|  |  |
| --- | --- |
| FACULTY: | **Faculty of Humanities** |
| FIELD OF STUDY: | **English Philology** |
| ERASMUS COORDINATOR OF THE FACULTY: | Dominika Liszkowska, PhD |
| E-MAIL ADDRESS OF THE COORDINATOR: | dominika.liszkowska@tu.koszalin.pl |
| COURSE TITLE: | Teacher’s Workshop I |
| LECTURER’S NAME: | dr Dorota Sylwia Majewicz |
| E-MAIL ADDRESS OF THE LECTURER: | [dorota.majewicz@tu.koszalin.pl](mailto:dorota.majewicz@tu.koszalin.pl) |
| ECTS POINTS FOR THE COURSE: | 3 |
| COURSE CODE (USOS): |  |
| ACADEMIC YEAR: | 2025/2026 |
| SEMESTER: (W – winter, S – summer) | W |
| HOURS IN SEMESTER: | 30 |
| LEVEL OF THE COURSE:  (1st cycle, 2nd cycle, 3rd cycle) |  |
| TEACHING METHOD:  (lecture, laboratory, group tutorials, seminar, other-what type?) | Group tutorials, workshops, project and presentation |
| LANGUAGE OF INSTRUCTION: | **English** |
| ASSESSMENT METHOD:  (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other – what type?) | Assessment Method: Student performance is evaluated through project work submitted by the end of the semester (including exercises, in‐class activities, and prepared materials). The assessment encompasses:  Project Work: Evaluation of each project’s substantive correctness, pedagogical quality, language accuracy, and interpersonal skills.  Presentation: Adherence to instructor guidelines during presentations, as well as the ability to articulate one’s opinions and engage in discussion.  Continuous Assessment: Ongoing evaluation of attendance and active participation in class.  Grading Scale:  5.0 – 93 %–100 %  4.5 – 84 %–92 %  4.0 – 74 %–83 %  3.5 – 64 %–73 %  3.0 – 54 %–63 %  2.0 – 0 %–53 %  Social Competence Criteria:  Self‐Reflection: Student’s ability to critically assess their own project, identifying strengths and weaknesses.  Collaboration: Working effectively with peers and the instructor.  Responsiveness: Implementing the instructor’s feedback in project preparation and presentation.  Discussion Skills: Engaging constructively in dialogue and defending one’s viewpoints.  Attendance and active involvement throughout the semester are factored into the final grade. |
| COURSE CONTENT: | This course builds on “Metodyka I” by teaching how to apply methodology in real classrooms. Participants learn to assess a child’s language level using age‐appropriate diagnostics, design placement tests, and interpret results to tailor instruction. Because preschoolers differ from school‐aged learners in attention span, cognitive skills, and social readiness, the course guides teachers in choosing classroom management and engagement strategies suited to each group. When working with mixed‐age classes, instructors discover how to differentiate tasks and employ varied grouping strategies—pair work, small projects, or whole‐class activities—while balancing individual needs and group dynamics. Lesson planning focuses on setting clear objectives tied to learner profiles, sequencing activities to mix listening, reading, speaking, and writing, and integrating error correction in a supportive, learner‐ centered way.  For preschoolers, methods like play‐based learning and Total Physical Response (TPR) link movement to language. Early school‐aged children shift toward phonics, basic vocabulary, and simple sentences, with story‐based tasks fostering emergent literacy. Teaching phonology involves listening exercises and pronunciation drills; lexis and grammar are reinforced through games and visual aids; functional language (greetings, requests, classroom phrases) appears at levels suited to each child’s stage.  Material selection and adaptation are constant: teachers evaluate textbooks, picture books, and flashcards, create bespoke worksheets, visual aids, and multimedia props, and modify authentic materials—songs, videos, stories—to match language levels. Reflective practice encourages reviewing lesson outcomes, gathering student feedback, and refining methods through peer collaboration. By course end, teachers can assess young learners accurately, craft engaging lessons across developmental stages, and foster interactive classrooms.  The curriculum also includes targeted methods for niche adult groups—such as heritage learners seeking advanced cultural literacy, professionals in technical fields needing specialized vocabulary, and seniors aiming for conversational fluency—which enhances employability. Mastery of these specialized approaches prepares teachers to meet diverse demands in private institutes, corporate training, and community education. |
| ADDITIONAL INFORMATION: | N/A |

dr Dorota Sylwia Majewicz

1 marca 2025