SELF-ASSESSMENT REPORT

The self-analysis provides data on the Implementation of Educational Science study programme

Profile of study programme
Development and Introduction of Multilingual Teacher Education Program at Universities of Georgia and Ukraine

Title of study programme Language and Literature (English), specialization - Multilingual Education
State code 8.02030302
Kind of study broadening Master or bachelor study programme – Master study programme
Study level - Master
Mode of study (duration in years)   1.5 years
Volume of study programme in credits   90 ECTS / 2700 hours (1 ECTS = 30 hours)
Degree and professional qualification to be awarded: Master degree, philologist, researcher, instructor of higher educational institutions, specialist in multilingual education
Programme registration date # 7 of 05.02.2015

2. **Beginning of study programme implementation**   1.09.2015
Language of the study programme: English, Ukrainian, German/French/Spanish (second foreign language)
Peculiarities of study programme implementation: Lectures, seminars, workshops, projects, individual/independent work, Moodle platform.
Higher education institutions (partners) implementing the programme Oles Honchar
Dnipropetrovsk National University (DNU), faculty of Ukrainian and foreign philology and fine arts, DNU, Centre of continuing education of DNU

*Specific features of study programme implementation are pointed out

3. List of Self-assessment Group Members:

1. ALLA ANISIMOVA, Professor, is the Head of the English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts; a Local Coordinator of DIMTEGU at Oles Honchar Dnipropetrovsk National University;
2. LILIIA TETERINA is an Associate Professor of the English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;
3. VIKTORIIA IASHKINA is an Associate Professor of the English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;
4. IRYNA BEZRODNYKH is an Associate Professor of the English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;
5. MARYNA VOLKOVA is an Associate Professor of the English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;
6. NATALIIA SAFONOVA is an Associate Professor of the English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;
7. OLENA KONOPELKINA is an Associate Professor of the English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;
8. OLEKSII LEVCHENKO is an Associate Professor of the Foreign Literature Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;

4. Content

In 2012 DNU started the Tempus project realisation aimed at the support the multilingual educational reform in Ukraine as well as to prepare the Bologna process compatible up to date frame-curriculum as well as syllabuses for MA and In-service teacher's certificate programs in multilingual education in Georgia and Ukraine. The Project aims are:
- to prepare the university faculty members of Ukraine to apply modern pedagogical methods in MA programs of multilingual education;
- to prepare faculty members of Ukrainian university to deliver modern MA, in-service teacher's certificate study programs in international and multilingual education;
- to design frame- curriculum as well as syllabuses for MA and in-service teacher's certificate programs in international and multilingual education;
- to provide public schools with qualified teachers and teaching materials;
- to equip University with sufficient, up to dated teaching materials and equipment.
Project demand and purpose:
- to train and prepare DNU faculty members to develop modern syllabus and apply modern teaching methods in classroom;
- to design and develop courses, syllabi and teaching materials for MA, and in-service teachers training programs;
- to equip University with computers and teaching materials in Ukrainian languages (20 textbooks are translated, printed and published)
- to issue twelve volumes of 200 page e-journal "bilingual education" and post on the web-site.
- to develop moodle platform and web-sites of programs for HEIs;
- to ensure effective project administration;
Outcomes of the project:
- developed frame curriculum for MA, and in-service teachers training programs in multilingual education;
- improved qualification of faculty of partner HEIs;
- MA students enrolled and studying at multilingual education program;
- in-service teachers improved their skills in multilingual education;

So, all the goals and objectives of the program are initially formulated in accordance with the objectives described and highlighted in the project application form. There are no deviations from the project content, its objectives and goals. DNU project team hosted and participated in the 1st training module "Teaching methods" (February 2013); took part in the 2nd training module "Development of syllabuses" held in TSU (March 2013); DNU project team members participated in the 3d training module held in SJSTU (Akhaltsikhe, Georgia; Trainers: partners from PH-FR (Germany)) where they presented draft version of MA framework curriculum in Multilingual Education. After consultations with the EU, Georgian and Ukrainian partners on the ways of program development and its implementation, the draft version of the frame curriculum was modified in accordance with the feedback from the EU and Georgian partners. It was revised and approved by DNU Vice-Rector and finally sent to German partners for final approval. On 5 February 2015 a new specialization *Multilingual Education* was approved for the speciality *Language and Literature (English)* by Scientific Council of DNU. It was developed on the basis of existing MA in *Language and Literature (English)* with the multilingual approach that is being reflected in a number of existing and new disciplines.
The project team of DNU participated in two study tours conducted in the Baltic countries (April 2014) and Germany (May 2014). In June 2014 a monitoring of the project was held in Lviv by National Tempus Office of Ukraine. The project team of DNU participated in it and the result of the monitoring was successful and positive.

Development of courses' syllabi for the MA program and their translation into English started after the final version of the frame curriculum was approved. The structure of syllabuses and teaching materials was defined; as a result the courses for MA program were designed. Presentation of final version of the syllabi for MA multilingual education program was during the workshop held in Lviv in December 2013. The final version of syllabi of courses for MA multilingual education program has been evaluated and adopted by university authorities in accordance with its norms and standards. DNU project team put the disciplines on the MOODLE platform.

Introduction

Learning a foreign language in the Soviet and post-Soviet society is the element of humanitarian component of secondary and higher education. In 1980s (the first soviet law on compulsory learning of a foreign language is dated to 1930) children, and later future students, learned only one discipline "Foreign language", mainly English.

Due to the intensification of the European integration process in Ukraine and the necessity of highly qualified national experts, as well as the necessity to ensure effective functioning of the newly formed Information Centre of the European Union and the implementation of Tempus project the aim of which is to prepare Masters in Multilingual International Education at the Universities of Georgia and Ukraine, the English Language Department of the Faculty of Ukrainian and Foreign Philology and Fine Arts of Oles Honchar Dnipropetrovsk National University has actualized the issue of opening a new specialization "Multilingual Education", which will create conditions for the expansion of the knowledge on the European integration and the possibility for Ukraine to join the European educational area.

The knowledge acquired during the period of studies under this specialization will help professionals in the field of international education to resolve the issue of cooperation between Ukraine and the EU in the field of culture and education, to resolve the issue of Ukraine's integration into the European educational area and collaboration with educational institutions and the EU member-states, as well as to acquire the skills to develop and implement international educational projects.

Masters with a specialization in "Multilingual Education" will get qualification of international scientists, who are majored at countries and regions, including the EU, (their education systems, geography, history, political, cultural, ethnic, spiritual and religious development, etc.), and who study foreign languages and use multilingual approach to study special subjects and who have proper skills to prepare and implement international education projects.

B. Programme analysis

1. Programme aims and learning outcomes
Aims:
- To get acquainted with the contemporary tendencies in the sphere of philological research and the methods of scientific analysis of multicultural and multilingual interaction results.
- To acquire mastery in cross-cultural and multilingual analysis and differentiation of linguistic and social peculiarities of definite strata and groups of contemporary European pluricultural multilingual space.
- To apply the acquired knowledge in language teaching activities comparing and contrasting different linguistic systems in a multilingual community.
- To get acquainted with the terminology used in scientific philology of the contemporary pluricultural surrounding.
- -To know about classification of educational technologies and features in classrooms' organization adopted for the appropriate technology.
- To form a system of pedagogical skills of students.
- To acquire the issues of present day research philological methodology. To explore algorithms of philological scientific research.
- To explore contemporary technical systems which are used in the process of majors teaching and learning in high school establishments;

- To master a method of syllabus writing of majors at the institutions of higher education;

- To apply the acquired knowledge in language teaching activities, and thus explore the details of the second foreign language through the first foreign language.

- To introduce modern approaches in foreign languages teaching, to form professional and teaching skills in the field of teaching foreign languages in accordance with the Bologna process.

- To develop interest in language learning, language planning and language use in education, as well as, to stimulate critical thinking and analytical skills.

- To analyze theories based on knowledge accumulation and models that emphasize the accumulation of human capital.

1.   **The programme develops the following** *Social and individual competences:*
* comprehension and understanding of multicultural behavioral ethic norms;
* adherence to bio-ethic principle; ability to identify humanitarian priorities of personal professional activity and implement them in practice;
* understanding of healthy lifestyle necessity and abidance to it;
* ability to learn and study; capacity to gain knowledge in new specific cross-cultural fields, and form new special skills/habits in accordance with professional functions and typical tasks;
* power for criticism and self-criticism; ability to analyze personal activity, regulate and control it;
* creativity, systematic analytical thinking;
* adaptability, communicative skills; effective communication capacity;
* goal-reaching persistence.

2. *General scientific and instrumantal competences***:**
* basic cognizance in Philosophy, Psychology, Pedagogics, Multilingual Education; knowledge which allows personal cultural, multicultural and social development, understanding of ethic values, national history, economics and law, comprehension of links between social causes and results, and ability to use this knowledge in professional field;
* basic knowledge in IT sphere; capacity in modern soft and network usage; ability to create data bases;
* basic knowledge in fundamental sciences in a dimension appropriate to general professional activity;
* ability to communicate orally and in a written form in Ukrainian;
* good command of English and other foreign languages; multilingual ability to use foreign languages in all main types of communication activity (speaking, reading, listening comprehension, writing) and while translating on the grounds of phonetic, lexical and grammar competences in English, second and third foreign languages;
* basic computer skills; ability to use the computer and modern soft in professional activity;
* skills in conducting information, ability to use IT in prediction, project-making and analyzing information as a source of personal intellectual support;
* research practice.

3. *General professional and specialized professional competences***:**
* mastering the system of linguistic knowledge, which includes knowledge of the main phonetic, lexical, grammatical, word-building phenomena and principles of functioning of the major and second foreign languages, their functional diversities;
* structurizing and integrating knowledge from various spheres of professional activity and ability to use this knowledge in solving different professional tasks;
* knowledge of the methods of contrasting languages concerning those languages which are learned (Ukrainian, Russian, English, German/French);
* detection of potential mistakes in using language units, which are connected with interference between native, major and second foreign languages;
* finding ways of correcting those mistakes in using language units, which are connected with interference between native, major and second foreign languages;

- possession of methods and principles of contrasting languages, having different structure, on different levels;

1.2. Learning outcomes of the programme studies

The competence of the graduates of the Master study programme *Multilingual Education* can be defined by the learning outcomes of the study programme, i.e. the knowledge and skills acquired during the course of study. The learning outcomes of the study programme are described below. *Special competences* **in the Language and Literature (English), Multilingual Education will be acquired through obtaining competences of all five blocks – Disciplines of professionally oriented humanitarian and socioeconomic training, Disciplines of professionally oriented fundamental training, Disciplines for professional and practical training, Disciplines according to the individual choice of HEI, Disciplines according to student's individual choice.**

Language and Literature (English), Multilingual Education programme **learning outcomes**:

Development of courses' syllabi for the MA program and their translation into English started after the final version of the frame curriculum had been approved. The structure of syllabuses and teaching materials was defined; as a result the courses for MA program were designed. Presentation of final version of the syllabi for MA multilingual education program was during the workshop held in Lviv in December 2013. The final version of syllabi of courses for MA multilingual education program is evaluated and adopted by university authorities in accordance with its norms and standards.

(BLOCK 1. Disciplines of professionally oriented humanitarian and socioeconomic training)

A1 To possess the system of practical skills providing maintenance and strengthening of health, development and improvement of psychophysical abilities and qualities, self-expression in physical culture. To be able to use physical-and-sport activity for achieving life and professional aims.;

A2 To be able to build and keep interpersonal staff cross-cultural relations, to possess the abilities of cooperative multilingual communication, to be sociable, friendly, develop the ability of adaptation to the new team or when altering its structure.

A3 To be able to evaluate and to forecast political, economic, cultural, cross-cultural and social events and phenomena; to understand external policy of the state. To be capable of determining social priorities of own professional activity and to realize them when performing productive functions.

A4 knowledge of modern technologies in educational and methodological IT documentation development; power in choosing material to learn, and forms to apply it; abilities to find strategies of running the classroom and conducting lessons, as well as predicting learning outcomes.

A5 understanding of personal working basic scientific rules, knowledge of modern educational technologies, including multilingual ones, as well as of methods allowing to collect, save and process data necessary for personal teaching methods and styles development.

(BLOCK 2. Disciplines of professionally oriented fundamental training,
 BLOCK 3. Disciplines for professional and practical training)

B1 understanding of contemporary Gnostic paradigms, categories and methods of multicultural philological knowledge and methodology of scientific philological research; possessing of main concepts and facts of contemporary General Linguistics and Literary Criticism, knowledge of phonetic peculiarities, word stock, morphological and syntactic structures of English and the second studied language, understanding of their stylistic peculiarities, as well as common processes and representative literature samples.

B2 understanding of contemporary Gnostic pedagogical, psychological and methodological paradigms in the framework of English language and literature teaching in a multilingual aspect; ability to determine adequate to personal peculiarities forms of planning and organizing English language and literature teaching process; capability to set aims and tasks, outline main constituents and content elements of modern comprehensive school educational process, reflect structural and logical scheme of teaching-learning in curriculum and syllabi

B3 understanding of the up-bringing component in the process of learning English language and literature, development of up-bringing methods in the out-of-class activities, prediction of collective and individual up-bringing difficulties and overcoming them, organization of different students' groups activities, creation of psychological and pedagogical characteristics of a students' group.

B4 to possess multilingual communicative competence in all types of skills (speaking, reading, listening and writing). To have experience in translation as a peculiar speech activity on the basis of knowledge of phonetics, lexis and grammar of the major, second and third foreign languages and Ukrainian language.

B5 to be able to differentiate the main notions, concepts and facts in contemporary language and literature studies: the peculiarities of phonetic system, vocabulary, the morphologic and syntactic structure of the English language, the functional styles of English and multilingual speech, the main laws of literary process and representative examples of the English literature while planning and organizing teaching the English language and literature and cross-cultural studies.

**(BLOCK 4. Disciplines according to the individual choice of HEI,
BLOCK 5. Disciplines according to student's individual choice)**

C1 Capacity to successively acquire and use different competences in different languages and cultural spaces, at different levels of proficiency and for different functions. Combination of knowledge, skills, attitudes and behaviors which allow a speaker to recognize, understand, interpret and accept other ways of living and thinking beyond his or her home culture. Make extensive use of specialised vocabularies relating to different fields of knowledge and ways of thinking expressed in specific modes of language.

C2 to be able to distinquish the differences between varieties of the English language according to geography, education and social standing, occupation, subject-matter, medium, attitude; to be able to select and apply the necessary variety of the English language for various target groups.

C3 ability to use and integrate pre-existing sociolinguistic and pragmatic competences, develop them further in the sphere of cross-cultural interaction and communication; mastery of perception of what is general and what is specific concerning the linguistic organisation of different languages depending on peculiarities of their use (form of metalinguistic, interlinguistic or so to speak 'hyperlinguistic' awareness); possession of knowledge of how to learn and how to enter into relations with others and new situations within the framework of multilingual pluricultural European society.

C4 ability to carry out systematic structural cognitive reception and analysis of historical and typological paradigm of the English literature, as well as understand content and formal peculiarities of prominent authors' works and develop necessary didactic materials.

C5 perfect knowledge of the English language and the second foreign language (German or French) main peculiarities in dichotomy of language and speech, understanding of common rules in the process of literature historical development, and in the aspects of its genesis and typological paradigm; use of knowledge about contemporary linguistic schools (cognitive, communicative, socio-linguistic, functional, linguo-cultural, multilingual) while teaching language and literature.

Table 1. Special competences **in the International Multilingual Education branch:**

N	Courses	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5

	Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Civil defence	X													
	Professional safety	X													
	Pedagogics and psychology of higher school				X	X		X	X						
	History of major language country (Great Britain)		X	X							X				
	Methodology and structure of scientific research					X	X								
	Methodology of teaching majors at higher school		X		X	X		X	X						
	Theory of literature					X								X	
	General linguistics		X			X					X				
	Contemporary trends of contrastive linguistics of native, major and second foreign languages		X			X				X	X				
.	Major foreign language (English)									X		X			X
.	Scientific-research project in multilingual training of students					X									
.	Teaching practice		X					X	X	X					X
.	Diploma paper (Master theses)		X			X									
.	Multilingual Education in Contemporary European Cultural Space		X	X		X				X	X				
.	Sociolinguistics		X	X									X		
.	Second foreign language (German or French)									X					X

.	Literary studies -		X											X	X
.	Theory of intercultural communication, and topical problems of linguistics of the native, major and second foreign languages		X			X		X				X			
.	Varieties of the major foreign language (English)		X					X		X					

2. Programme composition

Master Programme in Multilingual Education will be based on the structure of MA in the English language and literature, which means that the block of obligatory courses will be generated on the basis of regulations of the Ministry of Education and Science of Ukraine for such programmes. New specialisation will be introduced to this program and will be designed in four blocks of courses: Disciplines of professionally oriented fundamental training; Disciplines for professional and practical training; Disciplines according to the individual choice of HEI and it combines 20 courses.

2.1. Programme structure
Each block consists of a group of subjects.

Mandatory part

BLOCK 1. Disciplines of professionally oriented humanitarian and socioeconomic training

Civil defence – 1,5ECTS / 45 hours

Professional safety - 1,5ECTS / 45 hours

Pedagogics and psychology of higher school - 1,5ECTS / 45 hours

History of major language country (Great Britain) – 3,0ECTS / 90 hours

TOTAL - 7,5ECTS / 225 hours

BLOCK 2. Disciplines of professionally oriented fundamental training

Methodology and structure of scientific research - 1,5ECTS / 45 hours

Methodology of teaching majors a higher school - 1,5 ECTS / 45 hours

Theory of literature - 3,0 ECTS / 90 hours

General linguistics - 2,5 ECTS / 75 hours

TOTAL - 10,5ECTS / 315 hours

BLOCK 3. Disciplines for professional and practical training

Major foreign language (English) - 10,0 ECTS / 300 hours

Scientific-research project in multilingual training of students - 3,5 ECTS / 105 hours

Teaching practice - 9,0 ECTS / 210 hours

Diploma paper - 18,0 ECTS / 540 hours

TOTAL - 40,5ECTS / 1215 hours

Optional part

BLOCK 4. Disciplines according to the individual choice of HEI

Multilingual Education in Contemporary European Cultural Space - 1,0 ECTS / 30 hours

Second foreign language (German or French) - 9,5 ECTS / 285 hours

Control - 7,5 ECTS / 225 hours

State examination - 3,0 ECTS / 90 hours

TOTAL - 22,0ECTS / 660 hours

BLOCK 5. Disciplines according to student's individual choice

Literary studies - 3,0 ECTS / 90 hours

Varieties of the major foreign language (English) - 3,0ECTS / 90 hours

Sociolinguistics - 1,0 ECTS / 30 hours

TOTAL - 9,5ECTS / 285 hours

TOTAL - 90 ECTS / 2700 hours

With the view of contemporary cross-cultural social, educational and other issues to have become more interdependent, the essence of each area has risen to a multicultural dimension, thus multilingual communication and multicultural interconnections are of paramount importance in modern Ukrainian society. This fact presupposes definite objectives of Multilingual Education. They occupy the sphere of preparation of those professionals who can work effectively in educational multinational surrounding. Besides that, Multilingual Masters' Education Program is aimed at professional training of those who are able to understand the cross-cultural specificity of the educational sphere.

3. Teaching staff structure and qualifications
Program local coordinator – Prof. Alla Anisimova – Ph.D. - Candidate of Sciences (Philology), Head of the English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;
Program multilingual consultant – Prof. Iryna Popova – Full Professor – Doctor of Sciences (Philology), Dean of the Faculty of Ukrainian and Foreign Philology and Fine Arts;

Program local assistant coordinator – Dr. Iryna Bezrodnykh – Ph.D. – Candidate of Sciences (Philology), Associate Professor, English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;

Self-assessment group consultant – Dr. Liliia Teterina – Ph.D. – Candidate of Sciences (Philology), Associate Professor, English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;

Self-assessment group member – Dr. Viktoriia Iashkina – Ph.D. – Candidate of Sciences (Philology), Associate Professor, English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;

Self-assessment group member – Dr. Olena Konopelkina – Ph.D. – Candidate of Sciences (Philology), Associate Professor, English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;

Self-assessment group member – Dr. Maryna Volkova – Ph.D. – Candidate of Sciences (Philology), Associate Professor, English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;

Self-assessment group member – Dr. Natalia Safonova– Ph.D. – Candidate of Sciences (Philology), Associate Professor, English Philology Department, Faculty of Ukrainian and Foreign Philology and Fine Arts;

Self-assessment group consultant – Dr. Oleksiy Levchenko – Ph.D. – Candidate of Sciences (Philology), Associate Professor, Foreign Literature Department, Faculty of Ukrainian and Foreign Philology and Fine Arts.

4. Resources, facilities, labs

Having in the aim emphasis on multilingually and multiculturally oriented language teaching/learning (especially languages for specific purposes) process and integration into common European space, Masters' preparation with the multilingual component focuses on issues related to cross-cultural interaction between Ukrainian, English, German/French/Spanish for life-long learning. This process is supplied by the resources of libraries, IT technologies (Moodle platform) and computerization, Web- and electronic resources, which support students and academic staff with their learning/teaching process.

4.1.Resources

Masters' educational program learning resources presuppose authentic academic literature selected and translated by the academic staff of the English Philology Department, as well as other materials adequate to support students' learning and research processes.

4.2. Facilities

DNU Scientific Library and its branches: The Scientific Library of Dnipropetrovsk National University allows its users an access to more than two and a half million books. Specialized branches satisfy necessities of all professional directions. Professionally oriented and related resources are collected in media and online, printed home- and international papers, audio-visual materials, databases and electronic forms.

The purchased equipment for the multilingual laboratory gives us a possibility to deliver lectures using Power Point, to develop practical classes and seminars.

4.3. Computer labs

We have extended the level of computerisation of the Department via the equipment with an up-to-date computer lab. It opens a possibility to use modern computers and other facilities during learning process, and allow available access for the students and academic staff to *Moodle platform* as an integrated system of personalized learning environment creation..

*All courses of the MA program are downloaded and students and academic staff are using it during learning process.

5. Study process and student assessment

5.1. Student admission

Any person seeking admission can be enrolled in Multilingual Masters' Degree Programme if he/she has been qualified as a Bachelor/Specialist; has passed qualification exams for Master studies; has been enrolled via ranking.

5.2. Study process

Study process presupposes lectures and seminars according to the syllabus. At the end of the first term students pass credits and exams, and write a course paper which is evaluated by the appointed committee of the academic staff. The second semester ends with credits and exams. At the end of a complete study programme students submit and defend Master degree paper.

5.3. Student support

Administrative and academic staff of the DNU, Faculty of Ukrainian and Foreign Philology and Fine Arts, and, in particular, of the English Philology Department make sure that every student gets all the support he/she needs. Administrative staff supports the students with all necessary information concerning admission to the MA program, academic staff consult the students during the teaching process on various issues.

5.4 Achievement assessment

Most of the courses end up either with the examination or a credit. It consists of summing up students' semester work – active participation (50%) and oral or written examination (50%).

Continuous assessment consists of summing up students' semester work – participation in seminars (15%), performing writing tasks independently (15%), individual project or a test (20%).

5.5 Graduate placement

The graduates of the MA program can work in different spheres (according to the qualification they get): as lecturers in the Higher educational establishments, teachers and authorities in schools, in the local and state authorities, as multilingual translators/interpreters

6. Programme management

6.1. Programme administration

Dean of the Faculty together with the Scientific Council of the Faculty adopted the specialization "Multilingual Education" for Master Degree students of the specialty "English Language and Literature".

Head of the English Philology Department submitted the application for the adoption of the specialization "Multilingual Education" for the Master Degree students of the specialty "English Language and Literature".

Academic Staff – the working group, consisting of the academic staff of the Faculty of Ukrainian and Foreign Philology and Arts of Oles' Honchar Dnipropterovsk National University involved in the project, prepared the background for the application to adopt the specialization "Multilingual Education" for the MA students of the speciality "Language and Literature (English)".

6.2. Internal quality assurance

Project team activities are evaluated regularly:

- Evaluation of project team's activities;
- Evaluation and adoption of the syllabi of courses for MA multilingual education programme;
- Revision of the articles submitted to the journal 'Multilingual Education";
- Evaluation and adoption of MA Programs;
- Evaluation of monitoring preparation activities;
- Evaluation of the Master program implementation at DNU;

C. Annexes

1.   Course outlines

1.   Civil Defense

The course is aimed at acquiring knowledge of civil defense or civil protection as an effort to protect the citizens of a state (generally non-combatants) from military attack. During the course, the Masters of Language and Literature (English), whose specialization is Multilingual Education, will explore the principles of emergency operations: prevention, mitigation, preparation, response, or emergency evacuation, and recovery. The course concentrates on emergencies and disasters in general. as crisis management, emergency management, emergency preparedness, contingency planning, emergency services, and civil protection.

The objectives of the course are: (1) identification of crisis management; (2) development of emergency services; (3) participation in civil protection.

2. Professional Safety

The course is aimed at acquiring knowledge of professional safety as occupational safety and health training which is a fundamental element in workplace hazard control programs. As training objectives, recognition of job hazards, learning safe work practices and appreciating other preventive measures are expected to contribute to the goal of reducing occupational risk of injury and disease.

The objectives of the course are: (1) identification of hazards and their affected areas; (2) selection and development of protection from hazards in the technosphere areas; (3) participation in design, development and operation of the protection technologies and systems; (4) hazards control.

3. Pedagogics and psychology of higher school.

During the course, the Masters of Language and Literature (English), whose specialization is Multilingual Education, will explore the essence and tendencies of the specifics of the profession, in the course Masters learn Pedagogics of Higher Education, Psychology of Higher Education and Pedagogical Psychology, theory and methodology of professional training, technologies of education in higher school, correlation of International Qualifications and competences.

The objectives of the course are: (1) formation of the system of knowledge about the purpose, the objectives and the content of work of a teacher of university or specialized secondary educational institution; (2) formation of the system of knowledge about modern technologies of education and training (conceptual aspects, goal orientations, characteristics of content and methodology), formation of skills of designing and implementing of practical professional work on the technical basis; (3) contribution to the development of analytical, communicative, designing, forecasting and other pedagogical skills and abilities that are necessary for work of teacher and curator of academic group; (4) creation of conditions for trainees' mastering of pedagogic technique of organization and carrying out educational activities in their academic groups; (5) provision of the opportunity of using the relationship of creative collaboration both with students and with colleagues in practice.

4. History of major language country (Great Britain)

The purpose/main aim of the course is to acquaint students with the wide range of the British from around 500 B. C. to the present day, providing expert supervision in areas including medieval history, cultural and social history, politics, economics, religion, war studies, the history of the West Midlands, the history of sexuality and emotion, and the history of the environment The students will learn the history of ancient kingdoms, royal families, the golden age of England, Civil war, Restoration and modern period.

The objectives of the course are: (1) formation of the system of knowledge about the historical events of the British Isles; (2) formation of the system of knowledge about shared social and cultural norms; (3) identification of methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed; (4) development of historical perspective by placing historical knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

5. Methodology and structure of scientific research

The goal of the course is to provide fundamental and theoretical knowledge from methodology of philological subjects and practical skills of scientific research organization. The course provides insight in the development of methodology of linguistic scientific research. During the course the students are to acquire the issues of present day research philological methodology; to explore algorithms of philological scientific research; to apply the acquired knowledge in linguistic research, and thus be able to carry out scientific research on the necessary level.

The objectives of the course are: (1) formation of the system of knowledge about the peculiarities of scientific research; (2) formation of the system of knowledge about the organization of scientific research; (3) formation of the system of knowledge about Germanic linguistics that are vital for the study of philological subjects.

The learning outcomes are:
1. Profound knowledge of the peculiarities of scientific research.
2. Knowledge of the organization of scientific research.
3. Profound knowledge of Germanic linguistics that is vital for the study of philological subjects.
4. Skills for the distinction of differences regarding views in contemporary linguistics;
5. Skills for the choice and application of terminology of the scientific research.
6. Skills for analyses of empirical material.
7. Skills for the organization of independent scientific research.

6. Methodology of teaching majors at higher school

The goal of the course is to provide students with the necessary information about contemporary methods and techniques of teaching majors in higher school in multilingual education to fulfill methodic professional preparation of master degree students; to form habits and skills of oral material presentation as a lector; to apply the acquired knowledge in language teaching activities, and thus explore the details of methods of majors teaching of particular target groups; to develop speech competence in accordance with professional standards of a university teacher in European Union countries.

The objectives of the course are: (1) to analyse high school tasks as for the specialists in diachronic and synchronic aspects; (2) formation of the system of knowledge about psychological and social aspects that influence the learning process and gaining the material by the students of the institutions of higher education; (3) formation of the system of knowledge about innovative learning methods, forms and techniques of major subjects at a university; (4) to explore contemporary technical systems which are used in the process of majors teaching and learning in high school establishments; (5) to master a method of syllabus writing of majors at the institutions of higher education; (6) to form professional teaching skills and to articulate an individual philosophy of teaching and learning at universities; (7) to teach foreign languages according to a multilingual approach.

The learning outcomes are:
1. The theoretical background of methods of teaching, its general notions, how to gain information and spread it among the listeners as well as general notions of net etiquette;
2. Profound knowledge of teaching techniques and tools of teaching;
3. Knowledge of main factors of affecting learning and general learning styles, of teaching evaluation, levels of proficiency in the association of language teachers of Europe;

4. Skills for the distinction of differences in method and techniques of teaching in various target groups;
5. Skills for the choice and application of the knowledge gained in the sphere of designing a course Syllabus and curricular at the institution of higher education.
6. Skills for working with a large number of students in a classroom as a lecturer of a particular target group.
7. Skills for the selection and application of terminological sphere necessary to work with various target groups.

7. Theory of literature

The course is designed to acquaint students with the body of ideas and methods used in the practical reading of literature. The course concentrates on description of the underlying principles used to understand literature. All literary interpretation draws on a basis in theory but can serve as a justification for very different kinds of critical activity. This course formulates the relationship between author and work; develops the significance of race, class, and gender for literary study, both from the standpoint of the biography of the author and an analysis of their thematic presence within texts. Literary theory offers varying approaches for understanding the role of historical context in interpretation as well as the relevance of linguistic and unconscious elements of the text. It traces the history and evolution of the different genres—narrative, dramatic, lyric—in addition to the more recent emergence of the novel and the short story, while also investigating the importance of formal elements of literary structure, explains the degree to which the text is more the product of a culture than an individual author and in turn how those texts help to create the culture.

The objectives of the course are: (1) formation of the system of knowledge about the principles of critical reading; (2) formation of the system of knowledge about the different genres: narrative, dramatic, lyric; (3) formation of the system of knowledge about formal elements of literary structure.

8. General linguistics

The course of General Linguistics is aimed at acquainting students with the universal properties of language as they manifest themselves in the language system, the language capacity of individual language users, the use of language in varying social circumstances and the application of linguistic knowledge in technological environments. It concentrates on all manifestations of human speech, whether that of savages or civilized nations, or of archaic, classical or decadent periods, as well as all forms of expression.
The objectives of the course are: (1) formation of the system of knowledge about the history of observable languages; (2) development of skills of tracing the history of families of languages and reconstructing as far as possible the mother language of each family; (3) development of skills of determining the forces that are permanently and universally at work in all languages, and deducing the general laws to which all specific historical phenomena can be reduced.

9. Contemporary trends of contrastive linguistics of native, major and second foreign languages

The goal of the course is to provide students with approaches and techniques adopted in comparing several languages. The course arises issues related to cross-cultural interaction between Ukrainian, English, German / French. The objectives of the course are as follows: (1) to acquire the terminology, theories on contastive linquistics; (2) to explore peculiarities of linguistic patterns shared in different languages; (3) to apply the acquired knowledge in language teaching activities, and thus explore the details of the second foreign language through the first foreign language.
The learning outcomes are:
1. Grasp the complexity of language as a communication system.
2. Demonstrate understanding of the concepts, theories, and methodologies used by linguists.
3. Understanding of processes of language change and variation, the role of language in reflecting and

constructing social identities, and the distinctive properties of human language.
4. Ability to collect, organize and analyze linguistic data from diverse languages,
to form hypotheses about language structure/use and to test those hypotheses against new data.
5. Acquisition the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research.
6. Ability to synthesize research findings and construct a readable, well supported research report.

10. Major foreign language (English)

The course provides insight in the development of methodology of technology-enhanced language teaching as well as technology application in a particular target group. After the acquisition of the course, the students will have acquired the following **outcomes:** knowledge of the rules of dialogue and monologue speech; profound knowledge of syntactical constructions, means of expressing functional perspective, semantic dominant of verbal forms in correlations with the grammatical categories; knowledge of topical vocabulary and their synonymous rows; profound knowledge of reviewing, annotating, essay writing etc.

After the acquisition of the course, the students will have acquired the following **professional competences: s**kills for annotating, to reviewing, and analysing original English texts of different genres; skills for the choice and application of the topical vocabulary from discipline; skills for translation and comment on original English texts of different genres; skills for the usage of knowledge at the structure of material during teaching of foreign language.

The goal of the course is to form communicative competence of students within the limits of the English program for the 5th-year of study (master degree); to develop students' comprehension of the English speech that is typical of native speakers. Further development and improvement of speaking, reading, listening and writing skills and habits of translation.

The objectives of the course are (1) to develop productive speaking on the extended subjects; (2) to improve habits of leading discussion; (3) to extend vocabulary (polysemy, phraseological units, borrowings, synonyms etc.

Learning outcomes are:
1. Knowledge of the rules of dialogue and monologue speech.
2. Profound knowledge of syntactical constructions, means of expressing functional perspective, semantic dominant of verbal forms in correlations with the grammatical categories;
3. Knowledge of topical vocabulary and their synonymous rows.
4. Profound knowledge of reviewing, annotating, essay writing etc.
5. Skills for annotating, reviewing, and analyzing original English texts of different genres;
6. Skills for the choice and application of the topical vocabulary from discipline;
7. Skills for translation and comment on original English texts of different genres;
8. Skills for the usage of knowledge of structuring the material during teaching foreign language.

11. Scientific-research project in multilingual training of students

The goals of the course are to conduct a research with the aim to practice the scientific skills acquired in a course of studying multilingual disciplines namely Contrastive Linguistics (grammatical aspects, lexical aspects, phonetic peculiarities) as well as issues related to cross-cultural interaction between Ukrainian, Russian, English, German / French.

The objectives of the course are (1) to master terminology, theories on contrastive linguistics; (2) to develop critical thinking in scientific sphere; (3) to develop skills in translating professional and scientific discourse; (4) to apply knowledge in comparing and contrasting linguistic systems, thus analysing the peculiarities of the language which serve as a background for research.

Learning outcomes are:
1. Students will apply theoretical and practical knowledge about multilingual education.

2. They will get to know about bilingual and multilingual language acquisition.

3. They will get to know about bilingual and multilingual language acquisition.

4. Students will improve the information about cognitive and social effects of bilingualism, bilingual literacy skills, bilingual linguistic memory, bilingualism in special population, bilingual education, bilingualism and language identity, and the testing of bilingual performance.

Master students started working on the problem connected with multilingual and multicultural aspects as back as:

in 2012/2013 academic year – 12 course papers;

in 2013/2014 – 15 course paper;

in 2014/2015 – 5 course papers.

12. Teaching practice

The course is aimed at getting practical skill of teaching, ability to organize the audience, to prepare and develop the lesson for the students of a definite age range. . Special attention is paid to the understanding of organization of higher education studying process as subject-subject cooperation of a teacher and a student.

Course objectives are (1) familiarizing Master degree students with the peculiarities of studies organization in a higher educational institution and the specific character of teaching activity; (2) multilingual pedagogic and methodological training for pedagogic practice and working as a teacher

Learning outcomes are:

1. Ability to select the educational goal, selection, structure and maintain lectures, practically-seminar employments setting;

2. Ability to develop interest, personality relation of students to maintenance of educational course;

3. Ability to draft on-line tutorial from a course;

4. Ability to apply methods, receptions of organization of educational-cognitive activity of students (conversation, dialogue, discussion, brainstorming, with role-play game, work in groups and others like that);

5. Ability to plan of structure, maintenance, process of organization of lecture, practically-seminar employment;

6. Ability to apply methods, receptions of organization of educator influence on students;

7. Ability to organize intermingling with students in educational and out of the classroom time;

8. Ability to organizes, self-regulations, non-verbal behavior in the process of intermingling with students;

9. Ability to make a decision of pedagogical conflicts in various situations;

10. Ability to apply methods of scientifically-pedagogical research in-process with students;

13. Diploma paper (Master theses)

The students are supposed to conduct a research with the aim to practice the scientific skills acquired in a course of studying philological disciplines within the framework of multilingual curriculum (branches – linguistics, stylistics, linguo-stylistics) applying comparative and contrastive approaches with special emphasis on multilingualism as well as to issues related to cross-cultural interaction between Ukrainian, Russian, English, German / French / Spanish.

The objectives of the diploma are as follows: (1) to master terminology, theories on related disciplines; (2) to develop critical thinking in scientific sphere; (3) to develop skills in translating professional and scientific discourse; (4) skills in conducting research.

Learning outcome are:

1. Ability to hold the research.
2. Ability to apply the methods of scientific research on paper.
3. Ability to plan structure, maintenance, process of organization theoretical material into the practical usage.
4. Skills for analytical and critical thinking.
5. Skills for data process.

The interest of Master students in multilingual/multicultural problems has resulted in their choice of themes of diploma papers:
in 2013/2014 –19 diploma papers;
in 2014/2015 –13 diploma papers.

The diploma papers of the students (speciality 'Language and Literature (English)') of the Centre of continuing education of DNU is connected with multilingual/multicultural component.
In 2012/2013 academic year – 5 diploma papers.
In 2013/2014 – 15 diploma papers.
In 2014/2015 – 15 diploma papers.
Here are some examples of themes: "The Role of Multilingualism in the Formation of Legal Terminology"; "Multilingualism as means of Education of pre-school children"; "The Phenomenon of Multilingualism in English Political Discourse"; "Bilingualism as means of Foreign Language Teaching in Primary School"; "Development of Multicultural Competence and its role in Learning English by the Students of high school" etc.
The results of the best course papers and diploma paper have been published in scientific journals.

14. Multilingual Education in Contemporary European Cultural Space

The course is aimed at providing the students with theoretical knowledge and abilities of their practical implication in the sphere of multilingual education in contemporary European cultural space. After the acquisition of the course, the students will have acquired theoretical background in language integrated learning in higher education, profound knowledge in application of new learning strategies, establishment of modern learning environments, knowledge of interrelation specificity between the native and foreign language or several foreign languages in the development of a multilingual competence, capacity to successively acquire and use different competences in different languages and cultural spaces, at different levels of proficiency and for different functions; combination of knowledge, skills, attitudes and behaviors which allow a speaker to recognize, understand, interpret and accept other ways of living and thinking beyond his or her home culture; make extensive use of specialised vocabularies relating to different fields of knowledge and ways of thinking expressed in specific modes of language.
The objectives of the course are: (1) to provide the seekers of Master Degree with the basics of Language policy in the European Union, challenges to multilingualism in creating common European space for higher education; (2) to build multilingual competence in higher education, to promote and motivate language learning (especially languages for specific purposes), to build up content and language integrated learning in higher education; to study the possibilities of mobility and globalization on a countries' languages and cultures, to learn the role of languages in the context of lifelong learning; (3) to analyse the essence of multilingualism and social exclusion, the importance of language learning in career planning in multilingual Europe, the role of languages in professional success.
The learning outcomes are:
1. Theoretical background in language integrated learning in higher education.
2. Profound knowledge in application of new learning strategies, establishment of modern learning environments.
3. Knowledge of interrelation specificity between the native and foreign language or several foreign languages in the development of a multilingual competence.

4. Capacity to successively acquire and use different competences in different languages and cultural spaces, at different levels of proficiency and for different functions.
5. Combination of knowledge, skills, attitudes and behaviors which allow a speaker to recognize, understand, interpret and accept other ways of living and thinking beyond his or her home culture.
6. Skill for extensive use of specialised vocabularies relating to different fields of knowledge and ways of thinking expressed in specific modes of language.

15. Sociolinguistics

The course is aimed at acquiring knowledge of sociolinguistics – as a connection between language and society, deepening awareness of the social nature of the language, its social functions, its role in the multilingual social continuum, impact of social factors on different elements of the language system in diachronic aspect. The discipline reflects direct and indirect connection between variation of social situations and the language component in the multilingual social context.

The objectives of the course are: (1) to get acquainted with the terminology used in the socio-lingual discourse of the contemporary pluricultural surrounding (notions of "language situation", "national language", "language policy", "plurilinguism", "multilingual education" and so on; (2) to get acquainted with the contemporary tendencies in the sphere of sociolinguistic research and the methods of sociolingual analysis of cultural interaction results; (3) to acquire mastery in cross-cultural communication analysis and differentiation of linguistic peculiarities of definite social strata and groups of contemporary European pluricultural multilingual space.

The learning outcomes are:
1. Ability to use and integrate pre-existing sociolinguistic and pragmatic competences, develop them further in the sphere of cross-cultural interaction and communication;
2. Mastery of perception of what is general and what is specific concerning the linguistic organization of different languages depending on peculiarities of their use (form of meta-linguistic, inter-linguistic or so to speak 'hyper-linguistic' awareness);
3. Possession of knowledge of how to learn and how to enter into relations with others and new situations within the framework of multilingual pluricultural European society.

16. Second foreign language (German or French)

The course provides insight in the development of methodology of technology-enhanced language teaching as well as technology application in a particular target group. After the acquisition of the course, the students will have acquired the following outcomes: knowledge of the rules of dialogue and monologue speech; profound knowledge of syntactical constructions, means of expressing functional perspective, semantic dominant of verbal forms in correlations with the grammatical categories; knowledge of topical vocabulary and its synonymous rows; profound knowledge of reviewing, annotating, essay writing etc.

The goal of the course is to form communicative competence of students within the limits of the program for the 5th-year of study (master degree); to develop students' comprehension of the German/French/Spanish speech that is typical of native speakers. Further development and improvement of speaking, reading, listening and writing skills and habits of translation.

The objectives of the course are as follows: (1) to develop productive speaking on the extended subjects; (2) to improve habits of leading discussion; to extend vocabulary (polysemy, phraseological units, borrowings, synonyms etc.

17. State examination

This type of control provides insight in the development of methodology of technology-enhanced language teaching as well as technology application in a particular target group in multilingual aspect. The students will have to demonstrate syntactical constructions, means of expressing functional perspective, semantic dominant of verbal forms in correlations with the grammatical categories; knowledge of topical vocabulary and their synonymous rows; profound knowledge of reviewing, annotating, essay writing etc.

The aim is to check multilingual communicative competence of students within the limits of the program for the 5th-year of study (master degree); to check the level of students' cross-cultural comprehension of the English speech that is typical of native speakers, speaking, reading, listening and writing skills and habits of translation.

18. Literary studies

The course is aimed at acquiring knowledge of literary studies with concentrations in Literature and Writing, the written word and other textual modes are considered from both critical and creative perspectives. The course, focusing on texts from the classic to the contemporary, enables students to build a solid foundation in literary studies and provide them with a common language and cross-cultural literary experience as they proceed to more advanced study. All students are also required to explore ways and methods of reading, and explore the nuances of the critics and practitioners of writing. Students study the craft and technique of writing fiction, poetry, nonfiction, and journalism.

The objectives of the given course are (1) to develop the ability to be critical readers, writers, and analytical thinkers; (2) to master close reading techniques and literary criticism and theory; of reading works in poetry, fiction, and drama and in wide range of cultures and literary and historical periods; (3) to possess the knowledge of how to treat critical and theoretical writing as a process that is as creative as writing poetry, fiction, and drama learn and how to enter into relations with new situations within the framework of multilingual pluricultural European literary space.

19. Theory of intercultural communication, and topical problems of linguistics of the native, major and second foreign languages

The course provides insight in the cross-cultural knowledge with the focus on applied linguistics. After the acquisition of the course, the students will have acquired the awareness of the ways how different cultures acquire information; verbal and non-verbal communication; they will be able to communicate in various cultural communities.

The course is aimed at developing communicative language competences (linguistic; sociolinguistic; pragmatic) as well as plurilingual ones (differentiated competence allowing for language switching).

The objectives of the course are as follows: (1) to acquire the terminology, theories on cross-cultural communication, (2) to explore cross-cultural concepts of different European countries; (3) to apply the acquired knowledge in language teaching activities.

Learning outcomes are:
1. The theoretical background for the study of intercultural communication;
2. Profound knowledge about linguistics of the native, major and second foreign languages;
3. Knowledge about present-day situation concerning varieties of the English language and emerging new Englishes.
4. Skills for the distinction of peculiarities of intercultural communication.

20. Varieties of the major foreign language (English)

The course provides insight in different theoretical aspects of the English language such as: the concept of English as a pluricentric language. English as a native, second and foreign language. Relationship between standard and non-standard varieties. Regional variation: national and international and others. After the acquisition of the course, the students will have acquired the following outcomes: the theoretical background for the study of varieties of the English language, variety classes, varieties within a variety; profound knowledge about varieties of the English language, their characteristic features on the levels of pronunciation, vocabulary and grammar; knowledge about present-day situation concerning varieties of the English language and emerging new Englishes.

The goal of the course is to provide knowledge about varieties of the English language and the skills for application of the acquired knowledge in a particular target audience.

The objectives of the course are (1) to acquire the terminology, to study the specific features of different variants of the English language from the point of view of sociolinguistics; (2) to apply the acquired knowledge in multilingual language teaching activities; (3) to apply the acquired knowledge for meeting the needs of a particular target group of learners by choosing, adapting and designing material for these groups.

Learning outcomes are:

1. The theoretical background for the study of varieties of the English language, variety classes, varieties within a variety;

2. Profound knowledge about varieties of the English language, their characteristic features on the levels of pronunciation, vocabulary and grammar;

3. Knowledge about present-day situation concerning varieties of the English language and emerging new Englishes.

4. Skills for the distinction of differences between varieties of the English language according to geography, education and social standing, occupation, subject-matter, medium, attitude;

4. Skills for the selection (and application) of necessary variety of the English language for various target groups.

3.List of teaching staff

1. Anisimova A.I., Candidate of Sciences (philology) – Professor, Head of the English Philology Department

2. Teterina L.M.,Candidate of Sciences (philology) - Associate Professor of the English Philology Department

3. Yashkina V.V.,Candidate of Sciences (philology) - Associate Professor of the English Philology Department

4. Safonova N.A.,Candidate of Sciences (philology) - Associate Professor of the English Philology Department

5. Konopelkina O.O.,Candidate of Sciences (philology) - Associate Professor of the English Philology Department

6. Levchenko O.V.,Candidate of Sciences (philology) - Associate Professor of the English Philology Department

1.   Summary of prior assessment conclusions

The Master study programme on Multilingual education is registered on 05.02.2015, # 7 and it is to be implemented on 01.09.2015. The duration of the programme is 1,5 years. The volume of study programme in credits is 90 ECTS/3240 hours (1 ECTS = 36 hours), but as it has been mentioned

above the standards (the number of hours in credits) to the Master programmes are being reorganized by the Ministry of Education of Ukraine at the moment. According to the new requirements which are to have been introduced by September 1, 2015 1 ECTS = 30 hours, thus there are to be changes in the syllabi credits and the volume of the study programme. Having completed the programme the graduates are to acquire the degree of Master, the qualifications to be obtained are – philologist, researcher, instructor of higher educational institutions, specialist in Multilingual education.

The study programme is implemented with the help of lectures, seminars, workshops, projects, individual/independent work, Moodle platform.

The programme consists of 5 blocks: Mandatory Part, consisting of:

BLOCK 1. Disciplines of professionally oriented humanitarian and socioeconomic training

BLOCK 2. Disciplines of professionally oriented fundamental training

BLOCK 3. Disciplines for professional and practical training

and Optional Part, consisting of:

BLOCK 4. Disciplines according to the individual choice of HEI.

BLOCK 5. Disciplines according to student's individual choice.

The total number of disciplines is 21, the number of disciplines with multilingual and multicultural components is 11.

Learning outcomes of the programme studies

- Proficiency in using the system of linguistic knowledge, which includes knowledge of the main phonetic, lexical, grammatical, word-building phenomena and principles of functioning of the major and second foreign languages, their functional diversities;
- Ability to structurize and integrate knowledge from various spheres of professional activity and ability to use this knowledge in solving different professional tasks;
- Ability to use methods of contrasting languages concerning those languages which are learned (Ukrainian, Russian, English, German/French);
- Ability to detect potential mistakes in using language units, which are connected with interference between native, major and second foreign languages;
- Ability to find ways of correcting those mistakes in using language units, which are connected with interference between native, major and second foreign languages;
- Possession of methods and principles of contrasting languages, having different structure, on different levels;
- Ability to analyze language behavior in the native, major and second foreign languages;
- Skills for the distinction of differences in method and techniques of teaching in various target groups;
- Skills for the choice and application of the knowledge gained in the sphere of designing a course Syllabus and curricular at the institution of higher education;
- Skills of working with a large number of students in a classroom as a lecturer of a particular target group;
- Skills for the selection and application of terminological sphere necessary to work with various target groups.

Competences acquired after the programme:

Academic competences:

Communicative language competences:

Linguistic;

Sociolinguistic;

Pragmatic.

Plurilingual competences

Multilingual and multicultural competences;

An uneven and changing competence:

Differentiated competence allowing for language switching

As the result of the programme, the student is involved in it, he becomes source of multilingual education himself because he dissimilates his multilingual and multicultural knowledge in educational surrounding, develops into **multilingual polycultural** personality, able to successfully develop during all span of life.

REPORT

Purpose

The purpose of this report is to present the changes that have been done after the monitoring observation of the pilot project of the specialization "Multilingual Education" that has been launched since September 2015. Below is the summary of the most important relevant points.

1. Multicultural Dimension

After the monitoring observation we have adjusted the structure of the program with more emphasis on multicultural dimensions (see pp. 3; 13-20).

2. Revision and Correction of the Syllabi

Since September, 2015 1 ECTS =30 hour (not 36 hours as before). This changed in the curricula planning was approved at the meeting of the University Administration on March, 17, 2015. This decision is based on the Act of the Ministry of Education and Science of Ukraine # 9-120, March, 11, 2015, which stipulated the reduction academic workload for HEIs.

We have revised and corrected the syllabi of the disciplines taught by the teachers of the English Philology department, i. e. Methodology and structure of scientific research, Methodology of teaching majors (fundamental disciplines in speciality) at higher school, Contemporary trends of contrastive linguistics of native, major and second foreign languages, Major foreign language (English), Scientific-research project in multilingual training of students, Teaching practice, Diploma paper (Master theses), Multilingual Education in Contemporary European Cultural Space, Sociolinguistics, Theory of intercultural communication, and topical problems of linguistics of the native, major and second foreign languages, Varieties of the major foreign language (English). (see pp. 13-20).

The syllabi of two disciplines Contemporary trends of contrastive linguistics of native, major and second foreign languages and Theory of intercultural communication, and topical problems of linguistics of the native, major and second foreign languages have been worked out, but they have not been introduced into the curriculum of the pilot project of the specialization 'Multilingual Education' yet because of the limit of disciplines in the curriculum according to our new National Educational Law. This problem is under discussion. (see pp. 14; 19).

3. Objectives, Competences and Outcomes

We have harmonized the program objectives, competences and outcomes and we are thinking about a more efficient measurement of outcomes, correlated the program modules with their contents. (see pp. 13-19).

First of all, we have developed and added the learning outcomes to the programs. The new course Multilingual Education in Contemporary European Cultural Space has been implemented. We think that we have achieved the learning outcomes we have planned.

4. Strategic development and planning

Within the next five years we are planning to develop the specialization "Multilingual Education" by the following steps:

2016 – 2017

Integration of e-learning materials into the academic process.

Development of e-learning materials on the MOODLE platform.

Extension of the subject-matter of disciplines with a multilingual component.

Introduction of integrated topics into the syllabi if such disciplines as: Major foreign language (English), Methodology and structure of scientific research, Methodology of teaching majors (fundamental disciplines in speciality) at higher school.

Development of the syllabi of two practically-oriented disciplines:

1) Language teaching in multilingual classroom.

2) Language and Culture teaching in integrated curriculum.

2017-2018

Implementation of the new disciplines (Language teaching in multilingual classroom, Language and Culture teaching in integrated curriculum) into the academic process.

Development of the MOODLE platform for the new practically oriented disciplines.

Workshops for students on multilingual education.

Introduction of a distance-learning course to multilingual education.

2018-2019

Introduction into the curriculum of 'Multilingual Education' of two disciplines Contemporary trends of contrastive linguistics of native, major and second foreign languages and Theory of intercultural communication, and topical problems of linguistics of the native, major and second foreign languages.

Further development of e-learning materials on multilingual/multicultural education.

2019-2020

Establishments of links of the current study program 'Multilingual Education' and other courses of study in DNU and other HEIs.

Assessment of students' workload and teachers' qualification.

Prospects of Continuing education in Multilingual Education.

4. Discussions and Consultations

After having introduced the specialization 'Multilingual Education' (pilot project) we are discussing with colleagues, program implementers, university administration (academic office), the issues of its implementations.

The teaching process connected with the introduction this specialization was discussed both at the Scientific Council of the Faculty (November, 23, 2015) and University (February, 8, 2016).

Conclusion

Thus, the piloting of the specialization "Multilingual Education" has been successful. However, we are still facing some problems because of the limit of disciplines and credits in the curriculum according to our new National Educational Law.

P. S. All the corrections are in blue and underlined in the body of the report.