

Institute of English Studies

Winter semester:

Module „TEFL Methodology”

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| Alternative approaches to TEFL- a course on how to introduce autonomy in the classroom | 30ECTS |
| Language Learning and Intercultural Experiences: your passport to the world— a course on how to promote linguistic diversity and develop intercultural awareness | |
| CALL-ing me softly-a course on how to incorporate technology into a language classroom | |
| TEFL- developing language skills | |
| Language teacher well-being. Why your well-being matters? | |

Module „Linguistics”

| | |
|---|--------|
| Introduction to Morphology | 30ECTS |
| Lexical Semantics | |
| Varieties of Contemporary English | |
| Remedial Pronunciation of English/for Speakers of Romance Languages | |
| The Influence of Foreign Languages on English | |

Module „Culture and History”

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|--|--------|
| Contemporary Britain | 30ECTS |
| Contemporary America | |
| Vocabulary for the Study of History | |
| Britain: In and Out of Europe | |
| Women in the history and culture of the English-speaking countries | |

Summer semester:

Module „TEFL Methodology”

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| Aliens visiting earth— a course on how to engage in meaningful intercultural encounters | 30ECTS |
| Alternative approaches to TEFL- a course on how to introduce autonomy in the classroom | |
| CALL-ing me softly-a course on how to incorporate technology into a language classroom | |
| TEFL- developing language skills | |
| Language teacher well-being. Why your well-being matters? | |

Module „Linguistics”

| | |
|---|--------|
| Introduction to Morphology | 30ECTS |
| Lexical Semantics | |
| Varieties of Contemporary English | |
| Remedial Pronunciation of English/for Speakers of Romance Languages | |
| The Influence of Foreign Languages on English | |

Module „Culture and History”

| | |
|--|--------|
| Contemporary Britain | 30ECTS |
| Contemporary America | |
| Vocabulary for the Study of History | |
| Britain: In and Out of Europe | |
| Women in the history and culture of the English-speaking countries | |

Course card

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|-----------------------------|---|--|---|
| Course title | LANGUAGE TEACHER WELL-BEING. Why your well-being matters? | | |
| Semester (winter/summer) | winter | 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 | Student's presentation | Written assignment (essay) | Oral exam | Written exam | Other |
|--------------|----------------|--------------------|---------------|------------------|--------------------|---------------|--------------------------|------------------------|----------------------------|-----------|--------------|-------|
| | | | | | x | x | x | x | | | | |

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| 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)

- 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

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|--------------------------|---|------|---|
| 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 | Student's presentation | Written assignment (essay) | Oral exam | Written exam | Other |
|--|--------------|----------------|--------------------|---------------|------------------|--------------------|---------------|--------------------------|------------------------|----------------------------|-----------|--------------|-------|
| | ■ | | | | | ■ | ■ | ■ | ■ | ■ | | | ■ |

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| 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)

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| <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

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| <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> |
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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. *Utbildning & 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 | ALTERNATIVE APPROACHES TO TEFL - a course on how to introduce autonomy in the classroom | | |
| Semester (winter/summer) | Winter/Summer | ECTS | 6 |
| Lecturer(s) | Dominika Dzik | dominika.dzik@up.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 | Student's presentation | Written assignment (essay) | Oral exam | Written exam | Other |
|--|--------------|----------------|--------------------|---------------|------------------|--------------------|---------------|--------------------------|------------------------|----------------------------|-----------|--------------|-------|
| | x | x | | | | x | | x | x | | | | |

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| Assessment criteria | <p>The students will be evaluated on the basis of their attendance, the quality of the tasks assigned by the teacher and the frequency of taking part in discussions. 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. 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 | CALL-ING ME SOFTLY - a course on how to incorporate technology into a language classroom | | |
| Semester (winter/summer) | winter/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 | Student's 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)

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| <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

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| <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 Dudeney, 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> |
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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

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|-----------------------------|--|--|---|
| Course title | TEACHING ENGLISH AS A FOREIGN LANGUAGE – developing language skills | | |
| Semester (winter/summer) | winter/summer | ECTS | 6 |
| Lecturer(s) | Katarzyna Nosidlak, PhD. | katarzyna.nosidlak@up.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

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|-------------------|--|
| 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. |
| | 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. |
| 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 | Student's presentation | Written assignment (essay) | Oral exam | Written exam | Other |
|--|--------------|----------------|--------------------|---------------|------------------|--------------------|---------------|--------------------------|------------------------|----------------------------|-----------|--------------|-------|
| | x | | | | | x | x | x | x | | | | x |

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| Assessment criteria | Participants will be required to design various activities and/or lesson plans, which will be compiled into an online portfolio. Additionally, they are expected to record an online lesson component. The final grade will also take into account students' attendance and overall classroom participation. |
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| Comments | |
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Course content (topic list)

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| <ol style="list-style-type: none"> 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 |
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Compulsory reading

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| <p>Harmer, Jeremy. 1998. <i>How to Teach English</i>. Pearson. Harmer, Jeremy. 2014. <i>The Practice of English Language Teaching</i>. Pearson. (Reading sections will be provided by the instructor throughout the course.)</p> |
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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 | 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@up.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 | Student's presentation | Written assignment (essay) | Oral exam | Written exam | Other |
|--|--------------|----------------|--------------------|---------------|------------------|--------------------|---------------|--------------------------|------------------------|----------------------------|-----------|--------------|-------|
| | | | | | | x | x | x | x | | | | |

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| 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. - 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). |
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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)

- 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 | 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 | Student's 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 | |
|----------|--|

Course content (topic list)

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|--|
| <ol style="list-style-type: none">1. The subject matter of semantics; the notion of meaning2. Introduction into lexical meaning; sense, denotation, reference, connotation; lexical meaning vs. structural meaning3. Models of the linguistic sign4. 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 relations5. The structure of the lexicon: syntagmatic vs. paradigmatic relations; semantic fields6. 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) |
|--|

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 | Varieties of Contemporary English | | |
| Semester (winter/summer) | winter/summer | ECTS | 6 |
| Lecturer(s) | dr Anita Buczek-Zawiła | | |
| Department | Institute of English Studies | | |

Course objectives (learning outcomes)

After the completion of the course, students will be familiar with the most important dialectal and systemic contrasts occurring in English. Mastering the basic distinctions will allow students to achieve a better understanding of the accents as well as practical competence at the receptive level. Acquainting the student with existing divisions within and among dialects should constitute a significant contribution to the understanding of linguistic phenomena in general. The course will largely employ students' competence in English as well as in their native language and relate it to the corresponding phenomena in English. The student should develop the ability to analytically look at a group of languages, find similarities and differences between languages, understand language phenomena in general.

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 phenomena
2. listening and group discussion
3. Individual and group web-based projects and presentations
4. individual short tutorial sessions
5. 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). The student is expected to work towards achieving the accuracy on the B2/C1 competence level mainly receptively but also to a certain extent productively. |
|---------------------|--|

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|----------|---|
| Comments | The final essay(essays) is to constitute an integral part of the course. It is in principle impossible to get a passing grade without the contribution of the written task(s), drafted, evaluated and corrected. Specific essay topics are to be specified as tasks/assignments defined on the elearning moodle platform, during regular meetings with the group. They will centre around the areas practised in class and assigned for home study |
|----------|---|

Course content (topic list)

| |
|--|
| <ol style="list-style-type: none"> 1. Approaches to classifying languages (ethnological, geographic, typological) 2. Basic notions: standard, variety, dialect, accent 3. Languages in the British Isles: status quo, minority languages 4. Geographic varieties and divisions; case study – Scouse; Yorkshire 5. Celtic Englishes - an overview 6. London Englishes 7. English outside the British Isles, 8. English as an International Language (EIL) |
|--|

Compulsory reading

| |
|--|
| <ol style="list-style-type: none"> 1. Gary Robson “Social Change and the Challenge to RP: Approaching the British Cultural Revolution through accents and dialects”, in: New Trends in English teacher education, I.R.Gay et al. (eds.). Ediciones de la Universidad Castilla-LaMancha, Cuenca, 2008 2. Peter Trudgill The dialects of England, Blackwell, Oxford, 1999 3. Arthur Hughes, Peter Trudgill, Dominic Watt English Accents and Dialects: and introduction to social and regional varieties of English in the British Isles, Hodder Arnold, London, 2005 |
|--|

Recommended reading

(the specific choice will depend on the student's first language):

1. J. Wells Accents of English (vols 1-3).
2. Celtic Englishes III & IV - relevant chapters

Course card

| | | | |
|--------------|--|-------|---|
| Course title | Remedial Pronunciation of English | | |
| semester | winter/summer | ECTS* | 6 |
| Lecturer(s) | dr Anita Buczek-Zawiła Piotr Okas | | |
| Department | Institute of Modern Languages | | |

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 | | | | 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> |
|----------|--|

Course content (topic list)

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|--|
| <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> |
|--|

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 | Contemporary America | | |
| Semester (winter/summer) | 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 to enhance the students' knowledge of the USA today, the issues the country faces as well as the views and concerns of the American people. The aim of the course is to provide the students with the background knowledge necessary to supplement the study of both American history and literature as well as to update their views of the present day situation in the USA.

By the end of this course, students should:

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

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 Racial tensions The American frontier The Counterculture The Cold war Feminism The American dream America at the crossroads |
|---|

Compulsory reading

| |
|--|
| Diniejko, A. <i>An Introduction to the United States of America</i> (2005) Mauk, D.; Oakland, J. <i>American Civilization: An Introduction</i> (2017) Materials distributed by the teacher |
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Recommended reading

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|--|
| Crowther, J.; Kavanagh, K. (Eds) <i>Oxford Guide to British and American Culture for Learners of English</i> (2003) Fiedler, E. et al. <i>America in Close-Up</i> (1994) Stevenson, D. K. <i>American Life and Institutions</i> (1987) O'Connor, J.; Jackson, M.A. (Eds) <i>American History/American Film</i> (2020) |
|--|

Course Card

| | | | |
|-----------------------------|------------------------------|------|---|
| Course title | Contemporary Britain | | |
| Semester (winter/summer) | 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

Comments

Course content

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

Compulsory reading

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

Recommended reading

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

Course Description

| | | | |
|--------------|--|-------|---|
| 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.

Assessment methods:

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

Assessment criteria Active participation in class projects and discussions is expected. A group project will be a part of the final assessment.

Comments Max. number of participants: 15

Course content (topic list)

Selected historical documents (some use of the Internet) in chronological order.

Compulsory reading

A selection of reading materials will be provided by the teacher.

Recommended reading

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) | Student's 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 card

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

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 | | | | 30 | | | | | |

Teaching methods:

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

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 | 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. |
| Comments | The student's attendance and participation in the class may affect the final grade for the course. |

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 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