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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 2)

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 English, , Grammatical Categories and Practical Grammar of the English Language, English Phonetics
Semester of the course	Year 2, semester 1, 2
Course Volume	20 ECTS 600 hours 192 hours of class work 408 hours of self-study and consultations
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Nikiforchuk Svitlana, Lecturer, V.O. Sukhomlynskyi National University of Mykolaiv
Brief Course Description (up to 2000 symbols)	
<p>The course “Practical Course of English” is intended for students doing a Bachelor degree. The aim of this course is to develop communicative skills in English (listening and reading comprehension, written and oral expression, communicative interaction and mediation) at the B1+ level in multiple contexts. This course focuses on mastering the main types of communicative activities (dialogic speech, monologic speech, reading, writing and understanding of texts in English). The educational purpose of the course is to develop the general cultural outlook of students, their self-consciousness and social activity.</p> <p>Method of instruction: Power Point presentations, students’ active participation (individually, in small groups, and in class discussions), providing general summaries, answering reading comprehension questions that focus on both explicit and implicit information, preparing written tasks, evaluating main ideas through both essays and discussion boards, and various forms of independent work of students.</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete home tasks before each class, and be fully prepared for class discussion (with presentations, case studies, completed assignments, questions and contributions).</p>	

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

Linguistic training, reading comprehension, authentic material, communicative skills, written and oral expression, semantics of vocabulary.

B. Course Aim

The course is aimed at expanding the philological knowledge of students and forming educational and communicative competence, both oral and written within the literary language.

C. Competencies

Generic competencies	ability to communicate in a second language; capacity to learn and stay up-to-date with learning; capacity to generate new ideas (creativity); ability to search for, process and analyze information from a variety of sources 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	acquisition of communicative and social competence in the English language (listening and reading comprehension, written and oral expression, communicative interaction and mediation, including grammatical and stylistic correction); becoming familiar with the most relevant aspects and events of English-speaking countries in order to better understand their evolution and current situation; ability to explain linguistic phenomena (acquisition of specific vocabulary including its pronunciation); ability to recognize different grammatical categories and their corresponding functions

D. Learning Outcomes

PCEL1	to apply practical knowledge in the field of listening and reading comprehension, written and oral expression, communicative interaction and mediation;
PCEL2	to comprehend basic terms and notions;
PCEL3	to be able to communicate efficiently in different settings employing various lexical, syntactic and stylistic means;
PCEL4	to be able to reflect on personal progress, choose learning strategies, apply strategies for self-improvement;
PCEL5	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities;
PCEL6	to be able to develop judgments/thoughts/ideas on the basis of social, scientific and ethical aspects.

Assessment and feedback approach Semester 3		
Teacher-based approach		
Type of work, activity, task	Max points	Extra information
The student's participation in: <ul style="list-style-type: none"> – class and/or online discussions; – independent work – individual work – work in Moodle 	Total 15 (5*3)	Feedback is given regularly during the classes
Test	Total 25 (5*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		
Summary	30 (3x10)	*3 during the semester (Module 2,5,8) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay.
Presentation	20 (2x10)	*2 during the semester (Module 7,9) 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
Multiple Choice test	10	Comprehensive test online. Test consists of 20 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
Total:	100	

Assessment and feedback approach Semester 4		
Teacher-based approach		
Type of work, activity, task	Max points	Extra information
The student's participation in: <ul style="list-style-type: none"> – class and/or online discussions; – independent work – individual work – work in Moodle 	Total 15 (5*3)	Feedback is given regularly during the classes
Test	Total 25	During the course at the end of each Module

	(5*5)	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		
Summary	30 (3x10)	*3 during the semester (Module 12,15,20) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay.
Presentation	20 (2x10)	*2 during the semester (Module 14,19) 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
Multiple Choice test	10	Comprehensive test online. Test consists of 20 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
Total:	100	

Assessment criteria for Summary (max. score – 10)				
Criteria/ Points	Descriptors			
	5	4	3	2
Content	The essence of the topic (the main idea of the text) is revealed and supported with the most important details. Students reserve their opinions of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some minor details. Students give one opinion of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some quotations / examples from the original text. Most of the minor details are superfluous. Students express some opinions of the topic / text.	The essence of the topic (the main idea of the text) is not clearly stated. Students use a lot of quotations / examples from the original text. Students give opinions of the topic / text.
Language	Students use a wide range of advanced grammatical constructions, vocabulary and transition words	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes
Structure	Logical and coherent presentation of the topic / text.	Logical and coherent presentation of the topic / text with minor structural	Summary has a clearly defined structure but lacks logics of presentation.	Lack of logic and structural parts of the summary are not clearly defined.

		improvements possible.		
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work does not reach a standard described by any of the descriptors given above				

Assessment criteria for Presentation (max. score – 10)				
Criteria/ Points	Descriptors			
	5	4	3	2
Content	The content fully meets the objectives of the task. The conclusions are clearly stated.	The presentation is coherent and covers the main tasks, but the conclusions are not clearly stated.	The content of the presentation does not fully cover the task, though it is relevant to the main goal.	The presentation is not coherent, the goals and conclusions are missing.
Language	The presentation is well delivered (clear, accurate and well-organized speech with a wide range of advanced grammatical structures, complex vocabulary and transition words).	Students use a wide range of advanced grammatical structures, complex vocabulary and transition words with some minor grammatical, lexical, pronunciation mistakes.	Students use simple grammatical structures and vocabulary, make grammatical, lexical and phonetic mistakes.	Students use simple grammatical structures, vocabulary and make gross mistakes.
Structure	Logical and coherent presentation of the topic: information is clearly structured, smoothly flows from one section to another, and can be easily followed and understood. Charts, audio, video and visuals are appropriately employed.	The information is logically structured. Charts, audio, video and visuals are appropriately used with minor mistakes.	The information is not well-structured. Charts, audio, video and visuals are employed, but not always appropriately.	The information is poorly structured. Charts, audio, video and visuals are not employed.
Research	The research is profound, relevant to the topic, uses up-to-date resources, follows the principles of academic integrity.	The research is relevant to the topic, uses appropriate resources, follows the principles of academic integrity..	The research is superficial, not always relevant to the topic, uses only basic resources, follows the principles of academic integrity.	The research is superficial, not quite relevant to the topic, uses few resources, follows the principles of academic integrity.
*1 – 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				

