



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Contemporary English III/VI (Lexis)	

Academic staff	Core academic unit(s)
Coordinating: Lect. Birutė Ona Palovienė Other:	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, field trips.	Semester 3	English

Requisites	
Prerequisites: Introduction to Linguistics. Contemporary English Language I/V, II/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;

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: in the process of <i>listening and reading</i> , will be able to understand a variety of authentic texts of average linguistic complexity, to analyse them in terms of linguistics (lexis);	Active learning and teaching methods: brainstorming, group discussion, mind-maps, role-play, case study, interactive learning, projects, blended learning. Traditional methods: demonstration of audio and video material, illustration, telling, problem solving, information search and compilation.	Testing (open-ended and closed-ended), listening, reading and writing tasks. Task completion, questions and answers, individual talks, group presentations and other speaking activities, writing assignments: paragraphs, essays.

<p>in the process of <i>speaking and writing</i>, will be able to express ideas and provide argument in a relatively accurate manner in terms of language and structure, to inform others about the subject of studies, to give argument on different issues and aspects and to present adequate solutions with the awareness of changes in the language register;</p> <p>in the process of <i>speaking and writing</i> will be able to use a relatively wide range of general vocabulary on the topics covered;</p> <p>will acquire adequate fluency in <i>speaking</i> and ability to recognize the distinction between registers, be flexible and efficient enough in using the language both for linguistic and social purposes;</p>		
<p>will acquire knowledge about the culture of the country of the language studied; will be able to use this knowledge in a multicultural environment both in formal and informal professional situations; will attempt to flexibly and creatively function in a multicultural environment, placing high value on tolerance, respect for others, self-respect;</p>	<p>Group discussion, role play, case study, information search, literature reading, using video and audio material, interactive learning, blended learning.</p>	<p>Testing (open-ended and closed-ended), task completion, questions and answers, different writing assignments (argumentative essays).</p>
<p>will be able to interact with other participants in a learning process, to work in pairs or teams, to take leadership in the group and involve peers in a successful learning process distributing activities, holding short conversations related to the topics studied;</p>	<p>Case study, problem solving. Combination of a <i>Task Based</i> and <i>Flipped Classroom Approach</i>.</p>	<p>Effective cooperation: moderating presentations, participating in discussions, moderating group conversations; self-assessment questionnaires after each topic covered.</p>
<p>The student will be able to create favourable learning environment, plan and organize independent study, search for printed, electronic and other sources related to the study material, analyse it on the basis of lexical, language use aspects, choosing effective learning strategies for advanced language acquisition.</p>	<p>Self-study, preparation for class activities, tests and presentations.</p>	<p>Testing (open-ended and closed-ended), task completion, questions and answers, giving and taking interviews, different writing assignments.</p>

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
<p>1. Fashion through the lense of history, business, slam poetry, science and environment.</p>				10			10	10	<p>Lexis in context. Building Vocabulary bank. Guided research</p>

									and Individual Presentations. Mind map (TEST) Building Lexical Portfolio.
2. Motivation in Personality Development: its influence on work and studies, language learning, personal skills and social performance.			10			10	10	Lexis in context. Vocabulary bank <i>Work</i> . Phrasal verbs and idioms, discourse markers. Preparation for a test and speaking tasks (presentations, oral summaries). Online information search. TEST Building Lexical Portfolio.	
3. BBC World Service (World News): Critical approach and information processing on the basis of BBC World Service.			12			12	12	Reading, listening, speaking and writing assignments. Lexis in context. Online information search. Group presentations. Building Lexical Portfolio.	
4. Language: tendencies in modern English, wish and reality, native speakers vs. non-native, international attitude, recognition and awareness.			10			10	10	Online information search. Lexis in context. Vocabulary bank <i>Language terminology</i> . Awareness of register used. Phrasal verbs and idioms, giving your opinions (emphasizing). Building Lexical Portfolio.	
5. Literature: describing books, originals, translations or interpretations.			12			12	17	Online information search. Phrasal verbs and idioms, related collocations, ways expressing emphasis (inversion). Writing/presenting a home reading book (~200 pages)	

									analysis. (1-2 pages) 25 lexical items to be analysed in detail and accounted for. Building Lexical Portfolio.
6. Multitasking: myths and reality, time and technology. Lexis in context. Expressions with <i>Time</i> . Phrases with <i>Get</i> . Distancing phrases. Writing an article. Or 6. 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.			10			10	10	Lexis in context. Expressions with <i>Time</i> . Phrases with <i>Get</i> . Distancing phrases. Online information search. Reading, listening, speaking and writing assignments. Short presentations, oral summaries. Building Lexical Portfolio.	
Total			64			64	69		

Assessment strategy	Weight %	Deadline	Assessment criteria
2 tests in writing (10% + 10%)	20%	During semester	Acquired vocabulary, accuracy, appropriate structure of a paragraph, accomplished listening task.
Book analysis (10%)	10%	December 1st	Content 5 points Accuracy 2 points Lexical expression 2 points Structure 1 point
Miscellaneous assignments	10%	During semester	Adequate participation and completion of self-study tasks required. <i>Grading scale:</i> 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%
Lexical portfolio	10%	December 15th	Compulsary and individually selected vocabulary to be evaluated.
Examination	50%	Session period	2 presentations during semester (20%). Final Test (30%)

		<p>Acquired vocabulary, accuracy, appropriate structure of a paragraph, accomplished listening task, appropriate presentation skills are assessed.</p> <p><i>Grading scale of the Final Test:</i></p> <p>10 (excellent) 100%-93%</p> <p>9 (very good) 92% -85%</p> <p>8 (good) 84% -77%</p> <p>7 (highly satisfactory) 76%-69%</p> <p>6 (satisfactory) 68%- 60%</p> <p>5 (sufficient) 59%- 51%</p> <p>4-1 (insufficient – does not fulfill the requirements) <50%</p> <p><i>Presentation assessment criteria:</i></p> <p>Content (max. 2 points)</p> <p>Structure (max. 1 point)</p> <p>Lexical expression (max. 3 points)</p> <p>Accuracy and fluency of speech (max. 3 points)</p> <p>Performance: body language, rapport with the audience, visuals (max. 1 point).</p> <p>*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.</p> <p>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.</p> <p>Please, be informed that during an examination retake, the instructor is free to change the structure of the test.</p>
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Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Oxenden, C., Latham-Koenig, C.	2011	<i>New English File</i>		Oxford: Oxford University Press.
Oshima, A., Hogue, A.	2006	<i>Writing Academic English</i>		New York: Pearson Education Ltd.
McCarthy, M., O'Dell, F.	2008	<i>Academic Vocabulary in Use</i>		Cambridge: Cambridge University Press.

McCarthy, M., O'Dell, F.	2008	<i>English Collocations in Use</i>		Cambridge: Cambridge University Press.
Ted Talks		https://www.ted.com		
BBC World Service		https://www.bbc.co.uk/worldserviceradio		
Recommended reading				
	2015	Oxford Advanced Learners' Dictionary.		Oxford: Oxford University Press.
	2008	Oxford Business English Dictionary		Oxford: Oxford University Press.
Manning, A.	2008	English for Language and Linguistics in Higher Education Studies		Reading: Garnet Publishing Ltd.
	2008	Oxford Learner's Thesaurus. A Dictionary of Synonyms.		Oxford: Oxford University Press.
	2009	Oxford Collocations Dictionary for Students of English.		Oxford: Oxford University Press.

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