**Ministry of Education and Science of Ukraine**

**National Technical University**

**“Dnipro Polytechnic”**

**Department of Foreign Languages**

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|  | **«APPROVED»**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Svitlana Iv. Kostrytska  Head of the Department  «25» May 2018 |

“English for Specific Purposes”

CORE SYLLABUS

|  |  |
| --- | --- |
| Specialism area(s) …………….…. | All |
| Specialism(s) …………….............. | All |
| Educational level …………………. | First level: Bachelor’s |
| Educational programme …………. | EPP(s) |
| Specialisation(s) ………………….. | all |
| Status ……………………………… | Obligatory/standard |
| Overall time allotted .……………... | 6 credits ЕСТS  (180 academic hours,  40 minutes each) |
| Assessment ……………………….. | Examination |
| Period of teaching /learning ……... | Terms 1 & 2 |
| Teaching language………………... | English |

Teachers: All EFL teachers of the Department

Dnipro - 2018

***English for Specific Purposes Core* Syllabus for undergraduate students** = Робоча програма навчальної дисципліни «Іноземна (англійська) мова професійного спрямування» для бакалаврів усіх спеціальностей; Нац. техн. ун-т., «Дніпровська Політехніка». – Д. : НТУ, 2018. – 52 с.

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ESP Syllabus regulates:

* aim(s) and learning objectives of the course;
* expected learning outcomes formulated on the basis of transformation of the general expected learning outcomes of training graduates stated in EPP(s) against the descriptors of CEF (2001,2018);
* time allotted and breakdown of hours according to the forms of organisation of educational process and types of classes;
* course content (a thematic plan by types of classes);
* an algorithm of assessing the level of achieving the learning outcomes (scale, tools and procedures, assessment criteria);
* facilities and software to be used in teaching/learning process;
* teaching/learning materials as recommended sources of information, including follow-up learning and digital resources or links to them.

The Syllabus is intended to implement a competence-based approach to teaching/learning English while planning the educational process and assessing the outcomes of the course (formative and summative), internal and external quality assurance in higher education, accreditation of Educational Professional Programs (EPP) within the National qualification framework of the particular specialism.

The Syllabus presented by the Methodical Commission of the Department, agreed and approved by the Department of Foreign Languages (Protocol No 5 of 24 May 2018).

Recommended for publication by the Department of Foreign Languages (Protocol No 7 of 31 August 2018).

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**ABBREVIATIONS**

**ЗР** General learning outcomes (GLO)

**CCW** Complex Control Work (KKP in Ukr.)

**CEF** Common European Framework of Reference (2001, 2018)

**‘DP’ ‘**Dnipro Polytechnic’

**ESP** English for Specific Purposes (Англійська мова професійного спрямування in Ukr.))

**GLO** General learning outcomes

**EPP** Educational and Professional Programme (ОПП in Ukr.)

**EQS** Education Qualification Charactersistics (OKX in Ukr.)

**KЗ** General Competencies in Ukrainian, also mentioned as КЗ

**NQR** National Qualification Framework (HKP in Ukr.)

**NTU** National Technical University

# **1 AIM AND LEARNING OBJECTIVES OF THE COURSE**

**1.1 Needs Analysis: General Expected Learning Outcomes**

The Syllabus expected learning outcomes for undergraduate students of various specialisms and engineering, in particular, are predicted, using EPPs for Engineering and IT specialisms – the standards designed in Dnipro University of Technology, i.e. NTU “Dnipro Polytechnic”, wherein all the general expected learning outcomes are derived from general competencies and broken down within various university courses following the types of the learners’ classes.

The list of general competencies (hereinafter **KЗ)** which are to be developed through the ESP course is given against general learning outcomes, (hereinafter GLO).

Table 1: General Competencies (**KЗ)** vs General learning outcomes

|  |  |
| --- | --- |
| **KЗ 1\*** | **ЗР 1** Longlife competencies, ability to learn and obtain new knowledge with the high degree of autonomy |
| **KЗ 3\*** | **ЗР3** Communicative English language competences at the appropriate level, i.e. ability to:  communicate effectively on the professional topics with the representatives of engineering professional communities and the society on whole in English and/or other foreign language in oral and writing,, i.e. in various real-life situations,  *For example*, Abilities to:   * understand the work done by professionals within their job responsibilities, * report on the work done in oral and in writing, * give clear instructions, understand and follow clear instructions etc. |
| **KЗ 6\*** | **ЗР6** Ability to use accurately specific notions and register appropriate to the specialism and situation(s), to communicate in English and/or other foreign language fluently. |

*Note: The number of General Competencies may vary in different EPPs, but the three mentioned are common for all Engineering and IT specialisms.*

**1.2 Aim and Learning Objectives of the ESP course**

The **aim** of the ESP Course is to develop the students’ communicative language competences at level B2 according to CEF (2001, 2018) to enable them to behave adequately and communicate effectively in typical academic and professional real life situations**.**

The aim is realized through a set of objectives formulated on the basis of the general and professional competencies mentioned in EPP:

|  |  |
| --- | --- |
| *Practical*  *Educational*  *Cognitive*  *Developmental*  *Social:*  *Sociocultural*: | to form students’ general and professionally-oriented communicative language competences in English (linguistic, sociolinguistic, and pragmatic) to allow them to communicate effectively in their academic and professional environments;  to form students’ general competences (declarative knowledge, skills and know-how, existential competence and the ability to learn);  to foster the ability to self-evaluate;  to develop a capacity for autonomous learning that will enable students to continue to learn in academic and professional situations both before and beyond graduation from the university;  to expose students to academic activities that draw on and further develop the full range of their cognitive abilities;  to help students form their general competences so that they can develop their personal motivation (values, ideals, etc.);  to foster students’ confidence as users of the language,  and encourage the development of their positive attitudes and feelings towards learning the target language;  to facilitate and develop students’ soft skills, critical self-awareness and interpersonal skills and to contribute meaningfully to a changing international environment;  to develop broad understanding of various important international socio-cultural issues in order to operate appropriately in culturally diverse professional and academic environments. |
|  |  |

The aim and the objectives are realized through the set of tasks which are focused on:

preparing students for effective communication in English at B2 level according to the CEF scale (2001, 2018) that will facilitate their academic mobility and lifelong learning;

expanding students’ outlook and contribute to their personal development, as well as to develop students’ creativity, critical thinking and other 21st century skills, which in their turn reinforce students’ professional training;

developing the culture of communication in the modern world through practice, to promote understanding different organizations and countries culture, as well as respect other people’s values.

Implementation of the aim requires the achievement of all the above mentioned objectives and tasks that can be done by transformation of the general learning outcomes of a graduate in the communicative language competencies specified against CEF descriptors by forming the content of the course according to the predicted learning outcomes.

**2 EXPECTED LEARNING OUTCOMES OF THE COURSE**

The expected outcomes of the course from the perspective of what students should be able to do at the end of the course are given in Table 2.1

Table 2.1: The Expected Outcomes of the ESP Course

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **General Learning Outcomes (GLO)** | **Code** | **Content of the Course**  **Learning Outcomes** |
| ЗР1 | learn and obtain new knowledge with the high degree of autonomy | ЗР1-1  3Р1-2  3Р1-3  3Р1-4 | * effectively use any possibilities provided by teaching/learning situations both in-class and during self-study for learning and obtaining new knowledge; * initiate and sustain effectively communication in teaching/learning situations typical for future professional activities by applying the appropriate language skills and strategies; * give clear arguments on the topics under the discussion during seminars, webinars etc., highlighting the results of the research and study, present * and clarify own opinions and perspectives on the topics of learning and being discussed;   perform efficient self-assessment. |
| ЗР3 | communicate effectively on the professional topics with the representatives of  engineering professional communities and the society on whole in English and/or other foreign language in oral and writing, i.e. in various real-life situations,  understand, follow and give clear instruction | ЗР3-1  ЗР3-2  ЗР3-3  ЗР3-4  ЗР3-5  ЗР3-6  ЗР3-7  ЗР3-8 | participate with a degree of fluency and spontaneity in discussions and talks on specialism-related topics by offering opinions on content of specialism-related issues, accounting for and sustaining own views, responding appropriately to speaker’s attitude/point of view;  understand and react adequately to simple and clear messages, including warnings, announcements and instructions in study process and future professional environment;  understand, follow and produce simple clear announcements, instructions, including safety and warning ones typical for further professional or academic situations;  analyze information from foreign sources for obtaining the data necessary for performing general academic and professional tasks;  understand and produce personal correspondence (e.g., letters, emails, faxes etc.);  write a series of documents required for participation in international events, exchange programs and / or employment;  write the reviews of the material read, the bibliography in accordance with international requirements and modern bibliography systems;  write clear and detailed comments on forums in social networks and in virtual learning environment, expressing own opinion and commenting viewpoints, agreeing or disagreeing. |
| ЗР6 | use accurately specific notions and register appropriate to the specialism and situation(s), communicate in English and/or other foreign language fluently | ЗР6-1  ЗР6 -2  ЗР6 -3 | behave adequately in typical professional and academic situations and react appropriately, using relevant rules of interaction in these situations (meetings, coffee breaks, lunches etc.);  find new text, graphic, audio and video information on issues related to general academic and professional activities in contemporary original and authentic language materials in English (both in print and electronic form) using the appropriate search methods;  effectively use sufficient range of vocabulary (not less than 500 lexical units), including academic terminology and field of study and grammatical structures needed for flexible expression of relevant functions and concepts, as well as for understanding and producing a wide range of texts in academic and professional environment. |

**3 TIME ALLOTED and breakdown of total hours of instruction by the formS of study and types of classes**

Table 3.1: Distribution of time allotted by types and forms of classes

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Types of classes** | **volume, hours** | **Distribution by forms of study, hours** | | | | | |
| **Full-time students** | | **Part-time students** | | **Extramural** | |
| class room | Independent work | class room | independent work | class room | independent work |
| lectures | - | - | - | - | - | - | - |
| practice | 60 | 60 | 120 | - | - | 12 | 168 |
| laboratory works | - | - | - | - | - | - | - |
| seminars | - | - | - | - | - | - | - |
| **TOTAL** | **180** | **60** | **120** | **-** | **-** | **12** | **168** |

**4 CONTENT OF THE COURSE according to the types of classes**

**4.1 Thematic plan and breakdown of total hours of instruction by the types of classes**

Thematic plan and the breakdown of total hours of instruction by the types of classes and learning activities are given in Table 4.1.

Table 4.1: Thematic plan and breakdown of total hours of instruction by the types of classes

|  |  |  |
| --- | --- | --- |
| Code of GLO | **Content of classes according to their types** | **Hours** |
|  | **PRACTICAL CLASSES** |  |
| ЗР1 -1-2, 4  ЗР3 -1-3  ЗР3 -8  ЗР6 -1 | **1 Communication in academic and professional environment** | 14 |
| Getting to know each other and establishing relationships: Greetings, Personal Identity,  Filling in forms with personal information |
| Describing people and objects |
| Describing daily life and learning experience, in oral and writing |
| Reading announcements, instructions, messages, ads etc. |
| Exchanging and sharing personal and professional information in oral and written. Discussing news, students’ life, burning issues and problems etc. |
| Communicating via Internet, networking, communication in social networks and virtual learning environments. |
| ЗР3 -2-4  ЗР3 -7  ЗР6 -2 | **2 Searching for and processing information** | 12 |
| Text types and genres, specific features of study-related and professionally oriented texts. Sources of professional information: paperback and digital. |
| Internet Search. Scanning and other strategies for searching and selecting study-related and professionally oriented information. |
| Skimming study-related and professionally oriented texts both paper and e-versions to identify the main ideas and getting the detailed specific information |
| Critical reading for specific purposes, reading for detail, main ideas. Summarizing. |
| Interpreting visual aids accompanying texts (graphs, tables, charts, drawings, etc.) |
| Reading safety sign and instructions, announcements etc. |  |
| ЗР1-3  ЗР3-1, 4  ЗР6 -2-3 | **3 Giving presentations and participating in discussions on study-related and professionally oriented topics** | 18 |
| Features of different types and forms of presentations. Components of an effective presentation. |
| Presentation structure. Planning and structuring a presentation. Various ways of introducing a talk. Preparing the presentation: main stages. |
| Visualizing presentation: selecting and developing visual means (slides, charts, tables, charts, drawings etc.). |
| Preparing - writing a textual - verbal part of the presentation, verbal interpretation of visuals. |
| Preparing a presentation speech with the use of non-verbal means. Preparing to Q&A session. Predicting the possible questions. |
| Discussing a presentation – participating in Q&A session(s): summarizing, giving arguments, answering Qs, commenting etc. Facilitating a discussion. |
| ЗР3 -5-7  ЗР6 -3 | **Written communication. Application procedure** | 16 |
| Writing in EFL: styles, genres, specific structure of various text genres. |
| Main stages of writing: free writing, brain storming, mind mapping, making a plan, writing, proof reading, editing, re-writing etc. |
| Formal writing. Business correspondence: letters, memos, faxes, structure, functions and functional exponents. Types of business letters. |
| Applying for a job: reading for detail advertisements, organizing selection criteria etc. Specific features of ads. |
| Planning and writing accompanying and motivational letters (for participating in a Conference, exchange program etc.). |
| Presenting yourself at a job interview using both verbal and non-verbal means of communication. |
| Giving written feedback and writing reflective assignments. |
|  | **INDEPENDENT WORK** | **120** |
| **TOTAL** | | **180** |

**4.2 Students’ Self-study and Individual Work**

## **4.2.1 Self-study**

## 4.2.1.1Tasks for self-study

The most typical tasks for students’ self-study are given below:

1. locating and processing information necessary for the coming module, class, topic;
2. preparing for formative assessment;
3. performing individual work.
4. preparing for submitting the results of individual work
5. preparing for summative assessment.

**4.2.2 Individual work**

**Requirements for Project Work**

During the course a range of project works is planned. This is based on the content of a module(s), the level of language proficiency demonstrated on entry and the progress of language acquisition through the course.

**The aim(s)** of a project work (in case it is done) are to generalize competencies developed during studies through completion a job-related and/or generic task(s), using foreign language, and to develop:

* ability to use knowledge obtained through the course to fulfil the specific project(s);
* social skills or soft skills necessary for team-working, co-operation and collaboration wherein ability to work in a team, delegate responsibilities, time management, visualizing professional information etc., completing tasks using ICT;
* 21st century skills among which critical thinking, reflection, self-evaluation, analysing, sorting and classifying information, evaluating and creating etc.

Taking into account the above-mentioned aims, a project work includes the following procedures and/or operations:

1. the detailed planning of the project stages connected with further professional activities, defining personal traits of every team member(the project work on making a group tree);
2. filling in a table with the information obtained from different sources, including the Internet, sharing personal experience of travelling across Ukraine and abroad while using foreign language and its functional exponents, making a comparative analysis.(Project “Culture of Ukraine and English speaking countries”);
3. selecting various materials by topic and specialism area, using relevant reading macro and micro-skills and strategies, processing professionally oriented resources, note taking and note making for an oral report/talk or presentation;
4. developing selecting criteria for applicants according to the chosen advertisement, using the knowledge of a job application procedure, the skills of obtaining and processing information for purposes, preparing questions for an interview with an applicant - those based on the analysis of pre-listened interviews and the professional literature chosen on the topic ”Job application procedure” (Modelling the process of candidate selection during job application procedure).

Apart from the above- mentioned tasks while referring to the original sources, a student should demonstrate the communicative language competency in following:

– classifying, sorting and analysing information and using appropriate language, functions and their exponents as well as knowledge of the specific professional culture of an English-speaking country;

– receptive and productive language skills and strategies, abilities, using discourse and structure of academic and/or professional oral and written texts;

– analytical and critical thinking that prove the level of students’ readiness to use English in various job-related situations and their degree of learning autonomy to be able communicate effectively in English in the professional environment in future;

– specific features and strategies of working with the international sources of information in English, navigating through texts, taking into consideration knowledge of genre specifics, building mind-map(s) of the information obtained from the written or oral texts of different genres.

**Individual Tasks**

The amount of self-study tasks corresponds to the number of modules.

The **aims** of these tasks are:

* to generalize competencies developed during a particular module;
* develop ability to use knowledge obtained and skills formed through the course to fulfil tasks in real life, using foreign language(s) skills acquired through every module;
* acquiring skills of visualizing information and drafting.

Taking into consideration that the tasks are closely related to real-life situations, students should perform the following operations:

1) making notes and plans of professionally oriented texts and/ or summarising them in oral or writing, using appropriate reading and writing strategies relevant to the task;

2) selecting, evaluating and choosing the most appropriate way(s) of visualising information that involves:

– various reading skills and strategies: skimming, scanning, reading for gist, reading for information, using navigating skills and applying knowledge of different genres, note taking and/or making a plan skills;

– choosing a relevant mind map type or a kind of summary of the text appropriate to the objectives of a task objectives which is the most efficient in the conditions specified by a teacher for the task;

– writing a **Record card** which includes bibliographic description of a foreign source to be used in References later, short description of the content of a text or its summary (not more than 3 sentences), quotations with the following coding: (+) for expressing the main idea about innovation you agree with,(-) for information you are doubting or can’t agree with, (?) requiring reflecting, critical thinking and further investigation and giving reasons for the chosen type of text visualisation;

3) translating and/or producing a short written review of the professional sources processed (**Dossier** of *Language portfolio).*

While submitting the tasks done, students should be able to demonstrate the following competencies:

– appropriate use of sufficient range of professional terminology and academic lexis distinguishing between the registers;

– relevant and appropriate use of skills, abilities and strategies to perform fluently and with a certain degree of spontaneity in a certain professional or academic situation;

– working knowledge of analytical dependences specific for this or that text which contribute to effective reasoning in favour of the information obtained from the text and/or personal argument(s);

– knowledge of corporate rules and code of behavior in a foreign academic and/or professional environments.

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# **5 SUMMATIVE AND FORMATIVE ASSESSMENT**

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According to the Regulations of University “On Summative Assessing of Higher Educational Institution Learners”, certifying/assessing students’ achievements is done with the help of transparent procedures based on the objective criteria.

The level of communicative language competency/language proficiency level achieved by students and measured against the expected learning outcomes identified by summative assessment, reflects a real result of students’ study at the course.

**5.1 Summative Assessment: Scales**

Assessment of academic achievements of NTU "DP" students is based on 100-point rating and the conversional scales. The latter is required for the grade transfer (conversion) within different higher educational institutions, if there is no official national scale.

***Scales for assessing academic achievements of students of NTU "DP"***

|  |  |
| --- | --- |
| **Rating scale** | **Conversional scale** |
| 90 ... 100 | Excellent |
| 74 ... 89 | Good |
| 60 ... 73 | Satisfactory |
| 0 ... 59 | Unsatisfactory / Fail |

The ESP course is considered taken (the ESP course credits are accumulated and transferred) if a student gets a final /summative grade of at least 60 points. The lower grade is considered to be an academic failure that is subjected to liquidation in accordance with the Regulations of University “On Summative Assessing of Higher Educational Institution Learners”.

**5.2 Assessment Instruments and tools**

The content of the assessment tools and instruments is aimed to measure/assess the level of the skills, knowledge, communicative actions and learners’ autonomy been formed to meet the requirements to the appropriate NQR qualification level, while performing tasks to demonstrate the achievement of the learning outcomes specified by this Syllabus against CEF descriptors.

5.2.1 General diagnostic tools

The general diagnostic tools are designed to demonstrate the abilities to:

1) initiate and maintain with a certain degree of fluency and spontaneity communication in the educational situations typical for everyday life of students using language macro- and micro skills and strategies appropriate to the particular situation;

2) interact with a certain degree of fluency and spontaneity and take active part in discussions on study-related and professionally oriented issues in order to reach mutual understanding;

3) prepare/make presentations/mini-talks on a number of general issues in economy and professionally oriented areas using appropriate means of verbal and non-verbal communication;

4) search in various contemporary international materials published in English (both paper and e-versions) for new text, graphic, audio and video information on study-related and professionally oriented topics using the appropriate and relevant to the task/objective search method(s) (strategies and microskills);

5) analyze various information (i.e. information of various subject specific genres from the contemporary original sources in English to obtain the data necessary for performing general academic and professional tasks;

6) give clear and detailed presentations/mini-talks at seminars, conferences, etc., covering the results of their research, study and training;

7) write a series of documents in a foreign language required for participation in international academic events, student exchange programs and / or for employment.

During monitoring activities student must do assignments focused exclusively on the demonstration of disciplinary learning outcomes (see Section 2).

Diagnostic tools (assignments) for formative and summative assessment are agreed at the Departmental meeting and approved by the Head of the Department of Foreign Languages. Types of diagnostic tools and evaluation procedures for formative and summative evaluation of the discipline are listed below.

**Diagnostic tools and evaluation procedures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Formative Evaluation** | | | **Summative Evaluation** | |
| **training sessions** | **diagnostic tools** | **procedure** | **diagnostic tools** | **procedure** |
| practical | *Controlled tasks* that  anticipate a student's demonstration of the abilities acquired during each topic of the module; | tasks performance during practical classes;  modular control work/ achievement test | complex control work (KKP in Ukr.) | determining the average weighted result of formative evaluation;  taking CCW during an exam at a student’s request |
| *individual task* | Individual task grading and/or checking – Dossier or the Language Portfolio |

At practical classes, controlled or individual tasks are assessed to provide feedback and formative assessment. If the content of a certain task type done in class covers several descriptors, then the integral value of the assessment can be determined by weighting factors set by a teacher.

If the grades based on the level of the learning outcomes demonstrated through formative assessment are more than 60 points, the summative assessment is carried out by a teacher without any participation of a student simply with calculation of the average weighted value of the grades obtained while formative assessment.

Regardless of the results of formative assessment, each student has the right to take an exam in a form of CCW which includes the tasks that cover the key learning outcomes expected from the course. However, not all the outcomes are included in one ticket, though all the tickets cover all key learning outcomes.

The number of the specified CCW tasks should take into consideration the time for their performance and correspond to the time allocated for the exam: 1 hour and 20 minutes. The number of CCW variants should ensure the individualization of the task and covering various language activities.

The grade value for summative assessment is an average of the grades for each of the CCW tasks assessed against the criteria (for detail see Subsection 5.4), and it is considered to be the summative grade.

The integral value of assessment for the CCW performance is determined by the average assessment of its components (specified tasks), weight and the NQF and CEF descriptors.

**5.4 Assessment Criteria and Procedures**

5.4.1 Practical classes

Practical classes are assessed from the perspective of the quality of performance on an individual task or a task given for self-study. The quality is assessed with the help of coefficient of learning, which is less than 0.4, i.e. 40%, whereas 0.2 - max 20% for the work performed in the classroom and 0.2 - 20% for individual work the report on which is given in **Dossier** of the *Language Portfolio* or by the method of expertise.

The latter 20 % (20 points) is given in case the Report meets the following criteria:

* accuracy and appropriateness of all the components of a report (written assignments) to the requirements of a *Report on the Self-study* done/ ***LP Dossier*** (4 points)
* relevance and appropriateness of the materials included in the Report and their description (4 points)
* accuracy, cohesion, coherence of presenting results of self-study

(4 points)

* accuracy of format and layout of the *Report on the Self-study* done (cover page, personal data, Contents page, Glossaries, Bibliography) (4 points)
* level of autonomy (assessed when submitting the Report in oral)

(4 points).

While doing an expertise, an EFL teacher applies to these criteria and percentage given above in the Syllabus and the *Recommendations on implementing Language Portfolio* in teaching/learning process.

Results of modular control paper (test) are assessed taking into account correct answers against the keys (correct and full answers for each of a test issue) that prove the level of competencies developed by a student, considering coefficient of learning in percent. Integral mark for Modular control work (Test) can be less than 60% that adapt the overall grade for module to ECTS scale:



where is a number of the correct answers or correct functional exponents etc. necessary for performing language actions as prescribed in a task, role card etc.,

 is the total number of the questions;

0.6 is the specific coefficient of the integral grade for Modular control paper (Test),

0.4 is a coefficient of learning, i.e. a mark for self-study and/or individual work (See 5.4.1)

The total grade obtained in accordance with the scheme described demonstrates achievements of a student in percentage against the grading ECTS Scale (see Table 5.4.1).

Table 5.4.1: Grading scale for HEI students

| **Achievement level**  Marks, % | **Grade** |
| --- | --- |
| 90 – 100 | Excellent |
| 82 – 89 | Good |
| 74 – 81 | Good |
| 64 – 73 | Satisfactory |
| 60 – 63 | Satisfactory |
| 0 – 59 | Unsatisfactory |

5.4.2 Integral level of student achievements

Integral level of student achievements in learning materials in general is calculated as an average value of the competence level for each of the modules: practice and control events:



where  is a number of the modules;

 is a level of achievements in i-module, %;

 is a volume of i-module, including individual work and self-study;

is total volume of a course

The achievements of a student cannot be graded positively if at least at one of the control event the student has failed.

If the result for any of the modules is less than 60%, the overall grade for the course on whole will be Unsatisfactory.

Individual tasks and complex control papers (CCW) are assessed expertly by means of the criteria, characterizing ratio of the requirements for the level of competences and indices of grades according to the rating.

Criteria content is based upon the competence characteristics determined by NQF for a Bachelor’s level of higher education (see below).

***General criteria of the achievements for bachelor’s level of qualification according to the NQF***

*Integral competence* is referred to as ability to solve complex tasks and problems in certain field of professional activity or while studying, which involves carrying out research and/or implementing innovations being characterized by generality of conditions and requirements.

Table 5.4.2 General criteria for assessing learning outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GLO Descriptors** | **Requirements to performing actions, criteria for assessment** | | | **Grade** |
|  | **Communication** | | |  |
| * clear and unambiguous expressing of own conclusions, opinions as well as ideas and explanations, being under substantiation, to specialists and non-specialists, i.e. to those who studies; * use of foreign words in professional activity | ***Answer/ presentation comprehension and clarity.***  **Language:**   * accuracy; * fluency; * easy to follow discourse; * logical structure (coherence and cohesion); * clear message; * focus on the topic; * expressiveness; * laconism   **Communicative strategy**:   * sequential and non-contradicting idea developing; * demonstrating evidence of the own logical judgments, opinions; * appropriate manner of giving arguments relevant to the opinions given and own statements being under discussion; * correct and easy to follow structure of an answer and/or presentation/mini-talk; * appropriate and accurate answers to the questions put; * ability to make conclusion and formulate propositions; * appropriate technique of answering the questions; * use of sufficient vocabulary specific for future profession | | | 95-100 |
| *Sufficient* clarity/comprehensibility of the answer/presentation and *relevant* and use of the *appropriate* communicative strategy with *minor errors* | | | 90-94 |
| *Good* clarity/comprehensibility of the answer/presentation and *relevant* communicative strategy *(three requirements are not implemented in total)* | | | 85-89 |
| *Good* clarity/comprehensibility of the answer/presentation and *relevant* communicative strategy *(four requirements are not implemented in total)* | | | 80-84 |
| *Good* clarity/comprehensibility of the answer/presentation and *relevant* communicative strategy *(five requirements are not implemented in total)* | | | 74-79 |
| *Satisfactory* clarity/comprehensibility of the answer/presentation and *relevant* communicative strategy *(seven requirements are not implemented in total)* | | | 70-73 |
| *Satisfactory* clarity/comprehensibility of the answer/presentation and *relevant* communicative strategy *(nine requirements are not implemented in total)* | | | 65-69 |
| *Satisfactory* clarity/comprehensibility of the answer/presentation and *relevant* communicative strategy *(ten requirements are not implemented in total)* | | | 60-64 |
| Communicative level is *unsatisfactory* | | | < 60 |
| **Autonomy and responsibility** | | | | |
| * responsibility for the development of professional knowledge and practices, evaluation of strategic team development; * ability for further learning being mostly autonomous and independent | | *Excellent* level of the competences   * use of principles and methods of team-work; * efficient delegation of duties within the team-members; * sustaining balanced relations in the team (being responsible for relations); * stress-resistance; * self-regulation; * working in emergency; * high level of personal attitude to the work; * mastering all the types of educational activities; * appropriate level of fundamental knowledge; * appropriate level of the general study skills and strategies | 95-100 | |
| *Confident* use of competences of being autonomous and responsible with minor errors | 90-94 | |
| *Good* use of competences of being autonomous and responsible (*two requirements are not implemented)* | 85-89 | |
| *Good* use of competences of being autonomous and responsible (*three requirements are not implemented*) | 80-84 | |
| *Good* use of competences of being autonomous and responsible (*four requirements are not implemented*) | 74-79 | |
| *Satisfactory* use of competences of being autonomous and responsible (*five requirements are not implemented*) | 70-73 | |
| *Satisfactory* use of competences of being autonomous and responsible (*six requirements are not implemented*) | 65-69 | |
| *Satisfactory* use of competences of being autonomous and responsible (*fragmentary level)* | 60-64 | |
| Level of being autonomous and responsible is *unsatisfactory* | <60 | |

# **6 FACILITIES AND SOFTWARE**

Technical teaching aids.

Distance platform MOODLЕ.

# **7 RECOMMENDED MATERIALS**

**7.1** **Basic Materials**

1. **Англійська** мова для навчання і роботи: навч. посіб. у 5 т. Т = English for Study and Work: Coursebook in 5 books./ С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна; М-во освіти і науки України, Нац. гірн. ун-т. – Д. : НГУ, 2014.; (Рекомендовано до видання вченою радою Державного ВНЗ «Національний гірничий університет» як навчальний посібник з англійської мови для бакалаврів галузі знань 0503 Розробка корисних копалин (протокол № 5 від 27 листопада 2013)).
2. **Англійська** мова для навчання і роботи: підручник для студ. вищ. навч. закл. у 4 т. Т. 1 Спілкування у соціальному, академічному і професійному середовищах = English for Study and Work: Coursebook in 4 books. Book 1. Socialising in Academic and Professional Environment / С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна; М-во освіти і науки України, Нац. гірн. ун-т. – Д. : НГУ, 2015. – 162 с. (Рекомендовано до видання вченою радою ВНЗ «Національний гірничий університет» як підручник з англійської мови для бакалаврів галузі знань 0503 Розробка корисних копалин (протокол № 9 від 25 червня 2015 року))
3. **Англійська** мова для навчання і роботи: підручник для студ. вищ. навч. закл. у 4 т. Т. 2. Стратегії пошуку інформації в іншомовних друкованих та електронних професійно-орієнтованих джерелах та дослідження іншомовних джерел інформації. = English for Study and Work: Coursebook in 4 books. Book 2 Obtaining and Processing Information for Specific Purposes / С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна; М-во освіти і науки України, Нац. гірн. ун-т. – Д. : НГУ, 2015. – 192 с. (Рекомендовано до видання вченою радою ВНЗ «Національний гірничий університет» як підручник з англійської мови для бакалаврів галузі знань 0503 Розробка корисних копалин (протокол № 9 від 25 червня 2015 року))
4. **Англійська** мова для навчання і роботи: підручник. у 4 т. Т. 3. Стратегії пошуку інформації в іншомовних друкованих та електронних професійно-орієнтованих джерелах та дослідження іншомовних джерел інформації. = English for Study and Work: Coursebook in 4 books. Book 3 Obtaining and Processing Information for Specific Purposes / С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна; М-во освіти і науки України, Нац. гірн. ун-т. – Д. : НГУ, 2015. – 192 с. (Рекомендовано до видання вченою радою ВНЗ «Національний гірничий університет» як підручник з англійської мови для бакалаврів галузі знань 0503 Розробка корисних копалин (протокол № 9 від 25 червня 2015 року))
5. **Англійська** мова для навчання і роботи: підручник. у 4 т. Т.4. Професійне іншомовне письмо. = English for Study and Work: Coursebook in 4 books. Book 4 Communicating in Writing/ С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна; М-во освіти і науки України, Нац. гірн. ун-т. – Д. : НГУ, 2015. – 121 с. (Рекомендовано до видання вченою радою ВНЗ «Національний гірничий університет» як підручник з англійської мови для бакалаврів галузі знань 0503 Розробка корисних копалин (протокол № 9 від 25 червня 2015 року))
6. Байбакова І., Гасько О., Федоришина М. Спілкуємося англійською мовою (середній рівень) Видання п’яте (відредаговане і доповнене) / Підручник. – Львів: Видавництво «Бескид Біт», 2012. – 276 с.
7. Зуєнок І. І. *Writing Reports*. Практичний посібник до складання англійською мовою звітів про наукові дослідження (для самостійної роботи студентів, магістрів, спеціалістів, аспірантів усіх напрямів підготовки)/Ірина Зуєнок; Дніпропетровськ: РВК НГУ, 2004. – 55 с.
8. Кострицька С.І. Методичні рекомендації з підготовки та проведення презентацій (виступів-доповідей) для студентів, спеціалістів, магістрів, аспірантів усіх напрямів підготовки./Світлана Кострицька; Дніпропетровськ: РВК НГУ, 2004.- 26 с.
9. Кострицька С.І., Бердник Л.В. Методичні вказівки з написання англомовної кореспонденції. /Кострицька Світлана, Лада Бердник; Дніпропетровськ: РВК НГУ, 1999. – 92
10. Кострицька С.І., Зуєнок І.І., Швець О.Д, Поперечна Н.В. Англійська мова для навчання і роботи: підручник для студ. вищ. навч. закл.: у 4 т. Т. 1. Спілкування в соціальному, академічному та професійному середовищах = English for Study and Work: Coursebook in 4 books. Book 1 Socialising in Academic and Professional Environment / С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна ; М-во освіти і науки України, Нац. гірн. ун-т. – Дніпропетровськ : НГУ, 2015. – 162 с.
11. Степанова Ж.Г. Английский язык. Самые распространенные разговорные темы – Conversation English in Dialogues. – М.: АСТ Восток – Запад, 2007 – 160 с.
12. Тарнопольский О.Б., Явсюкевич Ю. *Successful Presentations* (Успішні презентації). Київ: Ленвіт – 2005.
13. Ягельська Н.В. Європейський мовний портфель для економістів (Проект). – К.: Ленвіт, 2004. – 56 с.
14. **English for Study and Work** - Англійська мова для навчання та роботи Том 1. In –class Activities – 356 с. Навчального посібника з грифом МОН (1/4) Співавтори: С.І.Кострицька, О.Д.Швець, Н.В.Поперечна. Дніпропетровськ: НГУ, 2010. Рекомендовано Міністерством освіти і науки України як навчальний посібник для студентів вищих навчальних закладів (лист № 1/11-5206 від 16.06.10)
15. **English for Study and Work** -Англійська мова для навчання та роботи Том 2. Self-study Resources – 234 с. Навчального посібника з грифом МОН (1/4) Співавтори: С.І.Кострицька, О.Д.Швець, Н.В.Поперечна. Дніпропетровськ: НГУ, 2010. Рекомендовано Міністерством освіти і науки України як навчальний посібник для студентів вищих навчальних закладів (лист № 1/11-5206 від 16.06.10)
16. **English for Study and Work** -Англійська мова для навчання та роботи Том 3. Grammar Review and Practice – 258 с. Навчального посібника з грифом МОН (1/4) Співавтори: С.І.Кострицька, О.Д.Швець, Н.В.Поперечна. Дніпропетровськ: НГУ, 2010. Рекомендовано Міністерством освіти і науки України як навчальний посібник для студентів вищих навчальних закладів (лист № 1/11-5206 від 16.06.10)
17. **English** for Study and Work: Coursebook in 5 books. Book 1 Socialising in Academic and Professional Environment / S.І. Kostrytska, І.І. Zuienok, О.D. Shvets, N.V. Poperechna; Ministry of Education and Science of Ukraine, National Mining University. – D.: NMU, 2014. – 155 pp.; (Recommended for publishing by Scientific Council of State HEI “National Mining University” as a study guide in English for bachelors of specialism area 0503 Mining (Record No. 5 of 27 November, 2013)).
18. **English** for Study and Work: Coursebook in 4 books. Book 2 Obtaining and Processing Information for Specific Purposes / S.І. Kostrytska, І.І. Zuyenok, О.D. Shvets, N.V. Poperechna; Ministry of Education and Science of Ukraine, National Mining University. – D.: NMU, 2014. – 192 pp.; (Recommended for publishing by Scientific Council of State HEI “National Mining University” as a study guide in English for bachelors of specialism area 0503 Mining (Record No. 9 of 25 June, 2013)).
19. **English** for Study and Work: Coursebook in 4 books. Book 3 Obtaining and Processing Information for Specific Purposes / S.І. Kostrytska, І.І. Zuyenok, О.D. Shvets, N.V. Poperechna; Ministry of Education and Science of Ukraine, National Mining University. – D.: NMU, 2014. – 192 pp.; (Recommended for publishing by Scientific Council of State HEI “National Mining University” as a study guide in English for bachelors of specialism area 0503 Mining (Record No. 9 of 25 June, 2013)).
20. English for Study and Work: Coursebook in 4 books. Book 4 Communicating in Writing/ S.І. Kostrytska, І.І. Zuyenok, О.D. Shvets, N.V. Poperechna; Ministry of Education and Science of Ukraine, National Mining University. – D.: NMU, 2014. – 121 pp.; (Recommended for publishing by Scientific Council of State HEI “National Mining University” as a study guide in English for bachelors of specialism area 0503 Mining (Record No. 9 of 25 June, 2013)).
21. Comfort, J. (1996) *Effective Telephoning*. Oxford: Oxford University Press.–126 p.
22. Ek, J.A. van and J.L.M.Trim (2001) *Vantage*. Cambridge: Cambridge University Press. – 187 p.
23. Ellis, M. and Nina O’Driscoll (*Socialising* 1992). Longmann – 129 p.
24. Evans, V. (1998) *Successful Writing*. Blackpill: Express Publishing. – 116 p.
25. Evans, V. & Scott, S. (2002) *Listening and Speaking Skills* (For the Cambridge Proficiency Test). Blackpill: Express Publishing. –revised 120 p.
26. IELTS (2003) IELTS Handbook [online]. Available from: http://www.ielts.org/library/ handbook\_2003.pdf. Accessed 15 Apr 2004.
27. Jakeman, V. & McDowell, C. (2000) *Cambridge Practice Tests for IELTS 1.* Cambridge: Cambridge University Press. – 56 p.
28. *Quick Placement Test* (2001) Oxford: Oxford University Press.
29. Sharman, E. (2005) *Across Cultures.* Edinburgh: Pearson Education Limited. – 159 p.

## **7.2 Additional Materials**

## [Begoña Montero Fleta, Luz Gil Salom, Carmen Pérez Sabater, Cristina Pérez Guillot, Edmund Turney, Carmen Soler Monreal](http://www.google.com.ua/search?hl=ru&tbo=p&tbm=bks&q=inauthor:%22Bego%C3%B1a+Montero+Fleta,+Luz+Gil+Salom,+Carmen+P%C3%A9rez+Sabater,+Cristina+P%C3%A9rez+Guillot,+Edmund+Turney,+Carmen+Soler+Monreal%22) (1997) *English for Academic Purposes: Computing* Ed. Univ. Politéc. Valencia – 187 p. Available online at: [http://books.google.com.ua/books? id= Rmu1dXlu2eEC&hl= ru&source=gbs\_similarbooks](http://books.google.com.ua/books?%20id=%20Rmu1dXlu2eEC&hl=%20ru&source=gbs_similarbooks)

1. Boeckner, K. & P. Charles Brown (1997) *Oxford English for Computing*. Oxford: Oxford University Press. Available online at: <http://www.slideshare.net/vuvcuong5/oxford-english-for-computing-s-book>
2. Brieger, N. and J. Comfort (1987) *Technical Contacts. N*ew York: Prentice Hall. – 160 p.
3. Clare, A. & Wilson, JJ (2006) *Total English (Intermediate).* Harlow: Pearson Education Limited. – 176 p.
4. Comfort, J. (1994) *Effective Presentations.* Oxford: Oxford University Press. -126 p.
5. Comfort, J. (1995) *Effective Meetings.* Oxford: Oxford University Press. - 126 p.
6. Comfort, J. (1996) *Effective Telephoning.* Oxford: Oxford University Press. – 126 p.
7. Cottrell S. (1999) *The Study Skills Handbook*. London: Macmillan Press Ltd. – 145 p.
8. Ellis, M. and Nina O’Driscoll (1992) *Socialising.* Longmann. – 129 p.
9. Emmerson, P. (2007) *Business English Handbook Advanced. The whole of business in one book.* Oxford: Macmillan Education. – 128 p.
10. Evans, V. (1998) *Successful Writing.* Blackpill: Express Publishing. – 116 p.
11. Fabre & Santiago Remacha Esteras (2007) *Professional English in USE: ICT.* Cambridge: Cambridge University Press. – 118 p.
12. IELTS (2003) *IELTS Handbook* [online]. Available from: http://www.ielts.org/library/ handbook\_2003.pdf. Accessed 15 Apr 2004.
13. Glendinning, E & McEwan, J (2003) *Basic English for Computing* (New Edition). Oxford: Oxford University Press.
14. Jakeman, V. & McDowell, C. (2000) *Cambridge Practice Tests for IELTS 1.* Cambridge: Cambridge University Press. – 56 p.
15. Kay, S. & Jones, V. (2001) *Inside Out.* Oxford: MacMillan Publishers Limited. – 160 p.
16. Neville, J. M. (2002) *IELTS Practice Tests 1.* Newbury: Express Publishing.–128 p.
17. Santiago Remacha Esteras (2008) *Infotech English for Computer Users.*Cambridge: Cambridge University Press. – 168 p.
18. Taylor, L. (2001). *International Express (Pre-Intermediate) Student’s Book with Pocket Book.* Oxford: Oxford University Press. – 132 p.
19. Taylor, L. (2000). *International Express (Intermediate) Student’s Book with Pocket Book.* Oxford: Oxford University Press. – 132 p.
20. Wallwork, A. (2201) *International Express (Upper-Intermediate) Student’s Book with Pocket Book.* Oxford: Oxford University Press.–124 p.

**7.3 Digital Materials and E-resources**

1. Computer Books in English [online] Available for free at: <http://newpdfbooks.blogspot.com/p/programming-books.html>
2. IT, Programming and Computer science books [online] Available for free at: <http://bookboon.com/en/it-programming-ebooks>
3. Telephone English - Leaving Messages - How to Telephone in English for Business English ESL EFL TOEFL TESOL Students and Teachers [online]. Available from: <http://www>. esl.about.com Accessed 12 May 2008.
4. PC Magazine [online] Available at: <http://www.pcmag.com/>
5. Byte magazine. [online]Available at: <http://archive.org/details/byte-magazine>
6. [www.skillsyouneed.com/presentation - skills/](http://www.skillsyouneed.com/presentation%20-%20skills/)
7. www. businessballs.com/presentations - htm
8. [www.mindtools.com/pages/articles/newC S\_96.htm](http://www.mindtools.com/pages/articles/newC%20S_96.htm)
9. kent.ac.uk/careers/presentation skills

**Appendix 1**

**Module No. 1: Socialising in Academic and Professional Environments**

**Entry Level: A2 –B1**

**Time allotted**: 1.5 ECTS credits

This is a compulsory module for first-year University students, which integrally develops the four language skills with a special emphasis on listening and speaking.

**Aim of the Module:** to develop communicative language competences necessary for adequate behaviour in common study-related and professional situations.

**Objectives:**

* to raise awareness of how to behave and react appropriately in most common academic and professional situations in everyday life, and know the rules of how people should interact in these situations;
* to develop understanding of how core values, beliefs and behaviour in Ukrainian academic or professional environment differ from culture to culture (international, national, institutional); different corporate cultures within specific academic and professional contexts and how they relate to each other to be able to apply intercultural insights when interacting orally or in writing to immediate academic and professional situations.

**Learning outcomes**

***By the end of the module learners will be expected to*** ***be able to:***

* maintain with a certain degree of fluency a conversation on familiar study and specialism-related topics, expressing and exchanging opinions and factual information on study-related events;
* demonstrate understanding of clear and simple notices, including details on warning, announcements and instructions in academic and job-related events;
* write e-mails for educational purposes conveying simple straightforward information of immediate relevance /close to academic environment and everyday life;
* write clear and detailed forum posts and comments, expressing their own opinion and commenting on other opinions, agreeing/disagreeing on what can be found in social media and virtual learning environment;
* fill in correctly application and registration forms for accommodation and / or for a conference with an appropriate degree of accuracy and adequacy.

**CONTENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Specialism-related skills** | **Time: hours** | |
| In-class | Self-study |
| **1** | Getting to know each other and establishing relationships: Greetings, Personal Identity,  Filling in forms with personal information | 2 | 4 |
| **2** | Describing people and objects | 2 | 4 |
| **3** | Describing daily life and learning experience, in oral and writing | 2 | 4 |
| **4** | Reading announcements, instructions, messages, ads etc. | 2 | 4 |
| **5** | Exchanging and sharing personal and professional information in oral and written. Discussing news, students’ life, burning issues and problems etc. | 2 | 4 |
| **6** | Communicating via Internet, networking, communication in social networks and virtual learning environments. | 2 | 4 |
| **7** | Assessment | 2 | 4 |
| **Text**  **types** | texts from textbooks, registration/application forms, forum posts, comments, newsletters ,newsletter articles, e-mails, instructions, notices, advertisements, announcements, assessment requirements, telephone conversations, audio-video internet resources and other web-sources | | |
| **Topics** | Personal Identification  Daily Routine  Relationships  Higher Education  University life and corporate culture  Study’ problems  Safety  Netiquette  E-mailing  Blogging  *Примітка: більш детально див.* J.A. van Ek and J.L.M. Trim *Vantage* (2001), С. 72 -77, 120 -140 | | |
| **Language**  **Structures** | **Implicitly – hidden context**  Personal Pronouns  Present, Past and Future Simple of the verbs to be, to have, to do  Present Simple. Present Simple vs Present Progressive  Present Perfect. Present Perfect vs Past Simple  Adjectives  Numbers  Imperatives  Modals | | |
| **Functions** | **Socialising:**   * introducing oneself * greeting / replying to a greeting * agreeing / disagreeing * asking for clarification * asking for / expressing opinions * sympathizing * giving examples * signaling * asking for repetition * inviting * accepting / declining (a proposal, an idea etc.) * taking leave   **Writing an e-mail:**   * salutation * explaining reasons * giving bad/good news * referring to future contact * complementary ending * enclosing documents | | |
| **Self-study** | **Exchanging ideas and information**   * Read an article from a student’s newsletter and get ready to exchange opinion and ideas. * Study the phrases to express opinion, clarify, emphasize, agree, disagree and give examples. * Watch videos on study or specialism-related topics. Answer the questions on the video watched. * Keep a vocabulary record. * Prepare a talk on cultural differences between Ukrainian students and students from other countries. * Describe your experience of learning English focusing on what you can do using English.   **Writing an e-mail, a forum post, a comment**   * Write an e-mail to your friend on your impressions on the university as a fresher. * Write a letter to your friend describing your experience of learning at the University * Write a forum post expressing opinion, agreeing/ disagreeing and giving comments on opinions of others on social media and/or educational web-sites.   **Applying a Language**   * Find the information about a conference related to the specialism and fill in the Application Form indicating personal data.   **Cross-cultural awareness**   * Find the information about how people in different cultures greet each other. Prepare an oral report on your findings. * Working in a team find the information about students’ typical problems in different countries. Compare them with those typical for first-year students in your country and report the findings in any visual way. Prepare to comment on it in class.   **European Language Portfolio (2004), Dossier** | | |
| **Assessment** | **Entry testing**  Entry testing is of the course with the aim to identify students language proficiency level and to stream students in groups in accordance with their levels.  **Formative assessment**  Performing a variety of tasks in-class and individually during self-study.  For detail apply to English for Study ESP Coursebook (see below Book 1)  **Module Control Paper:** a writing task in 3 options.  Option 1 Write tips for adjusting to the university life (Instructions or Guidelines  Option 2 Write a letter to your friend describing your impressions on learning at the university (Informal letter)  Option 3 Write an article to Students’ Newsletter or a post to your blog or website “My learning experience at NTU “Dnipro Polytechnic” | | |
| **Recommended Materials** | 1. Кострицька С.І., Зуєнок І.І., Швець О.Д, Поперечна Н.В.. **Англійська** мова для навчання і роботи: підручник для студ. вищ. навч. закл.: у 4 т. Т. 1. Спілкування в соціальному, академічному та професійному середовищах = *English for Study and Work*: Coursebook in 4 books. Book 1 Socialising in Academic and Professional Environment / С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна ; М-во освіти і науки України, Нац. гірн. ун-т. – Дніпропетровськ : НГУ, 2015. – 162 с. 2. Байбакова І, Гасько О., Федоришина М. Спілкуємося англійською мовою (середній рівень) Видання п’яте (відредаговане і доповнене) / Підручник. – Львів: Видавництво «Бескид Біт», 2012. – 276 с. 3. Ягельська Н.В. Європейський мовний портфель для економістів (Проект). – К.: Ленвіт, 2004. – 56 с. 4. Cottrell S. (1999) *The Study Skills Handbook.* London: Macmillan Press Ltd. – 145 p. 5. Ek, J.A. van and J.L.M.Trim (2001) *Vantage.* Cambridge: Cambridge University Press. – 187 p. 6. Ellis, M. and Nina O’Driscoll (1992) *Socialising.* Longmann. – 129 p. . 7. Evans, V. (1998) *Successful Writing.* Blackpill: Express Publishing. – 116 p. 8. Evans, V. & Scott, S. (2002) *Listening and Speaking Skills (For the revised Cambridge Proficiency Test).* Blackpill: Express Publishing. – 120 p. 9. IELTS (2003) *IELTS Handbook* [online]. Available from: http://www.ielts.org/library/ handbook\_2003.pdf. Accessed 15 Apr 2004. 10. Jakeman, V. & McDowell, C. (2000) *Cambridge Practice Tests for IELTS 1.* Cambridge: Cambridge University Press. – 56 p. 11. Kay, S. & Jones, V. (2001) *Inside Out.* Oxford: MacMillan Publishers Limited. – 160 p. 12. Murphy R., English Grammar in Use. Cambridge University Press. 13. Quick Placement Test(2001) Oxford: Oxford University Press. – 26 p. | | |

**Appendix 2**

**Module No. 2 Searching for and Processing Information**

This is a compulsory module for different specialisms first-year University students. It integrates and develops the students’ linguistic, sociolinguistic and pragmatic competences in reading and listening. The module focuses on academic use of language with a strong emphasis on the receptive skills.

**Time allotted**: 1.5 ECTS credits

**Aim of the Module: t**o enable students to develop their ability to find, extract, process, evaluate and summarize relevant information from study/job-related texts from a variety of authentic sources in different formats (printed, digital, audio and video).

**Objectives:**

* to develop strategies to search, extract the study related and professionally oriented information from various original authentic texts in different formats (printed, digital, audio and video) from various contemporary sources;.
* to develop a variety of learners’ reading skills, including critical reading, to be used in processing and extracting study-related and professionally oriented information for various purposes;
* to develop learner’s active listening skills of contemporary audio and verbal sources of information, including lectures, presentations, talks etc.;
* to develop navigations skills through the text to locate and find the necessary study-related and professionally oriented information.

**Learning outcomes**

***By the end of the module learners will be expected to*** ***be able to:***

* to understand text organisation and linguistic/semantic aspects (cohesion, discourse/semantic markers and their functions) of study-related and professionally oriented texts of various genres;
* to find and extract both general and specific information from long simple authentic texts related to learners’ academic context using effectively different relevant strategies of information search and location and distinguishing between factual and non-factual, important and unimportant information, relevant and irrelevant to the study area information published in various contemporary sources of information of different genres;
* to guess and understand the meaning of unfamiliar words/ terms while reading or listening authentic study-related and professionally oriented texts, using the contextual clues;
* to extract main ideas and identify relevant/detailed information from a variety of audio and/or video sources in common academic environment
* to keep track of the material(s) read and make a brief summary in both oral and written format; structuring the ideas logically;
* to develop sufficient range of specialist vocabulary while reading.

**CONTENT**

The detailed description of the content of the module is given in the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | | **Specialism-related skills** | **Time: hours** | |
| In-class | Self-study |
| **1** | | Text types and genres, specific features of study-related and professionally oriented texts. Sources of professional information: paperback and digital. | 2 | 4 |
| **2** | | Internet Search. Scanning and other strategies for searching and selecting study-related and professionally oriented information. | 2 | 4 |
| **3** | | Skimming study-related and professionally oriented texts both paper and e-versions to identify the main ideas and getting the detailed specific information | 2 | 4 |
| **4** | | Critical reading for specific purposes, reading for detail, main ideas. Summarizing. | 2 | 4 |
| **5** | | Interpreting visual aids accompanying texts (graphs, tables, charts, drawings, etc.) | 1 | 4 |
| **6** | | Reading safety sign and instructions, announcements etc. | 1 | 4 |
| **7** | | Assessment | 2 |  |
| **Macro and micro skills, strategies** | | **Reading skills**   * scanning * skimming * reading for main ideas * reading for information * reading for detail * inferring meaning * critical reading * intensive reading vs extensive reading | | | |
| **Reading strategies:**   * predicting content of a published text by focusing on its title, text font and format/layout, visuals etc.; * predicting content of an oral text by intonation, pauses, face expression, body language, visuals etc.; * analyzing published text structure, paying attention to sections, paragraphs etc.; * understanding text organization and mind-mapping the content of a published text; * understanding the text content by guessing meaning using context clues; * navigating a published text by paying attention to punctuation, use of linking words and/or functional exponents of agreeing/disagreeing etc. used to introduce idea(s), give own opinion(s) and expressing own relations to the information given in the text; * locating factual information (graphs, tables, diagram, formula, examples etc.), author’s opinion(s) and perspectives via linking words and phrases etc. | | | |
| **Text genres** | | **Published texts (both paper and electronic versions):** Textbooks, coursebooks, journals, journal articles, brochures, ads, instructions, instruction manuals and guidelines, specifications,digests and newsletters**,** Contents and Index pages, dictionaries both bilingual and monolingual, paper and electronic ones, forums, blogs, graphs, tables etc.  **Oral texts:** Internet audio and video resources**,** radio and TV, announcements andinstructions, audio and video recording of lectures, seminars, webinars etc. | | | |
| **Topics and notions** | | Study-related topics and notions are agreed with the subject teachers.  The selected and agreed topics will determine the lexis as well as grammar structures to be learnt while reading. | | | |
| **Language**  **Structures** | | **Implicitly – hidden context**  Noun phrases  Numerals  Present, Past and Future Simple of the verbs to be, to have, to do  Present Simple. Present Simple vs Present Progressive  Present Perfect. Present Perfect vs Past Simple  Passive Voice  Adjectives  Imperatives  Modals | | | |
| **Self-study** | | (Internet) search of the information on the topic(s) identified by a teacher.  Fulfilling tasks from a coursebook / textbook.  Critical reading on the topic(s) identified by a teacher.  Keeping a Reading log.  Creating Record cards for articles read (2 or 3).  Summaries and Reports based on study-related materials  Keeping record of study-related and professionally oriented vocabulary – Glossary of Academic terms, English – Ukrainian Glossary of Terms (100 lexical units and more);  **European Language Portfolio (2004), Dossier** | | | |
| **Assessment** | | | **Formative assessment**  Performing a variety of tasks in-class and individually during self-study.  For detail and samples apply to English for Study ESP Coursebook (see below Book 2)  **End of Module Control Paper** (when necessary)**:** Reading/listening tests including the following tasks: multiple choice, matching paragraphs to headings, gap filling, summary completion. | | | |
| **Recommended Materials** | | | 1. **Англійська** мова для навчання і роботи: підручник для студ. вищ. навч. закл. у 4 т. Т. 2. Стратегії пошуку інформації в іншомовних друкованих та електронних професійно-орієнтованих джерелах та дослідження іншомовних джерел інформації. = English for Study and Work: Coursebook in 4 books. Book 2 Obtaining and Processing Information for Specific Purposes / С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна; М-во освіти і науки України, Нац. гірн. ун-т. – Д. : НГУ, 2015. – 192 с. (Рекомендовано до видання вченою радою ВНЗ «Національний гірничий університет» як підручник з англійської мови для бакалаврів галузі знань 0503 Розробка корисних копалин (протокол № 9 від 25 червня 2015 року  2. Ягельська Н.В. Європейський мовний портфель для економістів (Проект). – К.: Ленвіт, 2004. – 56 с.  3. **English for Study and Work** -Англійська мова для навчання та роботи Том 3. Grammar Review and Practice – 258 с. Навчального посібника з грифом МОН (1/4) Співавтори: С.І.Кострицька, О.Д.Швець, Н.В.Поперечна. Дніпропетровськ: НГУ, 2010. Рекомендовано Міністерством освіти і науки України як навчальний посібник для студентів вищих навчальних закладів (лист № 1/11-5206 від 16.06.10)  4.. Cottrell S. (1999) *The Study Skills Handbook.* London: Macmillan Press Ltd. – 145 p.  5. Ek, J.A. van and J.L.M.Trim (2001) *Vantage.* Cambridge: Cambridge University Press. – 187 p.  6. Evans, V. (1998) *Successful Writing.* Blackpill: Express Publishing. – 116 p.  7. Evans, V. & Scott, S. (2002) *Listening and Speaking Skills (For the revised Cambridge Proficiency Test).* Blackpill: Express Publishing. – 120 p.  8. ELTS (2003) *IELTS Handbook* [online]. Available from: http://www.ielts.org/library/ handbook\_2003.pdf. Accessed 15 Apr 2004.  9. Jakeman, V. & McDowell, C. (2000) *Cambridge Practice Tests for IELTS 1.* Cambridge: Cambridge University Press. – 56 p.  10. Murphy R., English Grammar in Use. Cambridge University Press.  11.Computer Books in English [online] Available for free at: <http://newpdfbooks.blogspot.com/p/programming-books.html>  12. IT, Programming and Computer science books [online] Available for free at: <http://bookboon.com/en/it-programming-ebooks>  13. PC Magazine [online] Available at: <http://www.pcmag.com/>  14. Byte magazine. [online]Available at: <http://archive.org/details/byte-magazine>  15. www.mindtools.com/pages/articles/newC S\_96.htm | | | |

**Appendix 3**

**Module No. 3: Giving Presentations and Participating in Discussions**

This is a compulsory module for different specialisms first-year University students. It integrates and develops the students’ linguistic, sociolinguistic and pragmatic competences in reading, writing, speaking and listening. The module focuses on academic use of language with a strong emphasis on the productive skills: speaking (spoken production and spoken interaction).

**Time allotted**: 1.5 ECTS credits

**Aim of the Module:** to develop the students’ English language competences (linguistic, sociolinguistic, and pragmatic) to communicate effectively while preparing and making presentations/mini-talks in study-related and professional environments

**Objectives:**

* to raise awareness of how to behave and react appropriately while giving presentations and participating in discussions and Q & A sessions and know how people should interact in these situations;
* to develop understanding of how core values, beliefs and behaviour in Ukrainian academic or professional environment differ from culture to culture (international, national, institutional);
* to develop understanding of different corporate cultures within specific academic and professional contexts and how they relate to each other to be able to apply intercultural insights when interacting orally or in writing to immediate academic and professional situations.;
* to model the situations where students can develop and practice their intercultural competences while speaking in academic and professional situations developed.

**Learning outcomes:**

***By the end of the module students should be able to:***

* make and give clear and detailed presentations of professionally oriented content, using language-related tools and resources for the content, appropriate structural organization of the material and relevant non-verbal means of communication (handouts, visuals etc);.
* present and give clear arguments on topical issues under the discussion at seminars, webinars etc., highlighting the results of the research and study, present and clarify own opinions and perspectives on the topics of learning and being discussed
* respond appropriately to main ideas and relevant information in extended discussions, debates, talks, conversations etc.;
* give clear answers to the questions and react adequately to the **3.3.**

**Content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Specialism-related skills** | | **Time: hours** | |
| In-class | Self-study |
| **1** | Features of different types and forms of presentations. Components of an effective presentation.. | | 3 | 6 |
| **2** | Presentation structure. Planning and structuring a presentation. Various ways of introducing a talk. Preparing the presentation: main stages. | | 3 | 6 |
| **3** | Visualizing presentation: selecting and developing visual means (slides, charts, tables, charts, drawings etc.). | | 3 | 6 |
| **4** | Preparing - writing a textual - verbal part of the presentation, verbal interpretation of visuals. | | 2 | 6 |
| **5** | Preparing a presentation speech with the use of non-verbal means. Preparing to Q&A session. Predicting the possible questions. | | 2 | 6 |
| **6** | Discussing a presentation – participating in Q&A session(s): summarizing, giving arguments, answering Qs, commenting etc. Facilitating a discussion. | | 3 | 6 |
| **7** | Assessment | | 2 |  |
| **Functions and functional exponents** | | **Introducing a presentation**: Greeting and introducing oneself; presenting the title/subject ; specifying the purpose/objective; signposting the presentation  **Communicating the main and supporting ideas; backing up ideas with examples; sequencing and linking ideas:** Sequencing / ordering; giving reasons/causes; contrasting; comparing; Highlighting; Digressing; giving examples; generalising; stating and reporting the information obtained; inquiring about whether something is considered a logical conclusion; **-Involving the audience:** asking rhetorical questions; referring to the audience  **Describing and analysing performance:** describing performance to date; analysing performance; describing trends, charts and Graphs  **Using visual aids:** preparing the audience for a visual; focusing the audience’s attention; summarizing;  **Ending a presentation:** Concluding; closing formalities  **Handling questions:**  Clarifying questions; avoiding giving an answer; checking the questioner is satisfied; identifying and specifying information; expressing approval and disapproval, agreeing and disagreeing, supporting/ rejecting arguments etc.  *For detail see:*  J.A. van Ek and J.L.M. Trim *Vantage* (2001) | | |
| **Notions and topics** | | Study-related topics and notions are agreed with the subject teachers.  The selected and agreed topics will determine the lexis as well as grammar structures to be learnt while reading. | | |
| **Language**  **Structures** | | **Implicitly – hidden context**  Noun phrases  Numerals  Present, Past and Future Simple of the verbs to be, to have, to do  Present Simple. Present Simple vs Present Progressive  Present Perfect. Present Perfect vs Past Simple  Passive Voice  Adjectives  Imperatives  Modals | | |
| **Text genres, types** | | Textbooks, articles from magazines, journals, digests, reports, specifications, brochures, advertisement, graphs, tables, diagrams, slides, video materials both study and professional, including presentations, Internet resources etc. | | |
| **Self-study** | | Tasks from coursebook and textbook(s)  Preparing a presentation:   * Search for and processing information on the topics agreed with students and subject teachers * Deciding on the aim and tasks of a presentation, its type (individual or team-presentation, classic or interactive, PowerPoint or poster etc.), the ways how to structure the information obtained * Organising Introduction, using ‘BOMBER B’ structure: Bang, Opening, Message, Engaging, Recapping, Bang * Search for the ways of visualizing information to be presented * Organising the main parts of the presentation and deciding on the ways of effective delivery of a message, following the structure: sharing the main idea/argument, giving facts, evidences, concluding etc. * Outlining a presentation * Designing slides * Organising the presentation content * Predicting possible questions   Analysing video presentations online (the structure, linguistic and non-linguistic means of communication, information arrangement, visual aids application, Q&A handling  Preparing for giving a presentation (one-person or a team);  Preparing for participation in Q&A sessions and debates. | | |
| **Assessment** | | **Formative assessment**  Drafting a presentation plan and its agenda  Writing a text on Introducing a presentation  Presenting the Body of presentation  Spoken and written interpretation of graphical information  Making conclusions and recommendations  Designing slides or scribing a model of a poster  Organising slides and the presentation  Giving a presentation  Preparing for discussion of a chosen and agreed with students and subject teacher topic  Preparing for handling questions)  **End of Module assessment:**  Giving a presentation  **European language Portfolio, Dossier** | | |

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**Appendix 4**

**Module No. 4: Written Communication. Application Procedure**

This is a compulsory module for different specialisms first-year University students. It integrates and develops the students’ linguistic, sociolinguistic and pragmatic competences in reading, writing, speaking and listening. The module focuses on academic use of language with a strong emphasis on the productive skills: writing for specific purposes.

**Time allotted**: 1.5 ECTS credits

**Aim::** to develop the students’ general and professionally oriented English language competences (linguistic, sociolinguistic, and pragmatic) to enable them to write a series of documents required for participation in international events, exchange programs and / or employment.

**Learning outcomes*:***

***By the end of the module learners will be expected to*** ***be able to:***

* select and sort out relevant information by scanning and skimming through study- and employment-related web-sites;
* demonstrate a working understanding of the purpose, structure, general and detailed content and requirements of study- and employment-related documentation;
* write study- and employment-related papers (a resume, a cover/motivation letter) with a sufficient degree of grammatical accuracy and appropriate vocabulary range; revise, edit and proofread them;
* demonstrate a working understanding of existing rules and standard procedures while participating as an applicant in an academic/job interview;
* perform effectively during the job interview: respond to the interviewers’ questions with an ample degree of precision, appropriacy and a sufficient range of vocabulary; ask related to the situation open-ended questions; use suitably verbal (lexis and grammar) and non-verbal (melody, pauses, gestures, postures, dress code, cosmetics etc.) means of communication.

**Content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Specialism-related skills** | | **Time: hours** | |
| In-class, h | Self-study, h |
| **1** | Writing in EFL: styles, genres, specific structure of various text genres. | | 2 | 6 |
| **2** | Main stages of writing: free writing, brain storming, mind mapping, making a plan, writing, proof reading, editing, re-writing etc. | | 2 | 6 |
| **3** | Formal writing. Business correspondence: letters, memos, faxes, structure, functions and functional exponents. Types of business letters. | | 2 | 6 |
| **4** | Applying for a job: reading for detail advertisements, organizing selection criteria etc. Specific features of ads. | | 2 | 5 |
| **5** | Planning and writing accompanying and motivational letters (for participating in a Conference, exchange program etc.). | | 3 | 5 |
| **6** | Presenting yourself at a job interview using both verbal and non-verbal means of communication. | | 3 | 4 |
| **7** | Assessment | | 2 |  |
| **Skills, Functions and functional exponents** | | **Writing a (motivation) letter for an academic course on an exchange students programme/a cover letter/a resume**:   * addressing the recipient; * introducing yourself; * stating the purpose of writing; * demonstrating understanding of the programme and the environment; specifying; giving reasons/causes; * sequencing and linking ideas; * comparing; highlighting; * expressing opinion; * displaying interest; * stating goals; * persuading the reader; * thanking and finishing (motivation/cover) letter; writing a complimentary clause; * describing personalskills and accomplishments;   **Performing during the interview**:   * greeting the interviewer(s) and introducing oneself; * describing educational background / profile / previous experience /current position; * contrasting to other candidates; * answering different types of standard open-ended questions; * asking related to the situation open-ended questions; * giving your opinion; cause-and-effect reasoning; * thanking the interview panel.   *For detail see:* J.A. van Ek and J.L.M. Trim *Vantage* (2001) | | |
| **Language**  **Structures** | | **Implicitly – hidden context**  Noun phrases  Numerals  Present, Past and Future Simple of the verbs to be, to have, to do  Present Simple. Present Simple vs Present Progressive  Present Perfect. Present Perfect vs Past Simple  Passive Voice  Adjectives  Imperatives  Modals | | |
| **Topics, notions** | | Academic mobility, exchange programmer, statement of purpose, application/motivation letter, CV/Resume, Invitation letter, job interview, employer, employee etc. | | |
| **Text genres/ types** | | Web-based sources; job descriptions, textbook materials; articles from newspapers, magazines; advertising materials; Video material on job interviews; video lectures on a resume, cover letter writing, resume samples, cover letter samples, motivation letter samples. | | |
| **Self-study** | | **Recommended tasks:**  Find a student exchange academic programme of any university; draft, edit and finalize a motivation letter, be ready to present it for a feedback by peers and then by teacher; rewrite it at home if necessary.  Find appropriate job advertisements; study the information about the sphere of activity of the potential employer and requirements to the applicants; draft, edit and finalize a resume and a cover letter; be ready to present it for a feedback by peers and then by teacher; rewrite it at home if necessary.  Watch the video “Job interview” [15] to get a working understanding of existing rules and standard procedures while participating in a job interview.  Watch the video “TED lectures” [10] on the role of nonverbal means of communication, take notes and be ready to discuss the main points in class.  Prepare for the role-play “At the interview”.  Develop vocabulary and grammar skills by doing topic related exercises (multichoice task). See Appendix. | | |
| **Assessment** | | **Formative assessment**  Writing CV/resume, paying attention to the demands to nominee given in an ads  Writing a motivation letter for an academic course on an exchange student’s programme.  Writing a Cover letter.  **End of Module assessment**: Role-play: Applying for a job  **Reflective assignment**: My experience of learning English at the University  **Summative assessment: End of Course assessment:**  Complex Control Work covering all the modules  **European English Portfolio, Dossier.** | | |
| **Recommended materials** | | 1. **Англійська** мова для навчання і роботи: підручник. у 4 т. Т.4. Професійне іншомовне письмо. = *English for Study and Work: Coursebook in 4 books. Book 4 Communicating in Writing*/ С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна; М-во освіти і науки України, Нац. гірн. ун-т. – Д. : НГУ, 2015. – 121 с. (Рекомендовано до видання вченою радою ВНЗ «Національний гірничий університет» як підручник з англійської мови для бакалаврів галузі знань 0503 Розробка корисних копалин (протокол № 9 від 25 червня 2015 року))  2. *English for Specific Purposes (ESP) National Curriculum for Universities*: Програма з англійської мови для професійного спілкування [Text] / Г. Є. Бакаєва, О.А. Борисенко, І. І. Зуєнок [та інші] / Ministry of Education and Science of Ukraine. – К. : Ленвіт, 2005. – 119 с.  3. *Successful writing: Intermediate* / Virginia Evans. - Express Publishing, 2000. - 160 p.  4. Badger I. *English for work. Everyday Business English* (with Audio CD) / Ian Badger. –Longman, 2003.–90 p.  5. Bly Robert W. *Letter Writing Handbook*. Webster’s New World. – Indiana: Wiley Publishing, Inc., 2004. – 603 p.  6. Pile Louise. *E-mailing. Business Communication Skills.* – Delta Publishing, 2004.– 64 p.  7 .Amos Julie-Ann. *Pass that job interview*.–Oxford: How to books, 2009.– 92 p.  8. *Cambridge English for Job-hunting* (with Audio-CD) / Colm Downes. – Cambridge University Press. – 2nd ed., reprinted. – 2009. – 112 p.  9. Farr Michael. *The Quick Resume & Cover Letter* *Book: Write and Use an Effective Resume in Only One Day.* – Jist Works, 2007. – 404 р.  10. [Electronic resource]. – URL: <http://www.inc.com/peter-economy/3-awesome-ted-talks-that-will-make-you-a-better-person.html>  11. [Electronic resource]. – URL: <http://www.businessdictionary.com/definition/assistant-manager.html>  12. [Electronic resource]. – URL: <http://jobsearch.about.com/od/coverlettersamples>,  <http://jobsearch.about.com/od/jobsearchglossary/g/resume1.htm>  13. [Electronic resource]. – URL: <https://targetjobs.co.uk/careers-advice/applications-and-cvs>  14. [Electronic resource]. – URL: <https://targetjobs.co.uk/careers-advice/job-descriptions>  15. [Electronic resource]. – URL: <http://www.media-partners.com/interviewing_training_videos/more_than_a_gut_feeling_iv.htm>  <http://www.kent.ac.uk/careers/applicn.htm#Selection>  <http://www.kent.ac.uk/careers/IntVid.htm#applications> <http://www.kent.ac.uk/careers/tests/mathstest2.htm>  16. [Electronic resource]. – URL: <http://jobsearch.about.com/od/interviewsnetworking/a/videointerview.htm>  17. [Electronic resource]. – URL: <https://www.hse.ru/data/2014/03/18/1332548147/motivationletter_checklist.pdf>  18. Additional electronic resources: [http://jobsearch.about.com](http://engblog.ru/goto/http:/jobsearch.about.com/od/coverlettersamples/a/coverlettsample.htm)  [http://www.cover-letter-now.com](http://engblog.ru/goto/http:/www.cover-letter-now.com/lp/clnrsmcl02.aspx?cobrand=CLTA&tag=130704025725993&hitlogid=157104800&utm_source=GAD&utm_medium=SEMK&utm_campaign=Cover-letter-Google-Search-9466)  [http://www.wikihow.com](http://engblog.ru/goto/http:/www.wikihow.com/Write-a-Cover-Letter)  <https://courses.theguardian.com/> | | |

**4.1.2 Sample grading scale**

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| **A. Content – 30 points**  1. *Presenter has a thorough understanding of concepts*  *very good to excellent* (27-30 points), e.g.:   * content is factually correct, level and depth appropriate to the audience; * main argument is strongly supported by references; * critically analyses and makes judgements.   2. *Presenter has a good understanding of concepts* (good to very good (22-26 points);  3. *Presenter has a basic understanding of concepts* (satisfactory (16-21 points);  4. *Presenter appears to not understand material* (unsatisfactory (0-15 points). |
| **B. Language use – 20 points.**  1. *Very good to excellent* (18-20 points) e.g.:   * simple and complex constructions are used predominantly; * meaning is communicated by varied sentence structures and sophisticated use of extended vocabulary;   2. *Good to very good* (14-17 points);  3. *Satisfactory* (11-13 points);  4. *Unsatisfactory* (0-10 points). |
| **C. Organization – 20 points.**  1. *Very good to excellent* (18-20 points), e.g.:   * introduction is linked to the body of the presentation and the main argument of the presentation, the development of the argument; * follows logical sequences; * visual aids act as a cue for the presenter, provide clarity of the audience; * presentation is finished on time.   2. *Good to very good* (14-17 points);  3. *Satisfactory* (11-13 points);  4. *Unsatisfactory* (0-10 points); |
| **D. References – 10 points**.  1. Very good to excellent (9-10 points), e.g.:   * all claims made are acknowledged by using in text referencing; * Local system of reference is used to cite sources, reference list is formatted accurately;   2. *Good to very good* (7-8 points);  3. *Satisfactory* (5-6 points);  4. *Unsatisfactory* (0-4 points). |
| **F. Relationship with the audience** **– 20 points.**  Excellent audience contact  1. *Very good to excellent* (18-20 points), e.g.:   * regular eye contact with audience; * voice is always clear; body language is used effectively; * responding to questions and leading discussion.   2. *Good to very good* (14-17 points);  Good audience contact  3. *Satisfactory* (11-13 points);  Limited audience contact  4. *Unsatisfactory* (0-9 points).  Unable to establish contact with audience |