

**Subject card**

<b>Subject name and code</b>	Practical English Language Learning IV, PG_00137675						
<b>Field of study</b>	English Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	undergraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			English		
<b>Semester of study</b>	4	<b>ECTS credits</b>			10.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Zakład Translatoryki Anglistycznej -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		mgr Alina Mazurkiewicz				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	120.0	0.0	0.0	0.0	120
	E-learning hours included: 0.0						
	Additional information: audytorium classes						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	120		8.0		122.0	250
<b>Subject objectives</b>	The aim of the course is to improve practical English skills, taking the B2 level as the starting point and the end point as the B2+ level of the CEF. The language training, general and academic, will cover the four language skills: listening, speaking, reading and writing, including 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. Components: Integrated Course, Phonetics, Practical Grammar and Writing Course.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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 the knowledge possessed in the field of English philology and related sciences and recognizes the importance of this knowledge in solving both cognitive 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_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 his/her own lifelong learning.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[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_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, observing the (cultural) rules of communication in English.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work
	[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.	He/She is ready to engage in social and professional life, using her/his knowledge and skills in English.	[SK2] presentation/project/paper/report
	[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.	He/She is ready to make decisions independently, to critically evaluate his 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_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 in 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_U09] Speaks and writes in English at C1 level.	Is able to 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_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.	Able to search, analyze and interpret information about (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 B2+ level	[SW4] test/exam - oral or written [SW3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
	[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.	He/she 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_U11] Interacts with others, plans and organizes individual and team work.	can plan and organize work individually and in a team, interacting with others	[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>Component contents: <b>Integrated course</b></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 B2+ level texts: authentic and minimally adapted texts; radio plays and excerpts from authentic television programs or feature films. Skills: improving global comprehension skills as well as individual elements of texts, working on understanding factual and implied content of the speaker, working on advanced vocabulary found in the aforementioned programs. Reading B2+ level texts: authentic or minimally adapted texts of various lengths, including selected authentic texts by British and American authors.</p> <p>Skills: developing the ability to read for comprehension of both general content and various other textual aspects (elements of text structure, text function, context, author's attitude to the issues addressed, literal and implied meanings), improving the ability to paraphrase and summarize textual elements, determining the meanings of words based on the context in which they are used.</p> <p>Speaking Tasks: group and class discussions, longer individual presentations and feedback on them by the participants in the class discourse (students and the instructor).</p> <p>Skills: developing linguistic functions in monologic discourse (making hypotheses and presenting arguments to support one's own points) and dialogic discourse (seeking consensus as well as emphasizing one's own views in opposition to arguments and theses put forward by other students), expanding the scope of the linguistic register to include more complex syntactic resources.</p> <p>Component contents: <b>Written language</b> Persuasive essay: classical model and model refutation of opposing arguments. Presentation of an argument based on both one's own beliefs and facts and ideas taken from various sources. Forms of documenting the theses made in a persuasive essay. Working on the correctness, linguistic diversity and form of the essay. Editing of texts lexis, language structures, punctuation, by student teams and individual students. Feedback from team members and the instructor on the texts created. Plagiarism and its consequences in academic writing. Creation of developed linguistic paraphrases. Stages of writing an abstract. Exercising the skill of writing an abstract and editing it. Combining the summary and paraphrase of sample texts with your own commentary and interpretation of the facts contained in them.</p> <p>Contents: <b>Practical Grammar</b> Topics in semester 4: Grammar of written and spoken language. Grammar of newspaper headlines. Words and phrases of foreign origin. The most important English abbreviations. Numerals and units of measurement and notation of dates in English. Basic grammatical and lexical differences between British and American dialects. Analysis of the most common grammatical errors. Student's own work: selected vocabulary, collocations, phrasal verbs and idioms.</p> <p>Component contents: <b>Practical phonetics</b> Rules governing connected speech. Features of rapid colloquial speech (vowel reduction in unaccented syllables, elision, word linking, assimilation). Intonation of English speech - its form and function in discourse. The role of intonation in the grammatical system of English. Typical intonation patterns for expressing particular categories of speech, e.g., indicative, question, imperative sentences.</p>		

<p>Prerequisites and co-requisites</p>	<p>A. Formal requirements Passed third semester.</p> <p>B. Preliminary requirements Knowledge of English at the B2 level.</p> <p>Additional requirements</p> <p>The final exam covers the content of the subjects Practical English III and IV. In order to be admitted to the final exam, it is necessary to obtain a passing grade (51%) in each of the components of the subject (phonetics, practical grammar, integrated course, written language).</p> <p>The exam consists of 4 parts: 1. listening/reading/vocabulary 2. grammar 3. writing 4. oral part. In order to pass the exam, the student must obtain a minimum grade of sufficient (51%) in each part of the exam. Only then is the final grade calculated, which is the arithmetic average of the partial grades. For the reading/listening/vocabulary part of the exam, the student must pass each component of the test to receive a passing grade.</p>																	
<p>Assessment methods and criteria</p>	<table border="1"> <thead> <tr> <th data-bbox="453 815 794 846">Subject passing criteria</th> <th data-bbox="799 815 1141 846">Passing threshold</th> <th data-bbox="1145 815 1485 846">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 853 794 972">Written exam: grammar. In order to be admitted to the exam, it is necessary to obtain a positive grade in all components of the subject.</td> <td data-bbox="799 853 1141 972">51.0%</td> <td data-bbox="1145 853 1485 972">25.0%</td> </tr> <tr> <td data-bbox="453 978 794 1097">Written exam: writing To pass the exam, the student must pass each part of the exam. The final grade is the arithmetic average of the partial grades.</td> <td data-bbox="799 978 1141 1097">51.0%</td> <td data-bbox="1145 978 1485 1097">25.0%</td> </tr> <tr> <td data-bbox="453 1104 794 1252">Oral exam: statement on a given topic arising from the classes of two semesters. semesters; graded on fluency, linguistic correctness, variety of vocabulary, pronunciation</td> <td data-bbox="799 1104 1141 1252">51.0%</td> <td data-bbox="1145 1104 1485 1252">25.0%</td> </tr> <tr> <td data-bbox="453 1258 794 1400">Written exam: reading and listening with understanding, vocabulary. For this component, the student must pass each component of the test to receive a passing grade.</td> <td data-bbox="799 1258 1141 1400">51.0%</td> <td data-bbox="1145 1258 1485 1400">25.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Written exam: grammar. In order to be admitted to the exam, it is necessary to obtain a positive grade in all components of the subject.	51.0%	25.0%	Written exam: writing To pass the exam, the student must pass each part of the exam. The final grade is the arithmetic average of the partial grades.	51.0%	25.0%	Oral exam: statement on a given topic arising from the classes of two semesters. semesters; graded on fluency, linguistic correctness, variety of vocabulary, pronunciation	51.0%	25.0%	Written exam: reading and listening with understanding, vocabulary. For this component, the student must pass each component of the test to receive a passing grade.	51.0%	25.0%
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Recommended reading	Basic literature	<p>A.1. To be used in classes:</p> <p><b>1 Integrated Skills:</b></p> <ol style="list-style-type: none"> <li>1 Biber, Douglas, Susan Conrad and Geoffrey Leech (2002). Longman Student Grammar Of Spoken And Written English. Pearson.</li> <li>2 Harrison, Mark (2013). New Proficiency Testbuilder Student Book - Key + Audio CD Pack. Macmillan.</li> <li>3 O'Dell, Felicity (2000) English Vocabulary in Use. Upper-Intermediate. Cambridge University Press.</li> <li>4 McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use Advanced. Cambridge University Press.</li> <li>5 McCarthy, Michael and Felicity O'Dell (2007). English Phrasal Verbs in Use Advanced. Cambridge University Press.</li> <li>6 McCarthy, Michael and Felicity O'Dell (2017). English Vocabulary in Use Advanced. Cambridge University Press.</li> <li>7 Wybrane materiały z podręczników na poziomie C1, np. Bell, Jan and Roger Gower (2015). Advanced Expert. Pearson.</li> <li>8 Wybrane testy Cambridge CAE: French, Amanda (2015). Advanced Testbuilder. Third Edition with key and 2 CD. Macmillan.</li> <li>9 Assorted authentic practice tests from Cambridge CAE: University of Cambridge ESOL Examinations (2008). Certificate in Advanced English for updated exam with answers 2. Cambridge University Press.</li> <li>10 Online materials chosen by the teacher, especially BBC productions.</li> <li>11 Authentic materials chosen by the teacher.</li> </ol> <p><b>2 Written language:</b></p> <ol style="list-style-type: none"> <li>1 Huntley, Helen (2005). Essential Academic Vocabulary. Cengage Learning.</li> <li>2 Jordan, R.R. (2008). Academic Writing Course. Longman.</li> <li>3 McCarthy, Michael and Felicity O'Dell (2008). Academic Vocabulary in Use. Cambridge University Press.</li> <li>Morley, John, Peter Doyle and Ian Pople (2007). University Writing Course. Express Publishing.</li> <li>4 Oshima, Alice and Ann Hogue (2007). Introduction to Academic Writing. Level 3. Pearson Longman.</li> <li>5 Oshima, Alice and Ann Hogue (2007). Writing Academic English. Level 3. Pearson Longman.</li> <li>6 MLA Handbook. Ninth edition. (2021). MLA Style Centre.</li> </ol> <p><b>3 Practical Grammar:</b></p> <ol style="list-style-type: none"> <li>1 Foley, Mark and Diane Hall (2012). My Grammar Lab. Pearson.</li> <li>2 Foley, Mark and Diane Hall (2008). Advanced Learners Grammar. Longman.</li> <li>3 Hewings, Martin (2007). Advanced Grammar in Use. Cambridge University Press.</li> <li>4 Mann, Malcolm and Steve Taylore-Knowles (2008). Destination C1&amp;C2 Grammar and Vocabulary. Macmillan.</li> <li>5 Vince, Michael (2009). Advanced English Practice. Heinemann.</li> <li>6 Wellman, Guy and Richard Side (2006). Grammar and Vocabulary for Cambridge Advanced and Proficiency. Longman.</li> <li>7 West, Clare (2013). Recycling Advanced English. Cambridge.</li> </ol> <p><b>4 Practical Phonetics:</b></p> <ol style="list-style-type: none"> <li>1 Baker, Ann (2011). Ship or Sheep Intermediate Pronunciation course. Cambridge University Press.</li> <li>2 Hancock, Mark (2003). English Pronunciation in Use Intermediate. Cambridge University Press.</li> <li>3 Hewings, Martin (2007). English Pronunciation in Use Advanced. Cambridge University Press.</li> </ol> <p><b>A.2. Individual work:</b></p> <ol style="list-style-type: none"> <li>1 Cambridge Advanced Learner's Dictionary, w. CD-ROM. Fourth edition. (2014) Cambridge University Press.</li> <li>2 Jones, Daniel (2011). Cambridge English Pronouncing Dictionary. Cambridge University Press.</li> <li>3 Macmillan English Dictionary For Advanced Learners (2002). Macmillan.</li> <li>4 Macmillan <a href="https://www.macmillandictionary.com/">https://www.macmillandictionary.com/</a></li> <li>5 Materiały online szczególnie wybrane przez studentów np. TedTalks, BBC filmy dokumentalne, BBC Radio 4</li> <li>6 Porzyczek, Andrzej, Arkadiusz Rojczyk, Janusz Arabski (2016). Praktyczny kurs wymowy angielskiej dla Polaków. Wydawnictwo Uniwersytetu Śląskiego</li> <li>7 Vince, Michael (2003). Advanced Language Practice with Key. Macmillan.</li> <li>8 Rhetoric:</li> </ol> <p>Giving opinions (2021). EFL Magazine - The magazine for English language teachers. Available at <a href="https://eflmagazine.com/functions/agreeingdisagreeing/">https://eflmagazine.com/functions/agreeingdisagreeing/</a> Accessed 28.05.2021.</p> <p>Presentations (2021). EFL Magazine - The magazine for English language teachers. Available at <a href="https://eflmagazine.com/business-english-2/presentations/">https://eflmagazine.com/business-english-2/presentations/</a> Accessed 28.05.2021.</p> <p>Resources (2021). EFL Magazine - The magazine for English language teachers. Available at <a href="https://eflmagazine.com/resources/">https://eflmagazine.com/resources/</a> Accessed 28.05.2021.</p> <p>Speaking (2021). EAPFoundation.Com. Available at <a href="https://www.eapfoundation.com/speaking/">https://www.eapfoundation.com/speaking/</a> Accessed 28.05.2021.</p>
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	Supplementary literature	1 Huddleston, Rodney and Geoffrey K. Pullum (2002). The Cambridge Grammar of the English Language. Cambridge University Press. 2 Macpherson, Robin (2002). English for Writers and Translators. PWN. 3 Ponsonby, Mimi (1998). How Now Brown Cow. Prentice Hall.
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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