Institute of English Studies

Winter semester:

Module I: "History and Culture"

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

Module I: "Linguistics"

Introduction to Morphology	
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	30ECTS
The Influence of Foreign Languages on English	

Module III „TEFL Methodology"

Alternative approaches to TEFL	
Language Learning and Intercultural Experiences: your passport to the world	
Digital Personal Knowledge Management for EFL Teachers	30ECTS
TEFL- developing language skills	
TEFL- developing language subsystems	

Summer semester:

Module I: "History and Culture"

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

Module II: "Linguistics"

The Influence of Foreign Languages on English	
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	30ECTS
Neologisms in contemporary English	
Lexical Semantics	

Module III „TEFL Methodology"

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

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: - 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.
Skills	The student can: - 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	Student's 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.	

Comments	

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	**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 g 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				

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).

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

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
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	**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	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x	x				x		x	x				

Assessment criteria	Preparing portfolio Students' presentation Individual project 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)

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 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				

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=09000016804 92ff9
User's Plurilingual Profile. Presentation of the Learner. European Language Portfolio Templates and Resources. Language Biography: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804 4932c5

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	The student: - 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	The student can: - 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

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	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.

Comments	

Course content (topic list)

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.
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.

uken
Uniwersytet Komisji
Edukacji Narodowej
w Krakowie

Erasmus+

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	Student' s presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x					x	x	x					e-Journal

Assessment criteria	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)

Comments	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.

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	**Digital Personal Knowledge Management for EFL Teachers**

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 provides (future) EFL teachers with hands-on experience in Personal Knowledge Management (PKM). Participants will learn and apply strategies for effectively managing information and knowledge related to their teaching practice, professional development, and personal interests. The course covers the full PKM cycle, from collecting and organising resources to retrieving and sharing knowledge, emphasizing lifelong learning and the use of digital tools for EFL professionals.

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

Assessment criteria	Students will be graded based on attendance, assignments, and participation in discussions. Individual projects, portfolios, and presentations will also be graded. 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

Course content (topic list)

1. Module 1. Foundations of digital Personal Knowledge Management
2. Module 2. Structuring your knowledge system
3. Module 3. Improving knowledge processing and retrieval
4. Module 4. Applying knowledge for creativity and impact
5. Portfolio Presentations

Compulsory reading

Pitura, J. (2023). Digital Note-Taking for Writing. W: Digital Writing Technologies in Higher Education : Theory, Research, and Practice. Springer [online]

Recommended reading

Depend on the topic – to be provided

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

Assessment criteria	In order to get credit for the course, the student has to complete the following tasks: - 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. The mean score of the points collected during the course will be the basis for the final grade. 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)

Comments	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.

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.
FitzGerald, H. 2003. How Different Are We? Clevedon: Multilingual Matters. (fragments)
Shaules, Joseph. 2007. Deep culture. The hidden challenges of global living. Clevedon: Multilingual Matters. (fragments)

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	**Contemporary America**	

Semester (winter/summer)	winter / summer	ECTS	5

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. *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)
Fiedler, E. et al. America in Close-Up (1994)
Stevenson, D. K. American Life and Institutions (1987)
O'Connor, J.; Jackson, M.A. (Eds) American History/American Film (2020)

Course Card

Course title	**Contemporary Britain**

Semester (winter/summer)	winter / summer	ECTS	5

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

Brundsdon, 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 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:

	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			

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.

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				quizzes

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 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 (Seminar)		P (Project)		E (Exam)	
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.

Comments	

Course content (topic list)

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:
   - 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)

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.* Tubingen: 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)**

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 (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	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. 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.

Comments	The written test will focus on the areas of possible language interference. It will be worth 30% of the total score for the course. 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. The student is expected to achieve the pronunciation accuracy on the B2/C1 competence level.

Course content (topic list)

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.

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.

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 (Seminar)	P (Project)	E (Exam)	
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 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' 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. 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.

Comments	The written test will focus on the areas of possible language interference. The oral test will check the pronunciation of individual words/phrases and sentences, practised in class. The student is expected to achieve the pronunciation accuracy on the B2/C1 competence level.

Course content (topic list)

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.

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.

Compulsory reading

Swan, M. & B. Smith (eds.) *Learner English, C*ambridge University Press, 2002;
    There, respectively: (the specific choice will depend on the student's first language):
    ➢ 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 (Seminar)		P (Project)		E (Exam)			
Contact hours						15									

Teaching methods:

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

Assessment methods:

	E – lear nin g	Di da cti c ga m es	Cl as se s in sc ho ol s	Fi el d cl as se s	L ab or at or y ta sk s	In di vi du al pr oj ec t	G ro up pr oj ec t	Di sc us si on pa rti ci pa ti on	St ud en t's pr es en tat io n	Wri tten assi gn men t (ess ay)	O r al e x a m	Wr itt en ex am	O t h e r
						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 attendence and participation in the class may affect the final grade for the course.

Course content (topic list)

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

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	Student's 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

Comments	

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/