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

SYLLABUS OF THE UPDATED COURSE



PRACTICAL COURSE OF ENGLISH (BA LEVEL, YEAR 4)

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	
“Practical Course of English”, BA	
V.O. Sukhomlynskyi National University of Mykolaiv	
Master/bachelor level	Bachelor level
Branch of knowledge	014 Secondary Education
Specialization	014.021 "English Language and Literature"
Qualifications	Teacher of foreign languages
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Compulsory course
Course prerequisites	Practical Course of the English Language, Grammatical Categories and Practical Grammar of the English Language, English Phonetics, Analytical Reading, Lexicology of the English Language, Literature of the Studied Language, Linguistics
Semester of the course	Year 4, semester 1, semester 2
Course Volume	16 ECTS 480 hours 218 hours of class work 262 hours of self-study and consultations
Form of final control	Exam (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Shevchenko Iryna, PhD, Mykolaiv V.O. Sukhomlynskyi National University,
Brief Course Description (up to 2000 symbols)	
<p>"The Practical Course of English" is one of the normative linguistic disciplines in the system of professional training of future English teachers. The practical classes develop skills in four types of speech activities: reading, audition, speaking and writing. In the process of studying the discipline, special attention is paid to the formation of both professional and general subject competencies. During the development of the curriculum, inter-academic links between such disciplines as "Practical Grammar and Grammar Categories of the English Language", "Theoretical Phonetics", "Countrystudy of great Britain and the USA" are taken into account. The materials and tasks used meet all modern requirements, meet the level of training of students and are authentic. Practical classes in the discipline of Practical Course of English provide for the formation of a lexical and grammatical minimum (active and passive). During the preparation of the curriculum, the peculiarities of the formation of the linguistic personality of the modern student are determined.</p> <p>Method of instruction: The teaching of this discipline is based on a combination of practical classes and various forms of independent work of students on the basis of blended learning.</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussion (with presentations, case studies, completed</p>	

assignments, questions and contributions).

The course employs CLIL (Content and Language Integrated Learning) approach where the subject is taught in English with the focus on both the content and the language.

The course is updated in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd).

New, Updated, and Modified Components

- A. Assessment and Feedback Approach
- B. Course Quality Monitoring
- C. Teaching and Learning Methods
- D. Literature and References

A. Key Terms and Notions

Approach, authentic material, skill, phonetic phenomena, grammatical phenomena, communicative practical classes, distance learning, blended learning.

B. Course Aim

The course is aimed at mastering of the English language, linguistic and culturological knowledge, formation of a system of speech skills in speaking, reading, writing and listening.

C. Competencies

Generic competencies	<p>readiness to use the general cultural individual fund of knowledge (humanitarian, economic, legal, etc.), formed by the content of higher education in the process of solving problems of social interaction, namely the culture of intellectual and subject activity, the culture of intelligence;</p> <p>capacity to learn and stay up-to-date with learning;</p> <p>ability to work in a team;</p> <p>ability to be critical and self-critical, to express and communicate own opinion;</p> <p>knowledge and understanding of the subject area and understanding of the profession;</p> <p>ability to evaluate and maintain the quality of work produced.</p>
Specific competencies	<p>ability to use syntactic constructions in subject and free communication;</p> <p>ability automatically to take into account grammatical features communicating in English;</p> <p>ability to intone sounds phonetically correctly in foreign communication;</p> <p>ability to recognize foreign phonemes in writing on the basis of the program (standard) in a foreign language for the relevant stage of study, according to the calendar plan to be able to ensure continuity, consistency, logic of formation of foreign language speech through the use of various forms of student work;</p> <p>capacity to choose different teaching methods based on specific learning conditions;</p> <p>ability to organize rational modes of operation, to create appropriate learning conditions;</p> <p>ability to reflect on one's own values and to question concepts, ideas and theories.</p>

D. Learning Outcomes

PCEL 1	to employ understanding of a wide range of complex and voluminous texts and recognize the implicit meaning;
PCEL 2	to be able to speak quickly and spontaneously without noticeable difficulties in finding means of expression;
PCEL 3	to be able to use language effectively and flexibly in different spheres of life (public life, study and work);

PCEL 4	to show capacity to speak clearly, logically, in detail on complex topics, demonstrating conscious mastery of grammatical structures, connectors and coherent programs of expression.
PCEL 5	to be able to reflect on personal progress by describing the process and giving detailed instructions; by sharing the accumulated factual information about everyday life and unusual events that in some way relate to personal and intercultural interests;
PCEL 6	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities

Assessment and feedback approach		
Teacher-based approach		
Type of work, activity, task	Max points	Extra information
The student's participation in: – class and/or online discussions; – independent work – individual work – work in Moodle	Total 20 (5*4)	Feedback is given regularly during the classes
Test	Total 20 (4*5)	During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
Peer assessment		
Presentation	30 (2x15)	2 during the Module Delivering a 10-minute oral presentation. Can be done in small groups. Written/oral feedback is given after the presentation.
Course Final Assessment		
Type of work, activity, task	Max points	Extra information
Essay	30	A comprehensive essay course theme subject up to 250 words. Relevance to the topic, correct introduction, logically connected paragraphs, conclusion, original ideas and correct grammar.
Total:	100	

Criteria / Points	Assessment Criteria for Presentation (PPT) – (15 points)			
	Descriptors			
	15 Excellent	11 Good	7 Satisfactory	3 Unsatisfactory

Content (accuracy and volume of information, student's subject knowledge)	The content fully meets the objectives of the task	The presentation is coherent and covers the main tasks, but the conclusions are not clearly defined	The content of the presentation does not fully cover the task, though it is relevant to the main goal	The project is not coherent, the goals and conclusions are missing
Language (language use, grammar forms, range of vocabulary)	The presentation is well delivered (clear, accurate and well-organized speech) with a wide range of advanced grammatical constructions and advanced vocabulary	Students use a wide range of advanced grammatical constructions, vocabulary is advanced with some minor grammatical, pronunciation mistakes	Students use simple grammatical constructions and vocabulary, making minor mistakes	Students use simple grammatical constructions and vocabulary, making major mistakes
Structure (coherence and logics of the presentations and visuals, audio used)	Logical and coherent presentation of the topic: information has a logical structure, flows from one section to another, and can be easily followed and understood. Successful use of charts, audio, video and visual effects	The information is logically structured, successfully used charts, audio, video and visual effects with minor timing mistakes	The information is structured, charts, audio, video and visual effects are used, but not logically	The information is not well-structured, charts, audio, video and visual effects are not used
Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, it is presented adhering to the principles of academic integrity	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation	Basic research relevant to the topic with minor mistakes in their presentation	Elementary research based on a limited number of resources with major mistakes in their presentation
	*2 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			
Criteria / Points	Assessment Criteria for Essay (30 points)			
	Descriptors			
	30 Excellent	22 Good	14 Satisfactory	6 Unsatisfactory
Content (accuracy and volume of information, student's subject knowledge)	Relevance to the topic. Substantial, specific and illustrative content demonstrating strong development and sophisticated	Sufficiently developed content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial or limited content

	ideas			
Language (language use, grammar forms, range of vocabulary)	Use precise language, varied sentence beginnings, and varied sentence patterns to express ideas. Precise, illustrative use of variety of words. Evident control of grammar, mechanics and spelling	Generic use of variety of words. Sufficient control of grammar, mechanics and spelling	Limited use of variety of words. Limited control of grammar, mechanics and spelling	Minimal use of variety of words. Minimal control of grammar, mechanics and spelling
Structure (coherence and logics of the presentations and visuals, audio used)	Correct introduction, logically connected paragraphs, conclusion, original ideas. Sophisticated arrangement of content with evident and subtle transition	Paragraphs are logically connected with functional arrangement of content that sustains a logical order with some evidence of transition	The paragraphs are structured but not logically with confused or inconsistent arrangement of content with attempts at transition	Minimal control of content arrangement and sentence structure
Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes	Basic research relevant to the topic with minor mistakes	Elementary research based on a limited number of resources with major mistakes
	*5 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

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