

Wymagania wstępne:	(tylko po angielsku) B2 level English
Forma i warunki zaliczenia:	(tylko po angielsku) A presentation + a final paper
Metody sprawdzania i kryteria oceny efektów kształcenia uzyskanych przez studentów:	(tylko po angielsku) 20% - attendance 30% - presentation 50% - final paper
Bilans punktów ECTS:	(tylko po angielsku) 1 ECTS - attendance 1 ECTS - presentation 3 ECTS - final paper
Skrócony opis:	(tylko po angielsku) Content This seminar will examine language learning styles and strategies. The main goal of the seminar is to determine language learning styles and profiles of the participants and to assist them to effectively manage their learning of languages. Readings in English will be required; a bibliography will be given during Meeting 1. A presentation and a final paper will be required for grade.
Pełny opis:	(tylko po angielsku) Preliminary Curriculum: Meeting 1 Topic: Introduction to the seminar Aim: Presenting the topics, the aims, and the bibliography; reflecting on questions: What is language? How are languages learned? Meeting 2 Topic: Language learning and teaching – theories, methods, models Aim: Exploring past and current trends in the field of language teaching and learning Meetings 3-4 Topic: Learning Styles and Profiles Aim: Assessing learning styles and profiles of the participants Meeting 5 Topic: Learning Strategies

Aim: Examining current typologies of language learning strategies

Meeting 6

Topic: Preparation for Language Learning

Aim: Organizing individual learning

Meeting 7

Topic: Extending Vocabulary

Aim: Learner training

Meeting 8

Topic: Dealing with Grammar

Aim: Learner training

Meetings 9

Topic: Listening

Aim: Learner training

Meetings 10

Topic: Speaking

Aim: Learner training

Meetings 11

Topic: Reading

Aim: Learner training

Meeting 12

Topic: Writing

Aim: Learner training

Meeting 13

Topic: Dealing with assessment and self assessment

Aim: Learner training

Meeting 14

Topic: Conclusions

Aim: Summing up and discussion

Literatura:

(tylko po angielsku)

Selected bibliography

1. Finocciaro, M., Brumfit, Ch.: The Functional-Notional Approach. From Theory to Practice, Oxford University Press 1983

2. Dickinson, L.: Self-instruction in Language Learning, Cambridge University Press 1987

3. Golay, K.: Learning Patterns and Temperament Styles, Manas-Systems 1982
4. Krashen, S., Terrell, T.: The Natural Approach. Language Aquisition in the Classroom, Pergamon Press 1983
5. Littlewood, W.: Foreign and Second Language Learning. Language Aquisition Research and its Implications for the Classroom, Cambridge University Press 1984
6. O'Malley, J.M., Chamot, A.U.: Learning Strategies in Second Language Aquisition, Cambridge University Press 1990
7. Nunan, D.: The Learner-Centred Curriculum, Cambridge University Press 1988
8. Oxford, R.: Language Learning Strategies, Heinle and Heinle 1990
9. Ellis, G., Sinclair, B.: Learning to Learn English. A Course in Learner Training, Cambridge University Press 1989
10. Holec, H., Little, D., Richterich, R.: Strategies in language learning and use, Council of Europe 1996