Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University

Law Institute

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

INTERNSHIP SYLLABUS

Teaching Internship

internship title

Advanced field internship

internship type

Recommended by the Didactic Council for the Education Field of:

45.04.02 Linguistics

field of studies / speciality code and title

The student's internship is implemented within the professional education programme of higher education:

Translator and interpreter for public services and institutions

higher education programme profile/specialisation title

1. INTERNSHIP GOAL(s)

The goal of the Internship is to form basic skills in the field of teaching a foreign language and translation in areas related to multilingual communication within the system of public services and institutions.

2. REQUIREMENTS FOR LEARNING OUTCOMES

The internship implementation is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire during the internship

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-1	GPC-1 Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system of values and perceptions of the communities of the countries whose languages are learnt	GPC-1.1 Knows the system of the foreign language under study, principles, patterns, and tendencies of its functioning in various communicative contexts, taking into account the values and ideas of the communities of the countries whose languages are learnt GPC-1. 2 Masters comprehensive tools to apply linguistic and extralinguistic knowledge in various communicative contexts, taking into account values and perceptions of the communities of the countries whose languages are learnt
GPC-2	GPC-2 Knows the specifics of foreign scientific worldview and masters the academic discourse in Russian and foreign languages being learnt	GPC-2.1 Knows the specifics of the scientific picture of the world and the components of its discursive modeling in Russian and the foreign languages being learnt GPC-2.2 Masters comprehensive tools to produce academic discourse in Russian and foreign languages
GPC-3	GPC-3 Masters the general theory of teaching and the methodology of teaching specialized disciplines within the chosen field of the educational program (translation and interpreting), can use modern educational technologies in practice.	GPC-3.1 Knows the background concepts, theories, approaches within the contemporary teaching theory and methods to teach specialized disciplines within the chosen field of the training of specialists in translation and interpreting GPC-3. 2 Masters comprehensive tools to train specialists in translation and interpreting
GPC-4	GPC-4	GPC-4.1 Knows the specifics of the speech

Competence code	Competence descriptor	Competence formation indicators (within this course)
	Can generate and understand speech in the foreign language under study in oral and written forms in relation to the official neutral and informal registers of communication.	functional styles and genres in Russian and foreign languages under study GPC-4. 2 Masters comprehensive cognitive - discursive tools to produce and perceive texts of various functional styles and genres in the foreign language under study as well as to edit and proofread the above texts
8	GPC -5 Can carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers	GPC-5.1 Knows the conventions of foreign community communication in diverse situational contexts GPC-5.2 Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers
GPC-6	GPC -6 Masters modern technologies to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).	GPC-6. 1 Knows the standards and format research documentation (dissertation, report, review, abstract). GPC-6.2 Masters comprehensive tools to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).
GPC-7	GPC-7. Can work with the major search engines, expert systems and other knowledge systems as well as systems of verbal information processing	GPC-7. 1 Knows major search engines, expert systems for knowledge representation and verbal information processing. GPC-7. 2 Masters comprehensive digital tools for knowledge representation and verbal information processing.
GPC-	GPC-8 Can use digital technologies and methods in professional activities to study	GPC-8. 1 Knows digital technologies relevant for the translator and interpreter's professional activities GPC-8.2 Masters comprehensive digital tools to explore and model objects of professional activities, data analysis, information presentation, etc. within

Competence code	Competence descriptor	Competence formation indicators (within this course)
	and model objects of professional activities, data analysis, information presentation, etc.	translator and interpreter's professional activities
GC-1	Can search, conduct critical analysis of problem situations through a systematic approach, and develop an action plan.	GC-1.1 Knows the relevant approaches and techniques to identify problem situation GC-1. 2 Masters comprehensive tools to solve problem situations

3. INTERNSHIP IN HIGHER EDUCATION PROGRAMME STRUCTURE

The internship refers to the core component of B2 block of the higher educational programme curriculum.

Within the higher education programme students also master other disciplines (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the internship.

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

Competence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*
GC-5.	GC -5 Can analyze and consider cultural diversity during cross cultural interaction.	Pedagogics and Psychology of HE (in English)	-
GPC-3	Masters the general theory of teaching and the methodology of teaching specialized disciplines within the chosen field of the educational program (translation and interpreting), can use modern educational technologies in practice.	Pedagogics and Psychology of HE (in English)	-
		Methodology of Foreign Language Teaching/ Didactics of Specialized Translation Skills Training	-

4. INTERNSHIP WORKLOAD
The total workload of the internship is 3 credits (108 academic hours).

5. INTERNSHIP CONTENTS
Table 5.1. Internship contents

Modules	Contents (topics, types of practical activities)	Workload, academic hours
Module 1. Introductory	1.1. Familiarization with the regulatory framework of the university in terms of teaching disciplines in foreign languages within the framework of various educational programmes. 1.2. Familiarization with the internship programme, labor safety requirement, documentary support and reporting on the internship	3
Module 2. Analytical	2.1 The analysis of the didactic support for teaching disciplines in foreign languages and translation, with the curricula and programmes of the relevant disciplines. 2.2. The analysis of current academic resources on the issues of the teaching internship, attendance of classes conducted by teachers of the departments on the basis of which the practice is implemented	50
Module 3. Teaching activities	3.1. Preparing a classroom activities plan 3.2. Conducting classroom sessions 3.3. Carrying out the ongoing assessment the discipline	28
Writing an internship report		18
Preparing for defence and defending the internship report		9
	Total:	**108**

* The contents of internship through modules and types of practical activities shall be <u>FULLY</u> reflected in the student's internship report.

6. INTERNSHIP EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	Computer, screen, projector, Internet access
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	Computer, screen, projector, Internet access

7. INTERNSHIP LOCATION AND TIMELINE

The internship can be carried out at the structural divisions of RUDN University (at Moscow-based organisations, as well as those located outside Moscow.

The internship at an external organisation (outside RUDN University) is legally arranged on the grounds of an appropriate agreement, which specifies the terms, place and conditions for an internship implementation at the organisation.

The period of the internship, as a rule, corresponds to the period indicated in the training calendar of the higher education programme. However, the period of the internship can be rescheduled upon the agreement with the Department of Educational Policy and the Department for the Organization of Internship and Employment of RUDN students.

8. RESOURCES RECOMMENDED FOR INTERNSHIP

Main readings:
1. Common European Framework of Reference for Languages: learning, teaching, assessment (2020). – Companion volume, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr.
2. Hemmi, C., & Banegas, D. L. (2021). CLIL: An overview. International perspectives on CLIL, 1-20.
3. Costa, F., & Mastellotto, L. (2022). The role of English for specific purposes (ESP) in supporting the linguistic dimension in English-medium instruction (EMI). CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education, 5(2), 37-52.

Additional readings:
1. Dubrac, A. L. (2022). Di Pardo Léon-Henri, Dana and Bhawana Jain. Contemporary Research in Foreign Language Teaching and Learning. Cambridge Scholars Publishing, 2020. Recherche et pratiques pédagogiques en langues de spécialité. Cahiers de l'Apliut, 41(1).
2. Atabekova, A., Lutskovskaia, L., & Gorbatenko, R. (2021). Developing multiliteracy skills and pragmatic communication awareness of university students learning a foreign language (English) for specific purposes. Thinking Skills and Creativity, 42, 100956.

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

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

The training toolkit and guidelines for a student to do an internship, keep an internship diary and write an internship report*:

1. Safety regulations to do the internship (safety awareness briefing).

2. Machinery and principles of operation of technological production equipment used by students during their internship; process flow charts, regulations, etc. (if necessary).

3. Guidelines for keeping an internship diary and writing an internship report.

*The training toolkit and guidelines for the internship are placed on the internship page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL AS INTERNSHIP RESULTS

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the internship results are specified in the Appendix to the internship syllabus.

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

DEVELOPERS:

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