

**MINISTRY OF HIGHER EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution of Higher Education**

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA (RUDN University)

Approved by the Academic Council of the Law Institute.

SYLLABUS

TEACHING INTERNSHIP

Field of training:

45.04.02 "Linguistics"

Specialization: "Translator and Interpreter for Public Services and Institutions"

Qualification (degree): Master of Arts

Period of study: 2 years

Moscow

TEACHING INTERNSHIP

1. Internship Objectives:

- ensuring the consistency and continuity of students' mastering of professional activities in accordance with the requirements for the graduate's level of training;
- formation and consolidation of a complex of general and special skills in students, necessary in practical and analytical professional activities;
- formation and consolidation of a complex of general and special skills in students in accordance with the requirements of international quality standards for Public Service Translation and Interpreting, higher education standards in the field of special translation and the qualification characteristics of a master in the relevant field of study.

2. Internship Tasks:

- consolidation of the theoretical base in the field of university teaching of a foreign language, a foreign language and translation for special purposes, the provision of consulting services in the field;
- development of general practical skills of the teacher in the areas stated above,
- formation of the author's trajectories of the future teacher's professional activity in the stated areas;
- development of a culture of professional activity of a future teacher in terms of educational and analytical research tasks in the field of teaching special translation

3. Teaching Internship in the Curriculum Structure of the Master's Degree Programme

"Teaching internship" refers to block B.2 "Internships" of the RUDN Educational standard of Higher Education for the field of training 45.04.02 "Linguistics", Specialization: "Translator and Interpreter for Public Services and Institutions" (Master's level).

Teaching Internship is implemented in 8 modules, 3 credits, 108 hours.

The content of the block is of an applied nature and is built on the basis of an interdisciplinary paradigm, taking into account the knowledge, skills and abilities formed earlier in the process of mastering by students such subjects as "Pedagogy and psychology of higher education", "Methodology of foreign language teaching", "Didactics of specialized translation".

4. Forms and types of Teaching Internship

Form: stationary.

Types: introductory, active (activity), research.

5. Competences and Learning Outcomes within Teaching Internship

As a result of teaching internship, the student is expected to enhance the following competencies **General Professional Competencies (GPC)**:

-able to apply the system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and the trends of its development, considering the system of values and ideas inherent in the culture of the countries of the studied foreign language (GPC-1);

- able to take into account in practice the specifics of a foreign language scientific picture of the world and scientific discourse in Russian and the foreign languages under study; (GPC-2);

- able to apply general didactic principles of teaching and upbringing in professional activity, use modern methods and technologies of organizing the educational process; technologies (GPC-3)

- able to generate and understand speech fragments in the studied foreign language in oral and written forms with regard to the official neutral and unofficial registers of communication (GPC – 4);

- able to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language society, with the rules and traditions of intercultural professional communication with native speakers (GPC-5);

- masters the use of modern technologies for collecting, processing and interpreting the obtained experimental data, methods of compiling and forming scientific documentation (GPC-6);

- able to work with the major search engines, expert systems and other knowledge systems as well as systems of verbal information processing (GPC-7);

- able to use digital technologies and methods in professional activities for studying and modeling objects of the professional activity, data analysis, information presentation, etc. (GPC -8)

Specialized Professional Competencies (SPC)

- Able to carry out pedagogical activities in the field of teaching foreign language and translation at the level of higher education using modern information resources and technologies (SPC-1)

6. Structure and content of Teaching Internship

Internship's total work load is 3 credits (credit units), 108 hours.

№	Stages (units) of internship	Types of activity in internship and approximate period		Types of intermediate and final output (including reviews, references)
		Types of activity	Approximate period	
1	Introductory stage. Organizational conference	<ul style="list-style-type: none"> - Organizational conference - familiarization with the regulatory and the legal basis of internship. - familiarization with the internship stages and units. -familiarization with the requirements for internship paperwork. -familiarization with the assessment requirements. - Safety instructions - internship supervisor's recommendations regarding individual internship trajectories 	8 module, 1st week of April	<p>Список присутствующих на конференции. Ведомость инструктажа по технике безопасности. Дневник практики.</p> <p>List of the conference attendants. Safety briefing sheet. Internship diary.</p>
2	Passive (observation / familiarization) internship	<ul style="list-style-type: none"> -familiarization with the organization in which the internship is taking place: regulatory support of the organization's activities, staffing and employees job descriptions, the structure organization, its goals and objectives, specificity of the educational process - Attending classes, observing and analyzing the work of colleagues. -Developing lesson plans and teaching materials for lessons 	8 module, 2-3 weeks of April	<p>Internship diary. Teaching materials developed by the trainee</p>
3	Active / activity internship	<ul style="list-style-type: none"> - Conducting classes in academic groups on the subjects - "Foreign language" - "Foreign language for special purposes" - "Translation practice course" - "Practice course of professional translation" 	8 module, 4 week of April - 1 week of May	<p>Internship diary. Review provided by the internship supervisor from the organization</p>

				n; trainee' s class registrar with class attendance and current grades
4	Research internship	- Selection of theoretical material and the choice of technologies for conducting pedagogical research in academic groups (in case of choosing an appropriate master's thesis topic, by decision of the department). - Processing and analysis of the results obtained. - Consultation with the research supervisor on master's thesis preparation	8 module, 2-3 week of May	Internship diary. Materials for conducting pedagogical experiment. Materials on the qualification research topic: practical, theoretical (by decision of the department).
	Final stage: final conference	-Finishing the internship diary drafting. - Preparation of a written report on the internship. - Obtaining the necessary references according to the requirements. - Preparation of an oral report and presentation for the final conference. - Participation in the final conference.	8 module, last week of May	Internship diary. Trainee questionnaire report. Internship report. List of the conference attendants.

7. Research and scientific-production technologies used in Teaching Internship:

- observation, analysis and synthesis, deduction and induction,
- technologies of interactive, problem, developmental, modular, programmed, computer and contextual learning
- organization and conduct of role-playing games,
- technology advisory activities,
- technologies for assessing the student,
- technologies for preparing and conducting presentations,

8. Didactic and Methodological Support for Student's Individual Learning during the Teaching Internship:

The teaching materials are provided at the disposal of students, which includes two blocks:

8.1. Documentation and recommendations for passing the internship, which include:

- regulatory documents on the organization and conduct of internship;
- guidelines for drafting
 - internship diary,
 - internship report,
- samples
 - applications for internship,
 - internship diary,
 - trainee report,
 - safety briefing sheets,
 - a list of internship conferences attendants;
 - reference letters,
 - lesson plan

- recommendations for the development of teaching materials for conducting classes by a trainee

8.2. Educational and methodological resources on the issues of educational and analytical activities for teachers of foreign language and translation for special purposes (from the EBS RUDN University) main sources

Agnes Orosz. Content, Language and Method Integrated Teacher Training (CLMITT) in Training Teachers of English as a Foreign Language (EFL) and Beyond / UNAE Universidad Nacional de Educacion, Ecuador. // International Journal of Pedagogy and Teacher Education. 2018. №2.1. С. 193-200. ISSN 2597-7792 DOI: 10.20961/ijpte.v2i1.16928

Barros-del Río, María Amor. The European Foreign Language Teacher Training Programme: A Comprehensive Proposal [Электронный ресурс] // The 11th International Conference on European Transnational Educational (ICEUTE 2020). 2020. ISSN 978-3-030-57799-5 DOI: http://dx.doi.org/10.1007/978-3-030-57799-5_16

Marina Kulnich, Elena Makeeva, Ekaterina Savitskaya. Theory and Internship of Intercultural Communication in Language Teacher Training and Translator Training . // ARPHA Proceedings. 2019. №1. С. 397-406. ISSN 2683-0183 DOI: 10.3897/ap.1.e0375

Дополнительные источники

Andréia Morés, Neiva Senaide Petry Panozzo. Teacher training: trajectories and perspectives / Universidade de Caxias do Sul. // Revista Ibero-Americana de Estudos em Educação. 2019. №14.1. С. 253-264. ISSN 2446-8606 DOI: 10.21723/riaee.v14i1.11247

Arūnas Poviliūnas. About the Routes of Teacher Training and Their Institutionalization / Vilnius University, Lithuania. // Acta Paedagogica Vilnensia. 2020. №44. ISSN 1392-5016 DOI: 10.15388/ActPaed.44.12

Christian Belanga da Silva. Educational technologies: innovation and teacher training / Faculdade Anhanguera de Bauru (FAB), Bauru – SP. // Temas em Educação e Saúde. 2019. №15.1. С. 169-174. ISSN 1517-7947 DOI: 10.26673/tes.v15i1.12772

Emeli Borges Pereira Luz. Pre-service language teacher training for distance education / Universidade Federal de Uberlândia. // Texto Livre: Linguagem e Tecnologia. 2018. №11.3. С. 26-39. ISSN 1983-3652 DOI: 10.17851/1983-3652.11.3.26-39

Evaluation of a gamification and flipped-classroom program used in teacher training: Perception of learning and outcome [Электронный ресурс] / Gómez-Carrasco CJ [и др.]. // PloS one. 2020. №15:15. С. e0236083. ISBN 1932-6203 DOI: 10.1371/journal.pone.0236083

Isaev E.I. Activity Approach in Teacher Training: Formation and Implementation / Moscow State University of Psychology & Education, Moscow, Russia. // Психологическая наука и образование. 2020. №25.5. С. 109-119. ISSN 1814-2052 DOI: 10.17759/pse.2020250509

Tristani L., Bassett-Gunter, Rebecca. Making the grade: teacher training for inclusive education: A systematic review / York University [Электронный ресурс] // Journal of Research in Special Educational Needs. 2019. №.. ISSN 1471-3802 DOI: 10.1111/1471-3802.12483

Tsitsi Roselene Bwetenga, Mariana Cristina Alves de Abreu, José Airton de Freitas Pontes Junior. Assessment of teacher training in the Brazilian educational context / University Of Zimbabwe, Department of Foreign Languages and Literature. // Revista Diálogo Educacional. 2020. №20.65. ISSN 1518-3483 DOI: 10.7213/1981-416X.20.065.DS07

Valerian Gabdulkhakov. Study of Functional Mechanism of Technological Teacher Training Update. // ARPHA Proceedings. 2019. №1. С. 151-162. ISSN 2683-0183 DOI: 10.3897/ap.1.e0140

9. Forms of assessment (based on the results of the work place internship)

The scores are awarded within the ranking system

№ п/п	Internship Stages	Competence code	Form of progress assessment, independent learning (by weeks) Form of final Assessment

1	Introductory stage: organizational arrangements (organizational conference)	GPC-3 GPC-7 GPC-8	Drafting the regulatory documents for the internship. List of the conference attendants. Safety briefing sheet. Approved internship plan. Internship diary.
2	Passive (observational / familiarization) internship	GPC-1 GPC -2 GPC-3 GPC-4 GPC-5 GPC-6 SPC-1	Internship diary. Teaching materials developed by the trainee Preliminary check of the materials for the internship report.
3	Active / activity internship	GPC;-1 GPC -2 GPC-3 GPC-4 GPC-5 GPC-6 GPC-7 GPC-8 SPC-1	Drafting the internship diary. Monitoring of the internship activities performed by the trainee. Review provided by the internship supervisor from the organization. compiling trainee' s lessons registrar with class attendance and current grades
4	Research internship	GPC;-1 GPC -2 GPC-3 GPC-4 GPC-5 GPC-6 GPC-7 GPC-8 SPC-1	Internship diary. Materials for conducting. pedagogical experiment. Materials on the qualification research topic: practical, theoretical (by decision of the department).
	Final stage: final conference	GPC;-1 GPC -2 GPC-3 GPC-4 GPC-5 GPC-6 GPC-7 GPC-8 SPC-1	Trainee's internship report and its presentation

TOOLKIT FOR INTERNSHIP ASSESSMENT AND EVALUATION

Competence code	Stages (units)	Supervised content	Forms of Assessment							Credit	
			Classroom and independent activity								
			Internship supervisor's review	Internship diary	Educational and methodological materials of the trainee	Lessons with registrar with data on current assessment drawn up by the trainee	Materials for master's thesis	Trainee's internship report	Presentation		Scores
GPC-3 GPC-7 GPC-8	Introductory stage. Organizational conference	<p>Organizational conference</p> <ul style="list-style-type: none"> - familiarization with the regulatory and the legal basis of internship. - familiarization with the internship stages and units. -familiarization with the requirements for internship paperwork. -familiarization with the assessment requirements. - Safety instructions - internship supervisor's recommendations regarding individual internship trajectories 	+	+							4

3.2. Academic Progress Assessment System

Correspondence of grading systems (previously used grades of final academic performance, ECTS grades and score -ranking system of grades:

Scores for Academic Progress Ranking	Russian Education Marks	Scores	Marks	ECTS Scores
86 - 100	5 (excellent)	95 –	5+	A
		86 - 94	5	B
69 - 85	4 (good)	69 - 85	4	C
51 - 68	3 (satisfactory)	61 - 68	3+	D
		51 - 60	3	E
0 - 50	2 (unsatisfactory)	31 - 50	2+	FX
		0 - 30	2	F
51-100	Passed	51-100	Passed	Passed

3.3 Parameters and Scales for Assessment and Evaluation of Internship Outcomes

The Internship Outcomes are evaluated through *the following Parameters*

- Participation in the introductory conference
- Setting goals and tasks, specification of assignments and their schedule in the diary
- Brief annotation on the processed information, materials of analytical/ theoretical nature in accordance with the internship tasks
 - Analytical note on the teaching experience
 - Text of report, including Appendices
 - Internship Diary
 - Oral presentation of the report
 - Multimedia presentation
- The review from the internship supervisor

The above mentioned parameters are evaluated according to the following scales

The excellent mark is awarded to students who

- participate in the conference in an interactive form, specify independently the phenomena and data for further processing that are necessary for illustrations and confirmations of theoretical conclusions of the research under implementation within Master's thesis;
 - set individual goals and tasks independently, search for internship materials and select methods that bear professional relevance and novelty, show the ability to independently identify the assignments in line with the Master's thesis goals and scope;
 - systemically and independently apply up-to-date innovative technologies for collecting, processing and interpreting the experimental data
 - consistently adapt to new conditions of activity, use the acquired knowledge, skills and competencies to specific goal and tasks of the internship assignment in a creative, innovative way
 - balance theoretical knowledge and practical techniques for solving professional problems in the course of internship activities
 - identify and develop independently topical problems of theoretical and practical importance
 - fully and consistently comply with professional and corporate ethics, protect confidential information in the course of internship activities
 - produce mid-term analytical assignments, the text of report, and the internship diary that fully comply with the respective requirements
 - produce a solid oral presentation of the report, specify results and challenges in a clear and consistent way within interdisciplinary approach, reveals the internship outcomes -show the ability to balance the information of oral report and that in multimedia presentation
 - get the review from the internship supervisor who argues for an excellent mark for the performed activities.

The good mark is awarded to students who

- participate in the conference in an interactive form, can fully implement the supervisor's recommendations with regard to the phenomena and data for further processing that are necessary for

illustrations and confirmations of theoretical conclusions of the research under implementation within Master's thesis;

- implement the supervisor's recommendations with regard to goals and tasks, fulfill the supervisor's recommendations with regard to internship materials search and selections of methods that bear professional relevance and novelty, perform the assignments in line with the supervisor's recommendation and the Master's thesis goals and scope;
- follow the supervisor's recommendations with regard to up-to-date technologies for collecting, processing and interpreting the experimental data
- show ability to use the acquired knowledge, skills and competencies to specific goal and tasks of the internship assignment in a internship environment
- balance theoretical knowledge and practical techniques for solving professional problems in the course of internship activities
- follow the supervisor's recommendations with regard to identification of topical problems of theoretical and practical importance
- follow the supervisor's recommendations with regard to professional and corporate ethics, protect confidential information in the course of internship activities
- produce mid-term analytical assignments, the text of report, and the internship diary that generally comply with the respective requirements
- produce a solid oral presentation of the report, specify results and challenges in a clear and consistent way, reveals the internship outcomes -show the general ability to balance the information of oral report and that in multimedia presentation
- get the review from the internship supervisor who argues for a positive mark for the performed activities.

The satisfactory mark is awarded to students who

- participate in the conference in an passive form(or do not attend it at all), fail to identify the phenomena and data that are necessary for illustrations and confirmations of theoretical conclusions of the research under implementation within Master's thesis;
- fail to balance the internship goals and tasks, materials and methods that bear professional relevance and novelty, perform the assignments in line with the supervisor's recommendation and the Master's thesis goals and scope;
- fail to use up-to-date technologies for collecting, processing and interpreting the experimental data
- can not adapt the acquired knowledge, skills and competencies to specific goal and tasks of the internship assignment in a internship environment
- can not balance theoretical knowledge and practical techniques for solving professional problems in the course of internship activities
- identify topical problems of theoretical and practical importance within the internship activities in a fragmented or generalized way
- fail to comply with professional and corporate ethics, protect confidential information in the course of internship activities
- produce mid-term analytical assignments, the text of report, and the internship diary that do not comply with the respective requirements , submit the documents after the deadline
- produce a very generalized oral presentation of the report, show results and challenges in a fragmented way, fails to balance the teaching internship outcomes
- fails to balance the information of oral report and that in multimedia presentation
- get the review from the internship supervisor who argues for a satisfactory mark for the performed activities.

The unsatisfactory mark is awarded to students who

- do not attend the introductory conference, fails to communicate with the internship supervisor in due time with regard to the internship goals, tasks, materials and methods for the assignment
- fail to balance the internship goals and tasks, materials and methods that bear professional relevance and novelty, perform the assignments in line with the supervisor's recommendation and the Master's thesis goals and scope;
- show no awareness of the up-to-date technologies for collecting, processing and interpreting the experimental data

- produce mid-term analytical assignments/the text of report, / the internship diary that do not comply with the respective requirements, submit the documents after the deadline
- can not produce the oral presentation of the report in line with the requirements in terms of the scope, show results and challenges, do not mention the required points and items, fail to show how the internship outcomes matter with regard to the areas of specialization
- fails to balance the information of oral report and that in multimedia presentation
- get the review from the internship supervisor who argues for an unsatisfactory mark for the performed activities.

3.3.1. Guidelines for the requirements to draft internship report, diary and oral presentation of the internship outcomes.

The trainee's diary should include clear and concise description of goals, tasks, methods and tools for their implementation. The diary should be processed daily according to the internship schedule. The diary is expected to include the following descriptions made on a regular day-specified basis

- description of the assignments performed by sections of the internship program
- description of the practical tasks that the student solves during the internship
- specification of difficulties that arose during the internship and solutions that were applied

The report provides general information (surname, first name, middle name of the undergraduate; type of practice; period of internship), provides information on the work performed by the undergraduate during the internship, provides the results of the internship taking into account the acquired knowledge, skills and abilities, notes problems encountered during all stages of internship.

The text of the report is expected to confirm that the student independently acquires and uses new knowledge and skills in research and practice, perfection his/her own analytical research competence.

The report on the pre-thesis internship must be approved by the supervisor and after that the undergraduate can receive a mark for the internship.

The pre-thesis internship report should contain:

1. Title page;
2. Contents;
3. Introduction;
4. The main part;
5. Conclusion;
6. References;
7. Appendices

The report should be at least of 10 pages (without attachments) (font - Times New Roman, font size - 14, line spacing - one and a half, all fields - 2 cm, indentation - 1 cm, alignment - width, tables and diagrams are arranged along the text and are numbered in sections). The number of applications is not limited and is not included in the specified volume.

The Introduction should contain:

- purpose, place and time of internship (term, duration in weeks / working days);
- the sequence of internship activities, a list of work performed in the practice process.

The main part of the report must include:

- description of the organization of work in the pre-thesis internship;
- description of the assignments performed by sections of the internship program;
- description of the practical tasks that the student solves during the internship;
- indication of difficulties that arose during the internship;
- indication of controversial issues that arose on specific issues, and their solution;

The Conclusion should contain:

- description of knowledge, abilities, skills (competencies) acquired by the trainee during the period of practice;
- characterization of information and software products required for internships;
- student's suggestions and recommendations made during practice.

The report also includes:

- individual assignment of the trainee (if necessary);

- trainee's diary;
- review of the internship supervisor from the enterprise (from the University) about the work of a trainee student.

The list of references used is made in the order the links appear in the text.

The internship diary, signed by the student and the supervisor, as well as documents containing information on the results of the student's work during the internship, are mandatory to be attached to the report.

The Internship report, approved by the internship supervisor, should be submitted to the department's internship supervisor no more than two weeks after internship termination.

The oral presentation of the internship report is expected

-to briefly, logically and consistently introduce the report contents mentioned above, focus on interaction of internship applied results and their relevance for labour market and industry

-to reveal the teaching internship outcomes with regard to the areas of language, translation and interpreting skills training, and that of consultative –communicative activities

The multimedia presentation is expected to cover the report main parts and visualize the compliance with the requirements to the oral presentation

The review of the internship supervisor is expected to clarify the level of professional competences that the trainee has improved during the internship.

The Syllabus Developers

Dr. Habil in Linguistics, Full Professor

A.A. Atabekova

Assoc. Professor, PhD

L.Yu. Lutskovskaia

Head of the Foreign Languages Department

A.A. Atabekova