Academic Offer in Foreign Languages for the Master's Degree
(the department of Theory, Practice and Translation of English)

EDUCATIONAL COMPONENTS:

Subject / Educational component	**PEDAGOGY OF HIGHER EDUCATION AND METHODIC PRINCIPLES OF TEACHING FOREIGN LANGUAGES AND TRANSLATION**
Lecturer	*PhD in Pedagogics, Professor, Svitlana Kolomiyets*
Educational level	*second (Master's degree)*
Year of study, semester	*1 (1)*
Number of ECTS credits	*4*
Language of study	*English*
Department	*Department of Theory, Practice and Translation of the English Language*
Assumed knowledge and prerequisites	*English C 1 (Completion of the educational component "Phsycology")*
The scope of the course	*The scope of the course includes principles and content of the Pedagogy of Higher School, transformation of Ukrainian system of higher education in terms of Bologna process, principles, aims, content and methods of teaching English.*
Rationale	*The educational component contributes to the development of professional expertise in developing learners' language competences, enabling them to function effectively in culturally diverse academic and professional environments.*
Learning outcomes	*The expected learning outcomes include:* *1. Knowledge of the principles and content of higher education, methods and techniques of forming communicative English language competence.* *2. Abilities:* *- to plan and monitor the learning process in teaching English;* *- to organize the needed class room activities in on-line and off line modes to provide developing learners' skills in reading and listening comprehension, spoken and written interaction, spoken and written production, as well as in intercultural mediation.*
Competencies and skills	*Upon successful completion of the course students are expected to be able to:* *- develop students' skills and knowledge in English to enable them to communicate effectively in their academic and professional environments;* *- further develop the full range of their cognitive abilities;* *- foster students' capacity for autonomous learning;* *- assess students' progress in a variety of control types and methods.*
Instructional Materials:	*syllabus, learning materials (textbooks, video lectures, bank of presentations and assignments for practical work and control/selfcontrol*
Mode of delivery:	*lectures / workshops*
End-of-semester control:	*credit*

Educational component	CAT Tools for specialized translation
Lecturer	*PhD in Pedagogics, Associate Professor, Iana Tikan*
Educational level	*Second (Master)*
Year of study	*1*
Number of ECTS credits	*4*
Language of study	*English*
Department	*Department of The Theory, Practice and Translation of the English Language*
Assumed knowledge and prerequisites	*English C1*
The scope of the course	*The scope of the course includes:* • *different types and principles of computer translation, systems of automated and machine translation, translation memory systems (SDL Trados 2019, Translation Memories).* • *CAT tools for computer-assisted translation.* • *Translation quality assurance and control tools (Xbench, Verifica),* • *electronic dictionaries and terminology databases, information resources for the translator.* • *electronic translator systems: information, translation, communication. Automated translator workstation.*
Rationale	*The educational component contributes to the development of professional expertise in performing complex translation tasks and translation projects using computer technology and specialized software. The students will gain expertise in using information and communication technologies in professional activities, in particular, for performing specific translation tasks with the help of automated translation systems, specialized software (SDL Trados, Translation Memory).* *The course will serve to improve the students' skills of written translation and editing of specialized texts for performing translation activities at a high professional level, taking into account present-day translation market demands.*
Learning outcomes	*Expected learning outcomes include:* *- Apply modern methods and information technologies for effective translation, teaching, research and innovation activities.* *- Collect and systematize linguistic and speech facts, interpret and translate specialized texts of different styles and genres.* *- the ability to apply different translation strategies, methods, and techniques in different types of translation.* *- adequate written translation and editing of specialized texts from various fields using information technologies and automated translation systems.*
Competencies and skills	*Upon successful completion of the course students are expected to be able to:* *- Implement a systematic approach to the organization and effective performance of professional, research and innovation activities using modern information and communication technologies.*

	- Apply linguo-creative thinking to implement communication and translation strategies. *- Apply theoretical knowledge in translation studies, the specifics of certain specialized text types and translation techniques, methods, etc. to conduct effective professional activities.*
Instructional Materials	*syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc)*
Mode of delivery	*Workshops using Information communication technologies and specialized Software (SDL Trados, Translation Memory).*
End-of-semester control	*credit*

Subject / Educational component	**CORPUS LINGUISTICS**
Lecturer	*PhD in Philology, Associate prof. Olena Tkachyk*
Restrictions	*B2*
Educational level	*Second (Master's degree)*
Year of study, semester	*1 (1)*
Number of ECTS credits	*3*
Language of study	*English*
Department	*Department of Theory, Practice and Translation of English*
Assumed knowledge and prerequisites	*The educational component of "Corpus Linguistics" aims at the formation of students' ability to effectively use the methods of corpus analysis in theoretical and practical application in linguistics and translation*
The scope of the course	*The scope of the course includes:* • *understanding the range of application and opportunities that corpus linguistics gives to automatize the scientific research, linguistic text analysis and translation studies;* • *knowledge of the history of corpus linguistics, its object of research and methodology;* • *understanding of the main notions of corpus linguistics, types of corpora and standards of their creation;* • *identification of the functional peculiarities of the existing modern corpora of English and its variants, German, Ukrainian and other languages;* • *ability to apply the search methods (concordances and corpus managers) to existing corpora and ability to create your own corpus according to the aim of individual research* • *ability to use quick, automatic methods of corpus linguistics (find collocations, colligations, clusters, m-grams, keywords, positive and negative word frequencies, type-token ratio, etc.) to unlimited scope of linguistic material and to interpret the acquired results*
Rationale	*The educational component contributes to the development of professional expertise in automatic linguistic analysis of unlimited number of texts.*
Learning outcomes	*Expected learning outcomes include:* • *knowledge and understanding of the basic concepts, theories and concepts of the chosen philological specialty, ability to apply them in professional activities;* • *analysis of language units and language phenomena, defining their interaction and processes that determine them;* • *understanding the specificity of the studied language functioning, the main directions and trends of linguistic research, the patterns of language in the context of modern linguistic cultures.*
Competencies and skills	*Upon successful completion of the course students are expected to have the following skills:* • *to understand the structure of the course "Corpus Linguistics" and its theoretical foundations;* • *to understand the principles of the English language organization, its*

	nature, functions, levels and structural characteristics; • *to use in professional activities knowledge of the theory and practical analysis of the languages studied.* • *to operate freely with special terminology for solving professional problems.* • *to collect and analyze, systematize and interpret linguistic facts, translate professional texts.*
Instructional Materials:	*Syllabus, learning materials, computer and software*
Mode of delivery:	*Lectures and seminars*
End-of-semester control:	*Credit*

Subject / Educational component	ANCIENT THEMES IN EUROPEAN LITERATURE
Lecturer	*PhD in Philology, Associate Professor, Iryna Borbenchuk*
Educational level	Master's
Year of study, semester	*4*
Number of ECTS credits	*4*
Language of study	*English*
Department	*Department of Theory, Practice and Translation of English*
Assumed knowledge and prerequisites	*Completion of the educational component "Introduction to Roman-and-Germanic Linguistics: Latin; History of the World Literature"*
The scope of the course	*The scope of the course includes the principles of comparative studies, concepts of the world literature, traditional plots and images, various literary translations.*
Rationale	*This course is oriented at the disclosure of the relationship between literature and history throughout Europe in order for students to understand the foundations of Western culture. The educational component contributes to the development of professional expertise in comparative literary studies (traditional plots and images), literature analysis, analysis of literary texts and phenomena.*
Learning outcomes	*Expected learning outcomes include:* *- the course focuses on twentieth-century literary theories in the context of comparative studies, providing the students with an overall view of the theoretical discussion of literature from about 1920s up to the present;* *- understanding of the fundamental principles of human existence, nature, society;* *- the use of the acquired philological knowledge to solve professional problems;* *- taking part in scientific philological research.*
Competencies and skills	*Upon successful completion of the course students are expected to be able to:* *- use narrative techniques, such as dialogue, description, reflection, and multiple plot lines, to develop experience, events, and/or characters;* *- define the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;* *- work in groups to define the idea, audience, and message in order to find a solution to a problem;* *- discuss a variety of information perspectives and ideas in an analytical way while searching for the solution to a problem;* *- write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
Instructional Materials:	*syllabus, learning materials (textbook, literary texts, video)*
Mode of delivery:	*seminars*
End-of-semester control:	*credit*

Educational component	ROLE OF PHONETIC DEVICES IN TRANSLATING TEXTS OF DIFFERENT GENRES
Lecturer	*Habilitated Doctor of Philology, Professor, Larysa Taranenko*
Educational level	*Second (Master)*
Term	*spring*
Number of ECTS credits	*4*
Language of study	*English*
Department	*Department of the Theory, Practice and Translation of English*
Assumed knowledge and prerequisites	*English C1*
The scope of the course	*The scope of the course includes highlighting the communicative and pragmatic potential of segmental and suprasegmental phonetic means in English texts of various genres with an aim to define optimal ways and strategies to preserve them in Ukrainian translation.*
Rationale	*The educational component contributes to the development of professional expertise in differentiating phonostylistic and phonosemantic features of phonetic units functioning in texts of different genres, which should be taken into account when translating them into Ukrainian.*
Learning outcomes	*Expected learning outcomes include ability to:* *– analyze language units, determine their interaction and characterize language phenomena and processes that define them.* *– understand the main directions in translation studies, the strategies and ways of translation.*
Competencies and skills	*Upon successful completion of the course students are expected to be able to:* *– perform pre-translation analysis of the text, which involves a sequence of logical operations in order to ensure the equivalence and adequacy of translation;* *- translate various texts, in particular professional, in compliance with all types of regulatory requirements;* *- apply the principles of systematic organization of natural languages and patterns of their functioning in professional translation and research work.*
Instructional Materials	*syllabus, learning materials (textbooks, reference book, video lectures, YouTube videos, etc.)*
Mode of delivery	*seminars / workshops / tutorials*
End-of-semester control	*credit*

Educational component	**SUGGESTION IN ORAL COMMUNICATION**
Lecturer	*Habilitated Doctor of Philology, Professor, Larysa Taranenko*
Educational level	*Second (Master)*
Term	*spring*
Number of ECTS credits	*4*
Language of study	*English*
Department	*Department of the Theory, Practice and Translation of English*
Assumed knowledge and prerequisites	*English C1*
The scope of the course	*The scope of the course includes communicative and pragmatic potential of verbal and nonverbal means realizing a suggestive subliminal influence in English dialogue speech with an application of present-day scientific knowledge of cognitive studies, pragmatics, socio-and psycholinguistics as well as that of the theory of intercultural communication.*
Rationale	*The educational component contributes to the development of professional expertise in performing a comprehensive analysis of verbal and nonverbal means interaction that ensures a subliminal effect in the course of a communicative process, as well as can help recognize verbal and nonverbal markers of a suggestive message in a dialogue speech.*
Learning outcomes	*Expected learning outcomes include the ability to:* *– analyze language units, determine their interaction and characterize language phenomena and processes that define them;* *– initiate, regulate and analyze intercultural communicative interaction, predict the consequences of communicants' actions and their linguistic representation;* *- demonstrate an appropriate level of proficiency in English for written and oral communication, in particular in situations of professional and scientific communication.*
Competencies and skills	*Upon successful completion of the course students are expected to be able to:* *- apply the principles of systematic organization of natural languages and patterns of their functioning in professional translation and research;* *- clearly and coherently express an opinion, to use the knowledge of speech technique;* *- use the expressive and argumentative language means to achieve the desired pragmatic and subliminal suggestive result;* *– apply the principles of systematic organization of natural languages and patterns of their functioning in research work.*
Instructional Materials	*syllabus, learning materials (textbooks, reference book, video lectures, YouTube videos, etc.)*
Mode of delivery	*seminars / workshops / tutorials*
End-of-semester control	*credit*

Subject / Educational Component	TRANSLATION PROJECT MANAGEMENT
Lecturer	*PhD in Philology, Associate Professor, Hanna Matkovska*
Educational level	*Second (Master's)*
Year of study (semester)	*1 (2)*
Number of ECTS credits	*4*
Language of instruction	*English*
Department	*Department of Theory, Practice and Translation of English*
Assumed knowledge and prerequisites	*English C1 (according to the CEFR)*
The scope of the course	*The course aims to hone students' basic theoretical and practical knowledge of translation project management. It will help them better understand the translation process as a whole and the part they play in it.*
Rationale	*The educational component contributes to the development of professional expertise in managing personal and team projects, as well as providing effective translation and localisation services.*
Learning outcomes	*By the end of the programme students will have developed:* *- deeper knowledge and understanding of theoretical concepts and principles of project management for translation industry;* *- understanding of the key phases of a project and their objectives;* *- insights into quality control and international standards for language services.*
Competencies and skills	*Upon successful completion of the course students are expected to be able to:* *- effectively plan their translation and localisation projects;* *- manage their translation projects within an array of work scenarios;* *- analyse main trends and opportunities in the local and international market of translation services;* *- grasp the core social and cultural values of their profession.*
Instructional materials	*Syllabus, reference books, authentic texts.*
Mode of delivery	*Seminars*
End-of-semester control	*Credit*

Educational component	SOCIOLINGUISTICS
Lecturer	*Svitlana Fedorenko, Habilitated Doctor of Educational Sciences, Professor*
Educational level	*Second (Master)*
Year of study	*1*
Number of ECTS credits	*2*
Language of study	*English*
Department	*Department of Theory, Practice and Translation of English*
Assumed knowledge and prerequisites	*English B2*
The scope of the educational component	*The scope of the educational component includes: the basics of sociolinguistics as a discipline that considers the conditionality of the language functioning by social factors, which, first of all, embrace the features of social and cultural life of people and specific conditions of communication, in order to form the necessary competencies for the successful professional activities in the future.*
Rationale	*The educational component contributes to providing students with knowledge about the content of basic concepts of sociology, and the essence of language functions as a means of communication, sociolinguistic typology of language forms, concepts of language policy, language situation, language contacts, the impact of social factors on language development; developing students' skills of sociolinguistic analysis of language phenomena and the ability to apply methods of sociolinguistic research in solving specific applied problem.*
Learning outcomes	*Expected learning outcomes include the ability to:* - *understand the processes in society, which at the present stage affect the insight into the basic concepts and phenomena covered by the discipline;* - *correctly diagnose socio-linguistic concepts, independently develop language policy on the basis of collected sociolinguistic data, be able to apply methods of sociolinguistic research;* - *highlight trends in language development, practically applying acquired knowledge from the educational component when writing term papers, master's theses, performing multimedia presentations.*
Competencies and skills	*Upon successful completion of the educational component, students are expected to be able to:* - *identify sociolinguistic features of texts of different genres; to carry out communicative-pragmatic analysis of the text in the process of translation of various genre texts; to compare the linguistic phenomena within the framework of a sociolinguistic aspect;* - *use language as a means of speech and mental activity, taking into*

	account the peculiarities of basic phonological, grammatical, lexical and syntactic forms, categories and relations in sociolinguistic analysis of language and features of their functioning in accordance with the sphere of communication and language register; - search, systematize and critically analyze information from various sources; - plan and conduct comprehensive research, within the interdisciplinary fields including, on the basis of a systematic scientific worldview using current information and communication technologies; - use communicative strategies of scientific discourse from the standpoint of intentional and cognitive approaches for the effective implementation of goals in the study; - develop research strategies, including self-monitoring and self-assessment strategies and research self-improvement strategies; - plan, organize professional, scientific-innovative, translation and teaching activities, in particular in situations that require new strategic approaches.
Instructional Materials	Syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc.)
Mode of delivery	Seminars / workshops / tutorials
End-of-semester control	credit

Subject / Educational component	**PUBLIC SPEAKING**
Lecturer	*PhD in Pedagogics, Associate Professor, Iryna Voloshchuk*
Educational level	*Second (Master's degree)*
Year of study, semester	*1 (2)*
Number of ECTS credits	*4*
Language of study	*English*
Department	*Department of Theory, Practice and Translation of English.*
Assumed knowledge and prerequisites	*English C1 (Completion of educational component "Proficient English")*
The scope of the course	*The scope of the course includes:* *- argumentative and logical presentation of one's own idea, concept, opinion, views;* *- clear definition of the topic to be discussed with the help of rhetorical techniques;* *- reasoning based on the thesis and antithesis; arguments and rebuttals; logical arrangement of arguments, their reasoning and evidences (demonstration), conclusion about the truth / probability of the thesis (antithesis) about the lack of arguments in the informative or persuasive speech.* *- tactics to refute the arguments of opponents and to form their own rhetorical tactics on different types of the responses;* *- linguistic and pragmatic analyses of public speakers in order for students to model their own speech behavior during discussion, highlighting the main types of arguments, principles of argumentation and methods of delivery.*
Rationale	*The educational component contributes to the development of professional expertise in organizing and presenting students' ideas in public. The course aims at building in students main principles of effective speech delivery and fighting nervousness of public speaking.*
Learning outcomes	*Expected learning outcomes include formation of:* *- informative, descriptive, narrative and persuasive techniques of rhetoric in public speaking.* *- the ability to reflex and evaluate students' own educational and public activity and strategy of self-development to build professional portfolio in the scope of public speaking;* *- the ability to identify specific lines of reasoning and problematization as well as the ways to solve them in the process of narration;* *- the skills to apply knowledge of expressive and logical means of speech and stylistic devices to achieve the planned pragmatic result and successful communication;* *- the skills to analyze and edit the texts of charismatic speakers: the*

	main types of arguments, principles of argumentation and methods of their communicative enthusiasm.
Competencies and skills	*Upon successful completion of the course students are expected to be able to:* *- produce the acquired rhetorical art in Business Environment, Debates, Academic Environment, etc. using reasoning and argumentations;* *- apply theoretical knowledge of the theory of language communication and translation for their own public speaking skills;* *- narrate, give arguments and defend students' own ideas, concepts, opinions in the situations of professional and scientific communication;* *- effectively present the results of students' research in English.*
Instructional Materials:	*syllabus, learning materials (textbook, reference book, presentation)*
Mode of delivery:	*tutorials*
End-of-semester control:	*credit*

Educational component	**ICT IN TEACHING ENGLISH FOR SPECIFIC PURPOSES**
Lecturer	*Habilitated Doctor of Pedagogics, professor Zoia Kornieva*
Educational level	*Second (Master's degree)*
Term	*1 (2)*
Number of ECTS credits	*4*
Language of study	*English*
Department	*Department of Theory, Practice and Translation of English*
Assumed knowledge and prerequisites	*English C1*
The scope of the course	*The scope of the course includes the study of the notion of ICT in diachrony and synchrony, classification of present-day ICTs, areas of their application, ICT as a tool for developing educational materials for an English teacher, means of electronic communication in teaching ESP, virtual learning environments in teaching ESP, methods of forming professionally oriented English-language competence mediated by ICT, ICT in testing the level of the English professionally oriented communicative competence formation as well as basics of information security.*
Rationale	*The educational component contributes to the development of professional expertise in understanding:* *(1) terminological apparatus of modern methods of teaching foreign languages;* *(2) innovative methods, forms and ways of organizing teaching of English;* *(3) methodological culture, methodical reflection, critical thinking.*
Learning outcomes	*Expected learning outcomes include the ability:* *- to solve complex problems and problems of organization and carrying out teaching at higher educational institutions mediated by ICT;* *- to design and arrange the content of teaching, to make a rational choice of ways to organize activities using ICT.*
Competencies and skills	*Upon successful completion of the course students are expected to apply modern teaching methods and technologies, in particular ICT, for the successful and effective functioning as foreign language teachers at higher educational institutions.*
Instructional Materials	*syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc)*
Mode of delivery	*seminars / workshops / tutorials*
End-of-semester control	*credit*

Educational component	**STEREOTYPES OF SPEECH BEHAVIOUR IN TYPICAL COMMUNICATIVE SITUATIONS**
Lecturer	*Habilitated Doctor of Philology, Professor, Alla Kalyta*
Educational level	*Second (Master)*
Term	*spring*
Number of ECTS credits	*4*
Language of study	*English*
Department	*Department of the Theory, Practice and Translation of English*
Assumed knowledge and prerequisites	*English C1*
The scope of the course	*The course is aimed at teaching the students to use language within the norms of intercultural communication on the basis of the knowledge about: the system of communication culture and its history; a set of factors that regulate speech behaviour of English speakers in stereotypical situations; stylistic and linguistic norms, techniques and strategies used in stereotypical situations; psychological, pragmatic, gender and linguistic features of speech in stereotypical situations; etiquette speech situations.*
Rationale	*The educational component contributes to the development of students' adequate speech behaviour in stereotypical situations; reaching their communicative intentions in various spheres and communicative situations due to the knowledge of phonetic and lexico-grammatical norms of English speech etiquette; the formation of skills in the use of verbal and nonverbal means in everyday speech and professional translator's practice; interpretation of speech content in various stereotypical communicative situations. This discipline will allow students to predict scenarios and models of communication by analysing sociocultural behaviour of interlocutors and taking into account psychological, linguistic and pragmatic features of individuals' speech behaviour in stereotypical speech situations.*
Learning outcomes	*Expected learning outcomes include the ability to:* *– analyze language units, determine their interaction and characterize language phenomena and processes that define them;* *– initiate, regulate and analyze intercultural communicative interaction, predict the consequences of communicants' actions and their linguistic representation;* *- demonstrate an appropriate level of proficiency in English for written and oral communication, in particular in situations of professional and scientific communication.*
Competencies and skills	*Upon successful completion of the course students are expected to be able to:* *- apply the principles of systematic organization of natural languages and*

	patterns of their functioning in professional translation and research; *- clearly and coherently express an opinion, to use the knowledge of speech technique;* *- use the expressive and argumentative language means to achieve the desired pragmatic and subliminal suggestive result;* *– apply the principles of systematic organization of natural languages and patterns of their functioning in research work.*
Instructional Materials	*syllabus, learning materials (textbooks, reference book, video lectures, YouTube videos, etc.)*
Mode of delivery	*seminars / workshops / tutorials*
End-of-semester control	*credit*