### Don State Technical University

#### HIGHER EDUCATION SYLLABUS IN

<table>
<thead>
<tr>
<th>1.1 Name of the study programme (in the original language)</th>
<th>Теория и методика преподавания иностранных языков и культур</th>
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<tbody>
<tr>
<td>1.2 Name of the study programme in English</td>
<td>Theory and Methodology of Teaching Foreign Languages and Cultures</td>
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<tr>
<td>1.3 Qualification (degree)</td>
<td>master</td>
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<tr>
<td>1.4 Mode of education</td>
<td>full-time, part-time</td>
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<tr>
<td>1.5 Educational department</td>
<td>World languages and cultures</td>
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<td>1.6 Workload (ECTS)</td>
<td>120</td>
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<tr>
<td>1.7 Duration of education</td>
<td>2 academic years (4 semesters) for full-time, 2.5 academic years (5 semesters) for part-time</td>
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<td>1.8 Field</td>
<td>Linguistics</td>
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<td>1.9 Profile</td>
<td>Theory and Methodology of Teaching Foreign Languages and Cultures</td>
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<td>1.10 Code of the field</td>
<td>45.04.02</td>
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<td>1.11 Teaching languages</td>
<td>Russian</td>
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<td>1.12 Other necessary languages</td>
<td>English, Spanish/French/German as a second language</td>
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<td>1.13 Approved by the educational department (date)</td>
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<td>1.14 Admission requirements</td>
<td>Diploma of higher education (bachelor’s or specialist’s degree) Interdisciplinary entrance test</td>
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#### 2. Aim of the programme

Graduates of the second cycle degree should have demonstrated the explicit mastery of the first foreign language at the proficiency level and the 2nd foreign language at the C1 level (or the third at the A2+ level) and the ability to teach them for the purposes of effective intercultural communication orally and in writing in a professional context.

**2.1 Program mastering characteristics**

A graduate has such options as studying the second foreign language, immersion programmes both in the countries of the target languages and with native speakers at the university, participating in the programmes of academic mobility, completing internships, acquiring international certificates.

#### 3. Characteristics of the programme

**3.1 Main disciplines/modules**

- Training in the first foreign language
- Training in the second foreign language
- Social and cultural aspects of language competence
- Methodology and Psychology
- European approach to degree profile compiling
- Didactics, developmental psychology and psycholinguistics
- Innovative teaching technologies
- English-speaking countries study

**3.2 Elective disciplines**

- Sociolinguistics
- Communicative technologies in teaching
Practical course in integrated language skills
English scientific style patterns
Presentation of scientific research works in the foreign language
Theory of Translation
Written translation of specialized texts
Fundamentals of Business communication/
Fundamentals of advertising communication
Editing and interpretation of literary texts
Comparative and contrastive typology of
English and Russian, etc.

4. Employment and further education opportunities

4.1 Job opportunities
Graduates of the programmes of Foreign Language Teacher Training employed in the education sector, both state-supported and private, at specialized linguistic schools (lyceums and gymnasia) and colleges; junior staff at universities (lecturers and instructors), in governmental agencies which run education, in non-governmental organisations, in mass media and in different areas of business and commerce where their skills and foreign language proficiency serve as the basis for on-site job training/re-training. Their competence in languages strengthens their ability to work in a multicultural context and leads to their employability in the sphere of translating/interpreting, as well as in multinational companies and international organisations.

4.2 Further studies
PhD programmes in Linguistics, Pedagogics or Philosophy.

5. Programme learning outcomes
The graduate of such programme:
- has demonstrated foreign language proficiency in the first foreign language at C2 (Mastery) level and in the second foreign language C1 orally and in written form in a variety of contexts and social situations;
- has demonstrated knowledge of the theoretical aspects of language use, including its phonetic, semantic, grammatical, textual and pragmatic features, and ability to describe in synthetic terms the main approaches to the study of the different aspects of language structure; the ability to apply effectively and appropriately their language skills in a professional context;
- has shown the ability to teach foreign languages at secondary school level and at higher establishments in accordance with the Russian national standards of education and European documents of language proficiency using a variety of appropriate methods;
- has demonstrated the ability to organize educational process at the secondary school level taking into consideration the knowledge of educational and developmental psychology and the theory of education in the context of teaching foreign languages;
- has demonstrated the capacity for using up-to-date technology and multi-media for the purposes of language teaching as well as personal language development and practice;
- has demonstrated the ability to speak publicly and write texts and presentations as well
as more complex scholarly texts required for the successful completion of the thesis or dissertation, using appropriate communication registers;
- has demonstrated the ability to use the appropriate terminology in the fields of education and developmental psychology, foreign language teaching and the theory of language as shown in presentations, talks, essays and final thesis and to narrate and discuss facts and interpretations of facts in clear and precise language;

In terms of intercultural awareness, understanding and competence, such graduates should have been able to demonstrate:
- a reasoned awareness and critical understanding of one or more cultures and societies, other than their own, that will normally have been significantly enhanced by a period of residence in the country, or countries, of the target language(s) or by an equivalent experience (virtual mobility)
- an ability to describe, analyse and evaluate the similarities and dissimilarities of those cultures or societies in comparison with their own.

In the area of explicit knowledge of language, such graduates should have been able to demonstrate a detailed knowledge and effective understanding of:
- the structures, registers and, as appropriate, varieties of the target language(s)
- the linguistic principles required to analyse the target language.

The knowledge of thematic studies in such graduates involves the capacity to demonstrate:
- an ability to evaluate critically, through appropriate methodologies, one or more aspects of the literatures, cultures, linguistic contexts, history, politics, geography, and social and economic structures of the societies of the country or countries of the target language(s)
- a broad knowledge and, using appropriate methodologies, a critical understanding of the cultures and societies of the country or countries of the target language(s) gained through the study of written texts and other cultural products in the target language(s).
- the ability to identify, describe and analyse problems and to devise appropriate strategies for their resolution, to communicate information, ideas and arguments cogently and coherently, both orally and in writing, with due regard to the target audience, to gather, process and evaluate critically information from a variety of paper, audiovisual and electronic sources, to use ICT effectively both as a means of communication and as an aid to learning, to be responsive to the disciplines of working with others and be able to work effectively as part of a team, to be an effective and self-aware independent learner.

6. Education style (Teaching, learning, assessment)

6.1. Learning and teaching approaches

Teaching and Learning in the subject area Teaching Foreign Languages is based on the combination of concurrently offered course modules in language study and in teacher training. Language learning will usually include some or all of the following methods, either separately or combined in a range of integrated tasks:
- use of authentic material. As a general principle, students are exposed to authentic material in the target language as early as possible in their language study. This may include written texts in a variety of styles and registers. In the case of spoken mode of languages, it also includes contact with competent users, including native speakers, both directly and through radio, television and the electronic media. These forms of target language material can be used in a variety of ways, including reading or listening comprehension, and translation and production of related material in the target language through exercises, such as summarising, essay writing and oral presentations;
- explicit teaching of grammar, assisted by the use of information technology resources and by guided study of a textbook, together with appropriate exercises;
- use of a variety of language learning resources, typically for independent use, to reinforce knowledge and skills gained in classroom teaching. These may include the use of online and computer-based practices;
- study of literary and other texts in the target language. Programmes will vary in the extent to which source material is read in translation, either in teaching or in students' independent study. Programmes may incorporate a progression from the study of texts in translation to direct study of target language texts in the original;
- delivery of specified units or parts of units in the target language
- formative assessment of work submitted, including comment, for example, on appropriateness of style, register, presentation as well as correction of grammatical and other mistakes.

Along with the Internet, the specialized software forms an integral unit of the learning process. This group of technologies include specialized programs such as:
- computer courses;
- Electronic Dictionaries and Translators (Macmillan English Dictionary, Lingvo, Prompt);
- test envelope, with the possibility for teachers to create their own tests;
- professional software, for example, such programs as Power Point, which is used for the preparation of presentations, slide shows and PR-actions, a portfolio; Adobe Audition, which allows to improve the phonetic skills and create your own audio texts.

6.2. Assessment methods  Assessment of target language skills can be made up of a range of tests and/or assignments designed to demonstrate, as appropriate:
- receptive skills (listening and reading)
- productive skills (speaking and writing)
- mediation skills (translating and interpreting).

Each of these may be tested separately or in combination, while forms of assessment may provide broad evidence of levels of competence and understanding and/or may be used to assess skills in specifically targeted ways. Forms of assessment may include:
- oral presentations
- participation in structured oral discussions
- listening comprehension tests
- transcription and dictation
- interpreting between speakers of the target and native languages
- grammar tests
- summarising and reading for gist or inference
- paraphrasing
- translation from and into the target language(s)
- essays and/or extended projects written in the target language(s)
- report writing based on target language texts or recordings
- linguistic commentaries
- drafting target language texts for a defined audience and purpose
- computer-based and online testing, including cloze, multiple choice, discrete point testing
- portfolios of evidence, participation in individual and/or group projects.
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<th>7. Contact information (responsible chair, head of the programme)</th>
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<tr>
<td>Murugova Elena, prof., Doctor of Philology, the Head of World Languages and Cultures department</td>
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