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| Filled in by the Study Programme Committee | Module (course block) name:  **BASIC COURSES** | | | | | | Module code: B | |
| Course name:  **PRACTICAL ENGLISH – INTEGRATED SKILLS 2** | | | | | | Course code:B/11.1 | |
| Organisational unit conducting the course/module:  **INSTITUTE OF PEDAGOGY AND LANGUAGES** | | | | | | | |
| Study programme: **ENGLISH PHILOLOGY** | | | | | | | |
| Specialty: **TOEFL** | | | | | | | |
| Mode of study:  **FULL TIME** | | | Study profile:  **PRACTICAL** | | | Study cycle:  **FIRST CYCLE** | |
| Year/semester:  **III/5** | | | Course/module status:  **OBLIGATORY** | | | Course/module language:  **ENGLISH** | |
| Form of tuition | lecture | class | | laboratory | project | seminar | other (indicate) |
| Course load (hrs) |  | **30** | |  |  |  |  |

**Module/course card**

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| Course/Module coordinator\* | mgr Sylwia Góralewicz |
| Lecturer\* | mgr Sylwia Góralewicz, dr Piotr Kallas, dr Marlena Kardasz,  mgr Arco Van Ieperen, mgr Stella Santiago |
| Course/Module objective | The course aims to enhance students' practical English skills at the C1 level in listening, reading, speaking, and language use, with a focus on vocabulary, fluency, pronunciation, and grammar. It also encourages independent learning, effective time management, group work, discussions, oral presentations, and the use of various learning resources. Additionally, it prepares students for professional tasks related to planning, adapting, and implementing English language teaching methods and goals. |
| Entry requirements | Linguistic and communicative competence in English at B2+ CEFR |

*\* 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 description | Study programme learning outcome code |
| **Reading and Use of English** | | |
| 01 | The student has knowledge of English morphology, semantics, syntax, and pragmatics, which enables them to analyze complex texts at the C1 CEFR level as well as use specialized terminology. | K1P\_W02  K1P\_W05  K1P\_W07 |
| 02 | Thee student can understand the main message, detailed information, implications, hidden meanings, and the author’s attitude in a text. | K1P\_U05 |
| 03 | The student is able to critically analyze the theses presented in the texts they read and interpret them. | K1P\_U05 |
| 04 | The student is able to recognize complex sentence structures, expressions and idioms, and correctly use a wide range of linguistic means at the C1 level of the CEFR. | K1P\_ U11 |
| 05 | The student is able to design classwork related to a selected authentic text. | KIP\_U16 |
| 06 | The student is ready to present their own point of view and justify their own interpretation of the analyzed text based on their linguistic knowledge. | K1P\_K03 |
| 07 | The student is ready to critically analyze their own language competence in the pursuit of achieving linguistic accuracy at the C1 level of the CEFR. | K1P\_K01 |
| **Listening and Speaking** | | |
| 08 | The student has knowledge of the morphology, semantics, syntax, pragmatics, and phonetics of the English language at the C1 level of the CEFR, which enables them to understand and produce complex utterances. | K1P\_W02  K1P\_W05  K1P\_W07 |
| 09 | The student is able to search for, classify, and organize information needed to construct their own oral statements at the C1 level of the CEFR. | K1P\_U01 |
| 10 | The student is able to construct and deliver complex oral utterances in English at the C1 level of the CEFR, using a variety of language structures appropriate to the topic, while independently monitoring and continuously correcting their grammatical and lexical accuracy. | K1P\_U10  K1P\_U11 |
| 11 | The student is able to understand both the main message and detailed information, as well as subtext, hidden meanings, and the speaker’s attitude in English oral discourse; they are able to critically analyze the content of oral English utterances. | K1P\_U05 |
| 12 | The student is able to use source material to prepare and carry out educational tasks related to integrated skills. | K1P\_U09  K1P\_U13 |
| 13 | The student is able to design class activities related to a selected authentic spoken text. | KIP\_U16 |
| 14 | The student is ready to present and defend their own point of view in an oral presentation, respecting widely recognized ethical standards. | K1P\_K03 |
| 15 | The student is ready to continuously improve their skills in understanding and producing spoken utterances in English. | K1P\_K01 |

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| **COURSE CONTENT** |
| Lecture |
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| Classes |
| **Text Analysis and Interpretation (Reading and Use of English)**  Students develop skills in reading comprehension through in-depth analysis of complex content and advanced lexical-grammatical structures. They interpret implied meanings and authorial stance, analyze grammatical structures and discourse coherence, and practice the contextual use of advanced grammar. Vocabulary development focuses on collocations, connotations, register, idioms, and phrasal verbs, with exercises on context-driven word meanings.  **Oral Communication (Listening and Speaking)**  Students enhance their listening comprehension at the C1 CEFR level by working with various audio materials—interviews, broadcasts, discussions—and completing tasks in which they identify key ideas, details, implications, and tone. Speaking skills are developed through complex discussions on abstract topics. Students exchange ideas, give extended presentations, and provide peer feedback with reference to register, tone, coherence, and lexical and structural complexity.  Professional Practice  The course also prepares students for professional contexts. They observe teaching techniques used to develop language skills, identify task objectives, evaluate techniques, and reflect on their effectiveness. Using authentic materials, they design and conduct language activities, enhancing their teaching skills and professional interests.  Source materials are selected by the course instructor. |

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| Basic literature\* | Gude K., *Advanced Listening and Speaking*, OUP, 2003  Craven M., *Real Listening and Speaking*, CUP, 2010  Driscoll L., *Real Reading*, CUP, 2008  Kenny N, Newbrook J, Acklam R, *CAE Gold Plus*, United Kingdom: Pearson Longman, 2008Filak,Magdalena, Filip Radej. *Angielski w tłumaczeniach : gramatyka. 5 i 6*  Warszawa: Preston School & Publishing, 2014.  *Oxford Collocations Dictionary*  *Oxford Dictionary of Synonyms and Antonyms*  *Longman Exams Dictionary*  McCarthy M., O'Dell F., *Advanced Vocabulary in Use*. 3rd ed. CUP, 2017 (or earlier editions).  *Cambridge English Advanced Practice Tests* (various editions)  Beglar D, Murray N, Contemporary Topics 3 : Advanced Listening and Note-Taking Skills, Longman, 2002  *Internet sources*:  [https://learnenglish.britishcouncil.org/skills/speaking/advanced-c1](https://learnenglish.britishcouncil.org/skills/speaking/upper-intermediate-b2)  <https://learnenglish.britishcouncil.org/skills/listening/advanced-c1>  <https://learnenglish.britishcouncil.org/skills/listening/advanced-c1> |
| Supplementary literature\* | Brooke G.H, Haines S, *Complete CAE*, United Kingdom: Cambridge, 2012.  McCarthy M. & F. O’Dell. *English Idioms In Use.*  McCarthy M. & F. O’Dell. *English Vocabulary in Use – Advanced.*  Nelson, Thomas B.J.. *Advanced Vocabulary and Idiom.*  Norris, R.,*Ready for CAE.* MacMillan.  M. McCarthy & F. O’Dell *English Vocabulary in Use – Advanced*, CUP, 2002.  M. McCarthy & F. O’Dell *English Collocations in Use*, CUP, 2005.  Guy Wellman. *The Heinemann English ELT Wordbuilder,* Macmillan.  B. J. Thomas.  *Advanced Vocabulary and Idiom*, London: Nelson, 1989.  *Longman Language Activator,*Longman, 1996 |
| On-site teaching methods |  Text-based activities  Activities using stimulating materials (e.g., recordings, films)  Expository methods (instruction, explanation, working with a textbook, listening to model texts)  Active learning methods (discussion, brainstorming, simulations)  Individual work, pair work, and group work |
| Online teaching methods and techniques | Not applicable |

\* *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 |
| Written test – Reading comprehension | | 01,02,03 |
| Spoken performance | | 08,09,10,14 |
| Written test – Listening comprehension | | 08,11,12 |
| Written test – Use of English | | 01,04 |
| Evaluation of participation in discussion | | 13,15 |
| Evaluation of prepared tasks related to reading and correct use of the English language | | 05, 06 |
| Evaluation of prepared tasks related to listening comprehension | | 13,15 |
| Preparation of exercises and conducting educational activities for the group based on assigned material | | 01,02,04, 05,08,12,14 |
| Observation of the student’s effective engagement during class activities | | 06,07,14,15 |
| Observation of preparation for classes (homework assignments) | | 06,07,15 |
| Examination | | 01,02,03,04,06,07,08,10, 11,12,14 |
| **Form and terms of awarding credits** | **Examination**  **Eligibility for the Examination:** Students are eligible to take the examination if they have passed the course *Practical English – Integrated Skills 2* in semester 5.  **Course Credit Requirements:** A student obtains credit if all language skills — Listening, Speaking, Reading and Use of English are passed with a minimum grade of 3.0, based on partial assessments of the tasks listed above.  **Structure of the Examination:** The examination consists of two parts: written and oral. The written part includes: Listening comprehension, Reading comprehension, Written composition skills. The oral part includes: discussion of a topic randomly selected by the student, interaction between the student and the examiner. The final exam grade is calculated as the arithmetic mean of the grades obtained in all components.  **Grading Scale for Coursework and Examination:** 100% – 92%: 5.0 excellent 91% – 83%: 4.5 very good 82% – 73%: 4.0 good 72% – 63%: 3.5 satisfactory 62% – 56%: 3.0 adequate  0 - 55% 2.0 fail  The final grade for *Practical English – Integrated Skills 2* after semester 5 is the arithmetic mean of the grade for coursework completed in Semester 5 (calculated as the average of partial grades from the course components listed above, including the *Academic Writing* course, and the examination grade, provided that the average grade for the examination is at least 3.0.  Detailed conditions for passing the examination and determining the final grade are specified in the *Regulations for Assessment and Examination in Practical English Language Learning*. | |

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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 | 30 | 10 |  |
| Preparation for classes, laboratory, project, seminar, practical classes | 10 |  |  |
| Preparation of a project, essay, etc. | 20 | 10 |  |
| Preparation for examination/credit awarding test | 15 |  |  |
| Participation in consultation hours | 2 |  |  |
| Other |  |  |  |
| **TOTAL student workload in hours** | 77 | 20 |  |
| **Number of ECTS credits for the course** | **3** | | |
| Number of ECTS credits relevant to practical professional education | **0,8** | | |
| Number of ECTS credits related to classes conducted with the use of online teaching methods and techniques1 | **0** | | |
| Number of ECTS credits for classes which require direct participation of lecturers | **2** | | |

1) In the case of classes developing practical skills, distance learning methods and techniques may be used as supplementary tools.