

Subject card

Subject name and code	Practical English Language Teaching I, PG_00137820						
Field of study	English Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		English		
Semester of study	1		ECTS credits		6.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Corpus Linguistics and Glottodidactics -> Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Joanna Tillack				
	Teachers		dr Joanna Tillack dr Krzysztof Karaś dr Dorota Góreczna dr Marcin Fortuna dr Beata Karpińska-Musiał dr Zbigniew Czaja				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	90.0	0.0	0.0	0.0	90
	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	90		6.0		54.0	150
Subject objectives	The aim of the course is to further develop four operational language skills in English, from level C1 to C1+, according to CEFR. The course comprises the following components: integrated skills, academic grammar and academic writing.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAMU2_K03] Is prepared to make decisions on his / her own and to critically evaluate and take responsibility for the consequences of his / her own actions, the actions of the teams he / she leads and the organizations in which he / she participates, to lead and take responsibility for the group in the performance of tasks within the framework of English studies and in professional practice.	Is ready to take autonomous decisions and to assess their own and group undertakings of which they are in charge or in which they are taking part; is ready to become a group leader for which they are able to take responsibility in order to reach the objectives of the practical English course.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FAMU2_U04] Can select and apply information and communication techniques (ICT) during the acquisition and processing of information for research and professional purposes within the framework of English Studies.	Is able to use the available state-of-the-art technology (ICT) while gathering and interpreting data necessary to learn English at the C1+ level.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[FAMU2_U10] Can independently plan and implement their own lifelong learning and guide others in this area within the framework of English philology and their chosen field of professional activity.	Can take responsibility for planning and implementing lifelong learning and is able to give guidance to others how to improve language skills at the C1+ level.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FAMU2_W16] Knows and understands the fundamental dilemmas of modern civilization in the context of issues related to intercultural linguistic and literary communication and the role of modern technologies in the work of the English philologist.	Knows and understands copyrights when using other authors' work in order to create their own texts in English at the C1+ level.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FAMU2_U07] Can lead a debate on linguistics and literature within the framework of English Philology, present and evaluate various opinions and positions, and discuss them in English and Polish.	Can formulate opinions in English on familiar and unfamiliar as well as abstract topics and express them in a discussion or a public debate at the C1+ level.	[SU1] oral statement/conversation/discussion
	[FAMU2_U03] Can properly select sources and evaluate, select, critically analyze and synthesize and creatively interpret information derived from them, in particular in the field of English linguistic and literary studies.	Can choose sources appropriately and evaluate, select, critically analyse, synthesize and creatively interpret information from them in order to produce thoughtful, fluent texts presenting his/her own point of view, referring competently to the sources and opinions of other authors in academic English at C1+ level.	[SU3] text preparation/written work [SU4] test/exam - oral or written
	[FAMU2_W12] Knows and understands the main development trends in literature, in particular with regard to research into English-language literature.	Knows and understands chosen topics on history and culture of English-speaking countries, which appear in the learning materials at the C1+ level.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FAMU2_U05] Can use and present orally and in writing knowledge in the field of auxiliary and related sciences, which is a context for English linguistic and literary studies and supports the professional work of an English philologist.	Can source and apply the knowledge of English at the C1+level and use it appropriately in an oral and written presentation on a variety of general, specialist and academic topics.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
	[FAMU2_K01] Is ready to critically evaluate the extent of their knowledge and skills, in particular in the field of English-language linguistics and literature and English.	Is ready to evaluate their knowledge and language skills to maintain their personal growth.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK4] test/exam - oral or written
	[FAMU2_U09] Can lead a team, interact with others and take a leading role in teams.	Can plan and organise individual and group work, cooperating with others or taking the role of the team leader.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report

Component topics: Integrated skills course

The course develops and deepens the knowledge of grammatical and lexical units, as well as the ability to read, listen and speak at a high level of advancement. Work on grammatical and lexical issues focuses on the correct use of various grammatical structures, and very good active and passive knowledge of vocabulary is practiced through tasks involving filling in gaps in texts, transforming sentences using indicated phraseology, tasks in the field of word formation and collocation, and discussing semantic relations between expressions in Polish and English. Texts may come from both highly advanced textbooks and authentic linguistic sources. In the case of textbooks, the texts are used for the author's development of a selected topic. The vocabulary used in the topics discussed during classes creates lexical sets (e.g. media, communication, advertising, character traits), introduces and practices phrasal verbs, gerunds, commonly used synonyms and antonyms, colloquialisms and words belonging to the formal register, as well as idioms and expressions related to the topics discussed. Various reading comprehension skills (so-called reading subskills) are practiced based on texts of various degrees of complexity and length, and by performing tasks confirming understanding of their content. Texts can be adapted for language teaching purposes or authentic, e.g. press, cultural, sociological and literary articles. A selection of exercises that develop directed reading skills (skimming, scanning), reading for general understanding of the text (reading for gist), as well as understanding selected, detailed text information, reading to expand vocabulary and reading as preparation for a discussion on the text's issues, silent reading and reading aloud. Improving listening skills includes listening to authentic texts, or texts prepared for pedagogical purposes (language tests at C2 level), representing various types and genres. Developing listening skills includes understanding general and selected information, searching for more detailed content, including the functions of the text and the speaker's attitude to the presented content. Listening is used to enrich vocabulary and deepen grammatical competences, and is an introduction to discussion on the issues of the text. Speaking skills focus on developing monologue and dialogue discourse (individual statements, elements of discussion, debates, mini-games, simulations and role-playing, communication games), on developing interactive competences (presenting thoughts and opinions, engaging in dialogue discourse, cooperation with the interlocutor), on developing and practicing language functions (e.g., exchanging information and opinions, formulating simple hypotheses, providing short but clear arguments to support one's own opinions). Work on pronunciation focuses on monitoring pronunciation, both at the level of individual sounds and sentence stress, with an emphasis on the intelligibility of the message. Suggested thematic areas for working on vocabulary, grammar and language skills include: the prevalence of stimulants and drug addiction as a social problem, plastic surgery - arguments for and against, tolerance in the global intercultural reality, the phenomenon of terrorism, threats of modern technologies, extraterrestrial life.

Component topics: Grammar for academic purposes

The aim of the course is to work on understanding the grammatical specificity of academic texts in English and avoiding typical errors in the use of grammatical structures to express real and unreal time and their skilful correction. In addition, the course develops aspects of grammar important in academic texts, in particular the use of modal verbs allowing for making hypotheses, conditionals and the use of the passive voice and inversion for emphatic purposes. The course also focuses on the synthesis of various types of single sentences and complex subordinate and coordinate sentences as well as defining and non-defining relative clauses and shortened constructions. The student practices the use of a wide range of conjunctions and markers in academic discourse. During classes, the student practices the use of eloquent expressions and effectively quotes and interprets statements from source texts using appropriately selected verbs in indirect speech. The course hones the student's ability to use nominalisation. During the course, the student performs analytical and synthetic tasks, solves problems and works on the correctness of his or her own texts, as well as corrects sample work provided by the teacher and colleagues. The course is based on C1/ C2 level teaching materials and other authentic academic texts.

Component topics: Academic Writing

The language of scientific texts: the distinction between everyday and scientific language, work on stylistic correctness. Making corrections. Structure of an academic text, coherence within the text, conjunctions and discursive markers, punctuation. Using university databases and online sources; learning how to create a bibliography, mark text sources, create footnotes and endnotes; avoiding plagiarism; introducing ways of citing text sources in written work, paraphrasing and summarising longer text fragments; analysing, estimating and evaluating data; distinction between facts and opinions; learning to recognise discrepancies in existing data; getting acquainted with the patterns of correct reasoning and expressing thoughts in sentences (sentential logic); recognising important interdependencies in the text; presentation and discussion of various functions of discourse.

Prerequisites and co-requisites	The required level of language competence in English: C1 Additional requirement: the condition for passing the entire Practical English module I is to obtain positive grades for all its components. Obtaining a negative grade for even one of the components results in a negative grade for the entire subject.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Academic Grammar: written tests	51.0%	35.0%
	Integrated Skills: written listening and reading comprehension test, use of English tests, individual long turns, individual and group presentations, debate	51.0%	30.0%
	Academic Writing: written work	51.0%	35.0%

Recommended reading	Basic literature	Component: Integrated skills course Selected materials from C2 level textbooks, e.g. Roderick, Megan, Carol Nuttall, Nick Kenny (2013) Proficiency Expert, Pearson. Selected Cambridge CPE tests: Cambridge English Proficiency 1 Students Book with Answers with Audio, (2013) CUP. Selected Cambridge CPE tests: Cambridge English Proficiency 2 Student's Book with Answers with Audio, (2015) CUP. Selected Cambridge CPE tests: Harrison, Mark. (2013) New Proficiency Testbuilder Student Book - Key + Audio CD Pack, Macmillan. McCarthy, Michael and Felicity O'Dell (2008) English Collocations in Use. Advanced, Cambridge University Press. McCarthy, Michael and Felicity O'Dell (2007) English Phrasal Verbs in Use, Cambridge University Press. McCarthy, Michael and Felicity O'Dell (2017) English Vocabulary in Use, Cambridge University Internet resources related to the topic of classes and the introduced lexical area. Authentic video and audio materials, press articles, etc. Other materials proposed by the Instructor. Component: Grammar for academic purposes Caplan, Nigel. (2012) Grammar Choices for Graduate and Professional Writers. Hewings, Martin (2014) Advanced Grammar in Use. CUP. Hewings, Martin. (2009) Cambridge Grammar for CAE and CPE with 2 Audio CDs. Mann, Malcolm, and Steve Taylore-Knowles (2008) Destination C1&C2 Grammar and Vocabulary, Macmillan. Parrot, Martin (2015) Grammar for English Language Teachers, CUP. Side, Richard and Guy Wellman (2002) Grammar and Vocabulary for Cambridge Advanced and Proficiency Longman. Stevenson, Richard (2010) Advanced Grammar for Academic Writing, Academic English Publications. Component: Academic Writing Huntley, Helen (2006). Essential Academic Vocabulary. Cengage Learning. Macpherson, R. (2001) Advanced Written English. PWN.
---------------------	------------------	---

		Macpherson, R. (2004) English for Academic Purposes. PWN. MLA Handbook 9th Edition. (2021).Online Writing Lab, Purdue University. http://owl.english.purdue.edu.
	Supplementary literature	CAE Practice Tests: Cambridge English Advanced 3 Student's Book with Answers with Audio, (2018) CUP. Cambridge Advanced Learner's Dictionary, CD-ROM. Fourth edition. (2014) CUP. Cambridge CPE tests: Cambridge English Advanced 1 for Revised Exam from 2015 Student's Book Pack (Student's Book with Answers and Audio CDs), (2014) CUP. Lucas, Stephen. (2021). The Art of Public Speaking (Communication) Standalone Book. Macmillan English Dictionary For Advanced Learners (2002). Macmillan https://www.macmillandictionary.com/. Merriam Webster Visual Dictionary online http://www.visualdictionaryonline.com/. Osmond, Alex. (2015) Academic Writing and Grammar for Students. Sage Publications. Swan, M. (2017) Practical English Usage. Fourth Edition. OUP. The Academic Word List: http://www.englishvocabularyexercises.com/academic-word-list/. Urban Dictionary https://www.urbandictionary.com/. Online materials, especially selected by students, e.g. TedTalks, BBC documentaries. BBC Radio 4 podcasts Hillefeld, Marc. (2004) English with thrills. Grammar. The mystery of the mummy. Bertelsmann Media: Warsaw. Vince, Michael (2003) Advanced Language Practice with key. Macmillan 4 BBC World News.
	eResources addresses	

Example issues/ example questions/ tasks being completed	Integrated skills course: proposals for thematic areas to work on vocabulary, grammar and language skills, e.g.: the prevalence of stimulants and drug addiction as a social problem, plastic surgery - arguments for and against, tolerance in the global intercultural reality, the phenomenon of terrorism, the threat of modern technologies, extraterrestrial life . Grammar for academic purposes: nominalisation, use of the passive voice to improve text coherence, use of modal verbs to formulate hypotheses, use of conditionals in a scientific text, use of verb forms in a scientific text. Academic Writing: creating a bibliography, correct use of footnotes, quoting, avoiding plagiarism, paraphrasing, writing an abstract and summary, editing a scientific text.
Work placement	Not applicable

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