**61O427-EPP-1-2O19-1-EE-EPPKA2-CBHE-JP
(2019-2023)**

SYLLABUS
OF THE UPDATED COURSE

PRACTICAL COURSE OF ENGLISH
(BA LEVEL, YEAR 1)

Prepared by the MultiEd team

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	English level B1 or higher¸ Grammatical Categories and Practical Grammar of the English Language
Semester of the course	Year 1, semester 1, semester 2
Course Volume	14 ECTS 420 hours 172 hours of class work 248 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, V.O. Sukhomlynskyi National University of Mykolaiv

Brief Course Description (up to 2000 symbols)

The course "Practical Course of English" is designed for the first-year students. It is aimed at expanding the philological knowledge of students and forming educational and communicative competence, both oral and written within the English language. The main aim of the course is to develop students' communicative competence in all skills and aspects at B2, and prepare students to use English as a means of professional communication. The course takes place in parallel with the course of Practical grammar and involves increasing the overall level of English language proficiency. The educational purpose of the course is to develop the general cultural outlook of students, their self-consciousness and social activity.

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.

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 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
Authentic material , communicative approach, skill, phonetic phenomena, grammatical phenomena, practical classes, distance learning, blended learning.

B. Course Aim
The course is aimed at students' obtaining knowledge of the English language in order to use it in various situations of social, educational and academic communication in accordance with the needs of intercultural and professional communication.

C. Competencies	
Generic competencies	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; capacity to learn and stay up-to-date with learning; ability to work in a team; ability to be critical and self-critical, to express and communicate own opinion; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	ability to use English fluently in professional, scientific, etc. purposes; capacity to use four types of speech activity at the appropriate level; ability to use language vocabulary, the ability to use grammatical resources of the language; capacity to express oneself adequately in a language that is socio linguistically relevant to certain situations and the persons involved in them, as well as mastering the ability to manage speech options and show a higher level of control over the register and use of idioms; ability to form own statements in accordance with the situation and the recipient, as well as to take into account the level of formality depending on the circumstances; ability to produce clear, fluent, logical speech, revealing the controlled use of grammatical structures, connectors and communication schemes; ability to reflect on one's own values and to question concepts, ideas and theories.

D. Learning Outcomes	
PCEL 1	to apply practical knowledge in the field of listening and reading comprehension, written and oral expression, communicative interaction and mediation and mastering about 3000 lexical items (words and phrases) within the topics studied;
PCEL 2	to develop flexible reading skills through the formation of all its types ;
PCEL 3	to be able to demonstrate developed writing skills on the basis of compiling different types of written texts
PCEL 4	to show a certain amount of socio-cultural knowledge by reading relevant texts, using illustrative material, etc.

PCEL 5	to be able to communicate efficiently in different settings employing various lexical, syntactic and stylistic means;
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	Students use a wide range of advanced grammatical constructions, vocabulary is	Students use simple grammatical constructions and vocabulary,	Students use simple grammatical constructions and vocabulary,

	range of advanced grammatical constructions and advanced vocabulary	advanced with some minor grammatical, pronunciation mistakes	making minor mistakes	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 ideas	Sufficiently developed content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial or limited content
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	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

	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