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| **Module card** | | |
| I. GENERAL INFORMATION | | |
| **THE WITELON STATE UNIVERSITY OF APPLIED SCIENCES IN LEGNICA**  **DEPARTMENT OF SOCIAL SCIENCES AND HUMANITIES** | | |
| **Field** | Philology | |
| **Module title** | Practical English-oral communication III | |
| **Language of lecture** | English | |
| **ECTS points** | 5 | |
| **Preliminary conditions:** | B2 level in English (CEFR) | |
| II. Education aims | | |
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| **Aim 1:** Developing the skill of speaking (C1 level)  **Aim 2:** Developing the skill of listening (C1 level)  **Aim 3:** Expanding vocabulary (C1 level) | | |
| III. Education outcomes | | |
| 1. The student has a structured and detailed knowledge in the chosen language area: he/she is familiar with the rules of using modern English.  2. He/she understands and produces oral and written statements that are functionally and stylistically diverse.  3. In the selected language area: correctly uses language to communicate in a variety of situations.  4. Students can express their views and opinions fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social and professional purposes.  5. The student can use and synthetically present information obtained from various sources  6. The student has a near-native knowledge of English at a proficiency level of C1 of the Common European Framework of Reference for Languages and knows a second foreign language at a level of at least B1 of the Common European Framework of Reference for Languages.  7.The student is able to effectively organize his work, interact in a group taking various roles in it. | | |
| IV. EDUCATIONAL METHODS | | |
| **1. Methods of education:** informative lecture (conventional), problem lecture, conversation lecture, problem method, situational, brainstorming, case study, discussion, exercises based on the use of various sources of knowledge, individual work.  **2. Didactic tools (means):** multimedia presentations, source texts, documents, monolingual and bilingual dictionaries, examination tasks from previous years, the Internet, multimedia projectors.  **Assessment method:** test(s), active participation in classes, discussions, presentations, completing a project work.  **Course completion form. Formative assessment criteria:**  1. Written Knowledge Test - Evaluation Criteria:   * 91% - 100% - very good * 81% - 90% - good plus * 71% - 80% - good * 61% - 70% - Sufficient plus * 51% - 60% - Sufficient * 50% and less – unsatisfactory   2. An oral knowledge test - evaluation criteria:   * **5.0 (very good) -** compose and articulate an independent statement on a given topic in a manner that demonstrates a full understanding of the question and knowledge of the topic; a thorough discussion of the issue; no language errors; no errors in composition; * **4.5 (good plus) -** compose and articulate an independent statement on a given topic in a manner that demonstrates a full understanding of the question and knowledge of the topic; complete discussion of the issue; no language errors; no errors in composition; * **4.0 (good) -** composing and articulating an independent speech on a given topic in a way that proves a full understanding of the question and knowledge of the topic; a full discussion of the issue; minor language errors; minor mistakes in composition; * **3.5 (sufficient plus) -** attempt to compose and articulate an independent statement on a given topic in a way that demonstrates at least a partial understanding of the question and knowledge of the topic; comprehensive but superficial discussion of the issue; minor language errors; minor errors in composition; * **3.0 (sufficient) -** attempt to compose and articulate an independent statement on a given topic in a manner that demonstrates at least partial understanding of the question and knowledge of the topic; partial discussion of the issue; minor language errors; minor errors in composition; * **2.0 (insufficient) –** afailure to meet the criteria for the grade: sufficient (3.0).   3. An observation and evaluation of student attitudes resulting from:   * realisation of tasks prepared as part of exercises, * engagement in group work, * behaviour and activity during lectures and exercises, * conducting a substantive discussion, * the need for continuous personal and professional development.   **Summative assessment criteria:**  anaverage of formative assessments | | |
| **Student workload: 125 hours** | | |
| V. MODULE TYPE AND CONTENTS | | |
| 1. Pastimes and hobbies. Leisure activities.  2. Families. Interpersonal relationships.  3. Social issues.  4. Medicine. Health problems. Treatment and therapy.  5. The role and importance of education. Learning methods. Academic success. Multimedia presentations - group projects. | | |
| VII. ECTS POINT BALANCE SHEET - STUDENT'S WORKLOAD | | |
| **Category** | | **Student’s workload** |
| ***Contact hours*** | | **62** |
| Participation in lectures | |  |
| Participation in classes, workshops | | 60 |
| Duty hours | | 2 |
| ***Independent student’s work*** | | **63** |
| Preparation for the lecture | |  |
| Preparation for the classes, workshops | | 25 |
| Preparation for the written knowledge test | | 15 |
| Preparation for the oral knowledge test | | 10 |
| Preparing the project | | 3 |
| Preparing multimedia presentation | | 10 |
| ***Total numer of hours*** | | **125** |
| ***ECTS points*** | | **5** |
| VIII. Recommended literature | | |
| **Basic literature:**  **1**. Evans ,V. , Dooley, J. &  Edwards, L. (2017). *New Upstream Advanced C1.*London: Express Publishing.  **2**. Jones, L. (2009). *New Cambridge Advanced English.* Cambridge University Press.  **3.** Kenny, N. & Newbrook, J. (2008). *CAE Gold Plus Coursebook.* London: Longman. | | |
| **Supplementary literature:**  **1.** Latham-Koenig, Ch., Oxenden, C., Seligson, P. (2010). *New English File. Advanced.* Oxford: University Press.  **2.** O’Connell, S. (1999). *Focus on Advanced English*. London: Longman.  **3**. Pople, E. & Morley, J. (2009). *Words for Ideas*. London: Express Publishing.  **4**. Vince, M. (2009). ***Advanced Language Practice*.** Macmillan. | | |