**Module/course card**

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| Filled in by the Study Programme Committee | Module (course block) name: **Foreign Language Teaching Courses** | | | | | | Module code: F | | |
| Course Name: **Practical English – Integrated Skills** | | | | | | Course code: F/63 | | |
| Organisational unit conducting the course/module:  **INSTITUTE OF PEDAGOGY AND LANGUAGES** | | | | | | | | |
| Study programme: **PRE-SCHOOL AND EARLY SCHOOL PEDAGOGY** | | | | | | | | |
| Mode of study:  **FULL TIME** | | | Study profile:  **PRACTICAL** | | | Study cycle: **long-cycle Master’s degree** | | |
| Year / semester**:**  **IV/8** | | | Course/module status:  **OBLIGATORY** | | | Course/module language:  **ENGLISH** | | |
| Form of tuition | lecture | class | | laboratory | project | | seminar | other (indicate) |
| Course load (hrs) |  | **45** | |  |  | |  |  |

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| Course/Module coordinator \* | mgr Sylwia Góralewicz |
| Lecturer\* | dr Anna Grodziewicz-Cernuto, dr Marlena Kardasz, mgr Sylwia Góralewicz, mgr Piotr Kacała, mgr Arco van Ieperen |
| Course/Module objective | The aim of the course is to improve the practical knowledge of general English at the B2 level in four language skills: listening, speaking, reading and writing, including knowledge of vocabulary, fluency, pronunciation and grammatical accuracy. In addition, the aim is to encourage students to engage in group work and discussions, express opinions and ask questions about linguistic correctness, as well as to work independently to develop their knowledge and language skills, search for information in available sources, including online resources, prepare projects (individually or in groups). The course also aims to introduce students to functioning in typical professional contexts: analysing and designing tasks, and integrating subject content in the field of English language teaching. |
| Entry requirements | Knowledge of English at a level that enables participation in classes |

*\* The Director of the Institute may change the course coordinator or the lecturer following approval by Deputy Rector for Education. The new course coordinator as well as the lecturer confirms familiarity with the course card contents.*

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| **LEARNING OUTCOMES** | | | |
| Learning outcome/ group of outcomes number | | Learning outcome/ group of outcomes number | Learning outcome/ group of outcomes number |
| 01 | The student has structured knowledge of complex sentence structures and the principles of word formation, enabling linguistic analysis and text processing at the B2+ level. | | Ped2P\_W01 |
| 02 | The student knows various forms of oral expression and different writing styles, and understands the conditions and principles of their use. | | Ped2P\_W01 Ped2P\_W07 |
| 03 | The student is able to analyse the structure and interpret the meaning of sentences of various types. | | Ped2P\_U15 |
| 04 | The student is able to determine the goal, general sense and tone of an utterance. | | Ped2P\_U15 |
| 05 | The student is able to grasp detailed information in an oral utterance. | | Ped2P\_U15 |
| 06 | The student is able to critically analyse information and opinions expressed in texts while interpreting them. | | Ped2P\_U15 |
| 07 | The student is able to search, classify and organize information necessary to construct their own oral and written statements. | | Ped2P\_U04 Ped2P\_U16 |
| 08 | The student is able to draw conclusions and formulate their own opinions based on the information contained in the source materials (including e-teaching). | | Ped2P\_U15 |
| 09 | The student is able to construct logical and coherent written statements, correctly using complex grammatical, lexical and stylistic structures. | | Ped2P\_U04 Ped2P\_U15 |
| 10 | The student is able to work in a team and present their own proposals for work with selected source material. | | Ped2P\_U17 |
| 11 | The student is ready to critically assess the extent of their knowledge and understands the need for continuous improvement of their communication skills and linguistic accuracy in the context of their future professional role. | | Ped2P\_K01 |
| 12 | The student is ready to analyse their activity in class from the perspective of the objectives and content of teaching, as well as the techniques used and their effectiveness in teaching English. | | Ped2P\_K06 |

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| **COURSE CONTENT** |
| **Lecture** |
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| **Classes** |
| The classes develop language skills such as listening, reading, speaking and writing in an integrated way. They develop vocabulary knowledge, language fluency, pronunciation and grammatical correctness During the classes, materials are used which prepare the student to perform tasks at the B2+ level according to the CEFR.  LISTENING COMPREHENSION  Within the scope of the discussed issues, students listen to a variety of recordings in English, such as interviews, radio and television programs, discussions or conversations, and perform typical tasks aimed at developing listening comprehension skills relevant to extracting the most important information, capturing detailed information, interpreting implications and the tone of the author's utterance.  READING COMPREHENSION  Students read informative, journalistic and narrative texts, employing various reading techniques, e.g. superficial reading in order to familiarize themselves with the content of the text, selective reading in order to search for specific information, or studying the text in order to identify the main statements and their justification.  SPEAKING  Students respond to the analysed content and source materials, formulating their own arguments and opinions about them. They speak in front of the group, engage in discussions. They prepare presentations. They work on language proficiency and accuracy.  WRITING Students become familiar with different types of written expression by analysing their function, structure and content. In model texts, they identify the content of the message by extracting the main thesis and information constituting the background, development, illustration or justification. They learn to build logical, coherent and clear written statements: a report, a review, a descriptive essay, an essay analysing causes and effects.  TOPIC RANGE: law and order, crime, shopping and advertising, nutrition, sport and entertainment, media, natural disasters  GRAMMAR RANGE: tenses: Present Simple/ Present Continuous, Present Perfect/ Present Perfect Continuous, countable/ uncountable nouns, too/enough, modal verbs in the present and in the past  Working on linguistic accuracy, students analyse the grammatical and logical structure of a sentence and text, practice the use of different types of lexical and grammatical structures, including phrasal verbs, idiomatic expressions, as well as the passive voice, reported speech, and conditionals. They expand the range of vocabulary, with particular emphasis on collocation, connotation and register. They do word-formation exercises.  As part of the course, students are also prepared to function in typical professional contexts: they observe the way content is implemented in an integrated way, define the goals of the tasks performed, learn to distinguish between techniques to achieve the set goals and are encouraged to reflect on their effectiveness. Working in a team, they have the opportunity to choose the source material - text, recording, short film, presentation, interview - and to design and conduct language exercises and activities using the potential of this material. This type of work serves to raise students' awareness in the context of the teacher's professional activities. |
| Laboratory |
| Not applicable |
| Project |
| Not applicable |
| **Seminar** |
| Not applicable |
| **Other** |
| Not applicable |

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| Basic literature\* | Advanced Dictionary of Contemporary English,  Oxford Collocations Dictionary,  Oxford Dictionary of Synonyms and Antonyms,  *Upstream Upper-Intermediate (B2+)* / Virginia Evans, Jenny Dooley – Newbury : Express Publishing 2008 lub 2012  *Successful Writing : Upper Intermediate* / Virginia Evants – Blackpill : Express Publishing 1997 |
| Supplementary literature\* | *Cutting Edge: Upper Intermediate: Students’ Book* / Sarah Cunningham, Peter Moor and Jonathan Bygrave – 3rd Edition – Harlow: Pearson 2013  *Speakout* : *Upper Intermediate : Student’s Book* / Frances Eales, Steve Oaks – 2nd Edition – Harlow: Pearson 2016 |
| On-site teaching methods | * brainstorming * discussion * working with text: expository methods – written model text, spoken model text, images * individual, pair, group work * problem method: independent pursuit of knowledge * expository methods: instruction, explanation, work with a coursebook |
| Online teaching methods and techniques |  |

*\*Literature items may be changed following approval by the Director of the Institute*

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| **Learning outcomes verification methods** | | Learning outcome/ group of outcomes number |
| At least 2 written tests covering reading, listening comprehension, lexical and grammatical structures | | 03, 04,05, 06 |
| At least 1 oral presentation | | 02, 07, 08 |
| Assessment of active participation in classes | | 01, 02, 03, 04, 05, 06, 07, 08, 10, 11, 12 |
| Homework assignments | | 01, 03, 08 |
| At least 2 written assignments | | 02, 07, 09 |
| Form and terms of awarding credits | Credit awarding grade (online mode possible)  The student obtains credit on the basis of partial grades for listening and reading comprehension tests (50%), for written assignments and oral presentation (25%), for homework assignments and short entry tests, and for active participation in classes (25%). The final grade for the semester is the arithmetic mean of all grades. | |

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| **STUDENT WORKLOAD** | | | |
| Type of activity/tuition | Number of hours | | |
| Total | Including activities related to practical professional preparation | Participation in classes conducted with the use of online teaching methods and techniques |
| Participation in lectures |  |  |  |
| Independent study |  |  |  |
| Participation in classes, laboratories, workshops, seminars | 45 | 30 |  |
| Preparation for classes | 20 | 5 |  |
| Preparation of an essay, project, etc. | 19 | 9 |  |
| Preparation for examination/credit awarding test | 15 | 5 |  |
| Participation in consultation hours | 1 |  |  |
| Other |  |  |  |
| **TOTAL student workload in hours** | 100 | 49 |  |
| **Number of ECTS credits for the course** | **4** | | |
| Number of ECTS credits relevant to practical professional education | **2** | | |
| Number of ECTS credits related to classes conducted with the use of online teaching methods and techniques | **0** | | |
| Number of ECTS credits for classes which require direct participation of lecturers | **2,2** | | |