

**Subject card**

<b>Subject name and code</b>	Practical English Language Learning V, PG_00137680						
<b>Field of study</b>	English Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2026/2027		
<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>	3	<b>Language of instruction</b>			English		
<b>Semester of study</b>	5	<b>ECTS credits</b>			5.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Małgorzata Smentek-Lewandowska				
	<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	90.0	0.0	0.0	0.0	90
	E-learning hours included: 0.0						
<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>	90		6.0		29.0	125
<b>Subject objectives</b>	The aim of the course is to improve students' practical knowledge of English, taking the B2+ level as the starting point and the CEFR C1 level as the end point. Language training, general and academic, will focus on four language skills: listening, speaking, reading and writing, including the ability to create spoken and written texts, expand lexical and syntactic resources, consolidate grammatical correctness, as well as develop language fluency and correct pronunciation.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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 knowledge of the culture and realities of English-speaking countries.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[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 and understands the grammatical and lexical rules of English, the rules of construction of written and oral statements, and the cultural conventions of communication in English at the C1 level.	[SW1] oral statement/ conversation/discussion [SW3] 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 basic concepts and principles of copyright law, especially applicable to the preparation of written works in English, research work in linguistics and literary studies within English philology and in professional work.	[SW3] 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.		
	[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, including adherence to and dissemination of ethical principles, in various spheres of activity related to the use of English.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK8] observation of student's independent or team 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.	Is ready to engage in social and professional life, including undertaking and co-organizing activities for the benefit of the social environment, also using knowledge and skills in English.	[SK8] observation of student's independent or team 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 and to critically evaluate and accept responsibility for the consequences of his own actions and the actions of the teams in which he participates while learning English.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK8] observation of student's independent or team 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 lifelong learning, especially in the field of the English language.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	Is able to interact with others and plan and organize individual and team work while learning English.	[SU1] oral statement/conversation/ discussion [SU8] observation of student's independent or team work
	[FAL3_U09] Speaks and writes in English at C1 level.	Is able to speak and write English at the C1 level.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU4] 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 prepare written work, oral presentations and participate in discussions in English, observing the cultural conventions of English-language communication.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work

	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.	The student is able to critically assess the extent of his/her knowledge and skills in English.	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written [SK6] demonstration of practical skills
	[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.	The student can search, analyze, select and interpret information and draw conclusions from it concerning language specific and language related issues.	[SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU8] observation of student's independent or team work
Subject contents	<p><b>Integrated Skills</b> - course content</p> <p>Lexis: The lexical scope is closely related to the topics of classes around thematic blocks. Analysis of texts intended for reading or listening in terms of the use of vocabulary and grammar. Work on word play, humor and cultural elements. Work on linguistic clusters and deducing the meaning of unknown words from context. Work on confusing lexical units and false friends. Work on passive and active lexical resources and idioms. Listening: C1 level texts with a high degree of complexity in terms of content and vocabulary; mainly authentic texts, e.g. journalistic programs, radio plays, popular science films, fragments of feature films, cabarets. Speakers use different accents. Skills: Taking notes and selecting information even after listening to the text once. Discussion of issues raised in the listening material. Answering open-ended questions. Reading: reading texts at C1 level: mainly long authentic texts, written by outstanding writers or journalists. Skills: practicing reading skills in terms of understanding, interpretation and interaction with the text. Paraphrasing texts in various linguistic registers. Speaking: work in pairs and groups - discussions. Presentations to the group forum based on selected texts. Asking questions and responding to presentations. Giving and receiving feedback. Skills: developing linguistic competences in monological discourse - presentations and dialogic discourse - discussions, seeking consensus, presenting one's views, disagreeing with the arguments and theses put forward by other students, sharing information found online; active use of complex syntactic resources.</p> <p><b>Academic Writing</b> - course content</p> <p>Analysis of academic texts in terms of language, organisation and discourse. Grammar and vocabulary typical of academic texts. Quoting and paraphrasing other authors. Bibliography. Footnotes. Searching for information from various sources and using it in your own academic texts. Literature review and materials available online. Writing techniques (simple and complex), writing scientific papers. Work on the correctness and linguistic diversity of academic texts.</p> <p><b>Oral Rhetoric</b> - course content</p> <p>The course aims to develop students' communicative competence through discussions and dialogues, simulations of communicative situations and formal presentations (including the use of visual aids during speeches, e.g. PowerPoint). These activities are based on a specific range of vocabulary learned during classes on a given topic, e.g. everyday life, culture, social and political issues. Students will also be familiarised with rhetorical techniques used to attract listeners' attention, make it easier for them to understand and remember the content, and convince the listeners to accept the thesis put forward in the speech.</p>		
Prerequisites and co-requisites	<p>Successful completion of the fourth semester. English language proficiency at B2+/C1 level (CEFR).</p> <p>Additional requirements:</p> <p>In order to receive credit for the course Practical English V, it is necessary to obtain a passing grade (at least 51%) in each of the components: integrated course, academic written language and spoken rhetoric.</p>		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active class participation	80.0%	20.0%
	assignments, including tests, checking students' language skills and communicative competence	51.0%	80.0%

Recommended reading	Basic literature	<p>Bibliography for <b>Integrated Skills</b>:</p> <ul style="list-style-type: none"> <li>• Biber, Douglas, Susan Conrad and Geoffrey Leech (2002). <i>Longman Student Grammar of Spoken and Written English</i>. Pearson.</li> <li>• Harrison, Mark (2013). <i>New Proficiency Testbuilder Student Book - Key + Audio CD Pack</i>. Macmillan.</li> <li>• O'Dell, Felicity (2000) <i>English Vocabulary in Use. Upper-Intermediate</i>. Cambridge University Press.</li> <li>• McCarthy, Michael and Felicity O'Dell (2008). <i>English Collocations in Use Advanced</i>. Cambridge University Press.</li> <li>• McCarthy, Michael and Felicity O'Dell (2007). <i>English Phrasal Verbs in Use Advanced</i>. Cambridge University Press.</li> <li>• McCarthy, Michael and Felicity O'Dell (2017). <i>English Vocabulary in Use Advanced</i>. Cambridge University</li> <li>• Selected materials from C1-level coursebooks, eg. Bell, Jan and Roger Gower (2015). <i>Advanced Expert</i>. Pearson.</li> <li>• Selected Cambridge CAE-format tests: French, Amanda (2015). <i>Advanced Testbuilder</i>. Third Edition with key and 2 CD. Macmillan.</li> <li>• Selected past papers from Cambridge CAE: University of Cambridge ESOL Examinations (2008). <i>Certificate in Advanced English for updated exam with answers 2</i>. Cambridge University Press.</li> <li>• Online resources selected by the course teacher, in particular BBC documentaries.</li> </ul> <p>Bibliography for <b>Academic Writing</b>:</p> <ul style="list-style-type: none"> <li>• Huntley, Helen (2005). <i>Essential Academic Vocabulary</i>. Cengage Learning.</li> <li>• Jordan, R.R. (2008). <i>Academic Writing Course</i>. Longman.</li> <li>• McCarthy, Michael and Felicity O'Dell (2008). <i>Academic Vocabulary in Use</i>. Cambridge University Press.</li> <li>• Morley, John, Peter Doyle and Ian Pople (2007). <i>University Writing Course</i>. Express Publishing.</li> <li>• Oshima, Alice and Ann Hogue (2007). <i>Introduction to Academic Writing. Level 3</i>. Pearson Longman.</li> <li>• Oshima, Alice and Ann Hogue (2007). <i>Writing Academic English. Level 3</i>. Pearson Longman.</li> <li>• MLA Handbook. Ninth edition. (2021). MLA Style Centre.</li> </ul> <p>Bibliography for <b>Oral Rethoric</b>:</p> <ul style="list-style-type: none"> <li>• Freitag-Lawrence, Anne (2003) <i>English For Work: Business Presentations</i>. Harlow: Longman.</li> <li>• Jones, Leo (1983). <i>Eight Simulations: For Upper-intermediate and More Advanced Students of English</i>. Cambridge: Cambridge University Press.</li> <li>• Ur, Penny (1981). <i>Discussions That Work: Task-Centred Fluency Practice</i>. Cambridge: Cambridge Handbooks for Language Teachers.</li> <li>• Ur, Penny and Andrew Wright (1992). <i>Five-Minute Activities. A resource book of short activities</i>. Cambridge: Cambridge Handbooks for Language Teachers</li> </ul>
---------------------	------------------	---

	Supplementary literature	<ul style="list-style-type: none"> <li>• Cambridge Advanced Learner's Dictionary, w. CD-ROM. Fourth edition. (2014) Cambridge University Press.</li> <li>• Huddleston, Rodney and Geoffrey K. Pullum (2002). The Cambridge Grammar of the English Language. Cambridge University Press.</li> <li>• Jones, Daniel (2011). Cambridge English Pronouncing Dictionary. Cambridge University Press.</li> <li>• Macmillan English Dictionary For Advanced Learners (2002). Macmillan.</li> <li>• Macpherson, Robin (2002). English for Writers and Translators. PWN.</li> <li>• Macmillan <a href="https://www.macmillandictionary.com/">https://www.macmillandictionary.com/</a>.</li> <li>• Online materials, e.g. TedTalks, BBC documentaries, BBC Radio 4.</li> <li>• Porzyczek, Andrzej, Arkadiusz Rojczyk, Janusz Arabski (2016). Praktyczny kurs wymowy angielskiej dla Polaków. Wydawnictwo Uniwersytetu Śląskiego.</li> <li>• Vince, Michael (2003). Advanced Language Practice with Key. Macmillan.</li> </ul> <p>Retoryka:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Presentations (2021). EFL Magazine - The magazine for English language teachers. Available at <a href="https://eflmagazine.com/business-english2/presentations/">https://eflmagazine.com/business-english2/presentations/</a> Accessed 28.05.2021.</li> <li>• 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.</li> <li>• Speaking (2021). EAPFoundation.Com. Available at <a href="https://www.eapfoundation.com/speaking/">https://www.eapfoundation.com/speaking/</a> Accessed 28.05.2021.</li> </ul>
	eResources addresses	Adresy na platformie eNauczenie:
Example issues/ example questions/ tasks being completed	<p>Preparing a speech enriched by an audio-visual presentation. Sample discussion topics: <i>Art in the times of Artificial Intelligence. Education in the era of information technology.</i></p> <p>Quoting and paraphrasing other authors. Searching for information in various sources and using it in own academic texts. Editing an academic text. Developing a bibliography according to MLA.</p>	
Work placement	Not applicable	

Document generated electronically. Does not require a seal or signature.