MINISTRY OF EDUCATION AND RESEARCH OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution of Higher Education
M.V. Lomonosov Northern (Arctic) Federal University

APPROVED by
Vice-Rector for Education

_____ A. A. Korshunov
Date 26 04 20 16

PROGRAMME HANDBOOK

45.04.02 Linguistics

Master's Degree Programme

Applied Linguistics: Teaching English as a Foreign Language (TEFL)

Arkhangelsk, 2016

1. Rationale for the Programme

1.1 Brief description of the institutional context

Master's degree programme 45.04.02 Applied Linguistics: Teaching English as a Foreign Language (TEFL) is offered by the Institute of Philology and Cross-Cultural Communication of the Northern (Arctic) Federal University named after M.V. Lomonosov (hereinafter, the 'University' and NArFU).

Northern (Arctic) Federal University, located in Arkhangelsk, is one of Russia's 10 federal universities and one of the largest universities of North-West Russia. It is a member of the Magna Charta Universitatum, of the Association of Leading Russian Universities and the Eurasian University Association.

The University mission consists in creating innovative scientific and human resources for the purposes of intellectual exploration of the Russian North and Arctic. NArFU's strategic tasks are closely linked with implementation of the national geopolitical interests in the Arctic. Russia lacks experts and technologies for the development of its Arctic area, its continental shelf and infrastructure. The University creates conditions necessary to support the industrial projects in the polar region with personnel and technologies. Apart from training specialists in engineering and technology, the University offers education in life sciences, social and humanitarian fields. The University has long-standing academic traditions in training specialists in linguistics, intercultural communication, journalism, law, international relations, psychology and education.

Offering 356 degree programmes of higher education, NArFU incorporates 16 institutes, each specializing in several research areas including interdisciplinary ones:

- Institute of Civil Engineering and Architecture;
- Forestry Engineering Institute;
- Integrated Safety Institute;
- Institute of Oil and Gas;
- Higher School of Economics and Management;
- Institute of Energy and Transport;
- Institute of Physical Education, Sport and Health;
- Biomedical Research Institute;
- Institute of Philology and Cross-Cultural Communication;
- Institute of Pedagogics and Psychology;
- Institute of Mathematics, Information and Space Technologies;
- Institute of Natural Sciences and Technologies;
- Institute of Humanities (branch in Severodvinsk);
- Institute of Humanities, Social and Political Sciences;
- Law Institute;
- Institute of Shipbuilding and Arctic Marine Engineering (branch in Severodvinsk).

The Institute of Philology and Cross-Cultural Communication in keeping with the university mission has two key areas of activity. The first focus is teaching foreign languages to all NArFU students. Speaking fluent business English is almost a must for the Federal University graduates. Many of NArFU goals – one of which is training qualified staff for the Arctic region – cannot be accomplished unless this major issue is addressed.

The second focus is on delivering philological (Slavonic languages and literature) and linguistic (foreign languages) education at the bachelor, master and PhD levels. The significance of this focus in the university educational context is based on the assumptions that language is the highest value of any nation as it reflects the nation's worldview which is the very reason why philology and linguistics lay educational and cultural ground for growth and development in any occupational and professional tracks.

The Institute fosters innovation in both education and research in the fields of philology and linguistics, cross-cultural communication and language pedagogy.

1.2 Brief description of the professional field

Master's degree programme 45.04.02 Applied Linguistics: Teaching English as a Foreign Language (TEFL) aims to set new standards in the field of linguistics applied to teaching English to speakers of other languages. The programme aims at educating both practitioners in the field of language teaching and researchers in applied linguistics and education.

The programme focuses on the implications and applications of linguistic ideas and explores theoretical perspectives in such fields of applied linguistics as first and second language acquisition, language variation and change, the use of language in varying social contexts. The main emphasis is made on the theory and practice of teaching English in a variety of contexts informed by innovative research in educational philosophy, psychology, pedagogy and language didactics. Students also have access to courses that enhance their English language proficiency and provide insight to the roles of English in the global world.

The programme is designed to serve different types of students. For graduates in Linguistics, Education or other related fields the programme is an ideal opportunity to continue and deepen their studies, and also the basis for acceptance to a doctoral degree in Linguistics or Education.

The programme provides professional development for experienced English language teachers who intend to further their qualification by exploring recent developments on the interfaces between applied linguistics and language pedagogy.

For those who have no or little expertise in English language teaching the programme provides substantial theoretical and practical training in TEFL.

The programme has been designed through a process of collaborative work of experts including consultations, reading, benchmarking and reflection. It is in keeping with the Law of the Russian Federation on Education and a set of educational and professional standards, regulations and other approved documents of the federal or institutional levels. It is also aligned to international standards and requirements including the European Qualifications Framework (EQF). The programme content is harmonized to the international requirements of English language teachers certification and programme graduates are trained to take Cambridge exam TKT (Teaching Knowledge Test).

1.3 Brief description of the career prospects

Continuous development of English as lingua franca ensures high employability prospects for programme graduates. Master's degree programme 45.04.02 Applied Linguistics: Teaching English as a Foreign Language (TEFL) leads to a variety of career destinations in language teaching or education management. Graduates of the programme can choose professional tracks including English language teaching in educational institutions of different types and levels; teacher training in universities and continuing education institutions; educational management positions in the system of formal and informal education; development and project work in government agencies, NGOs, etc. They can continue education in a PhD programme in the fields of applied linguistics or education (foreign language didactics).

2. Programme Details

2.1	**Awarding Institution**	Northern (Arctic) Federal University
2.2	**Teaching Institution and location of delivery**	Northern (Arctic) Federal University, Institute of Philology and Cross-Cultural Communication, Arkhangelsk campus
2.3	**Final Award**	Masters' degree in Linguistics
2.4	**Programme Title**	Applied Linguistics: Teaching English as a Foreign Language (TEFL)
2.5	**Programme Code**	45.04.02

2.6	**Programme Accreditation**	Accredited in May 2014 till May 2020 (Accreditation Certificate № 0988)
2.7	**Relevant Subject Benchmarking**	Language and related studies Linguistics Education
2.8	**NFQ Level**	7
2.9	**Credits (ECTS)**	120
2.10	**Programme Duration**	2 years
2.11	**Modes of attendance offered (full-time, part-time, e-learning /distance)**	Full-time
2.12	**Language of instruction**	English
2.13	**Programme Coordinator**	Dr. Natalia Chicherina
2.14	**Last updated**	April 2016 Institute's Education Board, minutes no.3, dd. 25.04.2016.

2.15	**Programme aim/mission**

Training highly qualified and creative foreign language educators who are able to teach English as a foreign language (TEFL) in varying educational contexts

2.16	**Programme objectives**

- To develop students' knowledge and understanding of fundamental theories, concepts and principles in applied linguistics and foreign language teaching;
- To create learning environments for the development of students' didactic skills in English teaching in varying educational contexts;
- To increase students' English language proficiency to make them strong teachers of English;
- To enable students to undertake empirical research in relevant areas of applied linguistics and English language teaching;
- To foster students' independent learning and transferable skills required for continuing professional development.

2.17	**Programme distinctions**

- The programme is applied to the field of teaching English as a foreign language (TEFL);
- The programme is harmonized to the international requirements of English language teachers certification and programme graduates are trained to take Cambridge exam TKT (Teaching Knowledge Test);
- Language of instruction is English.

2.18	**Alignment to national educational and occupational standards and other regulatory documents**

- The Law of the Russian Federation on Education (№ 273-FL, dd. 29.12.2012);
- Federal State Educational Standard for Higher Education (hereinafter, FSES-HE) 45.04.02 Master's Level, Linguistics, approved by RF Ministry of Education and Research;
- Occupational Standard "Educator" for Pre-school, Elementary and Secondary Education, approved by RF Ministry of Labour and Social Welfare (Order № 544n dd. 18.10.2013);

	– Procedures for Managing Higher Education Degree Programmes (bachelor's, master's and specialist's degrees), approved by RF Ministry of Education and Research (Order №1367, dd. 19.12.2013); – Guidelines for Institutions of Higher Education in Providing Conditions for Teaching and Learning of Physically Challenged Students and Students with Special Needs, approved by RF Ministry of Education and Research (Order № АК-44/05 dd. 08.04.2014); – Guidelines in Developing Higher Education Degree Programmes and Programmes of Continuing Education with Consideration of Corresponding Occupational Standards, approved by RF Ministry of Education and Research (Order № ДЛ-01/05, dd. 22.01.2015); – University Charter.
2.19	**Alignment to international standards and requirements**
	– The European Qualifications Framework (EQF); – Cambridge English Teaching Framework (UCLES, 2014); – Reference Points for the Design and Delivery of Degree Programmes in Education (Tuning Project). – Reference Points for the Design and Delivery of Degree Programmes in Foreign Languages (Tuning Project).
2.20	**Graduate competency**
	– Core: Teaching English as a foreign language (TEFL); – Non-core (complementary): Research in applied linguistics and/or language pedagogy

3. Intended Programme Learning Outcomes

Learning Outcome code	Intended learning outcomes[1]
LO1	Demonstrate in-depth knowledge and critical understanding of theories, principles, concepts and methodologies in applied linguistics and language pedagogy
LO2	Analyse and describe the role of English as lingua franca and its implications for language learning and teaching.
LO3	Examine and critically appraise methodologies and techniques relevant for research in applied linguistics and language pedagogy
LO4	Apply appropriate TEFL approaches and methodologies in varying educational contexts
LO5	Design syllabi, lesson plans and teaching materials appropriate to target learner groups
LO6	Apply a variety of assessment strategies to evaluate and reflect on English learners' achievements and progress
LO7	Plan and implement an independent research project in English language didactics
LO8	Communicate complex ideas clearly both in written and oral English in professional and social settings

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[1] *The intended learning outcomes will have the wording prescribed by skill level descriptors.*

LO$_9$	Demonstrate a range of generic skills including information and time management, team and project work, computing and autonomous learning
LO$_{10}$	Self-evaluate and take responsibility for continuing professional development

Intended learning outcomes for the programme conform to those defined by:

1) The European and Russian Federation Qualification Frameworks for Masters Level (Level 7).

See Attachment A: the Matrix of the intended programme learning outcomes aligned to the EQF and NQF.

2) Federal State Educational Standard for Higher Education (45.04.02 Master's level, Linguistics).

See Attachment B: Graduate competency as prescribed by Federal State Educational Standard for Higher Education (45.04.02 Master's level, Linguistics).

See Attachment C: Matrix of the intended programme learning outcomes aligned to the FSES-HE (45.04.02 Master's level, Linguistics) requirements to graduates competency.

3) Occupational Standard "Educator" for Pre-school, Elementary and Secondary Education.

See Attachment D: Matrix of the intended programme learning outcomes aligned to the requirements of Occupational Standard "Educator".

4. Proposed Programme Structure

4.1 Programme Content

The study period for the programme is two years (24 months) full-time. It consists of taught modules and a dissertation with a total of 120 credits. The taught part of the programme consists of four modules in Applied Linguistics and TEFL with the value of 60 credits. 54 credits are allocated to research and practice module; and 6 credits – to state final certification which includes a dissertation.

Each module contains a number of compulsory and optional units which are taught in sequence in different semesters.

The 120 credits of the programme are distributed as follows:

Module code	Module Title	ECTS	Status (M/O/E) (M- mandatory; O-optional; E-elective)
Б1.Б.1	**Linguistics and Communication Studies**	**12**	
Б1.Б.1.1	Linguistics for Education	6	M
Б1.Б.1.2	Second Language Acquisition	3	M
Б1.В.ОД.1.1	Sociolinguistics	3	O
Б1.В.ОД.3	**Philosophy and Psychology of Education**	**9**	
Б1.В.ОД.3.1	Pedagogical Philosophy	6	O
Б1.В.ОД.3.2	Psychology of Education	3	O
Б1.Б.2	**Language Teaching Methodology**	**18**	
Б1.Б.2.1	Principles and Methods of TEFL	6	M
Б1.В.ОД.2.1	Information and Communication Technologies in TEFL	3	O

Б1.В.ОД.2.2	Assessment and International Exams in TEFL	3	О
Б1.В.ДВ.3.1	Course Design and Materials Development	6	E
Б1.В.ДВ.3.2	Teaching English to Students with Specific Needs	6	E
Б1.В.ОД.4	**English Language Module**	**21**	
Б1.В.ОД.4.1	English for Academic Purposes	6	О
Б1.В.ОД.4.2	Academic Writing and Public Speaking	6	О
Б1.В.ДВ.1.1	English in the Content Area: Business English	6	E
Б1.В.ДВ.1.2	English in the Content Area: English for Tourism	6	E
Б1.В.ДВ.2.1	World Englishes	3	E
Б1.В.ДВ.2.2	English for Intercultural Communication	3	E
Б2	**Research and Practice**	**54**	
Б2.Н1	Independent research work. Masters seminar	24	О
Б2.Н2	Independent research work. Library session	9	О
Б2.Н.3	Research Methods in Language Learning and Teaching	3	О
Б2.П.1	Pedagogical practice period	9	О
Б2.П.2	Research Practice Period	9	О
Б3	**State Final Certification**	**6**	**M**

4.2 Proposed Programme Structure Diagram

Master programme
Masters in Applied Linguistics: Teaching English as a Foreign Language (TEFL)

First year

1st semester (Fall)

	ECTS
Linguistics for Education	6
Second Language Acquisition	3
Pedagogical Philosophy	6
English for Academic Purposes	3
Principles and methods of TEFL	6
Independent research work and Masters seminar	6
Taught modules—	24
Research—	6
Total—	30

2nd semester (Spring)

	ECTS
Psychology of Education	3
English for Academic Purposes	3
Information and Communication Technologies in TEFL	3
Assessment and International Exams in TEFL	3
Research Methods in Language Learning and Teaching	3
Independent research work and Masters seminar	6
Independent research work and Library session	9
Taught modules—	12
Research—	18
Total—	30

Second year

1st semester (Fall)

	ECTS
Academic Writing and Public Speaking	6
Sociolinguistics	3
Electives — Course Design and Materials Development — Teaching English to Students with Specific Needs	6
Independent research work and Masters seminar	6
Pedagogical practice period	9
Taught modules—	15
Research—	6
Practice—	9
Total—	30

2nd semester (Spring)

	ECTS
Electives — English in the content area: Business English — English in the content area: English for Tourism	6
Electives — World Englishes — English for Intercultural Communication	3
Independent research work and Masters seminar	6
Research practice period	9
State Final Assessment: Master's thesis	6
Taught modules—	9
Research—	6
Practice—	9
State Final Assessment—	6
Total—	30

Module Linguistics and Communication Studies	12
Module Language Teaching Methodology	18
Module Philosophy and Psychology of Education	9
English Language module	21
Research and Practice module	54
State Final Assessment	6
Total	**120**

5. Criteria for Admission

Applicants are normally required to hold a Bachelor's degree (or specialist) in Linguistics or Language Pedagogy or in other fields of Humanities or Pedagogy from this or another approved University.

Applicants with degrees other than the above mentioned can also apply.

All applicants need to have English level proficiency equivalent to B2 or above.

No knowledge of Russian is required.

Details of the university admission policy can be found at:
http://narfu.ru/upload/iblock/eeb/pravila_priema_2016_10_02_2016_1.pdf

Information for international students can be found at:
http://www.narfu.ru/en/studies/non_degree/studyinrussia/index.php?clear_cache=Y):

6. Teaching and Learning

The programme is designed in a modular format providing clear and well-balanced structure for students to acquire the intended learning outcomes. All modules are taught face-to-face. Some units of the programme modules can be taught via the web as well as face-to-face.

6.1 Teaching and Learning Methods

Teaching and learning on the programme combines a sophisticated set of approaches and methods appropriate to the intended programme and module learning outcomes.

Major approaches which lay the ground for the teaching and learning process are the following:

− *Learner-centered approach* which emphasizes the learner's critical role in constructing meaning from new information and prior experience and focuses on skills and practices that enable lifelong learning and independent problem-solving.

− *Active Learning* which encourages to engage students in two aspects − doing things and thinking about the things they are doing. Active learning requires appropriate learning environment which promotes research based and interdisciplinary learning; encourages leadership skills of the students through self-development activities; stimulates collaborative learning for building knowledgeable learning communities; cultivates task based performance by giving student's a realistic practical sense of the subject matter learnt in the classroom.

A variety of **teaching and learning tools** are employed throughout the programme to support learners including lectures, seminars, tutorials, workshops/laboratory works, research and practical projects, teaching and research practicum, field trips, library sessions.

Lectures are the primary means for sharing knowledge and understanding with the students, while seminars and workshops/laboratory works allow students to make connections between theory and practice, to apply theoretical knowledge in simulated practical situations. Tutorials are a means of learner-centered approach to teaching, they are arranged to meet individual learner needs.

Research and practical projects, teaching and research practicum, field trips enhance students' knowledge and understanding in the fields of study as well as develop professional and transferable skills/generic competences (independent and critical thinking, self-management; collaborative and communication skills, etc.).

Library session is provided on the use of library resources with the focus on electronic databases.

Professional and transferable skills are also developed through a variety of interactive activities including analysis of case studies, problem-based tasks, discussion forums, pair and group work, simulations, presentations where students are supposed to analyse language use for teaching or communication purposes, to design and interpret teaching materials. Whenever possible students

are encouraged to work in groups through small-group activities, problem-based tasks and project work.

6.2 E-learning and virtual learning environment

The delivery of all modules is supported by the University e-learning environment. It is used to provide access to resources, both print and online, to submit assignments and provide electronic feedback, to develop discussion and debate through discussion posts, to engage in online assessment and practice. This supports directed study at module level and provides access to a wide range of tools for self-directed study.

The University's digital teaching and learning setting is comprised by:

- Teaching and Learning Management System "Tandem. University";
- SAKAI platform (https://sakai.pomorsu.ru/portal);
- eLibrary (http://library.narfu.ru/rus/EResources/Pages/default.aspx);
- eTimetable (http://ruz.narfu.ru/?inst=1).

"Tandem. University" is an integrated IT system embedded in the University's infomedia via an enterprise service bus; ensures automation of the University's entire range of education activities. Capable of sharing its details of the student body with other IT systems, it receives the information on the faculty staff and is compatible with the University-operated network services, enabling users to use a single user account.

SAKAI platform serves to create virtual learning environment for distance learning, for students' collaborative practice and tutorials. SAKAI incorporates a set of software tools to serve the purposes of distance and e-learning. It offers all the learners and the faculty staff access to the degree programme packages. Students may use the user profile service to receive updates or register for an optional course.

eLibrary is the University's educational resource designed for storing and distributing the digitalized publications pertaining to the areas of scholarly endeavor and education activities. The eLibrary forms part of the University's library stocks and consists of:

- e-catalogue;
- e-collection (University-produced electronic publications);
- digital copies of the printed publications received from authors/copyright holders/other legitimate sources; digital resources which are disseminated via licenses (i.e., contractual, legal agreements).

eTimetable is a service for posting the schedule of classes online. It offers learners access to the schedule of classes and class time updates from any place via any Internet-connected device.

6.3 Support for student learning
Induction for international students

During the first week of September international students can attend the Induction Week where they are given a general introduction to the University campus, student life and support services.

Academic support

Student academic guidance is provided by Degree Programme coordinator, module leaders, Director and Deputy Director of the Institute. The module leader/lecturer/instructor acts as the first person to contact for subject-specific academic support and advice. Thereafter the Degree Programme coordinator or Director and Deputy Director of the Institute may be consulted.

Issues relating to the dissertation / individual research projects are coordinated by the appointed personal research supervisor. Minor academic advice can be provided by the administrative support staff of the Institute.

Issues relating to the opportunities for study abroad and participation in international projects are coordinated by the International Cooperation Department where students can University get all the necessary information and guidance.

Support for students with disabilities

The University Resource Center for Inclusive Education provides help and advice for disabled students at the University. It provides the individuals with advice about the University's facilities, services and the accessibility of campuses; details about the technical support available; guidance in study skills, a resources room with equipment and software to assist students in their studies (http://narfu.ru/inclusive-education/).

Welfare and psychological support is provided by the University Center of Volunteering and Social Work. Students with disabilities and special educational needs can get there detailed information about social support programmes and activities of the national, regional and institutional levels, apply for individual psychological help.

Academic support is provided by the Programme coordinator and programme managerial staff, as well as by the personal research supervisor. According to the University regulations, students with disabilities and special educational needs can pursue an individual study track.

6.4 Learning resources and facilities

The University's main learning resources are provided by the University Library (Research Library – Intellectual Center named after E.Ovsyankin) and IT Services Department.

The University Library holds over a 1.6 million volumes, including 700,000 in humanities of which 92,000 are linguistics titles; and subscribes to around 330 current periodicals, of which 189 are in humanities, 20 in linguistics, and 24 in education. These library resources provide sufficient coverage to fields of humanities, social sciences and education. The University Library has a range of electronic sources of information (see above).

The University IT Services Department supports campus-wide computing facilities which comprise several hundred computers 139 in the Institute of Philology and Cross-cultural Communication, and provides ICT services.

The teaching spaces in the Institute of Philology and Cross-cultural Communication located at Smolny Buyan 7, include a large lecture theatre (200 seaters); several smaller lecture theatres (50-80 seaters) and a sufficient number of auditoriums.

There are also language laboratory facilities for those students studying on a language degree and for those taking Institution-wide language modules. Such facilities include language rooms providing conditions for practical classes in foreign languages (rooms № 211, 213, 215); specialized language laboratories with multimedia equipment (rooms № 201, 217, 303, 404,307); Lab of Media Recourses and Technologies (room № 220).

7. Assessment regulations

7.1 Assessment methods

Assessment allows students to understand their progression through the programme in terms of the extent to which they have met the associated learning outcomes. The Programme team is committed to providing assessment that is timely, fair and corresponds to the learning outcomes attached to the module/unit.

Students' progression is subject to the University Regulations of Students Assessment and Progression Control for Higher Education Degree Programmes (Rector's order № 462, dd. 27.05.2015) which define the procedures of formative and summative assessment as well as reassessment opportunities with certain restrictions.

Assessment tasks are developed by the Programme team through constructive alignment of learning outcomes, learning and teaching strategies with assessment methodology.

Assessment tasks are developed for each module/unit of the programme and accompanied by grading schemes and communicated to students appropriately. Formative assessment is built into the learning and teaching strategy through feedback on completion of individual and group assessment tasks. Summative assessment (examinations, master thesis) usually takes place on completing the study of the module/unit. Integrated assignments that enable assessment across a

number of modules are used, where feasible. Assessment tasks are reviewed and developed annually to reflect changes and development of the Programme.

The majority of modules/units are assessed by reflexive essays, individual and group projects and presentations, analysis of case studies, microteaching, teaching practice, oral or written exams. Full details are given in the module descriptors.

The following table shows indicative assessment methods for each module of the Programme:

Modules	Essay	Test	Project	Presentation	Micro-Teaching	Lesson Planning	Written task	Oral exam	R&D task	Dissertation
Linguistics and Communication Studies	X	X		X				X		
Philosophy and Psychology of Education		X					X		X	
Language Teaching Methodology	X	X	X	X	X	X	X	X	X	
English Language module	X	X	X	X			X	X		
Research and Practice module				X	X	X			X	X
Module of State Final Certification				X						X

7.2 Common marking scheme and assessment criteria

The University employs a common marking scheme and assessment criteria which are specified in the University Regulations of Students Assessment and Progression Control for Higher Education Degree Programmes (point 6.8):

Mark	Percentage band	Mark interpretation	Indicative Quality of Performance
5	90 - 100 %	excellent	Shows extensive and good detailed knowledge of the area; all learning outcomes are achieved and ensure creative approach to major tasks performance.
4	70 – 89 %	good	Shows detailed knowledge but also contains omissions. Learning outcomes are achieved on the whole and ensure adequate performance of major tasks.
3	50 – 69%	satisfactory	Shows minimally acceptable knowledge of the area with a number of misconceptions and errors. Learning outcomes are achieved at the minimal level which can ensure the performance of tasks.
2	0 – 49%	unsatisfactory	Inadequate knowledge. Requires additional training. Learning outcomes are below the minimally acceptable standard and don't ensure performance of major tasks.

8. Programme Learning Outcome Alignment

European Qualifications Framework (EQF), Level 7, Master	National Qualification framework of RF (NQF), Level 7, Master	Programme Learning Outcomes	Suggested Teaching and Learning Strategies	Suggested Assessment methods	Module / Unit
Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research	Capable of selecting sources and searching for information necessary for further development of professional activities and/or company	LO-1: Demonstrate in-depth knowledge and critical understanding of theories, principles, concepts and methodologies in applied linguistics and language pedagogy. LO-2: Analyse and describe the role of English as lingua franca and its implications for language learning and teaching	Interactive lectures; Practicals; Discussions; Problem solving; Project work; Presentations on the course topics; Reading selected course literature	A reflexive essay; a multiple choice test; an oral exam; a presentation	Linguistics and Communication Studies; Philosophy and Psychology of Education; Language Teaching Methodology; English Language Module; State Final Certification
Critical awareness of knowledge issues in a field and at the interface between different fields	Capable of creating new applied knowledge in a certain field or at the interfaces of different fields	LO-3: Examine and critically appraise methodologies and techniques relevant for research in applied linguistics and language pedagogy	Interactive lectures; Practicals/labs; Tutorials; Independent research work conducted under the guidance of individual dissertation supervisors	Written and oral assignments related to learner's research: a list of proposed bibliography; a research proposal / pre-prospectus; a literature review; a description of proposed research methodology; a prospectus (proposed summary of the dissertation); a research article; participation in peer-review of students' research articles; presentation of research findings for the conference of young researchers; dissertation	Research and Practice State Final Certification
Specialised problem-	Capable of achieving	LO-4: Apply appropriate	Interactive lectures;	Written and oral	Philosophy and

solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	development goals in the field of professional activity by employing new methods and approaches including innovative ones. Develop new methods, approaches and technologies	TEFL approaches and methodologies in varying educational contexts. LO-5: Design syllabi, lesson plans and teaching materials appropriate to target learner groups. LO-6: Apply a variety of assessment strategies to evaluate and reflect on English learners' achievements and progress	Practicals/labs; Discussions; Problem solving; Project work; Presentations on the course topics; Reading selected course literature; Classroom observations; Microteaching; E-learning.	assignments related to ELT: a detailed lesson plan; a set of teaching materials, a course syllabus; a reflexive essay; micro-teaching. Presentations on the course topics; A multiple choice test; An oral exam	Psychology of Education; Language Teaching Methodology; English Language Module; Research and Practice
Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches	Define strategy, manage processes and activities (including innovative ones), make decisions at the level of institutional structures and their subdivisions	LO-7: Plan and implement an independent research project in English language didactics	Interactive lectures; Practicals/labs; Tutorials; Independent research work under the guidance of individual dissertation supervisors	Written and oral assignments related to learner's research: a list of proposed bibliography; a research proposal / pre-prospectus; a literature review; a description of proposed research methodology; a prospectus (proposed summary of the dissertation); a research article; participation in peer-review of students' research articles; presentation of research findings for the conference of young researchers; dissertation	Research and Practice; State Final Certification
Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams	Take responsibility for the performance results of organizations or subdivisions making constituent parts of large-scale institutional structures	LO-8: Communicate complex ideas clearly both in written and oral English in professional and social settings. LO-9: Demonstrate a range of generic skills including information	Interactive lectures; Practicals/labs; Discussions; Problem solving; Project work; Presentations; Microteaching; E-learning	Presentations on the course topics; conference presentations; R&D tasks (literature review, prospectus, etc.); a research article; a reflexive essay; dissertation	Linguistics and Communication Studies; Philosophy and Psychology of Education; Language Teaching Methodology; English Language Module;

| | | processing and time management, team and project work, IT and autonomous learning. LO-10: Self-evaluate and take responsibility for continuing professional development | | | Research and Practice; State Final Certification |

9. Module Learning outcome mapping

	Module/ Unit	Programme Learning Outcomes									
		LO-1	LO-2	LO-3	LO-4	LO-5	LO-6	LO-7	LO-8	LO-9	LO-10
	Linguistics and Communication Studies										
1	Demonstrate understanding of the system of linguistic terminology and conceptions for application in foreign language teaching	x									
2	Analyse interaction between cognitive structures, psychological, environmental, and social factors in the language acquisition process	x									
3	Present and discuss current sociolinguistic theory and research	x									
4	Apply knowledge of linguistic terms and foundations in professional discourse and academic research	x									
5	Demonstrate advanced ability to think and reason critically, to evaluate evidence and argumentation in treatment of applied linguistic theories								x		
6	Demonstrate ability for critical judgement of one's own work as well as the work of others in group discussions and peer-review presentations									x	
	Philosophy and Psychology of Education										
1	Demonstrate deep understanding of philosophical and psychological dimensions of teaching	x									
2	Apply knowledge of philosophical and psychological theories, concepts, principles, and methodologies in the course of language teaching				x						
3	Demonstrate an ability to provide resolutions for specific problems that arise in varying educational contexts				x						
4	Apply a variety of psychological techniques to evaluate and reflect on individual learners' styles and differences						x				
5	Develop generic skills important for effective teaching practices including critical thinking, creative intelligence, computer literacy									x	
6	Develop willingness for professional improvement in the field of education										x
	Language Teaching Methodology										
1	Demonstrate knowledge and understanding of the national and state guidelines and standards related to language education; of the main theories and approaches in ELT	x									
2	Apply appropriate presentation, introductory and practice activities for language and skills development				x						
3	Apply appropriate teaching strategies in accordance with learner needs, characteristics, learning styles				x						

4	Present a historical overview of the use of computer-assisted language learning (CALL), its typical features, benefits, challenges and latest developments	x								
5	Create and use web-based activities to enhance English language learning, foster learners' interactivity and creativity				x					
6	Evaluate the results of the teaching and learning process and assess the level of learners' foreign language competence					x				
7	Design, develop and implement syllabi, lessons and materials in ELT				x					
8	Critically assess and reflect upon one's own practice and development as an English language teacher									x
English Language module										
1	Recognize the global context of English and develop a critical perspective on the role of English as a Lingua Franca		x							
2	Demonstrate communicative English language skills needed to operate effectively in the academic environment						x			
3	Develop English language skills in one of the content areas and practical skills of content-based instruction			x			x			
4	Develop awareness of cultural differences and challenges in academic and professional environment		x							
5	Demonstrate the ability to study and teach in multilingual groups		x	x						
6	Show flexible and creative approaches to problem solving in a variety of cross-cultural contexts;							x		
7	Work with confidence both independently and as a member or leader of group or team							x		
8	Identify opportunities for future professional development in ELT									x
Research and Practice module										
1	Distinguish between quantitative and qualitative methods of research			x						
2	Utilise a range of tools and techniques for statistical analysis of data			x						
3	Develop skills for effective teaching in a particular educational context through relevant TEFL internship/practice				x					
4	Design, develop and implement syllabi, lessons and materials for teaching and assessment in TEFL, including web-based resources				x	x				
5	Undertake independent classroom-based research: formulate research questions, apply appropriate research methods and carry out research in accordance with ethical norms for handling the data and presenting research findings						x			
6	Gather, analyse, critically systematize and interpret the information from theoretical sources and empirical data						x	x	x	
7	Communicate extensive independent work related to research and TEFL expertise							x		

8	Develop academic discourse at an advanced level						x	x	8	
9	Demonstrate effective time management and self-management skills, including the ability to work to a deadline								x	
10	Demonstrate self-direction, initiative and creativity in dealing with professional issues affecting educational practices in TEFL, and in developing problem-solving strategies								x	
11	Demonstrate the independent learning ability required for continuing professional development									x
12	Critically assess and reflect upon one's own practice and development as an English language teacher				x	x				x
Module of State Final Certification										
1	Capacity to develop and conduct independent classroom-based research			x			x			
2	Ability to present, report and communicate the research process and findings in an appropriate format to specialist and non-specialist audiences								x	
3	Ability to analyse and reflect upon theoretical and practical issues reflected in the research and its implications for the process of ELT	x		x			x			
4	Self-direction and originality in tackling and solving problems								x	

10. Requirements to Master Programme Academic Staff as prescribed by Federal State Educational Standard for Higher Education (45.04.02 Master's level, Linguistics)

Requirements to the university academic staff	
Share of the university's administrative and academic staff with relevant qualifications required for the institutions of higher education in the total number of administrative and academic staff	100%
Share of the university's full-time academic staff in the total number of academic staff	60%
The average annual number of publications in Web of Science or Scopus produced by the university's academic staff throughout the programme life cycle, per 100 academic employees	2
The average annual number of publications in RINZ (the Russian Science Citation Index) produced by the university's academic staff throughout the programme life cycle, per 100 academic employees	20
Requirements to the master programme team	
Share of the academic staff with degrees/qualifications relevant to the taught module/unit, in the total number of programme academic staff	70 %
Share of the academic staff with academic degrees (awarded in the RF or abroad and recognized in the RF) and/or academic titles in the total number of programme academic staff	70 % for academic degree programmes 55 % for applied degree programmes
Share of part-time academic from relevant economy field (with at least 3 years of experience in the subject area), in the total number of programme academic staff	10 % for academic degree programmes 20 % for applied degree programmes
Programme (research) leader with the academic degree and/or academic title (awarded in the RF or abroad and recognized in the RF); with programme-level publications in leading native or foreign journals; engaged in research projects; with regular conference participation.	100 %

11. Methods for evaluating and improving the quality of teaching and learning

At the university level the quality of teaching and learning is assured and monitored through a number of measures. Before the new or reviewed programme is launched, a process of degree programme approval takes place which includes consultation with academic and industry subject experts and subsequent programme approval by the University Education Council. The following components and conditions of programme implementation are checked:

– meeting the federal requirements to the programme academic staff;
– adequate resources in place;
– programme aims and objectives are appropriate;
– programme learning outcomes meet the national standards (FSES; NQF; professional/occupational standards);
– meeting internal quality criteria (admissions policy, teaching, learning and assessment strategies).

Throughout the programme life cycle the quality of teaching and learning is monitored through evaluating: reports of external evaluator – chairman of the State Final Assessment Board; University surveys and questionnaires (student feedback, including module evaluation

questionnaires; feedback from industry subject experts / employers); statistical information, considering issues such as pass rate.

Programme reviews. The University Department of Academic Development conducts an annual monitoring of quality assurance and consequent review of the taught degree programmes, the results of which are considered by the University Education Board headed by the Vice-rector for Education. The programme is further reviewed by the Programme coordinator and Programme team in keeping with the decision and recommendations made.

Module Reviews. All modules are subject to annual review which is initiated and carried out by the lecturer and is normally approved by the Programme Coordinator. New modules or major changes to existing modules (including changes of the title or workload) need to be considered by the Education Board of the Institute of Philology and Cross-cultural Communication and further approved by the University Education Board and University Academic Council.

Student evaluations. All modules and the degree programme are subject to review by evaluations from student questionnaires and feedback from ex-students of the programme. Questionnaires and feedback are mainly channelled via the University Department of Academic Development and Student-Staff committee (Commission for Education Quality). Informal feedback is received at other occasions. The results from student evaluations are considered as part of the annual monitoring of quality assurance and are reported to the appropriate University body or officials.

Employers evaluations. These are received regularly through surveys and questionnaires channelled via the University Department of Academic Development. Informal feedback is received at other occasions.

At the national level an in-depth external review of the programme is undertaken every six years which results in the programme accreditation for another period or abolition of accreditation. The panel of experts is appointed by the Russian Accreditation Agency, located in Moscow. The panel considers documents, meets with current/former students and staff before drawing its conclusions. The final decision on accreditation is made by the Russian Accreditation Agency.

12. Proposed Module / Unit Descriptors

Module "Linguistics and Communication Studies"

Module Title	**Linguistics and Communication Studies**
Degree Programme	**45.04.02 Applied Linguistics: Teaching English as a Foreign Language (TEFL)**
ECTS	**12 ECTS**
Module Overview	This module aims to introduce students to the field of applied linguistics, exploring linguistic, sociolinguistic and second language acquisition foundations for teaching English as a foreign language. Incorporating the three different perspectives, the module considers the diverse and constantly expanding range of theories, methods and issues faced by practitioners of applied linguistics, giving students a critical appreciation of the theoretical background, methodology and empirical research, as well as providing them with the necessary academic knowledge to underpin good practice in teaching English. The module consists of three units taught in sequence in the first and second years of study: Linguistics for Education; Second Language Acquisition; Sociolinguistics
Module Learning Outcomes	On completing the module students will be able to: 1. Demonstrate understanding of the system of linguistic terminology and conceptions for application in foreign language teaching (LO -1); 2. Analyse interaction between cognitive structures, psychological, environmental, and social factors in the language acquisition process (LO-1); 3. Present and discuss current sociolinguistic theory and research (LO-1); 4. Apply knowledge of linguistic terms and foundations in professional discourse and academic research (LO-1); 5. Demonstrate advanced ability to think and reason critically, to evaluate evidence and argumentation in treatment of applied linguistic theories (LO-8) ; 6. Demonstrate ability for critical judgment of one's own work as well as the work of others in group discussions and peer-review presentations (LO-9)
Programme LO to which Module LO are mapped	LO-1; LO-8; LO-9
Teaching and Learning Strategies	Teaching and learning strategies include interactive lectures, practicals with elements of free discussion and problem solving, project work in small groups, presentations on the course topics, writing reflexive essays. Before each practical/lab, the students are required to read selected course literature. All teaching is conducted in English
Assessment Strategies	Assessment strategies are varied and distributed between formative and summative assessment. Formative assessment is built into the learning and teaching process through feedback on completion of individual and group assignments which include essays, reports, presentations, group discussions, project work. Summative assessment (credit tests and examination) takes place on completing each unit of the module. Full details are given in the unit specifications below

Module Units	Code	Title	ECTS	Year/ Semester	Status (M-mandatory; O-optional; E-elective)	Indicative Study Hours		
						Directed	Self-Directed	Total
	Б1.Б.1.1	Linguistics for Education	6	1-st year, Fall	M	84	132	216
	Б1.Б.1.2	Second Language Acquisition	3	1-st year, Fall	M	42	66	108
	Б1.В.ОД.1.1	Sociolinguistics	3	2-nd year, Fall	O	42	66	108

<table>
<tr><td colspan="7" align="center">**Unit specifications**</td></tr>
<tr><td>Unit Title</td><td colspan="6">**Linguistics for Education**</td></tr>
<tr><td rowspan="2">Indicative directed/ contact study hours</td><td>Lecture</td><td>Tutorial/ Seminar</td><td>Practical / Lab</td><td>Course Project / Course Paper</td><td>Test paper</td><td>Total</td></tr>
<tr><td>24</td><td></td><td>60</td><td>-</td><td>-</td><td>84</td></tr>
<tr><td>Unit Aims</td><td colspan="6">Develop knowledge and linguistic expertise for application in foreign language teaching</td></tr>
<tr><td>Indicative Content</td><td colspan="6">Conceptions of language and speech.
Structural approach in Linguistics: levels of language hierarchy and their basic units.
Branches of Linguistics: Phonetics and Phonology; Lexicology, Grammar and Stylistics. Semiotics of Language: semantic, syntactical and pragmatic aspects.
Functional approach in Linguistics: styles and categories.
Cognitive approach in Linguistics: language and mind, mind-sets and concepts: human, individual and cultural aspects.
Communicative approach in Linguistics: text, ideology and discourse</td></tr>
<tr><td>Indicative Assessment Methods</td><td colspan="6">Students are assessed through an oral exam which includes a written test (50%) and a presentation on one of the unit topics (50%).
Grading scale: 2-5</td></tr>
<tr><td>Indicative Learning Resources</td><td colspan="6">Mandatory reading
1. Delahunty, Gerald P., Garvey, James J. The English Language: from Sound to Sense. – Parlor Press, 2010. – 480 p.
2. Crystal, David. The Cambridge Encyclopedia of English. – Cambridge University Press, 1997. – 480 p.
3. Pinker, Steven. The Language Instinct. – Pinguin, 1994. – 494 p.
Recommended reading:
1. Brown, Douglas H. Principles of Language Learning and Teaching. – Pearson Education, 2000. – 350 p.
2. Spratt, Mary, Pulverness, Alan, Williams, Melanie. The TKT Test. – Cambridge University Press, 2011. – 256 p.
Internet Resources:
1. Social Science / linguistics and human languages http://dir.yahoo.com/
2. The Center for Applied Linguistics (Resource Center): http://www.cal.org/resource-center</td></tr>
<tr><td rowspan="9">Indicative Self-directed Study Strategies</td><td colspan="3" align="center">Type</td><td align="center">+/–</td><td colspan="2" align="center">Hours</td></tr>
<tr><td colspan="3">Reading (lecture materials, mandatory and optional resources)</td><td align="center">+</td><td colspan="2" align="center">24</td></tr>
<tr><td colspan="3">Study for seminars / tutorials</td><td align="center">-</td><td colspan="2" align="center">-</td></tr>
<tr><td colspan="3">Assignments for practicals / labs</td><td align="center">+</td><td colspan="2" align="center">60</td></tr>
<tr><td colspan="3">SAKAI use (e-learning / distance learning)</td><td align="center">-</td><td colspan="2" align="center">-</td></tr>
<tr><td colspan="3">Fieldwork</td><td align="center">-</td><td colspan="2" align="center">-</td></tr>
<tr><td colspan="3">Project work</td><td align="center">+</td><td colspan="2" align="center">12</td></tr>
<tr><td colspan="3">Other (please specify)</td><td align="center">-</td><td colspan="2" align="center">-</td></tr>
<tr><td colspan="3">Preparation for the credit test / exam</td><td align="center">+</td><td colspan="2" align="center">36</td></tr>
<tr><td>Unit Title</td><td colspan="6">**Second Language Acquisition**</td></tr>
<tr><td rowspan="2">Indicative directed/ contact study hours</td><td>Lecture</td><td>Tutorial/ Seminar</td><td>Practical / Lab</td><td>Course Project / Course Paper</td><td>Test paper</td><td>Total</td></tr>
<tr><td>18</td><td>24</td><td>-</td><td>-</td><td>-</td><td>42</td></tr>
<tr><td>Unit Aims</td><td colspan="6">This course is an introduction to the subject of second language acquisition and learning. The aim of the course is to help students better understand how people learn (or don't learn) languages as well as to examine the complex issues surrounding SLA in educational contexts</td></tr>
<tr><td>Indicative Content</td><td colspan="6">The course provides participants with opportunities to analyze the processes of child and adult SLA, how they differ from L1 acquisition, and the implications of these theories for teaching and</td></tr>
</table>

	learning of second languages. The course provides students with an understanding of cognitive-interactionist, sociocultural, and frequency-based perspectives of SLA; and the roles of learner factors such as age, first language, and other individual difference variables as well as the cultural context of second language learning. Personal experiences with SLA and teaching second language learners will be utilized to understand the relationship between SLA theory & research and how this can be manifested in L2 instruction. Field work and course texts will be used as a spring board for projects in which course participants will investigate a SLA topic that interests them and/or directly relates to their own classroom context
Indicative Assessment Methods	On completing the module students take the exam which includes 3 parts: – a test of 100 points (40%), – the essay "A Language Learning Autobiography" (30%), – a presentation on one of the course topics (30%). All the three parts are evaluated on a 2-5 grading scale. The essay is of a reflexive type and deals with the personal experience of the student of learning a foreign language with comments on problems and achievements. The presentation is evaluated in group discussion.
Indicative Learning Resources	<u>Mandatory reading</u> 1. Lourdes Ortega. Understanding Second Language Acquisition (Understanding Language). – Routledge: Taylor and Francis Group, New York and London, 2013. 2. Gass, Susan M. Second Language Acquisition: An Introductory Course. – 4th ed. – Routledge: Taylor and Francis Group, New York and London, 2013. <u>Internet Resources:</u> 1. Second Language acquisition theories http://www.youtube.com/watch?v=kdjWBmOMgSA 2. Steven Pinker: Linguistics as a Window to Understanding the Brain http://www.youtube.com/watch?v=Q-B_ONJIEcE 3. Krashen and language acquisition http://www.youtube.com/watch?v=jr64l4FjvBQ 4. Noam Chomsky: Language and Other Cognitive Processes http://www.youtube.com/watch?v=6i_W6Afed2k

Indicative Self-directed Study Strategies	Type	+/–	Hours
	Reading (lecture materials, mandatory and optional resources)	+	12
	Study for seminars / tutorials	+	20
	Assignments for practicals / labs	+	-
	SAKAI use (e-learning / distance learning)	-	-
	Fieldwork	-	-
	Project work	+	12
	Writing a reflexive essay	+	8
	Preparation for the exam	+	14

Unit Title	**Sociolinguistics**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	18	24	-	-	-	42

Unit Aims	The aim of the course is to develop knowledge and expertise of the problems of contemporary sociolinguistics
Indicative Content	**The science of sociolinguistics.** Key terms, problems and basic tasks of sociolinguistics. **Language situation and language planning.** Linguistic and cultural aspects of language use. Sociolinguistic competence. Social stratification of the language. Language variation: regional and social dialects, styles, registers. Culture and linguistic behaviour norms. **The speaker as a linguistic and cultural phenomenon.**

	Languages and communities in the global context. **Approaches and trends of sociolinguistic research.** **Methods of sociolinguistic research** (data collection and analysis)		
Indicative Assessment Methods	Formative assessment: participation in group discussions, presentations on the course topics. Summative assessment: on completing the module students take a credit test which is a multiple choice test		
Indicative Learning Resources	Mandatory reading 1. Wardhaugh R. An Introduction to Sociolinguistics. Wiley-Blackwell, 2010. 2. The Handbook of Historical Sociolinguistics. J.M. Hernandez-Campoy and J.C. Conde-Silvestre (eds). Wiley-Blackwell, 2013. Internet Resources: 1. Sociolinguistics http://www.linguisticsociety.org/resource/sociolinguistics 2. Sociolinguistic variation https://www.llas.ac.uk/resources/gpg/1054 3. Sociolinguistic studies https://journals.equinoxpub.com/index.php/SS		
Indicative Self-directed Study Strategies	Type	+/–	Hours
	Reading (lecture materials, mandatory and optional resources)	+	18
	Study for seminars / tutorials	+	24
	Assignments for practicals / labs	-	-
	SAKAI use (e-learning / distance learning)	-	-
	Fieldwork	-	-
	Project work	-	-
	Other (making presentations)	-	14
	Preparation for the credit test	+	10

Module "Philosophy and Psychology of Education"

Module Title	**Philosophy and Psychology of Education**							
Degree Programme	**45.04.02 Applied Linguistics: Teaching English as a Foreign Language (TEFL)**							
ECTS	**9 ECTS**							
Module Overview	This module is one of the core elements of professional teachers' training process with the emphasis on philosophical and psychological aspects of modern education. It provides a critical overview of contemporary concerns and developments in philosophy and psychology of education including terms, theories, approaches, principles and methodologies. The module consists of two units taught in sequence in the first and second semesters of study: Pedagogical Philosophy and Psychology of Education. Students explore the process and discipline of education in order to understand how it works, improve its methods and perfect its applications in the modern society. Psychological part of the module focuses on basic psychological approaches to child development, psychological problems and solutions. Students are encouraged to discover how people learn, including individual differences in learning, gifted learners and learning disabilities. The emphasis is made on developing critical thinking skills to be applied both in educational practice and research							
Module Learning Outcomes	On completing the module students will be able to: 1. Demonstrate deep understanding of philosophical and psychological dimensions of teaching (LO-1); 2. Apply knowledge of philosophical and psychological theories, concepts, principles, and methodologies in the course of language teaching (LO-4); 3. Demonstrate an ability to provide resolutions for specific problems that arise in varying educational contexts (LO-4); 4. Apply a variety of psychological techniques to evaluate and reflect on individual learners' styles and differences (LO-6); 5. Develop generic skills important for effective teaching practices including critical thinking, creative intelligence, computer literacy (LO-9); 6. Develop willingness for professional improvement in the field of education (LO-10)							
Programme LO to which Module LO are mapped	LO-1; LO-4; LO-6; LO-9; LO-10							
Teaching and Learning Strategies	Teaching is conducted through interactive lectures, practicals, and distance–learning assignments. Students are encouraged to discuss and argue about controversial aspects of philosophy and psychology of education, practice philosophical analysis and critical reflection of the key concepts and principles of modern education and educational psychology. Classroom observation (video lessons) followed by group discussions and reflective essays is an important part of teaching and learning. Before each practical/lab, the students are required to read selected course literature. Unit Philosophy of Education can be taught via the web as well as face-to-face. All teaching is conducted in English							
Assessment Strategies	Assessment strategies are varied and distributed between formative and summative assessment. Formative assessment is built into the learning and teaching process through feedback on completion of individual and group assignments which include essays, creative papers, discussions, distance learning assignments, reflection tasks. Summative assessment (credit test) takes place on completing each unit of the module. Full details are given in the unit specifications below							

Module Units	Code	Title	ECTS	Year/ Semester	Status (M/O/E)	Indicative Study Hours		
						Directed	Self-Directed	Total
	Б1.В.ОД.3.1	Pedagogical Philosophy	6	1-st year, Fall	O	84	132	216
	Б1.В.ОД.3.2	Psychology of Education	3	1-st year, Spring	O	42	66	108

Unit specifications					
Unit Title	**Pedagogical Philosophy**				
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	24		60	-	-	84
Unit Aims	The unit aims to introduce students to some of the central concepts in the philosophy of education, such as training, socialization, indoctrination, facts and values, and fostering autonomy; to promote a greater awareness of the numerous philosophical and controversial aspects of educational theory and practice; to develop the capacity for philosophical analysis and critical reflection in the context of understanding the foundations of education, its main purpose and its essential components				
Indicative Content	The unit is oriented toward a philosophical understanding of broad conceptual and normative issues in education. It studies the process and discipline of education in order to understand how it works, improve its methods and perfect its applications in society. The unit considers, from a philosophical perspective, major questions regarding the nature of mind, knowledge, understanding and their educational significance. In this process, it opens up presuppositions implicit in both educational practice and research. The unit aims at creating opportunities for the students to discuss and argue about the philosophical ideas in the pedagogical work as well as the branches of educational philosophy, their origins, socio-cultural and historical contexts, the role of the teacher according to each branch, and supports personal opinions				
Indicative Assessment Methods	Students are assessed through distance learning assignments (60 points) and a philosophical reflection task with the following discussion (40 points). To obtain a credit test students are expected to get a minimum set of 60 points				
Indicative Learning Resources	Mandatory reading 1. A Companion to the Philosophy of Education (Blackwell Companions to Philosophy) (2006), ed. by Randall Curren, Paperback edition. 2. Gingell, J., Winch, Ch. Philosophy of Education: The Key Concepts. Routledge, 2008. - 272 pp. 3. Pring, R. (2005) Philosophy of Education: Aims, Theory, Common Sense and Research. Continuum International Publishing Group - 280 pp. Recommended reading 1. Chomsky, N. (2003) Chomsky on Democracy and Education (Social Theory, Education, and Cultural Change). Routledge Falmer. 480 pp. 2. Foucault, M. (2002) The Archaeology of Knowledge. Routledge; 239 pp. 3. Gutek, G. L. (2009). *New Perspectives on Philosophy and Education*. Pearson Education, Inc. 4. Habermas, J. (2012) Critical Theory and Education. Ed. By Murphy, M. Fleming, T. Routledge; 216 pp. 5. McLaren, P. Kincheloe, J.L. (2007) Critical Pedagogy: Where Are We Now? Peter Lang - 411 pp. 6. Palmer P.J. Zajonc A. (2010) The Heart of Higher Education: A Call to Renewal. Jossey-Bass; 256 pp. Internet Resources 1. J. Dewey. Internet Encyclopedia of Philisophy. Available at: http://www.iep.utm.edu/dewey/ (Retrieved 29.04.13) 2. Freire, P. Pedagogy of the Oppressed. Available at: http://www.users.humboldt.edu/jwpowell/edreformFriere_pedagogy.pdf (Retrieved 29.04.13) 3. Noam Chomsky on Democracy and Education in the 21st Century and Beyond. Interview by Daniel Falcone, Truthout. Available at: http://www.truth-out.org/opinion/item/16651-noam-chomsky-on-democracy-and-education-in-the-21st-century-and-beyond (Retrieved 29.04.13) 4. Rorty, R. (1989). Education Without Dogma. Truth, Freedom and Our Universities. in Dissent, Pp. 198-204. Available at: http://ru.scribd.com/doc/130449948/Rorty-R-1989-Education-Without-Dogma-Truth-Freedom-and-Our-Universities-in-Dissent-Pp-198-204 (Retrieved 02.05.13).				
Indicative Self-	Type		+/–		Hours

directed Study Strategies	Reading (lecture materials, mandatory and optional resources)	+	24
	Study for seminars / tutorials	+	30
	Assignments for practicals / labs	-	-
	SAKAI use (e-learning / distance learning)	+	60
	Fieldwork	-	-
	Project work	-	-
	Other (please specify)	-	-
	Preparation for the credit test / exam	+	18

Unit Title	**Psychology of Education**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	18	-	24	-	-	42

Unit Aims	The unit aims to introduce students to the importance of educational psychology for language teaching. The unit aims to do this by introducing them to key constructs and theoretical frameworks linked to learning and teaching, focusing on child development and differences in learning
Indicative Content	**I. Psychology of Education** 1. Education in the multi-cultural context. 2. Structural approach to the system of education. 3. The trends of world education. **II. Psychology of Teaching** 1. Modern psychological teaching concepts. 2. Modern conceptions of teaching and their psychological meaning. 3. The problem of correlation between teaching and development. 4. Psychology of learning activities. The structure of learning activities. **III. Psychology of Upbringing** 1. The concept of upbringing in modern psychology. 2. Basic psychological approaches to child upbringing. **IV. Psychology of Participants of the Educational Process** 1. Age features of the participants of the educational process. 2. Psychological problems of the participants of the educational process and their solutions.
Indicative Assessment Methods	Students are assessed through four creative papers (60 points), and a final test (40 points). To obtain a credit test students are expected to get a minimum set of 60 points

Indicative Learning Resources	Mandatory reading
	    1. Alberto, P.A., Trautman, A.C.: Applied Behavior Analysis for Teachers. 8TH Ed. Pearson, 2008.
	    2. Craig G. Human Development. – SPb., 2005.
	    3. Vargas J. Behavior Analysis for Effective Teaching. Second Ed.- Routledge: N.Y., London. 2013.
	Recommended reading
	    1. Asch M. An Introduction to Educational Psychology
	    2. https://books.google.ru/books?id=KucaVr_8lmsC&lpg=PP1&pg=PP1&redir_esc=y&hl=ru#v=onepage&q&f=false
	    3. Woolfork, A., Hughes,M., Walkup,V. Psychology in Education. 2nd Ed. Longman. Harlow, 2013.
	Internet Resources
	    1. Aysmontas B. Pedagogical psychology. Electronic textbook.
	    http://ido.edu.ru/psychology/pedagogical_psychology/metod.html
	    2. British Journal of Educational Psychology
	    http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)2044-8279
	    3. Contemporary Educational Psychology
	    http://www.journals.elsevier.com/contemporary-educational-psychology/
	    4. Seifert K., Sutton R. Educational Psychology
	    http://www.lulu.com/shop/kelvin-seifert/educational-psychology/ebook/product-

		17421207.html		
Indicative Self-directed Study Strategies		Type	+/−	Hours
		Reading (lecture materials, mandatory and optional resources)	+	10
		Study for seminars / tutorials	+	10
		Assignments for practicals / labs	+	28
		SAKAI use (e-learning / distance learning)	-	-
		Fieldwork	-	-
		Project work	-	-
		Other (please specify)	-	-
		Preparation for the credit test / exam	+	18

Module "Language Teaching Methodology"

Module Title	**Language Teaching Methodology**
Degree Programme	**45.04.02 Applied Linguistics: Teaching English as a Foreign Language (TEFL)**
ECTS	**18 ECTS**
Module Overview	This module is a core element of professional training in English language teaching with the emphasis on teaching English as a foreign language (TEFL). It provides a critical overview of contemporary concerns and developments in TEFL including terms, theories, approaches, principles and methodologies. The module consists of four units taught in sequence in the first and second years of study: Principles and methods of TEFL; Information and Communication Technologies in TEFL; Assessment and International Exams in TEFL; Course Design and Materials Development / Teaching English to Students with Specific Needs. Students explore principles and methods of developing English language competence in traditional and digital environments; learn to design and use appropriately language teaching materials, tests and other forms of classroom assessment; practice lesson planning and syllabus construction. The emphasis is made on developing critical thinking, practical strategies and creativity in relation to a wide range of classroom situations. The Module content is harmonized with the international requirements of English language teachers' certification: Cambridge exam TKT (Teaching Knowledge Test), Modules 1.2 and 3.
Module Learning Outcomes	On completing the module students will be able to: 1. Demonstrate knowledge and understanding of the national and state guidelines and standards related to language education; of the main theories and approaches in ELT (LO-1); 2. Apply appropriate presentation, introductory and practice activities for language and skills development (LO-4); 3. Apply appropriate teaching strategies in accordance with learner needs, characteristics, learning styles (LO-4); 4. Present a historical overview of the use of computer-assisted language learning (CALL), its typical features, benefits, challenges and latest developments (LO-1); 5. Create and use web-based activities to enhance English language learning, foster learners' interactivity and creativity (LO-5); 6. Evaluate the results of the teaching and learning process and assess the level of learners' foreign language competence (LO-6); 7. Design, develop and implement syllabi, lessons and materials in ELT (LO-5); 8. Critically assess and reflect upon one's own practice and development as an English language teacher (LO-10)
Programme LO to which Module LO are mapped	LO-1; LO-4; LO-5; LO-6; LO-10
Teaching and Learning Strategies	Teaching is conducted through interactive lectures, practicals and laboratory works. Students are encouraged to actively participate in group discussions, critically analyze current theories and practices of language teaching and learning, apply theoretical knowledge and practical skills to design and interpret teaching and assessment materials, lesson plans and syllabi. Students have the opportunity to observe English language classes in various contexts (by watching video lessons) and undertake microteaching practice. Students are also offered the opportunity to discuss ELT with dedicated e-learning platforms for specific purposes and a variety of digital tools (Computer Assisted Language Learning, etc). During computer-based practicals students analyze web resources, create web-based activities, develop web-based projects. Before each practical/lab, the students are required to read selected course literature. Two units of the module (Principles and methods of ELT: Part 1; Assessment and International Exams in TEFL) can be taught via the web as well as face-to-face. All teaching is conducted in English
Assessment Strategies	Assessment strategies are varied and distributed between formative and summative assessment. Formative assessment is built into the learning and teaching process through feedback on completion of individual and group assignments which include essays, reports, presentations, lesson

	plans and microteaching practice. 　　　Summative assessment (credit tests and examination) takes place on completing each unit of the module. Full details are given in the unit specifications below						

Module Units	Code	Title	ECTS	Year/ Semester	Status (M/O/E) (M-mandatory; O-optional; E-elective)	Indicative Study Hours		
						Directed	Self-Directed	Total
	Б1. Б2.	Principles and methods of ELT	6	1-st year, Fall	M	84	132	216
	Б1. В.ОД.2.1	Information and Communication Technologies in TEFL Education	3	1-st year, Spring	O	42	66	108
	Б1.В.ОД.2.2	Assessment and International Exams in TEFL	3	1-st year, Spring	O	42	66	108
	Б1.В.ДВ.3	Course Design and Materials Development / Teaching English to Students with Specific Needs	6	2-nd year, Fall	E	84	132	216

Unit specifications

Unit Title	**Principles and methods of English Language Teaching (ELT)**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	24	30	30	-	-	84
Unit Aims	The unit aims to develop teaching proficiency in the content area of English as a foreign language. The course consists of four parts where the students are introduced to the main current theories, approaches, practices and activities in ELT and learn to assess their usefulness for the classroom. Practical tasks and activities of the course are intended to develop the skills of teaching the English language (pronunciation, vocabulary and grammar) and the four skills (listening, speaking, reading and writing), ability to apply different teaching styles and approaches in the classroom depending on learner needs, characteristics and learning styles. The course is highly interactive in terms of teaching methods					
Indicative Content	Part 1: Background to language learning and teaching (lecturer - N.V. Chicherina) 　　－　Motivation and learner needs; 　　－　Learner characteristics, language learning styles and strategies; 　　－　The role of error in language learning; 　　－　Approaches to language teaching. Part 2: Teaching the English language (lecturer - S.Y. Strelkova) 　　－　Teaching pronunciation; 　　－　Teaching vocabulary; 　　－　Teaching grammar; Part 3: Developing the four skills (lecturer - E.I. Vorobyeva) 　　－　Teaching listening; 　　－　Teaching speaking; 　　－　Teaching reading; 　　－　Teaching writing Part 4: Background to language teaching (lecturer - N.V. Chicherina) 　　－　Presentation techniques and introductory activities; 　　－　Practice activities and tasks for language and skills development.					
Indicative	Students are assessed through micro-teaching practice (two assignments, 20% each), one					

Assessment Methods	reflexive essay (20%), and an oral exam (40%). Grading scale: 2-5.

Indicative Learning Resources	<u>Mandatory reading</u>
	  1. Larsen-Freeman, Diane. Techniques and principles in language teaching. 3nd ed. - Oxford: University Press, 2011. - 251 p.
	  2. Methodology in language teaching: an anthology of current practice / ed. J.C. Richards, W.A. Renandya. - 3rd print. . - New York : Cambridge University Press, 2003.
	  3. Spratt, Mary. TKT (The Teaching Knowledge Test) Course: modules 1, 2 and 3 / M. Spratt, A. Pulverness, M. Williams. - 2nd ed., 3th printing. - Cambridge: Cambridge University Press, 2012. - 256 p.
	<u>Recommended reading</u>
	  1. Bentley, Kay. TKT (The Teaching Knowledge Test) Course [Text] : CLIL Module : content and language integrated learning module / K. Bentley. - reprinted. - Cambridge : Cambridge University Press, 2011. - IV, 124 p.
	  2. Brown, H.Douglas. Principles of language learning and teaching. 3rd ed.- Englewood Cliffs: Prentice-Hall Regents, 1994. - 347 p.
	  3. Harmer, Jeremy. The Practice of English Language Teaching [Text] / J.Harmer. - 3 ed., compl. revised and updated. - London : Longman, 2001. - 370 p.
	  4. Thornbury, Scott. How to Teach Grammar. Pearson, Longman, 2005.
	  5. Thornbury, Scott. How to Teach Vocabulary. Pearson, Longman, 2007.
	  6. Ur, Penny. A Course in Language Teaching. Cambridge University Press, 1996. - 389 p.
	  7. Vysson, Lynn. Where Russians Go Wrong in Spoken English: Words and Phrases in the Context of Two Cultures. M., R.Valent, 2013.
	<u>Internet resources</u>
	  1. Foreign Language Teaching Methods. Professional development modules for foreign language instruction at the high school and college levels. http://www.coerll.utexas.edu/methods/
	<u>Video lessons (youtube.com)</u>
	  1. Audio-lingual method. http://www.youtube.com/watch?v=Pz0TPDUz3FU
	  2. Communicative approach. http://www.youtube.com/watch?v=3kRT-rsKxn4
	  3. Community language teaching. http://www.youtube.com/watch?v=tx_we_P3Pic
	  4. Silent way. http://www.youtube.com/watch?v=xqLzbLCpack
	  5. Teaching Listening: Gist & Detail. http://www.youtube.com/watch?v=Ks0oxK0-BsU

Indicative Self-directed Study Strategies	Type	+/−	Hours
	Reading (lecture materials, mandatory and optional resources)	+	24
	Study for seminars / tutorials	+	20
	Assignments for practicals / labs (including microteaching)	+	30
	SAKAI use (e-learning / distance learning)	+	12
	Fieldwork	-	-
	Project work	-	-
	Reflexive essay	+	10
	Preparation for the credit test / exam	+	36

Unit Title	**Information and Communication Technologies in TEFL Education**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	18	-	24	-	-	42
Unit Aims	The aims of the Unit are as follows: inform students regarding the potentials of computer assisted language learning; increase students awareness of the emerging types of technologies for language learning and teaching; equip students with knowledge and skills regarding the integration of IT into language classroom; enable them to use and design computer-based and web-based teaching and learning materials in the English language classroom					
Indicative Content	– Historical development in the field of CALL; – CALL research trends and their enrichment by methodological approaches from other					

	disciplines; − past developments, current trends, and future perspectives in computer-based language testing (CBLT); − CALL learning environments; − Distance learning. Mobile language learning. Blended learning. − Types of web tools according to their functions. − Multimedia presentation tools and screen casts. − Web blogs for teaching English as a foreign language. − Wiki tools; − Video editors and video platforms; − Web tools for teaching grammar, pronunciation and vocabulary. − Web tools for developing listening, speaking, writing and reading skills. − Web-based projects for teaching and learning languages; − Web-based activities for teaching and learning languages
Indicative Assessment Methods	Students are assessed through project work (two computer-based projects, 30 points each), and the final test (40 points). To obtain a credit for the unit students are expected to get at least 60 points.
Indicative Learning Resources	<u>Mandatory reading</u> 1. Egbert, J. & Hanson-Smith, E. (Eds.) (2007). CALL Environments: Research, Practice and Critical Issues. Second edition. Alexandria, VA. TESOL. 2. Contemporary Computer-Assisted Language Learning. Ed. by Michael Thomas, Hayo Reinders, Mark Warschauer. - Bloomsbury: London, New Dehli, NY, Sydney, 2013. 3. Warschauer M. Internet for English teaching [Text] / Mark Warschauer, Heidi Shetzer, Christine Meloni. - Washington: United States Department of State Office of English Language Programs, 2004. <u>Recommended reading</u> 1. Lomicka, L. Lord, G. (Eds) (2009). The Next Generation: Social Networking and Online Collaboration in Foreign Language Teaching. CALICO Monograph Series, Volume 8. The Taxes State University. 2. Dantas-Whitney, M., Rilling, S., Savova, L. (Eds.) (2010). Teaching Listening: Voices From the Field. TESOL Classroom Practice Series. Alexandria, VA. TESO 3. Handbook on Research on Web 2.0 and Second Language Learning. Ed. by Michael Thomas. - London: IGI Global, 2009. 4. Dudeney G. The Internet and the Language Classroom [Text]: a practical guide for teachers / G. Dudeney; consult., ed. P. Ur. - 2nd ed. - Cambridge: Cambridge University Press, 2007. 5. K. Schwienhorst, (2008). Learner Autonomy and CALL Environments. <u>Routledge Studies In Computer Assisted Language Learning</u> (Volume 3) /K. Schwienhorst. - <u>Routledge/Taylor & Francis Group</u>, <u>New York</u>. <u>Internet resources</u> 1. *Bax, S. (2003). "CALL - past, present and future". System 31 (1): 13–28.*<u>doi</u>:<u>10.1016/s0346-251x(02)00071-4</u> 2. Davies, G. & Hewer, S. (2011) Introduction to new technologies and how they can contribute to language learning and teaching. Module 1.1 in Davies G. (ed.) *Information and Communications Technology for Language Teachers (ICT4LT)*, Slough, Thames Valley University [Online]: <u>http://www.ict4lt.org/en/en_mod1-1.htm</u> 3. Lamy, M-N. & Klarskov Mortensen H. J. (2011) Using concordance programs in the Modern Foreign Languages classroom. Module 2.4 in Davies G. (ed.) *Information and Communications Technology for Language Teachers (ICT4LT)*, Slough, Thames Valley University [Online]: <u>http://www.ict4lt.org/en/en_mod2-4.htm</u> 4. Murray, D. E. (2013) A Case for Online English Language Teacher Education. The International Research Foundation for English Language Education.<u>http://www.tirfonline.org/wp-content/uploads/2013/04/TIRF_OLTE_One-PageSpread_2013</u> 5. History of CALL. <u>http://www.ict4lt.org/en/History_of_CALL.pdf</u> 6. Warschauer, M.; Healey, D. (1998). "Computers and language learning: an overview".*Language Teaching* 31: 57–71. <u>doi</u>:<u>10.1017/s0261444800012970</u>. 7. EUROCALL NLP Special Interest Group: <u>http://siglp.eurocall-languages.org/</u> 8. CALICO ICALL Special Interest Group: <u>http://purl.org/calico/icall</u> 9. <u>ICT4LT Resource Centre bibliography</u>. <u>http://www.ict4lt.org/</u>

Indicative Self-	Type	+/−	Hours

directed Study Strategies	Reading (lecture materials, mandatory and optional resources)	+	10
	Study for seminars / tutorials	+	8
	Assignments for practicals / labs	-	-
	SAKAI use (e-learning / distance learning)	+	18
	Fieldwork	-	-
	Project work	+	20
	Other (please specify)	-	-
	Preparation for the credit test / exam	+	10

Unit Title	**Assessment and International Exams in TEFL**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	18	-	24	-	-	42

Unit Aims	The unit introduces students to basic notions and principles of evaluation and assessment in English language teaching; to the Common European Framework of Reference for Languages and the system of international exams in English. It aims to prepare students for the design and appropriate use of English language tests and other forms of classroom assessment
Indicative Content	− Notions of evaluation and assessment in English language teaching; modern approaches to assessment; key terms, types and purposes of assessment. − The cornerstones (principles) of assessment. − Techniques in testing, types of test tasks. − Assessing Reading, Writing, Listening and Speaking. − Administering assessment. − Correcting learners and providing feedback. − Common European Framework of Reference for Languages. − International exams in English (types of tests, language skills, assessment of results, recognition of tests). − Cambridge exams series (FCE, CAE, CPE). − Academic IELTS and General Training IELTS. − US international exam series. Test of English as a Foreign Language (TOEFL). − Business and industry-oriented international exams (BEC, BULATS, TKT). − Alternative forms of assessment
Indicative Assessment Methods	Assessment strategies are varied and distributed between formative and summative assessment. Formative assessment includes pre/post-test survey, one-minute essays, extension activities (group discussion of flawed tests), individual oral presentations with audio-visual aids and written gist. Summative assessment includes two mid-course revision papers and a computer-based credit test (50 questions of various formats). The credit test is scored as passed (60% of tasks completed) or failed

Indicative Learning Resources	Mandatory reading:
	  1. Coombe C., Folse K. A Practical Guide to Assessing English Language Learners. University of Michigan. 2007.
	  2. Hughes A. Testing for Language Teachers. Cambridge University Press, 1992.
	  3. Kolesnikova I.L. A Handbook of English-Russian Terminology for Language Testing. Moscow, Cambridge University Press/Drofa, 2008.
	Recommended reading:
	  1. Alderson J.C. Assessing Reading. Cambridge University Press, 2000.
	  2. Bachman L., Palmer S. Language Testing in Practice: Designing and Developing Useful Language Tests. Oxford University Press, 1996.
	  3. Buck G. Assessing Listening. Cambridge University Press, 2001.
	  4. Dawn R. Assessment Literacy: Building a Base for Better Teaching and Learning. // English Teaching Forum – 2014, No. 3. [Electronic resource]. URL: http://www.americanenglish.state.gov/files/ae/resource_files/etf_52_3_02-13.pdf (Accessed 07.04.2016).
	  5. Guidelines for Best Test Development Practices to Ensure Validity and Fairness for

International English Language Proficiency Assessments. - Educational Testing Service, 2013. - 59 pp.
6. Madsen H. Techniques in Testing. Oxford University Press, 1983.
7. Read J. Assessing Vocabulary. Cambridge University Press, 2000.
8. Using the CEFR: Principles of Good Practice. University of Cambridge, ESOl Examinations, 2011. [Electronic resource]. URL: http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf (Accessed 07.04.2016).
9. Weigle, S.C. Assessing Writing. Cambridge University Press, 2002.

Internet resources:
1. Cambridge English website: http://www.cambridgeenglish.org/exams/
2. The English Profile: www.englishprofile.org
3. Common European Framework of Reference for Languages: learning, teaching, assessment. [Electronic resource]: Language Policy Unit, Strasbourg. – 273 pp. – Available at: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf, free access.
4. IELTS http://www.ielts.org/
5. Understanding assessment: A Guide for Foreign Language Educators http://www.cal.org/flad/tutorial/index.html
6. TKT Workshop with Dr. Finch: http://www.finchpark.com/courses/tkt/unit18.html

	Type	+/–	Hours
Indicative Self-directed Study Strategies	Reading (lecture materials, mandatory and optional resources)	+	10
	Study for seminars / tutorials	-	-
	Assignments for practicals / labs	+	20
	SAKAI use (e-learning / distance learning)	+	20
	Fieldwork	-	-
	Project work	-	-
	Making presentations	+	6
	Preparation for the credit test	+	10

Unit Title	**Course Design and Materials Development**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	24	12	48	-	-	84

Unit Aims	The unit will examine the theory and practice of syllabus design, lesson planning and materials development building on the knowledge and skills developed in the three other units of the module. The unit explores the relationship between syllabus design, lesson planning and methodology. The emphasis in also made on the issues of classroom management and classroom interaction in ELT. Students will engage with practical strategies for planning relevant lessons and courses, and consider the implications for a variety of educational context and varied target learners
Indicative Content	– The syllabus; different types of language syllabus; developing and using a syllabus. – Resources and materials; coursebook assessment; selection and use of coursebook materials; selection and use of supplementary materials; reference resources in ELT; selection and use of teaching aids. – Current approaches to materials design; teacher-made worksheets; adapting materials. – Topic content; different kinds of content. – Lesson planning; lesson preparation; lesson components; lesson observation and evaluating lesson effectiveness. – Classroom management; teacher roles; patterns of classroom interaction; group and pair work; individualization; classroom discipline; giving feedback.
Indicative Assessment Methods	Students are assessed wholly by coursework as a result of which they submit three written assignments: a detailed lesson plan (25%), a set of teaching materials (25%), and an English language course syllabus (35%). The ELT syllabus is designed as an individual or small-group project during the study period. Oral presentation of the syllabus takes place at the end of the course and is assessed by group discussion and peer-review (15%)

Indicative Learning Resources	Mandatory reading 　1. Methodology in language teaching: an anthology of current practice / ed. J.C. Richards, W.A. Renandya. - 3rd print. . - New York : Cambridge University Press, 2003. (Sections 2, 3. 4) 　2. Spratt, Mary. TKT (The Teaching Knowledge Test) Course: modules 1, 2 and 3 / M. Spratt, A. Pulverness, M. Williams. - 2nd ed., 3th printing. - Cambridge: Cambridge University Press, 2012. - 256 p. (Modules 2, 3) Recommended reading 　1. Harmer, Jeremy. The Practice of English Language Teaching [Text] / J.Harmer. - 3 ed., compl. revised and updated. - London : Longman, 2001. - 370 p. Internet resources: 　1. Teaching English: ELT Textbooks and Materials. British Council. http://englishagenda.britishcouncil.org/sites/ec/files/F044%20ELT-33%20ELT%20Textbooks%20and%20Materials%20-%20Problems%20in%20Evaluation%20and%20Development_v3.pdf 　2. Howard, J., Major, J. Guidelines for Designing Effective English Language Teaching Materials. Retrieved from: http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf 　3. EFL Materials Development http://www.finchpark.com/courses/materials/files/introduction.html 　4. Reflections of an English Language Teacher. Emerging new pedagogies: should we change the way we design classroom activities? http://reflectiveteachingreflectivelearning.com/tag/materials-development-2

Indicative Self-directed Study Strategies	Type	+/–	Hours
	Reading (lecture materials, mandatory and optional resources)	+	24
	Study for seminars / tutorials	+	20
	Assignments for practicals / labs	+	30
	SAKAI use (e-learning / distance learning)	+	12
	Fieldwork	-	-
	Project work	+	36
	Other (please specify)	-	-
	Preparation for the credit test / exam	-	10

Unit Title	**Teaching English to Students with Specific Needs**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	24	12	48	-	-	84

Unit Aims	This unit aims to develop students' awareness of the needs of students with specific learning differences in learning English as a foreign language. It provides the necessary theoretical background to understand the nature of the various specific learning differences and the underlying principles of effective instructional programs. Students learn how to critically evaluate, develop and apply teaching resources, syllabi and programs used in the teaching of students with specific learning differences. 　The unit has been developed using the materials of several international projects in inclusive education (e.g. the ColArctic project)
Indicative Content	– The nature of specific learning differences; – The effect of specific learning differences on foreign/second language learning; – Accommodations of learners with special needs in the language classroom and overview of teaching techniques; – Phonological and orthographic awareness in English as a foreign language; – Techniques for teaching vocabulary and grammar; – Techniques for teaching reading and writing; – The assessment of language learners with special needs; – Technical support for learners with special needs
Indicative Assessment	Students are assessed wholly by coursework as a result of which they submit two written assignments: a detailed lesson plan with comments related to teaching learners with special needs

Methods	(60%), a set of individualized teaching materials for learners with special needs (40%)
Indicative Learning Resources	Mandatory reading 1. Florian, L. Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all / Lani Florian , Holly Linklater // Cambridge Journal of Education. – 2010. – Vol. 40, Iss. 4. – P. 369–386. – URL : http://www.tandfonline.com/doi/abs/10.1080/0305764X.2010.526588 (date of access : 12.04.2016). 2. Hoover, J. H. Differentiating Curriculum and Instruction for English-Language Learners With Special Needs / John J. Hoover, James R. Patton // Intervention in School and Clinic. – 2005. Vol. 40, Iss. 4. – P. 231-235. – URL : http://isc.sagepub.com/content/40/4/231.full.pdf+html (date of access : 12.04.2016). 3. Opertti, R. Moving forward: Inclusive education as the core of Education for All / Renato Opertti, Jayne Brady, Leana Duncombe // PROSPECTS. – 2009. - Volume 39, Issue 3. – P. 205-214. – URL : http://link.springer.com/article/10.1007/s11125-009-9112-3 (date of access : 12.04.2016). 4. Orr, S. M. R. (2016). Learning for all: Student and teacher perspectives about inclusive education. Available from ProQuest Dissertations & Theses Global. Retrieved from http://search.proquest.com/docview/1749774298?accountid=141903 Recommended reading 1. Incorporating English Language Learner Instruction within Special Education Teacher Preparation / Cori M. More, Tracy Griffin Spies, Joseph John Morgan, Joshua N. Baker // Intervention in School and Clinic. – 2016. – Vol. 51, Iss. 4. – P. 229-237. – URL : http://isc.sagepub.com/content/early/2015/06/18/1053451215589183.abstract (date of access : 12.04.2016). 2. Rodriguez, D. Meeting the Needs of English Language Learners With Disabilities in Urban Settings / Diane Rodriguez // Urban Education. – 2009. – Vol. 44, Iss. 4. – P. 452-464. – URL : http://uex.sagepub.com/content/44/4/452.full.pdf+html (date of access : 12.04.2016). 3. Theoharis, G. Leading Inclusive ELL: Social Justice Leadership for English Language Learners / George Theoharis, Joanne O'Toole // Educational Administration Quarterly. – 2011. – Vol. 47, Iss. 4. – P. 646-688. – URL : http://eaq.sagepub.com/content/47/4/646.full.pdf+html (date of access : 12.04.2016).

Indicative Self-directed Study Strategies	Type	+/–	Hours
	Reading (lecture materials, mandatory and optional resources)	+	24
	Study for seminars / tutorials	+	20
	Assignments for practicals / labs	+	30
	SAKAI use (e-learning / distance learning)	+	12
	Fieldwork	-	-
	Project work	+	36
	Other (please specify)	-	-
	Preparation for the credit test	-	10

English Language Module

Module Title	**English Language Module**							
Degree Programme	**45.04.02 Applied Linguistics: Teaching English as a Foreign Language (TEFL)**							
ECTS	**21 ECTS**							
Module Overview	This module is a key element of the programme aimed at developing students'communicative competence in English. The module focuses on advance productive and receptive use of English through a variety of language materials and diverse activities and tasks. The module consists of four units taught in sequence in the first, second, third and fourth semesters of study: English for Academic Purposes, Academic Writing and Public Speaking, English in the Content Area: Business English/ English for Tourism, World Englishes/English for Intercultural Communication. Students explore topic-based authentic reading and listening texts, have grammatical, functional and lexical practice, develop academic skills, e.g. oral presentations, summary writing, essay writing, note-taking. Cross-cultural communication will play an important and relevant part of the module. Through a variety of role plays and simulations, students will be encouraged to analyze and reflect on their roles and how they interact with others in academic and business environment. The emphasis is made on developing critical thinking, practical strategies and creativity in relation to a wide range of communicative situations in multicultural academic and professional contexts							
Module Learning Outcomes	**On completing the module students will be able to:** 1. Recognize the global context of English and develop a critical perspective on the role of English as a Lingua Franca (LO-2); 2. Demonstrate communicative English language skills needed to operate effectively in the academic environment (LO-8); 3. Develop English language skills in one of the content areas and practical skills of content-based instruction (LO-4); 4. Develop awareness of cultural differences and challenges in academic and professional environment (LO-2); 5. Demonstrate the ability to study and teach in multilingual groups (LO-2, LO-4); 6. Show flexible and creative approaches to problem solving in a variety of cross-cultural contexts (LO-9); 7. Work with confidence both independently and as a member or leader of group or team (LO-9); 8. Identify opportunities for future professional development in ELT (LO-10)							
Programme LO to which Module LO are mapped	LO-2; LO-4; LO-8; LO-9; LO-10							
Teaching and Learning Strategies	Learning and teaching methods will comprise a combination of lectures, seminars, practical language classes and on-line teaching. The module consists of a variety of activities including group debates, and discussions, presentations, listening and comprehension exercises from authentic audio, and audio-visual material, writing academic papers. Students will also be guided in independent learning through a wide range of media resources including newspapers and journals, television, films, DVD and internet							
Assessment Strategies	Assessment strategies are varied and distributed between formative and summative assessment. Formative assessment is built into the learning and teaching process through feedback on completion of individual and group assignments which include essays, reports, presentations, written papers, project work. Summative assessment (credit tests and examination) takes place on completing each unit of the module. Full details are given in the unit specifications below							
Module Units	Code	Title	ECTS	Year/ Semester	Status (M/O/E) (M-mandatory; O-optional; E-elective)	Indicative Study Hours		
						Directed	Self-Directed	Total
	Б1.В.ОД 4.1	English for Academic Purposes	6	1-st year, Fall,	O	80	136	216

			Spring				
Б1.В.ОД 4.2	Academic Writing and Public Speaking	6	2-nd year, Fall	O	80	136	216
Б1.В.ДВ.1.1	English in the content area: Business English	6	2-nd year, Spring	E	84	132	216
Б1.В.ДВ.1.2	English in the content area: English for Tourism	6	2-nd year, Spring	E	84	132	216
Б1.В.ДВ.2.1	World Englishes	3	2-nd year, Spring	E	42	66	108
Б1.В.ДВ.2.2	English for Intercultural Communication	3	2-nd year, Spring	E	42	66	108

Unit specifications

Unit Title	**English for Academic Purposes**

Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	-	-	80	-	-	80

Indicative Content	The EAP unit offers support in acquiring a broader range of academic English vocabulary and grammar. Students will improve their language skills in English, especially reading, listening and speaking. The course also addresses a wider range of academic skills, such as critical thinking and independent learning. Specific topics include: – grammar, e.g. conditionals, tense, noun phrases, passive voice; – strategies to participate actively in English-spoken tutorials; – reading and writing strategies, e.g. paraphrasing, quoting and referencing; – describing graphs; – academic vocabulary, e.g. linking words, comparative language, terminology; – listening and note-taking.
Indicative Assessment Methods	Students are assessed through 4 written tests (10 % each), a final written test (20 %) and an oral exam (40 %). Grading scale: 2-5.
Indicative Learning Resources	Mandatory reading 1. Chazal, Ed. Oxford EAP: a Course in English for Academic Purposes: Upper-Intermediate. Oxford University Press, 2012. 2. Cunningham S., Moor P. Cutting Edge Advanced. Students' Book with phrase builder. Pearson Education Limited, 2007. 3. Cunningham S., Moor P. Cutting Edge Advanced. Workbook. Longman, 2008. Recommended reading 1. Hewings, M., Thaine, C. Cambridge Academic English: An Integrative Skills Course for EAP. Student's Book. Advanced. Cambridge University Press, 2013. 2. Cambridge Advanced Learner's Dictionary. Cambridge: Cambridge University Press, 2008. 3. Haines S., Nettle M. Advanced Grammar in Use. Supplementary Exercises. Edition with answers. Cambridge University Press, 2007. 4. Hewings, M. Advanced Grammar in Use. 2nd ed. Cambridge University Press, 2009. 5. Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press, 2010. Internet resources 1. Academic Listening. http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/04/090427_tae_al.shtml 2. Academic Reading. http://academic-reading.com/WP/ 3. Academic Speaking Skills. http://www.academicenglishuk.com/academic-speaking/ 4. Using English for Academic Purposes. http://www.uefap.com

Indicative Self-	Type		+/–		Hours

directed Study Strategies	Reading (lecture materials, mandatory and optional resources)	+	18
	Study for seminars / tutorials	-	-
	Assignments for practicals / labs	+	50
	SAKAI use (e-learning / distance learning)	-	-
	Fieldwork	-	-
	Project work	+	16
	Reflexive essay	+	16
	Preparation for the credit test / exam	+	36

Unit Title	**Academic Writing and Public Speaking**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	-	-	80	-	-	80

Unit Aims	To be able to communicate effectively in English in the form of public speaking and writing in academic and research contexts
Indicative Content	**Public Speaking:** Basic Concepts. Formats of PS. Aspects of PS – Structure, Delivery Mode, Slides. Choosing an Aim. Hierarchy of Aims. Structure of a Presentation: Storytelling, Opening and Closing a Presentation. Using Slides I: Basic Principles, Dos and Don'ts, Technical Aspects. Using Slides II: Taking Advantage of Visual Aids, Visualization of Data, Design of Slides. Delivery Mode I: Clarity, Tempo, Voice and Articulation, Timing, Eye-contact, Pausing. Delivery Mode II: Building Rapport, Q&A Sessions. **Writing in an appropriate style:** Choosing a topic. Collecting data. Writing a paper: Types of papers. Essential formats. Article abstracts. Academic grammar and vocabulary. Structure of an essay: Writing introductions and conclusions. Building paragraphs: dividing a text into paragraphs, types of paragraphs. Structural types of paragraphs: sentence types, structuring sentences. Maintaining unity and coherence. Incorporating Sources: Writing a bibliography. Avoiding plagiarism
Indicative Assessment Methods	Students are assessed an oral presentation of research interests (20%), an academic paper (article abstract, etc.) (40%), and the final exam (40 %). Grading scale: 2-5
Indicative Learning Resources	Mandatory reading 1. M. Powell. Dynamic Presentations (with 2 CDs). – Cambridge: Cambridge university Press, 2010. 2. J. Trzeciak, S.E. Mackay Study Skills for Academic Writing. Student's Book // http://www.uefap.com/materials/history/eas_ss.pdf Recommended reading 1. Weinschenk. 100 Things Every Presenter Needs to Know About People. – Berkley: New Riders, 2012. Internet resources 1. http://www.ted.com 2. http://www.garrreynolds.com/ 3. http://academics.hse.ru/writing_skills 4. http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml 5. http://www.victoria.ac.nz/llc/ 6. http://www.writing.utoronto.ca/books

Indicative Self-directed Study Strategies	Type	+/–	Hours
	Reading (lecture materials, mandatory and optional resources)	+	18
	Study for seminars / tutorials	-	-
	Assignments for practicals / labs	+	30
	SAKAI use (e-learning / distance learning)	-	-
	Fieldwork	-	-

	Project work	+	16
	Written papers	+	36
	Preparation for the credit test / exam	+	36

Unit Title	**English in the Content Area: Business English**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	-	-	84	-	-	84

Unit Aims	This module aims to: – Enable students to produce a range of written materials (emails, reports, minutes for meetings, agendas); – Improve spoken communication skills in person and over the phone; – Build students confidence to interact effectively in business meetings; – Expand students' knowledge of general business terminology and expressions; – Enable students to participate in negotiations (resolving difficulties, conversation repairs, handling difficult clients and achieving consensus); – Develop students' awareness of cultural differences and challenges in business communities; – Develop students' professional competence for teaching ESP courses.
Indicative Content	The unit is of integrative nature and is intended both to develop students' communicative competence in the business environment and their professional competence in teaching ESP courses. This unit focuses on cross-cultural issues, advertising, sales, marketing, interview skills and finding a job as well as job selection procedures. Report writing is also dealt with during this module. Writing, speaking and listening skills for business are an integral part of the unit. It also covers teamwork, travel and hospitality in addition to meeting and negotiation skills. The unit also focuses on such specific issues as language analysis for ESP, consideration of examples of course design for ESP, introduction to Business English methods and materials, review of the role of the teacher in ESP, evaluation
Indicative Assessment Methods	Students are assessed through project work (40%), a written assignment (20%) and the oral exam (40 %). Grading scale: 2-5
Indicative Learning Resources	Mandatory reading: 1. MacKenzie, Ian. English for Business Studies: A Course for Business Studies and Economics Students: Student's Book [Text] / I. MacKenzie. - 3rd ed. - [Cambridge]: Cambridge University Press, 2010. Recommended reading**:** 1. Powell, Mark. International Negotiations: Cambridge Business Skills [Текст] / Mark Powell. - [Edinburgh]: Cambridge University Press, 2012. 2. Longman Business English Dictionary: Over 20000 words and phrases. - Edinburgh: Pearson Education Limited, 2000. Internet resources: 1. English for Business http://www.businessenglishresources.com/ 2. http://www.teachingenglish.org.uk/teaching-adults/resources/english-business 3. Business English Podcasts http://www.businessenglishonline.net/resources/podcasts/ 4. https://www.businessenglishpod.com/

Indicative Self-directed Study Strategies	Type	+/–	Hours
	Reading (lecture materials, mandatory and optional resources)	+	20
	Study for seminars / tutorials	-	-
	Assignments for practicals / labs	+	30
	SAKAI use (e-learning / distance learning)	-	-
	Fieldwork	-	-
	Project work	+	30
	Written papers	+	16

	Preparation for the credit test / exam	+	36

Unit Title	**English in the Content Area: English for Tourism**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	-	-	84	-	-	84

Unit Aims	The unit is of integrative nature and is intended both to develop students' communicative competence in the international tourism environment and their professional competence in teaching ESP courses
Indicative Content	The unit equips students with the basics of tourism, hospitality and tourism marketing, cultures, and how to manage people and money in the competitive environment of international tourism. The unit helps nonnative English speakers build their vocabulary in the field of travel, tourism, ticketing, hotel, restaurant, kitchen, and general business and accounting. General and topic-specific vocabulary are included along with sections on grammar, comprehension, speaking and writing activities. The unit also focuses on such specific issues as language analysis for ESP, consideration of examples of course design for ESP, introduction to English for Tourism methods and materials, review of the role of the teacher in ESP, evaluation
Indicative Assessment Methods	Students are assessed through project work (40%), a written assignment (20%) and the oral exam (40 %). Grading scale: 2-5.

Indicative Learning Resources	Mandatory reading
	    1. Walker, R., Harding, K. Oxford English for Careers: Tourism 1. Student's Book. Oxford University Press, 2006.
	    2. Walker, R., Harding, K. Oxford English for Careers: Tourism 2. Student's Book. Oxford University Press, 2011.
	    3. Walker, R., Harding, K. Oxford English for Careers: Tourism 3. Student's Book. Oxford University Press, 2009.
	Recommended reading
	    1. Jones, L. Welcome! English for Travel and Tourism Industry. Student's Book. 2nd Ed. Cambridge University Press, 2005.
	    2. Thurlow C., Jaworski, A. (2010). Tourism Discourse language and Global Mobility. Basingstoke: Palgrave Macmillan.
	Internet resources:
	    1. Lesson plans. http://www.eslflow.com/Tourismlessons.html
	    2. E-resources. http://www.agendaweb.org/vocabulary/travelling-tourism-worksheets-resources.html

Indicative Self-directed Study Strategies	Type	+/–	Hours
	Reading (lecture materials, mandatory and optional resources)	+	20
	Study for seminars / tutorials	-	-
	Assignments for practicals / labs	+	30
	SAKAI use (e-learning / distance learning)	-	-
	Fieldwork	-	-
	Project work	+	30
	Written papers	+	16
	Preparation for the credit test / exam	+	36

Unit Title	**World Englishes**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	18	-	24	-	-	42
Unit Aims	The unit aims to develop knowledge on the diversity of English language national variations in the light					

	of the existing socio-linguistic theories
Indicative Content	Socio-linguistic context of the phenomenon "Global English" research. Pragmatical factors which determined existence of the current English variants. Models of English Language variations classifications: Strevens's Model, Schneider's Model, Modiano's Model. Variations and varieties. English Creole and Pidgin English. Language contacts and influence of English on other languages
Indicative Assessment Methods	Students are assessed through a reflective essay (100%)
Indicative Learning Resources	<u>Mandatory reading</u> 1. Jenkins, J. World Englishes : a resource book for students. – London: Routledg, 2006. 2. Crystal, David. The Cambridge Encyclopedia of English. – Cambridge University Press, 1997. 3. Crystal, David. English as a Global Language. – Cambridge: Cambridge University Press, 2007. 4. Strevens, P. Teaching English as an International Language. – Oxford: Pergamon Press, 1980. <u>Recommended reading</u> 1. Kachru, B. B., Kachru, Y. and Nelson, C. (2009). The Handbook of World Englishes. Wiley-Blackwell. <u>Internet resources:</u> 1. World Englishes journal website. http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-971X

Indicative Self-directed Study Strategies	Type	+/−	Hours
	Reading (lecture materials, mandatory and optional resources)	+	10
	Study for seminars / tutorials	+	30
	Assignments for practicals / labs	-	-
	SAKAI use (e-learning / distance learning)	-	-
	Fieldwork	-	-
	Project work	+	10
	Written papers	-	-
	Preparation for the credit test / exam	+	16

Unit Title	**English for Intercultural Communication**					
Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	18	-	24	-	-	42
Unit Aims	This unit aims to develop language skills and introduce students to aspects of the Cultural and Intercultural Studies					
Indicative Content	The course is designed to develop students' English language communicative competence on the basis of intercultural communication analysis. Students learn about different issues in English-speaking countries. They also research and speak about the history, social and cultural issues of their own country, preparing for efficient and successful cross-cultural communication encounters. The focus of the course is on improving speaking and listening skills; however, the main aim is communicative competence development for studies and research in multilingual environment. The form of studies includes blended learning integrating class work, self-study tasks, project work, on-line assignmrnts					
Indicative Assessment Methods	Students are assessed through a reflective essay (100%)					
Indicative Learning Resources	<u>Mandatory reading</u> 1. Martin J.N., Nakayama T.K. Intercultural Communication in Contexts. 5th ed. McGraw-Hill company, 2010. <u>Recommended reading</u> 1. Holliday, A. Understanding Intercultural Communication: Negotiating a Grammar of Culture.					

	Taylor and Francis Group. Routledge, 2013.		
	Internet resources: 1. International Association for Intercultural Communication Studies (IAICS) http://www.uri.edu/iaics/ 2. Articles on Cross Cultural Communication http://www.kwintessential.co.uk/cultural-services/articles-intercultural.html		
Indicative Self-directed Study Strategies	Type	+/–	Hours
	Reading (lecture materials, mandatory and optional resources)	+	10
	Study for seminars / tutorials	+	30
	Assignments for practicals / labs	-	-
	SAKAI use (e-learning / distance learning)	-	-
	Fieldwork	-	-
	Project work	+	10
	Written papers	-	-
	Preparation for the credit test / exam	+	16

Module "Research and Practice"

Module Title	**Research and Practice**
Degree Programme	**45.04.02 Applied Linguistics: Teaching English as a Foreign Language (TEFL)**
ECTS	**54 ECTS**

Module Overview	This module relates specifically to classroom-based research in applied linguistics and/or language pedagogy and internships/practice periods in TEFL. The integration of these two important aspects in English language teacher training encourages students to exercise an enquiring approach in their future career, to contribute to new thinking and innovation processes in education.
	    The module aims to ensure students' preparation for planning, developing and implementing research as well as the group and individual guidance at all the research stages, including writing and defending a masters dissertation.
	    Internships/practice periods in TEFL aim to develop professional skills and competences for effective teaching in varied educational contexts building on the learning outcomes of other modules of the degree programme. Students have the opportunity to explore the implications of classroom research findings for current teaching practices in TEFL.
	    The module comprises several taught units, internships/practice periods in TEFL and units of self-directed research work.
	    The emphasis is made on developing critical thinking, practical strategies and creativity in relation to research and TEFL classroom situations

Module Learning Outcomes	**On completing the module students will be able to:** 1. Distinguish between quantitative and qualitative methods of research (LO-3); 2. Utilise a range of tools and techniques for statistical analysis of data (LO-3); 3. Develop skills for effective teaching in a particular educational context through relevant TEFL internship/practice (LO-4); 4. Design, develop and implement syllabi, lessons and materials for teaching and assessment in TEFL, including web-based resources (LO-5, LO-6); 5. Undertake independent classroom-based research: formulate research questions, apply appropriate research methods and carry out research in accordance with ethical norms for handling the data and presenting research findings (LO-7); 6. Gather, analyse, critically systematize and interpret the information from theoretical sources and empirical data (LO-7, LO-8, LO-9); 7. Communicate extensive independent work related to research and TEFL expertise (LO-8); 8. Develop academic discourse at an advanced level (LO-7, LO-8); 9. Demonstrate effective time management and self-management skills, including the ability to work to a deadline (LO-9); 10. Demonstrate self-direction, initiative and creativity in dealing with professional issues affecting educational practices in TEFL, and in developing problem-solving strategies (LO-9); 11. Demonstrate the independent learning ability required for continuing professional development (LO-10); 12. Critically assess and reflect upon one's own practice and development as an English language teacher (LO-4, LO-5, LO-10)
Programme LO to which Module LO are mapped	LO-3; LO-4; LO-5; LO-6; LO-7, LO-8, LO-9, LO-10

Teaching and Learning Strategies	Taught units of the module (Research methods in language learning and teaching; Masters seminar; Library session) are conducted through interactive lectures and practicals/labs.
	    Non-taught units of the module include students' independent research work conducted under the guidance of individual dissertation supervisors, pedagogical practice period and research practice period.
	    Students are required to undertake research projects for their dissertations in which they are to develop and use the research, academic language skills and a number of transferrable skills (information and time management, problem solving, computing skills, etc.).
	    Tutorials on writing research proposals, research design, data collection and analysis are provided by individual dissertation supervisors.
	    Pedagogical practice period is coordinated and guided by an appointed group tutor who

negotiates with students and designates the sites of internships and controls the content and quality of students' performance during the internships. Where possible work placements can be organized for the practice periods.

Development of student's academic discourse is implemented through critical reading and dissertation supervisor's feedback on students' written work.

The module is highly interactive: students present and discuss in groups and with dissertation supervisors their current work, issues and problems, and their plans for their thesis; there is much discussion of open questions, problems, methodological issues, research methods, etc.

All teaching is conducted in English

Assessment Strategies	Students are assessed by credit tests in each unit of the module and in each semester through written and oral assignments which constitute essential parts of their research: list of proposed bibliography; a research proposal / pre-prospectus; a literature review; a description of proposed research methodology; a prospectus (proposed summary of the dissertation); a research article; participation in peer-review of students' research articles; presentation of research findings for the conference of young researchers. Feedback on progression of individual students with their research is provided by individual dissertation supervisors throughout the whole degree programme period. Full details are given in the unit specifications below

Module Units	Code	Title	ECTS	Year/ Semester	Status (M/O/E) (M- mandatory; O-optional; E-elective)	Indicative Study Hours		
						Directed	Self-Directed	Total
	Б1. Н1.	Independent research work. Masters seminar	24	Throughout the whole programme	O	32	832	864
	Б1. Н2.	Independent research work. Library session	9	1-st year, Spring	O	8	316	324
	Б1. Н3.	Research Methods in Language Learning and Teaching	3	1-st year, Spring	O	36	72	108
	Б2.П1	Pedagogical practice period	9	2-nd year, Fall	O	0	324	324
	Б2.П2	Research practice period	9	2-nd year, Spring	O	0	324	324

Unit specifications

Unit Title	**Research methods in language learning and teaching**

Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	18	6	12	-	-	108

Unit Aims	This course is essential preparation for undertaking research in applied linguistics for English language teaching and learning. It deals with theoretical, methodological and ethical issues that are central to classroom-based research
Indicative Content	Areas and general kinds of educational research. The research paradigms. **Quantitative, qualitative and mixed research.** The steps in the process of research: identifying a research problem, reviewing literature, specifying a purpose and hypothesis, collecting, analyzing and interpreting quantitative data, collecting, analyzing and interpreting qualitative data, reporting and evaluating research. **Quantitative methods.** Experimental research: types of experimental research, design of experimental research, definition of experimental and control groups. External and internal validity of experimental research. Non-experimental research. Causal-comparative and correlational research. **Qualitative methods**. Major methods of data collection: participant and non-participant observation, interview (structured, semi-structured and unstructured), analysis of documents and materials, tests, questionnaires, focus groups

	Analyzing, interpreting and reporting basic research results. General principles related to writing the research report. Writing quantitative research reports. Writing qualitative research reports. Writing an abstract.
	    References.
	    Research ethics

Indicative Assessment Methods	A 2,000 word written assignment on research methodology covered in the course where students are supposed to describe briefly their research proposal for the dissertation, outline proposed research questions, data collection and data analysis methods, provide the rationale for the selection of research methods

Indicative Learning Resources	Mandatory reading:
	   1. Introduction to Research in Education / D. Ary, L. Jacobs, C. Sorensen, D. Walker. 8th Edition. 2009. 696 p.
	Recommended reading:
	   1. Creswell, John W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition. 2011. 672 p. (Or any other edition)
	   2. Cohen, Louis. Research methods in education / Louis Cohen, Lawrence Manion, and Keith Morrison.—5th ed. NY. 2005.
	Internet Resources:
	   1. Educational Research: 18 lectures based on the book: Johnson, B, Christensen, L. Educational Research: Quantitative, Qualitative and Mixed Approaches // University of South Alabama. URL: http://www.southalabama.edu/coe/bset/johnson/2lectures.htm
	   2. Heffner, Christopher L. Research Methods // AllPsych online: The Virtual Psychology Classroom. URL: http://allpsych.com/researchmethods/index.html
	   3. Contemporary Issues in Education Research. The Clute Institute. [Articles, full text]. URL: http://journals.cluteonline.com/index.php/CIER/issue/archive
	   4. ProQuest Dissertations & Theses Full Text [Электронная база научных диссертаций]. URL: http://search.proquest.com
	   5. ScienceDirect: full-text scientific database offering journal articles and book / URL: http://www.sciencedirect.com/

Indicative Self-directed Study Strategies	Type	+/–	Hours
	Reading (lecture materials, mandatory and optional resources)	+	18
	Study for seminars / tutorials	+	10
	Assignments for practicals / labs (including microteaching)	+	18
	SAKAI use (e-learning / distance learning)	+	12
	Fieldwork	-	-
	Project work	-	-
	Preparation for the credit test / exam	+	14

Unit Title	**Independent research work supported by masters seminar and library session**					

Indicative directed/ contact study hours	Lecture	Tutorial/ Seminar	Practical / Lab	Course Project / Course Paper	Test paper	Total
	20	-	20	-	-	40

Unit Aims	The unit covers the whole period of the degree programme and aims to develop students' research skills, reflective practice and critical thinking. They plan, design, develop and carry out independent research which is shaped as a master thesis. Apart from developing expertise in research issues they enhance their generic skills in a number of areas (oral and written presentations, academic discourse, information and time management, self-management, computing) in relation to research and writing.
	    The unit also aims to provide support to students in writing a masters dissertation. This support is provided through:
	   − Individual tutorials with dissertation supervisor;
	   − Library session in the Fall semester of the first year;
	   − Masters Seminar throughout the whole period of the degree programme.

Indicative Content	The general content of the unit is focused on the following major issues:
	− Requirements to a master dissertation;
	− Designing research questions;
	− Writing a research proposal / pre-prospectus;
	− Using the Library resources;
	− Making an annotated bibliography/ bibliography;
	− Writing the literature review;
	− Citations;
	− Writing a research prospectus;
	− Writing an abstract/a research article;
	− Presentation of research findings.
	    Specific content of the unit depends on student's research proposal / dissertation title and is negotiated with the individual dissertation supervisor.
	    Library session (eight contact hours in the Fall semester of the first year) gives students the overview of library print and electronic resources and recommendations about using the Library resources in research.
	    Masters Seminar (eight contact hours in each of the four semesters) covers the range of topics related to the process of developing and processing the master thesis and making it academically public:
	− 1-st year, Fall semester: requirements to a master dissertation; designing research questions; writing a research proposal / pre-prospectus;
	− 1-st year, Spring semester: making an annotated bibliography/ bibliography; writing the literature review; style of scientific paper;
	− 2-nd year, Fall semester: writing an abstract; writing a research article; citations;
	− 2-nd year, Spring semester: presentation of research findings

Indicative Assessment Methods	Students are assessed through written and oral assignments which constitute essential parts of their research: − 1-st year, Fall semester: list of proposed bibliography (library session) -40%; a research proposal / pre-prospectus (masters Seminar) – 60%; − 1-st year, Spring semester: a literature review -50%; a prospectus (proposed summary of the dissertation) – 50%; − 2-nd year, Fall semester: a research article -70%; participation in peer-review of students' research articles – 30%; − 2-nd year, Spring semester: presentation of research findings for the conference of young researchers - 100%
Indicative Learning Resources	<u>Recommended reading</u> 1. Randolph, Justus (2009). A Guide to Writing the Dissertation Literature Review. *Practical Assessment, Research & Evaluation*, 14(13). Available online: http://pareonline.net/getvn.asp?v=14&n=13. <u>Internet resources</u> 1. Drowne, K. (2012). Best Practices for Writing Your Master's Thesis. Missouri University of Science and Technology. Retrieved from: https://justwrite.mst.edu/files/2013/08/Best-Practices-for-Writing-Your-Masters-Thesis.pdf 2. Mongan-Rallis, H. (2014). Guidelines for writing a literature review. Retrieved from: http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html 3. Cronon, W. Writing a research prospectus. Retrieved from: http://www.williamcronon.net/handouts/Writing_A_Research_Prospectus.pdf 4. Example Prospectus: University of Southern Mississippi. Retrieved from: https://www.usm.edu/honors/example-prospectus 5. ProQuest Dissertations & Theses Full Text [Электронная база научных диссертаций]. URL: http://search.proquest.com

Indicative Self-directed Study Strategies	Type	+/−	Hours
	Reading (lecture materials, mandatory and optional resources)	+	20
	Study for seminars / tutorials	-	-
	Assignments for practicals / labs	-	40
	SAKAI use (e-learning / distance learning)	-	-
	Fieldwork	-	-

	Research-related assignments	+	200
	Independent research work	+	866
	Preparation for the credit test / exam	-	-

Unit Title	**Professional (Pedagogical) Practice in ELT/ Internships**					
Indicative students workload	Placement-based independent work and study	Placement-based coach support	Tutorial support	Group workshops	Online learning activities	Total
	278	10	10	6	20	324

Unit Aims	This unit is designed to complement the Module of Language Teaching Methodology. It aims to develop students' skills in critical thinking and evaluation of professional practice. Extend their knowledge and understanding of methods, resources and techniques for teaching English, as well as the principles of syllabus design, lesson planning and materials development. These aims are achieved through through observation of "live" teaching, and hands-on teaching experience in real educational contexts.
	To successfully complete this module, students need to be teaching as a trainee in a school or other educational setting on a full or part-time basis. Pedagogical practice period is coordinated and guided by an appointed group tutor who negotiates with students and designates the sites of internships and controls the content and quality of students' performance during the internships. Where possible work placements can be organized for the practice periods

Indicative Content	– Professional standards for teaching practices; – Developing effective teaching and learning materials; – Lesson planning, lesson observation and evaluation; – Classroom management; – Patterns of classroom interaction; – Teaching the 4 skills (listening, speaking, reading and writing); – Teaching English pronunciation, grammar, vocabulary; – Using supplementary resources in ELT; – Adaptation authentic resources for ELT; – Evaluation and assessment strategies; – Observation of "live" teaching – Practical teaching experience – Ethical practices and issues in ELT.

Indicative Assessment Methods	Students are required to submit a portfolio comprising: 1. A lesson plan with accompanying materials and a commentary on the lesson plan (3,000 words) – 50%. 2. Written critical analysis and evaluation of one observation experience (500 words each) – 50 %. The module pass mark is 50%

Indicative Learning Resources	Journals: 1. English Language Teaching Journal 2. TESOL Quarterly 3. English Teaching Professional 4. IATEFL Matters and all IATEFL publications ELT Materials: 1. A range of current course books, such as *Think; Guess What; Eyes Open; Empower*. Internet resources: 1. Cambridge English: Resources for teachers. http://www.cambridgeenglish.org/teaching-english/resources-for-teachers 2. British Council: Teaching English. http://www.teachingenglish.org.uk 3. UsingEnglish.com: Resources for English as a second language online http://www.usingenglish.com 4. US Department of State: Resources for TESOL. http://americanenglish.state.gov/materials-teaching-english

Unit Title	**Research Practice Period**

Indicative students workload	Placement-based independent work and study	Placement-based coach support	Tutorial support	Group workshops	Online learning activities	Total
	278	10	10	6	20	324

Unit Aims	This unit aims to make connections between research and practice; and develop an enquiry-based approach to professional activities in the field of language teaching. The focus is made on conducting and reporting on the empiric part of the students' research; on the critical evaluation of the data; on making recommendations for practical improvements, individual and collaborative, emerging from the research. In case of necessity, to successfully complete this unit, students might need to be teaching as a trainee in a school or other educational setting
Indicative Content	– Key issue in independent research. – The ethics of educational enquiry. – Research methods. – Dissemination of findings for a variety of audiences.
Indicative Assessment Methods	The empiric part of the master thesis – 100%.
Indicative Learning Resources	Recommended reading: 1. Creswell, John W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition. 2011. 672 p. (Or any other edition) 2. Cohen, Louis. Research methods in education / Louis Cohen, Lawrence Manion, and Keith Morrison.—5th ed. NY. 2005. Internet Resources: 1. Educational Research: 18 lectures based on the book: Johnson, B, Christensen, L. Educational Research: Quantitative, Qualitative and Mixed Approaches // University of South Alabama. URL: http://www.southalabama.edu/coe/bset/johnson/2lectures.htm 2. Contemporary Issues in Education Research. The Clute Institute. [Articles, full text]. URL: http://journals.cluteonline.com/index.php/CIER/issue/archive 3. ProQuest Dissertations & Theses Full Text [Электронная база научных диссертаций]. URL: http://search.proquest.com

Module "State Final Certification"

Module Title	**Final State Certification**
Degree Programme	**45.04.02 Applied Linguistics: Teaching English as a Foreign Language (TEFL)**
ECTS	**6 ECTS**
Module Overview	This module includes students' preparation for and the process of state final certification which is implemented on the basis of student's master dissertation and its presentation to the Final Assessment Board
Module Learning Outcomes	On completing the module students will be able to demonstrate: 1. Capacity to develop and conduct independent classroom-based research (LO-3, LO-7); 2. Ability to present, report and communicate the research process and findings in an appropriate format to specialist and non-specialist audiences (LO-8); 3. Ability to analyse and reflect upon theoretical and practical issues reflected in the research and its implications for the process of ELT (LO-1; LO-3, LO-7); 4. Self-direction and originality in tackling and solving problems (LO-9)
Programme LO to which Module LO are mapped	LO-1; LO-3; LO-7; LO-8; LO-9
Teaching and Learning Strategies	The procedures of the dissertation delivery and defence are regulated by the University Guidelines for Masters Degree Programmes (Rector's Order № 616, dd. 19.06.2013) (http://narfu.ru/upload/iblock/917/polozhenie-o-magistrature_-utv.prikazom-ot-19.06.2013-_-616.pdf) Teaching and Learning methodologies include: – Students' independent self-directed work; – Guidance by an individual dissertation supervisor (tutorials, Skype, e-mail); – Review of the dissertation by an appointed reviewer

Assessment Strategies	Students are assessed by the Final Assessment Board on the basis of:
	– Written dissertation properly organized and bound in accordance with the University Guidance;
	– Oral presentation of the dissertation by the student and discussion of the research findings with the members of the Final Assessment Board.
	Proposed Assessment Criteria:
	1. Independent scientific thinking /originality
	   – Does the candidate use and develop original ideas?
	   – Are the core findings presented in clear statements?
	   – Does the thesis incorporate critical appraisal?
	2. Methodology
	   – Does the candidate show sufficient familiarity with current knowledge (literature, experiments)?
	   – Are the methods and techniques used properly described?
	   – Are the methods adopted appropriate to the subject matter?
	   – Has the research been carried out carefully and adequately?
	3. Structure and scientific argumentation
	   – Is the exposition of the topic clear?
	   – Are the aims logically stated?
	   – Does the thesis include clearly formulated hypotheses?
	   – Does the structure of the thesis show a logical approach to the topic?
	   – Are the results of the research and conclusions clearly and logically presented?
	   – Have the central questions been answered?
	   – Are the results placed in a broader context?
	   – Are the facts clearly distinguishable from hypotheses and suppositions?
	   – Are proposals made for subsequent research projects?
	4. Form and presentation
	   – Is there a comprehensive, informative abstract?
	   – Is the text scientifically correct, clearly understandable and in a grammatically sound language?

	– Have the formal requirements for diagrams, tables, literary sources etc. been met? Marks or grades are awarded on the following principles: – Excellent, far above average, among the best 10% (grade 5); – Good, slightly above or within average, certain flaws (grade 4); – Satisfactory, below average, several obvious flaws (grade 3); – Unsatisfactory, well below average, serious flaws (grade 2).							

Indicative students workload	Code	Title	ECTS	Year/ Semester	Status (M/O/E) (M- mandatory; O-optional; E-elective)	Indicative Study Hours		
						Directed	Self-Directed	Total
	Б.3	Final State Certification	6	2-nd year, Spring	M	0	216	216

13.Key Sources of Information about the Programme

In addition the information about the Programme can be found at:

www.narfu.ru

http://www.narfu.ru/en/studies/degree_programs/intercultural_communication/

Attachment A:

The Matrix of the intended programme learning outcomes aligned to the EQF and NQF

European Qualifications Framework (EQF), Level 7, Master	National Qualification framework of Ireland, Level 9, Master	National Qualification framework of RF (NQF), Level 7, Master	Programme Learning Outcomes
Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research	Knowledge (breadth): A systematic understanding of knowledge at the t forefront of a field of learning	Характер знаний: Понимание методологических основ деятельности. *Deep understanding of methodological grounds of professional activity.* Определение источников и поиск информации, необходимой для развития области профессиональной деятельности и /или организации *Capable of selecting sources and searching for information necessary for further development of professional activities and/or company.*	LO-1: Demonstrate in-depth knowledge and critical understanding of theories, principles, concepts and methodologies in applied linguistics and language pedagogy. LO-2: Analyse and describe the role of English as lingua franca and its implications for language learning and teaching.
Critical awareness of knowledge issues in a field and at the interface between different fields	Knowledge (kind): critical awareness of current problems and new insights, generally informed by the forefront of a field of learning	Характер знаний: Создание новых знаний прикладного характера в определенной области и/или на стыке областей. *Capable of creating new applied knowledge in a certain field or at the interfaces of different fields.*	LO-3: Examine and critically appraise methodologies and techniques relevant for research in applied linguistics and language pedagogy
Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.	Know-how and skill (range): Demonstrate a range of standard and specialized research or equivalent tools and techniques of enquiry. Know-how and skill (selectivity): Select from complex and advanced skills across a field of learning; Develop new skills to a high level, including novel and emerging techniques.	Характер умений: Решение задач развития области профессиональной деятельности и (или) организации с использованием разнообразных методов и технологий, в том числе, инновационных. *Capable of achieving development goals in the field of professional activity by employing new methods and approaches including innovative ones.* Разработка новых методов, технологий и т.п. *Develop new methods, approaches and technologies.*	LO-4: Apply appropriate TEFL approaches and methodologies in varying educational contexts. LO-5: Design syllabi, lesson plans and teaching materials appropriate to target learner groups. LO-6: Apply a variety of assessment strategies to evaluate and reflect on English learners' achievements and progress.
Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches;	Competence (context): Act in a wide and often unpredictable variety of professional levels and ill-defined contexts. Competence (insight): Scrutinise and reflect on social norms and relationships and act to	Широта полномочий и ответственность: Определение стратегии, управление процессами и деятельностью (в том числе инновационной) с принятием решения на уровне организаций или подразделений крупных институциональных структур. *Define strategy, manage*	LO-7: Plan and implement an independent research project in English language didactics.

	change them.	*processes and activities (including innovative ones), make decisions at the level of institutional structures and their subdivisions.*	
Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.	Competence (role): Take significant responsibility for the work of individuals and groups; Lead and initiate activity. Competence (learning to learn): Learn to self-evaluate and take responsibility for continuing academic/professional development.	Широта полномочий и ответственность: Ответственность за результаты деятельности организаций или подразделений крупных институциональных структур. *Take responsibility for the performance results of organizations or subdivisions making constituent parts of large-scale institutional structures.*	LO-8: Communicate complex ideas clearly both in written and oral English in professional and social settings. LO-9: Demonstrate a range of generic skills including information processing and time management, team and project work, IT and autonomous learning. LO-10: Self-evaluate and take responsibility for continuing professional development.

Attachment B:

Graduate competency as prescribed by Federal State Educational Standard for Higher Education (45.04.02 Master's level, Linguistics)

Key Competences / KC (Общекультурные компетенции / ОК)
– ability to orient oneself in universal human values system, take account of / respect value systems of various social, national, religious, professional communities and groups in the Russian society (KC-1);   – ability to be guided by the principles of cultural relativism and ethical norms / standards that presuppose freedom from ethnocentrism and respect for cultural diversity and value systems of different cultures (KC-2);   – possession of socio-cultural and intercultural communication skills required / needed for adequate social and professional interaction (KC-3);   – readiness to work in a team; ready for social cooperation based on accepted moral and legal norms; ready to show regard /respect for other people, to take responsibility for maintaining trust-based partnership relations (KC-4);   – ability to grasp the significance of humanistic values for survival / preservation and further development of civilization, ready to assume moral obligations to respect natural environment, society and cultural heritage (KC-5);   – ability to understand the heritage values of the national scientific thought aimed at solving common to humanity problems (KC-6);   – ability to use critical thinking concepts and principles, to analyze, synthesize, and evaluate information, set goals and choose ways of achieving them, possess a good command of oral and written language (KC-7);   – ability to apply methods and means of cognition, learning and self-control for their intellectual development, cultural awareness, professional qualifications, preservation of health, moral and physical self-perfection (KC-8);   – ability to take a definite civic stance in social and personal conflict situations (KC- 9);   – ability to realize rights and duties as a citizen of the country (KC-10).   – ability to use working legislation (KC-11);   – readiness for society improvement and development based on the principles of humanism, liberty and democracy (KC-12);   – readiness for constant self-development and professional development; be able to assess his/her strengths and weaknesses and choose the ways and means of self-development (KC-13);   – ability to recognize social significance of the future profession, to own the higher motivation for execution of the professional activity (KC-14).

Generic Professional Competences /GPC (Общепрофессиональные компетенции / ОПК)
– have skills in the system of linguistic knowledge, including basic knowledge of the main features in all levels of language and regularities in functioning of the language studied as well as functional variety (*GPC*-1);   – have skills in the system of cultural values and perceptions of the countries in which the studied languages are spoken , about main distinctions of the conceptual and linguistic pictures of the world in Russian and the studied languages (*GPC* -2);   – master cognitive-discursive skills aimed at perception and generation of connected monologic and dialogic texts in oral and written form (*GPC* -3);   – master formal, neutral and informal communicative registers (*GPC* -4);   – master the conventions of verbal communication in a foreign society, rules and traditions of cross-cultural and professional communication with native speakers of the target language (*GPC* - 5);   – understand the specifics of foreign language scientific picture of the world, the basic features of scientific discourse in Russian and the target language (*GPC* - 6);   – be ready to overcome the stereotypes impact and communicate in ordinary and professional sphere of communication (*GPC* -7);   – have command of the ethical and moral norms of behavior accepted in another society (*GPC* -8/ ОПК-8);   – be able to create and edit professional texts (*GPC* -9);   – possess modern scientific nomenclature, to represent systemically the dynamics of the development of the chosen area of scientific activities (*GPC* -10);

- have command of using conceptual frameworks of philosophy, theoretical and applied linguistic, translation studies, linguodidactics and the theory of intercultural communication for solving professional problems (*GPC* -11);
- have command of using the methodological principles and techniques of scientific work (*GPC* -12);
- be able to structure and integrate knowledge obtained in different professional spheres and be ready to use and develop this knowledge creatively while completing professional tasks (*GPC* -13);
- be able to see interdisciplinary links of subjects studied and to understand their significance for future careers (*GPC* -14);
- have command of the modern information and bibliographic culture (*GPC* -15);
- be able to learn speech of native speakers, describe new phenomena and processes in modern language in social political and cultural life of foreign language society (*GPC* - 16);
- analyze the phenomena and processes necessary to illustrate and confirm the speculative conclusions of the research (*GPC* -17);
- be ready to apply modern technologies for the aquisition, processing and interpretation of experimental data (*GPC* -18);
- be able to adapt to new work conditions, use received knowledge, skills and competences constructively beyond the bounds of the professional sphere (*GPC* -19);
- be able to prepare and draw up scientific documentation (dissertations, reports, reviews, abstracts, annotations, papers, articles), bibliography and references (*GPC* -20);
- be able to acquire and use new knowledge and abilities in the research and practical activities, to expand and deepen scientific competence on their own (*GPC* -21);
- be able to master innovative spheres and new research methods on their own (*GPC* -22);
- be able to use knowledge of theoretical principles and practices of solving professional tasks in the cognitive and research activity (*GPC* – 23);
- be able to develop by oneself relevant issues that have theoretical and practical value (*GPC* – 24);
- be ready to do a postgraduate degree in a field of choice or neighboring field (*GPC* -25);
- be able to orientate at the professional labour-market, to have the skill system of existential competence (to study labour-market, to compile a vitae, to be interview and hold talks to potential employers) (*GPC* -26);
- have deep knowledge in professional honor and corporate culture, have ability to keep confidential information (*GPC* -27);
- have skills in managing a group of professional linguists and in organizing its work to deliver the most effective results (*GPC* -28);
- have skills in organization a research work and in managing a research group (*GPC* -30);
- have consistent knowledge in a group psychology and an organization management skills (*GPC* -31)

Professional competences / PC: Core
(Профессиональные компетенции / ПК: основной вид деятельности)

- to master the theory of education and training, modern approaches in teaching foreign languages, ensuring the development of the language, intellectual and cognitive skills, students' value orientation, be ready to participate in the dialogue of cultures and further self-education by means of learning new languages (PC-1);
- to be able to use new pedagogical technologies of education and training for the purpose of forming the features of the second language personality, developing the first language personality and forming students' communicative and inter-cultural competence (PC-2);
- to master modern educational technologies and students' Assessment at different levels (PC-3);
- to be able to organize the educational process at all levels and stages of language education effectively, including higher and additional professional education (PC-4);

Professional competences / PC: Non-core
(Профессиональные компетенции / ПК: дополнительный вид деятельности)

- to be ready to use concepts of philosophy, theoretical and applied linguistics, the theory of translation and intercultural communication for the professional challenges, have an ability of their creative usage and master them in solving professional tasks (PC-21);
- to be able to promote scientific hypotheses in the professional field and develop arguments in their defense consequentially (PC-22);
- to be able to evaluate the quality of research in the professional field, correlate the new information with the existing one and present one's own research results logically and consequentially (PC-25);
- to possess the basics of modern information resources and bibliographic references (PC -26);
- to be able to use the all European competence of foreign language acquisition to describe the levels, concrete aims and content of education, develop educational programmes, textbooks, tutorials as well as

define the language level and assessment, be ready to use the European Language Portfolio as a means of self-assessment (PC-27);
– to be able to use the achievements of Russian and foreign methodical heritage, modern methods of teaching foreign languages in professional activities (PC-28).

Attachment C:

Matrix of the Intended programme learning outcomes aligned to the FSES-HE (45.04.02 Master's level, Linguistics) requirements to graduates competency

Intended Programme Learning Outcomes	HES-established competences
LO-1: Demonstrate in-depth knowledge and critical understanding of theories, principles, concepts and methodologies in applied linguistics and language pedagogy.	KC-6, KC-7, GPC-1, GPC-2, GPC-6, GPC-11, GPC-14, GPC-16, GPC-23, GPC-24, PC-1
LO-2: Analyse and describe the role of English as lingua franca and its implications for language learning and teaching.	GPC-1, GPC-2, GPC-4, GPC-5, GPC-6, GPC-7, GPC-8, GPC-16
LO-3: Examine and critically appraise methodologies and techniques relevant for research in applied linguistics and language pedagogy	GPC-10, GPC-11, GPC-12, GPC-15, GPC-17, GPC-18, GPC-20, GPC-21, GPC-22, GPC-23, PC-21, PC-22, PC-25, PC-26
LO-4: Apply appropriate TEFL approaches and methodologies in varying educational contexts.	PC-1, PC-2, PC-3, PC-4
LO-5: Design syllabi, lesson plans and teaching materials appropriate to target learner groups.	GPC-9, GPC-11, GPC-13, GPC-15, PC-1, PC-2, PC-3, PC-4, PC-21, PC-26, PC-27, PC-28
LO-6: Apply a variety of assessment strategies to evaluate and reflect on English learners' achievements and progress.	GPC-11, PC-3, PC-27, PC-28
LO-7: Plan and implement an independent research project in English language didactics.	KC-9, KC-10, KC-11, KC-14, GPC-19, GPC-20, GPC-21, GPC-22, GPC-23, GPC-24, GPC-25, GPC-31, PC-22, PC-25, PC-26
LO-8: Communicate complex ideas clearly both in written and oral English in professional and social setting	KC-3, GPC-1, GPC-3, GPC-4, GPC-5, GPC-9
LO-9: Demonstrate a range of generic skills including information processing and time management, team and project work, IT and autonomous learning.	KC-1, KC-2, KC-4, KC-5, KC-12, GPC-15, GPC-18, GPC-26, GPC-27, GPC-28, GPC-30, GPC-31
LO-10: Self-evaluate and take responsibility for continuing professional development	KC-8, KC-9, KC-10, KC-12, KC-13, KC-14, GPC-14, GPC-19, GPC-25

Attachment D:

Matrix of the intended programme learning outcomes aligned to the requirements of Occupational Standard "Educator"

	Professional Functions	Programme Learning Outcomes
1	Teaching according to National requirements and standards	LO-1, LO-4, LO-8
2	Course Design	LO-5
3	Participation in study programme development and implementation	LO-5, LO-7
4	Lesson planning and practical teaching	LO-1, LO-5, LO-8
5	Systematic analysis of teaching process	LO-2, LO-7, LO-10
6	Monitoring and evaluation of students' achievements	LO-8
7	Development of learning skills and learners' autonomy	LO-1
8	Development of ICT competence	LO-9
9	Development of motivation for learning	LO-1, LO-4
10	Testing and Assessment (differentiation and individual approach)	LO-6