

**Chcę uczyć jeszcze lepiej! Doskonalenie
zawodowe dla nauczycieli języka angielskiego**

OXFORD TEACHERS' ACADEMY



Ideas online today.
Inspiration for
class tomorrow.

OXFORD
UNIVERSITY PRESS

Uważamy, że edukacja czyni świat lepszym i czujemy się zobowiązani do podnoszenia jakości ludzkiego życia poprzez edukację i naukę języka angielskiego.



OXFORD
UNIVERSITY PRESS



OXFORD
TEACHERS'
ACADEMY

SHAPING learning TOGETHER

Stworzony przez

OXFORD
UNIVERSITY PRESS



OXFORD
UNIVERSITY PRESS

-
- Kursy OTA zostały stworzone przez zespół metodyków z Oxford University Press. Kursy są elastyczne i umożliwiają zarówno pracę indywidualną, jak i w ramach kursu prowadzonego przez instytucje. Każdy nauczyciel może przejść przez taki kurs samodzielnie a podczas nauki kontaktować się z innymi uczestnikami kursu i wymieniać doświadczenia. Kursy mogą być również zakupione przez instytucje, które chcą zadbać o rozwój zawodowy swoich pracowników.

Sygnowany przez



FORD
SITY PRESS

Certificate of Completion

This is to certify that

John Smith

has completed a 30-hour online course:

Teaching English to Young Learners

Participant number:

D1002

Date issued:

20 November 2015

A handwritten signature in blue ink that reads 'Charles Bygh'.

DIRECTOR OF BRITISH & CULTURAL STUDIES
DEPARTMENT FOR CONTINUING EDUCATION



Oxford Teachers' Academy courses are developed by Oxford University Press

OXFORD
UNIVERSITY PRESS

Dla kogo przeznaczony są kursy OTA



- **Nauczyciele czynni zawodowo**
- **Nauczyciele nowi i doświadczeni**
- **Nauczyciele przedszkolnie -
rekomendowany poziom znajomości
języka B2**
- **Instytucje, które dbają o
podnoszenie jakości nauczania i
rozwój swojej kadry**
- **Indywidualnie – self-study**

Informacja zwrotna z pilotażu wśród nauczycieli z całego świata

I think that the choice of topics on the contents list is very **appropriate and relevant**. The way of presenting the study material is **varied, dynamic and appealing**. The navigation is **quite intuitive and user-friendly**.

Silvia Kosaruk –Argentina

Thank you so much for this **well-structured and coherent** educative programme with plenty of additional articles and scientific research.

I do like these reflection tasks which set up **meaningful questions** and make me think hard while taking notes, as well as that I enjoy being scored for questionnaires.

Olga Samorodova –Ukraine

Informacja zwrotna z pilotażu


I really like the content. I have been a teacher for many years now but still I find here a lot of things that I don't know or I have simply forgotten. I am also a teacher trainer so appreciate the content very much. The way you explain things is clear and engaging. I like resources section/explore too.

Monika Kapuśniak – Poland



Dostępne kursy

OXFORD
UNIVERSITY PRESS



The main image shows a female teacher in a green top interacting with students in a classroom. Two circular inset images show a boy working on a laptop and a teacher sitting at a desk with students.

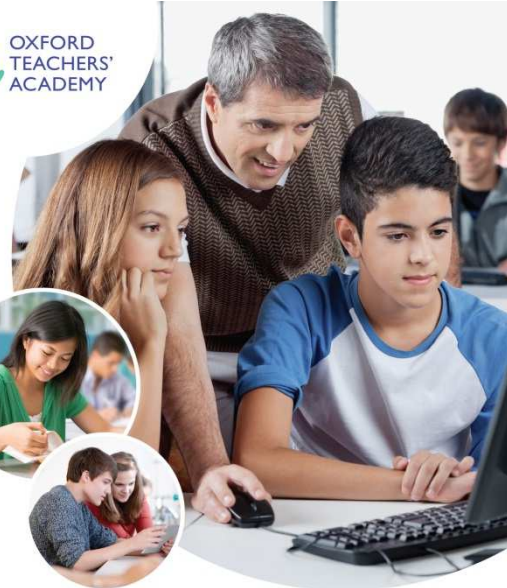
OXFORD
TEACHERS'
ACADEMY

Teaching English to Young Learners

Online professional development

PARTICIPANT PACK

OXFORD



The main image shows a male teacher leaning over a desk, assisting a young boy who is using a laptop. A girl is also present. Two circular inset images show a teacher working with a student and another teacher with students.

OXFORD
TEACHERS'
ACADEMY

Teaching English to Teenagers

Online professional development

PARTICIPANT PACK

OXFORD

SHAPING learning TOGETHER



Teaching English to Young Learners

Online professional development



Tematyka i cele sesji

Session 1: How children learn

- To review key learning theories and their application.
- To compare how children of different ages learn.
- To analyse classroom activities and lesson plans in relation to the theories and principles covered in the session.

Session 2: Learning to learn: 21st century skills

- To examine the skills children need to be able to learn effectively.
- To identify what the key 21st century skills are.
- To explore tools and activities that prepare children for lifelong learning in the 21st century.

Tematyka i cele sesji

Session 3: Classroom management

- To explore ways of managing interaction in the classroom.
- To examine strategies and practical ideas for working with large, or mixed-ability classes.
- To identify ways of using the learners' first language (L1) as a resource.

Session 4: Developing listening and speaking skills

- To explore the principles of teaching and learning listening and speaking skills.
- To analyse the sub-skills involved in listening and speaking.
- To evaluate a range of activities, including storytelling, for teaching listening and speaking.

Tematyka i cele sesji

Session 5: Literacy

- To examine the nature and use of literacy in the 21st century.
- To explore how literacy can be taught to younger and older young learners.
- To evaluate a range of practical activities and assess their suitability in helping children to become literate.

Session 6: Grammar and vocabulary

- To review current theories on teaching and learning grammar and vocabulary.
- To identify the aims of a range of grammar and vocabulary activities.
- To examine a range of practical activities and assess their suitability for young learners.

Tematyka i cele sesji

Session 7: Resources evaluation and lesson planning

- To evaluate the suitability of different resources in a specific teaching context.
- To examine the benefits of good practice in lesson planning.
- To consider the range of resources available for a 'teacher's toolbox'.

Session 8: Feedback, evaluation, and assessment

- To examine the importance of assessment in learning.
- To compare different assessment methods.
- To understand how to use appropriate classroom assessment tasks.



Teaching English to Teenagers

Online professional development



Tematyka i cele sesji

Session 1: Helping teenagers learn

- To examine the main characteristics of teenage learners.
- To look at the skills teenagers need to succeed.
- To investigate techniques to improve motivation in teenagers.

Session 2: Classroom management and motivation

- To reflect on classroom management from the perspective of creating a positive learning environment.
- To define the elements of a positive learning environment.
- To establish why motivation is key to a positive learning environment.
- To identify the best ways of motivating teenagers.
- To explore the role played by technology in motivating teenagers.

Tematyka i cele sesji

Session 3: Listening and speaking skills for teenagers

- To review and develop listening activities for use with teenagers.
- To review and develop speaking activities for use with teenagers.
- To explore ideas for using drama in the classroom.

Session 4: Reading and writing skills for teenagers

- To understand the benefits of extensive reading.
- To explore strategies to engage learners with reading.
- To identify and support the writing skills required by teenagers.

Tematyka i cele sesji

Session 5: Teaching grammar to teenagers

- To evaluate different approaches to teaching grammar.
- To explore different approaches to correction.
- To explore strategies and grammar activities that are motivating and interesting for teenage learners.

Session 6: Teaching vocabulary to teenagers

- To explore the main principles of vocabulary learning.
- To evaluate a range of activities for presenting, practising, and revising vocabulary.
- To explore ways of helping teenage students manage their own vocabulary learning.

Tematyka i cele sesji

Session 7: Authentic contexts for teaching teenagers: Project work and CLIL

- To understand the use and benefit of authentic contexts in learning.
- To explore project work and understand project stages, from planning to presentation.
- To investigate the key concepts of CLIL and the benefits of CLIL approaches in the classroom.

Session 8: Assessment

- To show different purposes of assessment.
- To examine different types of assessment.
- To evaluate the principles of good assessment.

Evidence of Learning Journal



Teaching English to Young Learners

Online professional development

OXFORD
UNIVERSITY PRESS

EVIDENCE OF LEARNING JOURNAL

Please complete this form in full and read the information below carefully

Name

(As it will appear on certificate)

Email

(Email address the certificate will be sent to)

Country

Name of organisation

Self-study participant

Class member in organisation

Check your work against the Evaluation Criteria before submitting it to OTAOnlineEOL@oup.com. Oxford University Department for Continuing Education will evaluate your Evidence of Learning Journal against the Evaluation Criteria.

If you are in a class in an organisation, the course moderator will submit your Journal.

In submitting your Evidence of Learning you confirm the following Declaration of Authorship.

DECLARATION OF AUTHORSHIP

- The Evidence of Learning Journal I am submitting is entirely my own work, except where otherwise indicated.
- It has not been submitted, either wholly or substantially, for any other Oxford Teachers' Academy course or for any other course or for any other course of professional development elsewhere.
- I have clearly signalled the presence of any quoted or paraphrased material.
- I have acknowledged appropriately any assistance I have received in the writing of my Evidence of Learning Journal.
- I have not sought assistance from any professional agency or other party.

SESSION 1

TOGETHER

Certyfikat ukończenia



OXFORD TEACHERS' ACADEMY | Teaching English to Teenagers | OXFORD UNIVERSITY PRESS
Online professional development

EVIDENCE OF LEARNING JOURNAL Please complete this form in full and read the information below carefully.

Name Email
(As you wish it to appear on certificate) (Email address the certificate will be sent to)

Country Name of organization

Self-study participant Class member in organization

Check your work against the Evaluation Criteria before submitting it to OTAdeline.EoL@oup.com.
Oxford University Department for Continuing Education will evaluate your Evidence of Learning Journal against the Evaluation Criteria.
If you are in a class in an organization, the course moderator will submit your Journal.
In submitting your Evidence of Learning you confirm the following Declaration of Authorship.

DECLARATION OF AUTHORSHIP

- The Evidence of Learning Journal I am submitting is entirely my own work, except where otherwise indicated.
- It has not been submitted, either wholly or substantially, for any other Oxford Teachers' Academy course or for any other course elsewhere.
- I have clearly signalled the presence of any quoted or paraphrased material.
- I have acknowledged appropriately any assistance I have received in the writing of my Evidence of Learning Journal.
- I have not had assistance from any professional agency or other party.

SESSION 1 Helping teenagers learn

SESSION 2 Classroom management and motivation

© OXFORD UNIVERSITY PRESS 2015 1



Certificate of Completion

This is to certify that

John Smith

has completed a 30-hour online course:

Teaching English to Young Learners

Participant number:

D1002

Date issued:

20 November 2015

Charles Bygh

DIRECTOR OF BRITISH & CULTURAL STUDIES
DEPARTMENT FOR CONTINUING EDUCATION



Logo
Uniwersytetu
Oksfordzkiego

Certificate of Completion

This is to certify that

John Smith

has completed a 30-hour online course:

Teaching English to Young Learners

Participant number:

D1002

Date issued:

20 November 2015



DIRECTOR OF BRITISH & CULTURAL STUDIES
DEPARTMENT FOR CONTINUING EDUCATION

Nazwa i czas
trwania kursu

podpis Charlesa
Boyle'a z Oxford
University
Department for
Continuing Education



Teaching English to Young Learners

Online professional development

[Go to content](#)



News | ▾

There is no news to display.

Bookmarks ▾

My Bookmarks
No bookmarks have been added.

Copyright © Oxford University Press, 2014. All rights reserved. | [Terms and Conditions](#)

Struktura sesji



 Theories of child development: L. Vygotsky ▾

06 of 18

Read the information in **Explore**. Vygotsky's theories of child development have influenced many of the current approaches to language teaching. Read the text below to find out more. How does Vygotsky's theory differ from Piaget's?

L. Vygotsky

Vygotsky was a contemporary of Piaget and agreed that children construct knowledge for themselves and actively participate in the learning process. However, he strongly believed that Piaget had omitted a key ingredient in their development which was their social environment: the cultural context and, in particular, the influence of peers, teachers, and parents.



📄 Theories of child development: J. Piaget ▾



Pre-operational:
2-7 years

02:32 / 03:40

Involving parents of children with special educational needs ▾

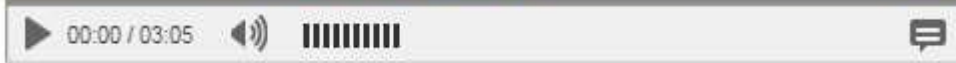


Classroom management | Discover

FEEDBACK YOUR NOTES

13 of 25

In this video, Michele Daloiso talks about how schools can involve parents in supporting children with SEN, both in school and at home. Use **Your Notes** to write some of your own ideas. Watch the video to check, then read the **Feedback**.



Michele Daloiso, expert on students with dyslexia, author, and English language

Reflect
What support does your school give to children with SEN and their parents? What can you do as a teacher to provide support for their parents?

Parent/teacher collaboration ✕

Michele mentions the following ways in which parents and teachers can collaborate:

- parents can provide information about their child, e.g. how they prefer to learn, their behaviour at home, how much effort they put into homework, their different reactions to input
- parents can share their expectations of their child's progress and keep track of their progress in a journal
- teachers and parents can share information on methodological strategies that benefit the child so that they can be accommodated at home and at school

 Theories of child development: M. Donaldson ▾


How children learn | Discover

EXPLORE

YOUR NOTES

05 of 18

Margaret Donaldson commented on Piaget's theory. Read the information in **Explore**, then read this extract from Annamaria Pinter's book *Teaching Young Language Learners* (OUP, 2006) and decide which statement best summarizes the text. You can download a pdf of the text by clicking on the image.

1

2

3

4

Criticism of Piaget's stages
The pre-operational stage

Both parents and teachers worldwide may feel that Piaget's assessment of children under the age of seven was a bit harsh. One of Piaget's main critics was Margaret Donaldson, the Scottish child psychologist. She suggested that Piaget underestimated young children. First of all, the language used by Piaget and his colleagues in the tasks was confusing for them. In particular, the questions Piaget and his colleagues asked were unnatural and ambiguous. For example, 'Are there more yellow flowers



Donaldson developed a theory which contradicted what Piaget had proposed. She believed that age is not related to how you learn.

Donaldson highlighted the importance of the context and the familiarity of tasks, as well as recognizing that learning continues after the age of 11 or 12.

Donaldson criticized Piaget's theory because his developmental stages were not accurate and his experiments were too familiar for children.

Reflect

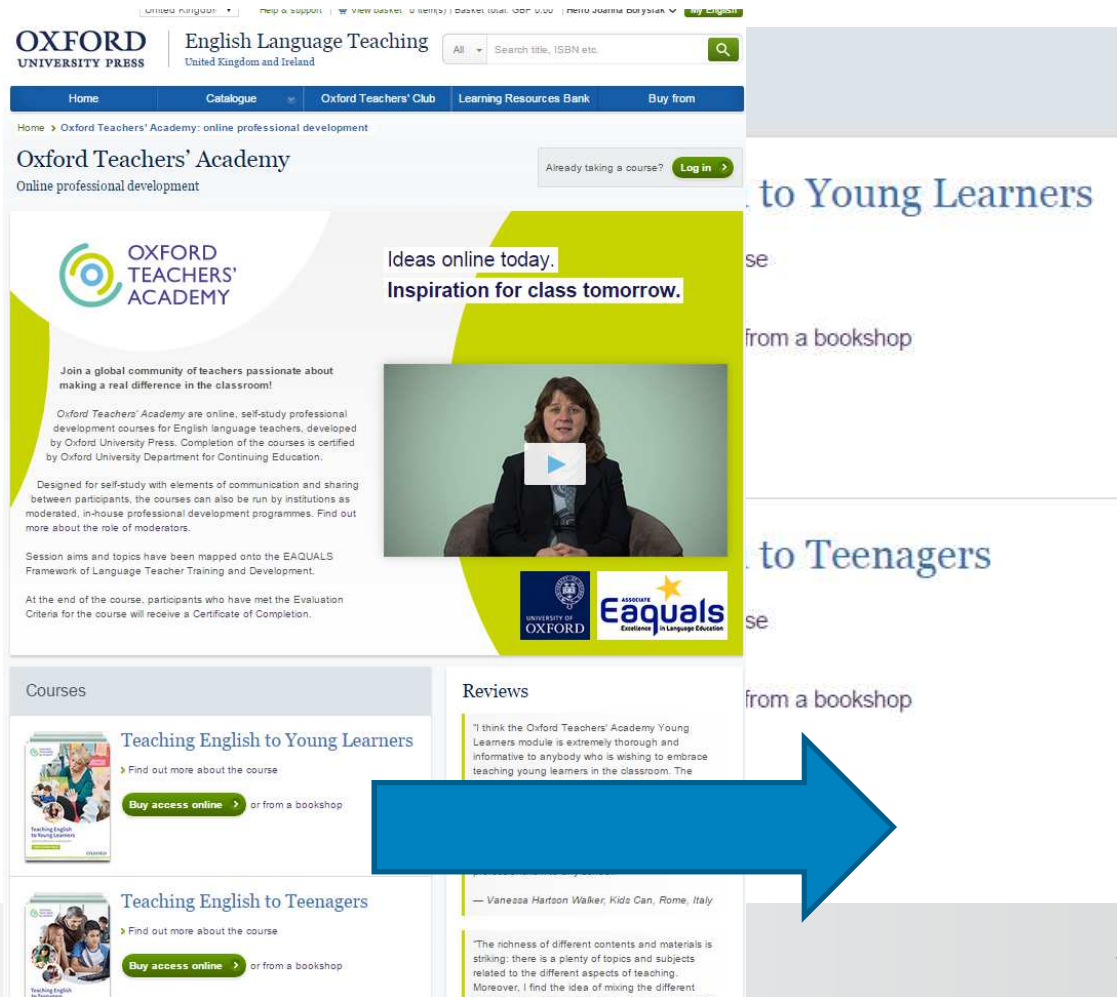
Donaldson's experiments proved the importance of setting tasks for children within familiar contexts. How do

Future topic areas

- **Teaching English with Technology**
- **Special Educational Needs**
- **Mixed Ability Teaching**
- **Dyslexia**
- **CLIL**

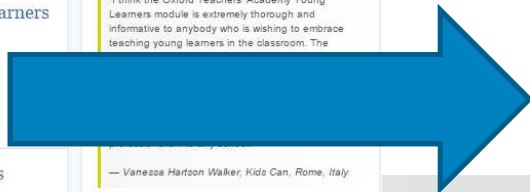
Jak zakupić kody do Oxford Teachers' Academy online?

www.oup.com/elt/oxfordteachersacademy



The screenshot shows the Oxford Teachers' Academy website interface. At the top, there's a navigation bar with 'Home', 'Catalogue', 'Oxford Teachers' Club', 'Learning Resources Bank', and 'Buy from'. Below this is a search bar and a 'Log in' button. The main content area features a large banner with the text 'Ideas online today. Inspiration for class tomorrow.' and a video player showing a woman speaking. Below the banner, there are sections for 'Courses' and 'Reviews'. The 'Courses' section lists 'Teaching English to Young Learners' and 'Teaching English to Teenagers', each with a 'Buy access online' button and a link to 'Find out more about the course'. The 'Reviews' section contains testimonials from users like Vanessa Hartson Walker.

E-commerce:
£70 + VAT



Participants

Moderators

Polanglo: 565,10 PLN



Any questions?

Please write to:

ewa.szember@oup.com

Agata.skoczylas@oup.com