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<b>Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP Second Foreign Language (English), BA Vasyl Stefanyk Precarpathian National University</b>	
<b>Master/bachelor level</b>	Bachelor level
<b>Branch of knowledge</b>	035 Philology
<b>Specialization</b>	035.041 "Germanic languages and literatures (including translation)", English as a major
<b>Qualification</b>	Bachelor of Philology
<b>Form of education</b>	Full-time
<b>Status of the discipline</b>	Cycle of professional courses. Compulsory course
<b>Course prerequisites</b>	English level A2
<b>Semester of the course</b>	3-8
<b>Course Volume</b>	39 ECTS 1170 hours 566 hours of class work 604 hours of self-study and consultations
<b>Form of final control</b>	Credit (passed - A, B, C, D, E, failed - F), examination (passed - A, B, C, D, E, failed - F)
<b>Language of Instruction</b>	English
<b>Developer</b>	Doichyk Oksana, PhD in Philology, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk
<b>Brief Course Description (up to 2000 symbols)</b>	
<p>The course "Second Foreign Language (English)" is intended for students doing a Bachelor degree. It will provide students with a comprehensive review of English grammar and lexis, enable practising basic communicative, writing, and grammar skills, enrich students' active vocabulary, foster students' use of English for oral and written purposes. The course forms spelling, pronunciation, reading, writing, and listening skills as well as the use of grammar.</p> <p>The course covers the basic English grammar structures, such as Articles, Verb Tenses (Active and Passive Voice), Reported Speech and Agreement, the Verbals, Modal Verbs, Conditionals. The content part of the course will foster students' communicative skills and expand the active vocabulary in different topics, such as hobbies, travelling, shopping, health, careers, work and leisure, life events, education, social issues, cinema, art, etc.</p> <p><i>Method of instruction:</i> The professor will conduct the course through practical training, discussions, PowerPoint presentations, and through students' active participation (in small groups, in class discussions), projects and individual tasks.</p> <p><i>Course requirements:</i> The students are expected to attend classes on a regular basis, complete readings and do tasks before each class, and be fully prepared for class discussions (with completed assignments, questions, and contributions).</p>	
<b>New, Updated, and Modified Components</b>	
<ul style="list-style-type: none"> <li>A. Key Terms and Notions</li> <li>B. Competencies</li> <li>C. Teaching and Learning Methods</li> <li>D. Course Layout and the Number of Modules</li> <li>E. Course Topics</li> <li>F. Course Assessment and Feedback Approach</li> <li>G. Assessment Criteria for Written Task</li> <li>H. Assessment Criteria for Project Presentation</li> <li>I. Course Quality Monitoring</li> <li>J. Recommended Books and Resources</li> </ul>	
<b>Key Terms and Notions</b>	
<p><i>Grammar:</i> verb tenses, progressive, indefinite, perfect, perfect continuous, non-finite forms (verbals), modality, modal verbs, adjectives, adverbs, comparisons, nouns, pronouns, passive voice, reported speech, conditionals, real and unreal condition, word formation, articles, emphatic structures, inversion, clauses, linking words.</p>	
<b>Course Aim</b>	

The course is aimed at fostering students' ability to use English efficiently in oral and written communication, developing students' competencies in English grammar, preparing students for their future professional activity.

The goals of the course are:

- to expand students' vocabulary;
- to develop students' competencies up to comprehensible and professional use of English;
- to practise students' spelling, pronunciation, reading, writing, and listening skills;
- to foster students' grammar competence;
- to teach students to do stylistic analysis of a literary text;
- to motivate students to use English efficiently in oral and written communication in various professional and daily contexts;
- to teach students to annotate articles in English.

### Competencies

Generic competencies	<ol style="list-style-type: none"> <li>1. ability to be critical, self-critical, and responsible for decision-making in unpredictable contexts</li> <li>2. ability to study and acquire contemporary knowledge of foreign language, linguistics, literature studies, and translation</li> <li>3. ability to search, process, and analyze information from various sources</li> <li>4. ability to identify, define, and solve problems</li> <li>5. ability to work in a team and independently</li> <li>6. ability to communicate professional ideas in the first (English) and the second foreign languages</li> <li>7. ability to apply knowledge to practical contexts of professional or educational activity</li> <li>8. ability to apply information and communication technologies usage skills to studying foreign languages</li> </ol>
Specific competencies	<ol style="list-style-type: none"> <li>1. ability to apply in practice the knowledge about language as a semiotic system, its nature, theory and history, functions, and levels</li> <li>2. ability to apply the knowledge of history and theory of the English language to the professional activity</li> <li>3. ability to freely, fluently, and effectively use the English language, both orally and in writing, in a variety of genres, styles, and registers of communication (formal, informal, neutral), to solve communication issues in different life spheres</li> <li>4. ability to freely use specific terminology to solve professional problems</li> <li>5. ability to establish business communication in compliance with the norms of literary language and speech culture</li> </ol>

### Learning Outcomes

SFL 1	to communicate freely in professional spheres with specialists and non-specialists in the official and foreign languages in oral and written forms, to use the languages for efficient intercultural communication
SFL 2	to organize the process of learning and self-education with a great degree of autonomy
SFL 3	to know the norms of literary language and to be able to apply them in practice; to comprehend the principles and techniques of creating oral and written texts of different genres and styles in the official and the first (English) and the second foreign languages
SFL 4	to use the English language in oral and written forms, in various genres and styles, in official, nonofficial, and neutral communication for solving communicative tasks in social, educational, professional, and scientific spheres
SFL 5	to adhere to the rules of academic integrity

Learning objectives of module (course unit)	Teaching/learning methods	Assessment methods
<b>Semester 3</b>		
<b>Module 1: Destinations (natural features, travel, weather, places, holidays)</b> – practise topical vocabulary in speech situations; – practise grammar skills (present simple, articles, noun); – practise reading and listening skills on the topic; – practise writing an informal letter.	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher's oral and written feedback
<b>Module 2: Against all odds (survival, extreme weather, feelings, verbs of movement)</b> – practise topical vocabulary in speech situations; – practise grammar skills (present continuous, present perfect, possessive pronouns); – practise reading and listening skills on the topic; – practise writing a diary entry, a story.	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher's oral and written feedback
<b>Module 3: Into the future (inventions, transport, food/drinks, housing)</b>	Presentation Discussions	Test (multiple choice) Oral and written translation

<ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (past simple, past continuous, numerals);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing : predictions about technological developments, an informal email accepting/refusing an invitation</li> </ul>	<p>Self-study Group work Individual work Project</p>	<p>Written task Teacher’s oral and written feedback</p>
<p><b>Module 4: In other words... (communication, body language, social media, text speak)</b></p> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (present perfect);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing a paragraph expressing your opinion, a for-and-against essay.</li> </ul>	<p>Presentation Discussions Self-study Group work Individual work Project</p>	<p>Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback</p>
<b>Semester 4</b>		
<p><b>Module 1: The earth is ours (environment, environmental problems, go green actions)</b></p> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (future simple, pronouns, passive voice);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an informal email about your last holiday.</li> </ul>	<p>Presentation Discussions Self-study Group work Individual work Project</p>	<p>Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback</p>
<p><b>Module 2: Top choices (shopping, clothes and accessories, patterns and materials, spending money, clothes sizes)</b></p> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (future continuous, comparisons, relative pronouns);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing a travel blog.</li> </ul>	<p>Presentation Discussions Self-study Group work Individual work Project</p>	<p>Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback</p>
<p><b>Module 3: Fit and healthy (sports, fitness, health problems, injuries)</b></p> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (reported speech);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing a blog entry, an email describing an annual event.</li> </ul>	<p>Presentation Discussions Self-study Group work Individual work Project</p>	<p>Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback</p>
<p><b>Module 4: Work and leisure (festivals, clothes, entertainment, cinema, music, art, work and jobs)</b></p> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (direct/indirect questions);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an online application form.</li> </ul>	<p>Presentation Discussions Self-study Group work Individual work Project</p>	<p>Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback</p>
<b>Semester 5</b>		
<p><b>Module 1: Get the Message (communication, emotions)</b></p> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (present and past tenses; question tags and echo questions);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an informal letter.</li> </ul>	<p>Presentation Discussions Self-study Group work Individual work Project</p>	<p>Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback</p>
<p><b>Module 2: Looking Ahead (threats to the environment, weather, endangered species)</b></p> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (future forms for predictions; future forms for plans and hopes);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing a formal letter.</li> </ul>	<p>Presentation Discussions Self-study Group work Individual work Project</p>	<p>Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback</p>
<p><b>Module 3: Influences (life events; personal qualities and behaviour)</b></p> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (past and present habits);</li> </ul>	<p>Presentation Discussions Self-study Group work</p>	<p>Test (multiple choice) Oral and written translation Written task Teacher’s oral and written</p>

<ul style="list-style-type: none"> <li>relative and participle clauses);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an opinion essay.</li> </ul>	Individual work Project	feedback
<b>Module 4: Inside story (conspiracy theories; new reporting; photography)</b> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (narrative tenses; past perfect simple and continuous; negative inversion);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing a story.</li> </ul>	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback
<b>Module 5: Making sense of the senses (social work and education; food and cooking)</b> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (gerunds and infinitive; verbs with gerunds and infinitives);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing a review.</li> </ul>	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback
<b>Semester 6</b>		
<b>Module 1: Where we live (nomadic lifestyle; houses; household problems and solutions)</b> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (modal and related verbs; articles);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an informal letter.</li> </ul>	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback
<b>Module 2: Is it fair? (protests; social issues)</b> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (reported speech; reporting verbs);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an article</li> </ul>	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback
<b>Module 3: Digital perspectives (the internet of things; technology; cyberbullying; virtual reality)</b> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (The passive; Impersonal passive structures);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing a for-and-against essay.</li> </ul>	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback
<b>Module 4: Highs and lows (failure and success; chance and risk)</b> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (conditionals; <i>wish, if only</i>, past modals);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing a competition entry/a letter of application</li> </ul>	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback
<b>Module 5: Culture culture (ancient artefacts; new orlans and music; spoilers; performance)</b> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (past modals of speculation; reduced adverbial clauses);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an article.</li> </ul>	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback
<b>Semester 7</b>		
<b>Module 1: Travelling (experience, culture, solo and group travelling, means of transportation)</b> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (verb tenses: active and passive voice);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an opinion essay.</li> </ul>	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback
<b>Module 2: Films, Cinema (genres, film elements, favourite films and actors, shooting a film)</b>	Presentation Discussions	Test (multiple choice) Oral and written translation

<ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (modal verbs);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an opinion essay.</li> </ul>	Self-study Group work Individual work Project	Written task Teacher’s oral and written feedback		
<b>Semester 8</b>				
<b>Module 1: Education (types of schools, educational issues, subjects, professionalism)</b> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (verbals);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an opinion essay.</li> </ul>	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback		
<b>Module 2: Art (criteria, art forms, paintings and painters, painting analysis)</b> <ul style="list-style-type: none"> <li>– practise topical vocabulary in speech situations;</li> <li>– practise grammar skills (conditionals);</li> <li>– practise reading and listening skills on the topic;</li> <li>– practise writing an opinion essay.</li> </ul>	Presentation Discussions Self-study Group work Individual work Project	Test (multiple choice) Oral and written translation Written task Teacher’s oral and written feedback		
<b>Assessment and feedback approach</b>				
<b>Teacher-based approach</b>				
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>		
<b>Vocabulary drilling, discussions on the topic</b>	Total: <b>20</b>	During the course. Questions correlate with topics introduced in the course. Feedback is given regularly during the classes.		
<b>Project Presentation</b>	Total: <b>10</b> 2*5	*2 tasks during the semester on the topics introduced in the course. Oral feedback is provided		
<b>Written tasks (essay)</b>	Total: <b>10</b> 2*5	*2 tasks during the semester on the topics introduced in the course. Written feedback on every paper is provided		
<b>Grammar tests</b>	Total: <b>20</b> 4*5	Each test consists of 10 multiple choice questions. Each correct answer equals 0,5 points.		
<b>Course Final Assessment</b>				
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>		
<b>Multiple choice grammar test</b>	Total: <b>20</b> 2*10	*2 tests during the semester at the end of each grammar topic. Every test consists of 20 multiple choice questions. Each correct answer equals 0,5 points.		
<b>Module test (translation)</b>	Total: <b>20</b> 2*10	*2 tests during the semester at the end of each module		
<b>Total:</b>	<b>100</b>			
<b>Assessment Criteria for Written Tasks on a 5-point scale</b>				
<b>Points / Criteria</b>	<b>Descriptors</b>			
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Content</b>	Topic clearly identified, confident proceeding of the discussion, point of view clearly grounded, conclusions logical and thorough	Topic clearly identified, arguments are relevant with the necessity to further clarify. Conclusions broad and general	Problems with identifying the topic, the information provided is relevant only in a broader framework	Unclear identification of the topic, lack of the ability to substantiate the supported point of view
<b>Language</b>	Students use a wide range of advanced grammatical constructions, vocabulary and transition words. Logical and coherent presentation of the ideas.	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes. Logical and coherent presentation of the ideas with minor structural improvements possible.	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes. Paper has a clearly defined structure but lacks logics of presentation.	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes. Lack of logic and structural parts of the paper are not clearly defined
<b>Structure</b>	Logical and coherent presentation of the topic	Logical and coherent presentation with minor structural improvements	Essay has clearly defined structure, but lacks logics of presentation	Lack of logics and structural parts of the essay are not clearly defined

		possible		
<b>Research</b>	Profound research relevant to the topic with up-to-date resources used, 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.

\*1 – the work does not reach a standard described by any of the descriptors given above

\*0 – the work has not been done

### Assessment Criteria for Project Presentation on a 5-point scale

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

\*1 – the work does not reach a standard described by any of the descriptors given above

\*0 – the work has not been done

### Course Quality Monitoring

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