

**Subject card**

<b>Subject name and code</b>	Practical English V, PG_00189689						
<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>			2028/2029		
<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>	3	<b>Language of instruction</b>			English		
<b>Semester of study</b>	5	<b>ECTS credits</b>			4.0		
<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>	<b>Subject supervisor</b>		dr Olga Aleksandrowska				
	Teachers						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	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
	Number of study hours	60		4.0		36.0	100
<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_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_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
	[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_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_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
Subject contents	<p>Component: Business English (BE) - 30 hours</p> <p>Improving communication and lexical skills related to business and management. Topics include issues such as: teamwork, project management, customer service, building an audience, establishing and maintaining business contacts, conflicts in the workplace, the language of diplomacy, negotiations and other selected issues with particular emphasis on the specificity of cultural and artistic institutions.</p> <p>Component: Rhetoric - 30 hours</p> <p>Sensitivity to the listener/interlocutor, mechanisms of inclusion and exclusion from dialogic discourse: turn-taking. Searching for consensus in a developed dialogue discourse. Substantive preparation (press, textbook and Internet sources) for an oral presentation. Linguistic preparation (dictionaries, lexicons, Internet materials) for oral expression. The use of grammatical and syntactic means in oral communication. Developing continuity and fluency in longer individual statements in monologue discourse, while maintaining a significant degree of grammaticality and lexical correctness. Correct use of simple sentence discourse connectors (cohesive devices). Setting developed hypotheses, providing developed arguments to support one's own judgments and opinions.</p>		
Prerequisites and co-requisites	passing the PNJA exam after semester 4.		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation in classes	51.0%	20.0%
	oral/written utterances	51.0%	40.0%
	oral/written tests	51.0%	40.0%
Recommended reading	Basic literature	tests LCCI levels 3&4  BEC Vantage and Higher.  <a href="https://www.cambridgeenglish.org/exams-and-tests/business-higher/preparation/">https://www.cambridgeenglish.org/exams-and-tests/business-higher/preparation/</a> . <a href="https://www.businessenglishresources.com/learn-english-for-business/student-section/practice-exercises-new/">https://www.businessenglishresources.com/learn-english-for-business/student-section/practice-exercises-new/</a> .  <a href="https://www.businessenglishresources.com/">https://www.businessenglishresources.com/</a> . <a href="https://www.businessenglishpod.com/business-english-podcast-lessons/">https://www.businessenglishpod.com/business-english-podcast-lessons/</a> .  Freitag-Lawrence A., English For Work: Business Presentations, Longman 2003  Patoka, Z., Fandrejewska A., Success in Business Success in Life., Poltext 2018.  Tomalin B., Stempleski S., Cultural Awareness, Oxford 1993.  Ur P., Discussions That Work: Task-Centred Fluency Practice  Cambridge Handbooks for Language Teachers 1981.  Authentic materials, e.g. TED talks, <a href="http://www.americanrhetoric.com/">http://www.americanrhetoric.com/</a> / , <a href="http://poets.org/">http://poets.org/</a> .	
	Supplementary literature	-	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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