

Institute of English Studies

Winter semester:

Module I: “History and Culture”

Britain: In and Out of EU	30ECTS
Britain Now and Then	
Women in the history and culture of the English-speaking countries	
Thematic Vocabulary for the Study of History	
American Dream/American Nightmare	

Module I: “Linguistics”

Introduction to Morphology	30ECTS
Lexical Semantics	
Culture and communication	
a) Remedial Pronunciation Practice for Speakers of Romance Languages (Native Speakers of: Spanish, Catalan ,French, Italian, Portuguese, Romanian) ; or b) Remedial Pronunciation of English	
The Influence of Foreign Languages on English	

Module III „TEFL Methodology”

Alternative approaches to TEFL	30ECTS
Language Learning and Intercultural Experiences: your passport to the world	
Technology in English as a Foreign Language (EFL) Teaching TEFL- developing language skills	
TEFL- developing language subsystems	

Summer semester:

Module I: “History and Culture”

Britain: In and Out of EU	30ECTS
Britain Now and Then	
Women in the history and culture of the English-speaking countries	
Thematic Vocabulary for the Study of History	
American Dream/American Nightmare	

Module II: “Linguistics”

The Influence of Foreign Languages on English	30ECTS
Culture and communication	
a) Remedial Pronunciation Practice for Speakers of Romance Languages (Native Speakers of: Spanish, Catalan ,French, Italian, Portuguese, Romanian); or b) Remedial Pronunciation of English	
Neologisms in contemporary English	
Lexical Semantics	

Module III „TEFL Methodology”

Alternative approaches to TEFL	30ECTS
Aliens visiting earth	
CALL-ing me softly	
TEFL- developing language subsystems	
Language teacher well-being. Why your well-being matters?	

Course card

Course title	LANGUAGE TEACHER WELL-BEING. Why your well-being matters?		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Katarzyna Morena	katarzyna.morena@up.krakow.pl	
Department	Instytut Filologii Angielskiej Katedra Dydaktyki Języka Angielskiego		

Course objectives (learning outcomes)

The main aim of the course is to raise awareness of pre-service language teacher well-being and develop strategies that support teacher well-being on job and beyond it. We will analyse why well-being in a language classroom matters, what factors affect it, and what how to build knowledge about it. We will develop our own teacher well-being questionnaire and conduct an in-group mini study. We will also learn how to balance personal and professional lives and tackle challenges waiting for early-career teachers.

Prerequisites

Knowledge	The minimum required level of English proficiency is B1 as described in CEFR (Common European Framework of Reference)
Skills	English language competencies at the minimum B1 level as described in CEFR
Courses completed	-

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15			15	

Teaching methods:

- Discussion
- Project and group work
- Task-based approach

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
						x	x	x	x				

Assessment criteria	In order to get credit for the course, the student has to complete the following tasks: - actively participate in the in-class discussions. - read all assigned papers and texts -- prepare and deliver an in-class presentation based on a study (ca. 15 minutes).
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Comments	One unexcused absence is allowed. Additional ECTS points can be added for writing an essay.
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Course content (topic list)

<ul style="list-style-type: none"> • What is language teacher well-being? • Why early-career teacher well-being matters? • What affects teachers' well-being? Cross-cultural comparisons. • Developing teacher well-being questionnaire and conducting a mini-in-group study • Developing strategies – how to balance professional and private and face in-classroom challenges. • Course sum up and presentation of study results.

Compulsory reading

<p>Sulis, G., Mercer, S., Babic, S., & Mairitsch, A. (2023). <i>Language Teacher Wellbeing across the Career Span</i>. Channel View Publications. Kindle Edition.</p> <p>Mercer, S., & Kostoulas, A. (Eds.). (2018). <i>Language Teacher Psychology</i>. Bristol: Multilingual Matters.</p>

Recommended reading

<p>Dreer, B. (2024) Teachers' well-being and job satisfaction: the important role of positive emotions in the workplace, <i>Educational Studies</i>, 50(1), 61-77, DOI: 10.1080/03055698.2021.1940872</p> <p>Kinman, G. and Jones, F. (2008) A life beyond work? Job demands, work-life balance, and wellbeing in UK academics. <i>Journal of Human Behavior in the Social Environment</i> 17(1–2), 41–60.</p> <p>Mercer, S., Oberdorfer, P. and Saleem, M. (2016) Helping language teachers to thrive: Using positive psychology to promote teachers' professional well-being. In D. Gabryś-Barker and D. Gałajda (Eds), <i>Positive Psychology Perspectives on Foreign Language Learning and Teaching</i> (pp. 213–229). Cham: Springer.</p>
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Course card

Course title	CALL-ING ME SOFTLY - a course on how to incorporate technology into a language classroom		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Sabina Nowak, Ph.D.	sabina.nowak@up.krakow.pl	
Department	Department of English Language Education	Karmelicka 41 (street)	

COURSE OBJECTIVES (LEARNING OUTCOMES)

COURSE OBJECTIVES

The main objective of the course is to develop knowledge of the basic concepts of digital literacy and explain the impact of ICT on learning and teaching.

The students can use ICT tools for knowledge retrieval and will be able to:

1. use ICT tools to organize learning environments
2. use ICT in mobile learning scenarios
3. access a learning management system
4. apply ICT tools in the classroom.

PREREQUISITES

Knowledge	Basic knowledge of computer literacy
Skills	Ability to communicate fluently in English (B2/C1 level)
Courses completed	-

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	-	-	15	-	-	-	-	-

TEACHING METHODS:

Multi-media Presentation, Educational Discussion, Application of ICT tools, Project work

ASSESSMENT METHODS:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x					x	x	x					e-Journal

Assessment criteria	<p>The mean of the points collected during the course will be the basis for the final grade.</p> <p>100%-93% → 5.0 92%-85% → 4.5 84%-77% → 4.0 76%-69% → 3.5 68%-60% → 3.0 59% - 0% → 2.0 (Fail)</p>
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Comments	<p>The students will be evaluated based on their attendance, the quality of ICT tasks assigned by the teacher and the frequency of taking part in discussions. Some of the tasks/homework assignments may be assigned to the University platform MSTeams.</p>
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COURSE CONTENT (TOPIC LIST)

<p>COURSE SYLLABUS</p> <p>21st century skills Cloud computing Advanced text editing Google advanced search International ICT projects and initiatives New ICT tools in language T&L ICT applications Games in EFL Online/Internet safety Key ICT teacher competences</p>
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COMPULSORY READING

<p>Kolaś, I. (2012) ICT in Primary Education. UNESCO. Vol 1. https://iite.unesco.org/publications/3214707/ Kolaś, I. (2014) ICT in Primary Education. UNESCO. Vol 2. https://iite.unesco.org/pics/publications/en/files/3214735.pdf Dudeny, G. & Hockly, N. (2007) <i>How to Teach English with Technology</i>. Pearson. Hardisty, D. & Windeatt, S. (1989) <i>CALL. Resource Book for Teachers</i>. Oxford University Press. UNESCO: ICT Competency Framework for Teachers http://www.unesco.org/new/en/unesco/themes/icts/teacher-education/unesco-ict-competency-framework-for-teachers/</p>

RECOMMENDED READING

Beatty, K. (2010) *Teaching and Researching Computer-Assisted Language Learning*. Pearson Education Limited.

Fabre, E.M. & Esteras, S. R. (2007) *Professional English in Use. ICT for Computers and the Internet*. CUP. UNESCO: ICT in Education <http://www.unesco.org/new/en/unesco/themes/icts/>

Course card

Course title	ALIENS VISITING EARTH – a course on how to engage in meaningful intercultural encounters		
Semester (winter/summer)	Summer term	ECTS	6
Lecturer(s)	dr Agata Wolanin		
Department	Instytut Filologii Angielskiej Katedra Dydaktyki Języka Angielskiego		

Course objectives (learning outcomes)

The main aim of the course is to explore international students' cultural identities, to discuss the complexity of the notion of culture and cultural belonging and to equip students with some useful skills that would help them become more effective intercultural mediators. A variety of topics will be discussed in class and on an e-learning platform. Each student will also keep his/her own intercultural portfolio in which they will explore their cultural identity, values, attitudes and behaviours. Hopefully, the course will also become a chance to meet people with different cultural backgrounds and languages.

Prerequisites

Knowledge	Basic knowledge of the current socio-political affairs
Skills	Ability to communicate fluently in English (preferable B2/C1 level)
Courses completed	-

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

Teaching methods:

- Discussion
- Project and group work
- Individual intercultural portfolio
- E-learning platform activities
- Essay
- Task-based approach

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
	■					■	■	■	■	■			■

Assessment criteria	<p>In order to get credit for the course, the student has to complete the following tasks:</p> <ul style="list-style-type: none"> - make regular entries in their Individual Intercultural Portfolio; - actively participate in the in-class/on-line discussions; - prepare and deliver an in-class presentation (ca. 15 minutes); - pass a test based on the material covered in class. <p>The mean score of the points collected during the course will be the basis for the final grade.</p> <p>100%-92% → 5.0 91%-84% → 4.5 83%-76% → 4.0 75%-68% → 3.5 67%-60% → 3.0 59% - 0% → 2.0 (Fail)</p>
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Comments	<p>Any form of plagiarism will be severely punished. The student can skip one class without any excuse. If the number of absences exceeds 50% of the classes, the student can get credit only in September.</p>
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Course content (topic list)

<ul style="list-style-type: none"> • Definitions of culture • Cultural identity • Stereotypes & prejudice • Intercultural competence • Cultural differences • Politeness theory • Migration • Erasmus identity
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Compulsory reading

<p>Bennett, Milton J. 2004. Becoming interculturally competent. In Jaime S. Wurzel (ed.), Toward multiculturalism: A reader in multicultural education. Newton, MA: Intercultural Research Corporation.</p> <p>FitzGerald, H. 2003. How Different Are We? Clevedon: Multilingual Matters. (fragments)</p> <p>Shaules, Joseph. 2007. Deep culture. The hidden challenges of global living. Clevedon: Multilingual Matters. (fragments)</p>

Recommended reading

- Culpeper, J. (2011). Politeness and impoliteness. In: Karin Aijmer and Gisle Andersen (eds.) Sociopragmatics, Volume 5 of Handbooks of Pragmatics. Berlin: Mouton de Gruyter, 391-436.
- Kramsch, Claire. 2004. The language teacher as go-between. *Utbilding & Demokrati* 13(3). 37–60.
- Moncada Linares, Sthephanny. 2016. Othering: Towards a critical cultural awareness in the language classroom. *HOW* 23(1). 129-146.
- Smith, David Livingstone. 2011. *Less than human: Why we demean, enslave, and exterminate others*. New York: St. Martin's Press. (a chosen fragment)

Course card

Course name:	Women in the history and culture of the English-speaking countries
Semester:	winter and summer
Lecturer:	dr Natalia Giza
Department:	Institute of English Studies

Course objectives:

The aim of the course is to analyze the changing situation, position and roles of women of the English-speaking countries. We are going to look at famous depictions of women in art, the literature for and by women, historical sources describing women and cultural icons.

Course organization									
Form of classes	Lectures (W)	Group type							
		A (large group)	K (small group)	L (lab)	S (seminar)	P (project)	E (exam)		
Number of classes			15						

Teaching methods:

Group work, projects, presentations, discussion

Assessment methods:

Online classes	Didactic games	Classes in schools	Field classes	Lab tasks	Individual project	Group project	Discussion	Student's presentation	Written assignment	Oral exam	Written exam	Other
					X	X	X		X			

Assessment criteria:

- active participation in classes
- preparing a group project
- writing an essay at the end of the course

Course content:

1. Historical sources on women
2. Evolution of the position and role of women
3. Women as authors
4. Women in art
5. Social changes reflected in fashion
6. Women icons in pop culture

Recommended literature:

- E. Campbell Denlinger, *Before Victoria. Extraordinary Women of the British Romantic Era*, New York, 2005
S. Ylivuori, *Women and Politeness in 18th-century England: Bodies, Identities, and Power*, New York, 2019
C. McCormack, *Women in the picture. Women, Art and the Power of Looking*, London, 2021
E. Norton, *England's Queens. From Boudica to Elizabeth of York*, London, 2015
E. Norton, *England's Queens. From Catherine of Aragon to Elizabeth II*, London, 2015
I. Parkins, E. M. Sheehan, *Cultures of Femininity in Modern Fashion*, London, 2011

Course Description

Course title	Britain - in and out of Europe		
Semester (winter/summer)	winter/summer	ECTS*	6
Lecturer(s)	Julia Wilczyńska, Ph.D. julia.wilczynska@up.krakow.pl		
Department	English Department		

Course objectives

“In Europe you get further if you say ‘Yes, but ...’ than if you say ‘No’.”
 (Kenneth Clarke, MP)

Our class will seek an explanation for the specific nature of Britain’s view of the European Community as well as the reactions to it from across the English Channel. The emotions and beliefs behind Charles de Gaulle’s two vetoes of Britain’s joining the Community will also be examined. There will be a discussion on Britain's 2016 Referendum regarding the European Union and 2020 Brexit.

Prerequisites

Knowledge	Basic knowledge of European Integration
Skills	Good command of the English language
Courses completed	No special courses required

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours	15		X				

Teaching methods:

The subject matter will be illustrated with historical speeches by Winston Churchill, Charles de Gaulle, Margaret Thatcher as well as documents from the pro- and anti-European campaigns.

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
			X	X	X							

Assessment criteria

The student is expected to take an active participation in class, make a presentation and write a speech analysis.

Comments

Max. number of participants: 15

Course content (topic list)

What is Europe?; The Shaping of Post-War Europe; “The United States of Europe”; De Gaulle and the British Entry to the EEC; The Thatcherite Vision; Tony Blair's Britain; How the UK benefits from being in the EU; Europe today; The European Union- follies and myths; 2016 Referendum; Brexit.

Compulsory reading

A course reader will be provided by the teacher.

Recommended reading

Course title	Thematic Vocabulary for the Study of History		
semester	winter/summer	ECTS*	6
Lecturer(s)	Julia Wilczyńska, Ph.D. julia.wilczynska@up.krakow.pl		
Department			

Course objectives

The main objective of the course is to increase the student's vocabulary in preparation for their study and research in History. The materials we will use are selected to be both interesting and stimulating. The focus is not on the in-depth study of historical events but on the comprehensive acquisition of thematic vocabulary.

Prerequisites

Knowledge	Good command of the English language
Skills	Good reading comprehension skills
Courses completed	No special courses required

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	15		X					

Teaching methods:

We will study historical documents and contemporary commentaries from radio, television and film documentaries.

Course card

Course title	Introduction to Morphology		
Semester (winter/summer)	Winter and summer semesters	ECTS	6
Lecturer(s)	mgr Joanna Paszenda		
Department	Institute of English Studies		

Course objectives (learning outcomes)

The aim of the course is to acquaint students with the basic assumptions of morphological analysis, including word structure and morphological processes, and to enable them to analyze words into morphemes, as well as identify the types of processes leading to the creation of complex words.

Prerequisites

Knowledge	Competence in English at B2 level
Skills	The ability to read linguistic textbooks and articles; the ability to use basic linguistic terminology
Courses completed	none

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

Teaching methods

Elements of lecture (PowerPoint presentations), discussion, problem solving, students' presentations, group work, project work

Assessment methods

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X	X	X	X			X	

Assessment criteria

Active participation in classes, completion of reading assignments, delivery of a presentation on a topic assigned by the teacher, involvement in project work and presentation of its results to the group

Comments

Course content (topic list)

- 1) Introduction to morphological analysis:
 - the notion of *morpheme*, *morph* and *allomorph*
 - types of morphemes (free and bound)
 - the notions of *root*, *base* and *stem*
 - derivation vs. inflection, derivational vs. inflectional affixes
- 2) Selected puzzles in word structure (bound roots, ‘empty’ morphemes, ‘portmanteau’ morphemes)
- 3) An overview of morphological processes: affixation, cliticization, conversion, suppletion, compounding, reduplication, blending, clipping, backformation, stress shift, internal change, acronymization
- 4) English compounds in close-up
 - the semantic types of compounds (endocentric, exocentric, appositional and ‘dvandva’)
- 5) English blends in close-up; types of blends (total and partial, overlapping and non-overlapping, intercalative, graphic)
- 6) English conversion in close-up; metonymic proper names; from proper names to category names (*guillotine*, *braille*, *diesel*, etc.)
- 7) Students’ projects: Selected types of morphological processes in the creation of neologisms in English and/or students’ L1

Compulsory reading

1. Bauer, Laurie 1983. *English Word-formation*. Cambridge: Cambridge University Press.
2. O'Grady W., M. Dobrovolsky & F. Katamba. 1997. *Contemporary Linguistics. An Introduction*. Longman (Chp. 4: "Morphology: the analysis of word structure", pp.132-180).
3. Szymanek, Bogdan. 1989. *Introduction to Morphological Analysis*. Warszawa: PWN.

Recommended reading

1. Booij, Geer. 2005. *The Grammar of Words: An Introduction to Linguistic Morphology*. Oxford: Oxford University Press.
2. Mattiello, Elisa. 2013. *Extra-grammatical Morphology in English: Abbreviations, Blends, Reduplicatives, and Related Phenomena*. Berlin/ Boston: de Gruyter.
3. Szymanek, Bogdan. 2005. The latest trends in English word-formation. In Štekauer, Pavol & Rochelle Lieber (eds.), *Handbook of Word-Formation*. 428-448. Dordrecht: Springer.

Course card

Course title	Lexical Semantics		
Semester	Winter and summer semesters	ECTS*	6
Lecturer(s)	mgr Joanna Paszenda		
Department	Institute of English Studies		

Course objectives (learning outcomes)

The students are familiarised with the basic issues in lexicology with special emphasis on English lexicology. During the course the students develop the ability to analyse semantically and define English lexemes using methods proposed by various linguistic schools, as well as identify lexical sources of potential ambiguities in texts and sense relations that hold among lexemes.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms and contrasts; Understanding basic linguistic terms and processes
Skills	Communicativeness in English
Courses completed	None specific

Course organization

Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Semin ar)	P (Proje ct)	E (Exa m)		
Contact hours				15					

Teaching methods:

- the teacher's instruction and presentation of individual issues
- problem solving in pairs and groups
- group discussions
- students' presentations in class
- project work

Assessment methods:

E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
					X		X	X	X		X	

Assessment criteria	Students will be assessed mainly on the basis of their class participation as well as completion of assignments. The student is expected to complete the assigned project work as part of the requirements.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. The subject matter of semantics; the notion of meaning 2. Introduction into lexical meaning; sense, denotation, reference, connotation; lexical meaning vs. structural meaning 3. Models of the linguistic sign 4. Approaches to meaning: <ul style="list-style-type: none"> • meaning as definition, • meaning as reference, • meaning in terms of semantic features (componential analysis), • the prototype theory of concepts, • meaning in terms of sense relations 5. The structure of the lexicon: syntagmatic vs. paradigmatic relations; semantic fields 6. Sense relations: synonymy, polysemy, homonymy, hyponymy, meronymy, types of opposition (complementarity, antonymy, reversiveness, converseness) 7. Processes involved in semantic change: metaphoric vs. metonymic extension, specialization (narrowing of meaning) vs. generalization (widening/extension of meaning)
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Primary literature:

- Cruse, A. 2000. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: OUP.
 Lipka, L. 1992. *An Outline of English Lexicology: Lexical Structure, Word Semantics, and Word-Formation*. Tübingen: Max Niemeyer Verlag.
 Taylor, J. R. 1995. *Linguistic Categorization: Prototypes in Linguistic Theory*. Oxford/ New York: OUP.

Secondary literature:

- Cruse, A. 2000. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: OUP.
 Kreidler, Ch. 2002. *Introducing English Semantics*. London: Routledge.
 Leech, G. 1974. *Semantics. The Study of Meaning*. Baltimore: Penguin Books.
 Lyons, J. 1995. *Linguistic Semantics. An Introduction*. Cambridge: CUP.
 O'Grady, W. & J. Archibald. 2015. *Contemporary Linguistic Analysis: An Introduction*. Toronto: Pearson.
 Saeed, J. 2016 (4th ed.). *Semantics*. Wiley Blackwell.

Course card

Course title	Remedial Pronunciation Practice for Speakers of Romance Languages (Native Speakers of: Spanish, Catalan ,French, Italian, Portuguese, Romanian)
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semester	winter/summer	ECTS*	6
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Lecturer(s)	dr Anita Buczek-Zawiła Piotr Okas
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Department	Institute of Modern Languages
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Course objectives (learning outcomes)

Upon completion of the course, the students will be familiar with the most important contrasts in the realm of English vowels and consonants. Mastering the basic contrasts will allow the students to achieve adequacy on the phonemic level. The course will largely employ students' competence in their native language and relate it to the corresponding phenomena in English to eradicate possible areas of interference.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms and contrasts
Skills	Communicativeness in English
Courses completed	None specific

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours				30					

Teaching methods:

1. the teacher's instruction and presentation of the individual phonetic phenomena
2. listening
3. chorus repetition
4. individual repetition
5. ear-training
6. transcription
7. individual short tutorial sessions

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X	X	X		X	X		

Assessment criteria	<p>The students' awareness of the differences between the sound system of English and that of their native language will be checked by a written test, based on the material discussed in class.</p> <p>The students' progress in the pronunciation skills will be evaluated by an oral test. Both tests must be passed in order to complete the course successfully. The pass mark of each test is 60% of the total score for the test.</p>
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Comments	<p>The written test will focus on the areas of possible language interference. It will be worth 30% of the total score for the course.</p> <p>The oral test will check the pronunciation of individual words (practised in class), sentences and longer texts. It will be worth 70% of the total score for the course.</p> <p>The student is expected to achieve the pronunciation accuracy on the B2/C1 competence level.</p>
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Course content (topic list)

<ol style="list-style-type: none"> 1. The system of English vowels in relation to the vowel system of the student's native language: vowel length vs. quality, contextual variants, spelling inconsistencies causing pronunciation problems. 2. The system of English consonants in relation to the consonant system of the student's native language: differences in the place of articulation, voiced vs. voiceless, voice assimilations, differences in contextual variants; problematic consonant clusters. 3. Principles of transcription. <p>Should the group comprise students of the same L1 background the course content will be modified accordingly, e.g. specific tackling of word initial consonant clusters.</p>
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Compulsory reading

Recommended reading

1. Rogerson-Revell, Pamela (2011) *English Phonology and Pronunciation Teaching*, London: Continuum (relevant subchapters)
2. Buczek-Zawiła, Anita (2015) "Extending foreign students' presence in English phonetic classes", in Bloch-Rozmej, Anna & Karolina Drabikowska (eds.) *Within Language, Beyond Theories 2*.
3. Mott, Brian (2005) *English Phonetics and Phonology for Spanish Speakers*, Barcelona: Publicacions i Edicions Universitat de Barcelona
4. Roach, P. *English Phonetics and Phonology*

Course card

Course title	Remedial Pronunciation Practice for Erasmus Students		
semester	winter/summer	ECTS*	6
Lecturer(s)	dr Anita Buczek-Zawiła mgr Piotr Okas		
Department	Institute of English Studies		

Course objectives (learning outcomes)

Upon completion of the course, the students will be familiar with the most important contrasts in the realm of English vowels and consonants. Mastering the basic contrasts will allow the students to achieve adequacy on the phonemic level. The course will largely employ students' competence in their native language and relate it to the corresponding phenomena in English to eradicate possible areas of interference.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms and contrasts
Skills	Communicativeness in English
Courses completed	None specific

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Semin ar)	P (Proje ct)	E (Exa m)	
Contact hours				15				

Teaching methods:

1. the teacher's instruction and presentation of the individual phonetic phenomena
2. listening
3. chorus repetition
4. individual repetition
5. ear-training
6. transcription
7. individual short tutorial sessions

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual projects	Group projects	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						x	x	x		x	x		

Assessment criteria	<p>The students' awareness of the differences between the sound system of English and that of their native language will be checked by a written test, based on the material discussed in class.</p> <p>The students' progress in the pronunciation skills will be evaluated by an oral test. Both tests must be passed in order to complete the course successfully. The pass mark of each test is 60% of the total score for the test.</p>
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Comments	<p>The written test will focus on the areas of possible language interference.</p> <p>The oral test will check the pronunciation of individual words/phrases and sentences, practised in class.</p> <p>The student is expected to achieve the pronunciation accuracy on the B2/C1 competence level.</p>
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Course content (topic list)

<ol style="list-style-type: none"> 1. The system of English vowels in relation to the vowel system of the student's native language: vowel length vs. quality, contextual variants, spelling inconsistencies causing pronunciation problems. 2. The system of English consonants in relation to the consonant system of the student's native language: differences in the place of articulation, voiced vs. voiceless, voice assimilations, differences in contextual variants; problematic consonant clusters. 3. Principles of transcription. <p>Should the group comprise students of the same L1 background the course content will be modified accordingly, e.g. specific tackling of word initial consonant clusters.</p>
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Compulsory reading

<p>Swan, M. & B. Smith (eds.) <i>Learner English</i>, Cambridge University Press, 2002; There, respectively: (the specific choice will depend on the student's first language):</p> <ul style="list-style-type: none"> ➤ Thomson, I. "Turkish speakers", pp. 214 – 217; ➤ Swan, M. "German speakers", pp. 37 – 40; ➤ Monk, B. and Alexander Burak "Russian Speakers", pp. 145 – 161

Recommended reading

5. Rogerson-Revell, Pamela (2011) *English Phonology and Pronunciation Teaching*, London: Continuum (relevant subchapters)
6. Buczek-Zawiła, Anita (2015) “Extending foreign students’ presence in English phonetic classes”, in Bloch-Rozmej, Anna & Karolina Drabikowska (eds.) *Within Language, Beyond Theories 2*.
7. Mott, Brian (2005) *English Phonetics and Phonology for Spanish Speakers*, Barcelona: Publicacions i Edicions Universitat de Barcelona
8. Roach, P. *English Phonetics and Phonology*

Course card

Course title	The Influence of Foreign Languages on English		
semester	winter/summer	ECTS*	6
Lecturer(s)	mgr Piotr Okas		
Department	Institute of English Studies		

Course objectives (learning outcomes)

Upon completion of the course, the students will be aware of how language contact resulting from various factors has influenced the development of English on nearly all levels of language organization.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms.
Skills	Communicativeness in English
Courses completed	None specific

Course organization

Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Semin ar)	P (Proje ct)	E (Exa m)		
Contact hours				15					

Teaching methods:

1. the teacher's instruction and presentation
2. group work
3. student's short presentations

Assessment methods:

	E – learning	Didactic games	Classess in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						x	x	x		x		x	

Assessment criteria	The students' knowledge will be checked by a written test, based on the material discussed in class. The pass mark is 60% of the total score for the test.
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Comments	The student's attendance and participation in the class may affect the final grade for the course.
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Course content (topic list)

<ol style="list-style-type: none"> 1. The position of English among other Germanic languages and in the wider I-E language family. 2. Ways of establishing kinship between languages. 3. Types of language contact. 4. Loan words and semantic changes. 5. Word formation processes and some grammatical constructions. 6. Place names and family names resulting from language contact. 7. The influence on spelling.

Compulsory reading

<ol style="list-style-type: none"> 1. Albert C. Baugh & Thomas Cable, A History of the English Language. (Fourth edition) Padstow: T.J. International Ltd, 1951 [2001] 2. Charles Barber, The English Language. A Historical Introduction. Cambridge: CUP, 1993

Recommended reading

1. A History of the English Language. Eds. Richard Hogg & David Denison. Cambridge: CUP, 2006 [2008]

Course card

Course title	Neologisms in Contemporary English		
Semester (winter/summer)	Summer semester	ECTS	6
Lecturer(s)	Joanna Paszenda		
Department	Institute of English Philology		

Course objectives (learning outcomes)

The aim of the course is to increase the students' awareness of neologisms and occasionalisms in contemporary English. Course participants will become acquainted with the latest trends in the development of the English language, in particular, with changes in the morphology, semantics, and syntax of words and expressions that can be identified in juvenile language and the language of the Internet. After acquiring the necessary knowledge of word structure, word formation processes, and types of meaning, students will carry out project work devoted to analyzing and describing English neologisms.

Prerequisites

Knowledge	Competence in English at B2 level
Skills	The ability to read linguistic texts; the ability to use basic linguistic terminology
Courses completed	none

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods

Elements of lecture (PowerPoint presentations), discussions, problem solving, students' presentations, group work, project work

Assessment methods

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X	X	X	X	X		X	

Assessment criteria	Active participation in classes, delivering a presentation on a topic assigned by the teacher, presenting to the group the results of project work
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Comments	
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Course content (topic list)

- 8) The notions of *neologism* and *nonce word/ occasionalism, language change, linguistic innovation,*
- 9) Types of neologisms: morphological, lexical, phraseological, structural
- 10) An overview of morphological processes in English (affixation, conversion, compounding, reduplication, blending, clipping, backformation, stress shift, internal change, acronymization)
- 11) The latest trends in English morphology and lexis
- 12) Neologisms in youth slang and in the language of the Internet (e.g. social media)
- 13) Neologisms in political discourse
- 14) Neologisms in contemporary English – students' project work

Compulsory reading

4. O'Grady W., M. Dobrovolsky & F. Katamba. 1997. *Contemporary Linguistics. An Introduction.* Longman (Chp. 4: "Morphology: the analysis of word structure", pp.132-180).
5. Materials provided by the teacher

Additional reading

4. Ayto, John. 2005. *Word Origins: The Hidden Histories of English Words from A to Z.* London: A & C Black.
5. Crystal, David. 2006 (2nd ed.). *Language and the Internet.* Cambridge: Cambridge University Press.
6. Kerremans, Daphné. 2015. *A Web of New Words: A Corpus-Based Study of the Conventionalization Process of English Neologisms.* Peter Lang.
7. Mattiello, Elisa. 2013. *Extra-grammatical Morphology in English: Abbreviations, Blends, Reduplicatives, and Related Phenomena.* Berlin/ Boston: de Gruyter.
8. Mattiello, Elisa. 2017. *Analogy in Word-formation: A Study of English Neologisms and Occasionalisms.* Berlin/ Boston: de Gruyter.
9. McDonald, Lucinda. J. 2005. The meaning of e-: neologisms as markers of culture and technology. <http://www.yorku.ca/etopia/docs/conference/McDonald.pdf>
10. Szymanek, Bogdan. 2005. The latest trends in English word-formation. In Štekauer, Pavol & Rochelle Lieber (eds.), *Handbook of Word-Formation.* 428-448. Dordrecht: Springer. Longman.

Websites (a selection):

<http://www.wordspy.com/>

<https://neologisms.rice.edu/index.php?a=index&d=1>

<https://7esl.com/internet-slang>

<https://urbanthesaurus.org/synonyms/social%20media>

<https://empowersurrey.ca/get-empowered/youth-slang>

<https://www.weareteachers.com/teen-slang/>

Course card

Course title	LANGUAGE TEACHER WELL-BEING. Why your well-being matters?		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Katarzyna Morena	katarzyna.morena@uken.krakow.pl	
Department	Instytut Filologii Angielskiej Katedra Dydaktyki Języka Angielskiego		

Course objectives (learning outcomes)

The main aim of the course is to raise awareness of pre-service language teacher well-being and develop strategies that support teacher well-being on job and beyond it. We will analyse why well-being in a language classroom matters, what factors affect it, and what how to build knowledge about it. We will develop our own teacher well-being questionnaire and conduct an in-group mini study. We will also learn how to balance personal and professional lives and tackle challenges waiting for early-career teachers.

Prerequisites

Knowledge	The minimum required level of English proficiency is B1 as described in CEFR (Common European Framework of Reference)
Skills	English language competencies at the minimum B1 level as described in CEFR
Courses completed	-

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

Teaching methods:

- Discussion
- Project and group work
- Task-based approach

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
						x	x	x	x				

Assessment criteria	<p>In order to get credit for the course, the student has to complete the following tasks:</p> <ul style="list-style-type: none"> - actively participate in the in-class discussions. -read all assigned papers and texts -- prepare and deliver an in-class presentation based on a study (ca. 15 minutes).
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Comments	<p>One unexcused absence is allowed. Additional ECTS points can be added for writing an essay.</p>
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Course content (topic list)

- What is language teacher well-being?
- Why early-career teacher well-being matters?
- What affects teachers’ well-being? Cross-cultural comparisons.
- Developing teacher well-being questionnaire and conducting a mini-in-group study
- Developing strategies – how to balance professional and private and face in-classroom challenges.
- Course sum up and presentation of study results.

Compulsory reading

Sulis, G., Mercer, S., Babic, S., & Mairitsch, A. (2023). *Language Teacher Wellbeing across the Career Span*. Channel View Publications. Kindle Edition.

Mercer, S., & Kostoulas, A. (Eds.). (2018). *Language Teacher Psychology*. Bristol: Multilingual Matters.

Recommended reading

Dreer, B. (2024) Teachers’ well-being and job satisfaction: the important role of positive emotions in the workplace, *Educational Studies*, 50(1), 61-77, DOI: [10.1080/03055698.2021.1940872](https://doi.org/10.1080/03055698.2021.1940872)

Kinman, G. and Jones, F. (2008) A life beyond work? Job demands, work-life balance, and wellbeing in UK academics. *Journal of Human Behavior in the Social Environment* 17(1–2), 41–60.

Mercer, S., Oberdorfer, P. and Saleem, M. (2016) Helping language teachers to thrive: Using positive psychology to promote teachers’ professional well-being. In D. Gabryś-Barker and D. Gałajda (Eds), *Positive Psychology Perspectives on Foreign Language Learning and Teaching* (pp. 213–229). Cham: Springer.

Course card

Course title	Technology in English as a Foreign Language (EFL) Teaching		
Semester (winter/summer)	Winter	ECTS	6
Lecturer(s)	Joanna Pitura	joanna.pitura@uken.krakow.pl	
Department	Department of English Language Education Karmelicka 41 (street)	http://dydaktyka.up.krakow.pl/index.php/en/house2/	

Course objectives (learning outcomes)

This course aims to equip pre-service EFL teachers with a foundational understanding of how technology can enhance EFL learning. Students will explore theoretical and practical approaches to integrating digital tools (including GenAI technology), resources, and immersive environments (games, VR, AR) into EFL instruction. By the end of the course, students will be able to design, implement, and evaluate technology-enhanced lessons that promote learner engagement and collaboration.

Prerequisites

Knowledge	English at B2 level or above
Skills	Communicative competence skills at B2 level or above; basic computer literacy
Courses completed	

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

Lecture, discussion, group and individual assignments

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
						x		x	x				

Assessment criteria	<p>Students will be graded based on their individual project - portfolio presentation. The final grade will be calculated as follows:</p> <p>100%-93% = 5.0 92%-85% = 4.5 84%-77% = 4.0 76%-69% = 3.5 68%-60% = 3.0 59% - 0% = 2.0 / Fail</p> <p>Consistent contribution to class discussions, group tasks, and activities is required. Attendance policy - one absence is permitted without penalty. Each subsequent unexcused absence will result in a reduction of the final grade.</p>
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Course content (topic list)

<ol style="list-style-type: none"> 1. Introduction to technology in EFL learning - the evolution and role of technology in EFL teaching and learning. 2. Designing effective technology-enhanced lessons - principles and frameworks for integrating digital tools into active language instruction. 3. Fostering self-regulated learning through technology - strategies and tools to support learner autonomy and metacognitive skills. 4. Collaborative language learning with digital tools - designing and facilitating group-based tasks using technology. 5. Evaluating and selecting digital resources for EFL - curating and assessing digital/online materials, platforms, and applications. 6. Innovative approaches: games, VR, and AR in TEFL - exploring serious games and immersive technologies (VR/AR) for engaging and contextualised learning. 7. Ethical and pedagogical considerations in tech-integrated EFL - reflecting on accessibility, equity, and teacher readiness in digital language education.

Compulsory reading

Chapelle, C. A., Sauro, S. (2017). *The Handbook of Technology and Second Language Teaching and Learning*. John Wiley & Sons.

Recommended reading

Depends on the topic – to be provided

Course card

Course title	TEACHING ENGLISH AS A FOREIGN LANGUAGE – developing language skills		
Semester (winter/summer)	Winter and summer	ECTS	6
Lecturer(s)	Katarzyna Nosidlak, PhD.	katarzyna.nosidlak@uken.krakow.pl	
Department	Department of English Studies		

Course objectives (learning outcomes)

The course has been designed for future foreign language teachers. Its main aim is to familiarise participants with the current teaching methods of developing receptive and productive language skills among foreign language learners. Participants will learn to assist learners in skill development and create lesson plans integrating writing, speaking, listening, and reading. The emphasis is on practical application and integration strategies for a holistic language learning experience.

Prerequisites

Knowledge	The student: <ul style="list-style-type: none"> - knows the methods and procedures for teaching receptive skills; - knows the methods and procedures for teaching productive skills; - knows how to compose a skill-centred lesson plan; - knows how to use projects with students in order to develop different skills; - knows how to incorporate new technologies, including AI, in teaching language skills.
	The student can: <ul style="list-style-type: none"> - design a lesson plan focused on the development of a given skill; - design a lesson plan integrating different skills; - conduct a lesson aimed at the development of a given skill; - conduct a lesson integrating different skills; - use the project method to develop different skills in learners; - use new technologies, including AI, to teach language skills.
Courses completed	English level B2 and above

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	5		15			10		

Teaching methods:

- lecture discussion, presentation/demonstration, pair/group work, individual work (project)

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
x					x	x	x	x			x	x

Assessment criteria	Student performance in the course will be evaluated based on a series of short quizzes administered throughout the semester. These quizzes will assess knowledge of teaching methods, lesson planning, and the integration of language skills. The final grade will be determined as the average of all quiz scores. Regular participation and engagement with course materials are expected to ensure continuous learning and skill development.
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Comments	
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Course content (topic list)

1. Breaking the ice and getting-to-know-each-other activities – designing a first lesson with a new group of students
2. Language skills – introduction and general theoretical background; integrating skills
3. Developing receptive skills – reading
4. Developing receptive skills – listening
5. Developing productive skills – speaking
6. Developing productive skills – writing
7. Integrating language skills and designing meaningful language projects
8. Using new technologies in teaching skills.

Compulsory reading

Harmer, Jeremy. 1998. *How to Teach English*. Pearson.
Harmer, Jeremy. 2014. *The Practice of English Language Teaching*. Pearson.
(Reading sections will be provided by the instructor throughout the course.)

Recommended reading

Dixon, Shane. *Fifty Ways to Teach Reading: Tips for EFL/ESL Teachers*.
Douglas H. Brown. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson.
Nunan, David. 1999. *Second Language Teaching and Learning*. Heinle & Heinle.
Thornbury, Scott. 2004. *How to Teach Writing*. Pearson Longman.
Thornbury, Scott. 2005. *How to Teach Speaking*. Pearson Longman.
Ur, Penny. 1991. *A Course in Language Teaching. Practice and Theory*. Cambridge University Press.
Wilson. J.J. 2010. *How to Teach Listening*. Pearson Longman.

Course card

Course title	ALTERNATIVE APPROACHES TO TEFL - a course on how to introduce autonomy in the classroom		
Semester (winter/summer)	Winter/Summer	ECTS	6
Lecturer(s)	Dominika Chrobak	dominika.chrobak@uken.krakow.pl	
Department	Department of English Language Education Karmelicka 41 (street)	http://dydaktyka.up.krakow.pl/index.php/en/house2/	

Course objectives (learning outcomes)

The aim of the course is to provide students with theoretical and practical knowledge concerning techniques and characteristics of teaching language skills: writing, listening, speaking, and reading. Special attention is paid to such aspects as overcoming problems that occur during the process of teaching and applying the knowledge students learnt into the classroom context. The course intends to familiarize students with task-based and content-based instruction and roles of teacher and learners in TEFL. It also focuses on aspects connected with current trends in teaching such as project work, the use of technology in the classroom and introducing elements of culture into the lesson.

Prerequisites

Knowledge	English at B2 level or above
Skills	Communicative competence skills at B2 level or above
Courses completed	

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

Oral presentations, classroom simulations using techniques learnt in the course, pair work and group work.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x	x				x		x	x				

Assessment criteria	<p>Preparing portfolio Students' presentation Individual project</p> <p>The mean of the points collected during the course will be the basis for the final grade.</p> <p>100%-93% → 5.0 92%-85% → 4.5 84%-77% → 4.0 76%-69% → 3.5 68%-60% → 3.0 59% - 0% → 2.0 (Fail)</p>
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Course content (topic list)

1. Teaching teenagers and adults (motivational strategies, developing learner's autonomy).
2. Content and language integrated learning (CLIL).
3. Task-based teaching and learning.
4. Creativity and critical thinking in language teaching.
5. Culture and language learning.
6. The use of technology in the classroom.
7. Project work.
8. Course summary.

Compulsory reading

Brown, D. (2008). *Principles of language learning and teaching*. Pearson/Longman: NY.

Harmer, J. (2001). *The practice of English language teaching*. Harlow, England: Pearson Longman.

Petty, G. (2009). *Teaching Today: A practical Guide*. Nelson Thornes: Cheltenham.

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge, England: Cambridge University Press.

Watkins, P. (2008). *Learning to teach English*. England: Delta Publishing.

Recommended reading

Coyle, D., Hood, P. & D. Mash. (2010). *CLIL*. Cambridge University Press.

Ellis, R. (2004). *Task-based learning and teaching*. OUP: Oxford.

Goodwin, M. & S. Sommervold. (2012). *Creativity, critical thinking, and communication: strategies to increase students' skills*. Lanham, Maryland: Rowman & Littlefield Education.

Gower, R., Phillips, D. & S. Walters. (2005). *Teaching Practice – A Handbook for Teachers in Training*. Oxford: United Kingdom.

Haigh, A. (2008). *The Art of Teaching: Big Ideas, Simple Rules*. Pearson/ Longman: Harlow.

Morrison, B. & D. Navarro. (2018). *The Autonomy Approach*. Delta Publishing: UK.

Phillips, S. (2004). *Young learners*. OUP: Oxford.

Course card

Course title	Language Learning and Intercultural Experiences: your passport to the world – a course on how to promote linguistic diversity and develop intercultural awareness		
Semester (winter/summer)	winter	ECTS	6
Lecturer(s)	dr Werona Król-Gierat	werona.krol-gierat@uken.krakow.pl	
Department	Instytut Filologii Angielskiej Katedra Dydaktyki Języka Angielskiego		

Course objectives (learning outcomes)

The main aim of the course is to encourage the participants to reflect upon their language learning and intercultural experiences gained in and outside formal educational contexts. It is organized to promote plurilingualism, i.e., the development of proficiency in a number of languages, and develop intercultural awareness and competence. Each student will create their (pluri)linguistic profile, completing their Language Biography and the Language Passport. They will also keep the Autobiography of Intercultural Encounters they have had either face to face or through visual media such as television, magazines, films, the Internet, etc. Hopefully, the course will also become a new, valuable encounter for students, contributing to taking a full part in the intercultural world to which they belong.

Prerequisites

Knowledge	The minimum required level of English proficiency is B1 as described in CEFR (Common European Framework of Reference)
Skills	English language competencies at the minimum B1 level as described in CEFR
Courses completed	-

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15				15		

Teaching methods:

- Discussion
- Project and group work
- Individual intercultural portfolio
- Task-based approach

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
						x	x	x	x				

Assessment criteria

In order to get credit for the course, the student has to complete the following tasks:

- actively participate in the in-class discussions.
- create their (pluri)linguistic profile, completing their Language Biography and the Language Passport,
- keep the Autobiography of Intercultural Encounters (AIE or AIEVM),
- prepare and deliver an in-class presentation (ca. 15 minutes).

Comments

One unexcused absence is allowed.
 Additional ECTS points can be added for writing an essay.

Course content (topic list)

- Plurilingual competence
- Intercultural awareness
- Linguistic environment of the learner (language and cultural background; linguistic, cultural and learning experiences gained in and outside formal educational contexts)
- Intercultural encounters, both direct and indirect (through media) and reflection on behaviours, attitudes, and strategies, etc.
- Course sum up – reflection upon multiple identities and the impact of intercultural encounters

Compulsory reading

Autobiography of Intercultural Encounters (AIE): <https://rm.coe.int/autobiography-of-intercultural-encounters/16806bf02d>
Images of Others: An Autobiography of Intercultural Encounters through Visual Media (AIEVM): <https://rm.coe.int/images-of-others-an-autobiography-of-intercultural-encounters-through-/168089fc01>

Language Passport, part of the European Language Portfolio (ELP):

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680492ff9>

User's Plurilingual Profile. Presentation of the Learner. European Language Portfolio Templates and Resources. Language Biography:

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804932c5>

Recommended reading

Intercultural Awareness and Experiences. European Language Portfolio Templates and Resources. Language Biography:

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804932c1>

Abendroth-Timmer, D. and Hennig, E. M. (Eds) (2014). *Plurilingualism and Multiliteracies*. International Research on Identity Construction in Language Education. Peter Lang Edition

Lantz-Deaton, C. and Golubeva, I. (2020). *Intercultural Competence for College and University Students. A Global Guide for Employability and Social Change*. Springer Cham

Tomalin, B. and Stempleski, S. (2013). *Cultural Awareness*. Resource Books for Teachers. Oxford University Press.

Course card

Course title	TEACHING ENGLISH AS A FOREIGN LANGUAGE – developing language subsystems		
Semester (winter/summer)	Winter	ECTS	6
Lecturer(s)	Katarzyna Nosidlak, PhD.	katarzyna.nosidlak@uken.krakow.pl	
Department	Department of English Studies		

Course objectives (learning outcomes)

This course is designed for future foreign language teachers, equipping them with the knowledge and skills necessary to develop language subsystems in English as a Foreign Language (EFL) learners. Participants will explore contemporary methodologies for teaching phonology, vocabulary, grammar, and discourse, with a strong emphasis on practical application. They will learn to design effective lesson plans, integrate various language components. The course fosters a holistic approach to language teaching, ensuring that participants can create engaging and cohesive learning experiences.

Prerequisites

Knowledge	<p>The student:</p> <ul style="list-style-type: none"> - understands the methods and procedures for teaching vocabulary, grammar, and pronunciation; - knows how to design lesson plans focused on a specific language subsystem; - knows how to design lesson plans that integrate multiple language subsystems; - is familiar with project-based approaches to developing language subsystems; - understands how to incorporate projects to enhance the development of language subsystems in learners; - is aware of the potential of new technologies, including AI, in supporting the teaching and learning of language subsystems.
Skills	<p>The student can:</p> <ul style="list-style-type: none"> - design and implement lesson plans focused on the development of a specific language subsystem; - design and implement lesson plans that integrate multiple language subsystems; - conduct lessons that target the development of individual or multiple language subsystems; - apply the project-based method to facilitate the development of language subsystems; - utilize new technologies, including AI, to support language subsystem instruction.
Courses completed	

	English level B2 and above
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Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	5		15			10		

Teaching methods:

- lecture discussion, presentation/demonstration, pair/group work, individual work (project)
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Assessment methods:

E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
x					x	x	x	x			x	x

Assessment criteria	Student performance in the course will be evaluated based on a series of short quizzes administered throughout the semester. These quizzes will assess knowledge of teaching methods, lesson planning, and the integration of language subsystems. The final grade will be determined as the average of all quiz scores. Regular participation and engagement with course materials are expected to ensure continuous learning and skill development.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. Breaking the Ice and Getting to Know Each Other – Designing an effective first lesson with a new group of students. 2. Language Subsystems – Introduction to key concepts, theoretical background, and strategies for teaching various language subsystems. 3. Developing Vocabulary – Methods and techniques for vocabulary acquisition and retention. 4. Developing Grammar – Approaches to teaching and reinforcing grammatical structures.
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5. **Developing Pronunciation** – Strategies for improving learners’ phonological awareness and pronunciation.
6. **Projects for the Development of Language Subsystems** – Implementing project-based learning to enhance language acquisition.
7. **New Technologies in Language Teaching** – Exploring digital tools and AI applications for developing language subsystems.

Compulsory reading

Harmer, Jeremy. 1998. *How to Teach English*. Pearson.
Harmer, Jeremy. 2014. *The Practice of English Language Teaching*. Pearson.
(Reading sections will be provided by the instructor throughout the course.)

Recommended reading

Douglas H. Brown. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson.
Nunan, David. 1999. *Second Language Teaching and Learning*. Heinle & Heinle.
Thornbury, Scott. 2004. *How to Teach Vocabulary*. Pearson Longman.
Thornbury, Scott. 2005. *How to Teach Grammar*. Pearson Longman.
Ur, Penny. 1991. *A Course in Language Teaching. Practice and Theory*. Cambridge University Press.
Kelly, G. 2001. *How to Teach Pronunciation*. Pearson Longman.

Course card

Course title	CALL-ING ME SOFTLY - a course on how to incorporate technology into a language classroom		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Sabina Nowak, Ph.D.	sabina.nowak@uken.krakow.pl	
Department	Department of English Language Education	Karmelicka 41 (street)	

COURSE OBJECTIVES (LEARNING OUTCOMES)

COURSE OBJECTIVES

The main objective of the course is to develop knowledge of the basic concepts of digital literacy and explain the impact of ICT on learning and teaching.

The students can use ICT tools for knowledge retrieval and will be able to:

5. use ICT tools to organize learning environments
6. use ICT in mobile learning scenarios
7. access a learning management system
8. apply ICT tools in the classroom.

PREREQUISITES

Knowledge	Basic knowledge of computer literacy
Skills	Ability to communicate fluently in English (B2/C1 level)
Courses completed	-

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	-	-	15	-	-	-	-	

TEACHING METHODS:

Multi-media Presentation, Educational Discussion, Application of ICT tools, Project work

ASSESSMENT METHODS:

	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x					x	x	x					e-Journal

Assessment criteria	<p>The mean of the points collected during the course will be the basis for the final grade.</p> <p>100%-93% → 5.0 92%-85% → 4.5 84%-77% → 4.0 76%-69% → 3.5 68%-60% → 3.0 59% - 0% → 2.0 (Fail)</p>
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Comments	<p>The students will be evaluated based on their attendance, the quality of ICT tasks assigned by the teacher and the frequency of taking part in discussions.</p> <p>Some of the tasks/homework assignments may be assigned to the University platform MSTeams.</p>
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COURSE CONTENT (TOPIC LIST)

COURSE SYLLABUS

21st century skills
 Cloud computing
 Advanced text editing
 Google advanced search
 International ICT projects and initiatives
 New ICT tools in language T&L
 ICT applications
 Games in EFL
 Online/Internet safety
 Key ICT teacher competences

COMPULSORY READING

Kolaś, I. (2012) ICT in Primary Education. UNESCO. Vol 1.

<https://iite.unesco.org/publications/3214707/>

Kolaś, I. (2014) ICT in Primary Education. UNESCO. Vol 2.

<https://iite.unesco.org/pics/publications/en/files/3214735.pdf>

Dudeney, G. & Hockly, N. (2007) *How to Teach English with Technology*. Pearson.

Hardisty, D. & Windeatt, S. (1989) *CALL. Resource Book for Teachers*. Oxford University Press.

UNESCO: ICT Competency Framework for Teachers

<http://www.unesco.org/new/en/unesco/themes/icts/teacher-education/unesco-ict-competency-framework-for-teachers/>

RECOMMENDED READING

Beatty, K. (2010) *Teaching and Researching Computer-Assisted Language Learning*. Pearson Education Limited.

Fabre, E.M. & Esteras, S. R. (2007) *Professional English in Use. ICT for Computers and the Internet*. CUP.

UNESCO: ICT in Education <http://www.unesco.org/new/en/unesco/themes/icts/>

Course card

Course title	ALIENS VISITING EARTH – a course on how to engage in meaningful intercultural encounters		
Semester (winter/summer)	Summer term	ECTS	6
Lecturer(s)	dr Agata Wolanin		
Department	Instytut Filologii Angielskiej Katedra Dydaktyki Języka Angielskiego		

Course objectives (learning outcomes)

The main aim of the course is to explore international students' cultural identities, to discuss the complexity of the notion of culture and cultural belonging and to equip students with some useful skills that would help them become more effective intercultural mediators. A variety of topics will be discussed in class and on an e-learning platform. Each student will also keep his/her own intercultural portfolio in which they will explore their cultural identity, values, attitudes and behaviours. Hopefully, the course will also become a chance to meet people with different cultural backgrounds and languages.

Prerequisites

Knowledge	Basic knowledge of the current socio-political affairs
Skills	Ability to communicate fluently in English (preferable B2/C1 level)
Courses completed	-

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15						

Teaching methods:

- Discussion
- Project and group work
- Individual intercultural portfolio
- E-learning platform activities
- Essay
- Task-based approach

Assessment methods:

	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
	■					■	■	■	■	■			■

Assessment criteria	<p>In order to get credit for the course, the student has to complete the following tasks:</p> <ul style="list-style-type: none"> - actively participate in the in-class/on-line discussions; - prepare and deliver an in-class presentation (ca. 15 minutes); - pass a test based on the material covered in class. <p>The mean score of the points collected during the course will be the basis for the final grade.</p> <p>100%-92% → 5.0</p> <p>91%-84% → 4.5</p> <p>83%-76% → 4.0</p> <p>75%-68% → 3.5</p> <p>67%-60% → 3.0</p> <p>59% - 0% → 2.0 (Fail)</p>
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Comments	<p>Any form of plagiarism will be severely punished. The student can skip one class without any excuse. If the number of absences exceeds 50% of the classes, the student can get credit only in September.</p>
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Course content (topic list)

- Definitions of culture
- Cultural identity
- Stereotypes & prejudice
- Intercultural competence
- Cultural differences
- Politeness theory
- Migration
- Erasmus identity

Compulsory reading

Bennett, Milton J. 2004. Becoming interculturally competent. In Jaime S. Wurzel (ed.), *Toward multiculturalism: A reader in multicultural education*. Newton, MA: Intercultural Research Corporation.

Shaules, Joseph. 2007. *Deep culture. The hidden challenges of global living*. Clevedon: Multilingual Matters. (fragments)

Teacher's own materials

Recommended reading

Culpeper, J. (2011). Politeness and impoliteness. In: Karin Aijmer and Gisle Andersen (eds.) *Sociopragmatics*, Volume 5 of *Handbooks of Pragmatics*. Berlin: Mouton de Gruyter, 391-436.

Kramsch, Claire. 2004. The language teacher as go-between. *Utbilding & Demokrati* 13(3). 37-60.

Moncada Linares, Sthephanny. 2016. Othering: Towards a critical cultural awareness in the language classroom. *HOW* 23(1). 129-146.

Smith, David Livingstone. 2011. *Less than human: Why we demean, enslave, and exterminate others*. New York: St. Martin's Press. (a chosen fragment)

Course Card

Course title	American dream/American nightmare		
Semester	winter / summer	ECTS	6
Lecturer(s)	Prof. Artur Piskorz		
Department	Institute of English Studies		

Course objectives (learning outcomes)

The course is designed to provide an introduction to the American social and cultural life, enhancing students' knowledge of contemporary America, the country's challenges, and the perspectives of its citizens. The course aims to equip students with the foundational knowledge necessary to complement their studies of American history and literature while also providing an updated understanding of the present-day situation in the United States.

By the conclusion of this course, students should achieve the following objectives:

- Gain a deeper familiarity with the issues confronting contemporary America.
- Develop a more comprehensive understanding of American social challenges.
- Acquire a heightened knowledge of the history and culture of English-speaking nations.

Prerequisites

Knowledge	basic knowledge of American society and culture
Skills	English (B2)
Courses completed	

Course organization

Form of classes	Group type						
	W (Lecture)	A (large group)	K (small group)	L (Lab)	S (Seminar)	S (Project)	E (Exam)
Contact hours			14			1	

Teaching methods:

audio-visual methods
 discussion
 projects/presentations
 student's presentation

Assessment methods

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		x			x		x	x				x

Assessment criteria

regular attendance
 active class participation
 individual project

Comments

Course content

Post-war America
 Race and racial tensions
 Social divisions
 Gun culture
 Political extremism
 American exceptionalism
 American idiot
 American policeman/American gangster

Compulsory reading

Diniejko, A. *An Introduction to the United States of America* (2005)
 Mauk, D.; Oakland, J. *American Civilization: An Introduction* (2017)
 Materials distributed by the teacher

Recommended reading

Crowther, J.; Kavanagh, K. (Eds) *Oxford Guide to British and American Culture for Learners of English* (2003)
 Stevenson, D. K. *American Life and Institutions* (1987)
 O'Connor, J.; Jackson, M.A. (Eds) *American History/American Film* (2020)

Course Card

Course title	Britain now and then		
Semester	winter / summer	ECTS	6
Lecturer(s)	Prof. Artur Piskorz		
Department	Institute of English Studies		

Course objectives (learning outcomes)

The course is designed to provide an introduction to the British social and cultural life to enhance the students' knowledge of Britain today, the issues the country faces as well as the views and concerns of the British people. The aim of the course is to provide the students with the background knowledge necessary to supplement the study of both British history and literature as well as to update their views of the present day situation in Britain.

By the end of this course, students should:

- be more familiar with the issues facing contemporary Britain
- have a better understanding of British social problems
- be more knowledgeable about the history and culture of English-speaking countries

Prerequisites

Knowledge	basic knowledge of British society and culture
Skills	English (B2)
Courses completed	

Course organization

Form of classes	Group type						
	W (Lecture)	A (large group)	K (small group)	L (Lab)	S (Seminar)	S (Project)	E (Exam)
Contact hours			14			1	

Teaching methods:

audio-visual methods
 discussion
 projects/presentations
 student's presentation

Assessment methods

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		x			x		x	x			x	

Assessment criteria	regular attendance active class participation individual project
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Comments	
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Course content

Britain in the 1950s Thatcherism Multicultural Britain The Underworld Re-Inventing the Past Social fears London Anglo-Irish relations Brexitland
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Compulsory reading

Christopher, D. <i>British Culture. An Introduction</i> (2002) Higgins, M. <i>et al. Modern British Culture</i> (2010) Marwick, A. <i>British Society since 1945</i> (2000) Oakland, J. <i>British Civilisation. An Introduction</i> (2019) Storry, M. and Childs, P. <i>British Cultural Identities</i> (2002) Materials distributed by the teacher

Recommended reading

Brundson, Ch. <i>London in Cinema. The Cinematic City since 1945</i> (2007) Chapman, J. <i>Past and Present: National Identity and the British Historical Film</i> (2005) Fox, K. <i>Watching the English: the Hidden Rules of English Behaviour</i> (2014) Leggott, J. <i>Contemporary British Cinema. From Heritage to Horror</i> (2008)

Course card

Course title	TEACHING ENGLISH AS A FOREIGN LANGUAGE – developing language skills		
Semester (winter/summer)	Winter and summer	ECTS	6
Lecturer(s)	Katarzyna Nosidlak, PhD.	katarzyna.nosidlak@uken.krakow.pl	
Department	Department of English Studies		

Course objectives (learning outcomes)

The course has been designed for future foreign language teachers. Its main aim is to familiarise participants with the current teaching methods of developing receptive and productive language skills among foreign language learners. Participants will learn to assist learners in skill development and create lesson plans integrating writing, speaking, listening, and reading. The emphasis is on practical application and integration strategies for a holistic language learning experience.

Prerequisites

Knowledge	The student: <ul style="list-style-type: none"> - knows the methods and procedures for teaching receptive skills; - knows the methods and procedures for teaching productive skills; - knows how to compose a skill-centred lesson plan; - knows how to use projects with students in order to develop different skills; - knows how to incorporate new technologies, including AI, in teaching language skills.
	The student can: <ul style="list-style-type: none"> - design a lesson plan focused on the development of a given skill; - design a lesson plan integrating different skills; - conduct a lesson aimed at the development of a given skill; - conduct a lesson integrating different skills; - use the project method to develop different skills in learners; - use new technologies, including AI, to teach language skills.
Courses completed	English level B2 and above

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours	5		15			10	

Teaching methods:

- lecture discussion, presentation/demonstration, pair/group work, individual work (project)

Assessment methods:

E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
x					x	x	x	x			x	x

Assessment criteria	Student performance in the course will be evaluated based on a series of short quizzes administered throughout the semester. These quizzes will assess knowledge of teaching methods, lesson planning, and the integration of language skills. The final grade will be determined as the average of all quiz scores. Regular participation and engagement with course materials are expected to ensure continuous learning and skill development.
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Comments	
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Course content (topic list)

1. Breaking the ice and getting-to-know-each-other activities – designing a first lesson with a new group of students
2. Language skills – introduction and general theoretical background; integrating skills
3. Developing receptive skills – reading
4. Developing receptive skills – listening
5. Developing productive skills – speaking
6. Developing productive skills – writing
7. Integrating language skills and designing meaningful language projects
8. Using new technologies in teaching skills.

Compulsory reading

Harmer, Jeremy. 1998. *How to Teach English*. Pearson.
Harmer, Jeremy. 2014. *The Practice of English Language Teaching*. Pearson.
(Reading sections will be provided by the instructor throughout the course.)

Recommended reading

- Dixon, Shane. *Fifty Ways to Teach Reading: Tips for EFL/ESL Teachers*.
Douglas H. Brown. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson.
Nunan, David. 1999. *Second Language Teaching and Learning*. Heinle & Heinle.
Thornbury, Scott. 2004. *How to Teach Writing*. Pearson Longman.
Thornbury, Scott. 2005. *How to Teach Speaking*. Pearson Longman.
Ur, Penny. 1991. *A Course in Language Teaching. Practice and Theory*. Cambridge University Press.
Wilson. J.J. 2010. *How to Teach Listening*. Pearson Longman.

Course card

Course title	Culture and Communication		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	dr Ewa Borowiec		
Department	Institute of English Studies		

Course objectives (learning outcomes)

The aim of the course is to investigate the interaction between culture and communication styles. Students will be familiarized with how different worldviews are reflected in communication and shown how being aware of cultural differences and open-mindedness contribute to the elimination of prejudices and stereotypes. More specifically, students will learn how to identify cultural differences in communication style and worldview, and how the use of speech acts and nonverbal communication differs depending on the speaker's cultural background. The course is conducted in English.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms and contrasts
Skills	Communicativeness in English
Courses completed	None specific

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

1. the teacher's instruction and presentation of the individual phenomena
2. listening and group discussion
3. Individual and group web-based projects and presentations
4. Homework assignments

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x					x	x	x	x	x			

Assessment criteria	Students will be assessed mainly on the basis of their class participation as well as completion of designated tasks and assignments (three written). At the end of the course Students will have to prepare and present a project (both in the written and oral form).
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. How does culture shape communication – case study 2. Individual and group identity 3. Types of culture 4. Language culture and politeness 5. Body language 6. Communication styles 7. Gender and language 8. Project presentations
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Compulsory reading

Bowe, H., Martin, K. 2007. *Communication across cultures. Mutual understanding in a global world.* CUP.

Recommended reading

Rogers, E.M. & T.M. Steinfatt, 1999. *Intercultural Communication.* Prospect Heights, Illinois: Waveland Press. (Alternative coursebook can be presented in class.)

Hofstede, G. 2001. *Culture's Consequences. Comparing Values, Behaviors, Institutions and Organizations Across Nations.* Sage.