

Subject card

Subject name and code	Practical English Language Teaching, PG_00137823						
Field of study	English Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Master'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		7.0		
Learning profile	academic		Assessment form		exam		
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						
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		79.0	175
Subject objectives	The course aims to intensify the comprehensive training of the four basic language skills in English: reading and listening comprehension, writing and speaking at an advanced level, taking as a starting point the C1+ level and as the final level the C2 level according to CEFR. The course includes the following components: integrated skills course, academic writing, spoken rhetoric.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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 select sources appropriately and make evaluation, selection, critical analysis, synthesis and creative interpretation of information derived from them in order to produce thoughtful, fluent texts presenting his/her own point of view and referring competently to sources and opinions of other authors in the field of academic written language and spoken rhetoric at the C2 level.	[SU2] presentation/project/paper/report [SU3] 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.	Is able to speak fluently and naturally during a debate or discussion, formulate clear and lucid statements in English at the C2 level.	[SU1] oral statement/conversation/discussion
	[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 critically evaluate his/her knowledge and language skills and to continuously improve them.	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written
	[FAMU2_W13] Knows and understands to an in-depth extent the similarities and differences between Polish and English.	Knows and understands the grammatical structures and lexis of English, knows how to construct written and oral statements, and understands the cultural conventions of communication in English at the C2 level.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] 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.	Is able to independently plan and implement his/her own lifelong learning and guide others in the area of practical English.	[SU1] oral statement/conversation/discussion
	[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 the concepts and principles of copyright and property protection law that apply when using other sources to create own texts in English at the C2 level.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FAMU2_U08] Can speak English in speech and writing at C2 level, prepare advanced speeches and written works.	Can use English in speech and writing at the C2 level, prepare advanced oral presentations and written works in line with cultural conventions of English-language communication.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written

Subject contents	Component: Integrated skills course: In the second semester, practical learning in the field of lexis and phraseology is continued based on materials selected or developed by the Teacher, usually authentic materials. The vocabulary appearing in the topics discussed during classes creates lexical sets, includes compound verbs in literal and metaphorical meaning, gerunds, commonly used synonyms and antonyms, colloquialisms and words belonging to the formal register, idioms and expressions related to selected topics and word formation. Developing and improving reading skills includes reading texts adapted for language learning purposes and authentic texts from various fields, with particular emphasis on press, cultural, sociological and literary texts. The selection of exercises developing directed reading skills includes, in addition to those listed for semester 1, scanning, reading for general understanding of the text (reading for gist), as well as understanding selected, detailed text information, implied information, including the author's/ narrator's attitude to the content conveyed. Exercises improving listening comprehension are based on texts prepared for pedagogical purposes (language tests at C2 level) or original recordings and films of varying degrees of complexity, representing different types and genres. They require correct inference, note-taking, searching for information, accurate understanding and analysis of their content, determining the function of a given text and the speaker's attitude to the presented content. Listening also serves to enrich vocabulary and deepen grammatical competences. Speaking is practiced through further development of dialogical and monologue discourse skills (simulations and role-playing, communication games) and work on language correctness and the variety of grammatical structures used. Further development of interactive competences, using a wide range of language functions in oral speech (achieving agreement, comparing and contrasting one's own views and thoughts with those of the interlocutor, summarizing the group discussion and drawing broader conclusions from it). These exercises are based on specific vocabulary from the field of culture, social, economic and political issues. Pronunciation is still monitored with an emphasis on intonation. Examples of proposed thematic areas include: gender issues in social relations, the death penalty as an ever-present controversy, art in the era of information technology, futurism - life and society of the future, media and communication - the foundations of the information society, travel and free time, language and literature - their place in the era of mediatization, genetic engineering, world cuisines and culinary customs, interculturalism and its various faces. Component: Academic Writing Preparation for writing the master's thesis. Principles of constructing introductions and conclusions. Critical analysis of an academic text, including paragraph organisation, the role of the topic sentence, and comparing sources. Developing precision and correctness in the use of academic vocabulary and grammatical structures. Working on linguistic accuracy, giving and receiving feedback. Discussion of fragments of students' own works and texts. Component: Spoken rhetoric The course is devoted to developing selected communication competence through discussions and dialogues, formal speeches and participation in public debates (demonstrative and expository speeches as basic forms of oral expression). These exercises are based on specific vocabulary covered in classes on a given topic, e.g. everyday life, culture, social and political issues. Students also learn rhetorical techniques used to attract the attention of listeners, facilitate their understanding and memorization of the content, and to convince listeners to the selected thesis of the speech.
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Prerequisites and co-requisites	Obtaining a pass grade for PNJA I after the first semester.											
	Knowledge of English at level C1+.											
	Attendance at all classes is mandatory, unless the student obtains the Dean's approval to pursue their studies under an individual study arrangement (IOS).											
	Additional requirement: the condition for passing the entire Practical English II Module is obtaining positive grades for all of its components, i.e. the integrated skills course, academic writing and spoken rhetoric. Obtaining a negative grade for even one of the components results in a negative grade for the entire subject and prevents the student from taking the PNJA exam, which takes place at the end of semester 2.											
	The exam covers skills practiced during the integrated course, i.e. listening and reading comprehension, using lexical and grammatical structures, vocabulary and speaking. To pass the exam, the student must pass all of its parts with at least 51% score.											
The exam does not include academic writing skills, but they are verified and assessed during the course on the basis of the written work produced by the student. Individual and group presentation skills are vetted during the classes throughout the semester.												
Assessment methods and criteria	<table><tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr><tr><td>Speaking Exam</td><td>51.0%</td><td>50.0%</td></tr><tr><td>Integrated Skills Exam: listening and reading comprehension, vocabulary and use of English</td><td>51.0%</td><td>50.0%</td></tr></table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Speaking Exam	51.0%	50.0%	Integrated Skills Exam: listening and reading comprehension, vocabulary and use of English	51.0%	50.0%
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	Speaking Exam	51.0%	50.0%									
	Integrated Skills Exam: listening and reading comprehension, vocabulary and use of English	51.0%	50.0%									

Recommended reading	Basic literature	Component: Integrated Skills Course 1 Selected materials from C2 level textbooks, e.g. Roderick, Megan, Carol Nuttall, Nick Kenny (2013) Proficiency Expert, Pearson. 2 Selected Cambridge CPE tests: Cambridge English Proficiency 1 Students Book with Answers with Audio, (2013) CUP. 3 Selected Cambridge CPE tests: Cambridge English Proficiency 2 Student's Book with Answers with Audio, (2015) CUP. 4 Selected Cambridge CPE Tests: Harrison, Mark. (2013) 5 New Proficiency Testbuilder Student Book - Key + Audio CD Pack, Macmillan. 6 McCarthy, Michael and Felicity O'Dell (2008) English Collocations in Use. Advanced, Cambridge University Press. 7 McCarthy, Michael and Felicity O'Dell (2007) English Phrasal Verbs in Use, Cambridge University Press. 8 McCarthy, Michael and Felicity O'Dell (2017) English Vocabulary in Use, Cambridge University 9 Internet resources related to the topics of the classes and the lexical area being introduced. 10 Authentic video and audio materials, press articles, etc. 11 Other materials suggested by the Teacher Academic Writing Caplan, Nigel. (2012) Grammar Choices for Graduate and Professional Writers. 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. Component: Spoken Rhetoric Sellnow, Deanna D. (2004) Confident Public Speaking, Cengage Learning. Waldeck Jennifer H, Patricia Kearney and Timothy G. Plax. (2017). Public Speaking in a Diverse Society. Kendall Hunt Publishing Company/Internet resources related to the topics of the classes and the introduced lexical area. Authentic video and audio materials. Other materials suggested by the Teacher.
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		Student's own work CAE Practice Tests: Cambridge English Advanced 3 Student's Book with Answers with Audio, (2018) 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 Osmond, Alex. (2015) Academic Writing and Grammar for Students. Sage Publications. Stevenson, Richard. (2012) Advanced Grammar for Academic Writing. Academic English 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
	Supplementary literature	Hillefeld, Marc. (2004) Angielski z dreszczykiem. Gramatyka. Zagadka mumii. Bertelsmann Media: W-wa. Westland, Peter (1976). Public Speaking, London, The English Universities Press Ltd. 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: Examples of proposed thematic areas include: gender issues in social relations, the death penalty as an ever-present controversy, art in the era of information technology, futurism - life and society of the future, media and communication - the foundations of the information society, travel and free time, language and literature - their place in the era of mediatization, genetic engineering, world cuisines and culinary customs, interculturalism and its various faces. Academic Writing: e.g. developing precision and correctness in the use of academic vocabulary and grammatical structures. Working on linguistic correctness, giving and receiving feedback. Discussion of fragments of students' own works and texts. Spoken rhetoric: the sphere of everyday life, culture, social and political issues.	
Work placement	Not applicable	

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