



COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title | Code |
|---|------|
| English-Speaking Countries and their Civilization | |

| Academic staff | Core academic unit(s) |
|---|-----------------------|
| Coordinating: Assist. Dr. Edita Valiulienė | Šiauliai Academy |

| Study cycle | Type of the course unit |
|---------------------|---|
| First cycle studies | Compulsory / Individual studies (except English Philology students) |

| Mode of delivery | Semester or period when it is delivered | Language of instruction |
|------------------|---|-------------------------|
| Face-to-face | Spring semester | English |

| Requisites | |
|---|-------------------------------------|
| Prerequisites: English language skills (C1) | Co-requisites (if relevant): |

| Number of ECTS credits allocated | Student's workload (total) | Contact hours | Individual work |
|----------------------------------|----------------------------|---------------|-----------------|
| 5 | 135 | 56 | 79 |

| Purpose of the course unit | | |
|--|---|-----------------------------|
| The course aims at providing knowledge of English-speaking countries and their culture, developing analytic skills and critical thinking regarding the connection of history, culture and language development, the issues of English language variation and global use, increasing the awareness of cultural contexts in intercultural communication. | | |
| Learning outcomes of the course unit | Teaching and learning methods | Assessment methods |
| Students will gain knowledge of Great Britain, the United States of America and other English-speaking countries, their socio-cultural context (geography, history, social, political, legal structures, education system, culture, traditions, mentality, self-awareness and everyday communication). | Interactive lecture, analysis of audio-video material, discussion, information search and analysis, mind mapping, literature analysis | Examination |
| Students will be able to distinguish the most prominent features of English-speaking cultures, compare them with other cultures, and understand the importance of cultural aspects in intercultural communication. | Discussion, information search and analysis, exercises | Group project, examination |
| Students will be able to analyze and critically evaluate the links between history, culture and language, understand the diversity of the English language and the cultures it represents, the global and variant nature of the English language, and the importance of tolerance and respect in multicultural communication. | Discussion, information search and analysis, literature (press) analysis | Presentation, group project |

| | | |
|--|---|--|
| Students will be able to work in pairs and groups, having motivation to achieve common goals, sharing and presenting information. | Work in pairs and groups, role-play, group project development | Group project |
| Students will be able to plan their time and meet deadlines, critically and responsibly evaluate their achievements and abilities. | Information search and analysis for the presentation and group project, preparation for the examination | Presentation, group project, examination |

| 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. The spread of the English language and the concept of English-speaking countries. Civilization studies. The role of history and culture in foreign language learning and intercultural communication. | 1 | | 2 | 2 | | | 5 | 6 | Reading (Siemund et al 2012 and/or other sources), preparation for the discussion |
| 2. Great Britain and the United Kingdom. Geographical and political concepts. The Commonwealth. The key events in the historical and political development of the UK. The role of the Royal Family. Economy, political system. Education and culture. Social aspects. | 2 | | 2 | 4 | | | 8 | 9 | Analysis and review of news articles (making a presentation) |
| 3. England, Scotland, Wales, Northern Ireland: geography, national symbols, customs, language. | 2 | | 2 | 3 | | | 7 | 9 | Information search and analysis for the development of a group project (the symbols, customs and traditions of a chosen country and their use in today's culture), reading and tasks from Mauk, Oakland 2017, Scotney 2016, Penney, Teague 2016, Lemieux 2010 and/or other sources |
| 4. The United States of America. Geography, the most important historical events. Economy, political system. Education and culture. Social aspects. Customs, traditions, language. | 2 | | 1 | 4 | | | 7 | 9 | |
| 5. The Republic of Ireland. Geography, the most important historical events. Economy, political system. Education and culture. Social aspects. Customs, traditions, language. | 2 | | 2 | 3 | | | 7 | 9 | |
| 6. Australia. Geography, the most important historical events. Economy, political system. Education and culture. Social aspects. Customs, traditions, language. | 2 | | 1 | 4 | | | 7 | 9 | |
| 7. Canada. Geography, the most important historical events. Economy, political system. Education and culture. Social aspects. Customs, traditions, language. | 2 | | 1 | 4 | | | 7 | 9 | |
| 8. The use of English and its variation in different parts of the world. National varieties, accents, dialects. English as a lingua franca in the global world. | 1 | | 1 | 4 | | | 6 | 9 | Reading and tasks from Siemund et al 2012, Penney, Teague 2016 and/or other sources |
| 9. Preparation for the examination | | | 2 | | | | 2 | 10 | Revision of the course material |
| Total | 14 | | 14 | 28 | | | 56 | 79 | |

| Assessment strategy | Weight % | Deadline | Assessment criteria |
|--|----------|--------------------------------------|--|
| Presentation: news review and analysis | 30% | A specified time during the semester | <p>Presentation of the UK news on a chosen topic, based on the analysis, critical evaluation and comparison of news coverage in different sources (news websites).</p> <p>Assessment criteria:</p> <ol style="list-style-type: none"> 1. Content (5 points): quality and depth of analysis, critical thinking, clear, consistent and logical argumentation. 2. English language use (3 points): lexical diversity, accuracy of lexical and grammar structures, pronunciation, fluency of speech. 3. Delivery (2 points): visuals, persuasiveness and clarity of the presentation, contact with the audience. |
| Group project | 20% | The end of the semester | <p>Group project – presentation of a chosen English-speaking country (the symbols, customs, traditions and their use in today's culture).</p> <p>Assessment criteria:</p> <ol style="list-style-type: none"> 1. Content (5 points): quality and depth of analysis, relevance to the task, clear, consistent and logical argumentation. 2. English language use (3 points): lexical diversity, accuracy of lexical and grammar structures, pronunciation, fluency of speech. 3. Delivery (2 points): visuals, persuasiveness and clarity of the presentation, contact with the audience; the overall quality and integrity of the presentation as a groupwork. |
| Examination | 50% | The examination session | A written test consisting of open-ended and closed-ended questions covering the topics of the course. |

| Author (-s) | Publishing year | Title | Issue of a periodical or volume of a publication | Publishing house or web link |
|--|-----------------|--|--|---|
| Required reading | | | | |
| John Oakland | 2020 | British Civilization. An Introduction | | Routledge |
| David Mauk, John Oakland | 2017 | American Civilization. An Introduction | | Routledge |
| Peter Siemund, Julia Davydova, Georg Maier | 2012 | The Amazing World of Englishes. A Practical Introduction | | Mouton de Gruyter |
| Recommended reading | | | | |
| John Scotney | 2016 | Ireland - Culture Smart!: The Essential Guide to Customs and Culture | | Bravo Limited |
| Barry Penney, Gina Teague | 2016 | Australia - Culture Smart!: The Essential Guide to Customs and Culture | | Bravo Limited |
| Diane Lemieux | 2010 | Canada - Culture Smart!: The Essential Guide to Customs and Culture | | Kuperard |
| John McCormic | 2012 | Contemporary Britain | | Basingstoke: Palgrave Macmillan. |
| Izabella, Penier | 2014 | An Outline of British and American History | | http://dspace.uni.lodz.pl:8080/xmlui/handle/11089/5278 |
| David Crystal | 2003 | English as a Global Language | | Cambridge University Press |
| Jennifer Jenkins | 2009 | World Englishes. Resource Book for Students. | | Routledge, Taylor & Francis group, London and New York. |

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| Andrew Whittaker | 2009 | Speak the Culture: Britain | | Thorogood, London |
| Nemira Mačianskienė | 2009 | English for Intercultural Communication | | Kaunas, VDU |
| | 2007 | Customs and Lifestyle in the English-speaking world | | Mary Glasgow Magazines |
| | | News websites and official websites of the institutions in English- speaking countries | | |