

Ministry of Education and Science of Ukraine

Rivne State University of Humanities



THE PROGRAMME

of the English Language Entrance Examination

**for foreign applicants to obtain the degree of higher education "Master" based
on the degree (educational qualification level) of bachelor, specialist, master**

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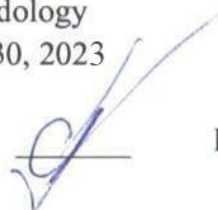
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The Programme of the English Language Entrance Examination for foreign applicants to obtain the degree of higher education “Master” based on the degree (educational qualification level) of bachelor, specialist, master determines the language competence requirements to applicants, the objectives and structure of the examination, the criteria for assessing applicants’ answers and references.

The programme was approved at the meeting of the Department of English Language Practice and Teaching Methodology
Minutes No. 7 dated August 30, 2023

Head of the Department



Prof. N.O. Mykhalchuk

PROGRAMME CONTENTS

The Programme of the English Language Entrance Examination for foreign applicants contains the following sections:

1. Introduction
2. The Examination Objectives
3. Competence Requirements to the Applicants
4. Examination Structure
5. Assessment Criteria of Examination Results
6. References

1. INTRODUCTION

The Programme of the Entrance Examination in the English language for foreign applicants entering the Master's degree developed on the basis of the laws of Ukraine "On Education", "On Higher Education", Terms of Admission to Higher Educational Establishments of Ukraine in 2023 and Rules of Admission to Rivne State University of Humanities.

The target audience of the Programme is graduates of Bachelor programmes of different specialities, proficient in the English language.

Foreign citizens are required to take the English language entrance examination as part of the application process for programmes of study in Rivne State University of the Humanities, Ukraine.

Nowadays the English language is an important means of intercultural communication. Foreign applicants who would like to study for a Master's degree at the university should be able to be ready to maintain social contacts with representatives of other cultures in the most typical situations of speech interaction, be involved into the process of studying at the university and get knowledge on different disciplines while listening to lectures, reading textbooks and communicating with lecturers. This achievement of language abilities and skills is provided by interrelated cognitive, communicative, cultural and social development.

The entrance examination can be taking place remotely. It can be done by a videoconference call in front of the commission.

Applicants' admission to the entrance examination is carried out on the condition that they have a document certifying their identity (passport, ID card, etc).

2. THE EXAMINATION OBJECTIVES

A foreign language entrance examination is conducted with the aim of assessing the level of development of the English language communicative competence of applicants and includes assessment of the level of knowledge in English, mastering the language, reading and speech skills of an applicant within the thematic content curriculum.

The goal of assessment of the English language is to assure that the level of English proficiency obtained by foreign applicants is appropriate to study successfully as the students in Rivne State University of Humanities.

3. COMPETENCE REQUIREMENTS TO THE APPLICANTS

The entrance examination requirements for the Master's degree in the English language are based on the requirements of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) to level of foreign language proficiency B2, which is the standard for the Bachelor's degree and is common for students of various specialities. These requirements involve skills that are manifested in different types of speech behavior and correspond to the level of an independent user.

Foreign language communication competence is the ability to use the language depending on the situation, the ability and the actual willingness to communicate with the purpose, readiness for linguistic interaction and mutual understanding.

The applicants should obtain the following skills to succeed in the English Language Entrance Examination:

- basic language skills and successfully apply them in the certain communication situations;
- proper understanding of original English texts of various genres and styles;
- appropriate usage of English vocabulary and grammar skills on practice;
- the ability to carry out academic activities and communicate in cultural, educational, professional and social environment;

- knowledge of basic terminology in English in order to understand lectures and classes and use English vocabulary while studying. The lexical minimum of an applicant should consist of at least 2500 units.

The applicants should demonstrate the following components of communicative competence:

- Linguistic competence – command of a certain amount of knowledge, skills and experience in the field of vocabulary, grammar and phonetics necessary for foreign language communication.
- Language competence – knowledge of language units and rules of their putting together and linking.
- Speech competence – command of ways how to form and to frame thoughts by means of language and the ability to use the ways in the course of speech perception.
- Social and cultural competence – knowledge of national and cultural identity of foreign language speech behaviour, familiarity with items of social and cultural environment such as customs, rules, standards of social conventionality and crosscultural knowledge.
- Social and linguistic competence – the ability to select and to use appropriate language patterns and means depending on the purpose and context of particular communication, as well as social roles of participants in communication
- Information competence – ability to search, analyze and transform information.

Communicative competence and language skills that should be demonstrated by the applicant:

- the ability to identify the most important information and to avoid ambiguity;
- an extensive vocabulary command;
- the ability to choose the most appropriate way of expressing thoughts from a wide variety of linguistic resources;
- the ability to process any text about real and fictional events;
- the ability to piece together an appropriate phrase to obtain the necessary linguistic information from the available set of functional discourse.

Objects of assessment are reading as a type of reproductive speech activity and speaking as a productive one.

Requirements for mastering reading. The examination assesses the level of the text comprehension, the ability to highlight key information, summarize the content of what an applicant has read, make conclusions and express own attitude to the information received. Applicants should be able to read texts based on familiar language material, guess the meaning of occasional unknown words from the context or word-building elements, differentiate basic facts and background information, highlight detailed information about individuals, events, facts, determine the text structure and recognize logical connection between parts.

Authentic texts from printed periodicals, Internet publications, informational and advertising booklets, fiction are used to create test tasks.

Requirements for mastering speaking. Applicants should be able to produce a clear, detailed monologue on a wide range of topics related to study, express oneself according to the proposed subject provided by the university curricula for studying a foreign language in a professional direction and advance arguments for statements regarding current topics of academic and professional life (at conferences, discussions in an academic learning environment).

4. EXAMINATION STRUCTURE

The developed tasks of the English language entrance examination provide for checking the formation of the foreign language communicative competence of the applicants entering the Master's degree programme. The content of tasks is unified according to the forms and types of fulfillment and takes into account the peculiarities of the English language.

Communicative competence is realized in the implementation of various types of speech activity.

The structure of the English language entrance examination card requires reading and speaking skills. It consists of two parts (see a Sample):

Rivne State University of Humanities

Education and qualification level: Master's degree
Academic discipline: The English Language

Examination Card No.

1. Read and comment on Text No.

2. Speak on the topic.

Approved at the meeting of the Department of English Language Practice and Teaching Methodology

Minutes No. 11 dated November 24, 2023

Head of the Department
Examiner

prof. N. Mykhalchuk

Part 1. It consists of a text which an applicant has to read and give own commentaries on it. The task is oriented to assess fluency in English and evaluate the applicant's ability to understand the text and analyze it.

Sample Text

Biodiversity – Who Cares?

“Biodiversity” sounds technical but is simply the amazing diversity of life on our planet, from fellow human beings, the insects in our back garden to the vegetables in our fridge.

Many of us appreciate the countryside or walk our dogs in the local woods. We find it calming or energizing. But actually our biodiversity is more than that – it's a fundamental part of the Earth's life support system and sustains many of our basic human needs for food, air, fertile soil, even furniture. It's fundamental to our existence.

Since its beginnings, life has spread to every corner of the planet. Some extreme environments support only a few species, whilst others display an enormous diversity of life. Each organism has adapted to fit a particular place or habitat.

We all rely on biodiversity, but the greatest threat to it is us. It is vital we understand biodiversity and how it works, in order to make the right decisions on how to sustain it.

There are scientists at Amgueddfa Cymru with expertise in researching and identifying species and contributing to global knowledge. Their work is relied on by other scientists and conservation professionals. The internationally important collections of the National Wool Museum in Cardiff are a source of biological information for scientists now and in the future.

Adapted from: <http://www.museumwales.ac.uk/en/wool>

Suggested answer:

The text concerns itself with an extremely topical subject. The title already indicates the subject. The text is about biodiversity and its role in a human life. The author wants to convince the reader that we should sustain and use properly our environment and protect it, and gives reasons for it.

In particular, the narrator focuses on various kinds of biodiversity and says that all human beings rely on it. It is essential that people understand biodiversity and the ways of its work to do everything possible to sustain it.

The author also dwells on the initiative launched by the scientists at Amgueddfa Cymru and the international collections in the National Wool Museum in Cardiff. Their information is very important for our and future generations.

Finally, biodiversity is a substantial part of the life in our planet Earth.

Part 2. The applicants are able to introduce themselves; possess the speech etiquette of everyday and professional communication; master all types of monologue speech (informing, explaining, clarifying, comparing, contrasting, etc.); make a short, unprepared message on a topic determined by the examiner.

Topics for assessment of speaking skills:

1. The importance of a family
2. What is 'self-realization' from your point of view?
3. Books in our life.
4. You are never too old to learn. Do you agree with this statement?
5. The role of education in modern society

6. Healthy lifestyle
7. The role of sport in your life
8. Travelling. Means of transport
9. Music in our life
10. Art is a proper task of life. Comment on the role of art in your life.
11. Some people live to work and others work to live. In most cases, this depends on the job they have and the conditions under which they are employed. In your opinion, what are the elements that make a job worthwhile?
12. My future profession.
13. Global problems of humanity as a challenge for the present and the future.
14. Environment and environmental protection
15. Outstanding personalities of the world.
16. Foreign languages in our life
17. Modern technology: advantages and disadvantages
18. “Earlier technological developments brought more benefits and changed the lives of ordinary people more than recent developments ever will”. To what extent do you agree or disagree?
19. The world of virtual reality and communication problems of young people.
20. Governments should be responsible for funding and controlling scientific research rather than private organizations.

5. ASSESSMENT CRITERIA OF EXAMINATION RESULTS

While assessing the results of the examination, a 200-point scale is used. The maximum score for the reading task of Part 1 is 100 points. The maximum score for speaking of Part 2 is 100 points.

The score for reading comprehension is determined by the ability to read a text, process it, understand its meaning and comment on it.

The score for oral speech is determined by the variety of speech patterns used, the lexical variability of speech, as well as the grammatical, lexical and phonetic correctness of the completed task.

The results of the tasks allow to identify the level of the applicant's English language competence:

200–180 points (high level);

179–150 points (sufficient level);

149–100 points (average level); 99-0 points (low level).

Correspondence Table of competence levels to a 200-point scale for assessing applicants' answers

| Language competence | Rating scale | Level of competence |
|---|--------------|---------------------|
| The applicant only partially reproduces the proposed material, does not understand basic grammatical rules, cannot define basic language phenomena, only partially possesses the skills of language competence and his/her knowledge generally has a non-systematic character. | 0-99 | low |
| The applicant understands and can formulate and explain only some elements of the proposed task, has a poor sense of communicative situation, gives a general and not sufficiently clear description of some elements of a certain event, subject or phenomenon, understands some basic grammatical rules, but is not always able to explain their application in practice, does not fully possess the skills of language competence. | 100-149 | average |
| The applicant generally understands and can fully reveal the content of the proposed task, oriented almost freely in the proposed situational topic, gives quite a clear, but not entirely logical and consistent description of a certain event, subject or phenomenon, tries to express his/her opinion, understands basic grammatical rules and is able to explain their application in practice, has the skills of speech competence (correct and clear pronunciation, rich vocabulary, correct grammatical and syntactic constructions). | 150-179 | sufficient |

| | | |
|---|---------|------|
| The applicant understands and can correctly and meaningfully respond to the task proposed to him/her, freely describes specific communicative situations, is able to give a clear, logical and consistent description of a certain event, subject or phenomenon, expresses his/her opinion, is able to answer questions, possesses the necessary skills of speech competence (correct and clear pronunciation, rich vocabulary, correct grammatical and syntactic constructions). | 180-200 | high |
|---|---------|------|

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