

| <b>Offer of English Philology Courses</b>                               |   |   |
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| <b>Winter semester</b>  |   |   |
| <b>Academic year 2026/2027</b>  |   |   |
| <b>Subject</b>  | <b>Description</b>  | <b>ECTS</b>                               |
| Analysis and Editing of Promotional Texts (practical classes)           | The course aims at developing the skills of analysis and interpretation of promotional texts, which can be used both for the reception of already written texts and creation of own texts.  | 3<br>Y3/S5 exam at the end of the course  |
| Analysis of Texts Related to Business and Economics (practical classes) | Developing the ability to analyze and interpret written texts on business and economics.  | 2<br>Y3/S5 grade at the end of the course |
| English for Administration  | The student acquires appropriate terminology and language skills thematically related to administrative activities in state, public, and private institutions, as well as companies. The students develop English communication skills necessary for direct service of clients. They also acquire specialized vocabulary specific to such situations and appropriate communication techniques useful in conversations with clients, for example in legal services departments, procurement, tenders, services, and data management in various administrative units.   | 2<br>Y3/S5 grade at the end of the course |
| Spreadsheet (Excel) (IT classes)  | The course covers an overview of basic and advanced topics in working with the EXCEL spreadsheet.   | 2<br>Y3/S5 grade at the end of the course |
| Business Correspondence (practical classes)                             | The aim of the course is to familiarize students with the basic principles of drafting various types of business correspondence letters in English.   | 3<br>Y3/S5 exam at the end of the course  |
| American Literature (lectures)  | The lectures present the basic phenomena in the history of American literature, from Puritan hagiography to the 19th century. The most important literary trends and conventions are presented, as well as outstanding authors and their works, taking into account the historical and cultural background of each literary era. The material includes a chronological overview of the main trends and conventions in American literature from the 17th century to the 19th century (Puritan literature, the Enlightenment, early Romanticism), along with their most prominent representatives. Students gain a basic knowledge of American literature and deepen their understanding of the relationship between US history and culture and the country's literature. | 1<br>Y3/S5 exam at the end of the course  |

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| American Literature (practical classes)         | In semesters 4 and 5, the course aims to present the history of American literature from the historiography of the Puritans to contemporary writing. Exercises complement the lectures, allowing for detailed discussion and better understanding of selected texts.  | 1<br>Y3/S5 grade at the end of the course |
| Linguistic Pragmatics (practical classes)       | During the course, students acquire knowledge of language as a social phenomenon, its functions and processes of social communication.  | 3<br>Y3/S5 grade at the end of the course |
| Stylistics of Written Texts (practical classes) | The purpose of the course is to familiarize students with various text genres and their characteristics, as well as with different types of styles and their characteristics. The student will acquire the ability to edit written statements, choosing a style appropriate to the type of statement, the genre of the text and the domain of discourse. In addition, using different registers of language, the student will improve social competence.  | 3<br>Y3/S5 grade at the end of the course |
| Modern Varieties of English (lecture)           | Basic terminology. Outline of the history of the English language. English language - influences/borrowings from other languages. Expansion of the English language. The concept of World Englishes (Kachru). English as a global language. Modern national varieties of English (AusE, South, East and West African English, English in Asia). History of the American variety of English. Black English Vernacular. Basic differences between BrE and AmE. Pidjins and Creoles. Differentiation of English in the British Isles. Scots versus Gaelic. Dialects and their types. Regional dialects in England. Slang. Language versus social class (sociolects). Cockney. Professional varieties (jargons). Language and the Internet. Developmental trends. | 2<br>Y3/S5 exam at the end of the course  |
| Modern Varieties of English (practical classes) | Lectures focus on the analysis of varieties of English in the 20th and 21st centuries, with particular attention to national varieties (especially the differences between British and American English), regional dialects, sociolects, environmental and professional varieties. The practical classes focus on the analysis of texts representing various contemporary varieties of English.   | 1<br>Y3/S5 grade at the end of the course |

Y2 – Year 2

S3 – Semester 3

Y3 – Year 3

S5 – Semester 5

| <b>Foreign Languages in the (e-)Business Communication – Courses in English</b> |   |  |
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| <b>Winter semester<br/>Academic year 2026/2027</b>                              |   |  |
| <b>Subject</b>  | <b>Description</b>  | <b>ECTS</b>  |
| <b>Communication in General English: Reading and Writing I</b>                  | <p>The course is based on the idea that general English underpins business English and is essential for everyday communication in professional settings. It develops universal communication skills—productive, receptive, interactive, and mediating—relevant across both general and specialized contexts.</p> <p>Students work on:</p> <ul style="list-style-type: none"> <li>•Using topic-related vocabulary and grammar appropriately;</li> <li>•Adjusting language use to communicative goals and social context;</li> <li>•Producing coherent and structured written texts;</li> <li>•Understanding written texts using strategies like global and detailed comprehension, identifying intent, and distinguishing facts from opinions;</li> <li>•Paraphrasing and conveying information, including informal translation across languages when needed.</li> </ul>                           | <p>3</p> <p>Y1/S1 grade at the end of the course</p> <p>ESOKJ<br/>C1</p> |
| <b>Communication in General English: Listening and Speaking I</b>               | <p>The course is based on the idea that general English underpins business English and is essential for everyday communication in professional settings. It develops universal communication skills—productive, receptive, interactive, and mediating—relevant across both general and specialized contexts.</p> <p>Students work on:</p> <ul style="list-style-type: none"> <li>•Using topic-related vocabulary and grammar appropriately;</li> <li>•Adjusting language use to communicative goals and social context;</li> <li>•Producing coherent and structured spoken presentations and conversations</li> <li>•Understanding spoken language using strategies like global and detailed comprehension, identifying intent, and distinguishing facts from opinions;</li> <li>•Paraphrasing and conveying information, including informal translation across languages when needed.</li> </ul> | <p>3</p> <p>Y1/S1 grade at the end of the course</p> <p>ESOKJ<br/>C1</p> |
| <b>Business Communication in English I (practical classes)</b>                  | <p>This course is based on the idea that business language complements general English, and that communicative skills developed in general English provide a foundation for effective professional interaction. The main goal is to develop students' ability to achieve communicative</p>  | <p>2</p> <p>Y1/S1 grade at the end of the course</p>                     |

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|  | <p>goals in interactive workplace situations using language typical of business environments.</p> <p>1. Market research methods:</p> <ul style="list-style-type: none"> <li>- introducing new products</li> <li>- acquiring customers</li> <li>- conversations between interviewers and respondents</li> <li>- conducting a survey</li> <li>- working with a focus group</li> <li>- conducting a demand analysis</li> </ul> <p>2. Employer-employee relations:</p> <ul style="list-style-type: none"> <li>- professional development</li> <li>- company management and the characteristics of a good mentor</li> <li>- business meetings, interpersonal communication</li> <li>- contract renegotiation strategies</li> </ul> <p>3. Relationships between colleagues:</p> <ul style="list-style-type: none"> <li>- cooperation in the workplace</li> <li>- problems between colleagues and superiors - areas that need improvement.</li> </ul> | <p>ESOKJ<br/>B2+</p>  |
| <p><b>Communication in General English III</b><br/>(practical classes)</p> | <p>This course builds on the premise that general English forms the basis for business communication and that many everyday interactions in business contexts are essentially general-language exchanges. It emphasizes the development of core communicative skills—productive, receptive, interactive, and mediating—which are transferable across general and specialized language use.</p> <p>Classes focus on:</p> <ul style="list-style-type: none"> <li>•Expanding topic-specific vocabulary and grammar in context;</li> <li>•Using language structures purposefully and appropriately;</li> <li>•Adapting language to communicative, pragmatic, and sociolinguistic factors;</li> <li>•Producing coherent spoken and written texts;</li> <li>•Paraphrasing and interpreting content;</li> <li>•Informally summarizing or translating information for cross-linguistic or cross-cultural understanding.</li> </ul>                     | <p>2<br/>Y2/S3<br/>grade at the end of the course</p> <p>ESOKJ<br/>B2/B2+</p> |
| <p><b>Business Correspondence in English</b><br/>(practical classes)</p>   | <p>The course focuses on analyzing and composing written business correspondence as a natural form of communication in English. The main emphasis is on developing writing skills, including:</p> <ul style="list-style-type: none"> <li>•Structuring coherent and well-organized business texts;</li> <li>•Using conventional phrases typical of business correspondence;</li> <li>•Applying appropriate communication strategies;</li> <li>•Striving for linguistic accuracy and clarity;</li> <li>•Adapting messages to the recipient’s needs;</li> </ul>   | <p>3<br/>Y2/S3<br/>grade at the end of the course</p>                         |

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|   | <ul style="list-style-type: none"> <li>•Considering intercultural differences and principles of effective communication.</li> </ul> <p>Key Topics:</p> <ol style="list-style-type: none"> <li>1.Format and structure of business letters.</li> <li>2.General terms and conditions in business correspondence.</li> <li>3.Core business writing types.</li> <li>4.Informative business letters.</li> <li>5.Correspondence related to organizing meetings, business visits, and trade fairs.</li> </ol>  |  |
| <p><b>Analysis of Marketing Texts in English II</b><br/>(practical classes)</p> <p>/</p> <p><b>Analysis of Economic and Legal Texts in English II</b><br/><i>option 1</i><br/>(practical classes)</p> | <p>Students simulate authentic receptive communication tasks relevant to (e-)business contexts. The course develops skills in understanding and processing specialist texts through structured analysis and interpretation, including:</p> <p>Text Types Analyzed:</p> <ol style="list-style-type: none"> <li>1.Marketing texts in English related to business communication with clients and partners.</li> <li>2.Corporate and institutional website content written by and for professionals or wider audiences to share knowledge.</li> <li>3.Specialist articles on marketing topics from English-language industry journals.</li> </ol> <p>/</p> <p>Students simulate real-life receptive communication tasks related to (e-)business in legal and economic contexts.</p> <p>Text Types Analyzed:</p> <ol style="list-style-type: none"> <li>1.Legal and economic business texts in English addressed to or received from foreign partners and clients.</li> <li>2.Web content from company and institutional sites in legal-economic discourse, written by professionals for specialists and general audiences.</li> <li>3.Specialist articles on economic and legal topics from English-language industry journals.</li> </ol> | <p>2</p> <p>Y2/S3<br/>grade at the end of the course</p> |
| <p><b>Business Telephone Communication in English</b><br/><i>option 1</i><br/>(practical classes)</p>   | <p>The course develops key skills for effective business telephone communication. Students practice:</p> <ul style="list-style-type: none"> <li>•Producing coherent and well-structured spoken messages;</li> <li>•Using conventional phrases typical of phone conversations;</li> <li>•Applying communication strategies with accuracy, clarity, and fluency;</li> <li>•Monitoring and self-correcting their speech;</li> </ul>   | <p>4</p> <p>Y2/S3<br/>grade at the end of the course</p> |

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| <p style="text-align: center;">/</p> <p style="text-align: center;"><b>Oral Business Presentations in English</b><br/><i>option 2</i><br/>(practical classes)</p> | <ul style="list-style-type: none"> <li>•Active listening and tailoring responses to the listener’s needs;</li> <li>•Awareness of intercultural differences in phone communication.</li> </ul> <p>Special attention is given to the limitations of voice-only interaction—such as the absence of facial expressions and gestures—and to managing unpredictable situations, e.g. refusals or complaints from clients and business partners. Students also learn business phone etiquette.</p> <p style="text-align: center;">/</p> <p>The course develops students’ ability to achieve specific communication goals, such as persuading clients, business partners, or colleagues of ideas and solutions. The focus is on crafting messages that produce the intended effect in a professional context. Students practice:</p> <ul style="list-style-type: none"> <li>•Delivering coherent, well-structured spoken texts;</li> <li>•Using set phrases typical of business presentations and speeches;</li> <li>•Applying effective communication strategies with linguistic accuracy and fluency;</li> <li>•Adapting speech to the audience and context;</li> <li>•Monitoring their own speech for clarity and self-correction;</li> <li>•Enhancing messages through non-verbal communication;</li> <li>•Increasing audience engagement and interest.</li> </ul> <p>Intercultural aspects and principles of effective communication are also emphasized.</p> <p>Simulated Speaking Tasks Include:</p> <ul style="list-style-type: none"> <li>•Self-presentation;</li> <li>•Company multimedia presentations;</li> <li>•Product/service presentations at trade fairs;</li> <li>•Ceremonial speeches;</li> <li>•Informative and persuasive oral presentations.</li> </ul> |  |
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Y1 – Year 1

S1 – Semester 1

Y2 – Year 2

S3 – Semester 3

| <b>Applied Linguistics Courses available in</b>   |  |   |
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| <b>Winter semester<br/>Academic year 2026/2027</b>  |  |   |
| <b>Subject/Course</b>   | <b>Description</b>   | <b>ECTS</b>   |
| Language acquisition for professional purposes (practical classes and lectures)   | The aim of the course is to present the trends in contemporary linguistic and glottodidactic thought and to prepare students to apply specific theories of acquisition in foreign language practice in the professions of English language teachers/translators.   | <b>3 points</b><br>Y1/S1<br>-grade at the end of the course<br>-exam at the end of the course |
| Discourse Analysis: Spoken Communication in a Professional Environment 1 (practical classes)                              | This course develops skills in discourse analysis and spoken communication in the context of working as an English teacher and translator. Students learn to recognize linguistic functions, communication strategies and cultural differences in professional and media discourse. Coursework includes interpreting authentic materials, participating in debates, professional simulations and case studies. Particular emphasis is placed on applying linguistic knowledge in practice and developing intercultural and professional competencies in an international environment.  | <b>2 points</b><br>Y1/S1<br>-grade at the end of the course                                   |
| Analysis and interpretation of written texts 1 (practical classes)  | Developing the ability to read, analyze and interpret written texts in English at the B1+/B2 level according to the CEFR and taking into account the professional context.   | <b>2 points</b><br>Y1/S1<br>-grade at the end of the course                                   |
| Corrective phonetics (practical classes)  | Correction of the articulation of selected English long and short vowels and the articulation of selected consonants; correction of the ability to properly stress simple and complex words, and to use stress in sentences, improvement of the ability to link words, and to use the main intonation patterns. Correction of accent (also based on text), so that the pronunciation is similar to the pronunciation of a native English speaker, in the working context of an interpreter, in communication with the client in written translations, and in oral communication in the activity of an English language instructor. | <b>2 points</b><br>Y1/S1<br>-grade at the end of the course                                   |
| Descriptive Grammar of English for the Teacher and Translator: Phonetics and Phonology 1 (practical classes and lectures) | The vowel and consonant system of the English language, stress in simple words, phonological contrast, rules of phonemic transcription, for effective and correct use of English in professional situations, with correct pronunciation, similar to that of a native speaker of English, in the work of a translator or language instructor.   | <b>3 points</b><br>Y1/S1<br>-grade at the end of the course                                   |

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| Applied Grammar 1<br>(practical classes)  | The aim of the course is to expand students' knowledge of nouns, articles, adjectives, adverbs, modal verbs and semimodals, with an emphasis on the practical application of the acquired skills. Students gain knowledge about pragmatic and stylistic features of selected syntactic structures, to a degree that develops communication skills in target level B1+. During the classes, students have to deal with a multitude of exercises focused on the practical application of the practiced language structures in written and spoken texts, which they will be likely to encounter in the professional practice of a teacher of English in non-formal education or a translator. Each grammatical section ends with a test that checks the knowledge and the ability to apply specific grammatical structures. | 2 points<br>Y1/S1<br>-grade at the end of the course |
| The English Media Language 1<br>(practical classes)                                     | The aim of the English Media Language I course is to develop linguistic, communicative, mediation and intercultural competence at the levels of B1+/B2 according to CEFR. The main criteria for the selection of educational content are the genres of written and oral texts oriented towards practical use of lecturer/translator in his professional activity and grammar issues assigned to language level B1+/B2 according to the CEFR.   | 2 points<br>Y1/S1<br>-grade at the end of the course |
| Basics of the foreign language teacher and translator's workshop<br>(practical classes) | The aim of the course is to familiarize students with the basics of English language teaching and translation, basic forms and methods of work and with the appropriate application of available traditional and Internet sources and tools useful in professional activities.   | 3 points<br>Y1/S1<br>-grade at the end of the course |
| Stylistics of Written Texts 1<br>(practical classes)                                    | The aim of the course is to improve the skills of independent writing in English. The student should be able to choose the style and register appropriate to the type of statement and the genre of the text, and to apply the correct text format, as well as demonstrate proper knowledge of the language.   | 2 points<br>Y1/S1<br>-grade at the end of the course |
| Background Knowledge of English-speaking Countries<br>(practical classes)               | Classes aim to provide participants with hands-on experience of the key aspects of life in the United Kingdom, the United States of America, and selected countries of the English-speaking world, with a particular focus on their multicultural diversity. The exercises enable students to develop their skills in analyzing and comparing various social and cultural phenomena through discussions, group work, problem-solving tasks, and practical projects.  | 3 points<br>Y1/S1<br>-exam at the end of the course  |
| Introduction to Linguistics<br>(lectures)   | The course introduces the key issues in phonology, phonetics, morphology, syntax, pragmatics, discourse analysis, the development of language and writing.   | 3 points<br>Y1/S1<br>-exam at the end of the course  |

Y1 – 1<sup>st</sup> Year

S1 – 1<sup>st</sup> Semester (winter semester)