University of Gdańsk

Subject card

Subject name and code	Practical English Language Learning II, PG_00137650		
Field of study	English Studies		
Date of commencement of studies	October 2025	Academic year of realisation of subject	2025/2026
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	1	Language of instruction	English
Semester of study	2	ECTS credits	12.0
Learning profile	academic	Assessment form	exam
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	mgr Renata Zander-Lewandowska dr Maciej Rataj mgr Joanna Gilis-Siek mgr Aleksandra Chmarzyńska dr Agnieszka Sienkiewicz-Charlish dr Joanna Tillack	

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	172.0	300

Subject objectives	The aim of the classes is to improve practical knowledge of English, taking the B1+ 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_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_U11] Interacts with others, plans and organizes individual and team work.	is able to 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_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 concerning general and specialistic 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_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 concerning practical English, using various sources at 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, using his knowledge and skills in the field of English at B2 level	[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_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_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
[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_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

Course outcome	Subject outcome	Method of verification
[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
[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

Subject contents	Integrated skills component: Lexis The lexical range is closely related to the subject matter of the class. Expanding the spectrum of vocabulary, examples of more compound verbs and more advanced collocations and idiomatic expressions; vocabulary found in the texts discussed in class and/or grouped into lexical collections for the discussion of a given topic; lexical and grammatical-lexical units practiced in tasks of productive language use (cloze tests, key-word transformations in Use of English). Listening Texts at the B1+/B2 level: adapted for pedagogical purposes and authentic texts; monologues and dialogues, longer radio plays and authentic TV programs.Skills: further work on developing global comprehension skills and relating to detailed content, presented directly and implied; expanding the use of paraphrase and practicing summarizing listening content; listening as a form of developing and deepening linguistic competence (lexical, grammatical, speaking). Reading Texts at B1+/B2 level: texts adapted for pedagogical purposes and shorter authentic texts, including texts with sociological, cultural and literary profiles;Skills: developing the ability to read, analyze and synthesize text discourse, meanings presented and implied; deducing the meaning of words from context; paraphrasing text contents; intensive work on the vocabulary present in texts; tasks integrating reading skills with other language skills (listening, speaking and writing). Speaking Tasks: information gap exercises, language games and activities; dialogues, conversations and discussions in groups and their summary in the class. Skills: Continue working on developing interactive competence (interlocutor orientation during dialogic discourse), developing continuity and fluency in shorter monologic speech, while maintaining the determinants of grammaticality and lexical correctness; continue working on monitoring pronunciation with emphasis on phonetic clarity (accuracy and comprehensibility).

	Written English component Types of paragraphs (descriptive, narrative, contrastive, discursive) and work on its creation and editing. Analysis of selected texts in terms of grammatical structures, vocabulary used and stylistic means. Structure of an essay: introduction, development and conclusion. Analysis of the thesis of the essay and independent and team work on its formulation, development and documentation in different parts of the essay. Discursive essay and its importance in academic writing. Analysis of sample discursive essays. Individual and team work on planning, creating and editing a discursive essay. Feedback on the created text from the Instructor and other team members. Verification of the credibility of sources. Bibliographic style sheets. Practical Grammar component Topics in semester 2: Conditional sentences. Conjunctive mode and non-real tense. Noun. Preposition. Adjective. Adverb. Types of sentences: singular, compound. Sentence formation. Student's own work: Choice according to the given sources: idioms. Practical phonetics component Presentation of the vowel system of the English language. The role of vowels in the sound system of the language. Temporal relations in English (short vowels, long diphthongs; shortening the length of vowels before voiceless consonants). Working on correct articulation of sounds, taking into account the appropriate length of vowels, which is phonemic in nature. Reading and creating phonetic transcription of single words, sentences and short texts.

Prerequisites and co-requisites	Entry requirements Knowledge of English at the B1+ level Passing of the subject Practical English I. Additional requirements The final exam covers the content of the subject Practical English II. Students can take the final exam if they achieve a passing grade (51%) in each of the components of the subject (phonetics, practical grammar, integrated course, written language). The exam consists of 4 parts: 1. listening/reading/ vocabulary 2. grammar 3. writing 4. oral part.In order to pass the exam, the student must obtain a minimum of 51% in each part of the exam. Only then is the final grade calculated, which is the arithmetic average of the partial grades.For the reading/listening/vocabulary part of the exam, the student must pass each component of the test to receive a passing grade.
Assessment methods and criteria	

Subject passing criteria	Passing threshold	Percentage of the final grade
written exam writing	51.0%	25.0%
practical grammar exam	51.0%	25.0%
written exam: Integrated skills: reading comprehension, listening comprehension, use of English	51.0%	25.0%
oral exam	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 O'Dell, Felicity (2000) English Vocabulary in Use. Upper-Intermediate. Cambridge University Press. 3 McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use Advanced. Cambridge University Press. 4 McCarthy, Michael and Felicity O'Dell (2007). English Phrasal Verbs in Use Advanced. Cambridge University Press. 5 McCarthy, Michael and Felicity O'Dell (2017). English Vocabulary in Use Advanced. Cambridge University 6 Wybrane materiały z podrecznikow na poziomie C1, np. Bell, Jan and Roger Gower (2015). Advanced Expert. Pearson. 7 Tests: Cambridge CAE: French, Amanda (2015). Advanced Testbuilder. Third Edition with key and 2 CD. Macmillan. 8 Tests: Cambridge CAE: University of Cambridge ESOL Examinations (2008). Certificate in Advanced English for updated exam with answers 2. Cambridge University Press. 9 Online materials selected by the teacher, especially BBC documentaries. 10 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 Vince, Michael (2009). Advanced English Practice. Heinemann. 5 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.

	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	**Work on developing skills in both global comprehension and understanding specific content, whether explicitly stated or implied.** **Texts at B1+/B2 level**: texts adapted for pedagogical purposes and shorter authentic texts, including those with sociological, cultural, and literary content. **Paraphrasing of textual content.** **Work on developing interactive competences**, enhancing continuity and fluency in shorter monologic speech. **Structure of an essay**: introduction, body, and conclusion. **The discursive essay and its importance in academic writing.** Analysis of sample discursive essays. **Evaluation of source credibility and proper bibliographic documentation.** **Conditional sentences, subjunctive mood, and unreal tenses.** **Noun, article, adjective, adverb. Types of sentences: simple and complex.** **Introduction to the vowel system of the English language.** The role of vowels in the phonological system. **Work on correct articulation of sounds, including the appropriate length of vowels, which is phonemic in nature.**	

Work placement	Not applicable

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