



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Modern English IV/V (Lexis)/Šiuolaikinė anglų kalba	

Academic staff	Core academic unit(s)
Coordinating: Lect. Birutė Ona Palovienė Other: Lect. Birutė Ona Palovienė,	Vilnius University Faculty of Philology Institute of Foreign Languages

Study cycle	Type of the course unit
First cycle	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Interactive lectures, seminars, practice	Semester 4	English

Requisites	
Prerequisites: Introduction to Linguistics Contemporary English Language III/V	Co-requisites (if relevant): None

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	64	69

Purpose of the course unit
To develop: General competences: analytical critical thinking; independent work and time management; intercultural communication and team work; AI basic knowledge. Subject competences: knowledge and mastery of the English language system; communicative skills of the English language; skills of a linguistic researcher.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Upon the successful completion of this module, the student will acquire knowledge in all language skills (reading, writing, speaking and listening) and will be able to apply them in practice: to use the English language at C1 level (reception, production, interaction, mediation) of the Common European Framework of Reference for Languages;	Active learning and teaching methods: brainstorming, group discussion, mind-maps, role-play, case study, interactive learning, projects, blended learning, AI assisted. Traditional methods: demonstration of audio and video material, illustration, problem solving, collecting information from scientific sources.	Testing (open-ended and closed-ended tasks), listening, reading and writing tasks, task completion, presentations, writing assignments: discursive essays / reports.

to interpret and/or analyze English oral and written authentic texts using appropriate terminology, grammar and register; to express their standpoint, present arguments, provide solutions with great fluency and precision; use a range of conversational strategies; to use a broad range of acquired vocabulary; to write a clear, well-structured text using adequate thematic vocabulary, appropriate organizational models, effective cohesive devices; to mediate texts and concepts and to use mediation strategies (amplifying and streamlining texts).		
Students will be able to select appropriate sources of scientific and methodological literature to support a problem / a subject / a task. Students will be able to classify empirical data and carry out their linguistic analysis; will be able to present and generalize the findings of research.	Independent, AI assisted search, selection and analysis of information as well as successful application of information and empirical data.	
Students will be able to demonstrate the knowledge about the culture of the country of the language studied; to become aware of the differences and similarities of one's own culture and that of the country whose language is being studied, to learn to be open and tolerant towards other nations, trying to cherish values of respect towards others and self-respect.	Group discussion, role play, case study, information search, using video and audio material, interactive learning, blended learning.	Testing (open-ended and closed-ended items), task completion, questions and answers, different writing assignments.
Students will be able to interact with other participants in a learning process, to work in pairs or teams while carrying out joint projects and presentations; to monitor a group of peers and ensure effective collaborative work by allocating tasks; to moderate short talks on the studied subjects.	Case study, problem solving, projects	Effective cooperation: monitoring presentations, discussions, moderating group conversations, self-assessment questionnaires after each topic is covered.
Students will be able to organize and plan the self-study process, to search for printed, electronic, AI assisted and other sources related to the studied topics, to analyze this material from the perspective	Self-study, preparation for classes, tests and presentations	Testing (open-ended and closed-ended items), task completion, questions and answers, giving and taking

of language use; to choose effective learning strategies for advanced language acquisition.		interviews, different writing assignments.
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Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Introduction: introducing the course, its aims, outline of the course, learning outcomes, requirements, assessment criteria. Sharing expectations of the students; round table discussions on the course material.	2						2		
2. The media as a reflection of society's political, social and cultural life. Lexis in context.	8						8	10	
3. Tearing Newspapers Apart: types of UK newspapers; fourth estate concept; headline specifics; news versus views. Lexis in context. Phrasal verbs and idioms. Presentation (1)	8						8	8	
4. News and Views in USA: background information, types of US newspapers; Pulitzer prize; fake news concept; comedic news, objectivity vs subjectivity. Added lexis in context. Presentation (1)	8						8	8	
5. Media Trends, Stereotypes and Spoofs: social media; comedic news; World freedom index. British BBC sitcom "Yes, Minister", 'Have I got news for you', 'Not the 9 o'clock news' and various spoof /current affairs programs. Comparison to Lithuanian. News and print media vocabulary check. (Test 1-Reading / Writing in class).	8						8	8	
6. Art and Artists: focus on contemporary British and American visual arts. Lexis in context: words and expressions related to art, verbs of senses. Presentation (2)	8						8	8	
7. Art and Artists: installations, kinetic and urban art, design and performing arts. Choice of one's favorite works of art, one's favorite style of painting. Field trip to an art gallery / theatre production.	8						8	9	

Review of an artwork/ performance.									
Presentation (2)									
8. Contemporary Art Galleries: focus on American, British and individually chosen Lithuanian leading galleries, their trademark and identity. Group presentations. Vocabulary check. (Test 2-Reading / Writing in class)	8						8	8	
9. Actualities of the Day: possible field trips to the US, UK, EU embassies or representative offices, guest speakers, cultural events. Hands on experience in the study language.	6						8	10	
Total	64						64	69	

Assessment strategy	Weight %	Deadline	Assessment criteria												
Written Tests (2 tests: 10% + 10%)	20%	During the semester	Open-ended and closed-ended tasks, maximum score 10 points. <i>Grading scale:</i> <table><tr><td>10 (excellent)</td><td>100%-93%</td></tr><tr><td>9 (very good)</td><td>92% -85%</td></tr><tr><td>8 (good)</td><td>84% -77%</td></tr><tr><td>7 (highly satisfactory)</td><td>76%-69%</td></tr><tr><td>6 (satisfactory)</td><td>68%- 60%</td></tr><tr><td>5 (sufficient)</td><td>59%- 51%</td></tr></table>	10 (excellent)	100%-93%	9 (very good)	92% -85%	8 (good)	84% -77%	7 (highly satisfactory)	76%-69%	6 (satisfactory)	68%- 60%	5 (sufficient)	59%- 51%
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Participation in practice/ Miscellaneous tasks (incl. Lexical Portfolio and artwork/theatre/film review)	25%	During the semester	Adequate participation and completion of self-study tasks required. 1 point - Active participation in classes/discussions, expressing one’s point of view; completion of written, listening and reading tasks; 0.5 point – minor participation in classes/discussions, lack of ability to express opinion; numerous mistakes in written, listening and reading tasks; 0 points – missed classes, failure to follow the above requirements.												
Presentations/Talks on a chosen/given topic (2 presentations: 10% + 10%)	20%		Presentation is relevant to the actuality of the topic, information is based on recent facts. It is delivered following set requirements. Presentation assessment follows the criteria below: • Content (max. 2 points)												
Home Reading (200 pages min.): Oral Book Review, 25 lexical units to account	5%		• Structure (max. 1 point) • Lexical expression (max. 3 points) • Accuracy and fluency of speech (max. 3 points) • Performance: body language, rapport with the												

			audience, visuals (max. 1 point). 1 point = 1%. 10 points = 10%.
EXAMINATION: Final Test Presentations/Talks on a chosen/given topic (2 presentations: 10% + 10%)	30% 20%	Spring Session	Students who miss 30% or more of the face-to-face input sessions (without reasonable grounds to do so) will not fulfil the course requirements. All aspects of the continuous assessment have to be completed to the minimum standard of 5, otherwise the student may not be allowed to sit the final test. Students who do not attend lectures and seminars must independently follow the information related to the course; no individual tutorials to be provided if one appears to have some questions due to their frequent absenteeism. Please, be informed that during an examination retake, the instructor is free to change the structure of the test. Grading scale of the final test: 10(excellent) 100%-93% 9 (very good) 92% -85% 8 (good) 84% -77% 7 (highly satisfactory)76%-69% 6 (satisfactory) 68%- 60% 5 (sufficient) 59%- 51% 4-1 (insufficient – does not fulfill the requirements) <50%

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
1. 1. Oxenden, C., Latham-Koenig, C.	2011	New English File.		UK:Oxford University Press.
2. Oshima, A., Hogue, A.	2006	Writing Academic English.		USA: Pearson Education Ltd.
3. McCarthy, M., O'Dell, F.	2008	Academic Vocabulary in Use.		UK: Cambridge University Press.
4. Grussendorf, M.	2007	English for Presentations.		UK: Longman.
		Open lecture on British Media: from Grub Street to Fleet Street		https://www.gresham.ac.uk/lectures-and-events/from-grub-street-to-fleet-street-the-development-of-the-early-english-newspaper
Recommended reading				
	2023	Oxford Advanced Learners' Dictionary 10 th edition		UK: Oxford University Press.

Manning, A.	2008	Oxford Business English Dictionary.		UK: Oxford University Press.
	2008	Oxford Learner's Thesaurus. A Dictionary of Synonyms.		UK: Oxford University Press.
	2009	Oxford Collocations Dictionary for Students of English.		UK: Oxford University Press.
	2008	English for Language and Linguistics in Higher Education Studies		UK: Garnet Education Ltd.
		Google Scholar Sage Open database Elsevier Ebsco		Google Scholar Sage Open database Elsevier Ebsco
Prepared by	Signature	Confirmed by the Committee of the Study Programme	Signature	Date
Lect. Birutė Ona Palovienė		Chairperson of the Study Programme Prof. dr. Danguolė Melnikienė		2025-01-10

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