COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Foreign Language (Dutch) II/IV A2 Užsienio kalba (nyderlandų) II/IV A2	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Lect. **Richard Udes**	Faculty of Philology, Institute for the Languages and Cultures of the Baltic Center for Scandinavian Studies

Study cycle	Type of the course unit (module)
BA program	Optional

Mode of delivery	Period when the course unit (module) is delivered		Language(s) of instruction
Seminars	Spring semester		English

Requirements for students	
Prerequisites: Foreign Language (Dutch) I/IV A1 or an A1-level of Dutch proficiency	**Additional requirements (if any):** –

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5 ECTS	136 hours	64	72

Purpose of the course unit
This course builds upon the introductory Foreign Language (Dutch) I/IV course and is designed for students from all disciplines at Vilnius University who wish to further develop their Dutch language skills. Over one semester, students will strengthen and expand their ability to communicate effectively in everyday situations, progressing towards A2-level proficiency according to the Common European Framework of Reference for Languages (CEFR). The course will also provide insights into Dutch culture, fostering a deeper understanding of the language in its social and historical context. Through interactive classes held twice a week, students will engage in practical speaking, listening, reading, and writing activities. Emphasis will be placed on developing greater fluency, accuracy, and confidence in real-life communication. Authentic materials, multimedia resources, and pair or group

tasks will be used to support active language use in meaningful contexts. By the end of the semester, students will be able to:

- Participate in routine social interactions and express opinions on familiar topics.
- Understand short, straightforward spoken and written texts on everyday subjects.
- Write simple connected texts, messages, and descriptions.
- Apply a wider range of grammatical structures and vocabulary with increasing confidence.

This course is open to students who have successfully completed the Foreign Language (Dutch) I/IV course or possess an A1-level of Dutch proficiency.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
By the end of the course, students will have developed elementary proficiency in Dutch, reaching the **A2 level** according to the Common European Framework of Reference for Languages (CEFR). Specifically, students will be able to: 1. **Listening Comprehension** o Understand sentences and frequently used expressions related to areas of immediate relevance (e.g., personal and family information, shopping, work, local area). o Follow the main ideas of short, clear, and slow speech or announcements about everyday topics and experiences. 2. **Speaking (Interaction & Production)** o Participate in routine social interactions that require a simple and direct exchange of information on familiar matters. o Describe aspects of their background,	This course employs a **communicative and interactive approach** to language learning, ensuring that students actively engage with Dutch in real-life contexts. The following methods will be used: 1. **Interactive Lectures & Discussions** o Explanation of key grammar and vocabulary with practical examples. 2. **Task-Based Learning** o Role-playing everyday situations (introductions, shopping, ordering food). o Problem-solving activities requiring Dutch-language interaction. 3. **Listening and Pronunciation Practice** o Audio materials (dialogues, video clips) to improve comprehension.	The course follows an **accumulative assessment** approach, ensuring continuous engagement and skill development throughout the semester. The final grade is based on two components: 1. **Class Participation (20%)** o Regular attendance and active participation in classroom activities. **2. Midterm Written and Spoken Exam (30%)** o **Written Exam** (Grammar, vocabulary, reading comprehension, and short writing tasks). o **Spoken Exam** (Basic conversation, role-play, or an oral presentation). 3. **Final Written and Spoken Exam (50%)** o **Written Exam** (Grammar, vocabulary, reading comprehension, and short writing tasks). o **Spoken Exam** (Basic conversation,

environment, daily life, and express opinions and preferences using connected phrases and simple sentences. 3. **Reading Comprehension** o Understand short, straightforward texts on familiar subjects such as personal correspondence, advertisements, brochures, and short news items. o Identify main ideas and relevant details in simple written materials encountered in daily life. 4. **Writing** o Write short, connected texts on familiar topics such as daily routines, experiences, and plans. o Compose simple emails or messages, and complete standard forms and short written tasks with generally accurate grammar and vocabulary. 5. **Grammar & Vocabulary** o Use a broader range of grammatical structures, including separable verbs, adjective agreement, simple past and future constructions, and modal verbs. o Expand active vocabulary to include common expressions related to work, leisure, travel, health, and social interactions. 6. **Cultural Competence** o Demonstrate an understanding of common social conventions, customs, and	4. **Reading and Writing Exercises** o Short texts, dialogues, and cultural articles for comprehension practice. o Writing tasks such as personal emails, descriptions, and short narratives. 5. **Pair and Group Work** o Collaborative activities to practice dialogues and grammar structures. o Peer feedback on speaking and writing assignments. 6. **Assessment for Learning** o Constructive feedback on speaking and writing tasks. Students are encouraged to **actively participate** in class, **engage with Dutch outside of lessons**, and **apply their knowledge in real-world contexts** to maximize learning outcomes.	role-play, or an oral presentation).

communication styles in Dutch-speaking contexts. This course consolidates foundational Dutch language skills and enables students to communicate effectively in familiar contexts, preparing them for progression towards the **B1 level** in subsequent studies.		

Content: breakdown of the topics	**Contact hours**							**Individual work: time and assignments**	
	Lectures	Tutorials	Seminars	Workshop	Laboratory work	Internship/work	**Contact hours**	**Individual work**	**Tasks for individual work**
1. Purchasing, Selling • Buy items in a store, understand advertisements, purchase appliances, do groceries for a party. • Grammar focus: diminutives, imperfect tense. • Cultural insight: gender roles in grocery shopping, Dutch attitudes towards bargaining.			7				**7**	**7**	Various vocabulary and grammar exercises which will be handed out in class.
2. Services • Send a parcel, obtain information about the public library, open a bank account, receive and provide information at the town hall. • Grammar focus: infinitives with *te*, conjunctions and compound sentences. • Cultural insight: public services and administrative procedures at the town hall.			7				**7**	**7**	
3. Health, medicine • Understand information on medication, make a telephone appointment with an out-of-hours medical clinic, describe health problems to a family doctor, discuss healthy lifestyles.			7				**7**	**7**	

• Grammar focus: conjunctions, word order in subordinate clauses. • Cultural insight: the Dutch healthcare system, Dutch culture when visiting a family doctor.									
4. Family, relationships • Engage in small talk, have conversations about personal matters, describe your family, discuss relationships. • Grammar focus: word order when starting with a subordinate clause. • Cultural insight: family relationships and social norms in the Netherlands.			7				**7**	**7**	
5. Education • Ask for information about study programs and courses, talk about your education and future plans, discuss a child's grades at an elementary school, describe your own learning progress. • Grammar focus: future tense, separable verbs, imperative mood. • Cultural insight: the Dutch education system and student-teacher interaction.			7				**7**	**7**	
6. Culture, art • Choose a cultural activity, discuss cultural activities you have attended, read poems and proverbs, describe a house or building. • Grammar focus: superlatives used with nouns, comparisons. • Cultural insight: short biographies of Rembrandt and Van Gogh.			7				**7**	**7**	
7. Profession, career • Request information about professions, describe a typical workday, apply for a job in writing, find employment through a job agency			7				**7**	**7**	

• Grammar focus: relative pronouns and clauses, compound nouns, adjectival and nominal endings. • Cultural insight: gender divisions and equality in various professions.									
8. Media • Read news articles, listen to and discuss news items, inform someone about traffic problems, talk about the weather. • Grammar focus: the indefinite pronoun, reflexive verbs. • Cultural insights: the Dutch climate and common expressions related to the weather.			7				**7**	**7**	
9. Exam Preparation			8				**8**	**16**	
Total:			**64**				**64**	**72**	

Assessment strategy	**Weight, %**	**Deadline**	**Assessment criteria**
Accumulative evaluation			The final grade for the course is based on continuous assessment and a final test, ensuring students actively engage with the language throughout the semester. The grading components are as follows:
Active Participation in Seminars	20%	During the course	Assessed throughout the semester. Students are required to regularly attend classes and actively participate in classroom activities. **Grading scale:** 0 to 10 points.
Midterm Test (Written and Oral)	30%	Middle of the semester	Conducted in the middle of the semester. Assesses students' **reading, writing, listening, and speaking** skills. The written component includes grammar, vocabulary, and comprehension tasks, while the oral component evaluates pronunciation, fluency, and communication abilities. **Grading scale:** 0 to 10 points.
Final Test (Written and Oral)	50%	End of the semester	Conducted at the end of the semester. Assesses students' **reading, writing, listening, and speaking** skills. The written component includes grammar, vocabulary, and comprehension tasks, while the oral component

			evaluates pronunciation, fluency, and communication abilities. **Grading scale:** 0 to 10 points.

USE OF AI TOOLS

AI may be used for additional explanations, practice examples, and task ideas, but must not replace students' own grammatical analysis, critical thinking, or creativity. Use of AI during tests is strictly prohibited. Any use of AI in submitted work must be acknowledged. Students are responsible for checking AI-generated content and ensuring ethical use in accordance with the Faculty of Philology's recommendations and VU regulations.

Values of the ten-point grading scale

10 (Excellent) Excellent, exceptional knowledge and skills. The level of evaluation. 95–100 % of the set study goals have been achieved.

9 (Very good) Sound, good knowledge and skills. The level of synthesis. 85–94 % of the set study goals have been achieved.

8 (Good) Better than average knowledge and skills. The level of analysis. 75–84 % of the set study goals have been achieved.

7 (Average) Average knowledge and skills, there are minor mistakes. The level of knowledge application. 65–74 % of the set study goals have been achieved.

6 (Satisfactory) Knowledge and skills are worse than average. The level of knowledge and comprehension. 55–64 % of the set study goals have been achieved.

5 (Weak) Knowledge and skills meet the minimum requirements. The level of knowledge and comprehension. 51–54 % of the set study goals have been achieved.

4 (Insufficient) The minimum requirements are not met. 39–50 % of the set study goals have been achieved.

3 (Insufficient) The minimum requirements are not met. 26–38 % of the set study goals have been achieved.

2 (Insufficient) The minimum requirements are not met. 13–25 % of the set study goals have been achieved.

1 (Insufficient) The minimum requirements are not met. 1–12 % of the set study goals have been achieved.

IMPORTANT! Attendance Policy

Attendance is **compulsory** for this course. Students who miss **more than 30% of the seminars** without a **valid reason** (such as medical or other officially documented circumstances) will **not be allowed to take the final exam** and will receive a **failing grade** for the course. Regular participation is essential for successful language acquisition and overall course progression.

Course literature

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Compulsory literature				

Nicky Heijne (et al.)	2018	Code+, Deel 2		ThiemeMeulenhoff, Amersfoort
Additional literature				
Bieneke Berendsen	2020	Online Dutch Grammar Tutorial		www.dutchgrammar.com
Henry R. Stern	2000	Essential Dutch Grammar: All the Grammar Really Needed for Speech and Comprehension		Dover Publications Inc.
Henry R. Stern	1979	201 Dutch Verbs: Fully Conjugated in All the Tenses		Barrons Educational Series

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