

**Subject card**

<b>Subject name and code</b>	Practical English III, PG_00189681						
<b>Field of study</b>	Management of Artistic Institutions						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2027/2028		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to practical vocational preparation		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			English		
<b>Semester of study</b>	3	<b>ECTS credits</b>			3.0		
<b>Learning profile</b>	practical	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Research into the Performing Arts -> Institute of English and American Studies -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	Subject supervisor		dr Olga Aleksandrowska				
	Teachers						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	60.0	0.0	0.0	0.0	60
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	60		4.0		11.0	75
<b>Subject objectives</b>	Improving practical knowledge of general and specialist English in the four language skills (speaking, writing, reading and listening) with a focus on improving vocabulary, fluency, pronunciation and grammatical correctness, and based on various thematic issues, particularly in relation to issues related to art, business and management.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[ZIAL3_K01] They are prepared for a critical assessment of their knowledge and skills; they understand the importance of ongoing learning and professional development in managerial and/or artistic activity.	Is able to critically assess his/her knowledge and skills in English, in particular regarding issues related to the management of artistic institutions; demonstrates the need to constantly expand his/her language skills.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written [SK5] implementation of a problem task
	[ZIAL3_W07] They possess a solid knowledge of English grammar and vocabulary at the B2 level, with a focus on practical application in arts management and/or artistic practice.	Possesses a solid knowledge of English grammar and vocabulary at the B2 level, especially regarding issues related to business and management of artistic institutions.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[ZIAL3_U05] They are proficient in using a foreign language at the B2 level of the Common European Framework of Reference for Languages (CEFR).	Is proficient in speaking, writing, reading and listening in English at the B2 level of the Common European Framework of Reference for Languages (CEFR).	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU6] demonstration of practical skills
	[ZIAL3_U08] They are capable of autonomously planning and pursuing lifelong learning in areas such as arts and literature studies, management of arts and cultural institutions, and/or artistic pursuits.	Is able to find and skillfully use a variety of materials for independent learning of English in the field of business and management, both in paper and digital form.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task
	[ZIAL3_U06] They are capable of preparing standard written works in both Polish and English for diverse purposes, in various formats, lengths, and styles, employing fundamental theoretical approaches and sources.	Is able to prepare standard written works in both Polish and English for diverse purposes, in various formats, lengths, and styles, employing reliable sources.	[SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task
	[ZIAL3_W09] They are familiar with the fundamental concepts and principles of intellectual property protection and copyright law.	Is familiar with the English equivalents of fundamental concepts related to intellectual property protection and copyright law.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
Subject contents	<p>Component: integrated course - 30 hours</p> <p>Expanding vocabulary from topics discussed during classes that create lexical collections (e.g. interests and hobbies, personality traits, interpersonal relationships, advertising, current cultural and artistic events, etc.). Improving reading skills of short and longer texts adapted for language learning purposes and authentic texts, with particular emphasis on press articles, literary, cultural and sociological texts. Improving listening skills to texts adapted for learning purposes, as well as shorter authentic texts representing various types and genres. Improving skills of dialogic and monologue discourse (dialogues and exercises with an information gap, simulations and role-playing, communicative games and activities, short individual statements).</p> <p>Component: written language - 30 hours</p> <p>Formal/informal style. Improving writing skills with particular emphasis on texts appearing in the business environment: invitation, announcement, thank you, written interpretation of research data (surveys, graphs and statistics), problem analysis, summaries, elements of creative writing. Information texts, entries on specialist internet forums, etc.</p>		
Prerequisites and co-requisites	passing the PNJA exam after semester 2.		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	oral/written tests	51.0%	40.0%
	active participation in classes	51.0%	20.0%
	oral/written utterances	51.0%	40.0%
Recommended reading	Basic literature	<p>Adams-Tukiendorf M., Rydzak D., Developing Writing Skills. A Manual for EFL Students, Opole 2003.</p> <p>Boyd E., CAE Gold Plus Exam Maximiser, Harlow 2008. Cioffi F., The Imaginative Argument: A Practical Manifesto for Writers, Princeton 2005.</p> <p>Day S., The writer's workbook, McGraw-Hill Book Company 1980.</p> <p>Evans V., FCE Use of English 1 &amp;2, Express Publishing 1998.</p> <p>Evans V., Successful Writing Advanced, Express Publishing 1998.</p> <p>Graver B.D., Advanced English Practice, Oxford 1986.</p> <p>Jones L., Eight Simulations: For Upper-intermediate and More Advanced Students of English, Cambridge University Press 1983.</p> <p>Kenny N., Newbrook J., Acklam R., CAE Gold Plus, Harlow 2008.</p> <p>Klippel F., Keep Talking, Cambridge 1984.</p> <p>Macpherson R., Advanced Written English, Warszawa 2001.</p> <p>Macpherson R., English for Academic Purposes, Warszawa 2004.</p>	

	Supplementary literature	<p>McCarthy M., O'Dell F., English Collocations in Use Advanced, Cambridge 2009.</p> <p>McCarthy M., O'Dell F., English Vocabulary in Use Advanced, Cambridge 2002.</p> <p>McCarthy M., O'Dell F., English Vocabulary in Use Upper-Intermediate, Cambridge 2000.</p> <p>McMahan E., Day S., The writers rhetoric and handbook, McGraw-Hill Book Company 1980.</p> <p>Vince M., Advanced Language Practice, Macmillan 2009.</p> <p>Wellman G., The Heinemann English Wordbuilder, Oxford 1989.</p> <p>Clines R.H., Cobb E.R., Research Writing Simplified, Harper Collins 1993.</p> <p>EAPFoundation.Com., Speaking Available at <a href="https://www.eapfoundation.com/speaking">https://www.eapfoundation.com/speaking</a> / Accessed 28.05.2021</p> <p>Szpila G., An English-Polish Dictionary of False Friends, Egis 2003.</p> <p>Quirk R., Greenbaum S., Leech G., Svartvik J., A Comprehensive Grammar of the English Language, Longman 1985.</p> <p>Cambridge Advanced Learners Dictionary.</p> <p>Cambridge International Dictionary of English.</p> <p>Longman Dictionary of Contemporary English.</p> <p>Longman Language Activator.</p> <p>Macmillan English Dictionary.</p> <p>Macmillan English Dictionary for Advanced Learners.</p> <p>Oxford Advanced Learner's Dictionary of Current English.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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