FIELD OF STUDY:  COURSE TITLE:  Methodology of teaching English in the nursery and early school education  Mgr Tatiana Jankowiak  E-MAIL ADDRESS OF THE  LECTURER:  ECTS POINTS FOR THE COURSE:  3  ACADEMIC YEAR:  SEMESTER:  (W-winter, 5 - summer)  HOURS IN SEMESTER:  130  LEVEL OF THE COURSE:  (1" cycle, 2" cycle, 3" cycle)  TEACHING METHOD:  (liecture, laboratory, group tutorials, seminar, other-what type?)  LANGUAGE OF INSTRUCTION:  ASSESSMENT METOD:  (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other - what type?)  COURSE CONTENT:  1.Theories, methods and techniques for learners who need to learn when they set out on the task of learning English language.  2. Key background issues such as noticing and discovery learning.  3. Range of approaches and procedures for the classroom.  4. Feed back in accuracy and fluency work.  5. Key principles and issues in the management of students and equipment.  6. Different students groups – advantages and disadvantages of pair work, group work and etc.  7. The problem of the disruptive behaviour.  8. The planning of learning in lessons and courses.  9. The role of computers, how teachers can make use of them. Ideas for encouraging students to exploit a range of resources.  10. The link between learner needs and teacher response in the sequencing of activities.  11. Learner autonomy and teacher development: discovery learning, researching language and extensive listening.	FACULTY:	Faculty of Technology and Education
School education  LECTURER'S NAME: Mgr Tatiana Jankowiak  E-MAIL ADDRESS OF THE LECTURER:  ECTS POINTS FOR THE COURSE: 3  ACADEMIC YEAR: 2014/2015  SEMESTER: W winter, S - summer)  HOURS IN SEMESTER: 30  LEVEL OF THE COURSE: 1 2nd cycle  TEACHING METHOD: (lecture, laboratory, group tutorials, seminar, other-what type?)  LANGUAGE OF INSTRUCTION: English  ASSESSMENT METOD: (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other-what type?)  LANGUAGE OF INSTRUCTION: English  COURSE CONTENT: 1. Theories, methods and techniques for learners who need to learn when they set out on the task of learning English language. 2. Key background issues such as noticing and discovery learning. 3. Range of approaches and procedures for the classroom. 4. Feed back in accuracy and fluency work. 5. Key principles and issues in the management of students and equipment. 6. Different students groups – advantages and disadvantages of pair work, group work and etc. 7. The problem of the disruptive behaviour. 8. The planning of learning in lessons and courses. 9. The role of computers, how teachers can make use of them. Ideas for encouraging students to exploit a range of resources. 10. The link between learner needs and teacher response in the sequencing of activities. 11. Learner autonomy and teacher development: discovery	FIELD OF STUDY:	
School education  LECTURER'S NAME: Mgr Tatiana Jankowiak  E-MAIL ADDRESS OF THE LECTURER:  ECTS POINTS FOR THE COURSE:  3  ACADEMIC YEAR: 2014/2015  SEMESTER: W - winter, S - summer)  HOURS IN SEMESTER:  12 of cycle  TEACHING METHOD: (lecture, laboratory, group tutorials, seminar, other-what type?)  LANGUAGE OF INSTRUCTION:  ASSESSMENT METOD: (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other-what type?)  COURSE CONTENT:  1. Theories, methods and techniques for learners who need to learn when they set out on the task of learning English language. 2. Key background issues such as noticing and discovery learning. 3. Range of approaches and procedures for the classroom. 4. Feed back in accuracy and fluency work. 5. Key principles and issues in the management of students and equipment. 6. Different students groups - advantages and disadvantages of pair work, group work and etc. 7. The problem of the disruptive behaviour. 8. The planning of learning in lessons and courses. 9. The role of computers, how teachers can make use of them. Ideas for encouraging students to exploit a range of resources. 10. The link between learner needs and teacher response in the sequencing of activities. 11. Learner autonomy and teacher development: discovery	COURSE TITLE:	Methodology of teaching English in the nursery and early
E-MAIL ADDRESS OF THE LECTURER:  ECTS POINTS FOR THE COURSE:  3  ACADEMIC YEAR:  4  ACADEMIC YEAR:  5  SEMESTER:  W  HOURS IN SEMESTER:  LEVEL OF THE COURSE: (1a* cycle, 2 <sup>rd</sup> cycle)  TEACHING METHOD: (lecture, laboratory, group tutorials, seminar, other-what type?)  LANGUAGE OF INSTRUCTION:  ASSESSMENT METOD: (written exam, oral exam, class test, writen reports, project work, presentation, continuous assessment, other-what type?)  COURSE CONTENT:  1. Theories, methods and techniques for learners who need to learn when they set out on the task of learning English language. 2. Key background issues such as noticing and discovery learning. 3. Range of approaches and procedures for the classroom. 4. Feed back in accuracy and fluency work. 5. Key principles and issues in the management of students and equipment. 6. Different students groups – advantages and disadvantages of pair work, group work and etc. 7. The problem of the disruptive behaviour. 8. The planning of learning in lessons and courses. 9. The role of computers, how teachers can make use of them. Ideas for encouraging students to exploit a range of resources. 10. The link between learner needs and teacher response in the sequencing of activities. 11. Learner autonomy and teacher development: discovery		
LECTURER:  ECTS POINTS FOR THE COURSE:  3  ACADEMIC YEAR:  SEMESTER:  (W—winter, S—summer)  HOURS IN SEMESTER:  10  LEVEL OF THE COURSE: (1x² cycle, 2x² cycle, 3x² cycle)  TEACHING METHOD: (lecture, laboratory, group tutorials, seminar, other-what type?)  LANGUAGE OF INSTRUCTION:  ASSESSMENT METOD: (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other-what type?)  COURSE CONTENT:  1.Theories, methods and techniques for learners who need to learn when they set out on the task of learning English language. 2. Key background issues such as noticing and discovery learning. 3. Range of approaches and procedures for the classroom. 4. Feed back in accuracy and fluency work. 5. Key principles and issues in the management of students and equipment. 6. Different students groups — advantages and disadvantages of pair work, group work and etc. 7. The problem of the disruptive behaviour. 8. The planning of learning in lessons and courses. 9. The role of computers, how teachers can make use of them. Ideas for encouraging students to exploit a range of resources. 10. The link between learner needs and teacher response in the sequencing of activities. 11. Learner autonomy and teacher development: discovery	LECTURER'S NAME:	Mgr Tatiana Jankowiak
ACADEMIC YEAR:  ACADEMIC YEAR:  SEMESTER: (W - winter, S - summer)  HOURS IN SEMESTER: (Ja' cycle, 2''d cycle)  TEACHING METHOD: (lecture, laboratory, group tutorials, seminar, other-what type?)  LANGUAGE OF INSTRUCTION:  ASSESSMENT METOD: (written exam, oral exam, class test, written reports, project work, project work, project work) presentation, continuous assessment, other - what type?)  COURSE CONTENT:  1.Theories, methods and techniques for learners who need to learn when they set out on the task of learning English language. 2. Key background issues such as noticing and discovery learning. 3. Range of approaches and procedures for the classroom. 4. Feed back in accuracy and fluency work. 5. Key principles and issues in the management of students and equipment. 6. Different students groups – advantages and disadvantages of pair work, group work and etc. 7. The problem of the disruptive behaviour. 8. The planning of learning in lessons and courses. 9. The role of computers, how teachers can make use of them. Ideas for encouraging students to exploit a range of resources. 10. The link between learner needs and teacher response in the sequencing of activities. 11. Learner autonomy and teacher development: discovery	E-MAIL ADDRESS OF THE	
ACADEMIC YEAR:  ACADEMIC YEAR:  SEMESTER:  (W - winter, S - summer)  HOURS IN SEMESTER:  LEVEL OF THE COURSE:  (I's cycle, 2 <sup>rd</sup> cycle)  TEACHING METHOD:  (lecture, laboratory, group tutorials, seminar, other-what type?)  LANGUAGE OF INSTRUCTION:  ASSESSMENT METOD:  (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other-what type?)  COURSE CONTENT:  1.Theories, methods and techniques for learners who need to learn when they set out on the task of learning English language.  2. Key background issues such as noticing and discovery learning.  3. Range of approaches and procedures for the classroom.  4. Feed back in accuracy and fluency work.  5. Key principles and issues in the management of students and equipment.  6. Different students groups – advantages and disadvantages of pair work, group work and etc.  7. The problem of the disruptive behaviour.  8. The planning of learning in lessons and courses.  9. The role of computers, how teachers can make use of them. Ideas for encouraging students to exploit a range of resources.  10. The link between learner needs and teacher response in the sequencing of activities.  11. Learner autonomy and teacher development: discovery		
SEMESTER: (W—winter, S – summer) HOURS IN SEMESTER: LEVEL OF THE COURSE: (1 <sup>st</sup> cycle, 2 <sup>nd</sup> cycle) TEACHING METHOD: (lecture, laboratory, group tutorials, seminar, other-what type?) LANGUAGE OF INSTRUCTION: ASSESSMENT METOD: (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other-what type?) COURSE CONTENT:  1.Theories, methods and techniques for learners who need to learn when they set out on the task of learning English language. 2. Key background issues such as noticing and discovery learning. 3. Range of approaches and procedures for the classroom. 4. Feed back in accuracy and fluency work. 5. Key principles and issues in the management of students and equipment. 6. Different students groups — advantages and disadvantages of pair work, group work and etc. 7. The problem of the disruptive behaviour. 8. The planning of learning in lessons and courses. 9. The role of computers, how teachers can make use of them. Ideas for encouraging students to exploit a range of resources. 10. The link between learner needs and teacher response in the sequencing of activities. 11. Learner autonomy and teacher development: discovery	ECTS POINTS FOR THE COURSE:	3
W   Worker, S - summer    W	ACADEMIC YEAR:	2014/2015
LEVEL OF THE COURSE: (1st cycle, 2st cycle)   2nd cycle   2nd cycle   2nd cycle   30		W
LEVEL OF THE COURSE: (1st cycle, 2nd cycle)  TEACHING METHOD: (15 hours of lecture 15 hours of group tutorials, seminar, other-what type?)  LANGUAGE OF INSTRUCTION:  ASSESSMENT METOD: (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other-what type?)  COURSE CONTENT:  1. Theories, methods and techniques for learners who need to learn when they set out on the task of learning English language.  2. Key background issues such as noticing and discovery learning.  3. Range of approaches and procedures for the classroom.  4. Feed back in accuracy and fluency work.  5. Key principles and issues in the management of students and equipment.  6. Different students groups – advantages and disadvantages of pair work, group work and etc.  7. The problem of the disruptive behaviour.  8. The planning of learning in lessons and courses.  9. The role of computers, how teachers can make use of them. Ideas for encouraging students to exploit a range of resources.  10. The link between learner needs and teacher response in the sequencing of activities.  11. Learner autonomy and teacher development: discovery		
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(lecture, laboratory, group tutorials, seminar, other-what type?)  LANGUAGE OF INSTRUCTION:  English  ASSESSMENT METOD: (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other – what type?)  COURSE CONTENT:  1.Theories, methods and techniques for learners who need to learn when they set out on the task of learning English language. 2. Key background issues such as noticing and discovery learning. 3. Range of approaches and procedures for the classroom. 4. Feed back in accuracy and fluency work. 5. Key principles and issues in the management of students and equipment. 6. Different students groups – advantages and disadvantages of pair work, group work and etc. 7. The problem of the disruptive behaviour. 8. The planning of learning in lessons and courses. 9. The role of computers, how teachers can make use of them. Ideas for encouraging students to exploit a range of resources. 10. The link between learner needs and teacher response in the sequencing of activities. 11. Learner autonomy and teacher development: discovery		15 hours of looking
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ADDITIONAL INFORMATION:	ADDITIONAL INFORMATION:	

RECOMMENDED LITERATURE	Hanna Komorowska" Metodyka nauczania języków
	obcych."
	Hanna Komorowska "Programy nauczania w kształceniu
	ogólnym i kształceniu językowym "
	Małgorzata Pamuła " Metodyka nauczania języków
	obcych w kształceniu zintegrowanym "
	D.Vale, A.Freunteun "Teaching children English "
	Cambrige University