

The student is able to

6. use different source materials and prepare their own advanced texts in English, referring to formal sources (k_U04/P7S_UK)
7. discuss theory and research in the studied discipline (k_U05/P7S_UK)
8. improve their interpretative skills (k_U08/P75_UU)

Social competences:

The student is ready

9. to prioritise tasks, managing the time and resources following the supervisor's guidance (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in individual conferences - 50% of the final grade (outcome 1,2,3,4,5,6,7,8,9)
2. Sections of MA thesis - 50% of the final grade (outcome 2,3,4,5,7,8,9)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 3

1 ECTS = 30 hrs in class (50% university site/50% online)

1,5 ECTS = 45 hrs preparation to class

0,5 ECTS = 15 hrs direct contact with the instructor

Poziom studiów
studia drugiego stopnia
Profil kształcenia
studia niestacjonarne profil akademicki
Rodzaj przedmiotu
obowiązkowe
Semestr, w którym realizowany jest przedmiot
semestr 4
Tryb prowadzenia
Mieszany: realizowany zdalnie i w sali
Wymagania
Academic major 1 Academic major 2 Academic major 3

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		3	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Basic statistics (1.N2.EP.TTP.AP.18)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Basic statistics**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Basic statistics is a course dedicated to basic notions in statistical analysis of data.

Opis:

Course objectives:

The course aims to introduce students to the research methodology using statistical methods in quantitative terms.

Course content

1. Creating the database.
2. Types of variables and measuring scales.
3. Descriptive statistics (mean, median, mode, standard deviation, quartiles, minimum and maximum).
4. Data visualization - histograms.
5. t test for two independent tests.
6. t-test for two dependent samples.
7. Pearson r correlation.

Methods of instruction/ forms of classroom activity:

presentation, ICT tools, statistical programme operation, individual tasks, group discussion, statistical analysis tasks

Literatura:

Reading list:

Students will receive an English script based on the following publications:

Field, A. (2017). Discovering statistics using IBM SPSS statistics: North American edition. London: Sage.

Francuz P. i Mackiewicz R. (2006). Liczby nie wiedzą, skąd pochodzą. Przewodnik po metodologii i statystyce nie tylko dla psychologów.

Lublin: KUL

Supplementary reading:

Brzeziński, J. (2005). Metodologia badań psychologicznych. Warszawa: Wydawnictwo Naukowe PWN.

Bedyńska, S., Brzezicka, A (red.). (2007). Statystyczny Drogowskaz. Warszawa: Wydawnictwo SWPS Academica.

Coe, R. (2002). It's the effect size, stupid: What effect size is and why it is important.

Cumming, G. (2013). Understanding the new statistics: Effect sizes, confidence intervals, and meta-analysis. Routledge.

Ferguson, G. A., Takane, Y. (2002). Analiza statystyczna w psychologii i pedagogice. Warszawa: Wyd. Naukowe PWN.

King B.M., Minium E.W. (2009) Statystyka dla psychologów i pedagogów. Warszawa: Wydawnictwo Naukowe PWN.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

Students know and understand

1. the role of statistical analysis and research methodology in the development of humanities (k_W01/P7S/WG)
2. terminology used in statistical analysis (k_W02/P7S_WG)
3. ethical principles that should be followed when carrying out scientific research (k_W07/P7S_WK)

Skills:

Students can

4. use statistical terms in the description of the obtained results (k_U01/P7S_UW)
5. critically interpret obtained results (k_U02/P7S_UW)
6. choose the appropriate statistical method and interpretation of the obtained results (k_U03/P7S_UW)
7. independently formulate research questions and research problems, and choose the appropriate method to verify them (k_U06/P7S_UK)

Social competences

Students are ready to

8. plan the research process (k_K01/P7S_KK)

9. behave ethically in reference to research and statistical analysis (k_K05/P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 20% of the final grade (outcome 1,2,3,4,5)
2. Practical test - performing tasks with the help of a statistical program - i.e. a test checking the practical use of knowledge / competence and skills - 60% of the final grade (outcome 2,4,5,6,7)
3. Homework (a set of homework [2] exercises entitles students to increase their grade by 0.5) - 20% of the final grade (outcome 5,6,7,8,9)

the final grade will be determined based on the obtained number of points according to rules:

- 3.0: if the student scores above 60% points
- 4.0: if the student obtains above 75% of points
- 5.0: if the student scores above 90% points

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 5

0,5 ECTS – 15 hours: participation in classes,

4 ECTS – 120 hours: preparation (self-study)

0,5 ECTS – 15 hours: direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		5	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Methods and directions of research (1.N2.EP.TTP.AP.19)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Methods and directions of research**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

In the course Methods and directions of research the students will become familiar with main trends in research methodology useful in second language acquisition research, especially with qualitative and quantitative research designs and adequate data analyses methods.

Opis:

Course objectives

The aim of the course is to deepen and systematise students' knowledge within the scope of first and second language acquisition and use regarding methods and directions of research. Students are familiarized with qualitative and quantitative research designs and adequate data analyses methods

Course content

1. What is research
2. Research types and qualities
3. Action research as qualitative research methodology
4. Data collection research tools
5. Stages of a research project
6. Writing a research report

Methods of classroom instruction

extensive reading, essay writing, discussion, ICT tools/MSTeams

Literatura:

Reading list - students are advised to consult selected positions

Brown, J. D. (1992). Understanding research in second language learning. Cambridge: CUP.

Brown, J. D. & Rodgers, T. S. (2002). Doing second language research. Oxford: Oxford University Press

Dörnyei, Z. (2007). Research methods in applied linguistics. Quantitative, qualitative and mixed methodologies. Oxford: Oxford University Press

Gabryś-Barker, D. (2011). Action research in teacher development: An overview of research methodology. Katowice: Wydawnictwo Uniwersytetu Śląskiego.

Hartas, D. (ed.) (2010). Educational research and inquiry. Qualitative and quantitative approaches. London: Continuum

Mackey, A., & Gass, S. M. (2005). Second language research: methodology and design. Mahwah, NJ: Lawrence Erlbaum Associates

McKay, S. (2006). Researching second language classrooms. Mahwah, NJ: Lawrence Erlbaum Associates

Nunan, D. (2008). Research methods in language learning (18th ed.). New York: Cambridge University Press

Richards, K., Ross, S. & P. Seedhouse. (2012). Research methods in applied language studies. London & New York: Routledge.

Seliger, H. W., & Shohamy, E. (1995). Second language research methods (3rd ed.). Oxford: Oxford University Press

Wilczyńska, W. & Michańska-Stadnik, A. (2010). Metodologia badań w glottodydaktyce. Wprowadzenie. Kraków: Avalon.

Efekty uczenia się:

Learning outcomes (PRK 2019)

Knowledge

1. The student knows a wide range of analytical and interpretative methods relating to linguistics, including theories and research schools in the field of language acquisition (k_W04/P7S_WG)

Skills

2. The student can read, analyse and synthesise knowledge from multiple sources (k_U04/P7S_UK)

3. The student can create advanced English-language texts (k_U04/P7S_UK)

Social competences:

4. The student is ready to self-monitor their own learning (k_K01/P7S_KK)

5. The student is ready to develop their language proficiency and academic skills (k_K05/P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes and class discussions - 40% of the final grade (outcome 1,2,4,5)

2. A definition essay - 30% of the final grade (outcome 1,2,3,5)

3. A classification essay - 30% of the final grade (outcome 1,2,3,5)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties:

total number of ECTS = 2

0,5 ECTS = 15 hrs in class

1 ECTS = 30 hrs preparation

0,5 ECTS = 10 hrs direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

seminaria magisterskie

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

2 2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Statistical analysis 1 (1.N2.EP.TTP.AP.20)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Statistical analysis 1**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course in Statistical analysis 1 introduces students to the methodology of conducting research in the field of humanities and social sciences. The course focuses mainly on quantitative research, research methodology, theoretical issue, the method of communicating research results, etc.

Opis:

Course objectives

- familiarising the students with the leading methods of statistical analysis used in research in applied linguistics

Course content

1. One-way analysis of variance (ANOVA) in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
2. Two-way analysis of variance (ANOVA) in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
3. Factorial ANOVA in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
4. Simple Regression analysis and its assumptions
5. Multiple Regression analysis and its assumptions

Methods of instruction/ forms of classroom activity

presentation, discussion, case study, individual work, ICT tools, MSTEams, Statistica, SPSS

Literatura:

Reading list:

Francuz P. i Mackiewicz R. (2006). Liczby nie wiedzą, skąd pochodzą. Przewodnik po metodologii i statystyce nie tylko dla psychologów. Lublin: KUL

Field, A. (2017). Discovering statistics using IBM SPSS statistics: North American edition. London: Sage

Supplementary reading

Brzeziński, J. (2005). Metodologia badań psychologicznych. Warszawa: Wydawnictwo Naukowe PWN.

Bedynska, S., Brzezicka, A (red.). (2007). Statystyczny Drogowskaz. Warszawa: Wydawnictwo SWPS Academica.

Coe, R. (2002). It's the effect size, stupid: What effect size is and why it is important.

Cumming, G. (2013). Understanding the new statistics: Effect sizes, confidence intervals, and meta-analysis. Routledge.

Ferguson, G. A., Takane, Y. (2002). Analiza statystyczna w psychologii i pedagogice. Warszawa: Wyd. Naukowe PWN.

King B.M., Minium E.W. (2009) Statystyka dla psychologów i pedagogów. Warszawa: Wydawnictwo Naukowe PWN.

English translations of the literature in Polish will be provided to students during the course if necessary

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them with the application of statistics (k_W01/P7S_WG)

Skills:

The student is able to

2. use terminology and take theoretical positions resulting from English studies in order to carry out statistical analysis (k_U01/P7S_UW)
3. refer to arguments and formulate logical conclusions using appropriate methods and extensive tools, including statistical analysis (k_U03/P7S_UW)
4. independently formulate research problems and use appropriate tools and methods to analyze them and discuss them with other specialists in the field of English philology, with particular emphasis on statistical analysis (k_U06/P7S_UK)

Social competences

The student is ready to

5. set priorities when carrying out statistical analysis (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 20% of the final grade (outcomes 1,2,3,4,5)

1. A practical test - performing tasks with the help of a statistical program - i.e. a test that checks the practical use of knowledge / competences and skills) - 55% of the final grade (outcomes 2,3,4)

2. Homework assignments (a set of homework assignments allows you to increase the grade by 0.5) - 25% of the final grade (outcomes 2,3,4,5)

Grading follows the criteria as listed:

- 3.0: if the student obtains more than 60% of the points
- 4.0: if the student obtains more than 75% of the points
- 5.0: if the student obtains more than 90% of the points

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

1 ECTS = 30hrs in class

0,5 ECTS = 15hrs direct contact with the instructor

2,5 ECTS = 75hrs preparation to class

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

fakultatywne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		4	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Statistical analysis 2 (1.N2.EP.TTP.AP.21)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Statistical analysis 2**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course in Statistical analysis 2 may either introduce students to the methodology of conducting research in the field of humanities and social sciences or be a continuation of Statistical analysis 1, in which case, it deepens students' knowledge of statistical analysis in humanities. The course focuses mainly on quantitative research, research methodology, theoretical issue, the method of communicating research results, etc.

Opis:

Course objectives

- familiarising the students with the leading methods of statistical analysis used in research in applied linguistics

Course content

1. One-way analysis of variance (ANOVA) in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
2. Two-way analysis of variance (ANOVA) in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
3. Factorial ANOVA in an intergroup and intragroup schema [assumptions, post hoc calculation and contrast analysis, interpretation, visualization of differences].
4. Simple Regression analysis and its assumptions
5. Multiple Regression analysis and its assumptions

Methods of instruction/ forms of classroom activity
presentation, discussion, case study, individual work, ICT tools, MSTEams, Statistica, SPSS

Literatura:

Reading list:

Francuz P. i Mackiewicz R. (2006). Liczby nie wiedzą, skąd pochodzą. Przewodnik po metodologii i statystyce nie tylko dla psychologów. Lublin: KUL

Field, A. (2017). Discovering statistics using IBM SPSS statistics: North American edition. London: Sage

Supplementary reading

Brzeziński, J. (2005). Metodologia badań psychologicznych. Warszawa: Wydawnictwo Naukowe PWN.

Bedyńska, S., Brzezicka, A (red.). (2007). Statystyczny Drogowskaz. Warszawa: Wydawnictwo SWPS Academica.

Coe, R. (2002). It's the effect size, stupid: What effect size is and why it is important.

Cumming, G. (2013). Understanding the new statistics: Effect sizes, confidence intervals, and meta-analysis. Routledge.

Ferguson, G. A., Takane, Y. (2002). Analiza statystyczna w psychologii i pedagogice. Warszawa: Wyd. Naukowe PWN.

King B.M., Minium E.W. (2009) Statystyka dla psychologów i pedagogów. Warszawa: Wydawnictwo Naukowe PWN.

English translations of the literature in Polish will be provided to students during the course if necessary

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them with the application of statistics (k_W01/P7S_WG)

Skills:

The student is able to

2. use terminology and take theoretical positions resulting from English studies in order to carry out statistical analysis (k_U01/P7S_UW)
3. refer to arguments and formulate logical conclusions using appropriate methods and extensive tools, including statistical analysis (k_U03/P7S_UW)
4. independently formulate research problems and use appropriate tools and methods to analyze them and discuss them with other specialists in the field of English philology, with particular emphasis on statistical analysis (k_U06/P7S_UK)

Social competences

The student is ready to

5. set priorities when carrying out statistical analysis (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 20% of the final grade (outcomes 1,2,3,4,5)
2. A practical test - performing tasks with the help of a statistical program - i.e. a test that checks the practical use of knowledge /

competences and skills) - 55% of the final grade (outcomes 2,3,4)

3. Homework assignments (a set of homework assignments allows you to increase the grade by 0.5) - 25% of the final grade (outcomes 2,3,4,5)

Grading follows the criteria as listed:

- 3.0: if the student obtains more than 60% of the points
- 4.0: if the student obtains more than 75% of the points
- 5.0: if the student obtains more than 90% of the points

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 3

1 ECTS = 30hrs in class

0,5 ECTS = 15hrs direct contact with the instructor

1,5 ECTS = 45hrs preparation to class

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

fakultatywne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		3	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic research in Second Language Acquisition 1 (1.N2.EP.TTP.AP.22)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic research in Second Language Acquisition 1

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Academic research in Second Language Acquisition 1 focuses on the basic research methods in critical applied linguistics, including content analysis and critical discourse analysis.

Opis:

Course objectives

familiarising the students with research methods used in critical applied linguistics

Course content

1. Qualitative and quantitative methodologies.
 2. Content analysis in educational research.
 3. Critical Discourse Analysis in the research of educational materials.
 4. Process of the research - main stages.
 5. The process of data collecting.
 6. Data analysis and interpretation.
 7. Description of research results.
-

Methods of instruction/ forms of classroom activity

extensive reading, essay writing, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Ruth Wodak, Michael Meyer Red., Methods of critical discourse analysis, Thousand Oaks : Sage Publications, 2010

Norman Fairclough, Critical discourse analysis: The critical study of language, London: Longman, 1999

Klaus Krippendorff, Content analysis: An introduction to its methodology, Sage Publications, 2019

Lia Litosseliti ed., Research methods in linguistics, London : Bloomsbury, 2017

Supplementary reading:

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed method approaches. Los Angeles: SAGE Publications.

Ellis, R. (2008). The study of second language acquisition. Second edition. Oxford: Oxford University Press.

Efekty uczenia się:

Learning outcomes (PRK 2019)

Knowledge

A student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. methods of analysis and interpretation of texts in second language acquisition (k_W04/P7S_WG)

Skills

A student can:

3. formulate and analyse research problems, choose methods and tools for solving them using knowledge of applied linguistics (k_U06/P7S_UW)

Social competence

A student is ready to

4. set priorities when carrying out research analysis (k_K01/P7S_KK)
5. critically assess their knowledge (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Written assignment of a chosen topic - 55% of the final grade (outcome 1,2,3,4,5)
2. Active participation in classes - 45% of the final grade (outcome 1,2,3,4,5)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 4

1 ECTS = 30hrs in class

0,5 ECTS = 15hrs direct contact with the instructor

2,5 ECTS = 75hrs preparation to class and to final assessment

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

fakultatywne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	4	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Academic research in Second Language Acquisition 2 (1.N2.EP.TTP.AP.23)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Academic research in Second Language Acquisition 2

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Academic research in Second Language Acquisition 2 focuses on the basic research methods in critical applied linguistics, including content analysis and critical discourse analysis. It may be covered by students either as a single course or a continuation of Academic research in Second Language Acquisition 1.

Opis:

Course objectives

familiarising the students with research methods used in critical applied linguistics

Course content

1. Qualitative and quantitative methodologies.
2. Content analysis in educational research.
3. Critical Discourse Analysis in the research of educational materials.
4. Process of the research - main stages.
5. The process of data collecting.
6. Data analysis and interpretation.
7. Description of research results.

Methods of instruction/ forms of classroom activity

extensive reading, essay writing, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Ruth Wodak, Michael Meyer Red., Methods of critical discourse analysis, Thousand Oaks : Sage Publications, 2010

Norman Fairclough, Critical discourse analysis: The critical study of language, London: Longman, 1999

Klaus Krippendorff, Content analysis: An introduction to its methodology, Sage Publications, 2019

Lia Litosseliti ed., Research methods in linguistics, London : Bloomsbury, 2017

Supplementary reading:

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed method approaches. Los Angeles: SAGE Publications.

Ellis, R. (2008). The study of second language acquisition. Second edition. Oxford: Oxford University Press.

Efekty uczenia się:

Learning outcomes (PRK 2019)

Knowledge

A student knows and understands

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them (k_W01/P7S_WG)
2. methods of analysis and interpretation of texts in second language acquisition (k_W04/P7S_WG)

Skills

A student can:

3. formulate and analyse research problems, choose methods and tools for solving them using knowledge of applied linguistics (k_U06/P7S_UW)

Social competence

A student is ready to

4. set priorities when carrying out research analysis (k_K01/P7S_KK)
5. critically assess their knowledge (k_K02/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Written assignment of a chosen topic - 55% of the final grade (outcome 1,2,3,4,5)
2. Active participation in classes - 45% of the final grade (outcome 1,2,3,4,5)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 3

1 ECTS = 30hrs in class

0,5 ECTS = 15hrs direct contact with the instructor

1,5 ECTS = 45hrs preparation to class and to final assessment

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

fakultatywne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	3	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Graduate proseminar (1.N2.EP.TTP.AP.24)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Graduate prosemianar**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Graduate Proseminar is meant to prepare students to carry out their own empirical studies that will provide them with the answers to the research questions they have already formulated.

Opis:

Course objectives

- selecting own research topic
- researching that topic
- discussing the theory and research relevant to student's research topic

Course content depends on the MA supervisor and individual student needs

Methods of instructions: mentoring, supervising, tutoring, discussion, extensive reading and writing, ICT tools/e-learning MSTeams

Literatura:

Reading list:

- Bitchener, J. (2010). Writing an applied linguistics thesis or dissertation. Basingstoke, New York: Palgrave Macmillan.
Dörnyei, Z. (2011) Research methods in applied linguistics : quantitative, qualitative, and mixed methodologies, Oxford : Oxford Universi
Larsen-Freeman, D., & Long, M. H. (2014). An introduction to second language acquisition research. London; New York: Routlege.
Nunan, D. (1994). Research methods in language learning. Cambridge: Cambridge University Press.
Wilczyńska, W. & Michońska-Stadnik, A. (2010). Metodologia badań w glottodydaktyce. Wprowadzenie. Kraków: Avalon.

Supplementary reading

K. A Neuendorf (2002), The content analysis guidebook, Thousand Oaks : Sage Publications

K. Krippendorff (2019), Content analysis : an introduction to Its methodology, Thousand Oaks : Sage Publications

Efekty uczenia się:

Learning outcomes according to PRK 2019

Knowledge

The student knows and understands

1. the place and significance of the philological science among humanities and its analytical and methodological tools (k_W01/P7S_WG)
2. the role of English as a cognitive means and a tool used for studying (k_W03/P7S_WG)
3. a wide range of analytical and interpretative methods relating to various cultural products analyzed within linguistics, including theories and research schools in the field of language acquisition (k_W04/P7S_WG)
4. principles of copyright and its protection in relation to various cultural products, in particular in the field of English philology (k_W08/P7S_WK)

Skills

The student can

5. be innovative in solving complex and new problems by making the right choices, evaluating and critically interpreting the acquired knowledge (k_U02/P7S_UW)
6. refer to arguments and draw logical conclusions using appropriate methods and expended tools (k_U03/P7S_UW)
7. independently formulate research problems and use appropriate tools and methods to analyse and discuss them with other specialists in the field of English philology (k_U06/P7S_UK)

Social competence

The student is ready to

8. participate in various forms of cultural life for the research purposes (k_K04/P7S_KO)
9. take the ethical responsibilities of the critical research work (the question of plagiarism) (k_K05/P7S_KR)

Metody i kryteria oceniania:

Forms of evalutions of learning outcomes

1. The draft of the research chapter - 50% of the final grade (1,2,3,4,5,6,7,8,9)
2. Active participation in individual conferencing - 50% of the final grade (1,2,3,4,5,6,7,8,9)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 3

1 ECTS = 30hrs in class (50% university site/50% online)

0,5 ECTS = 15hrs direct contact with the supervisor

1,5 ECTS = 45hrs preparation (extensive reading and writing)

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

proseminaria

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2022/23-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

3

2022/23-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Graduate seminar (1.N2.EP.TTP.AP.25)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Graduate seminar**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Graduate seminar is a continuation of the work between the student and the supervisor of MA thesis towards finalisation of the students' own academic research and writing of MA thesis on a selected topic within second language acquisition in English philology.

Opis:

Course objectives

- completing own research for the purpose of MA thesis
- developing interpretative strategies and critical skills
- concluding the theory and research relevant to student's research topic

Course content depends on the MA supervisor and individual student needs

Methods of instructions: mentoring, supervising, tutoring, discussion, extensive reading and writing, ICT tools/e-learning MSTeams

Literatura:

Reading list:

Selected relevant monographs, readers, journal articles, online materials within the scope of the seminar

The choice of literature depends on each student's academic interests and the topic of their MA thesis

Efekty uczenia się:

Learning outcomes (PRK 2019)

Knowledge:

Students know

1. a wide range of analytical and interpretative methods used within linguistics, including theories and research schools in the field of language acquisition (k_W04/P7S_WG)
2. an extensive range of details of academic discourse in relation to English linguistics (k_W06/P7S_WG)
3. the principles of copyright and its protection in relation to various products of culture, in particular in the field of philology (k_W08/P7S_WK)

Skills:

Students can

4. use terminology and take theoretical positions resulting from English studies in order to carry out their MA thesis (k_U01/P7S_UW)
5. refer to arguments and formulate logical conclusions using appropriate methods and extensive tools in their MA thesis (k_U03/P7S_UW)
6. independently formulate research problems and use appropriate tools and methods to analyze them and discuss them with other specialists in the field of English philology in their MA thesis (k_U06/P7S_UK)

Social competences:

Students are ready to

7. critically assess and solve problems resulting from the implementation of professional tasks such as writing their MA thesis (k_K02/P7S_KK)

8. set priorities when carrying out various tasks related to study and work (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation in discussions, individual work on own MA topic, reading of academic resources - 20% of the final grade (outcomes 1,2,3,4,5,6,7)
2. Writing and revising MA thesis main chapters - 40% of the final grade (outcomes 1,2,3,4,5,6,7,8)
3. Writing introduction, conclusion and summary of MA thesis - 40% of the final grade (outcomes 2,3,4,7,8)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 5

1 ECTS = 30hrs in class (50% university site/50% online)

0,5 ECTS = 15hrs direct contact with the supervisor

3,5 ECTS = 105hrs preparation (extensive reading and writing)

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia niestacjonarne
profil akademicki**Rodzaj przedmiotu**

obowiązkowe

seminaria magisterskie

Semestr, w którym realizowany jest przedmiot

semestr 4

Tryb prowadzenia

Mieszany: realizowany zdalnie i w sali

Wymagania

Graduate proseminar

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		5	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Preparation of diploma paper (1.N2.EP.TTP.AP.26)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Preparation of diploma paper**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The preparation of diploma paper is dedicated to student's MA thesis preparation, development and finalisation under the supervision of a designated academic in the field of second language acquisition/ applied linguistics.

Opis:

Course objectives:

The main objective is finalisation of the process of writing MA thesis and approaching its defence.

Topics covered during the course:

1. Finalising the research project and particular chapters.
2. Joining the chapters, checking their cohesion and relevance of all parts.
3. Adding necessary changes, including literature.
4. Editing the whole work
5. Working out the conclusions.
6. Editing references and appendices.
7. Preparation for MA thesis defence - revision of theoretical references and methodological issues.

Methods of instruction/ forms of classroom activity:

self-study format, writing, revising, editing, individual work supported by the supervisor

Literatura:

Reading list:

Diploma paper useful information: <http://wfil.uni.opole.pl/diploma-paper/>

Procedura dyplomowania UO: <http://wfil.uni.opole.pl/procedury-diplomowania/>

Purdue Online Writing Lab, https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Obligatory reading list depends on the students' research interests and the topic of their MA thesis.

Efekty uczenia się:

Learning outcomes acc to PRK 2019:

Knowledge

The student knows and understands:

1. the position and role of philological sciences and their place among the humanities as well as the analytical and methodological tools used in them in reference to their MA thesis (k_W01/P7S_WG)
2. the role of the English language as a cognitive medium and a tool used in studying finalised with MA thesis (k_W03/P7S_WG)
3. main development trends and achievements in applied linguistics in reference to their MA thesis (k_W05/P7S_WG)
4. an extensive range of details of academic discourse for their MA thesis writing (k_W06/P7S_WG)
5. the principles of copyright and its protection in relation to various products of culture, in particular in the field of philology, when paraphrasing and quoting in their MA thesis (k_W08/P7S_WK)

Skills

The student can

6. use terminology and take theoretical positions resulting from English studies in order to carry out tasks of a formal and professional nature such as their MA thesis in a selected topic within SLA (k_U01/P7S_UW)
7. refer to arguments and formulate logical conclusions using appropriate methods and extensive tools, adapting them to new needs and developing them from scratch in their own MA thesis (k_U03/P7S_UW)
8. independently formulate research problems and use appropriate tools and methods to analyze them and discuss them with other specialists in the field of English philology in their own MA thesis (k_U06/P7S_UK)
9. use the acquired knowledge and skills to deepen academic interests in the intra- and interdisciplinary dimension in their own MA thesis (k_U08/P7S_UU)

Social competences:

The student is ready to

10. set priorities when carrying out their own MA thesis (k_K01/P7S_KK)

Metody i kryteria oceniania:

Forms of evaluation of the learning outcomes:

A completed MA thesis submitted for its defence - 100% of the final grade (outcomes 1-10)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS: 15

2 ECTS = 60 hrs consultations

13 ECTS = 390 hrs preparation of MA thesis

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia niestacjonarne
profil akademicki**Rodzaj przedmiotu**

seminaria magisterskie

Semestr, w którym realizowany jest przedmiot

semestr 4

Tryb prowadzenia

Lektura monograficzna

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		15	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **General psychology (1.N2.EP.TTP.AP.27)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **General psychology**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

General psychology - lecture - will introduce students to the scientific study of psychology. Students will learn about the principles of behavior and mental processes of humans (and other animals), will become familiar with the concepts associated with the major sub-disciplines used in psychology. Additionally, students will acquire a fundamental knowledge about the history of psychology as a science and its "founding fathers".

Opis:

Course objectives

The aim of the course is to acquaint students with leading branches of psychology, human mental processes and behaviour, and methodology.

Course content

The beginning of psychology as a science

Main schools and scientific approaches

Research techniques and models

Sensation and perception

Psychology of emotions and motivation

Learning: main approaches

Memory

Personality

Intelligence

Psychological disorders

Methods of instruction/ forms of classroom activity:

multimedia presentations, group discussion; ICT tools/MSTeams platform

Literatura:

Reading list:

Cummings, J. A. and Sanders, L. (2019). Introduction to Psychology. Introduction to Psychology / Edition 12

Kalat, J.W. (2021). Introduction to Psychology. Saskatoon, SK: University of Saskatchewan Open Press.

Nolen-Hoeksema S., Fredrickson, B.L., Loftus, G.R., Lutz, C (2018). Atkinson & Hilgard's introduction to psychology. Hampshire: Cengage Learning

Treger, A., Treger, B. (2018). Psychology vocabulary in use. Podręcznik do nauki angielskiej terminologii psychologicznej. Warszawa: Poltex

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students know and understand:

1. classical and contemporary theories of psychology relevant in the educational context and their application values (N_W02/P7S_WG)

2. extended formal psychological terminology (k_W02/P7S_WG)

3. the most important concepts and theories concerning psychological mechanisms (k_W06/P7S_WG; N_W12/P7S_WG; N_W14/P7S_WK)

Skills

Students

4. develop psychological knowledge with the use of various sources, including foreign-language ones, and technologies (N_U18/P7S_UU)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in lectures - 20% of the final grade (outcome 1,2,3)

2. Final test - 80% of the final grade (outcome 1,2,3,4)

Criteria of assessment: pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture

0,5 ECTS - 15hrs of preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: **General psychology (1.N2.EP.TTP.AP.28)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **General psychology**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

General psychology - classes - is meant to be compatible with the General psychology - lecture. Students will learn how scientific methodology is utilized in psychological research and will learn critical thinking skills. Throughout, emphasis is placed on original empirical research.

Opis:

Course objectives

The primary goal of the course is to acquaint students with the basic issues related to general psychology that are to support pedagogical work and to help them develop well-reasoned questions and arguments regarding explanation and description of behavior, using empirical data as the primary authority. The aim of the course is to acquaint students with leading branches of psychology, human mental processes and behaviour, main psychological disorders.

Course content:

The beginning of psychology as a science

Main schools and scientific approaches

Sensation and perception

Psychology of emotions and motivation

Learning: main approaches, neuropsychology of learning, psychology of teaching

Memory

Personality

Intelligence

Psychological disorders

Methods of instruction/ forms of classroom activity:

Interactive presentation, brainstorming, discussion, poster, infographic, group work; ICT tools/MTeams platform

Literatura:

Reading list:

Myers, D. (2013). General psychology. NY: School & Library Binding. 9th edition.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students know and understand:

1. classical and contemporary theories of psychology relevant in the educational context and their application values (N_W02/P7S_WG)
2. extended formal psychological terminology (k_W02/P7S_WG)
3. the most important concepts and theories concerning psychological mechanisms and learning skills (k_W06/P7S_WG; N_W12/P7S_WG; N_W14/P7S_WK)

Skills

Students can

4. develop psychological knowledge with the use of various sources, including foreign-language ones, and technologies (N_U18/P7S_UU)
5. develop creative teaching and learning skills

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1) Active participation in classes - 20% of the final grade (outcome 1,2,3)

2) Final task (project) - 80% of the final grade (outcome 1,2,3,4)

Criteria of assessment: pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of class participation

0,5 ECTS - 10hrs of preparation & 5hrs direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe
uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2021/22-Z

KARTA PRZEDMIOTU

Nazwa przedmiotu: Theoretical background in pedagogy (1.N2.EP.TTP.AP.29)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Theoretical background in pedagogy

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Theoretical background in pedagogy (lecture) provides students with theoretical concepts related to the following areas: school (history, development, pedagogical theories, legal issues) and teacher (models of functioning, communication with students, parents and wider environment, role, values, competences)

Opis:

Course objectives

The objective of the course is to provide students with theoretical knowledge related to functioning of education in order to widen their teacher's perspectives and make them aware of theoretical roots of their everyday school practice.

The course content:

1. Review of the past and contemporary concepts of education. Traditional vs. progressive school.
- 2 . Dimensions of the hidden curriculum. Introduction to educational research.
3. Postmodernism and postmodern language teacher.
4. Norms and procedures according to educational law.
5. Structure of the system of education in historical aspects. Reforms of education.
6. Teachers' values, competences and a professional role.
7. Class tutor as a role model - role, tasks, own concept of educational work with a group.
8. Styles of behaviour in the classroom.

Methods of instruction/ forms of classroom activity:

multimedia presentations, group discussion; ICT tools/MTeams platform

Literatura:

Reading list:

Finch A. E. (2010). The postmodern language teacher: The future of task-based teaching, <https://neltachoutari.wordpress.com/2010/11/01/the-post-modern-langauge-teacher/>

Breen, M. P. (n.d.). Teaching Language in Postmodern classroom,
<http://www.raco.cat/index.php/bells/article/viewFile/102825/149230>

Hughes J. (2014). Critical thinking in the language classroom, https://cdn.ettoi.pl/pdf/resources/Critical_ThinkingENG.pdf

Parankimalil, J. (2012). Meaning, Nature and Aims of Education, <https://johnparankimalil.wordpress.com/2012/03/26/meaning-nature-and-aims-of-education/>

Ordon U. (2010). Professionalism and professional competence of teachers in a contemporary school, Częstochowa.

Stopińska-Pajak A. (ed.) (2015). Between history and the theory of education: methodology, traditions, quest, Katowice : Wydawnictwo Uniwersytetu Śląskiego.

Taack Lanier J., (1997). Redefining the Role of the Teacher: It's a Multifaceted Profession, A closer look at what being an educator really means. <https://www.edutopia.org/redefining-role-teacher>

Tait G. (2017). Schooling and society : myths of mass education, Cambridge: Cambridge University Press.

Supplementary reading:

"Comparative Education Review". Chicago: U of Chicago Press, 2004-2019.

Derenowski M. (2011). Reflective teachers in the modern educational context, Konin.

Additional literature might be used if any special demand appears.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students know and understand:

1. contemporary education theories and their historical roots as well as the socio-cultural context in which they developed (e.g. intercultural, critical, postmodern pedagogy), historical development of school institutions, features of traditional and progressive education, goals and consequences of education reforms in Poland, concept and functions of the hidden curriculum the basics of conducting educational research (N_W01/P7S_WG; N_W02/P7S_WG)
2. the structure of the education system, legal foundations of education and basic issues related to occupational health and safety (N_W04/ P7S_WG, P7S_WK, N_W08/P7S_WK, N_W09/ P7S_WK, N_W11/ P7S_WG)
3. characteristic features of the teacher's role: teaching competence, the concept of values in educational work and the impact of individual role features, competences and values on and teachers' classroom behaviour and student development (N_W03/ P7S_WG)

Skills

Students

4. are able to apply theoretical knowledge to recognize and analyze the characteristics of the institution in which they work, the needs of learners and methods of pedagogical work (N_U01/P7S_UW, N_U02/P7S_UW, N_U03/P7S_UW)

Social competences:

Students

5. build relationships with various partners in pedagogical activities (students, parents, school staff, a broader social environment) based on respect, trust and willingness to support them (N_K01/P7S_KR_N_K02/P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in lectures - 10% of the final grade (outcome 1-5)
2. Written exam - 90% of the final grade (outcome 1-4)

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

1 ECTS - 30hrs of participation in lecture

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Theoretical background in pedagogy (1.N2.EP.TTP.AP.30)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Theoretical background in pedagogy

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Theoretical background in pedagogy (classes) allows students to transfer their theoretical knowledge related to functioning schools and teachers into practical dimensions. Through interactive exercises students will be able to apply pedagogical theories to classroom reality and problems appearing there.

Opis:

Course objectives:

- relying on theoretical framework referring to pedagogical concepts, students will practically know and train the issues related functioning in various educational environments, structure and function of the system of education, specific problems related to particular groups (students-teachers-parents), norms, procedures and good practices relevant in a school context.

Course content:

1. School and teacher – review of functions and concepts in historical aspect and their influence on contemporary situation of education.
- 2 . Dimensions of the hidden curriculum - the ways of recognizing it.
3. Contemporary educational trends and its presence in educational practice.
4. Cooperation with the environment (parents, authorities, organizations).
5. Personal concept of educational work – aims, values and ways of realizing them.
6. Styles of classroom behaviour - possible solutions to common problems.
7. Communication issues: listening skills, non-verbal communication, negotiating, solving conflicts.

Methods of instruction/ forms of classroom activity:

multimedia presentations, group discussion, interactive exercises, case study presentation and analysis; ICT tools/MTeams platform

Literatura:

Reading list:

Curwin R. (2011). Parents and Teachers: The Possibility of a Dream Team, <https://www.edutopia.org/blog/parent-teacher-collaboration-richard-curwin>

Derenowski M., Reflective teachers in the modern educational context, Konin

Finch A. E. (2010) The postmodern language teacher: The future of task-based teaching, <https://neltachoutari.wordpress.com/2010/11/01/the-post-modern-langauge-teacher/>

Ordon U. (2010) Professionalism and professional competence of teachers in a contemporary school, Częstochowa.

Stopińska-Pajak A. (ed.) (2015). Between history and the theory of education: methodology, traditions, quest, Katowice : Wydawnictwo Uniwersytetu Śląskiego.

Taack Lanier J., (1997). Redefining the Role of the Teacher: It's a Multifaceted Profession, A closer look at what being an educator really means. <https://www.edutopia.org/redefining-role-teacher>

Szkoła Summerhill, <https://summerhill.pl>

Supplementary reading:

Tait G. (2017) Schooling and society: myths of mass education, Cambridge: Cambridge University Press.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students know and understand:

1. principles of school and teacher functioning as a result of a complex historical, socio-cultural context (N_W01/P7S_WG)

Skills

students are able

2. to plan and implement educational activities regarding students and parents, based on the knowledge of the features of their role, competences and the system of values (N_U02/P7S_UW, N_U05/P7S_UW)

Social competences

Students are ready

3. to show initiative in the area of recognizing the needs of students, the specificity of the school and the relationships of parents, school and teachers, as well as proposing actions aimed at cooperation between all parties of pedagogical activity (N_K05/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Written assignment of a chosen topic - 30% of the final grade (outcome 1,2,3)

2. Case study presentation - 30% of the final grade (outcome 1,2,3)
 3. Active participation in the classes - 40% of the final grade (outcome 1,2,3)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

1 ECTS: 20 hours of classes, 10 hours of preparing for classes and a written assignment

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Theoretical background in pedagogy (1.N2.EP.TTP.AP.31)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Theoretical background in pedagogy

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

During the Theoretical background in pedagogy workshops students will be solving concrete classroom problems related to communication between teachers and pupils or teachers and parents. The situations will be based both on experiences coming from internship in educational institution and students' own cases.

Opis:

The course objectives:

- transferring theoretical knowledge related to teachers' functioning in their professional roles into practical aspects
- training practical skills necessary in teaching

The course content:

1. Discussion on problematic classroom situations.
2. Choosing the possible solutions based on theoretical knowledge.
3. Reflections on the effectiveness and challenges related to different solutions.

Methods of instruction/ forms of classroom activity:

case study presentation, case study analysis, group discussion; ICT tools/MTeams platform

Literatura:

Reading list:

Antos G., Ventola E., Weber T. (eds.) (2010). Handbook of interpersonal communication, New York.

Powell R.G., Powell D. L. (2010). Classroom communication and diversity : enhancing instructional practice, New York: Routledge.

Ladousse G. P (1991). Role play, Oxford: OUP.

Supplementary reading:

Szczuka-Dorna L., Vendome E. (2017). Introduction to interpersonal communication, Poznań : Publishing House of Poznan University of Technology.

Additional literature might be used if any special demand appears.

Efekty uczenia się:

Learning outcomes acc to PRK since 2019

Knowledge

Students know and understand:

1. features of the communication process with various sides of pedagogical activity (students, parents, social environment), including effective communication methods and ways to overcome conflicts (N_W12/P7S_WG)

Skills

Students are able

2. to properly define and analyze situations in the school class, both noticed during the internship in an educational institution, as well as being the result of own experience (N_U01/P7S_UW)

Social skills:

Students are ready to

3. work in a team, understanding the specifics of the situation of individual people (students, teachers, parents) (N_K07/ P7U_KO; P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Written report based on practical tasks - 50% of the final grade (outcome 1,2,3)
2. Active participation in the workshop - 50% of the final grade (outcome 1,2,3)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

1 ECTS: 10 hours of classes, 10 hours of reading assignment related, 5 hours of a written report preparation

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia niestacjonarne
profil akademicki**Rodzaj przedmiotu**obowiązkowe
uprawnienia pedagogiczne**Semestr, w którym realizowany jest przedmiot**

semestr 1

Tryb prowadzenia

Realizowany w sali

Wymagania

Midterm psychological and pedagogical internship

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **General teacher training (1.N2.EP.TTP.AP.32)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **General teacher training**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description:

The course General teacher training (lecture) introduces the main assumptions of the selected, influential methods and approaches to teaching English as a foreign language.

Opis:

Course objectives:

to familiarise the students with leading methods of teaching EFL

to discuss the principles and basic assumptions of the selected methods and approaches

Course content:

The Grammar –Translation Method

The Direct Method and the Oral Approach

The Audio-Lingual Method

The Silent Way and (De)suggestopedia

Multiple Intelligences

Lexical Approach

Total Physical Response and Task-based Learning

Communicative Language Teaching

Content and Language Integrated Learning

The post-method era and Dogme

Methods of instruction/ forms of classroom activity:

multimedia presentation, group discussion, ICT tools/MSTeams

Literatura:

Reading list:

Larsen-Freeman, D. (1986). Techniques and principles in language teaching. Oxford: OUP.

Richards, J., and Rodgers, T. (2001). Approaches and methods in language teaching. 2nd ed. Cambridge: CUP.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

1. The students know and understand the role of a teacher, teacher-learner relationship and the principles of selected methods and approaches to EFL teaching (N_W15).

Skills

2. The students are able to identify and analyse pedagogical classroom actions which reflect the principles of the selected methods and/or approaches to EFL teaching (N_U01).

3. The students can think critically in order to select and design adequate teaching materials, reflecting the didactic and pedagogical needs of EFL learners and educational institutions (N_U02).

Social competences

4. The students are ready to take decisions associated with the organisation of the educational process based on a particular teaching method or approach (N_K04).

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in class - 50% of the final grade (outcome 1,2,3,4)

2. The end-of-term assignment - 50% of the final grade (outcome 1,2,3,4)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in lecture

0,5 ECTS – 10 hours: preparation + 5 hours: direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia niestacjonarne
profil akademicki**Rodzaj przedmiotu**obowiązkowe
uprawnienia pedagogiczne**Semestr, w którym realizowany jest przedmiot**

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **General teacher training (1.N2.EP.TTP.AP.33)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **General teacher training**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course General teacher training (classes) provides some space for critical selection, planning and implementation of a didactic action, which reflects a particular L2 teaching method or approach discussed in the lecture. First, the students experience a number of activities following the assumptions of various EFL teaching methods and approaches. Next, the students perform micro-teaching in line with a method/approach selected from the following list.

Opis:

Course objectives

The main aim of the course is to acquire skills in the practical application of the principles of selected methods of teaching English, which are discussed in more detail in the lecture (in the parallel course).

Course content:

The Grammar –Translation Method

The Direct Method and the Oral Approach

The Audio-Lingual Method

The Silent Way and (De)suggestopedia

Multiple Intelligences

Lexical Approach

Total Physical Response and Task-based Learning

Communicative Language Teaching

Content and Language Integrated Learning

The post-method era and Dogme

Methods of instruction/ forms of classroom activity:

multimedia presentation, material analysis, individual works, pair work, microteaching, group discussion, ICT tools/MSTeams

Literatura:

Reading list:

Larsen-Freeman, D. (1986). Techniques and principles in language teaching. Oxford: OUP.

Richards, J., and Rodgers, T. (2001). Approaches and methods in language teaching. 2nd ed. Cambridge: CUP.

Thornbury, S. (2000). A Dogma for EFL. IATEFL Issue.

Supplementary reading:

Selected ESL professional journals and websites

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

1. Students know and understand the aims/objectives and procedures involved in applications of selected approaches and methods for teaching English as a foreign language (N_W08/P7S_WG)

Skills

2. Students can apply critical thinking in the selection and use of teaching materials reflecting selected methods and approaches to English language teaching (N_U02/P7S_UW)

Social competences

3. Students are ready to design teaching activities to improve the quality of their didactic skills (N_K06/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 50% of the final grade (outcome 1,2,3)

2. Material preparation and micro-teaching performance - 50% of the final grade (outcome 1,2,3)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in classes

0,5 ECTS – 10 hours: preparation + 5 hours: direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Wymagania

General teacher training (lecture)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2021/22-Z

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	1	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: ***Personalization of teacher training process with elements of tutoring (1.N2.EP.TTP.AP.34)***

Nazwa w języku polskim:

Nazwa w jęz. angielskim: ***Personalization of teacher training process with elements of tutoring***

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course in Personalization of teacher training process with elements of tutoring focuses on developing future teachers' self-awareness and reflection upon their professional development. It draws attention to own resources, teacher identity, strategies to manage change and stress in difficult situations, including work burnout.

Opis:

Course objectives:

The main aim of the course is to raise students' consciousness regarding their future career choices in the field of education. Using various reflective tools, they think about their strengths, values, stress management strategies, emotional literacy, and overcoming limiting beliefs about themselves and about their future work context. They also learn to use reflective tools on a regular basis enhancing their personal and professional development.

Course content:

1. Class contract - contract for success
2. Coaching and tutoring tools for reflection
3. Assessing own strengths
4. Recognising own value system
5. Working with goal setting
6. Visualising future career
7. Overcoming limiting beliefs

Methods of teaching:

coaching tools, tutoring tools, discussion, pair-work activities, reflective essay writing, power-point presentation, ICT tools - MS Teams

Literatura:

Reading list:

Adams, M. (2004). Change your questions, change your life.

Carson, R. (2003). Taming your gremlin.

Whitmore, J. (2002) Coaching for Performance. 3rd ed. London: Nicholas Brealey Publishing.

Zander, R., & Zander, B. (2000). The art of possibility.

Efekty uczenia się:

Learning outcomes acc to PRK 2019 - specific to teacher profession

Knowledge:

1. The student knows the constructs related to professional development (N_W02)

Skills:

2. The student can reflect upon own professional development using observation tools (N_U01)
3. The student can manage own process of development using the life long learning approach (N_U18)

Social competences:

4. The student can build relationships based on trust and direct communication (N_K02)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation in class discussions and pairwork activities - 60% of the final grade (outcome 1,2,3,4)
2. A reflective essay on own teaching career development - 20% of the final grade (outcome 1,2)
3. Designing own reflective tool - 20% of the final grade (outcome 1,3)

Criteria of evaluation:

60% - passing with the grade 3,0

80% - passing with the grade 4,0

100% - passing with the grade 5,0

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties:

total number of ECTS = 1

0,5 ects = 15 hours in class

0,5 ects = 10 hrs of preparation (writing an essay/preparing a reflective tool) and 5hrs of direct contact with the instructor

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia niestacjonarne
profil akademicki**Rodzaj przedmiotu**obowiązkowe
uprawnienia pedagogiczne**Semestr, w którym realizowany jest przedmiot**

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Midterm psychological and pedagogical internship (1.N2.EP.TTP.AP.35)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Midterm psychological and pedagogical internship**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Midterm psychological and pedagogical internship prepares students to work at school by developing their pedagogical skills in a concrete educational institution. The internship complements and extends theoretical lectures and exercises in teacher education subjects.

Opis:

Course objectives

The pedagogical-psychological internship aims to prepare the student-teacher trainee for the teaching profession, in particular for the realization of educational and caring tasks, resulting from the role of an English teacher. The pedagogical-psychological internship obliges the student to become acquainted with the specificity of the school or institution, to act as a tutor, to work with groups and with individuals, and to know how to work with learners experiencing learning difficulties or learners with disabilities. The acquired skills in the field of psychology and pedagogy related to school context are compatible with the theoretical and practical classes in psychology and pedagogy within the study programme.

Duties of the student-teacher trainee

- Follow the Internship Regulations and the instructions on internship for EPTTP
- Cooperate with a psychologist, a pedagogue, and internship coordinator at UO;
- Familiarize with the specificity of the school or institution where the internship takes place, in particular learning about the care and educational tasks, the way it functions, its work organization, employees, participants of pedagogical and psychological processes and its documentation;
- Observe the dynamics of groups of students, their roles, attitudes and activities (including students with special educational needs), interactions between adults (teacher, educator) and children/learners as well as between children and young people (of the same and different ages), interpersonal communication and social processes in groups, their regularity and disturbances;
- Observe the activities undertaken by the internship supervisor – psychologist and pedagogue and the activities carried out by them, including care and education, integration, pedagogical support, therapeutic activities, and activities to ensure safety and discipline in the group;
- Cooperate with the internship supervisor in exercising care and supervision over the group and ensuring safety, undertaking educational activities resulting from existing situations, conducting organized educational activities, taking actions for the benefit of learners with special educational needs
- Perform the role of a guardian-tutor;
- Analyse and interpret observed or experienced pedagogical and psychological situations;
- Prepare two reports on the completed internships, which, together with the opinions of the internship supervisors, are delivered to the internship coordinator by the end of semester 1, taking into account the make-up session in justified cases.

During the internship, the student is subject to the work discipline applicable at the school / educational institution. Taking a mid-term internship does not justify the absence of students from classes at the university.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

A student knows and understands:

1. basic tasks of the educational institution and selected forms of their implementation in the field of didactics, care and upbringing, including tasks of individual persons from school staff (teachers, tutors, educator, psychologist) (N_W08/P7S_WK)
2. contents of the main documents regulating the institution's work, including educational work plan, basic safety rules in and out of school, plan of preventive measures, organization of the school year and school statute (N_W09/P7S_WK; N_W11/P7S_WG)

Skills

A student is able to:

3. critically analyze the activity of school staff: the forms and course of work of tutors and subject teachers, school counselor and psychologist, in particular their relationships with students and ways of solving problems (N_U01/P7S_UW; N_U02/P7S_UW)
4. plan educational classes or parts of them related to a specific problem existing in a given institution (N_U05/P7S_UW)

Social competences

A student:

5. is willing to cooperate with persons supervising the practice and to carry out the tasks entrusted to him / her (N_K07/P7S_KR, P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of the learning outcomes:

The psychological-pedagogical Internship is credited on the basis of the achieved learning outcomes confirmed by two positive opinions of the internship supervisors and positive grades – a separate document from the psychologist and the pedagogue, along with two Student reports – a separate document for the psychological component and the pedagogical component.

It is allowed to achieve learning outcomes assigned to internship in a given field, level and profile of studies with the use of distance

learning methods and techniques. Decisions in this matter are made by the Dean of the Faculty.

According to the Internship Regulations, the student CANNOT complete the internship on the basis of the current professional work or volunteering.

The Internship is credited by the Internship coordinator at UO at the end of semester 1.

1. Student's reports - 80% of the final grade (outcomes 1,2,3,4,5)

2. Active participation in the internship activities - confirmed by two positive opinions of the internship supervisors and positive grades - 20% of the final grade (outcomes 1.2.3.4.5)

Praktyki zawodowe:

Time of the Internship: the first semester of the studies

Number of hours: the total of 30 hours (45min), including:

- a. 15 hours focused on the psychological component
- b. 15 hours focused on the pedagogical component

Institutions / schools where the internship can be carried out:

A school or other educational institution where a pedagogue and/or psychologist works. If the school does not employ two different specialists, only one of them may coordinate both components of the pedagogical-psychological internship.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 15 hours pedagogical internship; 15 hours psychological internship

1 ECTS – 25 hours: preparation + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w terenie

Wymagania

General psychology (lecture)

General psychology (classes)

Theoretical background in pedagogy (lecture)

Theoretical background in pedagogy (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

Punkty przedmiotu w cyklach:

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	2	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Developmental and educational psychology (1.N2.EP.TTP.AP.36)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Developmental and educational psychology**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The lecture on Developmental and Educational Psychology presents norms and anomalies concerning the developmental age, conducted in parallel with exercises to supplement knowledge.

Opis:

Course objectives:

- to present issues related to human mental development, changes occurring in the psyche throughout his life and the factors that condition these changes;
- to present the basic issues related to developmental psychology in the educational context, personality properties and ways of human behavior which are very important both for the understanding of the individual and social groups;
- to provide students with basic concepts of the main principles of human development, taking into account a wide range of factors determining cognitive, emotional and social development;
- to alert students to the reality of the discussed psychological mechanisms in specific life situations.

Course content:

1. Classification of development factors (in relation to ontogenetic development) - genetic and environmental (ecological) factors.
2. developmental determinants - related to cause and effect relations with developmental changes.
3. theoretical paradigms in developmental psychology - including Bowlby's theory of attachment, biogenetic, psychoanalytic, behavioral, cognitive human development.
4. psychological periodisation of human development stages.
5. types of developmental changes in an educational context.
6. strategies and methods of researching developmental changes.
7. cognitive and emotional development of a man and education.
8. development disorders and educational challenges.

Methods of instruction/ forms of classroom activity:

lecture, multimedia presentation, discussion, ICT tools/MSTeams

Literatura:

Reading list:

- Clegg, J. M., Wen, N. J., & Legare, C. H. (2017). Is non-conformity WEIRD? Cultural variation in adult's beliefs about children's competency and conformity. *Journal of Experimental Psychology: General*, 146, 428–441.
- Cohen, SH, Reese HW (2019). Life-span developmental psychology: Methodological contributions. New York: Routledge.
- Gaskins, S., & Paradise, R. (2010). Learning through observation in daily life. In D. F. Lancy, J. C. Bock, & S. Gaskins (Eds.), *The anthropology of learning in childhood* (pp. 85–118). Lanham, MD: AltaMira.
- Geary, D. C., & Bjorklund, D. F. (2000). Evolutionary developmental psychology. *Child Development*, 71, 57–65.
- Machluf, K., & Bjorklund, D. F. (2015). Social cognitive development from an evolutionary perspective. In V. Zeigler-Hill, L. L. M. Welling, & T. K. Shackelford (Eds.), *Evolutionary perspectives on social psychology* (pp. 27–37). New York: Springer.
- Murphy, A., Steele, H., Bate, J., Nikitiades, A., Allman, B., Bonuck, K.,...
- Steele, M. (2015). Group attachment-based intervention: Trauma-informed care for families with adverse childhood experiences. *Family & Community Health: The Journal of Health Promotion & Maintenance*, 38, 268 –279
- Waters, E., Petters, D., & Facompre, C. (2013). Epilogue: Reflections on a special issue of Attachment & Human Development in Mary Ainsworth's 100th year. *Attachment & Human Development*, 15, 673– 681.

Efekty uczenia się:

Learning outcomes acc to PRK 2019:

Knowledge

The student

1. has a structured knowledge of the psychological concepts of man and his development and the biological conditions of mental processes (N_W02/P7S_WG; k_W01/P7S_WG)
2. has a more detailed knowledge of the psychological mechanisms of development (k_W04/P7S_WG, N_W06/P7S_WG, N_W07/P7S_WG)
3. is familiar with the most important concepts and theories concerning psychological developmental conditions (N_W12/P7S_WG; N_W14/P7S_WK)

Skills

The student

4. has the ability to critically analyse social phenomena in the context of their psychological development and educational conditions (N_U01/P7S_UW; N_U03/P7S_UW)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Exam - a written test - 100% of the final grade (outcome 1,2,3,4)

Criteria of assessment:

- sufficient mark: if the student obtains more than 55% of points
- good grade: if the student obtains more than 70% of the points
- very good grade: if the student obtains more than 85% of the points

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in lectures

0,5 ECTS – 10 hours: preparation + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

General psychology (lecture)

General psychology (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Developmental and educational psychology (1.N2.EP.TTP.AP.37)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Developmental and educational psychology**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description:

The course Developmental and Educational Psychology (classes) unveils the psychological processes behind growth and development across the lifespan, with a distinct focus on educational aspects.

Opis:

Course objectives:

The course Developmental and Educational Psychology (classes) aims at teaching how we, people, develop the ability to think about the world, speak to each other, and form social attachments across the lifespan, in order to empower one's didactic and educational abilities.

Course content:

Developmental psychology block:

Introduction to developmental psychology.

Characteristics of the different phases: from prenatal development to old age.

Individual differences in development. Factors of development and sources of differences in development.

Educational psychology block:

Introduction to educational psychology.

Home and school – two worlds of a child.

Common educational problems in different phases of development.

Methods of instruction/ forms of classroom activity: ICT tools/MSTeams, multimedia presentation, discussion, pair-work.

Literatura:

Reading list:

Bee, H. L. (1994). Lifespan development. HarperCollins College Publishers.

Duchesne, S., McMaugh, A. (2018). Educational psychology for learning and teaching. Cengage Learning Australia Pty Limited.

Additional sources:

Ashiabi, G. S., & O'Neal, K. K. (2015). Child Social Development in Context: An Examination of Some Propositions in Bronfenbrenner's Bioecological Theory. SAGE Open.

Prior, V., & Glaser, D. (2006). Understanding attachment and attachment disorders: Theory, evidence and practice. Jessica Kingsley Publishers.

Shaver, P. R., & Mikulincer, M. (2010). New directions in attachment theory and research. Journal of Social and Personal Relationships, 27(2), 163–172.

Takahashi, K. (1986). Examining the strange-situation procedure with Japanese mothers and 12-month-old infants. Developmental Psychology, 22(2), 265–270.

Wadsworth, B. J. (2004). Piaget's theory of cognitive and affective development: Foundations of constructivism. New York: Longman.

Whitbourne, S. K., Sneed, J. R., & Sayer, A. (2009). Psychosocial development from college through midlife: A 34-year sequential study. Developmental Psychology, 45(5), 1328–1340

Efekty uczenia się:

Learning outcomes acc to PRK 2019:

Knowledge

The student knows and understands

1. theoretical concepts of human development, learning processes, and role of the teacher in modeling behaviour and attitude (N_W02/P7S_WG; N_W03/P7S_WG)

2. the value of including diversified teaching methods to meet the specific educational and developmental needs (N_W06/P7S_WG)

Skills

The student is able

3. to read, understand and discuss academic research papers in English regarding developmental psychology (k_U04/P7S_UK; k_U05/P7S_UK)

4. to recognise distinct developmental needs, requirements and capabilities in order to deliver supportive, motivating and effective teaching proces (N_U03/P7S_UW; N_U06/P7S_UW)

5. to accomodate special educational needs coming from psychological and developmental stages, by adequately applying psychological knowledge to adjust the teaching proces (N_U12/P7S_UW; P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation during the classes - 50% of the final grade (outcome 1,2,3,4,5)

2. Test 50% of the final grade (outcome 1,2,3,4,5)

The test consists of 20 questions. All of the questions are closed-end questions. Of the four possible answers, only one is correct.

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 20 hours: participation in classes

0,5 ECTS – 10 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)	1	2021/22-L	
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KARTA PRZEDMIOTU

Nazwa przedmiotu: **Developmental and educational psychology (1.N2.EP.TTP.AP.38)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Developmental and educational psychology**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description:

The workshop in Developmental and Educational Psychology prepares the students to use the knowledge of psychological processes behind growth and development across the lifespan in practise and apply it to teaching environment.

Opis:

Course objectives:

Developmental and Educational Psychology (workshop) aims at practical application of how we, people, develop the ability to think about the world, speak to each other, and form social attachments across the lifespan, in order to empower one's didactic and educational abilities.

Course content:

Scientific and practical psychology.

Creation educational guides for parents in groups of 3/4.

Providing feedback. Summary of the class.

Methods of instruction/ forms of classroom activity:

practical workshop, project work, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Bee, H. L. (1994). Lifespan development. HarperCollins College Publishers.

Duchesne, S., McMaugh, A. (2018). Educational psychology for learning and teaching. Cengage Learning Australia Pty Limited.

Additional sources:

Pappas, Marios & Demertzis, Eleftheria & Papagerasimou, Ioannis & Voukelatos, Nikitas & Drigas, Athanasios. (2019). Cognitive-Based E-Learning Design for Older Adults. Social Sciences.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. Psychological Science in the Public Interest, 14(1), 4–58.

Efekty uczenia się:

Learning outcomes acc to PRK 2019:

Skills:

1. The student is able to accomodate specific developmental and educational needs by using proper didactic methods to enhance the learning proces (N_U02/P7S UW; N_U04/P7S UW)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. A project - 100% of the final grade (outcome 1)

Creating a guide for parents on any topic in the field of developmental and educational psychology in groups of 3/4 and presenting it during the workshop.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 10 hours: participation in classes

0,5 ECTS – 20 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	
Studia stacjonarne (KOSZT_S_IJ)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	1	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **School pedagogy (1.N2.EP.TTP.AP.39)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **School pedagogy**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

During the course School Pedagogy (lecture) students will get relevant knowledge and skills related to diagnosis of students' needs and well being, group dynamics, shaping own concept of educational work and dealing with the common problems teachers and tutors face. The course will also be focused on shaping students' attitudes openness, empathy and readiness to undertake pedagogical activities based on knowledge of individual students and groups.

Opis:

Course objectives:

The aim of the lecture is to make students acquainted with the chosen aspects of school pedagogy, related to students' functioning individually and in the group, tutors' role and problems they face, particularly related to cooperation with parents, bullying and assessment issues.

Course content:

1. Students and their needs – stages of development, methods of students' needs analysis, students' self-esteem and its development.
 2. Stimulating the group development - creating a cooperating team. Methods of knowing the group, diagnosis of needs and problems, integrating the group.
 3. Bullying at school - general overview. Types of bullying, characteristics of parties involved, consequences in short and long perspective.
 4. Bullying at school - causes, manifestation, practical solutions.
 5. Problems of students' assessment. Different types of assessment, analysis of their advantages, drawbacks and relevance for various groups of students and types of courses.
 6. Cooperation with parents.
-

Methods of instruction/ forms of classroom activity

extensive reading, writing, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Kuźma J., Pułka J. (ed.), The school of tomorrow centred on pupils, Kraków: AFM Publishing House, 2015.

Neaum S., Child development for early years students and practitioners, Child development for early years students and practitioners, Thousand Oaks : Sage Publications, 2013.

James Arthur, Teresa Grainger and David Wray (ed.), Learning to teach in the primary school, New York : Routledge, 2007.

Powell W., O. Kusuma-Powell, How to Teach Now, ASCD, <http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx>

McIntyre T., Competitive vs. Cooperative Learning Formats, <http://www.behavioradvisor.com/CoopLearning.html>

Cooperation between school and parents. Supporting the educational process, https://www.szybinski.cieszyn.pl/szybinski_new/sites/default/files/wsp%C3%B3%C5%82praca%20z%20rodzicami%20-%20regio%20handout_ENGLISH_0.pdf

Bullying at schools, a real problem for the education, World Literacy Foundation, <https://worldliteracyfoundation.org/bullying-at-schools/>

Fisher M. R., Student Assessment in Teaching and Learning, <https://cft.vanderbilt.edu/student-assessment-in-teaching-and-learning/>

Supplementary reading

Lech Sałaciński and Andreas Seidel (ed.), Changes in student achievement assessment system in selected European countries: A comparative study / ed by. Lech Sałaciński and Andreas Seidel ; University of Zielona Góra, 2007.

Additional literature might be used if any special demand appears.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

A student knows and understands:

1. processes in the school environment regarding group dynamics and its impact on the individual development of students (N_W02/P7S_WG)
2. various methods of diagnosing the needs of individual students and student groups, their problems, dysfunctions, strengths and challenges they face, as well as group roles and their impact on the functioning of all team members (N_W07/P7S_WG)
3. rights of the child and people with disabilities (N_W10/P7S_WK)

Skills

A student:

4. has the ability to analyze the phenomena observed in the school environment, related to both individual development (student's needs, his / her self-esteem, well-being in the group) and the characteristics of the group (its coherence, readiness to act for the common good) in order to recognize the needs and take adequate pedagogical activities (N_U01/P7S_UW, N_U03/P7S_UW)

Social competences

A student:

5. understands the need to show openness, empathy, trust and use their own active engagement and creativity in working with students (N_K01/P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. A reflective essay - 100% of the final grade (outcome 1,2,3,4,5)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in lectures

0,5 ECTS – 10 hours: preparation (reading assigned material/ preparing for a written assignment) + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **School pedagogy (1.N2.EP.TTP.AP.40)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **School pedagogy**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

During the course School Pedagogy (classes) will give students an opportunity to practice concrete methods related to students' needs diagnosis, building a team and positive classroom climate, dealing with aggressive behaviour and students' assessment.

Opis:

Course objectives:

During the course students will prepare and present the concrete methods, based on interactive exercises, aimed at dealing with situation related to diagnosis of individual students and the whole group, building a cooperating team, dealing with aggressive behaviour and assessing students' performance.

Course content:

1. How can I get to know my students? Practical methods and techniques.
2. Exercises aimed at building a team.
3. Creating a positive classroom climate.
3. A bully, a victim, witnesses of bullying - methods of dealing with peer aggression.
5. How to assess students - possible approaches, their advantages and disadvantages.

Methods of instruction/ forms of classroom activity

interactive excercises, writing, discussion, ICT tools/MSTeams

Literatura:

Reading list:

25 Ways Teachers Can Be Role Models, Education Degree, <https://www.educationdegree.com/articles/25-ways-teachers-can-be-role-models/>

Bullying in Schools: Guide for Teachers, Study.com, <https://study.com/teach/bullying-in-schools.html>

Supplementary reading

U. Dernowska, Teacher and student perceptions of school climate. Some conclusions from school culture and climate research, Journal of Modern Science 2017 | 1(32) | 63-82, <http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-4bda7004-4c47-4820-9e0b-57c2bc549df2>

Additional literature might be used if any special demand appears.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

A student knows and understands:

1. the role of teacher and tutor in integrating the class team and building mutual trust (N_W03/P7S_WG)

Skills

A student is able to:

2. practically apply methods that positively affect students' self-esteem, their creativity and stimulate group trust and cooperation (N_U08/P7S_UW, N_U09/P7S_UW)
3. practically use methods to resolve conflicts in a student team and bullying problems (N_U13/P7S_UW, P7S_UO, N_U14/P7S_UW)

Social competences

A student

4. shows readiness to recognize the needs of individual students and groups in order to plan, implement and monitor activities adapted to these needs (N_K05/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Preparing 2 interactive exercises and performing them during classes; the exercises should be related to 2 different topics from the list above - 50% of the final grade (outcome 1,2,3)
2. Active participation in classes - 50% of the final grade (outcomes 1,2,3,4)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 10 hours: participation in classes + 5 hours: consultations

0,5 ECTS – 10 hours: preparing student's own exercise, preparing a written assignments (reports) related to exercises

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2021/22-L

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

1

2021/22-L

KARTA PRZEDMIOTU

Nazwa przedmiotu: **School pedagogy (1.N2.EP.TTP.AP.41)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **School pedagogy**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The workshops in School Pedagogy are devoted to getting students acquainted with opportunities of applying a specific kind of drama, the Forum Theatre, in their educational work.

OR

In case realization of drama workshops on the university site is not possible, they will be focused on diversity and equality in education and practical methods of an inclusive approach.

Opis:

Course objectives:

familiarising the students with the Forum Theatre

OR

familiarising the student in the issues of diversity and equality in education and practical methods of an inclusive approach.

Course content:

The workshops will be divided in two parts: theoretical and practical. In theoretical part students will get knowledge related to the Forum Theatre method and its possible applications in school reality. Next, in the practical part students will choose the concrete problem (eg. related to student-student, student-teacher, teacher-parent) and prepare the performances in which they will practically see the method opportunities. The workshop will finish with discussion on both advantages and limitations of the method.

OR

In case the workshops cannot be held on the university site, they will be divided into theoretical parts related to the hidden curriculum and recognizing the situations of inequality in education. Next, students will practice concrete activities aimed at combating different aspects of inequality and design their own activities related to promoting inclusive approach in education.

Methods of instruction/ forms of classroom activity

drama exercises, group work, discussion, ICTTools/MSTeams

Literatura:

Reading list:

Interactive Theatre in the Classroom: Forum Theatre, University of Southampton, https://www.heacademy.ac.uk/system/files/downloads/pre_reading_material.pdf

Video materials:

An Example of Forum Theatre, <https://www.youtube.com/watch?v=NbYx01re-ec>

Forum theatre performance | Shannon Ivey and STATE of Reality | TEDxColumbiaSC, <https://www.youtube.com/watch?v=vcLcXeXJVDU>

Supplementary reading:

V. Balakrishnan, Forum Theatre as a Moral Education Pedagogy, Jurnal Kajian Pendidikan, 4(1) Juni 2014, https://www.researchgate.net/publication/306400682_Forum_Theatre_as_a_Moral_Education_Pedagogy

Supplementary video materials

Augusto Boal, Forum Theater, Harvard-2003, parts 1-5, <https://www.youtube.com/watch?v=l71sLJ-j5LE>

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

A student knows and understands:

1. assumptions, goals, ways, possibilities and limitations of conducting exercises related to injustice, inequality and exclusion in education (N_W04/P7S_WG, P7S_WK)

Skills

A student is able to:

2. organize classes based on students' commitment, creative and critical thinking, apply the method of Forum Theater and other activities (N_U09/P7S_UW)

Social competences:

A student:

3. demonstrates readiness to use creative, critical thinking methods to solve conflicts and educational problems (N_K03/P7U_KO;P7S_KR)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in the workshop - 100% of the final grade (outcome 1,2,3)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 0

total number of hours: 5

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2021/22-L

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Specialist teacher training (primary school) (1.N2.EP.TTP.AP.42)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Specialist teacher training (primary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

In the lecture on Specialist Teacher Training (primary school) students will gain knowledge regarding teaching English to primary school pupils (Young Learners - YLs).

Opis:

Course objectives

to introduce the notions regarding teaching young learners in EFL context

The course will cover the following topics:

1. Introduction to teaching English to Young Learners: towards defining young learners.
2. YLs' characteristics and pedagogical implications (methods and approaches that work with YLs)
3. Classroom management
4. Teaching language skills and sub-skills to YLs
5. YLs' assessment
6. YLs with specific learning difficulties.
7. Activities and resources that work with YLs.

Methods of instruction/ forms of classroom activity

lecture, multiple presentation, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Szpotowicz, M. and M. Szulc-Kurpaska. 2009. Teaching English to Young Learners. Warszawa: Wydawnictwo Naukowe PWN.
Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.

Supplementary reading:

Cameron, L. & McKay, P. (2010). Bringing creative teaching into the young learner classroom. Oxford: Oxford University Press.
Gerngross, G., & Puchta, H. (1994). Do and Understand. Harlow: Longman.
Harmer J. (2012). Essential Teacher Knowledge. Harlow: Pearson Education Limited.
Philips, D., Burwood, S., & Dunford, D. (2000). Projects with Young Learners. Oxford: Oxford University Press.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

The student knows and understands:

1. extended formal terminology associated with teaching English to YLs (k_W02/P7S_WG)
2. main achievements in applied linguistics regarding age and L2 acquisition (k_W05/P7S_WG)
3. about how primary school pupils function within Polish educational system (k_W09; N_W09/P7S_WK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation - 20% of the final grade (outcome 1,2,3)
2. A written test - 80% of the final test (outcome 1,2,3)

Pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in lectures

0,5 ECTS – 10 hours: preparation + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

General teacher training (lecture)

General teacher training (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów

Cykl pocz.

Cykl kon.

Studia niestacjonarne (KOSZT_N_IFA)

2021/22-L

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów

Liczba

Cykl pocz.

Cykl kon.

ECTS (ECTS)

2 2021/22-L

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Specialist teacher training (primary school) (1.N2.EP.TTP.AP.43)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Specialist teacher training (primary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Specialist Teacher Training (primary school) (classes) focuses on building students' teaching skills to prepare them for their future job as English teachers in the primary classroom. The course takes a form of practical workshops to give students hands on experience in planning and running effective lessons in the primary school.

Opis:

Course objectives

The main aim of the course is to equip students with the knowledge of modern teaching techniques used in the English classroom. To meet this end, different teaching techniques and lesson structures will be discussed. Having analyzed various lesson plans, the students will prepare their own plans connected with teaching selected language items and skills to their peers (micro-teaching). Active participation, preparation and presentation of various tasks during classes will allow students to develop a creative and reflective approach to teaching as well as sensitivity to their learners' linguistic production.

Course content

1. Primary school learner characteristics – cognitive development, affective characteristics
2. Teaching vocabulary – presentation techniques, types of practice activities
3. Teaching language skills – listening. Types of listening techniques.
4. Teaching speaking – techniques and games.
5. Teaching reading – types of tasks. Pre and post reading techniques.
6. Teaching writing – planning a writing task.
7. Lesson planning – structure and stages of the lesson.
8. Analysis and preparation of a lesson plan. Writing a lesson plan.
9. Micro -teaching – a fragment of a lesson based on students' plans.
10. Storytelling and its place in a primary classroom.
11. Classroom management.
12. Keeping discipline – rules in the classroom.

Methods of instruction/ forms of classroom activity

pair and group work, discussions, multimedia presentations, microteaching tasks, ICT tools – MS Teams

Literatura:

Reading list

- Harmer, J. (2015). The practice of English language teaching. Harlow: Pearson.
Szpotowicz, M. & Szulc-Kurpaska, M. (2012). Teaching English to Young Learners. Warszawa: Wydawnictwo PWN.
Scott, W.A & Ytreberg L. H (1990). Teaching English to Children. New York: Longman.
Shin, J. & Crandall, J. (2013). Teaching Young Learners English. Boston: Cengage Learning, Inc.
A range of on-line resources and texts for EFL teachers.

Supplementary reading

- Ur, P. (2012). A course in English language teaching. Cambridge: CUP.
Tanner, R., & Green, C. (1998). Tasks for teacher education. London: Longman.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Student knows:

1. content related to preparation for the teaching profession (K_W09)
2. modern theories related to teaching and learning and their application (N_W02/P7S_WG)
3. methods and techniques used in teaching students at primary school level (N_W04/P7S_WG;P7S_WK)

Skills

Student can:

4. choose, design materials and teaching techniques, including ICT techniques to effectively use them in planning lessons (N_U02/P7S_UW)
5. plan classroom activities and use suitable management techniques (N_U04/P7S_UW)
6. monitor and assess students' work (N_U11/P7S_UW/P7S_UK)
7. reflect upon own professional development using observation tools (N_U01/P7S_UW)
8. manage own process of development using the lifelong learning approach (N_U18/P7S_UU)

Social competences

Student is ready to:

9. function in a competent, responsible and ethical way in the teaching profession (k_K06/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 20% of the final grade (outcome 1,2,3,7,8,9,10)
2. Preparation of a variety of materials and activities for classroom meetings - 20% of the final grade (outcome 4,6)
3. Preparation of lesson plans - 30% of the final grade (outcome 5)
4. End of term test of basic terms and techniques - 30% of the final grade (outcome 2,3,8)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 3

2 ECTS – 60 hours: participation in classes

1 ECTS – 25 hours: preparation + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w sali

Wymagania

Specialist teacher training (primary school) (lecture)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Midterm teaching internship (primary school) (1.N2.EP.TTP.AP.44)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Midterm teaching internship (primary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The midterm teaching internship (primary school) obliges the student to become acquainted with the specificity of the primary school and didactic tasks of English teachers via observations and various activities excluding teaching, which are compatible with theoretical and practical classes in didactics of English.

Opis:

Objectives of the internship

The midterm teaching internship (primary school) aims to prepare the student-teacher trainee for the teaching profession, in particular for the realization of didactic tasks, resulting from the role of an English teacher in the primary school.

Duties of the student-teacher trainee:

- Follow the Internship Regulations and the instructions on internship for EPTTP
- Collect observations and experiences related to the work of an English teacher, confronting already acquired knowledge on educational methods and approaches,
- Learn about the specifics of the school in which the internship takes place, in particular learn about the didactic tasks carried out by English teachers, the way the school functions, how the work is organized, meet employees, and participants of pedagogical processes and get familiar with school documentation;
- observe activities undertaken by an English teacher in the course of lessons and students' activities, the methodological course of lessons, methods and forms of work and teaching aids used by the teacher;
- gain experience related to the methods of activating, disciplining and assessing students, taking into account students with special educational needs, including particularly gifted students.
- prepare the Portfolio of internship materials, which, together with the opinion of the internship supervisor, is delivered to the internship coordinator by the end of semester 2, taking into account the make-up session in justified cases.

During the internship, the student is subject to the work discipline applicable at the school. Taking a mid-term internship does not justify the absence of students from classes at the university.

The midterm teaching internship (primary school) is realised in primary school - educational level 2

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands:

1. the role of the teacher or educator in modeling students' attitudes and behavior (N_W03/P7S_WG)
2. norms, procedures and good practices used in primary schools (N_W04/P7S_WG;P7S_WK)
3. diversifying the educational needs of students and the resulting tasks of the primary school regarding the adaptation of the organization of the education and upbringing process (N_W06/P7S_WG)
4. structure and functions of the education system in primary school - goals, legal basis, organization and functioning (N_W08/P7S_WK)

Skills

The student can

5. observe pedagogical situations and events, analyze them with the use of didactic knowledge and propose solutions to problems (N_U01/P7S_UW)

Social competences

The student is ready to

6. recognise the specificity of the local environment in primary school context and undertake cooperation for the benefit of students and this environment (N_K05/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

The midterm teaching internship (primary school) is credited on the basis of the achieved learning outcomes confirmed by a positive opinion of the internship supervisor and a positive grade, issued in the document Internship Evaluation Form, along with Student Portfolio.

It is allowed to achieve learning outcomes assigned to internship in a given field, level and profile of studies with the use of distance learning methods and techniques. Decisions in this matter are made by the Dean of the Faculty.

According to the Internship Regulations, the student CANNOT complete the internship on the basis of the current professional work or volunteering.

The Internship is credited by the Internship coordinator at UO at the end of semester 2.

Praktyki zawodowe:

Time of the Internship:

The midterm teaching internship (primary school) supervised by an English teacher is realised in the second semester

Number of hours: (x45min)

30 hours of midterm teaching internship (primary school)

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in midterm internship

1 ECTS – 30 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w terenie

Wymagania

Specialist teacher training (primary school) (lecture)

Specialist teacher training (primary school) (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Voice emission (1.N2.EP.TTP.AP.45)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Voice emission**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The lecture on Voice emission offers an opportunity to gain knowledge on processes and mechanisms responsible for optimal voice emission.

Opis:

Course objectives:

The lecture aims to equip the students with knowledge regarding the effective use of the voice. The participants will become more aware of the role of vocal hygiene, breathing, phonation, articulation and resonance in optimal voice emission.

Course content:

1. Defining the key concepts
 2. Vocal hygiene
 3. Basic information about speech organs, their anatomy and functioning
 4. Types of breathing,
 5. Phonation,
 6. Articulation and speech intelligibility
-

Methods of instruction/ forms of classroom activity:

multimedia presentations, group discussion; ICT tools/MSTeams platform

Literatura:

Reading list:

Maley, A. (2000). The Language Teacher's Voice. London: Macmillan.

Tarasiewicz B. (2003). Mówię i śpiewam świadomie. Kraków: TAIWPN Universitas.

Roach, P. (2007). English Phonetics and Phonology. CUP.

Selected internet resources

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

Students know

1. the role of voice as a tool in communicating and interpreting texts in English (k_W03/P6S_WG)
2. principles of occupational health and safety regarding voice emission (N_W11/P7S_WG)
3. the principles of voice emission (N_W13/P7S_WG)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. A written test - 100% of the final grade (outcome 1,2,3)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in lecture

0,5 ECTS - 15hrs of preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	1	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Voice emission (1.N2.EP.TTP.AP.46)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Voice emission**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Voice emission (classes) offers an opportunity to develop skills of optimal voice emission needed in the teaching career. It is compatible with the lecture on voice emission.

Opis:

Course objectives:

The course aims to equip the students with skills regarding the effective use of the voice. The participants will develop sensitivity to sounds and the value of speech fluency and intelligibility.

Course content:

1. Breathing excercises
 2. Exercises in phonation,
 3. Articulation and speech intelligibility
 4. Speech fluency - practice
 5. Presentation of tasks - self-reflection on the manner of speaking
-

Methods of instruction/ forms of classroom activity:

individual practice of aspects of voice emission; ICT tools/MSTeams platform

Literatura:

Reading list:

- Malej, A. (2000). The Language Teacher's Voice. London: Macmillan.
Tarczewicz B. (2003). Mówię i śpiewam świadomie. Kraków: TAIWPN Universitas.
Roach, P. (2007). English Phonetics and Phonology. CUP.

Selected internet resources

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

1. Students know the principles of voice emission (N_W13/P7S_WG)

Skills:

2. Students can use the speech apparatus in accordance with the principles of voice emission (N_U16/P7S_UK)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes:

1. Active participation - 45% of the final grade (outcome 1,2)
2. Presentation of the voice emission - 55% of the final grade (outcome 1,2)

pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS - 15hrs of participation in classes

0,5 ECTS - 15hrs of preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	1	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Specialist teacher training (secondary school) (1.N2.EP.TTP.AP.47)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Specialist teacher training (secondary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

In the lecture on Specialist Teacher Training (secondary school) students will gain knowledge regarding processes of L2 teaching and learning at the level of secondary education.

Opis:

Course objectives

to introduce the notions regarding teaching teenage learners in EFL context

Course content:

1. Introduction
 2. Focus on an L2 learner: learner characteristics, language learning processes
 - 3-4. Focus on an L2 teacher: teacher's roles and responsibilities (teaching aims/objectives, lesson planning and classroom management) and 21st century skills.
 - 5-6. Teaching language skills (reading, writing, speaking and listening)
 - 7-8. Teaching language sub-systems (vocabulary, grammar, pronunciation),
 - 9-10. Assessment and testing
 - 11-12. Inclusive education - teaching learners with specific learning difficulties and disabilities.
 - 13-14. Inclusive education - developing intercultural competences
 15. End-of-term test
-

Methods of instruction/ forms of classroom activity

lecture, multiple presentation, discussion, ICT tools/MSTeams

Literatura:

Reading list:

Harmer, J. (2012). Essential teacher knowledge: Core concepts in English language teaching. Pearson.

Harmer, J. (2015). The practice of English language teaching. Harlow: Pearson.

Scrivener, J. (2011). Learning Teaching: The essential guide to English Language Teaching (3rd ed.). MacMillan.

Ur, P. (2012). A course in English language teaching. Cambridge:CUP.

Williams, M., Mercer, S., & Ryan, S. (2015). Exploring psychology in language learning and teaching. Oxford University Press

A range of on-line resources and texts for EFL teachers.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

The student knows and understands:

1. extended formal terminology in the area of EFL/ESL teaching, including 21st century skills (k_W02/P7S_WG)
2. the role of the teacher in modelling learners' attitudes and behaviours (N_W03/P7S_WG)
3. the norms and procedures of the good practice of teaching EFL/ESL at the secondary school level (N_W04/P7S_WG;P7S_WK)
4. the elements of inclusive education associated with teaching L2 to learners with specific learning difficulties and disabilities, as well as those coming from culturally different backgrounds (N_W05/P7S_WG)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation - 20% of the final grade (outcome 1,2,3,4)

2. A written test - 80% of the final test (outcome 1,2,3,4)

Pass at 60%

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 1

0,5 ECTS – 15 hours: participation in lectures

0,5 ECTS – 10 hours: preparation + 5 hours: consultations

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe
uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Wymagania

General teacher training (lecture)
General teacher training (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		1	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Specialist teacher training (secondary school) (1.N2.EP.TTP.AP.48)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Specialist teacher training (secondary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The course Specialist Teacher Training (secondary school) will prepare students to work with secondary school students, delivering knowledge and shaping skills and attitudes necessary to satisfy their educational needs. The classes are compatible with the lecture on Specialist Teacher Training (secondary school)

Opis:

Course objectives

- how to teach various skills
- how to teach grammar, vocabulary, pronunciation
- how to assess learners
- how to correct errors
- how to work with a coursebook and other materials
- how to teach learners with disabilities

Course content

1. Teaching various skills (reading, writing, speaking and listening)
2. Teaching sub-systems (grammar, pronunciation).
3. Principles of testing, guidelines for preparing tests, testing techniques oral and written assessment and testing.
4. Error correction, L1 vs L2 in the classroom;
5. Multimedia in EFL
6. Coursebook evaluation; adapting authentic materials to teaching different age and proficiency groups,
7. Elements of teaching learners with specific learning difficulties.

Methods of instruction/ forms of classroom activity

power point presentations, video activities, group discussion, pair-work/group-work activities, micro-teaching, reading assignments, ICT tools - MS Teams

Literatura:

Reading list

Harmer, J. (2015). The practice of English language teaching. Harlow: Pearson.

Scrivener, J. (2011) Learning Teaching. London: Macmillan.

Tanner, R., & Green, C. (1998). Tasks for teacher education. London: Longman.

Ur, P. (2012). A course in English language teaching. Cambridge: CUP.

A range of on-line resources and texts for EFL teachers.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Student knows:

1. content related to preparation for the teaching profession (K_W09)
2. modern theories related to teaching and learning and their application (N_W02/P7S_WG)
3. methods and techniques used in teaching students at secondary school level (N_W04/P7S_WG;P7S_WK)

Skills

Student can:

4. choose, design materials and teaching techniques, including ICT techniques to effectively use them in planning lessons (N_U02/P7S_UW)
5. plan classroom activities and use suitable management techniques (N_U04/P7S_UW)
6. monitor and assess students' work (N_U11/P7S_UW/P7S_UK)
7. reflect upon own professional development using observation tools (N_U01/P7S_UW)
8. manage own process of development using the lifelong learning approach (N_U18/P7S_UU)

Social competences

Student is ready to:

9. function in a competent, responsible and ethical way in the teaching profession (k_K06/P7U_KO)
10. build relationship with other members of teaching community based on trust and communication (k_K02/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

1. Active participation in classes - 30% of the final grade (outcome 1,2,3,7,8,9,10)
2. Preparation of lesson plans and microteaching - 30% of the final grade (outcome 4,5,6)

3. End of term test of basic terms and techniques - 40% of the final grade (outcome 2,3,8)

pass at 60% of the final grade

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 3

2 ECTS: 60 hours of classes

0,5 ECTS: 15 hours of direct contact with the instructor

0,5 ECTS: 15 hours of preparing for classes (reading assignments, preparing microteaching)

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w sali

Wymagania

Specialist teacher training (secondary school) (lecture)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		3	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Midterm teaching internship (secondary school) (1.N2.EP.TTP.AP.49)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Midterm teaching internship (secondary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

The mid-term teaching internship (secondary school) aims to prepare the student- teacher trainee for the teaching profession, in particular to become acquainted with the specificity of the secondary school.

Opis:

Objectives of the internship

The mid-term teaching internship (secondary school) aims to prepare the student- teacher trainee for the teaching profession, in particular to become acquainted with the specificity of the secondary school.

Duties of the student-teacher trainee:

- Follow the Internship Regulations and the instructions on internship for EPTTP
- Collect observations and experiences related to the work of an English teacher, confronting already acquired knowledge on educational methods and approaches,
- Learn about the specifics of the school in which the internship takes place, in particular learn about the didactic tasks carried out by English teachers, the way the school functions, how the work is organized, meet employees, and participants of pedagogical processes and get familiar with school documentation;
- observe activities undertaken by an English teacher in the course of lessons and students' activities, the methodological course of lessons, methods and forms of work and teaching aids used by the teacher;
- gain experience related to the methods of activating, disciplining and assessing students, taking into account students with special educational needs, including particularly gifted students.
- prepare the Portfolio of internship materials, which, together with the opinion of the internship supervisor, is delivered to the internship coordinator by the end of semester 2, taking into account the make-up session in justified cases.

During the internship, the student is subject to the work discipline applicable at the school / educational institution. Taking a mid-term internship does not justify the absence of students from classes at the university.

The mid-term (group) internship (secondary school) is realised in secondary school - educational level 3

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge:

The student knows and understands:

1. the role of the teacher or educator in modeling students' attitudes and behavior (N_W03/P7S_WG)
2. norms, procedures and good practices used in secondary schools (N_W04/P7S_WG;P7S_WK)
3. diversifying the educational needs of students and the resulting tasks of the secondary school regarding the adaptation of the organization of the education and upbringing process (N_W06/P7S_WG)
4. structure and functions of the education system in secondary school - goals, legal basis, organization and functioning (N_W08/P7S_WK)

Skills

The student can

5. observe pedagogical situations and events, analyze them with the use of didactic knowledge and propose solutions to problems (N_U01/P7S_UW)

Social competences

The student is ready to

6. recognise the specificity of the local environment in secondary school context and undertake cooperation for the benefit of students and this environment (N_K05/P7U_KO)

Metody i kryteria oceniania:

Forms of evaluation of learning outcomes

The mid-term teaching internship (secondary school) is credited on the basis of the achieved learning outcomes confirmed by a positive opinion of the internship supervisor and a positive grade, issued in the document Internship Evaluation Form, along with Student Portfolio.

It is allowed to achieve learning outcomes assigned to internship in a given field, level and profile of studies with the use of distance learning methods and techniques. Decisions in this matter are made by the Dean of the Faculty.

According to the Internship Regulations, the student CANNOT complete the internship on the basis of the current professional work or volunteering.

The Internship is credited by the Internship coordinator at UO at the end of semester 3.

Praktyki zawodowe:

Time of the Internship:

mid-term (group) internship (secondary school) supervised by an English teacher is realised in the third semester

Number of hours: (x45min)

30 hours of mid-term (group) internship (secondary school)

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in midterm internship (secondary school)

1 ECTS – 30 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne

profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w terenie

Wymagania

Specialist teacher training (secondary school) (lecture)

Specialist teacher training (secondary school) (classes)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-Z	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>	Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)		2	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Teacher training internship (primary school) (1.N2.EP.TTP.AP.50)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Teacher training internship (primary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Teacher Training Internship (primary school) in the form of didactic internship gives students an opportunity to practice teaching English in primary school and to become acquainted with the specificity of the primary school as an institution. It obliges the student to get practice in teaching English to various age groups in the school context, and to become familiar with organizational processes, employees, learners, and school documentation. The leading skill to develop is fulfilling the role of a teacher. The acquired skills and abilities should enable the graduate to work in the profession of English teacher in Polish schools on the appointed in their qualifications educational levels as well as in other educational institutions (language schools, private schools, adult education) with learners in various age groups and various proficiency groups.

Opis:

Course objectives

Teacher Training Internship (primary school) aims to prepare the student-teacher trainee for the teaching profession, in particular for the realization of didactic tasks, resulting from the role of an English teacher.

Student-teacher trainee's duties:

- Following the Internship Regulations and the instructions on internship for EPTTP
- Punctuality and diligence in performing the tasks entrusted to him or her, resulting from the nature of the internship programme.
- Strictly following the instructions of the teacher-supervisor and all other persons responsible for the organization of the internship.
- Observing the teacher-supervisor during lessons.
- Cooperating with the teacher-supervisor in planning and carrying out lessons, work organization, preparation of didactic tools, using multimedia and IT, assessing and grading learners, teaching and supervising learners with special educational needs, including gifted pupils.
- Teaching English and fulfilling tasks related to performing that role, e.g. planning lessons, their objectives, methods, and didactic tools, adjusting teaching methods to the abilities of learners with special educational needs, providing individual didactic support for pupils (including those with special educational needs), carrying out educational supervision as well as class tutoring.
- Cooperating with other teachers, class tutors, the school pedagogue, the school psychologist and other specialists working with learners.
- Making records related to the internship and analysing the observed or experienced pedagogical situations, confronting theory with practice, self-reflecting (noticing own strong and weak points), assessing own conducted lessons and realized aims, consulting the conducted lessons with the teacher-supervisor.
- Obeying rules established by the school/institution in which the internship takes place.

Internship organization:

Before the continuous didactic internship

- A student should obtain a Referral for an internship from the Didactics and Student Affairs Office
- A student should return the completed by the destined school Referral to the Didactics and Student Affairs Office before the internship begins.
- A student is obliged to complete, sign, and return the Declaration of becoming acquainted with the Regulations of the Department of Internships and Internship Organization.
- On the basis of the completed Referral the the Didactics and Student Affairs Office issues a set of documents which should be delivered by a student to the school where the internship will take place.
- The institution where the internship takes place is obliged to sign the Internship Contract and send one copy to the Didactics and Student Affairs Office before the internship begins.

During the continuous didactic internship a student-teacher trainee s

- should appear on the first day of the internship at the designated place, at least half an hour before the specified starting time;
- together with the teacher-supervisor, outlines a plan for the internship realization;
- gets acquainted with the specifics of the school in which the internship takes place, in particular learning about the didactic tasks carried out by the school, methods of functioning, work organization, employees, participants of pedagogical processes and the documentation kept;
- complies with the above-mentioned duties;
- keeps records related to the internship throughout its duration, for example, complete the Internship schedule of weekly duties and prepares lesson plans approved by the teacher-supervisor.

After the continuous didactic internship

- the teacher-supervisor is obliged to prepare the Internship Evaluation Form in two copies.
- A student-teacher trainee or the teacher-supervisor should return personally or by post: the Employment Contract for the teacher-supervisor – 2 copies, the Bill for the Employment Contract – 2 copies, and the Internship Evaluation Form – 2 copies (one copy is kept for 3 years in the Department of Internships, the other copy should be taken by the student-teacher trainee and submitted to the internship coordinator at UO
- Other records related to the internship (including lesson plans, Internship schedule of weekly duties) should be submitted by the student-

teacher trainee to the internship coordinator in order for them to pass the internship.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Student knows:

1. the specifics of the school in which the internship takes place, in particular the didactic tasks carried out by English teachers, the way the school functions, and how the teacher's work is organized (N_W08/ P7S_WK)
2. diversified educational needs of students and the resulting tasks of the school regarding the adaptation of the organization of the learning process (N_W06/ P7S_WG)

Skills

Student can:

3. observe activities undertaken by an English teacher in the course of lessons and students' activities, the methodological course of lessons, methods and forms of work and teaching aids used by the teacher (N_U01/ P7S_UW)
4. adequately select, create and adapt materials and resources to the diverse needs of students, including in the field of information and communication technology, and work methods in order to independently design and effectively implement pedagogical, didactic, educational and care activities (N_U02/ P7S_UW)
5. use the assessment and feedback process to stimulate students in their self-development work (N_U10/ P7S_UW;P7S_UK)
6. undertake work with students that stimulates their interests and develops their talents, properly select teaching content, tasks and forms of work as part of self-education and promote students' achievements (N_U07/P7S_UW)
7. develop students' creativity and critical thinking skills (N_U08/P7S_UW)
8. use the Polish language correctly and use the terminology of the subject correctly and adequately to the age of the students (N_U15/ P7S_UK)

Social competences

Student is ready to:

9. use universal ethical principles and norms in professional activity, guided by respect for every human being (N_K01/ P7S_KR)
10. work in a team, play different roles and cooperate with teachers, pedagogues, specialists, parents, students and other members of the school community (N_K07/ P7S_KR; P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of the learning outcomes:

Teacher Training Internship (primary school) is credited on the basis of the achieved learning outcomes confirmed by a positive opinion of the internship supervisor at school and a positive grade, together with the internship Schedule of weekly duties, supplemented with a detailed list of all duties performed at school (including the date and time of performance and the type of entrusted duties) and three lesson plans approved by the teacher-supervisor.

It is allowed to achieve learning outcomes assigned to internships in a given field, level and profile of studies with the use of distance learning methods and techniques. Decisions in this matter are made by the Dean of the Faculty.

According to the Internship Regulations, the student CANNOT complete the internship on the basis of the current professional work or volunteering.

The Internship is credited by the Internship coordinator at UO at the end of semester 2

Praktyki zawodowe:

Time of the Internship

Teacher Training Internship (primary school)– 2 weeks in September in the second semester of the studies; graded at the end of the make-up summer session

Number of hours:

Teacher Training Internship (primary school): 30 teaching hrs (x45min)

Types of schools for internship

Teacher Training Internship (primary school): primary schools (educational level 2; grades 4-8)

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in internship at school

1 ECTS – 30 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 2

Tryb prowadzenia

Realizowany w terenie

Wymagania

Specialist teacher training (primary school) (lecture)

Specialist teacher training (primary school) (classes)

Midterm teaching internship (primary school)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-L	

Punkty przedmiotu w cyklach:

<bez przypisanego programu>

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	2	2021/22-L	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Teacher training internship (secondary school) (1.N2.EP.TTP.AP.51)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Teacher training internship (secondary school)**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

Course description

Teacher Training Internship (secondary school) gives students an opportunity to practice teaching English in secondary school and to become acquainted with the specificity of the secondary school as an institution. It obliges the student to get practice in teaching English to various age groups in the school context, and to become familiar with organizational processes, employees, learners, and school documentation. The leading skill to develop is fulfilling the role of a teacher. The acquired skills and abilities should enable the graduate to work in the profession of English teacher in Polish schools on the appointed in their qualifications educational levels as well as in other educational institutions (language schools, private schools, adult education) with learners in various age groups and various proficiency groups.

Opis:

Course objectives

Teacher Training Internship (secondary school) aims to prepare the student-teacher trainee for the teaching profession, in particular for the realization of didactic tasks, resulting from the role of an English teacher.

Student-teacher trainee's duties:

- Following the Internship Regulations and the instructions on internship for EPTTP
- Punctuality and diligence in performing the tasks entrusted to him or her, resulting from the nature of the internship programme.
- Strictly following the instructions of the teacher-supervisor and all other persons responsible for the organization of the internship.
- Observing the teacher-supervisor during lessons.
- Cooperating with the teacher-supervisor in planning and carrying out lessons, work organization, preparation of didactic tools, using multimedia and IT, assessing and grading learners, teaching and supervising learners with special educational needs, including gifted pupils.
- Teaching English and fulfilling tasks related to performing that role, e.g. planning lessons, their objectives, methods, and didactic tools, adjusting teaching methods to the abilities of learners with special educational needs, providing individual didactic support for pupils (including those with special educational needs), carrying out educational supervision as well as class tutoring.
- Cooperating with other teachers, class tutors, the school pedagogue, the school psychologist and other specialists working with learners.
- Making records related to the internship and analysing the observed or experienced pedagogical situations, confronting theory with practice, self-reflecting (noticing own strong and weak points), assessing own conducted lessons and realized aims, consulting the conducted lessons with the teacher-supervisor.
- Obeying rules established by the school/institution in which the internship takes place.

Internship organization:

Before the continuous didactic internship

- A student should obtain a Referral for an internship from the Didactics and Student Affairs Office
- A student should return the completed by the destined school Referral to the Didactics and Student Affairs Office before the internship begins.
- A student is obliged to complete, sign, and return the Declaration of becoming acquainted with the Regulations of the Department of Internships and Internship Organization.
- On the basis of the completed Referral the the Didactics and Student Affairs Office issues a set of documents which should be delivered by a student to the school where the internship will take place.
- The institution where the internship takes place is obliged to sign the Internship Contract and send one copy to the Didactics and Student Affairs Office before the internship begins.

During the continuous didactic internship a student-teacher trainee

- should appear on the first day of the internship at the designated place, at least half an hour before the specified starting time;
- together with the teacher-supervisor, outlines a plan for the internship realization;
- gets acquainted with the specifics of the school in which the internship takes place, in particular learning about the didactic tasks carried out by the school, methods of functioning, work organization, employees, participants of pedagogical processes and the documentation kept;
- complies with the above-mentioned duties;
- keeps records related to the internship throughout its duration, for example, complete the Internship schedule of weekly duties and prepares lesson plans approved by the teacher-supervisor.

After the continuous didactic internship

- the teacher-supervisor is obliged to prepare the Internship Evaluation Form in two copies.
- A student-teacher trainee or the teacher-supervisor should return personally or by post: the Employment Contract for the teacher-supervisor – 2 copies, the Bill for the Employment Contract – 2 copies, and the Internship Evaluation Form – 2 copies (one copy is kept for 3 years in the Department of Internships, the other copy should be taken by the student-teacher trainee and submitted to the internship coordinator at UO)
- Other records related to the internship (including lesson plans, Internship schedule of weekly duties) should be submitted by the student-

teacher trainee to the internship coordinator in order for them to pass the internship.

Efekty uczenia się:

Learning outcomes acc to PRK 2019

Knowledge

Student knows:

1. the specifics of the school in which the internship takes place, in particular the didactic tasks carried out by English teachers, the way the school functions, and how the teacher's work is organized (N_W08/ P7S_WK)
2. diversified educational needs of students and the resulting tasks of the school regarding the adaptation of the organization of the learning process (N_W06/ P7S_WG)

Skills

Student can:

3. observe activities undertaken by an English teacher in the course of lessons and students' activities, the methodological course of lessons, methods and forms of work and teaching aids used by the teacher (N_U01/ P7S_UW)
4. adequately select, create and adapt materials and resources to the diverse needs of students, including in the field of information and communication technology, and work methods in order to independently design and effectively implement pedagogical, didactic, educational and care activities (N_U02/ P7S_UW)
5. use the assessment and feedback process to stimulate students in their self-development work (N_U10/ P7S_UW;P7S_UK)
6. undertake work with students that stimulates their interests and develops their talents, properly select teaching content, tasks and forms of work as part of self-education and promote students' achievements (N_U07/P7S_UW)
7. develop students' creativity and critical thinking skills (N_U08/P7S_UW)
8. use the Polish language correctly and use the terminology of the subject correctly and adequately to the age of the students (N_U15/ P7S_UK)

Social competences

Student is ready to:

9. use universal ethical principles and norms in professional activity, guided by respect for every human being (N_K01/ P7S_KR)
10. work in a team, play different roles and cooperate with teachers, pedagogues, specialists, parents, students and other members of the school community (N_K07/ P7S_KR; P7S_KO)

Metody i kryteria oceniania:

Forms of evaluation of the learning outcomes:

Teacher Training Internship (secondary school) is credited on the basis of the achieved learning outcomes confirmed by a positive opinion of the internship supervisor at school and a positive grade, together with the internship Schedule of weekly duties, supplemented with a detailed list of all duties performed at school (including the date and time of performance and the type of entrusted duties) and three lesson plans approved by the teacher-supervisor.

It is allowed to achieve learning outcomes assigned to internships in a given field, level and profile of studies with the use of distance learning methods and techniques. Decisions in this matter are made by the Dean of the Faculty.

According to the Internship Regulations, the student CANNOT complete the internship on the basis of the current professional work or volunteering.

The Internship is credited by the Internship coordinator at UO at the end of semester 3

Praktyki zawodowe:

Time of the Internship

Teacher Training Internship (secondary school) – 2 weeks in January/February in the third semester of the studies; graded at the end of the make-up winter session

Number of hours:

Teacher Training Internship (secondary school): 30 teaching hrs (x45min)

Types of schools for internship

Teacher Training Internship (secondary school): secondary schools (educational level 3)

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

ECTS points in relation to student's duties

total number of ECTS points: 2

1 ECTS – 30 hours: participation in internship at school

1 ECTS – 30 hours: preparation

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia niestacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe

uprawnienia pedagogiczne

Semestr, w którym realizowany jest przedmiot

semestr 3

Tryb prowadzenia

Realizowany w terenie

Wymagania

Specialist teacher training (secondary school) (lecture)
Specialist teacher training (secondary school) (classes)
Midterm teaching internship (secondary school)

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2022/23-Z	

Punkty przedmiotu w cyklach:**<bez przypisanego programu>**

Typ punktów	Liczba	Cykl pocz.	Cykl kon.
ECTS (ECTS)	2	2022/23-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: **Safety training (1.N2.EP.TTP.AP.BHP)**

Nazwa w języku polskim:

Nazwa w jęz. angielskim: **Safety training**

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

polski

Skrócony opis:

Szkolenie BHP ma za zadanie przekazanie wiedzy i podniesienie umiejętności studentów w zakresie bezpieczeństwa i higieny pracy oraz pierwszej pomocy przedmedycznej.

Opis:

Cele szkolenia:

Celem szkolenia jest zapoznanie studentów z obowiązującymi przepisami i zasadami z zakresu bezpieczeństwa i higieny pracy, ochrony p.poż. oraz pierwszej pomocy przedmedycznej.

Treści programowe

Szkolenie obejmuje podstawy bezpieczeństwa i higieny pracy z uwzględnieniem:

1. Przepisów resortowych dot. bhp w szkołach wyższych, w tym obowiązki pracowników i studentów uczelni.
2. Odpowiedzialności za naruszenie przepisów i zasad bezpieczeństwa i higieny pracy.
3. Zasad przydziału i stosowania odzieży i obuwia roboczego oraz środków ochrony indywidualnej.
4. Oceny zagrożeń i ryzyka zawodowego czynnikami szkodliwymi i uciążliwymi dla zdrowia występującymi w środowisku pracy.
5. Zagrożeń wypadkowych i chorób zawodowych.
6. Profilaktycznej opieki lekarskiej.
7. Podstawowych zasad bezpieczeństwa i higieny pracy związanych z obsługą monitorów ekranowych.
8. Podstawowych zasad ochrony przeciwpożarowej oraz postępowania w razie pożaru.
9. Postępowania w razie wypadku przy pracy.
10. Zasad udzielania pierwszej pomocy przedmedycznej oraz praktycznych ćwiczeń w zakresie resuscytacji krążeniowo-oddechowej na fantomach.

Metody nauczania: prezentacja, demonstracja, dyskusja, narzędzia ICT/ MSTEams

Literatura:

Literatura wymagana do ostatecznego zaliczenia zajęć (zdania egzaminu lub testu zaliczeniowego):

A.1. wykorzystywana podczas zajęć

1. Bezpieczeństwo pracy i Ergonomia Tom I i II, redaktor naczelnego prof. dr hab. med. Danuta Koradecka, Centralny Instytut Ochrony Pracy, Warszawa 1997 r.
2. BHP w praktyce, autor: Rączkowski Bogdan Gdańsk : ODIDK, 2007 r.

A.2. studiowana samodzielnie przez studenta:

1. Bezpieczeństwo i ochrona człowieka w środowisku pracy, autor: dr Ryszard Mikulski, redaktor naukowy prof. dr inż. Bogusław B. Kędzia , Centralny Instytut Ochrony Pracy, Warszawa 1999 r.

B. Literatura uzupełniająca

Podstawowe źródła prawa:

1. Rozporządzenie Ministra Gospodarki i Pracy z 27 lipca 2004 r. w sprawie szkolenia w dziedzinie bezpieczeństwa i higieny pracy (Dz.U. z 2004 r. nr 180, poz. 1860 z późn. zm.).
2. Rozporządzenie Ministra Pracy i Polityki Socjalnej z 26 września 1997 r. w sprawie ogólnych przepisów bezpieczeństwa i higieny pracy (Dz.U. z 2003 r. nr 169, poz. 1650 z późn. zm.).
3. Rozporządzenie Ministra Gospodarki i Pracy z 16 września 2004 r. w sprawie wzoru protokołu ustalenia okoliczności i przyczyn wypadku przy pracy (Dz.U. z 2004 r. nr 227, poz. 2298 z późn. zm.).
4. Rozporządzenie Ministra Spraw Wewnętrznych i Administracji z 21 kwietnia 2006 r. w sprawie ochrony przeciwpożarowej budynków, innych obiektów budowlanych i terenów (Dz.U. z 2006 r. nr 80, poz. 563 z późn. zm.).

Efekty uczenia się:

Wiedza

W ramach szkolenia student zdobywa podstawową i aktualną wiedzę z zakresu bezpieczeństwa i higieny pracy, ochrony p.poż. oraz w zakresie pierwszej pomocy przedmedycznej.

Umiejętności

Po ukończeniu szkolenia student potrafi:

- scharakteryzować czynniki niebezpieczne występujące w środowisku pracy,
- rozpoznać i ocenić występujące zagrożenia, (wypadek, pożar, itp.),
- zdefiniować terminy: wypadku przy pracy, choroby zawodowej, pożaru,
- posługiwać się sprzętem p.poż. (gaśnice, hydranty),
- udzielić pierwszej pomocy przedmedycznej,
- przeprowadzić resuscytację krążeniowo-oddechową.

Kompetencje społeczne

Po ukończeniu szkolenia student jest wyczulony na niewłaściwe zachowania i postępowania dot. bezpieczeństwa i higieny pracy oraz na występowanie potencjalnych zagrożeń.

Metody i kryteria oceniania:

Zaliczenie na podstawie obecności.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

liczba godzin: 4

liczba ects: 0

Poziom studiów

studia drugiego stopnia

Profil kształceniastudia niestacjonarne
profil akademicki**Rodzaj przedmiotu**

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	

KARTA PRZEDMIOTU

Nazwa przedmiotu: Library training (1.N2.EP.TTP.AP.PB)

Nazwa w języku polskim:

Nazwa w jęz. angielskim: Library training

Dane dotyczące przedmiotu:

Jednostka oferująca przedmiot: Wydział Filologiczny
Przedmiot dla jednostki: Wydział Filologiczny

Domyślny typ protokołu dla przedmiotu:

Zaliczenie na ocenę

Język wykładowy:

angielski

Skrócony opis:

W ramach kursu studenci poznają strukturę i organizację systemu biblioteczno-informacyjnego Uniwersytetu Opolskiego.

Opis:

Celem szkolenia jest

1. zapoznanie studentów z regulaminem udostępniania zbiorów i prowadzenia działalności informacyjnej Biblioteki Głównej
2. poznanie rodzajów zbiorów i ich lokalizacji
3. zapoznanie się z różnymi sposobami wyszukiwania informacji w centralnym katalogu Biblioteki UO
4. poznanie oferty naukowych baz danych
5. zaprezentowanie funkcji multiwyszukiwarki Primo wraz z różnymi sposobami wyszukiwania informacji
6. poinformowanie o dostępnych w sieci komputerowej UO bazach danych i platformach książek elektronicznych z dziedziny nauk humanistycznych i społecznych.

Metody nauczania: prezentacja, demonstracja, dyskusja, praca z zasobami internetowymi, praca z bazami danych

Literatura:

ZARZĄDZENIE nr 83/2019 Rektora Uniwersytetu Opolskiego z dnia 27 grudnia 2019 r.

„Regulamin korzystania z systemu biblioteczno-informacyjnego Uniwersytetu Opolskiego” – którego treść stanowi Załącznik Nr 2 do niniejszego zarządzenia.

Efekty uczenia się:

Wiedza: student powinien znać swoje prawa i obowiązki jako użytkownik systemu biblioteczno-informacyjnego UO.

Umiejętności: Posiada umiejętność samodzielnego wyszukiwania i zamawiania publikacji w katalogu Aleph oraz wyszukiwania zasobów w bazach danych książek i czasopism elektronicznych.

Kompetencje społeczne: potrafi świadomie wyszukiwać informacje i selekcjonować je według swoich potrzeb.

Metody i kryteria oceniania:

Student musi wykazać się samodzielnym logowaniem do systemu Aleph i posiadać wypożyczoną przynajmniej jedną książkę na swoim koncie bibliotecznym.

Kierunek studiów

English Philology - Teacher Training Programme

Nakład pracy studenta

liczba godzin: 2

liczba ects: 0

Poziom studiów

studia drugiego stopnia

Profil kształcenia

studia stacjonarne
profil akademicki

Rodzaj przedmiotu

obowiązkowe

Semestr, w którym realizowany jest przedmiot

semestr 1

Tryb prowadzenia

Realizowany w sali

Przynależność do grup przedmiotów w cyklach:

Opis grupy przedmiotów	Cykl pocz.	Cykl kon.
Studia niestacjonarne (KOSZT_N_IFA)	2021/22-Z	