University of Gdańsk

Subject card

Subject name and code	Practical English Language Learning III, PG_00137666		
Field of study	English Studies		
Date of commencement of studies	October 2025	Academic year of realisation of subject	2026/2027
Education level	Bachelor's 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	credit
Conducting unit	Institute of English and American Studies -> Faculty of Languages -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	mgr Renata Zander-Lewandowska	
	Teachers	dr Michał Golubiewski dr Maciej Rataj dr Joanna Tillack mgr Karol Plichta mgr Alina Mazurkiewicz dr Krzysztof Karaś dr Dorota Góreczna dr Karolina Janczukowicz	

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						

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 aim of the classes is to improve practical knowledge of English, taking the B2 level as the starting point and the CEFR level B2+ as the end point. General and academic language training will include four language skills: listening, speaking, reading and writing, including the ability to create spoken and written texts, improve vocabulary knowledge and expand syntactic resources, consolidate grammatical correctness, as well as develop language fluency and correct pronunciation.

Learning outcomes

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.	has advanced knowledge of basic and specialist English vocabulary at B2+ level	[SW4] test/exam - oral or written [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 concept and principles of property protection and copyright in relation to the use of other sources in presentations and texts created by oneself in English	[SW3] text preparation/written work
[FAL3_U11] Interacts with others, plans and organizes individual and team work.	is able to cooperate with others, plan and organize individual and team work, cooperating with others in the context of learning English at B2+ level.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report
[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, regarding practical English	[SU1] oral statement/conversation/ discussion [SU3] 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 included in the materials used to teach practical English, at B2+ level, related to the history, culture and realities of life in English-speaking countries	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
[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 comply with the principles of professional ethics in areas related to the use of English at B2+ level	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK3] text preparation/written work
[FAL3_U09] Speaks and writes in English at C1 level.	can communicate in English in speaking and writing, can read and listen with comprehension at the B2+ level	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work [SU4] test/exam - oral or written
[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 actions for the benefit of the social environment, using his knowledge and skills in the field of English at B2+	[SK2] presentation/project/paper/ report [SK3] 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 and understands the grammatical and lexical constructions as well as constructing written and oral statements within the framework of cultural conventions of communication in English at the B2+ level.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [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 one's knowledge and skills in English on B2+ level	[SK1] oral statement/conversation/ discussion [SK3] 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 own actions, the actions of the teams he/she manages and the organizations in which he/she participates, and accept responsibility for the consequences of these actions	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report

Course outcome	Subject outcome	Method of verification
[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, assess, select, and integrate information from various sources, interpret it and draw conclusions regarding practical English at B2+ level.	[SU1] oral statement/conversation/ discussion [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 create written and oral statements at B2+ level, observing the cultural rules of communication in English	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU4] test/exam - oral or written

Subject contents	Contents: Integrated Course component 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. Listening Texts at the B2/B2+ 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. Reading B2/B2+ 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. 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. Contents: the Written Language component 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. 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. 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
Prerequisites and co-requisites	Basic requirements: The command of English at B2 level. Passing the exam at the end of semester 2. The student receives a pass with a grade. The student must complete each component of the course to obtain a pass. To pass the course, the student must obtain 51% of the total number of points from each component.components. The student obtains credit based on performing mandatory tasks, presentations, projects, and passing tests.
Assessment methods and criteria	

Subject passing criteria	Passing threshold	Percentage of the final grade
writing: written texts	51.0%	25.0%
practical grammar: tests	51.0%	25.0%
phonetics:reading and pronunciationn tests	51.0%	25.0%
Integrated skills: reading comprehension, listening comprehension, use of English, team presentations, individual presentations	51.0%	25.0%

Recommended reading	Basic literature	A.1. Obligatory sources: 1 Integrated skills: 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 University 7 Wybrane materiały z podrecznikow na poziomie C1, np. Bell, Jan and Roger Gower (2015). Advanced Expert. Pearson. 8 Tests: Cambridge CAE: French, Amanda (2015). Advanced Testbuilder. Third Edition with key and 2 CD. Macmillan. 9 Tests: Cambridge CAE: University of Cambridge ESOL Examinations (2008). Certificate in Advanced English for updated exam with answers 2. Cambridge University Press. 10 Online materials selected by the teacher, especially BBC documentaries. 11 Authentic materials prepared by the teacher. 2 Written English: 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. 4 Practical phonetics: 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.

	Supplementary literature	A.2. Self study sources: 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 Online materials, especially selected by students, e.g. Ted talks, BBC filmy documentaries, BBC Radio 4 . 6 Porzyczek, Andrzej, Arkadiusz Rojczyk, Janusz Arabski (2016). Praktyczny kurs wymowy angielskiej dla Polakow. Wydawnictwo Uniwersytetu Slaskiego. 7 Vince, Michael (2003). Advanced Language Practice with Key. Macmillan. 8 Rhetorics: Giving opinions (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/functions/agreeing-disagreeing/ Accessed 28.05.2021. Presentations (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/business-english- 2/presentations/ Accessed 28.05.2021. Resources (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/resources/ Accessed 28.05.2021 Speaking (2021). EAPFoundation.Com. Available at https://www.eapfoundation.com/speaking/ Accessed 28.05.2021 A.3 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. 4 Roach, Peter (2012). English Phonetics and Phonology. Cambridge University Press. 5 Sobkowiak, Włodzimierz (2004). English Phonetics for Poles. Wydawnictwo Poznanskie. 6 Underhill, Adrian (1994). Sound Foundations. Macmillan.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Minimally adapted and authentic; monologues and dialogues, radio dramas, and short excerpts from authentic television programs. Skills**:** developing the ability to understand both the general meaning and specific elements of texts; working on comprehension of factual content as well as the speaker's implied meaning. Improving interactive competences (focusing on the interlocutor during dialogic discourse) and monologic competences (fluency and ease of expression, formulating theses and hypotheses and justifying them). Individual and group work in the process of creating longer texts. Models of argumentative structure in discursive essays (block and point-by-point formats). Practical Grammar: Various types of complex sentences (participial, adverbial, noun, and relative clauses). Inversion and emphatic constructions. Sentence Stress**:** rhythm of English speech, rhythmic patterns, weak and strong forms of grammatical words. Speech segments and their structure.	
Work placement	Not applicable	

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