

Subject card

Subject name and code	Practical English Language Learning III, PG_00137666						
Field of study	English Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	undergraduate studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			English		
Semester of study	3	ECTS credits			8.0		
Learning profile	academic	Assessment form					
Conducting unit	Zakład Translatoryki Anglistycznej -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Alina Mazurkiewicz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	120.0	0.0	0.0	0.0	120
	E-learning hours included: 0.0						
	Additional information: audytorium classes						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	120		8.0		72.0	200
Subject objectives	The goal of the course is to improve practical English skills, taking B1+ as the starting point and B2 level of the CEF as the end point. The language training, general and academic, will cover the four language skills: listening, speaking, reading and writing. It will practise the ability to produce spoken and written texts, improve vocabulary and expand syntactic resources, consolidate grammatical correctness, as well as develop linguistic fluency and correct pronunciation.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAL3_W17] Knows and understands the basic concepts and principles of copyright law, in particular those applicable to research in the field of linguistics and literature in the framework of English philology and in professional work.	Knows and understands the concept and principles of property and copyright protection in relation to the use of other sources in texts created by him or her concerning English language and professional work.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FAL3_K01] Critically evaluates the extent of their knowledge and skills, in particular in the field of the English language, linguistics and English-language literature.	is ready to critically evaluate his/her knowledge in the field of English philology and associated sciences and recognizes the importance of this knowledge in solving academic and practical problems	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written
	[FAL3_U06] Prepares texts and speeches, takes part in discussions in English and translates English-language texts, following the cultural conventions of English-language communication.	is able to produce comprehensible, well-structured written and oral statements while observing the (cultural) rules of communication in English.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work
	[FAL3_W05] He / she has advanced knowledge of the basic conceptual and terminological apparatus in the field of linguistics, including in particular those applicable in the study of the English language.	has detailed knowledge of the basic terminology of linguistics applied to the study of the English language.	[SW4] test/exam - oral or written [SW3] text preparation/written work
	[FAL3_W12] Knows and understands selected issues and terminology relevant to the study of history, culture and realities of English-speaking countries, which constitute the basic context for research on the English language and English-language literature.	knows and understands selected issues in the history, culture and realities of life of English-speaking countries	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FAL3_U12] Independently plans and implements lifelong self-education, in particular in the field of the English language, linguistics and English-language literatures.	can independently plan and implement their own lifelong learning.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[FAL3_U01] Searches, analyzes, evaluates, selects and integrates information from various sources, interpret and draw conclusions, in particular with regard to issues related to the English language, linguistics and English-language literature.	is able to search, analyze and interpret information concerning (in particular) the English language from a variety of sources	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work
	[FAL3_W14] Knows and understands the grammatical and lexical principles of the English language, the principles of the construction of written and oral statements, and the cultural conventions of communication in English at C1 level.	knows the grammatical and lexical rules and the rules of construction of written and oral statements within the cultural conventions of communication in English at the minimum B2 level to level B2	[SW4] test/exam - oral or written [SW3] text preparation/written work
	[FAL3_K03] Is ready to make decisions and to critically evaluate and take responsibility for the consequences of their own actions and the actions of the teams in which they participate, in particular when performing analytical and interpretative tasks in the field of English-language literature and linguistics.	Is ready to make decisions independently, critically evaluate his/her own actions, the actions of the teams he/she leads, and the organizations in which he/she participates, and to accept responsibility for the consequences of these actions.	[SK2] presentation/project/paper/report
	[FAL3_K05] Is ready to engage in social and professional life, including undertaking and co-organising activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literature.	Is ready to engage in social and professional life, using his/her knowledge and skills in English.	[SK2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[FAL3_U09] Speaks and writes in English at C1 level.	Can communicate in spoken and written English at the B2 level	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	can plan and organize individual and team work, interacting with other people	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FAL3_K07] Is ready to take on responsible professional roles, including the observance and dissemination of ethical principles, in various spheres of activity related to the use of the English language.	Is ready to perform professional roles responsibly and observe professional ethics in areas related to the use of English.	[SK2] presentation/project/paper/report [SK3] text preparation/written work
Subject contents	<p>Contents: Integrated Course component</p> <p>Lexis The lexical scope is closely related to the subject matter of the class. Further expanding the vocabulary range with advanced collocations and idiomatic expressions, practicing the use of lexical and grammatical-lexical units in texts.</p> <p>Listening Texts at the C1 level: minimally adopted and authentic; monologues and dialogues, radio plays and short excerpts from authentic television programs. Skills: improving global comprehension skills as well as individual elements of texts, working on understanding factual and implied content by the speaker.</p> <p>Reading C1 level texts: authentic or minimally adapted texts of various lengths, including literary and pedagogical texts. Developing elements of analysis and synthesis of textual discourse: features of textual organization (exemplification, comparison, reference), coherence and cohesion (connecting textual elements by means of conjunctions, sentence connectors, pronouns, prepositions and determiners) in text tasks with gaps (cloze tests). Working on expanding receptive and active vocabulary on the basis of the texts discussed.</p> <p>SpeakingTasks: group conversations and discussions, longer speeches given in front of the class and short individual presentations. Skills: Improving interactive competence (interlocutor orientation during dialogic discourse) and monologic competence (free and fluent speech, making theses and hypotheses and justifying them, structured statements and working on the logical flow of arguments), expanding the range of the linguistic register with more advanced and formal expressions.</p> <p>Contents: the Written Language component</p> <p>Individual and team work in the process of creating longer texts, including texts that use team dynamics and synergy (individual and group profiles, essays on topics of interest to students). Models of the course of argumentation in discursive essays (block and point-by-point). Grammatical, lexical and stylistic means used in essays. Working on the correctness and linguistic diversity of the essay. Developing vocabulary and syntactic resources in a developed essay. Types of subordinate and multiple compound sentences. Working on enriching students' syntactic resources by combining simple sentences into longer multiple-complex sentences (sentence synthesis). Expanding the range of conjunctions and adverbial conjunctions in students' texts. Working with sources: documentation of quotations, introduction to correct paraphrasing.</p> <p>Contents: Practical grammar Component Topics in semester 3: Different types of compound sentences (participle, adjectival, noun, appositive). Inversion and emphatic constructions. Dependent speech. Student's own work: Selection according to the given sources: Phrasal verbs.</p> <p>Contents: Practical phonetics Component Word accent patterns depending on the structure of the word (suffixation, compound words, distinctive accent patterns for distinguishing grammatical categories). Sentence accent rhythm of English speech, rhythmic patterns, weak and strong forms of grammatical words. Speech segments and their structure (speech units). Words receiving the main sentence accent. Introduction of the concept of connected speech</p>		
Prerequisites and co-requisites	<p>A. Formal Requirements Passed second semester</p> <p>B. Prerequisites Knowledge of English at B1+ level</p>		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	execution of written and oral assignments	51.0%	40.0%
	attendance, active participation in exercises, systematic preparation in oral and/or written form of the issues indicated by the Instructor	51.0%	20.0%
	written tests to check the mastery of the material and acquisition of language skills(in the case of practical grammar, integrated course and phonetics, test results amount to 80%)	51.0%	40.0%

Recommended reading	Basic literature	<p>To be used in class:</p> <p>1 Integrated Skills Component:</p> <p>1 Biber, Douglas, Susan Conrad and Geoffrey Leech (2002). Longman Student Grammar Of Spoken And Written English. Pearson.2 Harrison, Mark (2013). New Proficiency Testbuilder Student Book - Key + Audio CD Pack. Macmillan.3 O'Dell, Felicity (2000) English Vocabulary in Use. Upper-Intermediate. Cambridge University Press.4 McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use Advanced. Cambridge University Press.5 McCarthy, Michael and Felicity O'Dell (2007). English Phrasal Verbs in Use Advanced. Cambridge University Press.6 McCarthy, Michael and Felicity O'Dell (2017). English Vocabulary in Use Advanced. Cambridge University7 Wybrane materiały z podręczników na poziomie C1, np. Bell, Jan and Roger Gower (2015). Advanced Expert. Pearson.8 Assorted texts from Cambridge CAE: French, Amanda (2015). Advanced Testbuilder. Third Edition with key and 2 CD. Macmillan.9 Assorted tests from Cambridge CAE: University of Cambridge ESOL Examinations (2008). Certificate in Advanced English for updated examwith answers 2. Cambridge University Press.10 online materials chosen by the teacher, especially documentaries from BBC.11 Authentic materials chosen by the teacher.</p> <p>2 The written language component:</p> <p>1 Huntley, Helen (2005). Essential Academic Vocabulary. Cengage Learning. 2 Jordan, R.R. (2008). Academic Writing Course. Longman. 3 McCarthy, Michael and Felicity O'Dell (2008). Academic Vocabulary in Use. Cambridge University Press. Morley, John, Peter Doyle and Ian Pople (2007). University Writing Course. Express Publishing. 4 Oshima, Alice and Ann Hogue (2007). Introduction to Academic Writing. Level 3. Pearson Longman. 5 Oshima, Alice and Ann Hogue (2007). Writing Academic English. Level 3. Pearson Longman. 6 MLA Handbook. Ninth edition. (2021). MLA Style Centre. 3 Practical Grammar: 1 Foley, Mark and Diane Hall (2012). My Grammar Lab. Pearson. 2 Foley, Mark and Diane Hall (2008). Advanced Learners Grammar. Longman. 3 Hewings, Martin (2007). Advanced Grammar in Use. Cambridge University Press. 4 Mann, Malcolm and Steve Taylore-Knowles (2008). Destination C1&C2 Grammar and Vocabulary. Macmillan. 5 Vince, Michael (2009). Advanced English Practice. Heinemann. 6 Wellman, Guy and Richard Side (2006). Grammar and Vocabulary for Cambridge Advanced and Proficiency. Longman. 7 West, Clare (2013). Recycling Advanced English. Cambridge.</p> <p>4 Phonetics component:</p> <p>1 Baker, Ann (2011). Ship or Sheep Intermediate Pronunciation course. Cambridge University Press. 2 Hancock, Mark (2003). English Pronunciation in Use Intermediate. Cambridge University Press. 3 Hewings, Matin (2007). English Pronunciation in Use Advanced. Cambridge University Press.</p> <p>Individual work: 1 Cambridge Advanced Learner's Dictionary, w. CD-ROM. Fourth edition. (2014) Cambridge University Press. 2 Jones, Daniel (2011). Cambridge English Pronouncing Dictionary. Cambridge University Press. 3 Macmillan English Dictionary For Advanced Learners (2002). Macmillan. 4 Macmillan https://www.macmillandictionary.com/ 5 Materiały online szczególnie wybrane przez studentów np. TedTalks, BBC filmy dokumentalne, BBC Radio 4 6 Porzyczek, Andrzej, Arkadiusz Rojczyk, Janusz Arabski (2016). Praktyczny kurs wymowy angielskiej dla Polaków. Wydawnictwo</p>
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		<p>Uniwersytetu Śląskiego 7 Vince, Michael (2003). Advanced Language Practice with Key. Macmillan.</p> <p>8 Rhetoric: Giving opinions (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/functions/agreeingdisagreeing/ Accessed 28.05.2021.</p> <p>Presentations (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/business-english-2/presentations/ Accessed 28.05.2021.</p> <p>Resources (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/resources/ Accessed 28.05.2021.</p> <p>Speaking (2021). EAPFoundation.Com. Available at https://www.eapfoundation.com/speaking/ Accessed 28.05.2021</p>
	Supplementary literature	<p>1 Huddleston, Rodney and Geoffrey K. Pullum (2002). The Cambridge Grammar of the English Language. Cambridge University Press.</p> <p>2 Macpherson, Robin (2002). English for Writers and Translators. PWN.</p> <p>3 Ponsonby, Mimi (1998). How Now Brown Cow. Prentice Hall.</p> <p>4 Roach, Peter (2012). English Phonetics and Phonology. Cambridge University Press.</p> <p>5 Sobkowiak, Włodzimierz (2004). English Phonetics for Poles. Wydawnictwo Poznańskie.</p> <p>6 Underhill, Adrian (1994). Sound Foundations. Macmillan.</p>
	eResources addresses	Adresy na platformie eNauczenie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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