



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>Arqus plurilingualism module (Norwegian and English as foreign languages)</b> <b>Arqus daugiakalbystės modulis (norvegų ir anglų kaip užsienio kalbos)</b>	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> Eglė Žurauskaitė <a href="mailto:egle.zurauskaite@flf.vu.lt">egle.zurauskaite@flf.vu.lt</a>  <b>Other:</b> lekt. Nora Strikauskaitė	Faculty of Philology

Study cycle	Type of the course unit
First, second	Individualized studies (BA students), Optional subject (BA and MA Erasmus students).

Mode of delivery	Semester or period when it is delivered	Language of instruction
Remote	Spring	English (B2), Norwegian (A1) and any other foreign language (A2)

Requisites	
<b>Prerequisites:</b> For theoretical courses - proficiency in English (B2 level)  For formal Norwegian language course no prior language knowledge is required.  For informal language learning proficiency level of the target language at least A2 is required.  See available options here: <a href="https://arqus-alliance.eu/action-lines/multilingualism/arqus-cafe/">https://arqus-alliance.eu/action-lines/multilingualism/arqus-cafe/</a>	<b>Co-requisites (if relevant):</b> none

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	150	50	100

Purpose of the course unit		
Aim of this module is to develop communicative competence in 2 foreign languages and to allow students to familiarize themselves with linguistic theoretical concepts of linguistic diversity, language learning strategies, (socio)linguistics, plurilingualism and multiculturalism, also to develop their critical approach to and reflection on learning languages.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will understand general sociolinguistic concepts and be able to correctly apply them on their learning path.	Interactive lectures and/or workshops and discussions online; individual reading	Self-reflection essay

Students will be acquainted with foreign language learning strategies. They will be able to determine and apply most effective language learning strategies while learning foreign languages during this module.									
Students will be able to communicate in Norwegian (or any other foreign language from A1 Language courses), offered by <i>Arqus Plurilingual and Multicultural Hub</i> using simple phrases in everyday situations.	Interactive lectures and/or workshops online, communicative and task-based approach: work in groups, games, role-playing, individual work							Active participation and task completion	
Students will level up their foreign language in all modes of communication: reception, production, interaction and mediation.	Participation in language cafes, offered by <i>Arqus Plurilingual and Multicultural Hub</i>							Active participation	
Students will be able to work autonomously and be responsible for their learning process	Individual reading							Self-reflection essay	
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. <u>Introduction to the module</u> Introductory session, Language learning strategies Self-reflection on language learning and self-assessment through portfolio and a questionnaire.	2						2	8	Self-reflection
2. <u>Formal learning</u> 1. Getting acquainted. Countries and languages. Greetings and politeness phrases. 2. Professions. Numbers. Weekdays and a basic week-schedule. To ask others what they do during the week 3. How to start and develop conversation. Conversation in a party: meeting people, invitations. 4. Family. Description of family members. Mealtimes. Everyday family life. Furniture and other things at home. 5. To tell the time. Activities from the morning till the evening.	24		24				48	22	Homework, preparation for class assignments (e.g. write a short text, introduce your friends, describe your city, watch a short video etc.)

6. Holiday activities. Travelling and transport. To buy tickets. 7. Go for shopping. Clothes and footwear (size, prices). Colours. 8. Seasons. Months. Climate. Outfit according to the weather. 9. Holidays in Norway. Christmas, Easter, weddings, funerals.									
3. <u>Informal learning</u>  -Arqus language cafes, -tandem language learning, -other informal language learning experiences offered <a href="https://arqus-alliance.eu/action-lines/multilingualism/arqus-cafe/">https://arqus-alliance.eu/action-lines/multilingualism/arqus-cafe/</a>								42	Self-reflection (based on the European Language Passport structure)
4. <u>Theoretical courses on language and culture</u>  <i>9 months 9 universities</i> lectures on Multilingualism and Intercultural communication and other online webinars or events offered by <i>Arqus</i> . here: <a href="https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/">https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/</a>								28	Self-reflection(based on guiding questions)
<b>Total</b>	<b>26</b>		<b>24</b>					<b>50</b>	<b>100</b>

Assessment strategy	Weight %	Deadline	Assessment criteria
Active participation in online seminars, lectures, language cafes and discussions	50 %	All semester	Participation in the A1 language course, language cafes, 6 theoretical lectures/seminars is compulsory and is being assessed according to these criteria:  <u>Excellent–Very good evaluation</u> <sup>1</sup> : active participation in 100-75% of lectures and seminars. Always prepares for the seminars, and is very active during classes. <u>Good–Highly satisfactory evaluation</u> : active participation in 74-50 % of lectures and seminars, sometimes is not prepared for the seminars. <u>Satisfactory–Sufficient evaluation</u> : active participation in 49-25 % of lectures and seminars. Often is not prepared for seminars, and is very passive during classes. <u>Insufficient evaluation</u> : active participation in less than 24 % of lectures and seminars. Does not prepare for seminars, hardly participates in the discussion, and often misses classes for no reason.
3 Self-reflections (2 based on ELP structure and 1 based on guiding questions)	50 %	During the module	1. Initial self-reflection, based on the ELP module – at the beginning of the module. (10%) 2. Final self-reflection, based on the ELP module - by the end of the module. (10%) 3. Self-reflection essay, based on guided questions – at the end of the module. (30%)

<sup>1</sup> This *Arqus multilingualism module* is based on Vilnius University` grading system as an example. More about grading system at VU can be found here: <https://www.vu.lt/en/studies/academic-info-for-students/study-process/credit-and-grading-system>

			<p>During this module, the student has to prepare <b>3 self-reflections: 2 self-reflections (initial and final)</b>, based on CEFR European Language Passport recommendations (<a href="https://www.coe.int/en/web/portfolio/the-language-passport">https://www.coe.int/en/web/portfolio/the-language-passport</a>) and <b>1 self-reflection based on guided questions</b>.</p> <p>The assessment criteria are these:</p> <p><u>Excellent–Very good evaluation</u>: both self- reflections (initial and final) are delivered and prepared according to CEFR European Language Passport recommendations (<a href="https://www.coe.int/en/web/portfolio/the-language-passport">https://www.coe.int/en/web/portfolio/the-language-passport</a>) and self-reflection essay is well structured: topics learned and discussed are formulated clearly, coherent and adequate, students demonstrated ability to compare, interpret topics discussed during module with his own culture/experience while using concepts and terms introduced during the module.</p> <p><u>Good–Highly satisfactory evaluation</u>: only one (initial or final) self- reflection according to CEFR European Language Passport is delivered and is prepared according to CEFR recommendations. A self-reflection essay is coherent and well-structured, but the text is sometimes messy. There is no attempt to reflect, compare, or interpret linguistic aspects discussed during the module (language learning, sociocultural etc.).</p> <p><u>Satisfactory evaluation</u>: only one (initial or final) self-reflection according to CEFR is delivered, but doesn't follow recommendations. Self-evaluation essay is written, but is not coherent and well-structured, the text is often messy (e.g. few typos left, font differs in the same paragraph etc.).</p> <p><u>Sufficient evaluation</u>: no self-reflection, based on ELP is delivered. Self-reflection essay is written but does not meet most of the criteria.</p> <p><u>Insufficient evaluation</u>: no self-reflection essay is delivered.</p>
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Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
Ellingsen E., Mac Donald K	2019	<i>På vei. Tekstbok</i>		Cappelen Damm AS
Ellingsen E., Mac Donald K	2019	<i>På vei. Arbeidsbok</i>		Cappelen Damm AS
Ellingsen E., Mac Donald K	2019	<i>På vei.. Nettressurs</i>		Cappelen Damm AS
<b>Recommended reading</b>				
Cecilie Lønn	2012	<i>Opp og fram! Grunnbok</i>		Fagbokforlaget
Cecilie Lønn	2012	<i>Opp og fram! Arbeidsbok</i>		Fagbokforlaget