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

SYLLABUS OF THE UPDATED COURSE



SECOND 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	
“Second Foreign Language Practice”, BA	
Horlivka Institute for Foreign Languages SHEI Donbas State Pedagogical University	
Master/bachelor level	Bachelor level
Branch of knowledge	014. Secondary Education
Specialization	014.022 "Secondary Education" (German language and Literature) 014.023 "Secondary Education" (French language and Literature) 014.024 "Secondary Education" (Spanish language and Literature)
Qualifications	Teacher of German, Foreign Literature and English Teacher of French, Foreign Literature and English Teacher of Spanish, Foreign Literature and English
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Compulsory course
Course prerequisites	English level A1 or higher
Semester of the course	3, 4, 5, 6, 8
Course Volume	21.5 ECTS 630 hours 396 hours of class work 234 hours of self-study and consultations
Form of final control	Written Test and Oral Examination (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Pozhydaieva Nadia, Candidate of Philology, Associate Professor, Horlivka Institute for Foreign Languages SHEI DSPU
Brief Course Description (up to 2000 symbols)	
<p>The course “Second 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 second foreign language, grammar including, thus forming a complex system of language, linguistic, sociocultural, educational and professional competences. The purpose of the course is to develop competence in reading and writing sufficient to be able to use the second foreign language professionally and form discursive strategies, which optimally solve the communicative tasks of the speaker.</p> <p>Method of instruction: the professor will conduct the course through practical training and students’ active participation (individually, in small groups, and in class discussions).</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be prepared for class discussions (with presentations, questions and contributions). Tardiness or lack of participation may affect the final mark.</p>	
New, Updated, and Modified Components	

<ul style="list-style-type: none"> A. Key Terms and Notions B. Course Aim C. Competencies D. Learning Outcomes E. Course Final Assessment F. Assessment Criteria for Oral Report G. Course Quality Monitoring H. Course Layout and the Number of Modules I. Literature and References 		
A. Key Terms and Notions		
listening, reading, writing, speaking, monologue, dialogue, multiple choice test, word formation test, keyword transformation, text analysis, idioms, accent, grammar, culture, style, home-reading, discourse		
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 a second foreign 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	exhibit bilingual language development; present linguistic strengths in the main fields of language learning: pronunciation, vocabulary, grammar; express views and report information	
D. Learning Outcomes		
SFLP 1	Students understand and critically evaluate information presented explicitly and implicitly in different types of authentic texts	
SFLP 2	Students can hear, perceive and adequately respond to large amounts of information, diverse in content and direction	
SFLP 3	Students are able to communicate on a variety of topics, including professional; develop argumentation consistently; speak publicly; give description to literary characters	
SFLP 4	Students can write clear, well-structured texts on a variety of subjects relating to his/her interests, incorporating and documenting information and arguments from different sources	
SFLP 5	Students understand the possible differences between native and other cultures and develop a positive perception of other cultures, overcoming socio-cultural differences	
SFLP 6	Students anticipate, predict, summarize the information received, then classify, systematize the information obtained in accordance with the task	
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 summarize its content	Total: 40 40*0.2	the student identifies the main idea, determines the key events and facts, and expresses his/her own impression
Speak on the suggested problem	Total: 40 40*0.2	the student logically builds an argument, expresses his/her point of view in accordance with the communicative situation
Correct the mistakes in the given text	Total: 20 20*0.2	the student corrects the errors and explains his/her corrections
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. Assessment Criteria for Oral Report on a 5-point scale					
Criteria/ Points	Descriptors				
	5	4	3	2	1
Grammar and Vocabulary	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.	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	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	Shows a good degree of control of simple grammatical forms. Uses a range of mostly appropriate vocabulary to give views on familiar topics	Shows a good degree of control of simple grammatical forms. Uses a limited range of mostly appropriate vocabulary when talking about familiar topics
Discourse Management	Produces extended stretches of text with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Produces extended stretches of text despite occasional hesitation. Contributions are relevant, organization of ideas is mostly clear. Uses a range of cohesive devices and separate discourse markers.	Produces extended stretches of text despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Produces extended responses, despite hesitation. Contributions are mostly relevant, with repetitions and minor mistakes. Uses separate cohesive devices.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some mistakes.
Pronunciation	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Is intelligible. Intonation is appropriate. Sentence and word stress is placed mostly accurately. Individual sounds are articulated clearly, with very rare slips of the tongue.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Is mostly intelligible, and has general control of phonological features at both utterance and word levels	Is mostly intelligible, and has some control of phonological features at both utterance and 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
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G. Course Quality Monitoring

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

H. Course Layout and the Number of Modules

Semester	Module	Content
3	1	Learning a language Cities and countries Relations
	2	Shopping Healthy lifestyle Work and experience
4	3	Environment School and family Character
	4	We are what we eat Animals and pets Weather
5	5	Everyday life Travelling
	6	House and home Luck
6	7	World of trade Office Holidays
	8	Moving around Social life
8	9	Modern Art Political correctness
	10	Ecology Doctors and treatments

I. 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. Bell Jan. Advanced Expert. CAE : Coursebook. – Pearson Education Limited, 2008. – 207 c.
6. Bell Jan. Advanced Expert. CAE : Resourcebook. – Pearson Education Limited, 2008. – 180 c.