

A COURSE SYLLABUS – DOCTORAL SCHOOL
regarding the qualification cycle from 2022/2023 to 2025/2026

GENERAL INFORMATION ABOUT COURSE				
Course title		OPTIONAL SPECIALISED SUBJECT: <i>Language education as a space for developing global competences in a culturally diverse society.</i>		
Name of the unit running the course		Doctoral School at University of Rzeszów		
Type of course (<i>obligatory, optional</i>)		compulsory - optional specialist		
Year and semester of studies		year IV, semester VII		
Discipline		linguistics		
Language of Course		Polish language/English language		
Name of Course coordinator		Prof. Mariana Sokol, PhD		
Name of Course lecturer		Prof. Mariana Sokol, PhD		
Prerequisites		Comprehensive knowledge of linguistics. Knowledge of English at B2 CEFR level, with a focus on specialist vocabulary.		
BRIEF DESCRIPTION OF COURSE (100-200 words)				
<p>OPTIONAL SPECIALISED SUBJECT: Language education as a space for developing global competences in a culturally diverse society.</p> <p>The aim of this course is to organise and deepen doctoral students' knowledge of language education, which plays a key role as a space for developing global competences and shaping global competences in today's highly globalised and culturally diverse world. The development of this space is carried out, among other things, by facilitating communication, building empathy and overcoming cultural barriers in a culturally diverse society. The integration of language learning with knowledge about culture is essential in preparing young people for life in a globalised world. An important element of the subject is reflection on scientific research, designing one's own research and analysing educational practices that promote the development of global competences in monolingual and multilingual environments.</p>				
COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
Knowledge (no.)	knows and understands, has knowledge			
P8S_WG1	Possesses comprehensive theoretical knowledge supported by their own research experience in the field of literary studies, particularly in relation to language education. He is familiar with the current scientific achievements in the field of developing global competences in a culturally diverse society. He is able to objectively refer to existing paradigms related to language education.	P8S_WG	Seminar	exam

P8S_WG2	Knows the directions of development of the humanities, especially linguistics focused on language education, which provides a space for developing global competences in society, understands the need to conduct scientific research in the field of linguistics.	P8S_WG	Seminar	exam
P8S_WG3	Possesses interdisciplinary knowledge, knows, understands and communicates using terminology used in the humanities in their native and foreign languages.	P8S_WG	Seminar	exam
P8S_WK1	Possesses knowledge of the impact of technological development on the progress of civilisation, including the discovery of new opportunities in language education for culturally diverse societies.	P8S_WK	Seminar	exam
Skills (no.)	can			
P8S_UW1	Based on their interdisciplinary knowledge in the field of humanities, they are able to formulate and set ambitious research goals related to language education in a culturally diverse society. They are able to identify and improve research methods and tools, as well as draw constructive conclusions based on the results of their research work.	P8S_UW	Seminar	exam
P8S_UW2	Based on available global scientific publications, they are able to diagnose and solve research and scientific problems, both from a theoretical and conceptual as well as an executive perspective, and implement innovative activities related to their research interests. They are also able to apply the appropriate course of action to create new elements of scientific output.	P8S_UW	Seminar	exam
P8S_UW3	They are able to use their interdisciplinary knowledge in the field of humanities to analyse	P8S_UW	Seminar	exam

	and evaluate available scientific achievements, expert opinions and other scientific publications related to language education, formulating opinions, including critical judgements, on this basis.					
P8S_UK6	They are able to carry out research work and communicate in a foreign language at B2 CEFR level in an international scientific environment.			P8S_UK	Seminar	exam
Social competence (no.)	is ready to					
P8S_KK3	He is ready to undertake substantive research activities aimed at solving cognitive and practical problems using his knowledge of linguistics.			P8S_KK	Seminar	exam
Semester (no.)	Lectures	Seminar	Conversatory/ Lab classes	Internships	others	ECTS
VII	-	15 hrs.	-	-	-	2

METHODS OF INSTRUCTION

- SEMINARS;
- CLASSES WITH MULTIMEDIA PRESENTATIONS;
- PROJECT;
- CORRECTION;
- DISCUSSION.

COURSE CONTENT

Seminar:

Substantive description of the course content:

Language education in the context of globalisation and cultural diversity.

Global competences – definitions and significance in language education.

Language, culture and identity in the education process.

Intercultural communication competence in language teaching.

Multilingualism as an educational resource.

Critical pedagogy in language education.

Research methodology in educational linguistics.

Designing and presenting doctoral students' own research.

COURSE ASSESSMENT CRITERIA

The examination takes place after each semester of the course (semester 2, semester 4, semester 6, semester 7).

Requirements for passing the course:

- preparation of written papers on assigned topics and defence of the presented position during discussions;
- active and regular participation in classes;
- ability to lead discussions and draw constructive conclusions;

The doctoral student prepares a paper on a topic indicated by the teacher from the scope of issues related to the subject and carries out a research project on 'The role of language education in developing global competences in a culturally diverse educational environment' with a short substantive description and an analysis of the selected educational context or research material;

Very good grade:

- substantive activity and engagement during classes,
- visible ability to lead discussions and draw constructive conclusions,
- very high substantive value of written work;
- attendance at all classes;
- active use of the proposed literature and instructional materials, expanded and deepened on one's own.

Good plus grade:

- substantive activity during classes;
- high substantive value of written work;
- attendance at least 4/5 of the total number of classes;
- visible satisfactory ability to lead discussions and draw conclusions;
- active use of the recommended literature and instructional materials.

Good grade:

- satisfactory substantive activity during classes;
- satisfactory substantive value of written work;
- attendance at least 4/5 of the total number of classes;
- moderate ability to lead discussions and draw conclusions;
- satisfactory use of the recommended literature and instructional materials.

Pass with distinction:

- moderate level of substantive activity during classes
- relatively poor substantive value of written work;
- attendance at least 3/5 of the total number of classes;
- moderately poor ability to lead discussions and draw conclusions;
- moderate use of the recommended literature and instructional materials.

Satisfactory grade:

- low level of activity during classes
- poor substantive value of written work;
- attendance at least 3/5 of the total number of classes;
- poor ability to lead discussions and draw conclusions;
- sporadic use of the recommended literature and instructional materials.

Fail:

- lack of activity during classes;
- unacceptable substantive value of written work;
- lack of ability to lead discussions and draw conclusions;
- absence from more than 3/5 of the total number of classes;
- lack of use of the recommended literature and instructional materials.

**TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES
– NUMBER OF HOURS AND ECTS CREDITS**

Activity	Number of hours
Scheduled course contact hours	15
Other contact hours involving the teacher (consultation hours, examinations)	1
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	44
Total number of hours	60
Total number of ECTS credits	2

INSTRUCTIONAL MATERIALS

Compulsory literature:	<p>Baker, W. (2024). Intercultural communication. <i>ELT Journal</i>, 78(2), 212–215. https://doi.org/10.1093/elt/ccado40</p> <p>Byram, M. (1997). Teaching and assessing intercultural communicative competence. <i>Multilingual Matters</i>.</p> <p>Li, J. (2025). Study of effective strategies for cultivating intercultural communicative competence in English language education. <i>Journal of Education and Educational Research</i>, 12(2), 141–145. https://doi.org/10.54097/9my7sv28</p> <p>Negi, A. S. (2025). Promoting English language teaching through intercultural communication: A case of Far Western University. <i>Journal of Research in Education</i>, 1(1), 1–18. https://doi.org/10.3126/jore.v1i1.78701</p> <p>OECD. (2018). Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework. OECD Publishing. https://www.oecd.org/education/global-competence/</p>
Complementary literature:	<p>García, O., & Wei, L. (2014). <i>Translanguaging: Language, bilingualism and education</i>. Palgrave Macmillan. https://doi.org/10.1057/9781137385765</p> <p>Norton, B. (2013). <i>Identity and language learning: Extending the conversation</i> (2nd ed.). <i>Multilingual Matters</i>.</p> <p>Wilczewski, M., & Alon, I. (2023). Language and communication in international students' adaptation: A bibliometric and content analysis review. <i>Higher Education</i>, 85, 1235–1256. https://doi.org/10.1007/s10734-022-00888-8</p>

*(1 ECTS CREDIT CORRESPONDS TO 25 - 30 HOURS OF THE TOTAL WORKLOAD OF A DOCTORAL STUDENT, NEEDED TO ACHIEVE THE ESTABLISHED EFFECTS).

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Date and signature of the Course lecturer

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Approved by the Head of the Department or an authorised person