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**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)**

SYLLABUS OF THE UPDATED COURSE



FIRST FOREIGN LANGUAGE PRACTICE (BA LEVEL)

Prepared by the MultiEd team

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**Summary of the updated course
under the umbrella of the MultiEd project
610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP**

“First Foreign Language Practice”, BA

**Horlivka Institute for Foreign Languages
SHEI Donbas State Pedagogical University**

Master/bachelor level	Bachelor level
Branch of knowledge	01. Secondary Education
Specialization	014.021 "Secondary Education" (English language and Literature)
Qualifications	Teacher of English, Foreign Literature and (German/French)
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Compulsory course
Course prerequisites	English level B1 or higher
Semester of the course	1-8
Course Volume	35,5 ECTS 900 hours 578 hours of class work 322 hours of self-study and consultations
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Arhipova Iryna, Candidate of Philology, Associate Professor, Horlivka Institute for Foreign Languages SHEI DSPU

Brief Course Description (up to 2000 symbols)

The course “**First Foreign Language Practice**” is intended for students doing a Bachelor degree. The course will provide students with communicative and linguistic competences in the context of cross-cultural communication and teaching activity. It covers both written and oral discourse and contributes to the general linguistic experience of the students. The course will help students develop and improve their writing and communicative skills in the foreign language, grammar including, thus forming a complex system of language, linguistic, sociocultural, educational and professional competences. This course is designed for students with the purpose of developing language skills relevant in academic studies and research.

Method of instruction: the professor will conduct the course through practical training, PowerPoint presentations, and through students’ active participation (individually, in small groups, and in class discussions).

Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussions (with presentations, completed assignments, questions and contributions).

New, Updated, and Modified Components

- A. Key Terms and Notions
- B. Course Aim
- C. Competencies
- D. Learning Outcomes
- E. Course Final Assessment

- F. Methods of Assessment
- G. Assessment Objectives
- H. Assessment Criteria for Speaking on a 5-point scale
- I. Assessment Criteria for Writing on a 5-point scale
- J. Reading Comprehension on a 5-point scale
- K. Assessment Criteria for Listening on a 5-point scale
- L. Course Quality Monitoring
- M. Literature and References

A. Key Terms and Notions

Discourse, listening, reading, writing, speaking, monologue, dialogue, text analysis, idioms, accent, grammar, culture, multiple choice test, word formation test, keyword transformation, compositional and speech forms.

B. Course Aim

The course aims to help prospective teachers of English in forming professionally-oriented cross-cultural communicative competence and skills in reading, listening, speaking and writing, as well as sociocultural competence with comparative approach.

C. Competencies

Generic competencies	ability to communicate in English language; capacity to learn and stay up-to-date with learning; ability to work in a team; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	present linguistic strengths in the main fields of language learning: pronunciation, vocabulary, grammar; express views and report information; demonstrate discursive strategies which help solving communicative tasks: identify linguistic units, the relations among them and processes affecting them; analyze authentic texts of different styles and apply the stylistic principles; organize and support ideas in a logical and argumentative way.

D. Learning Outcomes

FFLP 1	Speaking: Students can express themselves fluently and spontaneously. They can use language flexibly and effectively for social and professional purposes and can formulate ideas and opinions appropriately and relate contributions skillfully to those of other speakers. Students can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
FFLP 2	Writing: Students are able to write clear, well-structured text and express points of view at some length. They can write detailed expositions of complex subjects in a letter, an essay or a report, underlining the salient issues. They can write different kinds of texts in a style appropriate to the reader in mind.
FFLP 3	Reading: Students are able to understand long and complex factual and literary texts, appreciating distinctions of style. They can understand specialised articles and longer technical instructions, even when they do not relate to their field.

FFLP 4	Listening: Students can understand lectures and discussions on complex topics beyond their own field. Can understand by ear and adequately respond to large amounts of information which is presented in standard and dialectal pronunciations of different variants of the English language, diverse in content and direction. They can understand the main facts and some supporting details.
FFLP 5	Intercultural competence: Students will demonstrate knowledge and understanding of other cultures and their norms as they relate to professional dealings.

E. Course Final Assessment

Written Test

Type of work, activity, task	Max points	Extra information
Use of English	Total: 40 40*0.2	There are four types of test: multiple choice (10), word formation (10) open cloze (10) and key word transformation (10); each correct answer equals 1 point
Reading	Total: 20 20*0.2	Test in reading with 10 questions, each correct answer equals 2 points
Writing	Total: 40 40*0.2	Writing an essay gives 20 points for the correct structure and relevant evaluation of the topic; another 20 points for grammar and style
Oral Examination		
Read the text and make its discourse analysis	Total: 50 50*0.2	The student identifies the main idea, determines the key events and facts, makes the discourse analysis and expresses his/her own impression
Speak on the suggested problem	Total: 50 50*0.2	The student logically builds a, expresses his/her point of view in accordance with the communicative situation
Total:	100	The total mark consists of the sum of points received by the student for content modules (ratio 0.6, max. 60 points), points for written (ratio 0.2, max. 20 points) and oral part (ratio 0.2, max. 20 points)

F. Methods of Assessment

Individual and group oral presentations;
Oral interactions (including pair work);
Written tests and tasks of various length;
Essays;
Listening/ viewing;
Written Test.

G. Assessment Objectives

Reading	<p>identify and select relevant information; understand ideas, opinions and attitudes; show understanding of the connections between ideas, opinions and attitudes; understand what is implied but not directly stated, e.g. writer's purpose, intention and feeling; understand the linguistic elements and literary features of texts; follow the development of an argument or discussion; recognize how language is used in a text to indicate relationships of ideas; work out the contextual meanings of words and phrases.</p>
Writing	<p>communicate information/ideas/opinions clearly, accurately and effectively; organise ideas into coherent paragraphs using a range of appropriate linking devices; use discourse markers correctly to show a sense of cohesion and coherence within paragraphs; use a range of grammatical structures and vocabulary accurately and effectively; show control of punctuation and spelling; use appropriate register and style/format for the given purpose and audience; write continuous narratives, detailed descriptions, persuasive/ argumentative,</p>

	<p>informative and expository essays; construct a variety of sentence structures; use a wide range of vocabulary and idioms appropriate to the subject matter; show originality and creativity in writing.</p>
Listening	<p>identify and select relevant information; understand ideas, opinions and attitudes; show understanding of the connections between ideas, opinions and attitudes; understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings; answer recall, interpretive and evaluative questions based on what they have listened to; react appropriately to different oral text types.</p>
Speaking	<p>communicate ideas/opinions clearly, accurately and effectively; develop responses and link ideas using a range of appropriate linking devices; use a range of grammatical structures and vocabulary accurately and effectively; show control of pronunciation and intonation patterns; engage in a conversation and contribute effectively to help move the conversation forward; discuss and debate confidently on topical and cross-cutting issues; use appropriate tone, intonation and gestures to emphasise a point; use appropriate register depending on social situation, audience, subject matter or area being discussed.</p>

H. Assessment Criteria for Speaking on a 5-point scale

Criteria/Points	Descriptors				
	5	4	3	2	1
Grammar and Vocabulary	<p>Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics and some unfamiliar ones.</p>	<p>Shows a reasonably good degree of control of a range of simple and few complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on most common topic</p>	<p>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics</p>	<p>Shows a good degree of control of simple grammatical forms. Uses a range of mostly appropriate vocabulary to give views on familiar topics</p>	<p>Shows a good degree of control of simple grammatical forms. Uses a limited range of mostly appropriate vocabulary when talking about familiar topics</p>
Discourse Management	<p>Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.</p>	<p>Produces extended stretches of language despite occasional hesitation. Contributions are relevant, organization of ideas is mostly clear. Uses a range of cohesive devices and separate discourse markers.</p>	<p>Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.</p>	<p>Produces extended responses, despite hesitation. Contributions are mostly relevant, with repetitions and minor mistakes. Uses separate cohesive devices.</p>	<p>Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some mistakes.</p>
Pronunciation	<p>Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are</p>	<p>Is intelligible. Intonation is appropriate. Sentence and word stress is placed mostly accurately.</p>	<p>Is intelligible. Intonation is generally appropriate Sentence and word stress is generally</p>	<p>Is mostly intelligible, and has general control of phonological features at both utterance and</p>	<p>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</p>

	articulated clearly.	Individual sounds are articulated clearly, with very rare slips of the tongue.	accurately placed. Individual sounds are generally articulated clearly.	word levels.	
Interactive Communication	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome without support.	Initiates and responds appropriately, occasionally linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome with minimal support.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.	Initiates and responds appropriately. Keeps the interaction going with little prompting and support.	Initiates and responds mostly appropriately. Keeps the interaction going with some prompting and support.

I. Assessment Criteria for Writing on a 5-point scale

Criteria/Points	Descriptors				
	5	4	3	2	1
Relevance of Content	Can follow the basic conventions and formality degrees with fluency, use varied vocabulary and cite without plagiarism. Appears focused and relevant to topic and task; thorough coverage with only minor aspects missing.	Can produce various kinds of texts in own field with relative fluency and substantiation, using quite versatile vocabulary and appropriate citation. Appears relevant to topic and task; possibly little limited in scope, too detailed in places or too long; some problems with substantiating arguments.	Can produce basically understandable and coherent texts with appropriate content and basic vocabulary. Many aspects irrelevant in terms of topic and task; quite unfocused and quite limited in scope, substantiation patchy.	Can write very basic and short general texts according to a good example. Clear difficulty in focussing and dealing with the topic; narrow scope; needs elaboration, no clear evidence of substantiation.	Clearly unable to deal with topic competently; too short and unfocused, completely lacking any form of clear argument.
Organisation	Outline of main ideas easily recognisable to readers; sections and paragraphs clearly marked, thorough introduction and conclusion; follows conventions of the field.	Minor incompleteness or lack of clarity in the whole; sections and paragraphs not divided perfectly; introduction and conclusion not well connected to the main body; minor problems in following the conventions of the field.	Sections and paragraphs do not form a clear whole; introduction and conclusion separate from the main body; apparent difficulty in following the conventions of the field.	Poor organisation and division between sections makes comprehension of the whole very difficult.	No apparent organisation, making reading difficult; no apparent divisions between sections or paragraphs; lack of proper introduction and conclusion.

Cohesion and Coherence	Cohesive and discourse markers appropriately used; forms a coherent whole; close, intelligible relationship between sentences; smooth flow of text.	Relationship between sentences may occasionally lack smoothness; some misuse of cohesive and discourse markers somewhat affecting flow of text.	Lack of sentence transitions interferes at times with comprehension making relationship between sentences unclear; flow of text abrupt.	Unsatisfactory cohesion makes comprehension very difficult; appears incoherent and lacking in logical flow.	Cohesive markers almost totally absent, making writing fragmentary and practically incomprehensible.
Language Accuracy	Very few language errors; vocabulary, style and register appropriate to the topic and intended audience; closely follows the main discourse conventions of the field. clear presentation and format.	No major difficulties in appropriate language use; follows the main discourse conventions of the field. Quite clear presentation, but with occasional inconsistencies in format and other mechanics of writing, but rarely impeding comprehension.	Some problems e.g. in the level of formality and register; consistent errors in certain areas of grammar, but rarely impeding comprehension. Very inconsistent in presentation and format; frequent errors in punctuation and spelling; difficult to understand.	Inappropriate style and register and frequent grammatical errors make comprehension very difficult. Errors in presentation.	Number and type of errors make comprehension extremely difficult.

J. Assessment Criteria for Reading Comprehension on a 5-point scale

Criteria/Points	Descriptors				
	5	4	3	2	1
Reading Comprehension	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning. Can understand a very wide range of language precisely, appreciating emphasis and differentiation. No signs of comprehension problems. Has a good command of a very broad lexical repertoire including expressions and colloquialisms; shows awareness of connotative levels of meaning.	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. Can understand elaborate descriptions and narratives, recognising sub-themes and points of emphasis.	Can read with large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. Can understand description or narrative, identifying main points from relevant supporting detail	Can identify the main conclusions in clearly signaled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. Can collate short pieces of information from several sources and summarise them for somebody else. Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. Can understand the main points in an idea or problem with reasonable	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. Can pick out and reproduce key words and phrases from a short text within the learner's limited competence and experience. Can understand a simple story or description that is a list of points. Can understand a simple and direct exchange of limited information on familiar and routine matters.

			and examples. Can understand detailed information reliably.	precision.	
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K. Assessment Criteria for Listening on a 5-point scale

Criteria/Points	Descriptors				
	5	4	3	2	1
Listening	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers.	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

L. Course Quality Monitoring

1. Syllabus feedback from internal and external (peer-)reviewers.
2. Feedback from enrolled students.
3. Students' performance in the course.

M. Literature and References

1. Philip Kerr, Ceri Jones. Straightforward. Intermediate. Student's book. London: Macmillan Education, Second edition. 2012. 160 p.
2. Philip Kerr, Ceri Jones. Straightforward. Intermediate. Workbook. London: Macmillan Education, Second edition. 2012. 160 p.
3. Philip Kerr, Ceri Jones. Straightforward. Upper Intermediate. Student's book. London: Macmillan Education, Second

edition. 2012. 176 p.

4. Philip Kerr, Ceri Jones. Straightforward. Upper Intermediate. Workbook. London: Macmillan Education, Second edition. 2012. 160 p.
5. Roy Norris. Straightforward. Advanced. Student's book. London: Macmillan Publishers Limited. Second Edition. 2013. 176 p.
6. Roy Norris. Straightforward. Advanced. Workbook. London: Macmillan Publishers Limited. Second Edition. – 2013. – 160 p.