

To be completed by Field of Study Team	Module name: <b>PRACTICAL ENGLISH</b>				Module code:		
	Course name: <b>PRACTICAL ENGLISH</b>				Course code:		
	Faculty: <b>INSTITUTE OF PEDAGOGY AND LANGUAGES</b>						
	Field of study: <b>Philology</b>						
	Mode of study: FULL-TIME PROGRAMME		Learning profile: PRACTICAL		Speciality: ENGLISH PHILOLOGY - ENGLISH TEACHER		
	Year / semester: <b>3/5</b>		Module/course status: <b>COMPULSORY</b>		Module/ course language: <b>ENGLISH</b>		
	Type of classes	lecture	class	laboratory	project	seminar	other (please, specify)
	Course load		<b>90</b>				

Module/ course coordinator	<b>mgr Marlena Kardasz</b>
Lecturer	<b>mgr Sylwia Góralewicz dr Piotr Kallas mgr Lyudmila Pashits mgr Elżbieta Rywelska-Genge mgr Danuta Zdrojewska mgr Arco Van Ieperen mgr Stuart Woodbridge</b>
Module/ course objectives	<p>The course aims to enable the students to improve their competence in spoken and written English at B2+/C1 level of the Common European Framework of Reference for Languages. While developing their language skills in listening comprehension, reading comprehension, speaking and writing, students will improve their fluency as well as accuracy in pronunciation, vocabulary and grammar.</p> <p>The course also aims to encourage the students to:</p> <ul style="list-style-type: none"> <li>- work individually and independently and engage in linguistic investigation using available grammar reference and grammar practice materials as well as dictionaries</li> <li>- search for information using available sources, including the Internet</li> <li>- organise and manage their own work and learning in limited time</li> <li>- think critically, express opinions and discuss problems within a group</li> <li>- ask questions about relevant issues as well as language form and structure</li> <li>- work on projects and prepare presentations both individually and in cooperation with other students</li> </ul>

Entry requirements	Successfully completed exam after term 4
--------------------	--

<b>LEARNING OUTCOMES</b>		
No.	LEARNING OUTCOME DESCRIPTION	Learning outcome reference
01	The student identifies grammatical, lexical and syntactic features of the language at B2+/C1 level of the Common European Framework of Reference for Languages.	K_W06
02	The student recognises formal differences between various forms of written expression at B2+/C1 level of the Common European Framework of Reference for Languages.	K_W06
03	The student explains the meaning of words with reference to word formation processes at B2+/C1 level and the meaning of words related to the subject matters discussed.	K_W06
04	The student recognises simple and complex sentence structures.	K_W06
05	The student identifies features typical of various forms of written and oral expression.	K_W09
06	The student identifies and differentiates the registers and styles of writing.	K_W09
07	The student locates particular sentence parts and explains the connections between them.	K_W09
08	The student identifies logical and semantic connections in the text.	K_W09
09	The student recognizes the keynote of the text.	K_U04
10	The student differentiates and applies various reading comprehension strategies.	K_W09
11	The student plans logical and coherent forms of written expressions.	K_U08
12	The student formulates various texts applying a proper format.	K_U08
13	The student searches for, classifies and organises information necessary for formulating their own utterances and texts.	K_U01
14	Basing on source materials, the student prepares correct and accurate utterances using diverse language structures adequate for the subject matter at B2+/C1 level of the Common European Framework of Reference for Languages.	K_U01, K_U08, K_U09
15	The student critically evaluates and interprets the theses included in the texts.	K_U04

16	The student indicates the arguments put forward by other authors.	K_U06
17	The students draws conclusions and formulates their own opinions based on information included in the source materials.	K_U06
18	The student uses English at B2+/C1 level of the Common European Framework of Reference for Languages (combining speaking, writing, and reading and listening comprehension skills).	K_U17
19	The student can critically evaluate their knowledge and they understand the constant need to improve their language skills.	K_K01
20	The student can correct their own and others' mistakes in speech and writing.	K_K01
21	The student efficiently organises their work, critically evaluates its advancement and achieves the goals desired.	K_K02
22	The student uses traditional source materials and modern technologies in order to gain knowledge of English and improve the language skills.	K_K02
23	The student can plan their own work and prepare presentations either in pairs or in groups. They can select information and they manage a small team.	K_K03

## CURRICULUM CONTENTS

### Lecture

n/a

### Class

The subject-matter of the classes during the semester is divided into the following components: integrated course, academic writing, translation. The difficulty level of the materials and tasks used during the course allows students to reach the CEFR B2+/C1 level after the fifth semester.

#### Integrated course

Further rational and thorough development of such language skills as:

(i) writing proficiency – taught separately;

(ii) reading comprehension skills focused on analysing complex text content and the diversity of grammatical and lexical structures used in the text; task types typical of the CAE exam format: open-ended questions, gap fill, multiple matching, multiple-choice;

(iii) listening comprehension skills focused on analysing complex utterance content and the diversity of grammatical and lexical structures used to express complex thought; task types typical of the CAE exam format: gap fill, multiple matching, multiple-choice;

(iv) use-of-English practice;

(v) formulating complex spoken utterances which are accurate and precise in terms of register, tone, and diverse linguistic structures. All of the skills are integrated naturally in the context of subjects selected by the lecturer, based on the textbook by Virginia Evans – Lynda Edwards – Jenny Dooley, *Upstream Advanced*, e.g.:

- career, - leisure and tourism, - family and family relations, - crime and punishment, - science and technology, - work and job market, - health and medicine, - education, - fashion world, - consumerism

#### Writing

Fundamental rules of writing and editing academic papers (Academic English).

Using well-selected fragments of other authors' written work (quotations, paraphrasing, references) and

making footnotes. During the semester students write 3 or 4 essays based on source texts. Lexical and stylistic exercises are provided in classes, which is aimed at drawing students' attention to the essential differences between various forms of written English (colloquial, literary, and academic English). Rules of writing and composing essays presented in the previous semester are revised. Students learn the rules of quoting, paraphrasing and making references to their own written work. Language practice: academic English vocabulary and style, writing essays with reference to source texts.

**Translation**

Exercises in translating texts from Polish to English and from English to Polish. Analysis of different translations of the same text prepared by various authors. Discussing problems involved in translating different types of texts and practical and theoretical aspects of translation. Translating fragments of texts such as: press articles, general and specialist texts (e.g. business), as well as texts of culture. Analysing and translating texts in order to improve the knowledge of vocabulary and grammar and to develop the ability to paraphrase selected contents and grammatical/lexical units, as well as deduce the meaning of unknown vocabulary from the context.

**Laboratory**

n/a

**Project**

n/a

Basic literature	<p>Evans, Virginia – Lynda Edwards – Jenny Dooley. <i>Upstream Advanced</i>. Express Publishing.</p> <p>Michael McCarthy, Felicity O'Dell. <i>Academic Vocabulary in Use</i>. Cambridge: Cambridge University Press, 2008.</p> <p>R. R. Jordan. <i>Academic Writing Course. Study Skills in English</i>, 3<sup>rd</sup> edition. London: Longman, 1999.</p> <p>Joseph Gibaldi, <i>MLA Handbook for Writers of Research Papers</i>, 6<sup>th</sup> edition. New York: The Modern Language Association of America, 2003</p>
Additional literature	<p>McCarthy M. &amp; F. O'Dell. <i>English Idioms In Use</i>.</p> <p>McCarthy M. &amp; F. O'Dell. <i>English Vocabulary in Use – Advanced</i>.</p> <p>Nelson, Thomas B.J.. <i>Advanced Vocabulary and Idiom</i>.</p> <p>Norris, Roy. <i>Ready for CAE</i>. MacMillan.</p> <p>Longman Exams Dictionary</p> <p>Virginia Evans: <i>Successful Writing – Proficiency</i>. Swansea: Express Publishing, 1997.</p> <p>M. McCarthy &amp; F. O'Dell <i>English Vocabulary in Use – Advanced</i>., Cambridge: Cambridge University Press, 2002.</p> <p>M. McCarthy &amp; F. O'Dell <i>English Collocations in Use</i>. Cambridge: Cambridge University Press, 2005.</p> <p>Guy Wellman. <i>The Heinemann English ELT Wordbuilder</i>. Macmillan.</p> <p>B. J. Thomas. <i>Advanced Vocabulary and Idiom</i>. London: Nelson, 1989.</p> <p><i>Longman Language Activator</i>.</p>

Teaching methods	<ul style="list-style-type: none"> <li>• Class work, language practice activities</li> <li>• Discussion</li> <li>• Text analysis: expository techniques – written model text, spoken model text, pictures</li> <li>• Brain-storming sessions</li> <li>• Individual work, pairwork, groupwork</li> <li>• Problem-solving, discovery techniques</li> <li>• Formal instruction, explanation, coursebook work</li> </ul>
------------------	--

Assessment methods		Learning outcome number
6 written tests : 2 reading comprehension tests, 2 listening comprehension tests, 2 use-of-English tests		01,02,03,04,05,06,07,09,10,15,18
1 oral test		14,16,17,18
Home assignments and 'pass check' preliminary tests		01,02,03,04,05,06,07,09,10,13,14,15,16,17,18
Active participation in class		08,11,12,06,18,19,20,21,22,23
3 essays		08,11,12,06,18,19,20,21,22,23
Form and terms of awarding credits	<p>Summative assessment is based on coursework and successful completion of the tests, essays and assignments mentioned above as well as on written and oral examination.</p> <p><b>Semester coursework</b> is assessed within each of the three components of the Practical English course separately. The final grade for the semester coursework is the average of the component grades, provided that all the components have been assessed as minimum satisfactory.</p> <p><b>Exam</b> Students who have successfully completed the 5 term coursework will sit a final Practical English examination, which consists of oral and written part. The written examination is an essay on a selected topic written with reference to articles and texts provided. The oral part consists in discussing a selected topic or interpreting a quote. The final grade is 50% of coursework assessment and 50% exam result.</p>	

STUDENT WORKLOAD	
	Number of hours
Participation in lectures	
Independent study of lecture topics	
Participation in classes, labs, projects and seminars *	90
Independent preparation for classes *	90
Preparation of projects/essays/etc *	30
Preparation/ independent study for exams	20
Participation during consultation hours	10
Other	
<b>TOTAL student workload in hours</b>	<b>240</b>
<b>Number of ECTS credits per course unit</b>	<b>8</b>
Number of ECTS credits associated with practical classes	230 (90+90+30+20) 7,7
Number of ECTS credits for classes that require direct participation of lecturers	100 (90+10) 3,3

