



### COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>Foreign Language (Dutch) III/IV A2+/B1</b> Užsienio kalba (nyderlandų) III/IV A2+/B1	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Lect. <b>Richard Udes</b>	Faculty of Philology, Institute for the Languages and Cultures of the Baltic Centre 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	Autumn semester	English

Requirements for students	
<b>Prerequisites:</b> Foreign Language (Dutch) II/IV A2 or an A2-level of Dutch proficiency	<b>Additional requirements (if any):</b> –

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

Purpose of the course unit
<p>This course builds upon the introductory Foreign Language (Dutch) II/IV course and is designed for students from all disciplines at Vilnius University who wish to further develop their Dutch language proficiency. <b>Over one semester, students will consolidate their A2-level knowledge while progressing towards B1-level competence</b> according to the Common European Framework of Reference for Languages (CEFR). The course also deepens students' understanding of Dutch-speaking cultures, encouraging greater awareness of the language within its social and cultural contexts.</p> <p>Through interactive classes held twice a week, students will further develop their speaking, listening, reading, and writing skills in a variety of communicative situations. Greater emphasis will be placed on expressing ideas more independently, improving fluency and accuracy, and engaging with slightly</p>

more complex texts and conversations. Authentic materials, multimedia resources, and collaborative tasks will support active language use in meaningful contexts.

By the end of the semester, students will be able to:

- Participate in conversations on familiar topics, express opinions, and provide simple explanations or reasons.
- Understand the main points of clear spoken and written texts on everyday matters such as work, study, and leisure.
- Write short, connected texts such as emails, descriptions, and brief narratives.
- Use a broader range of vocabulary and grammatical structures with increasing independence and confidence.

This course is open to students who have successfully completed the Foreign Language (Dutch) II/IV course or possess an A2-level of Dutch proficiency.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
<p>By the end of the course, students will have strengthened their intermediate proficiency in Dutch, consolidating A2-level skills and progressing towards the <b>B1 level</b> according to the Common European Framework of Reference for Languages (CEFR). Specifically, students will be able to:</p> <p><b>Listening Comprehension</b></p> <ul style="list-style-type: none"> <li>○ Understand the main points of clear, standard speech on familiar matters regularly encountered in everyday life, such as study, work, leisure, and travel.</li> <li>○ Follow the general meaning of short talks, conversations, or announcements when the topic is familiar and the speech is relatively clear.</li> </ul> <p><b>2. Speaking (Interaction &amp; Production)</b></p> <ul style="list-style-type: none"> <li>○ Participate in conversations on familiar</li> </ul>	<p>This course employs a <b>communicative and interactive approach</b> to language learning, ensuring that students actively engage with Dutch in real-life contexts. The following methods will be used:</p> <ol style="list-style-type: none"> <li><b>1. Interactive Lectures &amp; Discussions</b> <ul style="list-style-type: none"> <li>○ Explanation of key grammar and vocabulary with practical examples.</li> </ul> </li> <li><b>2. Task-Based Learning</b> <ul style="list-style-type: none"> <li>○ Role-playing everyday situations (introductions, shopping, ordering food).</li> <li>○ Problem-solving activities requiring Dutch-language interaction.</li> </ul> </li> <li><b>3. Listening and Pronunciation Practice</b></li> </ol>	<p>The course follows an <b>accumulative assessment</b> approach, ensuring continuous engagement and skill development throughout the semester. The final grade is based on two components:</p> <ol style="list-style-type: none"> <li><b>1. Class Participation (20%)</b> <ul style="list-style-type: none"> <li>○ Regular attendance and active participation in classroom activities.</li> </ul> </li> <li><b>2. Midterm Written and Spoken Exam (30%)</b> <ul style="list-style-type: none"> <li>○ <b>Written Exam</b> (Grammar, vocabulary, reading comprehension, and short writing tasks).</li> <li>○ <b>Spoken Exam</b> (Basic conversation, role-play, or an oral presentation).</li> </ul> </li> <li><b>3. Final Written and Spoken Exam (50%)</b> <ul style="list-style-type: none"> <li>○ <b>Written Exam</b> (Grammar, vocabulary, reading comprehension,</li> </ul> </li> </ol>

<p>topics, exchanging information, expressing opinions, and responding to others with increasing confidence.</p> <ul style="list-style-type: none"> <li>○ Describe experiences, events, plans, and personal interests using connected sentences and simple explanations or reasons.</li> </ul> <p><b>3. Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>○ Understand the main ideas and key details of short texts dealing with everyday topics, such as emails, articles, advertisements, or short informational texts.</li> <li>○ Identify relevant information and follow the general argument in simplified authentic materials.</li> </ul> <p><b>4. Writing</b></p> <ul style="list-style-type: none"> <li>○ Write short connected texts on familiar topics such as experiences, personal interests, plans, or events.</li> <li>○ Compose emails, short descriptions, and simple narratives using generally appropriate grammar and vocabulary.</li> </ul> <p><b>5. Grammar &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>○ Use an expanded range of grammatical structures, including separable verbs, adjective agreement, modal verbs, and common past and future constructions.</li> <li>○ Develop a broader active vocabulary related to everyday life, education, travel, social</li> </ul>	<ul style="list-style-type: none"> <li>○ Audio materials (dialogues, video clips) to improve comprehension.</li> </ul> <p><b>4. Reading and Writing Exercises</b></p> <ul style="list-style-type: none"> <li>○ Texts, dialogues, and cultural articles for comprehension practice.</li> <li>○ Writing tasks such as personal emails, descriptions, and short narratives.</li> </ul> <p><b>5. Pair and Group Work</b></p> <ul style="list-style-type: none"> <li>○ Collaborative activities to practice dialogues and grammar structures.</li> <li>○ Peer feedback on speaking and writing assignments.</li> </ul> <p><b>6. Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>○ Constructive feedback on speaking and writing tasks.</li> </ul> <p>Students are encouraged to <b>actively participate</b> in class, <b>engage with Dutch outside of lessons</b>, and <b>apply their knowledge in real-world contexts</b> to maximize learning outcomes.</p>	<p>and short writing tasks).</p> <ul style="list-style-type: none"> <li>○ <b>Spoken Exam</b> (Basic conversation, role-play, or an oral presentation).</li> </ul>
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<p>interaction, and cultural topics.</p> <p><b>6. Cultural Competence</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate increased awareness of social conventions, communication styles, and everyday cultural practices in Dutch-speaking contexts.</li> <li>○ Recognize cultural references and differences that may influence communication.</li> </ul> <p>This course further develops students' communicative competence in Dutch, enabling them to function more independently in familiar contexts and preparing them for progression towards <b>A2+/B1-level</b> proficiency in subsequent studies.</p>		
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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
<p>1. Environment, landscape</p> <ul style="list-style-type: none"> <li>• Describe your own neighborhood; discuss pets; form an opinion on environmental organizations; describe a Dutch landscape.</li> <li>• Grammar focus: differences between the conjunctions <i>want</i> and <i>omdat</i>; <i>er</i> denoting locations; questions as subordinate clauses.</li> <li>• Cultural insight: the North Sea flood of 1953, environmental awareness in the Netherlands.</li> </ul>			8				8	8	<p>Various vocabulary and grammar exercises which will be handed out in class.</p>
<p>2. Domestic matters</p>			8				8	8	

<ul style="list-style-type: none"> <li>• Deal with neighbor complaints; describe your kitchen; describe household chores and appliances; understand insurance information.</li> <li>• Grammar focus: infinitives with and without <i>te</i>; separable verbs; imperative mood.</li> <li>• Cultural insight: the history of housing in the Netherlands.</li> </ul>									
<p>3. Personality</p> <ul style="list-style-type: none"> <li>• Describe and evaluate someone's character; talk about the family you were raised in; exchange experiences about the languages you speak; express the emotions you experienced during important events.</li> <li>• Grammar focus: the imperfect and perfect tenses, their differences; conditional mood.</li> <li>• Cultural insight: the way Dutch people greet each other.</li> </ul>		8				8	8		
<p>4. Nutrition</p> <ul style="list-style-type: none"> <li>• Exchange information about eating habits; explain how to prepare a meal; discuss the use of recreational substances; give advice about healthy nutrition.</li> <li>• Grammar focus: <i>er</i> together with a preposition; <i>er</i> together with indefinite subjects; main clause inversion.</li> <li>• Cultural insight: traditions surrounding Dutch herring.</li> </ul>		8				8	8		
<p>5. Transport, traveling</p> <ul style="list-style-type: none"> <li>• Make small talk while traveling by public transport; discussing roadside assistance; choose the best method of traveling; talk about an unpleasant travel experience.</li> <li>• Grammar focus: order of time and place indications in a</li> </ul>		8				8	8		

<p>sentence; the perfect tense and motion verbs.</p> <ul style="list-style-type: none"> <li>Cultural insight: the system for roadside assistance in the Netherlands.</li> </ul>								
<p>6. Purchasing and budgeting</p> <ul style="list-style-type: none"> <li>Describe your purchasing habits; discuss money problems and cutting costs; exchange experiences about gifts; describe a trend.</li> <li>Grammar focus: Comparative and superlative forms; <i>zullen</i> for promises; the difference between <i>als</i>, <i>wanneer</i>, and <i>toen</i>.</li> <li>Cultural insight: popular gifts in the Netherlands.</li> </ul>			8				8	8
<p>7. Family and generations</p> <ul style="list-style-type: none"> <li>Describe family relations; process information on population ageing; discuss parenting; discuss and write about rituals.</li> <li>Grammar focus: the difference between <i>toen</i> and <i>dan</i>.</li> <li>Cultural insight: parenting habits in the Netherlands.</li> </ul>			8				8	8
8. Exam Preparation			8				8	16
<b>Total:</b>			<b>64</b>				<b>64</b>	<b>72</b>

Assessment strategy	Weight, %	Deadline	Assessment criteria
<b>Accumulative evaluation</b>			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. <b>Grading scale:</b> 0 to 10 points.
Midterm Test (Written and Oral)	30%	Middle of the semester	Conducted in the middle of the semester. Assesses students' <b>reading, writing, listening, and speaking</b> skills. The written component includes grammar, vocabulary, and comprehension tasks, while the oral component

			evaluates pronunciation, fluency, and communication abilities. <b>Grading scale:</b> 0 to 10 points.
Final Test (Written and Oral)	50%	End of the semester	Conducted at the end of the semester. Assesses students' <b>reading, writing, listening, and speaking</b> skills. The written component includes grammar, vocabulary, and comprehension tasks, while the oral component evaluates pronunciation, fluency, and communication abilities. <b>Grading scale:</b> 0 to 10 points.

#### 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.

#### IMRPORTANT! 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)	Publis hing year	Title	Issue of a periodical or volume	Publishing house or web link
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			<b>of a publication</b>	
<b>Compulsory literature</b>				
Nicky Heijne (et al.)	2020	Code+, Deel 3		ThiemeMeulenhoff, Amersfoort
<b>Additional literature</b>				
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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