1.	Title of the course in English	**Contemporary theories of translation/ Selected aspects of translation studies**
	Title of the course in Polish	Współczesne teorie przekładu/ Wybrane zagadnienia przekładoznawstwa
	Undergraduate/postgraduate	Postgraduate (MA)
	Semester	Winter
	Type of class	Seminar + lecture
	The number of ECTS points	4
	The main aim of the course/ the learning outcomes	The main aim of the course is to familiarize students with the most important concepts in the field of translation studies, including an outline of the history of translation studies and selected basic contemporary tendencies in translation studies. The course also aims to shape translator's awareness regarding their mediating role, responsibility for the translation choices made at all levels of the text, basic translation techniques and stages of translation, as well as the relationship between text, utterance, language and culture.
	The content of the course: main topics and key ideas	1. Definition of translation and basic terminology 2. Translation as a creative process and the result of translation 3. A brief history of translation 4. Translation and its types 5. Translation equivalence 6. Translation as a decision-making process: selected translation techniques and strategies 7. Cultural and linguistic (un)translatability 8. Domestication and foreignization in translation 9. Audiovisual translation 10. Translation vs interpretation 11. Unit of translation. 12. Research areas of Translation Studies.
2.	Title of the course in English	**Contemporary Linguistic Theories (Option 1)/ Selected elements of Cognitive Linguistics (Option 2)**
	Title of the course in Polish	Współczesne teorie językoznawcze (Opcja 1) / Wybrane zagadnienia językoznawstwa kognitywnego (Opcja 2)
	Faculty	Faculty of Humanities and Social Sciences
	The level of studies	Postgraduate (MA)
	Language of instruction	English
	Semester	Spring
	Type of class	Lectures and seminars
	The number of ECTS points	3 ECTS points

	Teacher	Dorota Chłopek
	The main aim of the course/ the learning outcomes	The main aim of the course is to develop student's knowledge, abilities and competences regarding selected elements of the achievements of autonomous and non-autonomous linguistics respectively in application to teaching and translation, in using as methodological background in the BA thesis and helpful in communication.
	The content of the course: main topics and key ideas	The main objective of the course (Option 1) is to introduce the students to the basic assumptions of the contemporary theories of linguistics: - reference to semiotics and the linguistic sign by F. de Saussure and concentrating on structural linguistics and formal semantics; - perceiving language, discourse and text within functional linguistics; - American structuralism and selected modern descriptivists; - reference to Noam Chomsky's linguistic theories; - an overview of commitments and the guiding theses of Cognitive Linguistics (CL); - approaches to grammar in CL (Langacker's Cognitive Grammar, Talmy's Concept Structuring System, Goldberg's Argument Construction Grammar) - an overview; - natural categories and meaning models in CL - an overview; - polysemy models in CL - an overview; - conceptual metaphor and metonymy - an overview; - Blending Theory - an overview ------------------- The main objective of the course (Option 2) is to introduce the students to the methodology of Cognitive Linguistics by means of selected theories on grammar and semantics, such as: - Eleanor Rosch's natural categories in three phases of the prototype approach; - an insight into the commitments and basic theses of CL; - devoting attention to Cognitive Grammar by Langacker, his semantic view on grammar through construal and the symbolic assembly; - devoting attention to Goldberg's Argument Construction Grammar in examples of selected constructions, such as the resultative construction, the WAY-construction, etc. - Talmy's bi-categorial typology in his Attentional System of language; -Talmy's grammar as Concept Structuring Systems; - Conceptual Metaphor Theory;

		- Conceptual Blending Theory; - Corpus Linguistics in developing knowledge of English, language skills and competences.
	Didactic methods	Presentation techniques: - lectures - explanation and presentation of relevant input Student-centered activities: - class and group discussions - systematic studying the subject literature - presentations
	Course requirements	Requirements and evaluation criteria: - active participation in lectures and seminars; - successful completion of two written assignments / tests (lectures) - delivering a presentation on a chosen topic (seminars) - a written test (seminars) - active participation in class discussions (seminars)
	Literature (basic and supplementary)	Basic literature (Option 1): 1. Arnoff, M., Rees-Miller, J. (Eds.) (2004/2000). *The Handbook of Linguistics*. Blackwell Publishing. 2. Fodor, J. A., Katz, J. J. (Eds.) (1964). *The Structure of Language*: *Readings in the Philosophy of Language*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 4. Aarts, B. (2018). *English Syntax and Argumentation*. Macmillan. 5. Dąbrowska, E., Divjak, D. (Eds.) (2015). *Handbook of Cognitive Linguistics*. Berlin/Boston: De Gruyter Mouton. Supplementary literature (Option 1): 1. Croft, W. (1990/2006). *Typology and Universals*. Cambridge University Press. 2. Laviosa, S., Pagano, A., Kemppanen, H., Ji, M., (2017). *Textual and Contextual Analysis in Empirical Translation Studies*. Springer. 3. Smith, N. (2005). *Chomsky: Ideas and Ideals*. Cambridge University Press. 4. Littlemore, J. (2009). *Applying Cognitive Linguistics to Second Language Learning and Teaching*. Palgrave MacMillan. 5. Tyler, A. (2012). *Cognitive Linguistics and Second Language Learning: Theoretical Basics and Experimental Evidence*. Routledge. Basic literature (Option 2): 1. Evans, V. (2019). *Cognitive Linguistics*: *A Complete Guide*. Edinburgh: Edinburgh University Press.

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2. Geeraerts, D. & H. Cuyckens (Eds). (2007). *The Oxford Handbook of Cognitive Linguistics*. Oxford: Oxford University Press.
3. Hoffmann, T. & G. Trousdale (Eds). (2013). *The Oxford Handbook of Construction Grammar*. Oxford University Press.
4. Dąbrowska, E., Divjak, D. (Eds.) (2015). *Handbook of Cognitive Linguistics*. Berlin/Boston: De Gruyter Mouton.
5. Langacker, R. W. (2017). *Ten Lectures on the Elaboration of Cognitive Grammar*. Leiden/Boston: Brill.

Supplementary literature (Option 2):
1. O'Keeffe i M. McCarthy (Eds). (2010). *The Routledge Handbook of Corpus Linguistics*. Routledge.
2. Sullivan, K. (2013). *Frames and Constructions in Metaphoric Language*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
3. Hart, C. (Ed.) (2019/2021). *Cognitive Linguistic Approaches to Text and Discourse*: *From poetics to politics*. Edinburgh University Press.
4. Littlemore, J. (2009). *Applying Cognitive Linguistics to Second Language Learning and Teaching*. Palgrave MacMillan.
5. Tyler, A. (2012). *Cognitive Linguistics and Second Language Learning: Theoretical Basics and Experimental Evidence*. Routledge.
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<td>The effects of the education
- knowledge (W)
- skills (U)
- social competences (K)</td>
<td>P_W01 extensive knowledge concerning selected linguistic theories in relation to the chosen specialization
P_U01 skills necessary to distinguish and evaluate basic processes and elements related to selected contemporary linguistic theories
P_U02 skills necessary to use the achievements of contemporary linguistic theories in translation, teaching, communication, speaking or writing, e.g. the BA thesis or the MA thesis
P_K01 awareness of the knowledge of linguistic processes and constant implementation of the skills acquired (in teaching or in translation practices), appointing directions in self-development within interdisciplinary studies</td>
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<td>Title of the course in English</td>
<td>**Contemporary Linguistic Theories (Option 1)/ Selected elements of Cognitive Linguistics (Option 2)**</td>
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<td>Title of the course in Polish</td>
<td>Współczesne teorie językoznawcze (Opcja 1) / Wybrane zagadnienia językoznawstwa kognitywnego (Opcja 2)</td>
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	The level of studies	Undergraduate (BA)
	Language of instruction	English
	Semester	Spring and winter
	Type of class	Lectures
	The number of ECTS points	2 ECTS points
	Teacher	Dorota Chłopek
	The main aim of the course/ the learning outcomes	The main aim of the course is to develop student's knowledge, abilities and competences regarding selected elements of the achievements of autonomous and non-autonomous linguistics respectively in application to teaching and translation, in using as methodological background in the BA thesis and helpful in communication.
	The content of the course: main topics and key ideas	The main objective of the course (Option 1) is to introduce the students to the basic assumptions of the contemporary theories of linguistics: - reference to semiotics and the linguistic sign by F. de Saussure and concentrating on structural linguistics and formal semantics; - perceiving language, discourse and text within functional linguistics; - American structuralism and selected descriptivists; - reference to Noam Chomsky's linguistic theories; - an overview of commitments and the guiding theses of Cognitive Linguistics (CL); - approaches to grammar in CL (Langacker's Cognitive Grammar, Talmy's Concept Structuring System, Goldberg's Argument Construction Grammar) - an overview; - natural categories and meaning models in CL - an overview; - polysemy models in CL - an overview; - conceptual metaphor and metonymy - an overview; - Blending Theory - an overview ------------------- The main objective of the course (Option 2) is to introduce the students to the methodology of Cognitive Linguistics by means of selected theories on grammar and semantics, such as: - Eleanor Rosch's natural categories in three phases of the prototype approach; - an insight into the commitments and basic theses of CL; - devoting attention to Cognitive Grammar by Langacker, his semantic view on grammar through construal and the symbolic assembly; - devoting attention to Goldberg's Argument Construction Grammar in examples of selected constructions, such as the resultative construction, the WAY-construction, etc.

		- Talmy's bi-categorial typology in his Attentional System of language; -Talmy's grammar as Concept Structuring Systems; - Conceptual Metaphor Theory; - Conceptual Blending Theory; - Corpus Linguistics in developing knowledge of English, language skills and competences.
	Didactic methods	Presentation techniques: - lectures - group discussions
	Course requirements	Requirements and evaluation criteria: - active participation in lectures; - successful completion of two written assignments / tests per one semester
	Literature (basic and supplementary)	Basic literature (Option 1): 1. Arnoff, M., Rees-Miller, J. Eds. (2004/2000). *The Handbook of Linguistics*. Blackwell Publishing. 2. Geeraerts, D., Ed. (2006). *Cognitive Linguistics*: *Basic Readings*. Mouton de Gruyter. 3. Giuffrè, Mauro. (2017). *Text Linguistics and Classical Studies Dressler and De Beaugrande's Procedural Approach*. Springer. 4. Evans, V. (2019). *Cognitive Linguistics*: *A Complete Guide*. Edinburgh: Edinburgh University Press. 5. Buckmaster, R. A. (2014). *Text Analysis and Corpus Linguistics for English Language Teachers*. Khazar Journal of Humanities and Social Sciences Vol 17, № 3 2014. (see the Internet) Supplementary literature (Option 1): 1. Littlemore, J. (2009). *Applying Cognitive Linguistics to Second Language Learning and Teaching*. Palgrave MacMillan. 2. Tyler, A. (2012). *Cognitive Linguistics and Second Language Learning: Theoretical Basics and Experimental Evidence*. Routledge. 3. Laviosa, S., Pagano, A., Kemppanen, H., Ji, M., (2017). *Textual and Contextual Analysis in Empirical Translation Studies*. Springer. 4. Jurin, S., Krišković, A. (2017). *Texts and their Usage through Text Linguistics and Cognitive Linguistics Analysis*. Faculty of Humanities and Social Sciences in Rijeka. [https://bib.irb.hr/datoteka/901959.Jurin-Kriskovic_texts_and_their_usage_09-6.pdf] 5. Holger Diessel, *The Grammar Network: How Linguistic Structure is Shaped by Language Use*, CUP 2019. Basic literature (Option 2):

		1. Evans, V. (2019). *Cognitive Linguistics*: *A Complete Guide*. Edinburgh: Edinburgh University Press. 2. Geeraerts, D. & H. Cuyckens (Ed.). (2007). *The Oxford Handbook of Cognitive Linguistics*. Oxford: Oxford University Press. 3. Hoffmann, T. & G. Trousdale (Ed.). (2013). *The Oxford Handbook of Construction Grammar*. Oxford University Press. 4. Geeraerts, D., Ed. (2006). *Cognitive Linguistics*: *Basic Readings*. Mouton de Gruyter. 5. Langacker, R. W. (2013). *Essentials of Cognitive Grammar*. Oxford: Oxford University Press. Supplementary literature (Option 2): 1. Talmy, L. (2007). Lexical Typologies. W: T. Shopen (Red.), *Language typology and Syntactic Description*, Volume III: *Grammatical categories and the lexicon* (ss. 66–168). Cambridge : Cambridge University Press. 2. Croft, W. & D. A. Cruse. (2004). *Cognitive Linguistics*. Cambridge University Press. 3. Lakoff, G. (1987). *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind*. Chicago, Ill.: The University of Chicago Press. 4. Bybee, J. (2010). *Language, Usage and Cognition*. Cambridge: Cambridge University Press. 5. Goldberg, A. E. (2006). *Constructions at Work*: *The Nature of Generalization in language*. Oxford: Oxford University Press.	
	The effects of the education - knowledge (W) - skills (U) - social competences (K)	P_W01 extensive knowledge concerning selected linguistic theories in relation to the chosen specialization P_U01 skills necessary to distinguish and evaluate basic processes and elements related to selected contemporary linguistic theories P_U02 skills necessary to use the achievements of contemporary linguistic theories in translation, teaching, communication, speaking or writing, e.g. the BA thesis or the MA thesis P_K01 awareness of the knowledge of linguistic processes and constant implementation of the skills acquired P_K02 discerning the value of the contribution of selected contemporary linguistic theories to understanding the culture of the anglophonic community and the processes with the English language as a social phenomenon	
4.	Title of the course in English	**Descriptive Grammar of the English Language**	
	Title of the course in Polish	Gramatyka opisowa języka angielskiego	
	Faculty	Faculty of Humanities and Social Sciences	
	The level of studies	Undergraduate (BA)	

	Language of instruction	English
	Semester	Spring and winter
	Type of class	Lectures and seminars
	The number of ECTS points	Semester 1 - 3 ECTS points; Semester 2 - 3 ECTS points
	Teacher	Dorota Chłopek
	The main aim of the course/ the learning outcomes	The main aim of the course is to develop student's knowledge, abilities and competences regarding morphology and syntax of the English language for lifelong use in professional activities (as teachers or translators) and in daily communication, in written texts and oral discourse.
	The content of the course: main topics and key ideas	The main objective of the course is to introduce the students to the descriptive side of English 'structures', to develop their skills within the English language system in terms of its morphology and syntax: - syntax of the English language on the basis of the other levels of the whole system, the concepts of categories and functions of particular elements of canonical English clauses (parts of speech and parts of sentences); - an overall analysis of the types of phrases in English clauses; - the English verb phrase and verb complementation types in canonical clauses; - semantics of the English verb phrase – tense, aspect and mood next to time, 'aspectuality' and modality; - the English noun phrase, focus on number, gender and case; - the determinatives in the English noun phrase; - pronouns; - the adjective phrase; - the adverb phrase; - adverbials; - prepositional phrase and semantics of selected English prepositions; - prepositions vs. verbal particles, e.g. in phrasal verbs; - the simple sentence in English, negation and ellipsis; - the complex sentences in English: coordinate and subordinate clauses; - noncanonical clauses in English.
	Didactic methods	Presentation techniques: - lectures - explanation and presentation of suitable input

		Student-centered activities: - group discussions - grammar exercises and discussions
	Course requirements	Requirements and evaluation criteria: - active participation in lectures and seminars; - successful completion of seminar assignments; - successful completion of two written tests (lecture in the winter semester; seminars in the winter semester and in the summer semester); - successful completion of a written examination test comprising the material of two semesters (lecture, at the end of the summer semester)
	Literature (basic and supplementary)	Basic literature: 1. S. Chalker, *A Student's English Grammar. Workbook*. Longman 1992/2007. 2. M. Verspoor, K. Sauter., *English Sentence Analysis. An Introductory Course*, John Benjamins Publishing Company. Amsterdam/Philadelphia 2000. 3. R. A. Close., *A University Grammar of English. Workbook*, Longman 1974. 4. S. Greenbaum, R. Quirk, *A Student's Grammar of the English Language*, Longman 1990/2007. 5. D. Biber, S. Conrad, G. Leech., *Longman Student Grammar of Spoken & Written English*. Workbook, Longman 2002. Supplementary literature: 1. B. Aarts, *English Syntax and Argumentation*, Polgrave 1997/2013. 2. R. Quirk, S. Greenbaum, G. Leech, J. Svartvik, *A Comprehensive Grammar of the English Language*, Longman 1985/2007. 3. R. Huddleston, G. K. Pullum, *The Cambridge Grammar of the English Language*, Cambridge University Press 2002. 4. D. Biber, S. Johansson, G. Leech, S. Conrad, E. Finegan, *Longman Grammar of Spoken & Written English,* Longman 1999/2007. 5. J. Yates., *The Ins and Outs of Prepositions*. Barron's, New York 1999.
	The effects of the education - knowledge (W) - skills (U) - social competences (K)	P_W01 basic knowledge of syntax and morphology of the English language P_W02 fundamental knowledge of the English language as a system serving the function of communicating ideas P_W03 basic knowledge of the terminology concerning the English syntax and morphology P_U01 skills necessary to conduct a morphological and syntactic analysis of a simple clause in the English language

		P_U02 skills necessary to identify syntactic errors in English clauses P_U03 skills necessary to use the specialistic linguistic terminology correctly P_K01 awareness of the knowledge of English grammar, of the necessity of lifelong education, e.g. by exposition to authentic use of English constructions in the corpora of the English language
5.	Title of the course in English	**Teaching language skills and systems**
	Title of the course in Polish	Dydaktyka przedmiotowa języka angielskiego
	Undergraduate/postgraduate	Undergraduate
	Semester	Spring
	Type of class	Lectures 30h + seminars 30h
	The number of ECTS points	3
	The main aim of the course/ the learning outcomes	The main aim of the course is to develop student's knowledge, abilities and competences essential to be able to teach English as a foreign language. This embraces knowledge of theoretical concepts and principles concerning the most important aspects related to foreign language teaching, with a special focus on 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 English as a foreign language. The course covers the following areas: •different approaches to teaching the language system; •individual differences in the process of SLA •main concepts from the area of teaching grammar, pronunciation, vocabulary and spelling; •designing different kinds of tasks and exercises facilitating acquisition of grammar, vocabulary, spelling and pronunciation; •identifying and defining aims of teaching the language system in different kinds of didactic contexts and for different purposes;
6.	Title of the course in English	**Practical English -Grammar**
	Title of the course in Polish	Praktyczna znajomość języka angielskiego -ćwiczenie gramatyczne
	Undergraduate/postgraduate	Undergraduate
	Semester	Winter/spring
	Type of class	seminar
	The number of ECTS points	1 semester - 2 2 semester - 3

		3 semester - 2 4 semester - 2 5 semester –3
	The main aim of the course/ the learning outcomes	The main objective of the course is to revise, consolidate and expand on the students' knowledge of the English grammar as well as to improve the skills of using its rules in practice
	The content of the course: main topics and key ideas	The main topics include: present, past and future tenses; sequence of tenses; negation and questions; passive voice, causative and get; reported speech; conditionals; the subjective and unreal uses of past forms, passive voice, causative forms, gerunds forms and infinitives; modal verbs; adjectives; adverbs; nouns and noun phrases; determiners and prepositions.
7.	Title of the course in English	**English as a foreign language, General English**
	Title of the course in Polish	Praktyczna nauka języka angielskiego, lektorat
	Undergraduate/postgraduate	postgraduate
	Semester	Winter
	Type of class	Seminar
	The number of ECTS points	4
	The main aim of the course/ the learning outcomes	The main aim of the course is to help students make rapid progress, revise the knowledge of English grammar already possessed by students, and to develop students' language skills at the B2/C1 levels. The didactic process focuses on familiarizing students with various language registers of English by working with authentic audio-visual materials, identifying existing socio-cultural differences, and on improving and expanding students' lexical resources, which will significantly affect their communicative, interpersonal and translation skills. After completing the course and confirming the achievement of the learning outcomes, the student is able to: - correctly use a wide range of vocabulary from selected thematic ranges at an intermediate and higher level; - formulate clear, correct and fluent oral statements on general topics; - read and understands authentic texts on general topics.

	The content of the course: main topics and key ideas	Vocabulary content ensures fresh, modern, international topics and idiomatic expressions in the areas of: psychology; work; leisure and entertainment; finance; traveling and tourism;
		Grammar sessions will cover: causative 'have' and 'get'; passive voice; adverbial sentences; indirect speech; mixed conditionals; subjunctive.
		The learning outcomes will be realised through the following methods:
		- designing the adjusted structured materials;
		- participating in class activities;
		- exercises developing both spontaneous and pre-prepared oral statements within defined blocks of content;
		- reading and analysing short authentic texts within defined blocks of content;
		- an exposure to a variety of FL authentic audio-visual materials.
8.	Title of the course in English	**Introduction to English Didactics**
	Title of the course in Polish	Podstawy Dydaktyki
	Undergraduate/postgraduate	Undergraduate
	Semester	Spring
	Type of class	Seminars (30 hours)
	The number of ECTS points	2 points
	The main aim of the course/ the learning outcomes	The main aim of the course is to develop student's knowledge, abilities and competencies which are considered essential to effectively teach English as a foreign language to students at various levels. This embraces knowledge of theoretical concepts and principles of teaching receptive and productive skills, as well as the possible ways of teaching grammar, vocabulary, spelling and pronunciation. Moreover, the students attending the course will learn how to assess coursebooks and other teaching materials, how to provide feedback and test the knowledge of their learners, and how to plan a successful lesson.
	The content of the course: main topics and key ideas	The following topics will be covered during the semester:
		1) Individual learner differences;
		2) Classroom dynamics and the role of culture;
		3) How to teach grammar, vocabulary and spelling;
		4) How to teach receptive and productive skills;
		5) The role of feedback and classroom management;
		6) How to assess ELT materials;
		7) How to write an effective lesson plan;
		8) New technologies in teaching;

		9) Inclusion and integration programs in modern schools;
8.	Title of the course in English	**Research Methods in Applied Linguistics**
	Title of the course in Polish	Metodologia Badań w Językoznawstwie Stosowanym
	Undergraduate/postgraduate	Undergraduate/postgraduate
	Semester	Winter (30 hours) /Spring (30 hours)
	Type of class	Seminars (15 hours) and Lectures (15 hours) in spring and winter
	The number of ECTS points	6 points/ 3 points for each semester
	The main aim of the course/ the learning outcomes	The main aim of the course is to develop student's knowledge, abilities and competencies in the area of research design. Basic concepts from the area of research methods and statistics will be introduced. At the end of the course, the students should be able to define the main aspects of the research methods as well as most common statistical analyses; they should be able to enumerate and effectively implement research design stages and strategies as well as perform basic statistical tests to analyse the results.
	The content of the course: main topics and key ideas	The following topics will be covered during the semester: 1. Research in Applied Linguistics – theoretical introduction; 2. Research Methodology vs. Research Design; 3. Qualitative Research Methods – introduction; 4. Survey and Observation; 5. Case study; 6. Quantitative Research Methods – introduction; 7. Quasi–experiments; 8. Surveys; 9. The question and the answer – Hypothesis, RQ, Variable; 10. Mixed-method Research; 11. Action research; 12. Research ethics; 13. Statistical analyses;
9.	Title of the course in English	**Classroom Management**
	Title of the course in Polish	Zarządzanie Klasą Szkolną
	Undergraduate/postgraduate	Postgraduate
	Semester	Winter semester
	Type of class	Seminars
	The number of ECTS points	3 points
	The main aim of the course/ the learning outcomes	The main objective of the course is to develop student's specialist knowledge, skills and abilities essential in managing classroom behaviour. During the course the student will learn how to create classroom conditions conducive to efficient learning; plan classroom teaching on a short-term and long-term basis; assume different roles in the classroom;

		control and manage students' behaviour; stimulate learners and, promote learner autonomy. The student will develop skills necessary to monitor the achievement of short-term and long-term didactic goals; manage classroom processes, facilitate learning, promote learner autonomy and counteract misbehaviour; communicate with the students and develop interpersonal skills; organize group work. Thus the course is aimed at equipping the learners with such skills that would allow them to effectively manage their future lesson.
	The content of the course: main topics and key ideas	The following topics will be covered during the semester: 1. Defining Classroom Management; 2. Different approaches to CM – research overview; 3. Positive Behaviour Support and Culturally Responsive Classroom; 4. The impact of Individual learner's differences on CM; 5. Motivation as a factor in managing classrooms; 6. The issue of assessment; 7. The role of a teacher in CM; 8. Legal Procedures in Poland; 9. Research on CM in Poland; 10. Defining Communication in the Classroom; 11. Defining Interaction Analysis; 12. Defining Communicative Events in the Classroom;