Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA
(RUDN University)

Institute of World Economy and Business

(educational division (faculty/institute/academy) as higher education programme developer)

COURSE SYLLABUS

FLT Methodologies in International Examination Format

(course title)

Recommended by the Didactic Council for the Education Field of:

45.04.02 "LINGUISTICS" (Master's degree)

(field of studies / specialty code and title)

The course instruction is implemented within the professional education programme of higher education:

"Foreign language of professional communication and specialized translation"

(higher education programme profile/specialisation title)

2025

1. COURSE GOAL

The goal of mastering the course "FLT Methodologies in International Examination Format" is to form students' understanding of a foreign language as a language of professional communication and methods of teaching it in a non-linguistic university, to lay a conceptual basis and terminological basis for practical activities in the field of professional communication, which will allow further improvement of the system of language training of future specialists in the system of higher professional education to carry out intercultural, professional communication, to international activities. To familiarize students with the format of international exams in a foreign language.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "FLT Methodologies in International Examination Format" is aimed at the development of the following competencies /competences in part:

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence description	Competence development indicators (in the framework of this course)
GPC-1	Systematical theoretical and empirical knowledge about the functioning of the system of the foreign language being studied and the trends of its development, a system of values and ideas inherent in the culture of the countries of the foreign language being studied	GPC-1.1. Uses the values of the culture of the countries of the foreign language that is being studied
		GPC-1.2. Understands the system of theoretical and empirical knowledge about the functioning of the system of the foreign language being studied
		GPC-1.3. Competent use of the trends of the development of the system of the studied foreign language in the professional activity
PC-5	Ability to carry out written translation in compliance with the norms of lexical equivalence, compliance with grammatical, syntactic and stylistic norms	PC-5.1. Performs written translation in compliance with the norms of lexical equivalence in accordance with the required level of equivalence.
		PC-5.2. Ability to use grammatical, syntactic and stylistic norms of the translation language in written translation (there are no grammatical, syntactic and stylistic errors in the translation text)
		PC-5.3. Grammar, syntax and stylistics of the translation text are equivalent to those used in the original text

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "FLT Methodologies in International Examination Format" refers to the component of (B1.V.DV.03) block of the higher educational programme curriculum.

Within the higher education programme students also master other modules and / or internships that contribute to the achievement of the expected learning outcomes as results of the course "FLT Methodologies in International Examination Format" study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GPC-1	Systematical theoretical and empirical knowledge about the functioning of the system of the foreign language being studied and the trends of its development, a system of values and ideas inherent in the culture of the countries of the foreign language being studied	Translation theory; Translation referencing of specialized texts; The language of media texts; Information and communication technologies; Lexicography and corpus linguistics	Professional communication practice (main foreign language); Professional communication practice (second foreign language); Theory and practice of specialized translation; Theory and practice of specialized interpretation; Theory and practice of intercultural business communication; Practicum on the culture of professional communication (second foreign language); Workshop on the culture of professional communication (main foreign language; Scientific communication; Abstracting and annotating of the specialized texts; Translation analysis of specialized texts; Specialized abstract translation of texts; Professional editing of specialized texts; Translation of official documents Educational internship
PC-5	Ability to carry out written translation in compliance with the norms of lexical equivalence, compliance with grammatical, syntactic and stylistic norms	Translation theory	Professional editing of specialized texts; Translation of official documents

* - - to be filled in according to the competency matrix of the higher education programme

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "FLT Methodologies in International Examination Format " is 2 credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering **(full-time training)***

Type of academic activities	TOTAL, academic hours	Semesters/training modules			
		1	2		4
Contact, academic hours	17	17			
Lectures (**LC**)					
Laboratory work (**LW**)					
Practical/seminar classes (**S**)	17	17			
Self-studies, academic hours	37	37			
Evaluation and assessment (exam/pass/fail grading), academic hours	18	18			
Course workload academic hours	**72**	**72**			
credits	**2**	**2**			

Table 4.2. Types of academic activities during the periods of higher education programme mastering **(part-time training)***

Type of academic activities	TOTAL, academic hours	Semesters/training modules			
		1	2	3	4
Contact, academic hours					
Lectures (**LC**)					
Laboratory work (**LW**)					
Practical/seminar classes (**S**)					
Self-studies, academic hours					
Evaluation and assessment (exam/pass/fail grading), academic hours					
Course workload academic hours					
credits					

* - to be filled in in case of the higher education programme part-time training

Table 4.3. Types of academic activities during the periods of higher education programme mastering **(correspondence training)***

Type of academic activities	TOTAL, academic hours	Semesters/training modules			
		1	2	3	4
Contact, academic hours					
Lectures (**LC**)					
Laboratory work (**LW**)					
Practical/seminar classes (**S**)					
Self-studies, academic hours					

Type of academic activities	TOTAL, academic hours	Semesters/training modules			
		1	2	3	4
Evaluation and assessment (exam/pass/fail grading), academic hours					
Course workload — academic hours					
Course workload — credits					

* - to be filled in in case of the higher education programme correspondence training mode

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types*
Module 1. Introduction	Topic 1.1. Training a competitive professional with a command of a foreign language. Knowledge of a foreign language as a basic premise of their future successful professional activity	S
	Topic 1.2 General idea of existing international exams	S
Module 2. Cambridge ESOL exams CEFR (Common European Framework of Reference) levels	Topic 2.1 Requirements for every stage of the exam. Exam format.	S
	Topic 2.2 Sample tasks.	S
	Topic 2.3 Description of each level of foreign language proficiency (requirements, description of skills needed to move to a new level)	S
FCE exam	Topic 3.1 Requirements for every stage of the exam. Exam format.	S
	Topic 3.2 Sample tasks.	
Module 4. CAE exam	Topic 4.1 Requirements for every stage of the exam. Exam format.	S
	Topic 4.2 Sample tasks.	S
Sample tasks. CPE exam	Topic 5.1 Requirements for every stage of the exam. Exam format.	S
	Topic 5.2 Sample tasks.	S
Module 6. BEC preliminary	Topic 6.1 Requirements for every stage of the exam. Exam format.	S
	Topic 6.2 Sample tasks.	S

Course module title	Course module contents (topics)	Academic activities types*
Module 7. BEC vantage	Topic 7.1 Requirements for every stage of the exam. Exam format.	S
	Topic 7.2 Sample tasks.	S
Module 8. BEC higher	Topic 8.1 Requirements for every stage of the exam. Exam format.	S
	Topic 8.2 Sample tasks.	S
Module 9. IELTS	Topic 9.1 Requirements for every stage of the exam. Exam format.	S
	Topic 9.2 Sample tasks.	S
Module 10. TKT	Topic 10.1 Requirements for every stage of the exam. Exam format.	S
	Topic 10.2 Sample tasks.	S
Module 11. CELTA	Topic 11.1 Requirements for every stage of the exam. Exam format.	S
	Topic 11.2 Sample tasks.	S
Module 12. Delta	Topic 12.1 Requirements for every stage of the exam. Exam format.	S
	Topic 12.2 Sample tasks.	S

* - filled in only by **FULL**-time study: *LC – lectures; LW – laboratory work; S – seminars.*

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Classroom type	Classroom equipment	Specialized educational/laboratory equipment, software and materials for course study (if necessary)
Seminary	A classrom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and interim certification, equipped with a set of specialized furniture and multimedia presentation equipment.	323 Multimedia projector Casio XJ-M250 Wall-mounted screen Digis Dsob-1106 340 Multimedia projector Casio XJ-F100W Wall-mounted screen Digis Dsob-1106 330 Multimedia projector Casio XJ-M250

Classroom type	Classroom equipment	Specialized educational/laboratory equipment, software and materials for course study (if necessary)
		Wall-mounted screen Digis Dsob-1106
Computer class	An auditorium for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ____pcs), a board (screen) and technical means of multimedia presentations.	472 An auditorium for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ____pcs), a board (screen) and technical means of multimedia presentations. Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15) Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment	324 Multimedia projector Casio XJ-M250 Wall-mounted screen Digis Dsob-1106

* - the audience for independent work of students is **MANDATORY**!

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading

1. Shchukin Anatoly Nikolaevich. Methods of teaching foreign languages [Text] : Textbook / A.N. Shchukin, G.M. Frolova. - M. : Academy, 2015. http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/1
2. Михеева Н.Ф. Методика преподавания иностранных языков [Электронный ресурс] : Учебное пособие / Н.Ф. Михеева. - 2-е изд., испр. и доп. - М. : Изд-во РУДН, 2019. - 73 с. - ISBN 978-5-209-03839-9. http://lib.rudn.ru/ProtectedView/Book/ViewBook/1051
3. French Amanda. CAE Testbuilder : Tests that Teach / A. French. - Oxford : Macmillan Publishers Limited, 2020. - 192 p. - (Macmillan Testbuilder). - Приложение: audio CDs. - ISBN 978-0-2307-2795-6 : 748.00. http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/2

4. Harrison Mark.FCE Testbuilder [Текст] : Tests that Teach with key / M. Harrison. - Oxford : Macmillan Publishers Limited, 2019. - 176 p. : ill. - Приложение: audio CDs. - ISBN 978-0-2307-2789-2 : 735.14.   http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/1

Additional reading:

1.   Baryshnikov N.V. Metodika obucheniya vtoromu inostrannomu yazyku v shkole.- M., 2023.
2. Dmitrenko T.A. Teoreticheskie osnovy intensifikatsii protsessa obucheniya v vysshei shkole. M.2020.-130s.
3. Dmitrenko T.A. Aktual'nye problemy sovremennoi metodiki prepodavaniya inostrannykh yazykov. Uchebnoe posobie. M. 2021.
4. Kochetkov V.V. Psikhologiya mezhkul'turnykh razlichii. M. 2022.
5. Krys'ko V.G. Etnopsikhologiya i mezhnatsional'nye otnosheniya. Kurs lektsii. M., 2002
6. Obshcheevropeiskaya kompetentsiya vladeniya inostrannym yazykom. Proekt. Strasburg. 2019.
7. Ter-Minasova S.G. Yazyk i mezhkul'turnaya kommunikatsiya. – M.: Izd-vo MGU, 2018.
8. Uroki angliiskogo yazyka. Metodicheskoe posobie. Sankt-Peterburg. 2019.
9. Anderson L.W. Increasing teacher effectiveness. Paris, 2021.
10. Communication in the Modern Language Classroom. –Council of Europe. 2020.
11. Doff Adrian. Teach English. A training course for teachers. – CUP. 2018.
12. Ellis A.K., Fouts J.T. Research on educational innovations. Priceton Junction, 2019
13. Harmer J. The Practice of English Language Teaching. London. Longman. 2021.
14. Michael Montgomery. Effective English Teacher's Book. London, 2020.
15. Oxford R. Language Learning strategies. Heinle and Heinle. 2020.
16. Potapova R.K., Shigina E.V. New information technologies in foreign language learning today. M. 2019.
17. Scrivener J. Learning teaching. Heinemann. 2021.

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"
- ……….

2.Databases and search engines:
- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
- Yandex search engine https:// www .yandex.ru/
- Google search engine https://www.google.ru/
- Scopus abstract database http:// www .elsevierscience.ru/ products / scopus /

Training toolkit for self- studies to master the course *:

1. Methodological Guidelines for preparation for classes in the course «FLT Methodologies in International Examination Format».

Active teaching methods that are used in teaching:
- educational group discussions,
When conducting a discussion, it is necessary that participants clearly understand the subject, the general framework of the discussion, and the procedure to conducting it. When organizing a discussion, the teacher can create a favourable, psychologically comfortable environment. Place participants in a circle. In addition, it is important to clarify the topic or issue in advance. The introductory part is designed to update the participants' knowledge, introduce the necessary information, and provoke interest in the problem.

There are several ways to organize the introductory part of the discussion:
1. A brief preliminary discussion in small groups;
2. introduction of the topic of conversation through a pre-set task for one or two participants to make an introductory problem message that reveals the problem statement;
3. The use of a brief preliminary survey on the topic.

Any of the options should not take much time, so that you can quickly move on to the discussion.

A number of sequential steps must be taken to effectively conduct the discussion:
1. Assign roles and functions in the discussion group (moderator (organizer), analyst, logger, observer).
2. Determine the order of work when discussing the problem in discussion groups (setting the problem; dividing participants into groups, assigning roles in small groups, explaining to the manager what the expected participation of participants in the discussion is; discussing problems in small groups; presenting the results of the discussion to the entire team; continuing the discussion and evaluating the results).

- training (business and role-playing) games,
Among the active forms of student education, a special place belongs to the game (educational, business, didactic), which most adequately reflects the socio-psychological characteristics of young people as an object and subject of training and education.

Educational games help to form such important key qualifications of specialists as communication skills, tolerance, ability to work in a team, and independent thinking. Educational games are based on the principle of simulating different situations of cognition and communication. Individual fragments of the game can be used directly in the classroom: role-playing, for example, when the student is offered the role of a "polemicist" who asks difficult questions to the speaker, or when the most prepared student is assigned to discuss one of the issues submitted for practical training.

A business game requires following certain sequential steps:
The first is to bring the task to the participants. Each participant must have a printed text of the problem (as for the game conditions, you should agree in advance whether they are accepted the same as in real life when solving similar problems, or whether any game changes are made).

The second is creating teams. Teams are formed in any way, and they have the right to assign themselves any names or numbers.

The third is the direct work of teams.

Then each team prepares a short (up to 10 minutes) oral report on their approaches and methods of solving the problem and on the solution itself. The report is made in any form. Choosing the report form is also a game result.

After listening to the reports, it is necessary to evaluate them, compare them, and sum up the results. This is an important part of the learning process.

When using the role-playing method, organizers should follow guidelines:

1.You need to carefully plan a role-play, having literature for developing roles or dossiers of materials for the main roles. It is recommended to have at least two audiences for groups to work in, since role development is a creative process.

2.The effectiveness of role-playing games is determined by the novelty of the experience, so if they are used at every opportunity, the value of this interactive technology decreases.

3.The number of working groups should be small (up to 10 people). This number allows you to create an informal creative environment that promotes productive learning.

4.It is recommended to involve assistants in the role-play. They can be other teachers or graduate students conducting research on the topic of the game.

5.If possible, make a video recording that will provide feedback and confirm certain provisions.

Training is a method of active learning aimed at developing knowledge, skills, and personal qualities. It is an intensive short-term (2 hours) form of training in a group (10-12 people), aimed at mastering the theoretical material, its consolidation, the formation of professional skills.

* The training toolkit for self- studies to master the course is placed   on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus. **https://esystem.rudn.ru/course/view.php?id=2225** .

*The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order)

DEVELOPERS:

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