| The title of the course | **Teaching the language system and language skills** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA)<br>Postgraduate (MA) |
| Semester | Winter/summer |
| The form of classes and number of hours | Lectures |
| Language of instruction | English |
| The number of ECTS | |
| Teacher | Katarzyna Ożańska-Ponikwia |
| The aims of the course<br>(maximum 500 characters) | The main aim of the course is to develop student's knowledge, abilities and competences essential to be able to teach grammar, vocabulary, spelling and pronunciation. This embraces knowledge of theoretical concepts and principles of teaching grammar, vocabulary, spelling and pronunciation as well as various ways and different approaches to teaching the language system. |
| The content of the course: main topics and key ideas | The main objective of the course is to develop student's specialist knowledge, skills and abilities essential do teach grammar, spelling, pronunciation and vocabulary.<br><br>The course covers the following areas:<br><br>• main concepts from the area of teaching grammar, pronunciation, vocabulary and spelling;<br><br>• different approaches to teaching the language system;<br><br>• designing different kinds of tasks and exercises facilitating acquisition of grammar, vocabulary, spelling and pronunciation;<br><br>• identifying and defining aims of teaching the language system in different kinds of didactic contexts and for different purposes; |
| Didactics methods | Presentation techniques:<br><br>• explanation and presentation of relevant input;<br><br>• mini-lectures.<br><br>• problem- solving techniques:<br><br>Student-centred activities:<br><br>• case-studies,<br><br>• class and group discussions<br><br>projects and practical tasks |

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| Course requirements | Requirements and evaluation criteria:<br><br>- active participation in class discussions;<br><br>- successful completion of practical tasks and projects;<br><br>-written test; |
| Literature (basic and supplementary) | 1) Dakowska M. (2001). *Psycholingwistyczne podstawy dydaktyki języków obcych*. Warszawa: PWN.<br><br>2) Harmer, J. (2007). *The Pratcice of English Language Teaching*. Longman.<br><br>3) Komorowska H. (2002). *Metodyka nauczania języków obcych*. Warszawa: Fraszka Edukacyjna.<br><br>4) Scrivener, J. (2005). *Learning Teaching*. A guidebook for English language teachers. Macmillan.<br><br>5) Ur, P. (1999). *A Course in Language Teaching*. Cambridge University Press. |
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | K_01  extensive knowledge in teaching and methodology of the target language/s in high and low secondary schools<br>S_01 skills necessary  to design various ways of task implementation and problem solving in teaching in high and low secondary schools<br>SC_01 ability to determine priorities in implementing aims in various educational tasks |

| The title of the course | **Language Testing** |
| --- | --- |
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) Postgraduate (MA) |
| Semester | Winter/summer |
| The form of classes and number of hours | Lectures |
| Language of instruction | English |
| The number of ECTS | |
| Teacher | Katarzyna Ożańska-Ponikwia |
| The aims of the course (maximum 500 characters) | The main aim of the course is to develop student's knowledge, abilities and competences essential for language teachers to test their learners. This embraces knowledge of theoretical concepts and principles of testing, various aims of tests and different approaches to designing tests measuring various skills. |
| The content of the course: main topics and key ideas | The main objective of the course is to develop student's specialist knowledge, skills and abilities essential do assess and test their learners' various language skills. The course covers the following areas: <br>• main concepts from the area of learner assessment and testing; <br>• different approaches to testing; <br>• various aims of testing; <br>• evaluate validity, reliability and practicality of different tests; <br>• design different kinds of tests and use adequate evaluation schemes; <br>• identifying and defining aims of evaluation in different kinds of didactic contexts and for different purposes; <br><br>The students should develop attitudes of openness in using different kinds of evaluation procedures, be ready to perform the role of evaluator and apply testing mechanisms that will provide learners with useful feedback of what they have learnt and what they have failed to learn in L2. The emphasis will be put on the students' awareness that they are developing relevant knowledge, expert testing and assessment skills to be used in the classroom context. |
| Didactics methods | Presentation techniques: |

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|  | <ul><li>explanation and presentation of relevant input;</li><li>mini-lectures.</li><li>problem- solving techniques:</li></ul> Student-centred activities: <ul><li>case-studies,</li><li>class and group discussions</li></ul> projects and practical tasks |
| Course requirements | Requirements and evaluation criteria: <br> - active participation in class discussions; <br> - successful completion of practical tasks and projects; <br> -written test; |
| Literature (basic and supplementary) | 1)Alderson, J., Clapham, C. Wall, D.(1995). *Language Test Construction and Evaluation.* Cambridge. <br> 2) Bachman, L.F. (1995). *Fundamental Considerations in Language Testing*. Oxford University Press. <br> 3) Coombe, C., Stoynoff, S., O'Sullivan, B. & Davidson, P. (2012). *The Cambridge Guide to Second Language Assessment.* Cambridge University Press. <br> 4) Fulcher, G. (2010). *Practical Language Testing*. Hodder Arnold. <br> 5) Komorowska, H. (2004) *Sprawdzanie umiejętności w nauce języka obcego*. Warszawa. |
| The effects of the education <br> - knowledge <br> - skills <br> - social competences | K_01 extensive knowledge in teaching and methodology of the target language/s in high and low secondary schools <br> S_01 skills necessary to design various ways of task implementation and problem solving in teaching in high and low secondary schools <br> SC_01 ability to determine priorities in implementing aims in various educational tasks |

| The title of the course | **Research Methods** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) Postgraduate (MA) |
| Semester | Winter/summer |
| The form of classes and number of hours | Lectures |
| Language of instruction | English |
| The number of ECTS | |
| Teacher | Katarzyna Ożańska-Ponikwia |
| The aims of the course (maximum 500 characters) | The main aim of the course is to develop student's knowledge, abilities and competences to design a research as well as to statistically analyze its results. Basic concepts from the area of research methods and statistics will be introduced. At the end of the course the student should be able to define main aspects of the research methods as well as statistical analysis; research design stages and strategies as well as basic statistical tests to analyze its results; to evaluate various research methods; to recognize basic statistical tools and analyses; to design an research proposal. |
| The content of the course: main topics and key ideas | The main objective of the course is to develop student's specialist knowledge, skills and abilities essential do design a  research and to analyse its results statistically. The course covers the following areas: <ul><li>main concepts from the area of research methods</li><li>main concepts from the area of statistics</li><li>evaluation of different research methods and statistical tools</li><li>MA/BA research proposal</li></ul> |
| Course requirements | Requirements and evaluation criteria: - active participation in class discussions; - successful completion of practical tasks and projects; -written test; |
| Literature (basic and supplementary) | 1) Dörnyei, Z.(2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford: Oxford University Press. 2) Dörnyei, Z. (2003). *Questionnaires in* |

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| | *Second Language Research: Construction, Administration, and Processing*. London: Lwrence Erlbaum Associates, Publishers. <br> 3) Gabryś –Barker, D. (2011). *Action Research in teacher development: an overview of research methodology.* Katowice: Wydawnictwo Uniwersytetu Śląskiego. <br> 4) Mackey, A & Gass, S. (2012). *Research Methods in Second Language Acquisition: A Practical Guide*. Blackwell Publishing Ltd. <br> 5) Wilczyńska W. & Michońska-Stadnik, A. (2010).*Metodologia badań w glottodydaktyce*. Kraków: Avalon, Flair. |
| The effects of the education <br> - knowledge <br> - skills <br> - social competences | K_01  integrated and extensive knowledge in the relevant field with a practical application <br> S_01 skills  necessary to find, analyze, assess, select and utilize information on the basis of native and foreign sources and to formulate critical opinions <br> SC_01 ability to determine priorities in implementing aims in various educational tasks |

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| The title of the course | **The Work of a Translator/Interpreter** |
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA)<br>Postgraduate (MA) |
| Semester | Winter/summer |
| The form of classes and number of hours | seminars |
| Language of instruction | English |
| The number of ECTS | 2 |
| Teacher | Agnieszka Baran MA |
| The aims of the course<br>(maximum 500 characters) | The aim of the course is gaining an insight into translators'/interpreters' profession and some aspects of their work. |
| The content of the course: main topics and key ideas | 1. Who is a translator and an interpreter? What is a translation, what is an interpretation? Brief history of translation and interpretation and translator's/interpreter's profession.<br>2. Typology of translation and interpretation.<br>3. Officially sworn translation, judicial translation and their aspects. The responsibility of a translator/interpreter.<br>4. Specialist translation.<br>5. Translation of the literature.<br>6. The problem of translatability vs untranslatability.<br>7. Conference interpreting: consecutive and simultaneous.<br>8. Community interpreting.<br>9. Modern translator's workshop, translation tools, computer assisted translation.<br>10. International translation associations. Laws and regulations of translator's/interpreter's work.<br>11. Translator's/interpreter's business ethics. |
| Didactics methods | seminar |
| Course requirements | attendance |
| Literature (basic and supplementary) | 1. Pieńkos J., Przekład i tłumacz we współczesnym świecie, Warszawa 1993,<br>2. Lipiński K., Vademecum tłumacza, Kraków 2006,<br>3. Tryuk M., Przekład ustny konferencyjny, Warszawa 2006,<br>4. Tryuk M., Przekład ustny środowiskowy, Warszawa 2006,<br>5. Barańczak S., Ocalone w tłumaczeniu, Kraków 2002, |

| | 6. Bukowski P., Heydel M., Teorie przekładu XX wieku, Kraków 2009. |
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| The effects of the education<br>- knowledge<br>- skills<br>- social competences | Knowledge:<br>Students will gain knowledge about translator's/interpreter's profession and its aspects.<br><br>Skills:<br>Student has insight into translators'/interpreters' profession. Student is able to identify and discuss some aspects of translator's/interpreter's work.<br>Social competences:<br>Students will gain awareness of complexity of translator's/interpreter's profession, learn about translator's ethics and will be able to implement it in their future professional life. |

| The title of the course | **Etiquette for Translators** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) Postgraduate (MA) |
| Semester | summer |
| The form of classes and number of hours | Seminars, 30 hours |
| Language of instruction | English |
| The number of ECTS | 2 |
| Teacher | Agnieszka Baran MA |
| The aims of the course (maximum 500 characters) | The aim of the course is to present basic rules of etiquette and diplomatic protocol which can be useful in the work of translator or interpreter. Students will get know basic etiquette and then, on the basis of this knowledge will get acquainted with professional behaviour of a translator/interpreter. |
| The content of the course: main topics and key ideas | 1. Basic information about etiquette and diplomatic protocol, what is etiquette, the history of diplomatic protocol, politeness and diplomatic protocol. 2. Etiquette in written communication: basic rules of the correspondence, formal correspondence, business correspondence, the layout of the formal letter, e-mail, private letter, business paper, different kind of correspondence, titles, netiquette. Diplomatic correspondence – basic information. Business cards: different kinds, form, layout, the use of business cards. Examples of appropriate and inappropriate cards. What does the business card tell about the owner? How does a translator's business card look like? 3. Etiquette in everyday life and at work: greetings, precedence rules (at work, in the elevator, at car), precedence while entering and going out. Titles, the use of 2. person of singular in certain languages (especially in Polish), shaking and kissing hands, farewell, visits (private, business, diplomatic). Presents. Cultural differences on chosen examples. 4. Verbal communication, elements of non-verbal communication – titles, complimentary closes, etiquette in a |

|  | phone call. Intonation, listening. Body language. Language and culture – special task for a translator. Interpreters and abusive language, embarrassing situations for an interpreter. Etiquette in the interpretation cabin, etiquette while consecutive interpreting. |
|  | 5. Etiquette at work: an interview, termination of the working agreement, supervisor's behaviour, employee's behaviour. |
|  | 6. Judge a book by its cover – the cloths: different kinds of dress code, black tie/white tie, formal/informal. Business dress code. Elegance, accessories. Common mistakes in choosing outfit. |
|  | 7. Parties: types of parties, the role of interpreter. Preparing parties, precedence at the table. |
|  | 8. At the table: cutlery, glasses, types of dishes, ordering, serving, basic information on wine. |
|  | 9. Ceremonies: state ceremonies, official ceremonies, the role of interpreter. Private ceremonies (e.g. wedding; the role of officially appointed and sworn interpreter). |
| Didactics methods | Elements of lecture, seminar and presentation (with the use of multi-media) |
| Course requirements | attendance |
| Literature (basic and supplementary) | Orłowski T., *Protokół dyplomatyczny. Ceremoniał i etykieta*, Polski Instytut Spraw Międzynarodowych, Warszawa 2010. Kamińska-Radomska I., *Kultura biznesu. Normy i formy*, PWN, Warszawa 2012. |
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | Knowledge:<br>Student knows basic etiquette rules in everyday life, knows the professional behaviour of a translator.<br>Skills:<br>Student can apply the rules of etiquette and diplomatic protocol in model communication situations, especially in the work of a translator/interpreter.<br>Social competences: |

| | Student can apply etiquette in professional life, in teamwork and in private life. Student can identify and decide in problematic situations concerning an appropriate behaviour (especially in professional life). Thanks to learned etiquette rules students can present themselves appropriately in different situations, especially as a translator/interpreter. |
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| The title of the course | **Encyclopaedia of Law for Translators** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) <br> Postgraduate (MA) <br> Engineer (BSc) |
| Semester | Winter/summer |
| The form of classes and number of hours | Lectures |
| Language of instruction | English, Spanish, Polish |
| The number of ECTS | |
| Teacher | mgr Marek Kliś |
| The aims of the course <br> (maximum 500 characters) | The course is directed primarily to the students of philology, in which a basic knowledge of the law and legal terminology is essential. The subject matter is also addressed to the students in other fields who want to learn the general principles of the Polish system of law and gain the practical skills of reading and analyzing legislation and legal texts, searching specialized databases and employing legal vocabulary naturally. |
| The content of the course: main topics and key ideas | 1. Introduction to Law. <br><br> 2. Editing legal and official texts. <br><br> 3. The overviews of Polish (and Spanish) legal system(s) in the scope of: <br> a) the constitutional law, <br> b) the administrative law, <br> c) the procedural law, <br> d) the civil law <br> e) the criminal law, <br> f) the commercial and economic law, <br> g) the labor law, <br> h) the financial law, <br> i) the international law, <br> j) the Community law. <br><br> 4. Legal aspects of translation (a sworn translator, certified and commercial translation). |
| Didactics methods | PowerPoint Presentation (lecturer), group |

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| | work (students and lecturer), working with the legal texts, case study and discussion. |
| Course requirements | Exam/presentation/attendance/seminar paper<br>The form and terms of credit:<br>Active participation in class. Performance of selected works. A brief oral or written statement or presentation of the solution of the simple case, based on the knowledge gained during the classes.<br>Methods of evaluation of knowledge, skills and other competencies:<br>− active cooperation in class: 20%<br>− execution of assignments: 40%<br>− exam: 40% |
| Literature (basic and supplementary) | Basic Literature:<br>1. Selected legal acts<br>2. http://europa.eu/index_en.htm<br>3. http://legal-dictionary.thefreedictionary.com/<br>4. http://en.poland.gov.pl/<br>5. http://www.msz.gov.pl/en/<br><br>Supplementary Literature:<br>1. A. Krois-Lindner, M. Firth, Introduction to International Legal English: A course for classroom of self-study use, Cambridge University Press 2008<br>2. A. Krois-Lindner, International Legal English: A course for classroom of self-study use, Cambridge University Press 2007<br>3. G. D. Brown, S. Rice, Professional English in Use. Law, Cambridge University Press 2007<br>4. E. Merino-Blanco, Spanish Law and Legal System, Sweet & Maxwell 2006<br>5. http://www.law.cornell.edu/wex/wex_articles |
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | Knowledge:<br>The student has an overview of the Polish law and is familiar with the basics of European law.<br>Skills: Can understand and use Polish legal terms. Is able to search the database for legislation and other legal texts and employ them. Can independently construct a simple writing (applications, appeals, complaints, etc.).<br>Social competences:<br>Realizes that a person who applies for |

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| | certification for translators must deepen knowledge<br>in the field of Polish and European law. |

| The title of the course | **Slavic Literatures and Their Cultural Contexts** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) Postgraduate (MA) |
| Semester | summer |
| The form of classes and number of hours | seminars |
| Language of instruction | English |
| The number of ECTS | 3 |
| Teacher | Agnieszka Baran MA |
| The aims of the course (maximum 500 characters) | The aim of the course is to present different cultural context of Slavic national literatures, as well as to show several supranational problems of Slavic literatures. During the course students will get to know the history and culture of Central Europe and its impact on the Slavic authors and the reaction to it comprised in their texts. |
| The content of the course: main topics and key ideas | 1. What does Slavic, Literature and Cultural Context mean? <br> 2. The Problem with Slavs and with Central Europe. Defining the Central European identity. <br> 3. Slavs on themselves: an attitude towards their history and tradition. <br> 4. The Balkan Melting Pot. The term, difficult history, Balkans in contemporary culture. <br> 5. Behind the Iron Curtain – Slavic literatures versus communism. From enthusiasm to the rebellion. <br> 6. Additional topic chosen by students. |
| Didactics methods | Elements of lecture, seminar and presentation (with the use of multi-media) |
| Course requirements | presentation/attendance |
| Literature (basic and supplementary) | 1. Dzieje literatur europejskich, red. Floryan W., Warszawa, 1991, <br> 2. *Lehár J. et kol.-Česká literatura o*d počátku k dnešku 2008, <br> 3. Janaszek-Ivaničková H., Literatury zachodniosłowiańskie czasu przełomów 1890-1990: Literatura czeska, 1999. <br><br> Additional: <br><br> 7. Modern Slavic literatures: a library of literary criticism ed. Vasa D. Mihailovich, 1972, <br> 8. Lewanski, R.C. The Slavic literatures, 1967. |

| The effects of the education<br>   -  knowledge<br>   -  skills<br>   -  social competences | Knowledge:<br>Students will get to know several problems of Slavic national literatures.<br>Skills:<br>Students will be able to analyse certain problems and phenomena of Slavic literatures and refer them to the history and cultures of Slavic nations.<br>Social competences:<br>Students will be able to cooperate and discuss the problems with the rest of the group, develop their cooperation skills while preparing final presentation. |

| The title of the course | **Translation Problems in Literature** |
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| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) Postgraduate (MA) |
| Semester | Winter/summer |
| The form of classes and number of hours | Seminars, 30 hours. |
| Language of instruction | English |
| The number of ECTS | 2 |
| Teacher | Agnieszka Baran MA |
| The aims of the course (maximum 500 characters) | The aim of the course is gaining an insight into certain translation problems in literature. |
| The content of the course: main topics and key ideas | 1. Typology of translations. Artistic translation among other types of translation. 2. Translation of literary text, its place and function in the culture of a nation. 3. Features of artistic translation. 4. Reciprocal relation: translator – author, text – translation. 5. Searching of translation's "dominant". 6. The role of interpretation and analysis in the process of artistic translation. 7. Translatability vs. untranslatability 8. Translation of text with melic dominant (e.g. songs, musical adaptations of literary works). 9. Problems with translatability of certain rhetorical devices. 10. Problems of versification in artistic translation. |
| Didactics methods | seminar |
| Course requirements | Attendance/presentation |
| Literature (basic and supplementary) | 9. Balcerzan E., Poetyka przekładu artystycznego, „Nurt" 8 (1968). 10. Bednarczyk A., Kulturowe aspekty przekładu literackiego, Katowice: Śląsk, 2002. 11. Bednarczyk A., Wybory translatorskie. Modyfikacje tekstu literackiego w przekładzie i kontekst asocjacyjny. Łódź, 1999. 12. Dąbska-Prokop U., Nowa encyklopedia przekładoznawstwa, Kielce, 2010 13. Komparatystyka literacka a przekład, red. P. Fast, K. Żemła, Katowice, 2000. 14. Barańczak, S., Ocalone w |

tłumaczeniu, Kraków, 2002
15. Dąbska-Prokop U., Mała encyklopedia przekładu, Częstochowa 2000.
16. Steiner G., Po wieży Babel: problemy języka i przekładu. Kraków, 2000.
17. Translating Cultures. Perspectives on Translation and Anthropology, ed. P.G. Rubel, A. Rosman
18. Współczesne teorie przekładu: antologia, red. P. Bukowski, M. Heydel, Kraków, 2009.
19. Krzysztofiak M., Przekład literacki we współczesnej translatoryce, Poznań 1996.

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| The effects of the education<br>- knowledge<br>- skills<br>- social competences | Knowledge:<br>Students will gain knowledge about some translation problems in literature and the problems of artistic translation.<br>Skills:<br>Student has insight into translation problems in literature and problems of artistic translation. Student is able to identify and discuss some aspects of artistic translation, analyse examples of such translation and discuss its place and function in certain (national) culture. Student will gain awareness of cultural differences and their influence on functioning of text in a cultures. Student will be able to approach those/cultural differences in translation with understanding.<br>Social competences:<br>Students will be able to cooperate and discuss the problems with the rest of the group. They will develop their cooperation skills while preparing the final presentation. |

| The title of the course | **Czech for foreigners** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA)<br>Postgraduate (MA) |
| Semester | Winter/summer |
| The form of classes and number of hours | seminars |
| Language of instruction | English and Czech |
| The number of ECTS | 2 |
| Teacher | Agnieszka Baran MA |
| The aims of the course<br>(maximum 500 characters) | The aim of the course is gaining A1 language competence level in Czech language. |
| The content of the course: main topics and key ideas | 12. „Co je to?"<br>  - Czech alphabet, pronunciation<br>  - Greetings, complimentary closes.<br>  - Basic information on Czech Republic.<br>  - Basic everyday vocabulary.<br>13. „Kdo je to?"<br>  - Names of the nations.<br>  - Names of states.<br>  - Names of professions.<br>  - Grammatical gender.<br>  - Basic adjectives.<br>14. „Moje rodina"<br>  - Basic vocabulary.<br>  - „Čí je to?" Possessive pronouns.<br>  - Basic description of people's look.<br>15. „Můj den"<br>  - Basic vocabulary.<br>  - Time: hour, months, days of the week, seasons. Numerals.<br>  - Basic information on conjugation groups. Most common irregular verbs.<br>  - The present tense.<br>  - Shopping: dialogues, asking about the price, size, quantity, basic phrases.<br>16. „Kde je to?"<br>  - Directions, searching way.<br>  - A city – vocabulary.<br>17. „Restaurace"<br>  - Vocabulary.<br>  - Dialogues, scenes.<br>  - Menu – vocabulary.<br>18. „Survival Czech" – dialogues at a post office, at a bank, at a police station, at a doctor. Filling forms. |
| Didactics methods | seminar |
| Course requirements | Attendance/mini-tests |

| Literature (basic and supplementary) | 20. Holá L., Bořilová P., Čeština Express A1, Praha 2011 |
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| The effects of the education<br>- knowledge<br>- skills<br>- social competences | Knowledge:<br>Students will get know Czech language on A1 level<br>Skills:<br>Students can understand familiar words and very basic phrases concerning themselves, their family and specific immediate surroundings when people speak slowly and clearly.<br>Student can understand familiar names, words and very simple sentences.<br>Student can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech. Student can ask and answer simple questions in areas of immediate need or on very familiar topics. Students can use simple phrases and sentences to describe where they live and people they know.<br>Student can fill in forms with personal details.<br>Social competences:<br>Students will develop competence of group working and familiarize with another (Czech) culture. |

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| The title of the course | **Slovak for foreigners** |
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) <br> Postgraduate (MA) |
| Semester | Winter/summer |
| The form of classes and number of hours | seminars |
| Language of instruction | English and Slovak |
| The number of ECTS | 2 |
| Teacher | Agnieszka Baran MA |
| The aims of the course <br> (maximum 500 characters) | The aim of the course is gaining A1 language competence level in Slovak language. |
| The content of the course: main topics and key ideas | 19. „Čo je to?" <br> - Slovak alphabet, pronunciation <br> - Greetings, complimentary closes. <br> - Basic information on Slovak Republic. <br> - Basic everyday vocabulary. <br> 20. „Kdo je to?" <br> - Names of the nations. <br> - Names of states. <br> - Names of professions. <br> - Grammatical gender. <br> - Basic adjectives. <br> 21. "Moja rodina" <br> - Basic vocabulary. <br> - Possessive pronouns. <br> - Basic description of people's look. <br> 22. „Môj den" <br> - Basic vocabulary. <br> - Time: hour, months, days of the week, seasons. Numerals. <br> - Basic information on conjugation groups. Most common irregular verbs. <br> - The present tense. <br> - Shopping– dialogues, asking about the price, size, quantity, basic phrases. <br> 23. „Kde je to?" <br> - Directions, searching way. <br> - A city – vocabulary. <br> 24. „Restaurace" <br> - Vocabulary. <br> - Dialogues, scenes. <br> - Menu – vocabulary. <br> 25. „Survival Slovak" – dialogues at a post office, at a bank, at a police station, at a doctor. Filling forms. |
| Didactics methods | seminar |
| Course requirements | Attendance/mini-tests |

| Literature (basic and supplementary) | 21. Kamenarová R. et kol., Krížom krážom Slovenčina A1, Bratislava 2007 |
|---|---|
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | Knowledge:<br>Students will get to know Slovak language on A1 level.<br>Skills:<br>Student can understand familiar words and very basic phrases concerning themselves, their family and specific immediate surroundings when people speak slowly and clearly.<br>Student can understand familiar names, words and very simple sentences.<br>Student can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech. Student can ask and answer simple questions in areas of immediate need or on very familiar topics. Students can use simple phrases and sentences to describe where they live and people they know.<br>Student can fill in forms with personal details.<br>Social competences:<br>Students will develop competence of group working and familiarize with another (Slovak) culture. |

| The title of the course | **Assessment** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) <br> Postgraduate (MA) |
| Semester | Winter/summer |
| The form of classes and number of hours | Lectures |
| Language of instruction | English |
| The number of ECTS | |
| Teacher | Katarzyna Ożańska-Ponikwia |
| The aims of the course <br> (maximum 500 characters) | The main aim of the course is to develop student's knowledge, abilities and competences essential for language teachers to efficiently provide feedback, evaluate and assess their learners. This embraces knowledge of theoretical concepts and principles of evaluation, various aims of evaluation and different approaches to providing feedback to L2 learners. |
| The content of the course: main topics and key ideas | The main objective of the course is to develop student's specialist knowledge, skills and abilities essential do assess and evaluate their learners as well as to efficiently provide feedback. <br><br> The course covers the following areas: <br><br> • different approaches to providing feedback to L2 learners; <br><br> • various aims of evaluation; <br><br> • main concepts from the area of learner assessment and evaluation; <br><br> • identifying and defining aims of evaluation in different kinds of didactic contexts and for different purposes; <br><br> The students should develop attitudes of openness in using different kinds of evaluation procedures, be ready to perform the role of evaluator and apply assessment mechanisms that will provide learners with useful feedback of what they have learnt and what they have failed to learn in L2. The emphasis will be put on the students' awareness that they are developing relevant knowledge, expert evaluation and assessment skills to be used in the classroom context. |
| Didactics methods | Presentation techniques: <br><br> • explanation and presentation of |

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| | relevant input;<br>• mini-lectures.<br>• problem- solving techniques:<br>Student-centred activities:<br>• case-studies,<br>• class and group discussions<br>projects and practical tasks |
| Course requirements | Requirements and evaluation criteria:<br>- active participation in class discussions;<br>- successful completion of practical tasks and projects;<br>-written test; |
| Literature (basic and supplementary) | 1) Brown, D. H. (2004). *Language Assessment. Principles and Classroom Practices*. Pearson Longman.<br>2) Coombe, C., Stoynoff, S., O'Sullivan, B. & Davidson, P. (2012). *The Cambridge Guide to Second Language Assessment*. Cambridge University Press.<br>3) Komorowska, H., (red.) (2002). *Ewaluacja w nauce języka obcego*. Białystok.<br>4) Lambert, D. & Lines, D. (2000). *Understanding Assesment*. London: RoutledgeFalmer. |
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | K_01 extensive knowledge in teaching and methodology of the target language/s in high and low secondary schools<br>S_01 skills necessary to design various ways of task implementation and problem solving in teaching in high and low secondary schools<br>SC_01 ability to determine priorities in implementing aims in various educational tasks |

| The title of the course | **Classroom management** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) Postgraduate (MA) |
| Semester | Winter/summer |
| The form of classes and number of hours | Lectures |
| Language of instruction | English |
| The number of ECTS | |
| Teacher | Katarzyna Ożańska-Ponikwia |
| The aims of the course (maximum 500 characters) | The main objective of the course is to develop student's specialist knowledge, skills and abilities essential to manage students' behavior. The student will develop knowledge how to: <br>• create classroom conditions conducive to efficient learning; <br>• plan classroom teaching on the short-term and long-term basis; <br>• assume different roles in the classroom; <br>• control and manage students' behaviour; <br>• stimulate learners and, promote learner autonomy. <br>The student will develop skills necessary to; <br>• monitor the achievement of short-term and long-term didactic goals; <br>• manage classroom processes, facilitate learning, promote learner autonomy and counteract misbehaviour; <br>• communicate with the students and develop interpersonal skills; organize group work. |
| The content of the course: main topics and key ideas | The major goal is to develop in student teachers knowledge, skills and attitudes indispensable for effective classroom management. The topics covered include: <br>-long-term and short-term planning in language teaching; <br>- roles of the language teacher in the modern classroom; <br>- effective learner-centered techniques, promoting autonomy and facilitating language learning; |

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| | - strategies of behaviour management;<br>- managing individuals and groups. |
| Didactics methods | Presentation techniques:<br>• explanation and presentation of relevant input;<br>• mini-lectures.<br>• problem- solving techniques:<br>Student-centred activities:<br>• case-studies,<br>• class and group discussions<br>projects and practical tasks |
| Course requirements | Requirements and evaluation criteria:<br>- active participation in class discussions;<br>- successful completion of practical tasks and projects;<br>-written test; |
| Literature (basic and supplementary) | 1) Coetzee, S.A., van Niekierk, E.J. & Wydeman, J.L. (2008). *An Educator's Guide to Effective Classroom Management.* Van Schaik Publishers.<br>2) Hadfield, J. (2000). *Classroom Dynamics*. Oxford Univeristy Press.<br>3) Lewis, R. (2009). *Understanding Pupil Behaviour. Classroom Management Techniques for Teachers.* New York: Routledge.<br>4) Marzano, R.J., Marzano,J.S & Pickering, D.J. (2003).*Classroom Management that Works. Research- based strategies for every teacher*. Virginia: Association for Supervision and Curriculum Development.<br>5) Ridnouer, K.(2006). *Managing your classroom with heart*. Virginia: Association for Supervision and Curriculum Development. |
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | K_01 extensive knowledge in teaching and methodology of the target language/s in high and low secondary schools<br>S_01 skills necessary to design various ways of task implementation and problem solving in teaching in high and low secondary schools<br>SC_01 ability to determine priorities in implementing aims in various educational tasks |

| The title of the course | **American and European dream – how to understand American culture and way of thinking** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA)<br>Postgraduate (MA) |
| Semester | Winter or summer |
| The form of classes and number of hours | Lectures and workshops, 15 hours |
| Language of instruction | English |
| The number of ECTS | 3 ECTS |
| Teacher | Dagmara Mika PhD |
| The aims of the course<br>(maximum 500 characters) | The course's objectives are concentrated on analysis and comparing American international, national policy and culture with European Union's directions in above areas. |
| The content of the course: main topics and key ideas | 1. American and European dream - the differences in global view (3 hours).<br>2. American society – characteristic (2 hours)<br>2. International policy of the United States of America (2 hours).<br>3. National Security Strategy of the United States<br>(2 hours).<br>4. GMO in the United States of America and in Europe – advantages and disadvantages (2 hours).<br>5. Consciousness of environmental protection policy<br>(2 hours).<br>6. Home - SOS Earth by Luc Besson  (2 hours) |
| Didactics methods | Power point presentations, case studies, conversation, working in groups |
| Course requirements | presentation/attendance |
| Literature (basic and supplementary) | Basic:<br><br>1. Jeremy Rifkin , *The European Dream: How Europe's Vision of the Future is Quietly Eclipsing the American Dream*, 2004.<br>2. Eugene R. Wittkopf, Christopher Martin Jones, American Foreign Policy: Pattern And Process, USA 2003.<br>3. Malendowski W., Mojsiewicz Cz. (red.), International Relations, Atla 2, Wrocław 2002 |

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| | 4. Zięba R., Security after Cold War, WAIP, Warszawa 2008.<br>5. Agenda 21 - American strategy, American Centre policy, http://americanpolicy.org/<br><br>Supplementary:<br><br>6. Tremblay R., The New American Empire, Invinity Publishing.com, USA 2004<br>7. Reus-Smit Ch., *American Power and World Order*, Polity Press, United Kingdom 2004.<br>8. Schlesinger A. M., War and the American Presidenc, W. W. Norton & Company; First Edition edition (September 2004)<br>9. Rifkin J. The Age of Access: The New Culture of Hypercapitalism, Where all of Life is a Paid-For Experience, Tarcher, 2001.<br>10. Rifkin J., The Third Industrial Revolution: How Lateral Power Is Transforming Energy, the Economy, and the World, Palgrave Macmillan 2011 |
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | The effects of the education in the area of knowledge<br>P_W11– the student has knowledge from the area of intercultural relations and the identity and the process of multicultural phenomenon.<br><br>The effects of the education in the area of skills<br>P_U04 - The student has the skills of creating coherent statements in the area of communication situations related to culture and external relations.<br><br>The effects of the education in the area of social competences<br>P_K01 - The student is conscious of the knowledge, he understand the necessity of raising its knowledge from the area of intercultural relations. |

| The title of the course | **Reading Academic Texts** |
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| Faculty | Faculty of Social Sciences and the Humanities |
| The level of studies | Postgraduate (MA) |
| Semester | Summer/Winter (four semesters) |
| The form of classes and number of hours | seminar |
| Language of instruction | English |
| The number of ECTS | 12 (for the whole module) |
| Teacher | Ewa Macura-Nnamdi (PhD) |
| The aims of the course (maximum 500 characters) | The aim of the course is to introduce students to and make them familiar with the specificity of academic texts, in particular those related to culture and literature. We will thus read and discuss together in classroom a selection of texts that raise a number of important, and sometimes pressing, concerns of the world that surrounds us.  My major objective is to make students think critically rather than conventionally and also make them aware that academic texts are not of a different world but can guide our thinking and teach us a lot of useful ideas with which to shape and influence the world. Students will also develop their ability to determine the text's key ideas and lines of argument, find details, perceive logical relationships between particular parts and ideas of the text and paraphrase selected passages. |
| The content of the course: main topics and key ideas | The course is devoted to the reading of excerpts of three books written by some of the most outstanding and critically engaging scholars of today. The three chosen books deal with issues such as imperialism, sociality, love, racism, violence and the body, and thus touch upon some of the most significant and pressing concerns of contemporary world. Hoping to bring some of these issues, and the various theoretical approaches through which they are tackled, to the attention of the students, this |

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| | course is also meant to make students more familiar with the winding paths of what gets called today critical theory and thus "tame" the usually rather difficult theoretical discourse. |
| Didactics methods | Discussion-based seminar seminar |
| Course requirements | presentation/attendance/homework/exam |
| Literature (basic and supplementary) | 1. Sharon P. Holland, *The Erotic Life of Racism* (excerpt) <br> 2. Elizabeth Povinelli, *The Empire of Love* (excerpts) <br> 3. Rob Nixon, *Slow Violence* (excerpts) |
| The effects of the education <br> - knowledge <br> - skills <br> - social competences | Knowledge: the student knows the importance and usefulness of academic texts <br> Skills: the student recognizes and can successfully deal with a text of academic nature <br> Social competence: the students knows how to behave in a group and how to cooperate with others |

| The title of the course | **Academic Writing** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) |
| Semester | Winter/summer |
| The form of classes and number of hours | 180 contact hours; class workshops |
| Language of instruction | English |
| The number of ECTS | 10 |
| Teacher | Mgr. Y. Tamezoujt |
| The aims of the course (maximum 500 characters) | The general objectives of the course are: <br> -to write effective short expository and argumentative essays <br> -to initiate English philology students to writing research papers. |
| The content of the course: main topics and key ideas | -The parts of speech in English <br> -The clause and the sentence. <br> -sentence structure :types of sentences in English: simple; compound, complex; compound-complex. <br> -punctuation <br> -paragraph structure: Topic sentence; supporting sentences; concluding sentence. <br> -coordination <br> -subordination <br> -essay structure: Introduction; body paragraphs; conclusion; thesis statement; topic sentences; supporting sentences; concluding paragraph. <br> -coherence <br> -coherence <br> -pattern of essay organization: chronological order; logical division/classification; compring/contrasting; cause and effect; opinion. <br> -using outside references: quoting; summarizing; paraphrasing; using the library and the internet <br><br> Topics for writing are based on current topics of interest |
| Didactics methods | Step by step process method. The paragraph and essay forms are broken down into small learnable parts. The students learn and work-individually and/or in teams of two or more- on each part before going on to the next one . After each part is presented, it is repeated again in the subsequent lesson until , finally, the parts become a whole –the paragraph or the essay. |
| Course requirements | -written assignments: Three five to seven paragraphs –long essays of about 500 words – <br> -regular attendance . |

| | -class participation |
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| Literature (basic and supplementary) | 1. Oshima, Hogue(2006) *Writing Academic English*, fourth edition<br>2. Hartley, J.(2008) *Academic Writing and Publishing. A Practical Handbook.*<br>3. Masterton, *Graham Rules of Writing* http://www. Grahammasterton.co.uk/rulesofwriting.html<br>4. Moore, Cassel (2011*). Techniques for College Writing* |
| Learning Competencies<br>- knowledge<br>- skills<br>- social competences | Knowledge;<br>-Understand the writing process: generating ideas, organizing ideas, drafting, revising and editing<br>-understand the basic structure of an essay, including the difference between introductory/concluding paragraphs and body paragraphs<br>- demonstrate how to distinguish between general ideas, specific evidence and analysis of evidence and to apply the distinction to one own writing<br><br>Skills:<br>-demonstrate a variety of organizational strategies at the paragraph and the essay level, such as compare and contrast, cause and effect, exemplification, classification/division.<br>–be able to produce essays containing a variety of sentence lengths and structures, including complex sentences.<br>-be able to maintain focus and coherence for essays of 400 to 600 words, including thesis statement and transitions.<br>-be able to edit one's own writing for mechanical and grammatical errors.<br><br>Social competences:<br>-be able to work individually and in team settings<br>-demonstrate a working appreciation of academic writing as a useful skill for both professional and social communication. |

| The title of the course | **Writing Academic Texts** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Postgraduate (MA) |
| Semester | Winter, summer |
| The form of classes and number of hours | workshops |
| Language of instruction | English |
| The number of ECTS | |
| Teacher | Tatiana Szczygłowska |
| The aims of the course (maximum 500 characters) | The aim of the course is to master various types of writing skills, including those necessary to write short paragraphs as well as the ones needed to write longer essays. Attention is generally devoted to a selection of advanced writing techniques necessary to present and organize thoughts in academic papers. |
| The content of the course: main topics and key ideas | 1) The structure of a paragraph:<br>- topic sentence,<br>- supporting sentences,<br>- concluding sentence.<br><br>2) Short paragraphs:<br>- descriptive,<br>- process and procedure,<br>- example,<br>- classifying and categorizing,<br>- comparison and contrast,<br>- cause and effect.<br><br>3) Longer essays:<br>- popular descriptive essays,<br>- narratives,<br>- popular discursive essays,<br>- writing critically,<br>- reviews of books, films, etc.<br><br>4) Other text types:<br>- introductory and concluding paragraphs<br>- definitions (formal, extended)<br>- summary<br>- descriptions of tables, figures, diagrams<br>- annotated paragraph<br>- reports (survey, proposal, informative, assessment) |

| | 5) Writing assignments |
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| Didactics methods | Presentation techniques: mini-lectures combined with class discussion |
| | Student-centred activities under the guidance of the lecturer |
| Course requirements | Attendance |
| | Successful completion of five writing assignments |
| Literature (basic and supplementary) | <u>Basic</u> |
| | Cory, H. 1999. *Advanced Writing with English in Use CAE*. OUP. |
| | Evans, V. 2000. *Successful Writing* Proficiency. Express Publishing. |
| | Oshima, A., Hogue, A. 2006. *Writing Academic English*. Longman. |
| | Savage, A., Shafiei, M. 2005. *Effective Academic Writing 2: The Short Essay*. OUP. |
| | Savage, A., Shafiei, M. 2007. *Effective Academic Writing 1: The Paragraph*. OUP. |
| | <u>Supplementary</u> |
| | Arnaudet, M.L., Barret, M.E. 1984. *Approaches to Academic Reading and Writing*. Prentice Hall Inc. |
| | Gillett, A., Hammond, A., Martala, M. 2009. *Successful Academic Writing*. Longman. |
| | Oshima, A., Hogue, A. 2007. *Introduction to Academic Writing*. Longman. |
| | Swales, J., Feak Ch. 2004. *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press. |
| | Wallwork, A. 2011. *English for Writing Research Papers*. Springer. |
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | Knowledge:<br>A student knows and understands various forms and structures of written papers of different length. |
| | Skills:<br>A student uses advanced writing techniques necessary to present and organize thoughts in academic papers. |
| | Social skills:<br>A student understands the necessity to constantly update their knowledge and skills |

| | related to the writing of various text types in the English language. |
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| The title of the course | **A History of American Literature** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) |
| Semester | Winter/summer |
| The form of classes and number of hours | Lectures/seminars |
| Language of instruction | English |
| The number of ECTS | 8 |
| Teacher | Anita Jarczok (PhD) |
| The aims of the course (maximum 500 characters) | The module introduces students to some major texts and issues involved in the literature of the United States. Students will get familiar with a broad range of texts, including poems, short stories, novels, and autobiography, as well as with some key literary movements, such as realism, modernism, or postmodernism. Students will also learn how literature reflects social and historic development of the USA. |
| The content of the course: main topics and key ideas | First term:<br>1. Introductory lecture – Problems connected with studying literature. Advantages and disadvantages of 'survey modules'. Overview of the module.<br>2. Native American Oral Tradition.<br>3. Colonial and Revolutionary Period.<br>4. Puritanism.<br>5. American Myths and the Early National Period.<br>6. Transcendentalism.<br>7. Abolitionism and feminism. Pro-abolitions versus pro-slavery texts. Afro-American writings. Women Writers of the first half of the 19th Century.<br>8. Regionalism.<br>9. Realism and Naturalism.<br>10. Women's Writers of the second half of the 19th century<br>11. Between Victorianism and Modernism.<br><br>Overview of the second term: 20th century<br>1. Modernism. Making it New.<br>2. Lost Generation<br>3. Modernism II<br>4. Harlem Renaissance.<br>5. Beat writers.<br>6. Women writers of the 1960s/1970s.<br>7. Ethnic writings.<br>8. Contemporary literature. |
| Didactics methods | Lecture, discussion, essay writing, presentation |
| Course requirements | Exam/presentation/attendance/seminar paper |

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| Literature (basic and supplementary) | Basic Literature:<br>1. Baym, Nina et al. *The Norton Anthology of American Literature*. Norton and Company: 2007.<br>2. Gray, Richard. *A History of American Literature*. Wiley-Blackwell, 2nd ed: 2011.<br>3. Ruland, Richard and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. London: Penguin Books: 1992.<br>4. Showalter, Elaine. *A Jury of Her Peers: American Women Writers*. Virago: 2009.<br>5. Original texts – novels, short stories, essays, poems. For the detailed reading list contact the lecturer at: anitajarczok@wp.pl |
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | Knowledge<br>Students acquire knowledge of 'key' American authors and texts and demonstrate an understanding of specific genres and themes in American literature.<br>Skills<br>Students demonstrate an ability to analyse literature of different historical periods and to relate its concerns to cultural and socio-historical context.<br>Social competences<br>Student understand the necessity to constantly update their knowledge and skills. |

| The title of the course | **Contemporary Theories of Literature and Culture** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Postgraduate (MA) |
| Semester | Summer |
| The form of classes and number of hours | Lectures |
| Language of instruction | English |
| The number of ECTS | 4 |
| Teacher | Anita Jarczok (PhD) |
| The aims of the course (maximum 500 characters) | The purpose of this module is to familiarise students with the contemporary theories of literature and culture in order to provide them with necessary tools that will enable them to better appreciate and analyse literary texts and cultural phenomena. |
| The content of the course: main topics and key ideas | 1. New Criticism and Formalism<br>2. Structuralism<br>3. Poststructuralism<br>4. Psychoanalysis<br>5. Marxism<br>6. Feminisms<br>7. Queer and Gender theories<br>8. New Historicism<br>9. Postcolonial theories |
| Didactics methods | Lecture/discussion/analysis of the texts and cultural phenomena |
| Course requirements | Exam/attendance |
| Literature (basic and supplementary) | Basic Literature:<br>1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2009.<br>2. Culler, Jonathan. *Literary theory: A Very Short Introduction*. Oxford: Oxford University Press, 2011.<br>3. Leitch, B. Vincent. *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton, 2001.<br>Supplementary Literature:<br><br>1. Castle, Gregory. *The Blackwell Guide to Literary Theory.* Oxford: Blackwell, 2007.<br>2. Rivkin, Julie and Michael Ryan. *Literary Theory: An Anthology*. Oxford: Blackwell, 2004. |

| The effects of the education | Knowledge |
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| - knowledge<br>- skills<br>- social competences | Students  acquire knowledge of major literary and cultural theories.<br>Skills<br>Students develop the ability to analyse critically literature and culture.<br>Social Competences<br>Students understand the necessity to constantly update their knowledge and skills connected with the analysis of various texts and phenomena. |

| The title of the course | **Contemporary theories of linguistic research / Practical applications of contemporary linguistic theories** |
|---|---|
| Faculty | [Faculty of Humanities and Social Sciences](#) |
| The level of studies | Postgraduate (MA) |
| Semester | Summer |
| The form of classes and number of hours | Lectures, 30 teaching hours |
| Language of instruction | English |
| The number of ECTS | 4 |
| Teacher | Dorota Chłopek |
| The aims of the course (maximum 500 characters) | The main aim of the course is to develop student's knowledge, abilities and competences essential for translators in rendering L1 text into L2 text using the resource material of L2 corpora, with view of encyclopedic nature of meaning against its referential interpretations. This entails perceiving language as a system of constructions of *varying degrees of complexity*, i.e. *symbolic assemblies*, *abstracted from situated instances of language use*, reflected by the corpora. Students receive insight into cognitive approaches to language against formal linguistic theories. |
| The content of the course: main topics and key ideas | **The course covers the following topics**: 1. The notions of *diachrony* and *synchrony* – setting in time and distinguishing between the two notions through reference to historical context 2. Reference to semiotics and linguistic *signs* within different perspectives on language 3. *Objectivism* v *Experientialism* – explaining methods of contemporary theories on language, formal or standard and cognitive 4. Structural and descriptive linguistics – an overview 5. Functional approaches to language – selected schools, main assumptions 6. Formal autonomous linguistics – from Chomsky's transformational generative theory to the minimalist theory 7. The notion of *categorization* in autonomous linguistics and cognitive linguistics, respectively 8. The notion of *definitional*, *referential* meaning, in autonomous linguistics, the notion of *encyclopedic* meaning in cognitive linguistics 9. Cognitive linguistics as non-autonomous: the main commitments and the leading theses 10. Approaches to grammar in cognitive linguistics – |

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| | a sketch of construction grammars<br>11. Ronald Langacker's *Cognitive Grammar*: the *symbolic thesis*, the *usage-based thesis*, and *valency* in language<br>12. Leonard Talmy's approach to grammar – language as a *conceptual structuring system*<br>13. Semantics in Cognitive Linguistics: the notions of *domains* and *interpretational frames* in meaning construction (related to the theories of *scripts*, *scenarios*, and *frames* in functional linguistics)<br>14. The main theories in cognitive semantics, the theory of *conceptual metaphor and metonymy* by George Lakoff and Mark Johnson, the theory of *conceptual blends* by Mark Turner and Gilles Fauconnier, the *force dynamics system* by Leonard Talmy, in relation to selected constructions accessed through different corpora of the English language<br>15. The main internet corpora of the English language – selected examples of linguistic constructions in statistical analysis, synthesis and generalization |
| Didactics methods | Elements of lecture, power-point presentations of relevant input (with the use of internet database of selected corpora of the English language), class discussions, presentation assignments for students |
| Course requirements | **Requirements and evaluation criteria**:<br>- <u>attendance/class participation</u> – maximum 2 absences from lectures, in both cases, a sick note is required;<br>- <u>active participation in class discussions</u> based on reading assignments for students and the knowledge gained during the lectures (together with attendance = 12,5%);<br>- <u>successful completion of a presentation assignment</u> related to the contents of the course ( an obligatory summary in WORD-file format of more than 500 words – 1 point; speaking – max. 3 points; clear explanation and logical structure – max. 3 points; correct grammar – max. 2 points; terms or glossary – max. 1 point) = 12,5%;<br>- a <u>written mid-semester test</u> (=25%);<br>- an <u>overall written final exam test</u> (=50%) |
| Literature (basic and supplementary) | **Basic Literature**:<br>1) Arnoff, M., Rees-Miller, J. (2004 [2000]). *The Handbook of Linguistics*. Blackwell Publishing.<br>2) Geeraerts, D., Ed. (2006). *Cognitive Linguistics*: *Basic Readings*. Mouton de Gruyter.<br>3) Gentner, D., Goldin-Meadow, S., Eds. (2003). *Language Mind*: *Advances in the Study of Language and Thought*. The MIT Press.<br>4) Jackendoff, R. (2012). *A User's Guide to Thought and Meaning*, OUP. |

5) Lakoff, G. (1987). *Women, Fire, and Dangerous Things*. *What Categories Reveal about the Mind*. The University of Chicago Press.
6) Langacker, R. W. (2008). *Cognitive Grammar. A Basic Introduction*. OUP.
7) Taylor, J. (2004). *Linguistic Categorization*. OUP.
8) Taylor, J, R. (2003 [2002]). *Cognitive Grammar*. OUP.

**Supplementary and Optional Literature**:
1) Brugman, C. M. (1988 [1981]) *The Story of Over*: *Polysemy, Semantics, and the Structure of the - Lexicon*. New York and London: Garland Publishing, Inc.
2) Coulson, S. (2000). *Semantic Leaps*. CUP.
3) Croft, W. (2001). *Radical Construction Grammar*. *Syntactic Theory in Typological Perspective*. OUP.
4) Croft, W. and Cruse, D. A. (2004). *Cognitive Linguistics*. CUP.
5) Cruse, D. A. (2004). *Meaning in Language*: *An Introduction to Semantics and Pragmatics*. OUP.
6) Crystal, D. (1997 [1987]). *The Cambridge Encyclopedia of Language*. CUP.
7) Chłopek, D. (2014). 'Semantic PATH – Cognitive Linguistic Comparison – English vs Polish*. ATH.
8) Dancygier, B. and Sweetser, E. (2009 [2005]). *Mental Spaces in Grammar: conditional constructions*. CUP.
9) Dik, S. C.; edited by Kees Hengeveld. (1997). *The Theory of Functional Grammar*. Part 1: *The Structure of the Clause*. Mouton de Gruyter.
10) Dik, S. C.; edited by Kees Hengeveld. (1997). *The Theory of Functional Grammar*. Part 2: *Complex and Derived Constructions*. Mouton de Gruyter.
11) Fodor, J. A., Katz, J. J., Eds. (1964). *The Structure of Language: Readings in the Philosophy of Language*. Prentice-Hall, Inc.
12) Evans, V. (2007). *A Glossary of Cognitive Linguistics*. Salt Lake City: The University of Utah Press.
13) Evans, V., Green, M. (2007 [2006]). *Cognitive Linguistics – An Introduction*. Edinburgh University Press.
14) Fauconnier, G. (1994). *Mental Spaces. Aspects of Meaning Construction in Natural Language*. CUP.
15) Fauconnier, G. (2006 [1997]). *Mappings in Thought and Language*. CUP.
16) Fauconnier, G. and Turner, M. (2002). *The Way We Think*: *Conceptual Blending and the Mind's Hidden Complexities*. New York: Basic Books.
17) Firbas, J. (2006 [1992]). *Functional sentence perspective in written and spoken communication*.

In: *Studies in English language* 3. CUP.
18) Goldberg, A. E. (1995). *Constructions: A Construction Grammar Approach to Argument Structure*. Chicago University Press.
19) Goldberg, A. E. (2006). *Constructions at Work. The Nature of Generalization in Language*.OUP.
20) Herskovits, A. (2009 [1986]). *Language and Spatial Cognition. An interdisciplinary study of the prepositions in English*. CUP.
21) Jackendoff, R. (1983). *Semantics and Cognition*. The MIT Press.
22) Jackendoff, R. (2002). *Foundations of Language*. OUP.
23) Johnson, M. (1990 [1987]). *The Body in the Mind. The Bodily Basis of Meaming, Imagination, and Reason*. The University of Chicago Press.
24) Kalisz, R. (2001). *Językoznawstwo kognitywne w świetle językoznawstwa funkcjonalnego*. Wydawnictwo Uniwersytetu Gdańskiego.
25) Kleiber, G. (2003 [1990]). *Semantyka prototypu. Kategorie i znaczenie leksykalne*. Trans. B. Ligara, Universitas.
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| The effects of the education<br>- knowledge<br>- skills<br>- social competences | - **The effects of the education in the area of knowledge**<br>P_W13 – The student has knowledge from the area of contemporary linguistic theories and their possible practical applications within applying specific linguistic methodologies to translation.<br><br>- **The effects of the education in the area of skills**<br>P_U04 – The student has the skills of creating coherent statements in the area of communication situations referring to different perspectives within the contemporary linguistic theories, approaches to |
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| | language, and other philological sciences.<br><br>- **The effects of the education in the area of social competences**<br>P_K01 – The students are conscious of the multidisciplinary nature of human language, they understand the necessity of raising their knowledge from the areas of linguistics and philosophy of language. |
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| The title of the course | **Practical English - Grammar** |
| --- | --- |
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) |
| Semester | Winter/summer |
| The form of classes and number of hours | Seminars 75 hours |
| Language of instruction | English |
| The number of ECTS | 8 |
| Teacher | Anita Jarczok PhD, Monika Marek MA |
| The aims of the course (maximum 500 characters) | The main aim is to revise, consolidate and expand on the students' knowledge of the English grammar and skills at using its rules |
| The content of the course: main topics and key ideas | The main topics include: tenses, modal verbs, conditionals, passive voice, reported speech, sequence of tenses, articles and nouns. |
| Didactics methods | Text analysis, individual and group work, discussion |
| Course requirements | Exams / tests /attendance / participation in discussions / written assignments |
| Literature (basic and supplementary) | Basic: <br> 1. Hewings, Martin (2004) *Advanced Grammar in Use*: Cambridge University Press. <br> 2. A.J. Thomson, A.V. Martinet *A Practical English Grammar*: Oxford University Press. <br> 3. A.J. Thomson, A.V. Martinet *A Practical English Grammar Exercises* : Oxford University Press. <br> 4. Vince, Michael. *Advanced Language Practice.* Macmillan. <br> 5. Various texts for analysis of examples of usage of specific grammar rules. <br> Supplementary: <br> 1. A comprehensive grammar of the English language / Randolph Quirk [et al.] Harlow : Longman, 2007. <br> 2. Sentence essentials : a grammar guide / Linda Wong. - Boston ; New York : Houghton Mifflin, 2002. <br> 3. Sentence essentials : a grammar guide / Linda Wong. - Boston ; New York : Houghton Mifflin, 2002. <br> 4. A student's English grammar workbook / Sylvia Chalker. - 13th impr. - Harlow : Longman, 2007 <br> 5. Exploring grammar in context : [grammar reference and practice upper-intermediate and advanced] / Ronald Carter, Rebecca Hughes, Michael McCarthy. - Cambridge : Cambridge |

| | University Press, 2001 |
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| The effects of the education<br>  - knowledge<br>  - skills<br>  - social competences | K_01 basic knowledge of the system of the English grammar and grammatical terminology<br>S_01 skills necessary to identified the structures discussed and to analyse their usage<br>SC_01 awareness of the necessity to continue study and work on grammatical competence |

| The title of the course | **A Survey of English Literature** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) |
| Semester | Summer |
| The form of classes and number of hours | Lecture |
| Language of instruction | English |
| The number of ECTS | 8 |
| Teacher | Ewa Macura-Nnamdi (phd) |
| The aims of the course (maximum 500 characters) | The aim of the course is to introduce students to the basic facts and events of English literature, beginning with the Enlightenment and ending with the Victorian period. We will look at the history of English literature chronologically, paying attention to the most important writers, works and issues of each literary period. We will also briefly discuss trends and movements most characteristic of a given era. |
| The content of the course: main topics and key ideas | The Enlightenment:<br>    a. Augustan/neoclassical poetry<br>    b. Prose<br>    c. The novel (including the Gothic)<br>Romanticism:<br>    a. Romantic poetry<br>    b. Wordsworth and Coleridge<br>    c. The novel<br>The Victorian Era:<br>    a. The novel<br>    b. Charles Dickens<br>    c. Poetry |
| Didactics methods | lecture |
| Course requirements | tests/attendance/exam |
| Literature (basic and supplementary) | *The Routledge History of Literature in English: Britain and Ireland* (Ronald Carter)<br><br>Optional: *A History of English Literature* (Michael Alexander) |
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | Knowledge: the student has the basic knowledge of the history of English literature, including literary periods, writers and their work<br>Skills: the student knows how to select information and present it in a coherent and comprehensive way<br>Social competence: the students realizes the necessity of broadening and supplementing his knowledge |

| The title of the course | **INTEGRATED SKILLS – reading and speaking comprehension** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) |
| Semester | Winter/summer |
| The form of classes and number of hours | Workshop |
| Language of instruction | English |
| The number of ECTS | 10 |
| Teacher | Monika Marek MA |
| The aims of the course (maximum 500 characters) | The main objective of the course is a simultaneous and synchronized development of students' language skills with special emphasis laid on practical skills of reading, listening and speaking comprehension. |
| The content of the course: main topics and key ideas | The course covers the following areas: **Reading** - texts come from a range of different sources and are written for different purposes. They test various aspects of reading, including the use of vocabulary in context, such as idioms and collocations, understanding detail, opinion and attitude, text organisation and structure, global meaning and main idea. **English in Use** - reviewing rules of grammar in a form of tests ( multiple choice cloze tests, open cloze tests, error correction tests, word – formation) transformations and other practical exercises. **Listening** – all different forms of listening tasks. **Speaking** - varied forms ranging from talking in pairs or groups to presenting individual ideas. |
| Didactics methods | - Communicative language teaching- individual work as well as work in groups, conversations, reading and listening comprehension. |
| Course requirements | - written and oral tests<br>- attendance and active participation<br>- exam at the end of winter term |
| Literature (basic and supplementary) | **Basic:**<br>- John & liz Soars, New Headway. Upper – Intermediate. Fourth Edition.Oxford.<br>- May, P., Towards Proficiency. Student's Book. OUP<br>- Gude, K, Duckworth Proficiency Masterclass. New Edition. Student's Book. Oxford.<br>- McCarthy, M. & O'Dell, F., English Vocabulary in Use. Upper-intermediate/Advanced. CUP, 2007.<br>- McCarthy, M. & O'Dell, F., English |

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| | Collocations in Use. CUP, 2007 [2005]. |
| | **Supplementary:**<br>- MacAndrew, R., & Martinez, R., Taboos and Issues – photocopiable lessons on controversial topics. Thomson-Heine.<br>- Skipper, M., Advanced grammar and vocabulary. Express Publishing, 2002.<br>- Thomas, B. J., Advanced Vocabulary and Idiom. Longman.<br>- McCarthy, M. & O'Dell, F., English Idioms in Use. CUP, 2008 [2002].<br>- Side and Wellman, Grammar and Vocabulary for Cambridge Advanced and Proficiency. Longman |
| The effects of the education<br>knowledge<br>skills<br>social competences | KNOWLEDGE<br>The graduates present the knowledge of English language at the C2 level of the Common European Framework of Reference for Languages and are well-prepared to continue their studies at MA level.<br>SKILLS<br>Their skills allow them to apply their knowledge and ability of language in different fields of academic and social life.<br>SOCIAL COMPETENCES<br>They can solve professional problems, gather, process and transfer information and participate in team work, understand with ease virtually everything heard or read. |

| The title of the course | **Integrated English Skills** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Postgraduate (MA) |
| Semester | Winter/summer/winter |
| The form of classes and number of hours | Workshops |
| Language of instruction | English |
| The number of ECTS | 10 |
| Teacher | Anita Jarczok (PhD) |
| The aims of the course (maximum 500 characters) | The main objective of this course is to improve students' language skills with a special focus on listening and reading comprehension as well as on speaking. |
| The content of the course: main topics and key ideas | Students read a wide variety of texts taken from American and British newspapers and magazines. They watch or listen to original recordings, such as TV/radio news, fragments of various TV/radio programmes, films, and video clips. They discuss variety of topics thus developing their register related to work, health and lifestyle, relationships, social issues, crime and punishment. |
| Didactics methods | Discussion/Text analysis/Role plays |
| Course requirements | Attendance/tests/homeworks |
| Literature (basic and supplementary) | Basic Literature: Students work on original texts and videos taken from British and American media. Supplementary Literature: 1) Evans, V. *CPE Listening and Speaking Skills*, Express Publishing. 2) Harrison, M. 2001. *CPE: Practice Tests,* Oxford: OUP. 3) Misztal, Mariusz. Tests in English: Thematic Vocabulary, WSiP. 4) Side, R. and G. Wellman, 2002. *Grammar and Vocabulary for Cambridge Advanced and Proficiency*. Harlow: Longman. |
| The effects of the education - knowledge - skills - social competences | KNOWLEDGE Students possess near native fluency in English. SKILLS Students can apply their English skills in their work environment. SOCIAL COMPETENCES They can solve professional problems. They can gather, process and transfer information and participate in team work. |

| The title of the course | **The interpretation of literary texts** |
| --- | --- |
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) |
| Semester | Winter |
| The form of classes and number of hours | 30 laboratories/seminars |
| Language of instruction | English |
| The number of ECTS | 4 |
| Teacher | Anna Pełczyńska, PhD |
| The aims of the course (maximum 500 characters) | The aims of the course are as follows: - to make students aware of the essence of interpretation - to make students acquainted with the variety of approaches to interpretation - to generate students' own ideas concerning literary texts. |
| The content of the course: main topics and key ideas | Students are acquainted with the basic methods and strategies of interpreting literary texts. The definition of interpretation is introduced and discussed. The basic elements of hermeneutics are introduced and discussed. The structure of the analysis of literary text is given. Then students are given the selected literary texts. First poetry is discussed as a more concise form. The most interesting details concerning the chosen works of literature are mentioned. Then students are encouraged to express ideas about the text and support them with relevant quotations. The same procedure is applied to the interpretation of short stories and / or fragments of novels. Main topics: 1. Introduction to interpretation. 2. Basic literary terms applied in analysis. 3. New Criticism- introduction. 4. The chosen aspects of hermeneutics. 5. Interpretation and analysis of selected literary texts. |
| Didactics methods | discussion |
| Course requirements | test, a paper |
| Literature (basic and supplementary) | Basic reading: 1. Eliot, T.S. *The Metaphysical poets*, *Tradition and the Individual Talent*: http://www.bartleby.com/200/sw4.html 2. "The Genres of Literary Criticism and Scholarship": 148 - 165 w: Turco, L. *The Book of Literary Terms,* University Press of New England, 1999, fragmenty 3. Szondi, P. (1995). *Introduction to literary* |

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| | *hermeneutics*, <u>wybrane fragmenty</u>: Cambridge University Press<br>4. Selected literary texts.<br><br>*Supplementary reading:*<br><br>1. Longxi, Z. (1992). *The Tao and the Logos: Literary Hermeneutics*, *East and West* Duke University Press<br>2. *Modern Criticism and Theory. A Reader,* ed. David Lodge, Longan, London New York 1988.<br>3.Northrop Frye, <u>Anatomy of criticism : four essays,- Princeton : Princeton University Press, 1990</u><br>4. A. Ghasemi, M. Taghinejad, 1 2 2 A. Kabiri and 1M. Imani (2011) Ricoeur's Theory of Interpretation:A Method for Understanding Text (Course Text): |
| The effects of the education<br>• knowledge<br>• skills<br>• social competences | Knowledge:<br> Students are acquainted with the basic methods and strategies of interpreting literary texts<br><br>Skills:<br>Students can interpret a chosen literary text on their own<br><br>Social competences:<br> Students are aware of the necessity of extending their knowledge and competence |

| The title of the course | **Language acquisition** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | undergraduate (BA) |
| Semester | summer |
| The form of classes and number of hours | 30 lectures |
| Language of instruction | English |
| The number of ECTS | 2 |
| Teacher | Barbara Loranc-Paszylk PhD |
| The aims of the course (maximum 500 characters) | The aim of the course is to introduce students to the most important theories of acquiring, learning and teaching foreign languages and to discuss their applications for methods and techniques used in the classroom. The course also aims to develop students' skills to analyse and evaluate selected models and methods of teaching foreign languages and to encourage the students to explore specialist literature on SLA. |
| The content of the course: main topics and key ideas | 1.Key theories in SLA. 2.Approaches to language acquisition: behavioural/nativist/cognitive/social interactionist. 3. First language acquisition. Biological and psychological foundations of learning: language processing areas/memory/mental processing. Bilingualism, multilingualism 4. Individual learner differences: age/general intelligence and language aptitude/cognitive styles/personality/motivation and attitude/learning strategies. 5/6. Models of second language acquisition: Krashen's monitor model/ Anderson's adaptive control of thought model / connectionist model/ acculturation model and nativization model/ Gardner's socio-educational model. 7. Revision of the methods of teaching foreign languages |
| Didactics methods | Interactive lecture, multimedia presentations |
| Course requirements | Attendance and final test |
| Literature (basic and supplementary) | P.M. *Lightbown*, N. *Spada, (1999). How Languages Are Learned*. OUP R.Mitchell & F. Myles, (2004). *Second Language Learning Theories.* Hachette, UK Brown, H. D. (2000) *Principles of Language Learning and Teaching.* White Plains, NY: Longman. VanPatten, B., Williams, J. (2007). Theories in Second Language Acquisition: An Introduction. New Jersey: Lawrence Erlbaum Associates. Inc. Ellis, R. (1994) *Understanding Second Language Acquisition. .* Oxford: Oxford |

| | University Press. |
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| The effects of the education<br>- knowledge<br>- skills<br>- social competences | The student will develop knowledge about the theories and processes of acquiring, learning and teaching foreign languages;<br>The student will develop skills necessary for describing and evaluating theories and processes of acquiring, learning and teaching foreign languages;<br>The student will be able to recognize opportunities and limitations resulting from his/her language competence with respect to the theories of learning and teaching. |

| The title of the course | **Introduction to Literary Theory** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) |
| Semester | Summer |
| The form of classes and number of hours | Lectures |
| Language of instruction | English |
| The number of ECTS | 8 |
| Teacher | Anita Jarczok (PhD) |
| The aims of the course (maximum 500 characters) | The purpose of this module is to introduce students to the scholarly study of literature. It will provide them with necessary tools that will enable them to better appreciate and analyse literary texts. |
| The content of the course: main topics and key ideas | 1. "What is Literature and Does it Matter?" What is theory?<br>2. Genre, text, discourse. Primary and secondary sources.<br>3. Major literary genres: fiction, poetry, drama – an overview<br>4. Poetics, rhetoric, hermeneutics<br>5. Basic concepts of literary analysis I<br>6. Basic concepts of literary analysis II: Theme, motif, setting, style (simile, metaphor, metonymy, alliteration etc.) (<br>7. Different approaches to texts Poetry<br>8. Drama<br>9. Fiction<br>10. Various schools of criticism (Marxism, Psychonalysis, Feminism etc.) |
| Didactics methods | Lecture, discussion |
| Course requirements | Exam/presentation/attendance/seminar paper |
| Literature (basic and supplementary) | Basic Literature:<br>4. Baldick, Chris. *The Concise Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 1991.<br>5. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2009.<br>6. Culler, Jonathan. *Literary theory: A Very Short Introduction*. Oxford: Oxford University Press, 2011.<br>7. Diniejko, Andrzej. *Introduction to the Study of Literature in English*. Kielce: Wydawnictwo Akademii Świętokrzyskiej, 2004.<br>8. Klarer, Mario. *An Introduction to Literary Studies*. London: Routledge, 2004. |

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| | Supplementary Literature:<br><br>1. Bennet Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. London: Pearson Longman, 2009.<br>2. Gilbert, Sandra M. and Susan Gubar. *Feminist Literary Theory and Criticism*. A Norton Reader. New York: W.W. Norton Company, 2007.<br>3. Guerin, Wilfred L. et all. *A Handbook of Critical Approaches to Literature*. New York: Oxford University Press, 2005. |
| The effects of the education<br>   - knowledge<br>   - skills<br>   - social competences | Knowledge<br>Students acquire knowledge of literary genres, styles, basic concepts of literary analysis and major critical schools.<br>Skills<br>Students develop the ability to appreciate literature and to analyse it critically.<br>Social Competences<br>Students understand the necessity to constantly update their knowledge and skills connected with the analysis of various texts. |

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|---|---|
| The title of the course | **Teaching Content and Language Integrated Learning** |
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | Undergraduate (BA) |
| Semester | winter |
| The form of classes and number of hours | Seminar classes/workshops |
| Language of instruction | English |
| The number of ECTS | 3 |
| Teacher | Barbara Loranc-Paszylk PhD |
| The aims of the course (maximum 500 characters) | The aim of the course is to introduce students to developing the skills of planning and designing curriculum as well as didactic materials tailored for teaching pupils in the kindergarten and primary school classrooms within the framework of Content and Language Integrated Learning. |
| The content of the course: main topics and key ideas | Theoretical Framework for CLIL 4 Cs conceptual Framework; BICS and CALP; Designing CLIL curriculum Designing CLIL teaching materials Microteaching |
| Didactics methods | Interactive workshops, multimedia presentations |
| Course requirements | Attendance, presentation and final test |
| Literature (basic and supplementary) | Marsh, D. (Ed.). (2002). *CLIL/EMILE – The European dimension: Actions, trends and foresight potential*. European Commision, DG EAC. Dalton-Puffer, C. (2007). *Discourse in Content And Language Integrated Learning (CLIL) Classrooms*. Philadelphia: John Benjamins. Mehisto, P., Marsh, D., & Frigols, M. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Oxford: Macmillan. Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press. Stryker, S., & Leaver, B. (Eds.). (1997). *Content-based instruction in foreign language education: Models and methods*. Washington, DC: Georgetown University Press. |
| The effects of the education<br>  - knowledge<br>  - skills | The student will develop knowledge about the theories and processes of acquiring, learning and |

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| - social competences | teaching foreign languages within the Content and Language Integrated Learning context as well as the theoretical framework for learning and teaching within the CLIL context; |
| | The student will develop skills necessary for designing and evaluating teaching materials relevant in the Content and Language Integrated Learning context ; |
| | The student will be able to recognize opportunities and limitations resulting from his/her language competence with respect to the theories learning and teaching. |

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|---|---|
| The title of the course | **Teaching foreign language skills** |
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | postgraduate (MA) |
| Semester | summer |
| The form of classes and number of hours | 30 seminar classes/workshops |
| Language of instruction | English |
| The number of ECTS | 4 |
| Teacher | Barbara Loranc-Paszylk PhD |
| The aims of the course (maximum 500 characters) | The aim of this course is to develop students' knowledge about selected aspects of EFL methodology with a particular reference to teaching receptive and productive language skills and to equipp the students with knowledge, skills and competences necessary for practical teaching of selected language skills and sub-skills, lexis, syntax and phonology. |
| The content of the course: main topics and key ideas | Teaching listening comprehension<br>Teaching speaking<br>Teaching reading comprehension<br>Teaching writing<br>Teaching pronunciation<br>Using corpora in language teaching<br>Content and Language Integrated Learning |
| Didactics methods | Interactive workshops, multimedia presentations, group work |
| Course requirements | Attendance, presentation and final test |
| Literature (basic and supplementary) | Nunan, D. 2001. ed. *Practical English language teaching*. McGraw Hill.<br>Nunan, D. 1999. *Second language teaching and learning*. Heinle & Heinle.<br>Ur P. 1996. *A course in Language Teaching*. Cambridge: CUP<br>Celce-Murcia, M. 2001. ed. *Teaching English as a second or foreign language*. Heinle & Heinle.<br>Marks, J. Bowen, T. 2012. The book of pronunciation : proposals for a practical pedagogy. Delta Publishing<br>Nation, I.S.P. and Newton, J. 2009. Teaching ESL/EFL.<br>Listening and speaking. London, New York: Routledge<br>Nunan, D. 1991. Language teaching methodology: A textbook for teachers. New York: Prentice-Hall<br>Nuttall, C. 1996. Teaching reading skills in a |

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| | foreign language. Second edition. Oxford: Heinemann<br>Ur, P. 1998. Grammar practice activities: a practical guide for teachers. Cambridge: CUP<br>Ur, P.2001. A course in language teaching: practice and theory. Cambridge: CUP |
| The effects of the education<br>- knowledge<br>- skills<br>- social competences | The student will develop knowledge about the processes of acquiring, learning and teaching of selected aspects of English language system and language skills;<br>The student will develop skills necessary for selecting, designing and evaluating didactic materials meant for learning and teaching foreign languages;<br>The student will be able to recognize his/her professional attitudes and teaching and learning styles. |

| The title of the course | **Theory of Learning and Teaching** |
|---|---|
| Faculty | Faculty of Humanities and Social Sciences |
| The level of studies | postgraduate (MA) |
| Semester | summer |
| The form of classes and number of hours | 30 lectures |
| Language of instruction | English |
| The number of ECTS | 6 |
| Teacher | Barbara Loranc-Paszylk PhD |
| The aims of the course (maximum 500 characters) | The aim of the course is to introduce students to the selected theories of learning and teaching and to discuss their practical applications in diverse classrooms also in the field of foreign language teaching. The course also aims to develop students' skills to critically analyse and evaluate selected models of instructional design and methods of teaching and to encourage the students to explore specialist literature. |
| The content of the course: main topics and key ideas | 1.Approaches to learning: behavioural/cognitive/constructivist <br> 2. Biological and psychological foundations of learning: language processing areas/memory/mental processing. <br> 3. Individual learner differences: age/general intelligence/cognitive styles/personality/motivation and attitude/learning strategies. <br> 4. Instructional design |
| Didactics methods | lecture, multimedia presentations |
| Course requirements | Attendance and final (written) exam |
| Literature (basic and supplementary) | Anderson, L W, & Krathwohl D R (eds.) (2001). A *Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman <br> Bloom B S (ed.) (1956) *Taxonomy of Educational Objectives, the classification of educational goals – Handbook I: Cognitive Domain* New York: McKay <br> Brown, H. D. (2000) *Principles of Language Learning and Teaching*. White Plains, NY: Longman <br> Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press <br> Selected journal articles |

| The effects of the education<br>- knowledge<br>- skills<br>- social competences | The student will develop knowledge about the theories and models of learning and teaching with particular reference to behavioural/cognitive/constructivist approach;<br>The student will develop skills necessary for analysing and evaluating theories and processes of learning and teaching and will be able to apply a given model of instructional design to a given learning context;<br>The student will be able to recognize opportunities and limitations resulting from his/her language competence with respect to the theories of learning and teaching. |