

Syllabus

Approved by Academic Council
of Bachelor Degree Programme
Foreign Languages and Intercultural Communication
Protocol of Session №4 от «21»_06_2018

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Credits	7
Class hours	124
Self-study	142
Year	3
Format	With online component

- **Course Description**

- a. **Title of a Course**

Speech Practice (Практика устной и письменной речи)

- b. **Pre-requisites**

The course belongs to the basic part of the professional cycle (Major) code: Б: Пр.Б

In order to master the academic discipline students have to:

- have achieved the upper-intermediate level of the English language (B2+ / 7 / Upper-Int);
- be able to use (the) foreign language as a tool to obtain information from foreign sources for educational, research and self-development purposes;
- have a general idea about socio-cultural peculiarities of the country (ies) of the foreign language;
- be able to communicate efficiently and interact in the process of collaboration, taking in consideration positions of other counterparts;
- be able to use major skills of cognitive, research and project activity;
- be conversant in various sources of information and exercise critical analysis in interpreting data received thereof;
- be able to use ICT means in order to settle cognitive, communicative and organizational issues having adhered to the ergonomic, safety, hygienic, legal, ethical and information security resource conservation requirement;
- be able to use the skills of cognitive reflection as of awareness of the committed actions and mental processes, their results and reasons, boundaries of one's knowledge and ignorance, new cognitive goals and means towards the ends.

The knowledge and skills acquired on the course will be used when studying the following subjects:

- Elective course
- Online elective discipline from the recommended list (in English)
- Introduction into the professional field
- Research Seminar
- Language for special purposes (LSP)
- Course and Graduation Papers

- c. **Course Type**

Compulsory.

- d. **Abstract**

The «Speech Practice» course for 3rd year students aims to develop students' communicative competence in the area of English for Academic Purposes and is connected

to students' research activities. For instance, the skills developed in the course include establishing connections between ideas, interpreting numerical data, providing and applying feedback. The course is integrated with an online course. The online component constitutes 20% of the course grade.

- **Learning Objectives**

The principle goal of is formation of professional and academic competencies (including instrumental and social and personal competencies), defined in the Education Standard of HSE in the field of study 45.03.02 “Linguistics”.

The main goal is the formation of:

- **Foreign language communicative competencies at the C1+ level, including sub-competencies:**
 - Linguistic competence (lexical items and grammar rules knowledge);
 - Sociolinguistic competence (skills of using and interpretation of linguistic forms according to the situation/context);
 - Discursive competence (skills of understanding and logical composing of certain statements for the purpose of notional communication);
 - Strategic competence (skills of using verbal and nonverbal strategies for compensation of lack of knowledge);
 - Sociocultural competency (certain degree of sociocultural context knowledge);
 - Social competence (willing and readiness to cooperate with others, skills of situations control).

It's important to mention, that 3rd-year course's main goal is the acquisition of foreign language communicative competence components in the field of English for Academic Purpose in order to create the basis for further professional disciplines and the use of the English language for research.

- **Learning Outcomes**

By the end of the course the students will be able to:

in listening and reading:

- listen to authentic texts of various genres (radio shows, academic lectures, interviews, etc.) for gist, for detail and for specific information;
- read authentic texts of various genres (newspaper and journal articles, blogs, etc.) for gist, for detail and for specific information;
- use annotation techniques when reading;
- make notes when reading authentic texts;
- take notes when listening to authentic texts;
- distinguish between fact and opinion;
- distinguish between the main idea and supporting details.

in speaking and writing

- use academic vocabulary and structures to produce written and spoken texts;
- plan, structure, create and edit a range of written products such as various types of essays according to academic conventions;
- use samples for writing and speaking;
- use background knowledge;
- present research findings supporting them with visual aids;

- participate in a dialogue using phrases for emphasis and reinforcement, agreement and disagreement, asking for information, expressing opinion, backtracking and correcting, etc.;
- summarise information from one or various sources;
- support an opinion with evidence and examples;
- refer to sources correctly to avoid plagiarism;
- use linking devices for coherence and cohesion.

academic skills:

- use monolingual dictionaries, thesauruses, and dictionaries of collocations to enlarge the vocabulary range;
- plan, execute, and control independent work;
- use self- and peer-assessment, give feedback;
- use assessment criteria when executing a task;
- manage time and resources;
- use fair academic practices;
- identify logical connections;
- analyse and synthesise information;
- identify problems and suggest possible solutions;
- use graphical devices to present information.

Course Plan

Tema 1. Education.

- speak about problems and appropriate solutions
- speak about problems and solutions in their specialization
- express various degrees of certainty and use tentative language
- structure a problems-and-solutions presentation and prepare slides for it
- understand the purpose and the structure of an abstract
- paraphrase extracts implementing various strategies
- distinguish between a summary and an abstract
- identify the strategies used in paraphrase
- use various strategies in paraphrase
- use reporting verbs and associated structures
- structure and write a summary
- *Tema 2. LANGUAGE AND MIND.*
- talk about issues related to languages, language learning, bi- and multilingualism;
- employ cause-and-effect language in a variety of context at the basic and advanced levels;
- learn graphical abbreviations recurrent in neutral and formal (academic) registers;
- express their opinion upon ways to teach foreign languages;
- make longer presentations upon problems and issues of language and the brain;
- write drafts of introductions to their term papers.

TEMA 3. CULTURE.

- predict the meaning of a word based on its origin
- describe character traits using advanced vocabulary
- evaluate stereotypes about national character traits
- use appropriate negative suffixes and prefixes
- use structures for comparison and contrast in writing and speaking
- use advanced comparative and superlative structures
- use storytelling when giving a presentation

- engage the audience while storytelling
- vary vocabulary and use descriptive language in storytelling
- recognise literature review in an article
- *use reporting verbs and structures in writing*

TEMA 4. MANAGEMENT.

- discuss the art and science of different disciplines
- use a range of phrasal verbs and collocations
- correctly use gerunds and infinitives
- appropriately ask and answer questions after a presentation
- *UNDERSTAND THE "METHODS" SECTION OF AN ACADEMIC ARTICLE*

TEMA 5. PAST AND FUTURE.

use a range of advanced vocabulary in writing and speaking

- use some uncountable nouns with the indefinite article
- recognise the functions of modal verbs and their equivalents
- use a variety of modal verbs and their equivalents in speaking
- use tentative and emphatic language in speaking
- recognise the connotations of reporting verbs
- use reporting verbs in speaking
- summarise and comment on a text
- use a variety of discourse markers in speaking

TEMA 6. POLITICS.

- speak about voting and other topics related to politics;
- solve politics-related problems in educational and intercultural contexts;
- use various persuasive techniques;
- roleplay presentations of political parties;
- use conditionals in speech and writing;
- *WRITE EDITORIALS UPON POLITICAL ISSUES.*

TEMA 7. WHAT NEXT?

- USE UNREAL VERB FORMS;
- SPEAK ABOUT HABITS IN THE PAST AND FUTURE;
- UNDERSTAND THE SITUATION ON THE LABOUR MARKET;
- WRITE A CV;
- KNOW OWN WEAKNESSES AND STRENGTHS;
- PARTICIPATE IN A JOB INTERVIEW.

Required books

Боголепова С.В., Бакулев А.В. и др. *Advanced English for Humanities. В публикации.*

Optional

Hewings, M. Cambridge academic English: advanced: student's book: an integrated skills course for EAP / **M. Hewings, C. Thaine.** – Cambridge [etc.]: Cambridge University Press, 2012. – 176 с. – На англ. яз. – ISBN 978-0-521-16521-1. Oxford Academic. URL: <https://www.youtube.com/user/OUPAcademic>

Grading System

The teacher assesses the students' work during the classes: participation in dialogues and discussions, monologue presentations, role-plays, written tasks fulfillment, active vocabulary acquisition. The teacher assesses students' work in terms of homework completion, and the completion of reading and listening tasks. The grades for these types of

activities are recorded in the register (decimal system: 0-10), and the mean is calculated at the end of the year – $O_{aud i}$.

The accumulated grade for a module includes the student's result of the ongoing assessment in the following way :

$$O_{accum} = (O_{ongoing} + O_{aud}) / 2$$

where $O_{ongoing}$ is calculated as an average grade of all the forms of the ongoing assessment provisioned in the GSP (General Study Plan):

$$O_{ongoing} = \sum O_{test i} / n.$$

The final grade is calculated according to the formula:

$$O_{sum} = 0,4 \cdot O_{accum} + 0,4 \cdot O_{exam} + 0,2 \cdot O_{online}$$

where O_{online} consists of the mark a student receives for the online course product.

The examination consists of an oral and a written parts, the average of these grades is calculated.

The marks are rounded down from 0.5 and up from 0.6.

• Guidelines for Knowledge Assessment

Type	Form	Academic year				Parameters
		1	2	3	4	
Ongoing	Test Monologue/ dialogue	2	2	1	1	40 minutes, all aspects and skills
		2	2	1	2	
					1	Online course
Summative	Examination				1	Written examination 80 minutes Speaking test 15 minutes per student

Tasks for independent work

- Summary (text annotation) – one and several sources
- Summary + Response Monologue,
- Informative, Process, Persuasive, Analytical Essay

As well as preparation for the monologues, dialogues, presentations, role plays, which are assessed in accordance with the criteria (see Appendix 1).

Violation of the written work's deadlines

Work submitted with a 3-academic days' delay may be given a maximum of 8 points

Work submitted with a 5-academic days' delay may be given a maximum of 6 points

Work submitted with a 6 or over academic days' delay is given 0 points irrespective of the quality of the work.

Violation of the oral task's deadlines

If a student refuses to perform oral tasks to the deadlines stipulated by the teacher or is absent at the lesson without any admissible excuse, the student obtains 0 points.

Exeptions cover medical cases, confirmed by official medical documents and exceptional circumstances, of which the teacher should be informed beforehand. All decisions about rearranging the deadlines are settled on an individual basis by the teacher and the student. Should it be required, the academic manager or/and the Head of the academic office may take part in the decision making process.

Example test Module 3 Test

1 Fill in the gaps with one word. You do not have to use four of them.

mutual	engaged	processor	counterpart	division	counterintuitive
encounter	eliminate	complemented	devastation	interplay	asset
intangible	conservation	collaboration	robust	bond	reinforce

What is Cultural Heritage?

“Heritage” is a property, something that is passed down from previous generations. In the case of “cultural heritage,” the heritage is the 1___ between cultural objects and traditions. Cultural heritage implies a shared 2___, our belonging to a community. It represents our history and our identity.

Though it may seem 3___, cultural heritage is not only limited to material objects that we can see and touch. Thus, 4___ heritage includes a dizzying array of traditions, music and dances such as tango and flamenco 5___ by holy processions and carnivals. It is also the result of a selection process: a process of memory and oblivion that characterizes every human society constantly 6___ in choosing—for both cultural and political reasons—what is worthy of being preserved for future generations and what is not.

All peoples make their contribution to the culture of the world. That’s why it’s important to 7___ all dangers to all cultural heritage, through national laws and international treaties. Illicit trafficking of artifacts and cultural objects, pillaging of archaeological sites, and 8___ of historical buildings and monuments cause irreparable damage to the cultural heritage of a country. UNESCO, founded in 1954, has adopted international conventions on the 9___ of cultural heritage, to foster intercultural understanding while stressing the importance of international 10___.

The term “cultural heritage” typically conjures up the idea of a single society and the communication between its members. But cultural 11___ is not necessarily well-defined. Artists, writers, scientists, craftsmen and musicians learn from each other, even if they belong to different cultures, far removed in space or time. For instance, one can 12___ some features of Japanese prints in Paul Gauguin’s paintings.

Cultural heritage, which is the whole planet's 13___, must be preserved for the benefit of all. In an era of globalization, cultural heritage helps us to remember our cultural diversity, and its understanding develops 14___ respect and renewed dialogue amongst different cultures.

2 Listen to the talk and tick the correct box in the table in the table.

Information given in ...	Reading only	Listening only	Both	Neither
0 The information on different aspects of cultural heritage is given.			√	
1 Several definitions of the word “heritage” are given.				
2 Material and immaterial things comprising cultural heritage are mentioned.				
3 It is stated that people have to decide what to preserve and what not.				
4 An international organisation's efforts on heritage preservation are described.				
5 Some places where cultural heritage is being				

destroyed are mentioned.				
6 It is illustrated that material objects on the one hand, and values and traditions on the other are interconnected.				
7 The idea that cultural heritage belongs to humanity is introduced.				
8 Nature as part of heritage is mentioned.				

- **Methods of Instruction**

Workshops

Short-term projects;

Research technology (conferences, discussions);

Elements of Case technology;

Role-plays;

Brainstorming;

Critical Thinking;

Debates

- **Special Equipment and Software Support**

Nº	Title	Access from
1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>University intranet</i>
2.	Microsoft Office Professional Plus 2010	<i>University intranet</i>