

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: 1/1		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>120</b>				

Module/ course coordinator	<b>mgr Marlena Kardasz</b>
Lecturer	<b>mgr Sylwia Góralewicz mgr Danuta Zdrojewska dr Piotr Kallas mgr Lyudmila Pashits mgr Elżbieta Rywelska-Genge 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 B1 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	none
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<b>LEARNING OUTCOMES</b>		
No.	LEARNING OUTCOME DESCRIPTION	Learning outcome reference
01	The student identifies grammatical, lexical and syntactic features of the language at B1 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 B1 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 B1 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 B1 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 B1 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 as well as 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

<b>CURRICULUM CONTENTS</b>	
<b>Lecture</b>	
n/a	
<b>Class</b>	
	<p>The subject-matter of the classes during the semester is divided into the following components: listening comprehension and speaking, reading comprehension and speaking, use of English, writing. The difficulty level of the materials and tasks used during the course allows students to reach the CEFR B1 level after the first semester.</p> <p><b>Listening comprehension and speaking</b>  Students carry out tasks which allow them to get familiar with and recognise different speech formats: description, monologue, discussion, expressing opinions. They understand dialogues and monologues, answer closed questions, identify the speaker and his intentions. They recognise vocabulary and structures/grammar characteristic of a particular speech format. They know, recognise, name and use the elements of pragmatics in their own utterances. They recognise and use the elements of spoken grammar. They analyse stylistic and lexical devices, including the vocabulary typical of different language registers. They work on the fluency, accuracy and diversity of their utterances with reference to different types of speech format. They speak in class and in pairs. They take into consideration the feedback received from the lecturer.</p> <p><b>Reading comprehension and speaking</b>  Students complete tasks that develop reading comprehension skills and the ability to analyse texts with respect to the content and language used. In order to improve their receptive language skills students answer closed questions. They get familiar with the characteristics of description, narration, and humour. They appreciate the linguistic value of selected texts. They analyse stylistic and lexical devices, including the use of particular parts of speech, grammatical structures, vocabulary, and synaesthesia. They work on the fluency, accuracy and diversity of their utterances with reference to different types of speech format. They take part in class and pair discussions. They take into consideration the feedback from the lecturer.</p>

<p><b>Writing</b>  Discussing syntactic diversity of sentences in the English language. Constructing simple and complex sentences. Constructing paragraphs: the essence and the content of a paragraph, topic sentences and ways of developing them. Planning logical and coherent descriptive and narrative paragraphs. The role of punctuation in expression of meaning.</p> <p><b>Use of English</b>  Analysis of the grammatical structure of different types of sentences and text. Practising the correct use of basic grammatical structures such as tenses, modal verbs, various types of complements (infinitives and gerunds).</p>
<p><b>Laboratory</b>  n/a</p>
<p><b>Project</b>  n/a</p>

Basic literature	<p>Judy Copage <i>First Certificate Writing</i>,  Virginia Evans &amp; James Milton <i>FCE Listening &amp; Speaking Skills</i>.  Moutsou, E. and S. Parker, <i>Use of English for the FCE Examination</i>. London: MM Publications, 1999  Evans, V., <i>FCE Use of English 1</i>. Newbury, Berkshire: Express Publishing, 2008  Evans, V., <i>FCE Use of English 2</i>. Newbury, Berkshire: Express Publishing, 2008  Evans, V. <i>Writing: intermediate</i>. Express Publishing, 2008.  Fawcett, S. <i>Evergreen: A Guide to Writing with Readings</i>. Boston: Wadsworth, 2011  Warriner, J.E. <i>English Composition and Grammar</i>. Orlando: Harcourt Brace Jovanovich Publishers, 1988</p>
Additional literature	<p>Robin Macpherson <i>English for Writers and Translators</i>,  A.J. Thomson and A.V. Martinet <i>A Practical English Grammar Exercises</i>, Longman  Advanced Dictionary of Contemporary English,  Oxford Collocations Dictionary for students of English,  FCE level coursebooks, e.g.: Alan Stanton &amp; Mary Stephens <i>Fast Track to FCE</i>, Nick Kenny &amp; Lucrecia Luque-Mortimer <i>First Certificate Practice Tests (New Edition)</i>.  Clark, Stewart and Graham Pointon, <i>Word for Word</i>. Oxford: OUP, 2003  Walcyn, Jones, Peter and Jake Albo, <i>Grammar and Usage for FCE</i>, Harlow, Essex: Pearson Education, 2006</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
2 oral tests		14,16,17,18
Home assignments and 'pass check' tests		01,02,03,04,05,06,07,09,10,13,14,15,16,17,18
Active participation in class		

3 writing assignments/ essays		08,11,12,06,18, 19,20,21,22,23
Form and terms of awarding credits	Summative assessment is based on coursework and successful completion of the tests and assignments mentioned above. Students` work is assessed within each of the four components of the Practical English course separately, and 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.	

<b>STUDENT WORKLOAD</b>	
	Number of hours
Participation in lectures	
Independent study of lecture topics	
Participation in classes, labs, projects and seminars *	120
Independent preparation for classes *	110
Preparation of projects/essays/etc *	10
Preparation/ independent study for exams	20
Participation during consultation hours	10
Other	
<b>TOTAL student workload in hours</b>	<b>270</b>
<b>Number of ECTS credits per course unit</b>	<b>9</b>
Number of ECTS credits associated with practical classes	260 <b>(120+110+10+20)</b> 8,7
Number of ECTS credits for classes that require direct participation of lecturers	130 <b>(120+10)</b> 4,3

