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## PROFESSIONAL EXAMINATION PROGRAMME IN ENGLISH ON THE SPECIALITY 014.021 SECONDARY EDUCATION (LANGUAGE AND FOREIGN LITERATURE (ENGLISH LANGUAGE AND LITERATURE))

*Adhering to the structural and organisational continuity for the entrance examination on the basis of a bachelor's degree, which provided for the verification of theoretical and practical preparation of applicants to study at Kyiv National Linguistic University at the second (Master's) level of higher education, it has been found that the Professional Examination Programme on the speciality 014 Secondary Education, the major 014.021 English Language and Literature, the educational curriculum Teaching European Languages on the basis of combined technologies (English and another Western European language) (Melnyk, 2022) requires certain changes and new vision in order to optimally combine all aspects of assessing the overall level of English proficiency and, accordingly, with the objective results obtained, will ensure the successful process of obtaining a master's degree. The paper outlines the Professional Examination Programme in English for applicants for the Master's degree on the speciality 014.021 Secondary Education (Language and Foreign Literature (English Language and Literature)). The examination provides for the verification of theoretical and practical training of applicants, defines the required amount and content of knowledge in theoretical and practical English courses, and, accordingly, contains a list of literature on the practice of oral and written communication, lexicology, stylistics. The article covers the following components of the Professional Examination Programme: requirements for applicants; structure and content of the programme; criteria for assessing the results of applicants' academic achievements; indicative topics; recommended literature.*

**Keywords:** applicant to obtain master's degree; Professional Examination Programme in English; structure, requirements and assessment.

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### ПРОГРАМА ФАХОВОГО ІСПИТУ З АНГЛІЙСЬКОЇ МОВИ ЗІ СПЕЦІАЛЬНОСТІ 014.021 СЕРЕДНЯ ОСВІТА (МОВА ТА ЗАРУБІЖНА ЛІТЕРАТУРА (АНГЛІЙСЬКА МОВА І ЛІТЕРАТУРА))

*У зв'язку з потребою дотримуватися структурно-організаційної наступності для вступного випробування на основі здобутого ступеня "бакалавр", яка передбачає перевірку те-*

оретичної та практичної підготовки вступників на навчання до Київського національного лінгвістичного університету за другим (магістерським) рівнем вищої освіти, постульовано, що Програма фахового іспиту з англійської мови за спеціальністю 014 Середня освіта, спеціалізацією 014.021 Англійська мова і література, освітньо-професійною програмою Викладання європейських мов на основі комбінованих технологій (англійська мова і друга західноєвропейська мова) (Мельник, 2022), потребує увиразнення задля оптимального поєднання всіх аспектів оцінювання загального рівня володіння англійською мовою і, відповідно, при отриманих об'єктивних результатах забезпечить успішний процес здобуття ступеня вищої освіти "магістр". Запропоновано Програму фахового іспиту з англійської мови для вступників на навчання для здобуття ступеня вищої освіти "магістр" зі спеціальності 014.021 Середня освіта (Мова та зарубіжна література (англійська мова і література)), що передбачає перевірку теоретичної та практичної підготовки вступників, визначає необхідний обсяг і зміст знань з практики усного і писемного мовлення, лексики, стилістики англійської мови. Складниками Програми є пояснювальна записка, вимоги до здобувачів, структура та зміст з прикладами завдань, критерії оцінювання результатів навчальних досягнень здобувачів, орієнтовна тематика, рекомендована література для підготовки до іспиту.

**Ключові слова:** вступник на здобуття ступеня "магістр"; Програма фахового іспиту з англійської мови; структура, вимоги та оцінювання.

### Explanatory note

Modern Ukrainian society is aimed at providing high-quality education for future specialists in all fields of knowledge. Such education is primarily competitive in the international labour market, which requires quality foreign language training for a graduate.

The responsibility for providing educational services in foreign language teaching lies primarily with foreign language teachers, so the issue of the effective preparation of these specialists becomes even more relevant and urgent. In addition, the Ukrainian education sector needs foreign language experts with higher levels of qualification (master, PhD, etc.), and therefore the development and compliance with the appropriate requirements for professional examinations at various levels will enable us to obtain highly qualified teachers, who will ensure high-quality foreign language education in Ukraine in the future.

Conducting the professional exam for applicants for the second (master's) level of higher education in the relevant speciality allows determining whether the candidate possesses the necessary theoretical knowledge and practical skills, as well as the ability to combine and unite them to solve specific tasks.

The presented professional examination programme for the higher education degree "Master" on the speciality 014.021 Secondary Education (Language and Foreign Literature (English Language and Literature)) (hereinafter - Professional Examination) involves checking the theo-

retical and practical preparation of applicants, determines the required amount and content of knowledge from theoretical and practical courses of the English language, and, accordingly, contains a list of literature on the practice of oral and written speech, lexicology, and stylistics.

The purpose of the Professional Exam is to control and assess the level of applicants' linguistic competence (spelling, lexical, and grammatical) and language competence in written speech as components of English-language intercultural professionally oriented communicative competence, as well as their level of proficiency in writing various functional styles, which determines their readiness to obtain a master's degree in higher education.

The Professional Exam is expected to check: 1) knowledge of the English language as a system (grammar, vocabulary, spelling); 2) written communicative competence, receptive and productive types of speech activity; 3) knowledge and appropriate linguistic skills from theoretical disciplines (stylistics, lexicology, etc.); 4) literary competence (knowledge of the theory and history of literature of the countries whose language is studied); 5) the ability to conduct a linguistic-stylistic analysis of an excerpt from an authentic English-language literary work and compose a rendering of a Ukrainian-language article.

### 1. Requirements for applicants for the Professional Exam in English

The Professional Exam involves the assessment and evaluation of knowledge, skills, and abilities in solving creative practical tasks from disciplines included in its programme. During the Professional Exam, the applicant is expected to demonstrate:

- fluent command of English in its written form based on the programme lexical minimum in line with the requirements of the previous level of higher education (approximately 4500 lexical units (including idioms, collocations, and terms) for use in productive and receptive speech activities);

- communicative competence at the C1 level (advanced user) in accordance with the Common European Framework of Reference for Languages and recommendations of the Ministry of Education and Science of Ukraine No. 14/18.2-481 dated March 2, 2005;

- the ability to carry out a linguistic-stylistic analysis of an English-language fiction text and to compose a rendering of a Ukrainian-language article;

- formed skills and abilities of written communication in English, in particular, mastery of orthoepic, lexical, and grammatical norms, as well as norms of foreign language journalistic style and canons of literary-critical discourse;

- the ability to reveal the essence of the problem, systematise, and interpret linguistic and textual phenomena.

While completing the tasks of the Professional Exam over the course of 3 academic hours, the applicant must strictly adhere to academic integrity. It is not allowed to use additional sources of information, such as dictionaries, electronic means, etc.

An applicant for a Master's degree may perform the tasks in any order, clearly indicating the number at the beginning of the answer. In written work, abbreviations, corrections, cross-outs, and notes between lines and on margins are not allowed.

## 2. Structure and content of the Professional Exam

The Professional Examination involves the completion of two written examination tasks.

*The first task:* Linguistic-stylistic analysis of a passage from an English-language fiction text.

The volume of the original literary text – 800-900 words.

The length of the resulting commentary – 250-300 words.

The execution term – 2 academic hours.

The analysis of the passage involves text comprehension, understanding of the main idea of the proposed text, determination of its stylistic tonality, explanation of which stylistic means (phonetic, morphological, lexical, syntactic, and semasiological) are used to create it, using lexical units and speech structures that correspond to the content of the text and the style of the commentary, expressing personal reasoning regarding the issues highlighted in the literary text.

*Example of the first task:*

From *Tom Brown's School Days* by Thomas Hughes

The fourth form, in which Tom found himself at the beginning of the next half-year, was the largest form in the lower school, and numbered upward of forty boys. Young gentlemen of all ages, from nine to fifteen, were to be found there, who expended such part of their energies as was devoted to Latin and Greek, upon a book of Livy, the *Bucolics* of Virgil, and the *Hecuba* of Euripides, which were ground out in small daily portions. The driving of this unlucky fourth must have been grievous work to the unfortunate master, for it was the most unhappily constituted of any in the school. Here stuck the great stupid boys, who for the life of them could never master the accidence; the objects alternately of mirth and terror to the youngsters, who were daily taking them up and laughing at them in lesson, and getting kicked by them for so doing in play-hours. There were no less than three unhappy fellows in tail coats, with incipient down on their chins, whom the Doctor and the master of the form were always endeavoring to hoist into the upper school, but whose parsing and construing resisted the most well-meant shoves. Then came the mass of the

form, boys of eleven and twelve, the most mischievous and reckless age of British youth, of whom East and Tom Brown were fair specimens. As full of tricks as monkeys, and of excuses as Irishwomen, making fun of their master, one another, and their lessons, Argus himself would have been puzzled to keep an eye on them; and as for making them steady or serious for half an hour together, it was simply hopeless. The remainder of the form consisted of young prodigies of nine and ten, who were going up the school at the rate of a form a half-year, all boys' hands and wits being against them in their progress. It would have been one man's work to see that the precocious youngsters had fair play; and as the master had a good deal besides to do, they hadn't, and were forever being shoved down three or four places, their verses stolen, their books inked, their jackets whitened, and their lives otherwise made a burden to them.

The fourth, and all the forms below it, were heard in the great school, and were not trusted to prepare their lessons before coming in, but were whipped into school three-quarters of an hour before the lesson began by their respective masters, and there scattered about on the benches, with dictionary and grammar, hammered out their twenty lines of Virgil and Euripides in the midst of Babel. The masters of the lower school walked up and down the great school together during this three-quarters of an hour, or sat in their desks reading or looking over copies, and keeping such order as was possible. But the fourth was just now an overgrown form, too large for any one man to attend to properly, and consequently the elysium or ideal form, of the young scapegraces who formed the staple of it...

*The second task:* Rendering of a Ukrainian-language article in English.

The article's length – 300-400 words.

The written response's length – 60-70 words (excluding function words).

Time limit – 1 academic hour.

During the rendering of the proposed Ukrainian-language article, the applicant should be able to highlight the main points and generalize the facts and propositions contained in the text; formulate a headline equivalent in content to the original, using the rules for foreign-language newspaper headline construction; adequately convey the main content of a professionally oriented article, using necessary discursive markers; comply with the requirements of a foreign-language newspaper style.

Sample article:

### Школа без оцінок: ефективно чи ні?

*Тіффані Вен, BBC Capital*

Дві речі спонукають дітей до навчання – природна цікавість та бажання нагороди. Але що ефективніше? І чи можна вчитися без оцінок? Надихнути школярів

вчитися заради знань, а не оцінок. Звучить дещо ідеалістично? Можливо, й ні.

З моменту, коли дитина починає робити перші самостійні кроки, вона захоплено досліджує світ. Вона з інтересом оглядає кожну травинку, грає з домашнім улюбленцем та хоче дізнатися, як влаштоване все довкола, яке воно на смак. На думку експертів, лише пізніше діти починають робити щось заради нагороди або щоб уникнути покарання. Але який із цих стимулів мотивує до навчання краще? І чи можна навчити дитину отримувати радість від нових знань без заохочення нагородою?

Коли школярів хвалять за хорошу поведінку, це спонукає й інших наслідувати приклад. Дослідники виявили, що студенти мали помітно кращі результати (навчалися з наполегливістю і підходили творчо до завдань) у тих предметах, які їм подобалися. Інші дослідження підтверджують думку, що діти з внутрішньою мотивацією (тобто з природною цікавістю) вчать краще.

То нащо тоді “відмінно”? Одне дослідження за участю вихователів дитсадків та вчителів з 1 по 5 класи показало, що всі педагоги використовують винагороду як заохочення. Майже 80 % вчителів щотижня нагороджували дітей призами. Інші поширені форми винагороди включали привілеї для всього класу, як-от самостійний вибір занять чи додатковий час на розваги. Хоча в теорії психологи наполягають на важливості внутрішньої мотивації і власної зацікавленості дитини в навчанні, повсякденний учительський досвід свідчить, що винагорода добре працює в роботі з цілим класом.

Як підвищити внутрішню мотивацію? Якщо виховання дітей – це складна суміш підвищення власної цікавості та винагороди за виконання менш привабливих завдань, то чи можемо ми зробити винагородою саме завдання? Важливо знайти книгу, яка відповідає рівню читання дитини, а також створювати в неї образ читача чи читачки, навіть якщо дитина читає тільки комікси або журнали. А також допомогти дітям знайти жанри чи авторів, які їм подобаються...

### 3. Criteria for assessing the results of applicants' academic achievements

The evaluation of tasks completed by applicants at the Professional Exam is carried out on the principle of full or incomplete compliance with the requirements for the content and form of answers.

#### 3.1. Evaluation criteria for the first task of the Professional Exam

Evaluation content criteria for the first task are as follows: 1) a full understanding of the literary text; 2) clear

and coherent analysis of the main idea and issues covered in the text; 3) meaningful interpretation of the passage based on the stylistic features of the proposed text; 4) compliance of the commentary style with the canons of literary critical discourse; 5) availability of a personal, well-founded assessment of the reading passage.

Fulfillment of all content requirements is worth 25 points. Three points are deducted for failure to meet one content requirement. Failure to meet five content requirements is worth 10 points.

Evaluation form criteria for *the first task* of the Professional Exam are 1) a logical compositional structure of the commentary; 2) compliance with necessary interphrase connections; 3) broad variability in the choice of lexical and grammatical structures and their correspondence to the literary and critical discourse; 4) the volume of the output text is 250-300 words.

Fulfillment of all form requirements is worth 15 points. One point will be deducted for failure to fulfill one form requirement. Half a point is deducted for each grammatical, lexical, punctuation, spelling, or stylistic error.

The total evaluation criteria for the first task of the Professional Examination is 40 points. The absence of a written response to the first task of the Professional Examination is assessed at 0 points. Translation or retelling of the text without providing its written interpretation, taking into account its linguistic-stylistic features, is worth 0 points.

#### 3.2. Evaluation criteria

##### *for the second task of the Professional Exam*

Evaluation content criteria for the second task are as follows: 1) a complete understanding of the proposed article; 2) substantial and logical presentation of the main ideas and summarizing of the key ideas of the text; 3) the rendering consistency with the article content; 4) mastery of the norms of a foreign language journalistic style.

Fulfillment of all content requirements is worth 25 points. Three points are deducted for failure to meet one content requirement. Failure to meet four content requirements is worth 13 points.

Evaluation form criteria for *the second task* are: 1) coherence and correct compositional construction of the rendering of the proposed newspaper article; 2) compliance with necessary interphrase connections; 3) clear, logical, and competent written speech; 4) the volume of the newspaper rendering is 60-70 words (excluding function words).

Fulfillment of all form requirements is worth 15 points. One point will be deducted for failure to fulfill one form requirement. Half a point is deducted for each grammatical, lexical, punctuation, spelling, or stylistic error.

Total evaluation criteria for the second task of the Professional Examination is 40 points. The absence of

a written response to the second task of the Professional Examination is assessed at 0 points. An answer to a question that is different from the one specified in the examination paper is scored with 0 points.

### 3.3. Final score for the Professional Examination

The scoring system for the Professional Exam is accumulative. The components of the English language Professional Exam score include a score for a linguistic-stylistic analysis of an excerpt from an English-language literary text (maximum score: 40 points) and a score for summarizing a Ukrainian-language article in English (maximum score: 40 points). For example, at the Professional Exam, the applicant received 31 points for a

written interpretation of an excerpt from an English-language fiction text (19 points for the content of the answer and 12 points for the form) and 36 points for summarizing a Ukrainian newspaper article in English (22 points for the form and 14 points for the content). The number of points an applicant receives for the completed tasks in the English Language Proficiency Exam is:  $31+36=67$  points and the final score is 186. If the applicant's exam score equals a decimal fraction, for example, 67.5, then according to the rules, such a score is rounded to the nearest whole number and, accordingly, it makes 68. The final score for applicants' academic achievements in the English Language Professional Exam is given in Table 1.

Table 1

**Converting the number of points for completed tasks to the grading scale for the English Language Professional Exam**

Number of points for completed tasks	Score from the professional exam (final score)	Number of points for completed tasks	Score from the professional exam (final score)	Number of points for completed tasks	Score from the professional exam (final score)
0	0 – failed	27	78 – failed	54	140
1	4 – failed	28	80 – failed	55	144
2	6 – failed	29	82 – failed	56	148
3	8 – failed	30	84 – failed	57	152
4	10 – failed	31	86 – failed	58	156
5	12 – failed	32	88 – failed	59	160
6	14 – failed	33	90 – failed	60	164
7	16 – failed	34	92 – failed	61	168
8	18 – failed	35	94 – failed	62	172
9	20 – failed	36	96 – failed	63	176
10	22 – failed	37	98 – failed	64	180
11	24 – failed	38	100	65	182
12	26 – failed	39	102	66	184
13	28 – failed	40	104	67	186
14	30 – failed	41	106	68	188
15	42 – failed	42	108	69	189
16	44 – failed	43	110	70	190
17	46 – failed	44	112	71	191
18	48 – failed	45	114	72	192
19	50 – failed	46	116	73	193
20	52 – failed	47	118	74	194
21	54 – failed	48	120	75	195
22	58 – failed	49	122	76	196
23	60 – failed	50	124	77	197
24	72 – failed	51	128	78	198
25	74 – failed	52	132	79	199
26	76 – failed	53	136	80	200

Consequently, during the Professional Exam an applicant can receive a maximum of 200 points.

#### 4. Indicative topics for the Professional Exam

1. *Spiritual values in the modern world*: faith and spirituality in contemporary society; racial prejudice in the 21st century; moral and legal values; moral and spiritual aspects of the life of modern youth; the connection between morality and law.

2. *The secondary education system. Higher education*: types of schools; problems of school discipline; teaching practice; classroom management; problem children; higher education system; universities; studying at a university; values in teacher education; challenges in education today; our expectations and goals.

3. *Economic relations in society*: globalisation; management and human resources; human rights and responsibilities; law; man and the future.

4. *International organisations and their role in the modern world*: UN, UNESCO, NATO; European Union; the role of international organisations in the fight against aggression and war.

5. *Modern information society*: social networks and their impact on the development of personality and society; modern means of communication, the latest information technologies; means and manners of communication.

6. *Life and health science*: medical advances and discoveries of the 21st century; genetic engineering; human cloning, animal experiments; alternative medicine; healthy lifestyle.

7. *Business - environment*: problems of employment in the modern labour market; the role of education, work experience and personal qualities in the workplace; professions of the modern world, the teaching profession.

#### 5. Recommended literature to prepare for The Professional Exam

##### The practical course of English

1. Eastwood, J. (2008). *Oxford Practice Grammar. Intermediate*. Oxford University Press.

2. Evans, V., & Edwards, L. (2014). *Upstream (pre-intermediate; intermediate; upper-intermediate; advanced; proficiency). Student's Book*. Newbury: Express Publishing.

3. Lepore, E., & Smith, B. C. (2016). *The Oxford handbook of philosophy of language*. Oxford: OUP.

4. McCarthy, M. (2017). *English Vocabulary in Use. Advanced*. Cambridge University Press.

5. Murphy, R. (2019). *English Grammar in Use*. Cambridge University Press.

6. Mann, M. (2008). *Destination B2. Grammar and Vocabulary. Intermediate Student's Book with Key*. Macmillan.

7. Seely, J. (2020). *Oxford A-Z of Grammar and Punctuation. Third edition*. Oxford University Press.

8. Swan, M. (2015). *Oxford English Grammar Course. Intermediate*. Oxford University Press.

#### Lexicology of English

1. Jackson H., Amvela E. *An Introduction to English Lexicology: Words, Meaning and Vocabulary*. L.: Bloomsbury Publishing, 2021. 272 p.

2. Nikolenko A. G. *English lexicology. Theory and practice*. Vinnytsya : Nova Knyha, 2007. 525 c.

3. Nikonova V.G., Nykytchenko K.P. *A Course in Contrastive Lexicology of The English and Ukrainian Languages*. K.: Освіта України, 2020. 442 c.

4. Halliday M.A.K., Yallop C. *Lexicology: A Short Introduction*. Continuum International Publishing Group Ltd, 2007. 124 p.

5. Murphy L. *Semantic Relations and the Lexicon: Antonymy, Synonymy, and Other Paradigms*. Cambridge: Cambridge University Press, 2003. 304 c.

6. Popescu F. A. *Paradigm of Comparative Lexicology*. Cambridge: Cambridge Scholars Publishing, 2019. 308 p.

#### Stylistics of the English language

##### Basic:

1. Iefimov, L. P., & Yasinetska, O. A. (2014). *Stylistyka anhliiskoi movy i dyskursyvnyi analiz*. Nova knyha.

2. Kukhareno, V. A. (2004). *Interpretatsiia tekstu: navchalnyi posibnyk dlia studentiv starshykh kursiv fakultetiv anhliiskoi movy*. Nova knyha.

3. Morokhovskiy, A. N., Vorobeva, O. P., Lykshosherst, N. Y., & Tymoshenko, V. (1991). *Stylistyka anhliiskoho yazyka*. Vyscha shkola.

##### Additional:

4. Berezina, R. S., & Ostapenko, V. I. (2009). *Osnovy stylistyky suchasnoi anhliiskoi movy tekstu*. PP Moshynskyi V. S.

5. Burke, M. (2017). *The Routledge Handbook of Stylistics*. Routledge.

6. Gibbons, A. (2018). *Contemporary Stylistics: Language, Cognition, Interpretation*. Edinburgh University Press.

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