

## PROGRAM OF ENTRANCE INTERVIEW ON ENGLISH

All applicants entering Vinnytsya National Pirogov Memorial Medical University must provide evidence that they can use English well enough to study effectively.

For this purpose they must possess necessary communicative language competences. Communicative language competence can be considered as comprising several components: linguistic, sociolinguistic and pragmatic. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how.

Linguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations.

Sociolinguistic competences refer to the sociocultural conditions of language use (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community).

Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of inter- actional exchanges.

The language learner/user's communicative language competence is activated in the performance of the various language activities, involving **reception**, **production**, **interaction** or **mediation** (in particular interpreting or translating). Each of these types of activity is possible in relation to texts in oral or written form, or both.

Language activities are contextualised within domains. These may themselves be very diverse, but for most practical purposes in relation to language learning they may be broadly classified as fourfold: the *public domain*, the *personal domain*, the *educational domain* and the *occupational domain*.

The *public domain* refers to everything connected with ordinary social interaction (business and administrative bodies, public services, cultural and leisure activities of a

public nature, relations with the media, etc.). Complementarily, the personal *domain* comprises family relations and individual social practices.

The occupational *domain* embraces everything concerned with a person's activities and relations in the exercise of his or her occupation. The educational *domain* is concerned with the learning/training context (generally of an institutional nature) where the aim is to acquire specific knowledge or skills.

The criteria of the assessment of possessing necessary communicative language competences by the applicants were made according to the State Standard of basic and complete general secondary education, current curricular programs and Common European Framework of References for Languages.

The assessment is carried out in the form of an interview that anticipates testing knowledge of English as a system. Testing is done in the form of a grammar test and talk between an examiner and an applicant.

The grammar test measures grammar and usage. There are 20 tasks in this test. It contains tasks in:

- Subject-verb agreement
- Verb tenses
- Irregular verbs
- Noun forms and pronouns
- Modifiers and comparatives
- Prepositions and connectives
- Sentence fragment

In the grammar test an applicant reveals his/her lexical, grammatical, semantic, orthographic competences.

Lexical competence, knowledge of, and ability to use, the vocabulary of a language, consists of lexical elements and grammatical elements. Lexical elements include *fixed expressions, sentential formulae, proverbs, phrasal idioms, the user/learner's competences* intensifiers, *fixed frames*, fixed collocations, etc.

Grammatical elements belong to closed word classes, e.g. (in English): articles, quantifiers, demonstratives, personal pronouns, question words, relatives, possessives, prepositions, auxiliary verbs, conjunctions, particles.

Formally, the grammar of a language may be seen as the set of principles governing the assembly of elements into meaningful labeled and bracketed strings (sentences). Grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae).

Semantic competence deals with the learner's awareness and control of the organization of meaning. *Lexical semantics* deals with questions of word meaning. *Grammatical semantics* deals with the meaning of grammatical elements, categories, structures and process. Orthographic competence involves a knowledge of and skill in the perception and production of the symbols of which written texts are composed of.

The overall assessment of the level of knowledge of an applicant is defined as "Sufficient Level" and "Insufficient Level". "Sufficient Level" is defined when an applicant gets 6-3 quality points. An applicant gets:

6 quality points – if he/she can understand the main ideas of complex text on both concrete and abstract topics, can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party, can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;

5 quality points – if he/she can understand the main points of clear standard input on familiar matters regularly encountered at work, school, leisure, etc., can deal with most situations likely to arise whilst travelling in an area where the language is spoken, can produce simple connected text on topics which are familiar or of personal interest, can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans;

4 quality points – if he/she can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and

family information, shopping, local geography, employment), can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need;

3 quality points – if he/she can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has, can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

«Unsufficient Level» is defined when an applicant gets 2-0 quality points. An applicant gets:

2 quality points – if he/she can understand and use with difficulty some familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has with some mistakes, can interact in a very simple way provided the other person talks slowly and clearly and prepared to help and repeat.

1 point – if he/she can understand and use with difficulty and a lot of mistakes very few familiar everyday expressions and very basic phrases, can introduce him/herself and others and can answer questions about personal details with difficulty and a lot of mistakes. Tryings to interact lead to misunderstanding.

0 quality point – if he/she cannot understand and use even familiar everyday expressions and very basic phrases, cannot introduce him/herself and others and cannot ask and answer questions about personal details clearly, cannot interact in a simple way even with the help of other persons.