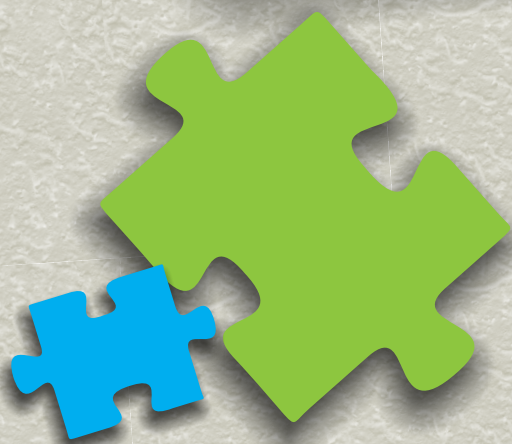




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Dalė Roikienė**

**GUIDELINES OF  
COMPETENCE DEVELOPMENT  
IN THE STUDY FIELD OF  
ENGLISH PHILOLOGY**





Development of the Concept of the European Credit Transfer and  
Accumulation System (ECTS) at the National Level:  
Harmonization of the Credit and Implementation of the Learning  
Outcomes Based Study Programme Design  
VP1-2.2-ŠMM-08-V-01-001

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Approved by the Council of the Faculty of Philology, Lithuanian University of Educational Sciences, October 18, 2011

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Reviewed by dr. Diana Šileikaitė-Kaishauri (Vilnius University, Lithuania)  
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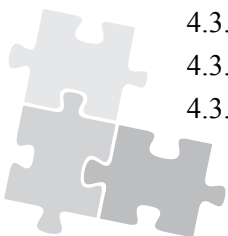
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# 1. PROFILES OF ENGLISH PHILOLOGY (VU, VPU) BACHELOR DEGREE PROGRAMMES AND A SHORT DESCRIPTION OF THEIR PROFESSIONAL FIELDS

## 1.1. English Philology (VU)

The *English Philology* (Vilnius University) programme (240 ECTS credits, four years of study) is designed for students interested in getting solid grounding in English philology: basic knowledge, skills and competences. It aims at providing students with general knowledge in the fields of literary theory, literature and culture, various aspects of English linguistics, developing necessary skills in translation, and familiarising students with methods of linguistic and literary analysis (Table 1). The programme is comprised of courses in general university education (15 credits), general philological courses (an introduction to linguistics, an introduction to literary theory, classical literature, at least 15 credits in total), general English and English for specific purposes, literature, culture and linguistics, as well as courses in practical English intended to develop the students' language skills up to level C1-C2 according to the *Common European Framework of Reference*<sup>1</sup>. The subjects in the field of study comprise up to 210 credits, if the students choose to further specialise in the field of English philology, or 165 credits, if alongside their major programme in English they choose a minor programme, which is usually another language and literature (a minor programme consisting of at least 60 credits). Courses in different branches of linguistics (grammar, phonetics, semantics, pragmatics, discourse analysis etc.), general and English literatures of different periods and genres and culture studies (English, Irish, American, Canadian) provide insights into the linguistic, literary and cultural heritage and special features of English-speaking countries from the present-day and historical perspective. The programme gives an opportunity to see the processes in a broader context of other languages and literatures, compare them with the Lithuanian context.

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<sup>1</sup> *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. 2001. Cambridge University Press.



**Table 1. A short description of English Philology degree programme (VU)**

Bachelor in English philology	
TYPE OF DEGREE AND LENGTH	Single degree (240 ECTS-credits), 4 years
INSTITUTION	Vilnius University, Lithuania
ACCREDITATION ORGANIZATIONS	Centre for Quality Assessment in Higher Education
PERIOD OF REFERENCE	Degree programme accredited until December 31, 2014
LEVEL	1st cycle
<b>A</b>	<b>Purpose</b>
	The programme aims at providing basic knowledge, developing basic skills and competences in English philology. It includes communication skills in English, fundamentals in linguistics and literary theory, understanding about literature and culture of English-speaking countries and aspects of application of English philology: translation and/ or interpretation, teaching English as a foreign language, research skills.
<b>B</b>	<b>Characteristics</b>
DISCIPLINES(S) / SUBJECT AREA(S)	Subjects of general university education, fundamentals in philology, English, its structure, English literatures, culture studies of English-speaking countries, internship and work placement, basic research skills. There is an option to pursue a minor programme in a second foreign language and literature, which leads to a double degree.
GENERAL / SPECIALIST FOCUS	General
ORIENTATION	A general university programme in English philology, including the study of English, its structure, literature and culture. It focuses on the study of language structure and various aspects of its analysis; combines theory and application.
DISTINCTIVE FEATURES	A strong research orientation. An opportunity to choose from three options of internship and work placement: translation, teaching and research. Optional special track in a second foreign language and culture.
<b>C</b>	<b>Education style</b>
LEARNING AND TEACHING APPROACHES	The key feature of the programme is task-based learning. There are courses based on lectures accompanied by workshops and seminars. Most learning is student centred and in small groups (average 16 students). The focus is threefold: <ul style="list-style-type: none"> <li>• discussions, individual and group presentations, peer review;</li> <li>• emphasis on individual study: term papers, seminar papers, research projects based on IT application and empirical data;</li> <li>• internship at the University and work placement (secondary school, translation bureau, publishing house etc.)</li> </ul>
ASSESSMENT METHODS	Cumulative assessment is combined with oral and written examinations. Other methods include the following. Mid-term and final tasks are based on multiple-choice and open-ended tests, academic presentations, essays, term papers, projects, reports, bachelor thesis, which is defended in public.
<b>D</b>	<b>Employability and further education</b>
EMPLOYABILITY	Graduates of the programme gain competences required in translation bureaus, editorial offices, publishing houses, tourism and travel agencies, consular offices in Lithuania and abroad, in other companies and institutions. Having completed a minor programme in teaching, graduates acquire necessary skills for the teacher's profession in secondary schools, gymnasias and other educational institutions.
FURTHER STUDIES	Access to second-cycle (Master) study programmes in the humanities and social sciences (sometimes complementary studies might be a requirement). Access to the teaching qualification after completing one-year education studies.



The programme offers three types of internship and work placement aiming at developing an understanding of aspects of application of English philology: translation, teaching English as a foreign language, research skills; also at developing skills of critical thinking, independent work, communication and interpersonal skills in multicultural environment. If a minor programme in a second foreign language and literature is chosen, the students develop the language skills up to B2 level and an understanding about the culture of that language-speaking country (or countries). The programme also has a strong research orientation, thus it also prepares students for independent research in their chosen fields within the study programme. Tuition includes lectures, seminars, project work and creative activities within all subjects. Most courses include individual and group assignments in writing, often prepared as a project work. Students are given intensive counselling at all stages of their studies.

## 1.2. English Philology (VPU)

The *English Philology* (Vilnius Pedagogical University) programme (240 ECTS credits, four years of study) combines English Philology studies with a substantive component of teacher training. It is a programme that provides graduates with a double degree in philology and subject pedagogy. The language component is designed to equip students with solid grounding in English philology: provide basic knowledge, develop skills and competences. The programme includes communication skills in English, the fundamentals in linguistics and literary theory, literature and culture of English-speaking countries, basic research skills. The aim of the pedagogical component is to provide solid grounding in education, psychology and the methodology of teaching English as a foreign language necessary for the teacher's profession (see Table 2). The programme consists of subjects of general university education (Latin, philosophy, a second foreign language for professional and academic purposes, 15 credits in total), the core subjects of English philology (165 credits) and educational subjects (60 credits). The studies of English philology focus on developing communication skills in English up to levels C1-C2 according to CEFRL. Other subjects include the study of the basic branches of linguistics (introduction to linguistics, phonology, grammar, lexicology, contrastive typology), English literatures of different periods and genres, which give an opportunity for the students to gain knowledge and skills in language, literature and culture, skills in applying theory in practice. Educational studies cover four aspects: pedagogical, psychological, methodology of teaching English as a foreign language and supervised teaching practice (internship and work placement). The courses deal with various aspects of English didactics and methodology, such as theories on second language acquisition, planning teaching and school experience, and assessment. The teaching practice usually takes place mainly in secondary schools in and around Vilnius as well as in other Lithuanian towns. Some students take their teaching practice abroad. During the 20-week practice period, the students work in collaboration with their supervisors at various schools. The programme meets the academic and professional requirements of the *Regulation of Teacher Training* and the need of teachers in the labour market.





**Table 2. A short description of English Philology degree programme (VPU)**

Bachelor in English philology	
TYPE OF DEGREE AND LENGTH	Double degree (240 ECTS-credits), 4 years
INSTITUTION	Vilnius Pedagogical University <sup>2</sup> , Lithuania
ACCREDITATION ORGANIZATIONS	Centre for Quality Assessment in Higher Education
PERIOD OF REFERENCE	Degree programme accredited until December 31, 2014
LEVEL	1 <sup>st</sup> cycle
<b>A</b>	<b>Purpose</b>
	The programme aims to equip students with solid grounding in English philology: provide basic knowledge, develop skills and competences. The programme includes communication skills in English, fundamentals in linguistics and literary theory, a study of culture and literature of English-speaking countries as well as research skills. The programme focuses on the educational aspect, which includes such courses as education, psychology and the methodology of teaching English as a foreign language indispensable for the teacher's profession. Considerable attention is devoted to developing practical teaching skills.
<b>B</b>	<b>Characteristics</b>
DISCIPLINES(S) / SUBJECT AREA(S)	Subjects of general university education, fundamentals in philology, English, its structure, English literatures, culture studies of English-speaking countries, basic research skills, a second foreign language, psychology, didactics and education, the methodology of teaching English as a foreign language.
GENERAL / SPECIALIST FOCUS	General with special emphasis on the needs of the teaching profession.
ORIENTATION	A general university programme, consisting of philological and educational subjects needed for the teacher's profession. Theory is combined with practical training.
DISTINCTIVE FEATURES	The programme provides a double degree. It emphasizes the combination of English Philology studies with a substantive component of teacher training. Considerable attention is devoted to teaching practice (internship and work placement).
<b>C</b>	<b>Education style</b>
LEARNING AND TEACHING APPROACHES	The general learning style is task-based learning. There are courses based on lectures accompanied by workshops and seminars. Most learning is student centred and in small groups (average 16 students). The focus is threefold: <ul style="list-style-type: none"> <li>• discussions, individual and group presentations, peer review;</li> <li>• individual study: mid-term and end-term tests, seminar papers, projects etc.;</li> <li>• teaching practice (internship and work placement) in a secondary school.</li> </ul>
ASSESSMENT METHODS	Cumulative assessment is combined with written and oral examinations. There are also mid-term tests (multiple-choice and open-ended), presentations, essays, reports etc. Final bachelor paper in education and philology, both defended in public.
<b>D</b>	<b>Employability and further education</b>
EMPLOYABILITY	The study programme responds to the needs of the labour market as its graduates become qualified teachers working in primary, basic schools and gymnasias, other educational institutions. Moreover, graduates are sufficiently qualified to work in tourism and travel agencies, public relations companies etc.
FURTHER STUDIES	Access to the second-cycle (Master) study programmes in the humanities and social sciences (sometimes complementary studies might be a requirement).

<sup>2</sup> Since October 2011 the University has been renamed into the *Lithuanian University of Education (LUE)*.



### 1.3. Typical professional field of graduates

The professional/occupational field of programme graduates is to a very large extent related to a wide spectrum of skills and competences acquired during the years of study. The *English Philology* programme responds to the needs of the present-day labour market as its graduates become qualified philologists with solid communication skills in English, intercultural and translation skills, and a second foreign language (optional), an understanding of English literature as well as culture of English-speaking countries. A broad academic and intercultural education provides an opportunity for programme graduates to get jobs in translation bureaus, editorial offices, publishing houses, tourism and travel agencies, public relations companies, consular offices in Lithuania and abroad, other companies and institutions, in positions requiring skills and competences developed in the English Philology programme.

The double degree *English Philology and Subject Pedagogy* study programme ensures that its graduates become qualified philologists with intercultural skills and a degree in subject pedagogy which provide an opportunity to get a teacher's job in primary and secondary schools, gymnasias and other educational institutions. The teacher training component contributes to the students' employability as teachers and mentors working with children of all age groups. After graduating from the English Philology programme with a strong educational component they become self-confident qualified professionals.





## 2. TYPICAL STUDY PROGRAMMES IN ENGLISH PHILOLOGY, SPECIFIC PROGRAMME PROFILES (PROFESSIONAL BACHELOR, BACHELOR AND MASTER)

According to the information provided by AIKOS, an open system of information, counselling and guidance (<http://www.aikos.smm.lt/aikos/programos.htm>), state and non-state institutions of higher education (colleges and universities) in Lithuania offer 28 study programmes of English Philology. Graduates from twelve college programmes get diplomas of Professional Bachelor of Philology, whereas university students are trained in eleven Bachelor of Philology and five Master of Philology programmes. A relatively large number of programmes clearly demonstrate the market value of English and its current prestige in Lithuania.

English Philology study programmes at a particular level (professional bachelor, bachelor and master) share some similarities as in their design they all follow general requirements for study programmes which were applicable until the middle of 2010<sup>3</sup>. It should be admitted that the old requirements were very strict. They in principle were instrumental in making all programmes within the same study field identical giving leaving no space for their unique features or specific foci which would make them stand out from the other programmes.

### 2.1. Non-university (college) English Philology studies

The qualifications obtained at colleges have a common denominator (Professional Bachelor of Philology), but the programmes fall into several clearly-defined groups which pursue a particular line of study. **The twelve non-university** study programmes offered by colleges represent two basic trends of studies: teacher training and translation and interpreting.

Within the teacher training group, out of eight study programmes there is only one that focuses only on English, while the other seven combine teaching of English and another foreign language, the choice being German, French or Russian. The scope of three study programmes is 180 credits and three years, while the other five programmes in three colleges are four-year programmes with the total number of credits amounting to 240.

Teacher training programmes aim at providing the necessary skills and competences for a future teacher of English and/or another foreign language. Thus they include subjects enhancing language proficiency and different subjects in the methodology of language teaching. All programmes give considerable attention to practical training, which is approximately 20–24 weeks. The professional competences acquired by the graduates include ability to plan foreign language teaching activities by selecting appropriate educational objectives and methods, to apply conceptual principles of the education system. The foreign language competences include a skill to express oneself in a fluent, consistent and accurate foreign language both orally and in writing.

The field of translation and interpreting is represented by four study programmes, two of which specifically focus on Business English. The specialization of interpreter-referent is acquired during three years, after the student has accumulated the required 180 credits. The core component of translation and interpreting is supplemented by courses in law, management and office administration. Practical training lasts for 20 weeks. The professional competences acquired by the graduates include an ability to grammatically-accurately express oneself in English, another foreign and native language, to use different functional styles, to prepare office documents, and have knowledge of national and international legal acts. It should be emphasised, however, that very few programmes give full credit to the importance of generic competences.

<sup>3</sup> Order No. ISAK-1551 of 22 July 2005 of the Minister of Education and Science *on general requirements for study programmes* (in Lithuanian)



## 2.2. University first-cycle English Philology studies

**University first-cycle English Philology studies** are provided by six universities, which offer eleven programmes. Their key features are provided in Dublin Descriptors<sup>4</sup>. Only two universities offer one programme in English Philology; the other four universities accept entrants into two or three programmes. In terms of programme design, there is a distinction between classical English Philology studies and programmes with a double degree in philology and subject pedagogy. University first cycle studies in translation and interpreting are offered in translation departments and will not be included into the present publication. It should be stressed, however, that in Lithuania there is a long-standing tradition to include courses in teaching English as a foreign language and courses in translation in all English philology programmes.

Of eleven study programmes, six university programmes are typical classical English Philology study programmes (five “English Philology” programmes and one “English language and literature” programme), whereas the other five are devoted to the study of English and another foreign language, such as French, Spanish, Russian and German. One programme (English and English language teaching, 210 credits; 3.5 years of study) falls out of the general picture in terms of its scope. All the other 10 programmes last 8 semesters and cover 240 credits. All eleven study programmes grant the Bachelor of Philology degree. The programmes offered by Vilnius Pedagogical University and Šiauliai University provide a double degree in philology and subject pedagogy. The length of practical training in these programmes amounts to 400 hours. They aim at developing the students’ ability to apply different principles and methods of teaching English.

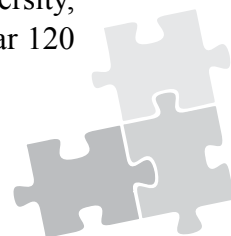
The content of all philology programmes is quite similar due to the obligatory general requirements for designing study programmes. All of them include core, theory, and general university course units; pedagogical programmes also include educational course units. All English programmes were accredited in 2009 by international expert groups for the period of 5 years. The aims of the programmes and course units reflect an attempt to define them from the competences perspective despite that they do not conform to the actual TUNING model. Typical wording includes references to the level and scope of proficiency in English and another foreign language, skills in translation and cultural awareness. In addition, some programmes also refer to generic competences, mainly interpersonal skills and ability to apply knowledge in practice, to plan and manage time, and to work autonomously. Practical training takes up to 15 credits; students are placed in institutions of education and culture, companies, publishing houses, translation bureaus, etc. The methods of continuous individual and group supervision of the students’ progress in work placement lead to the integration of theory and practice.

Career opportunities for graduates include jobs in different educational, trade and business organisations; English Philology graduates find jobs in language schools, translation bureaus, travel agencies, international and national companies and state institutions. They can also continue their studies seeking a Master’s degree.

## 2.3. University second-cycle English Philology studies

**Second cycle programmes for Master’s degree** are offered in four universities. There are five master programmes available: English Studies and English Linguistics (part of a joint university programme, last enrolment in 2010) at Vilnius University, Applied English Linguistics at Vytautas Magnus University, Kaunas, English Philology at Vilnius Pedagogical University, and TESOL at LCC International University. Each of the above programmes is a two-year 120

<sup>4</sup> Dublin Descriptors 2004.





credit programme; however, their profile is different. The English Studies programme focuses on English literatures, English linguistics and culture of English-speaking countries; the English Linguistics programme offers courses in general linguistics, language typology, language philosophy, etc. The curriculum of Applied English Linguistics covers theories of comparative linguistics, translation and cultural communication as well as foreign language teaching (ELT, EFL, ESL). A distinct feature of the English Philology programme at Vilnius Pedagogical University is its focus on general education and teacher professional qualifications. The MA in TESOL programme is specifically designed for high school teachers who want to improve their professional and methodological competences, individuals who want to pursue a career in English language teaching, individuals who are interested in language programme administration and management, and individuals who are interested in research in the field of applied linguistics.

The profiles of all master programmes and aims of course units are defined in terms of competences and learning outcomes and to a certain extent follow the principles of TUNING methodology. A practical component is only found in the teacher-training programme.



### 3. METHODOLOGICAL RECOMMENDATIONS ON INTRODUCING GENERIC COMPETENCES IN ENGLISH PHILOLOGY BACHELOR PROGRAMMES

#### 3.1. Introduction of Competence-based Learning (CBL)

Introducing and developing the Competence-based Learning (CBL) at a higher education institution has become one of the key priorities as it ensures equal opportunities to increase students' mobility and it tends to be quality oriented which adequately prepares students for the workplace.

TUNING draws a rigid distinction between competences and learning outcomes. It defines competences and learning outcomes in the following way:

*Competences represent a dynamic combination of cognitive and metacognitive skills, demonstration of knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values. Fostering these is the object of all educational programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-area related (specific to a field of studies), while others are generic (common to any degree programme). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout the programme.<sup>5</sup>*

*A learning outcome is a measurable result of a learning experience which allows us to ascertain to which extent/level/standard a competence has been formed or enhanced. Learning outcomes are not properties unique to each student, but statements which allow higher education institutions to measure whether students have developed their competences to the required level.<sup>6</sup>*

The definitions emphasize the necessity to implement competence- and learning outcome-oriented studies across all course units. Moreover, competences and learning outcomes incorporate two major aspects of learning: the competence level which has to be achieved and capacity to measure it. Thus, while drawing up or revising English Philology degree programmes, it is necessary to take into consideration the above aspects of competence development.

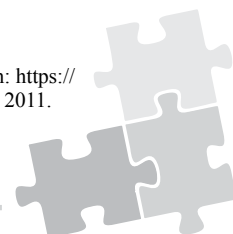
#### 3.2. Assessment of the importance of generic abilities and skills to a professional career

The first challenge which the subject area group of English Philology faced was establishing and defining necessary competences which are inevitable to everyone who wants to be successful in the ever changing job-oriented market. Obviously, the list of competences cannot be compiled only by university teachers or employers or students. A collaborative effort of all involved participants working as a team can yield best results. Thus, in 2010, in line with earlier presented versions of the Tuning generic competences (*Tuning Educational Structures in Europe*, 2006<sup>7</sup>) a new revised and updated list which takes into account peculiarities of the context of Lithuanian higher education was drawn up. It was decided by mutual agreement among different subject area groups (English Philology, Chemistry, Arts, Music, Social Work, Informatics, Medicine and Social Health Care) on the advice of project experts. Later in the period of May and August 2010, the Department of

<sup>5</sup> *Tuning Guide* 2010: 21.

<sup>6</sup> *Ibid.*, p. 20.

<sup>7</sup> *An Introduction to Tuning Educational Structures in Europe. Universities' Contribution to the Bologna Process*. 2006. Available from: [https://www.ihep.org/assets/files/gcfp-files/Tuning\\_Educational\\_Structures\\_in\\_Europe\\_Universities\\_contribution.pdf](https://www.ihep.org/assets/files/gcfp-files/Tuning_Educational_Structures_in_Europe_Universities_contribution.pdf). Accessed December 3, 2011.





Sociology at Vilnius University conducted a large-scale survey where one of the foci was laid on generic competences in the English Philology subject area. The intended purpose of the whole survey was to find out the opinion of employers about the abilities and skills of importance for the career of an English Philology graduate in their company. The results are presented in Table 3 below.

**Table 3. Assessment of the importance of generic abilities and skills to a professional career, %**

Generic abilities and skills <sup>8</sup>	Importance of the ability to the employer's professional career at the company/ institution <sup>9</sup>		Level of ability possessed by the employee when starting to work at the company/ institution <sup>10</sup>	
	Mean	Standard deviation	Mean	Standard deviation
Knowledge and understanding of the subject area and understanding of the profession	3.79	0.41	3.40	0.66
Ability to evaluate and maintain the quality of work produced (focus on quality)	3.70	0.50	3.39	0.61
Ability to identify, pose and resolve problems	3.68	0.49	3.16	0.68
Determination and perseverance in the tasks given and responsibilities taken	3.67	0.49	3.43	0.73
Ability to communicate in a second language	3.67	0.51	3.40	0.62
Interpersonal and interaction skills	3.65	0.50	3.41	0.68
Ability to make reasoned decisions	3.63	0.48	3.20	0.67
Ability to communicate both orally and in writing in native language	3.63	0.51	3.37	0.67
Ability to work autonomously	3.62	0.51	3.57	0.57
Skills in the use of information and communication technologies	3.62	0.53	3.54	0.64
Ability to adapt to new situations	3.59	0.49	3.31	0.67
Ability to apply knowledge in practical situations	3.58	0.55	3.47	0.61
Capacity to generate new ideas (creativity)	3.53	0.64	3.22	0.67
Ability to be critical and self-critical	3.52	0.56	3.48	0.57
Ability to plan and manage time	3.51	0.59	3.17	0.67
Capacity to learn and stay up-to-date with learning	3.50	0.57	3.34	0.65
Ability to work in a team	3.50	0.68	3.42	0.63
Ability to act on the basis of ethical reasoning (commitment to ethics)	3.49	0.65	3.35	0.69
Ability to communicate with non-experts of one's field	3.48	0.61	3.26	0.71
Ability for abstract thinking, analysis and synthesis	3.46	0.54	3.35	0.59
Ability to undertake research at an appropriate level	3.40	0.84	3.31	0.84
Ability to motivate people and move toward common goals	3.38	0.74	3.03	0.78
Ability to act with social responsibility and civic awareness	3.35	0.68	3.32	0.66

<sup>8</sup> The competences are ranked according to the level of importance.

<sup>9</sup> The scale is from 1 to 4: 1—not at all important, 2—not important, 3—important, 4—very important.

<sup>10</sup> The scale is from 1 to 4: 1—none, 2—low, 3—average, 4—high.



Appreciation of and respect for diversity and multiculturalism	3.32	0.70	3.29	0.62
Ability to show awareness of equal opportunities and gender issues	3.28	0.86	3.39	0.64
Ability to design and manage projects	3.21	0.81	2.93	0.75
Ability to work in an international context	3.20	0.79	3.15	0.76
Commitment to safety	3.16	0.70	3.03	0.74
Spirit of enterprise, ability to take initiative	3.15	0.71	2.95	0.81
Commitment to the conservation of the environment	3.09	0.81	3.17	0.76
Ability to search for, process and analyse information from a variety of sources	2.63	1.01	3.02	0.75

Table 3 clearly indicates major priorities of generic competences chosen by workplace experts and employers. When discussing the survey results, the group of English Philology was inclined to evaluate the results critically. At a closer examination, the English Philology group arrived at a conclusion that the above mentioned competences could be rearranged and expanded. As the TUNING process allows combination of competences, the revised and updated list of relevant generic competences that are supposed to be acquired during study years and which are significant for a professional career was drawn up.

In line with TUNING, three types of generic competences were identified<sup>11</sup>:

- *Instrumental competences*: cognitive abilities, methodological abilities, technological abilities and linguistic abilities.
- *Interpersonal competences*: individual abilities like social skills (social interaction and co-operation).
- *Systemic competences*: abilities and skills concerning whole systems (a combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required).

Consequently, Table 4 presents a recommended finalized list of generic competences which fall into three types.

**Table 4. Generic competences to be developed in the programmes of English Philology**

Instrumental		Interpersonal		Systemic	
1.	Ability to apply knowledge in practical situations	6.	Interpersonal skills and teamwork: ability to participate in group work, taking the lead as appropriate, in an international or multicultural group	7.	Knowledge and understanding of the subject area and understanding of the profession
2.	Ability to use information and communication technologies			8.	Quality orientation
3.	Working autonomously, designing strategies and managing time				
4.	Analytical and critical thinking				
5.	Ability to communicate in the national and in a second language				

<sup>11</sup> Sanchez, A.V. and M.P.Ruiz (eds). 2008. *Competence-based Learning. A Proposal for the Assessment of Generic Competences*. University of Deusto. 60-62.







### 3.3. Generic competences: map across course units

Tables 5 and 6 present maps of generic competences across course units of English Philology at Vilnius University and English Philology and Subject Pedagogy at Vilnius Pedagogical University, respectively.

**Table 5. Generic competences: map across course units (VU)**

		Generic competences							
		1.	2.	3.	4.	5.	6.	7.	8.
<b>COURSE UNITS AIMING TO DEVELOP COMMUNICATION SKILLS</b>									
1.	Contemporary English: vocabulary enhancement	√					√		√
2.	Contemporary English: academic writing and rhetoric	√			√				√
3.	Contemporary English: oral skills	√	√				√		√
4.	Contemporary English: reading skills	√			√				√
5.	Contemporary English: phonetics and phonology	√					√		√
6.	Legal English	√						√	
7.	Political discourse	√						√	
8.	Business English	√						√	
9.	Foreign Language: French/ German/Swedish/ Spanish, etc.	√				√	√		
10.	Theory and Practice of Standard Lithuanian	√						√	
<b>COURSE UNITS AIMING TO DEVELOP LINGUISTIC SKILLS</b>									
11.	Introduction to Linguistics	√			√				
12.	English Grammar	√						√	
13.	English Lexicology	√			√			√	
14.	English Stylistics	√			√			√	
15.	History of the English Language	√			√			√	
16.	<i>Optional:</i> Introduction to Pragmatics/ Semantics/ Sociolinguistics/ Discourse Analysis	√			√			√	
<b>COURSE UNITS AIMING TO DEVELOP LITERARY SKILLS AND CULTURAL AWARENESS</b>									
17.	Country Studies				√			√	
18.	Introduction to Literary Theory				√		√		
19.	Classical Literature				√				
20.	Western literature				√			√	
21.	British Literature				√			√	
22.	American Literature				√			√	
23.	Canadian/Irish/Australian Literature				√			√	



APPLYING LINGUISTIC/LITERARY KNOWLEDGE AND SKILLS IN A SPECIFIC FIELD: INTERNSHIP/WORK PLACEMENT AND BACHELOR THESIS									
24.	(Yearly) Research Paper + Bachelor Paper			√	√				√
25..	Introduction to Translation + Internship (practice)	√				√			√
26.	<i>Optional:</i> independent translation/ interpretation (work placement)	√		√		√		√	√
27	<i>Optional:</i> Introduction to Corpus Linguistics + internship (practice)	√	√						√
28.	<i>Optional:</i> independent research-related practice (work placement)	√	√	√					√
29.	<i>Optional:</i> EFL Teaching Methodology + internship (practice)	√							√
30.	<i>Optional:</i> independent teaching practice (work placement)	√		√				√	√
COURSE UNITS OF GENERAL UNIVERSITY EDUCATION									
31.	The Latin Language	√			√	√			
32.	<i>Optional:</i> educology/ law/ politology				√				
33.	<i>Optional:</i> ethics/ aesthetics				√				
34.	Public relations				√		√		
35.	Philosophy				√				
36.	Logic	√			√				
37.	Professional computer literacy	√	√		√				

**Table 6. Generic competences: map across course units (VPU)**

		Generic competences							
		1.	2.	3.	4.	5.	6.	7.	8.
COURSE UNITS AIMING TO DEVELOP COMMUNICATION SKILLS									
1.	Modern English: vocabulary enhancement	√.					√		√
2.	Modern English: academic writing	√			√				
3.	Modern English: speaking/oral skills	√					√		√
4.	Modern English: reading skills	√			√				
5.	Foreign Language (French, German)	√				√			
6.	Phonetics	√						√	
7.	Introduction to Translation	√				√			
8.	The Lithuanian Language	√				√			





COURSE UNITS AIMING TO DEVELOP LINGUISTIC SKILLS									
9.	Introduction to Linguistics				√			√	
10.	English Stylistics				√			√	
11.	English Grammar: theoretical and practical aspects		√					√	√
12.	English Lexicology				√			√	
13.	Contrastive Linguistics				√			√	
14.	History of the English Language				√			√	
15.	Optional course unit on Language or Literature				√			√	
COURSE UNITS AIMING TO DEVELOP LITERARY SKILLS AND CULTURAL AWARENESS									
16.	Country Studies				√			√	
17.	British Literature				√			√	
18.	American Literature				√			√	
APPLYING LINGUISTIC/LITERARY KNOWLEDGE AND SKILLS IN A SPECIFIC FIELD: YEARLY PAPERS AND BACHELOR THESIS									
19.	Yearly paper		√	√	√				
20.	Proposal for BA thesis and BA thesis		√	√	√				
COURSE UNITS OF GENERAL UNIVERSITY EDUCATION									
21.	The Latin Language				√			√	
22.	Introduction to Philosophy				√				
COURSE UNITS AIMING AT DEVELOPING PEDAGOGICAL SKILLS									
23.	Philosophy of Education				√			√	
24.	General and Social Psychology						√	√	
25.	Developmental and Educational Psychology						√	√	
26.	Health Care Education	√						√	
27.	Theory of Education				√			√	
28.	Systems of Education and Special Pedagogy				√			√	
29.	Subject Didactics 1		√				√	√	
30.	Subject Didactics 2		√				√	√	
31.	Final Project on Education Studies			√	√				√
32.	Teaching internship: observation	√	√				√		
33.	Teaching Internship: teacher assistant	√					√		
34.	Teaching internship supervised by a mentor	√	√	√			√		
35.	Work placement	√	√	√			√		



### 3.4. Description of generic instrumental competences

#### 3.4.1. Ability to apply knowledge in practical situations

##### What is it?

Ability to apply knowledge in practical situations in most cases is defined “as the ability to perform specific academic tasks, which may vary according to discipline”<sup>12</sup>. Continuous assessment of progress is central to developing this capacity, and tracking it down in most study programs is based, among other things, on seminar work, tasks of increasing complexity, oral presentations, feedback on projects and assignments, etc. Students understand to what degree they have achieved this competence from the feedback they get from their teachers, given on student progress made during the course and on their final products and exams. Different teaching methods used to help students achieve this competence are related to how a particular institution/faculty/department deals with practical activity *inside* and *outside* the institution.

##### How does it interact with other competences?

By virtue of its function, this particular competence is closely related not only to other generic competences but also overlaps with the subject-specific skills and competences. Ability to apply knowledge in practice is inseparable from the ability to use background information, information retrieval and management skills to carry out specific tasks, to generate innovative solutions to known problems or situations, capacity to adapt to new situations, to solve problems, and to design and manage projects.

##### How important is it in professional life?

Professional life is demanding and challenging, therefore even the best study programme will never be able to equip their graduates with all the necessary skills and abilities to handle real life situations. Ability to apply knowledge in practical situations is the basic condition for being successful in professional life and one’s future career.

##### How to incorporate it into the curriculum of English Philology?

This competence in the English Philology programme may be developed through application of a wide range of teaching techniques and learning activities, e.g. workshops (classroom based practical classes), individual and team work. *Inside practical tasks* (i.e. course-related tasks linking theory to practice, or internship) may include:

- conducting increasingly complex research/independent projects or group projects;
  - researching and writing papers, reports of increasing difficulty, from essays to course papers and theses;
  - working with other students to co-produce a report on a particular case study;
  - preparing and making oral presentations, either in groups or individually;
  - expressing constructive criticism of the work of others, and using the criticism of others productively;
  - chairing and participating usefully in meetings (of seminar groups, mini-conferences).
- Planning and conducting any of these activities will require practical skills to use appropriate methods of data collection, presentation, analysis, etc.

<sup>12</sup> Gonzalez, L. and R. Wagenaar (eds). 2008. *Universities’ Contribution to the Bologna Process. An Introduction*. University of Deusto. P. 67.





*Outside* practice is work-based practice. Within the English Philology programme *practice*, or internship (also work placement), (15 ECTS credits and no less than 10 weeks in length) is an obligatory subject spread over 4 years of study. Every institution of higher education may design it depending on the profile/needs of the programme. Learning activities intended to develop this competence are carried out in connection with the student's further career in a particular field, for example, teaching or translation.

### 3.4.2. Ability to use information and communication technologies

#### What is it?

Modern society is becoming more and more dependent on new technologies, thus more attention is given to computer literacy, as it is no less significant nowadays than was reading, writing and calculus in the 19<sup>th</sup>–20<sup>th</sup> century<sup>13</sup> (Anderson, 1983). Computer literacy becomes an essential precondition of successful socialisation and professional career; therefore, students are required to be appropriately skilful in aspects of computing and information technology. Generally, computer literacy is defined as knowledge and ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. Computer literacy can also refer to the comfort level someone has with using computer programmes and other applications that are associated with computers.

Another valuable component of computer literacy is concerned with understanding how computers work and operate. In other words, students must feel confident to approach and use a computer for any type of activity required by the subject curriculum. Computer literacy helps to structure, gather and process information, and obtain results. Thus information management is closely related to basic computer skills. One needs a certain level of basic computer skills to begin information management. At the same time, information management is one of the basic uses of a computer.

#### How does it interact with other competences?

The competence is very important because today computers are used everywhere in education and at work. We presume that students gain basic computer skills at a secondary school; however, they will also need to be competent in innovation and learning orientation since computer tools, applications and environments are constantly changing. To achieve a certain effectiveness and efficiency, it is not sufficient merely to use computers at a very basic or beginning level. Competence in innovation should lead to new ways of using the computer to find and manage information. This competence is also related to writing skills. Moreover, information management is closely linked to analytical thinking as they are needed to understand correctly the processes working with a series of data, identifying main elements and significant relationships, and also identifying information gaps. Systemic thinking is needed to understand the complexity of a situation, its levels, and the interdependency relations between elements.

#### How important is it in professional life?

Nowadays it would be difficult to imagine an educated person who could do without computer literacy skills—it is difficult to find academic or professional settings where there are no computers. Good computer skills allow the users to devote most of their attention and

<sup>13</sup> Anderson, C.A. 1983. *Computer Literacy: Rationale, Definition and Practices*. Paper presented at a Satellite Teleconference on Microcomputers in Education. ERIC ED228983.



energy to the task itself, and take the computer for granted as a familiar tool. It also helps to find and manage information. In some cases professionals may be involved in designing and developing a database used in their organization. Also, it is often necessary to create, organize and use small-scale databases to manage smaller amounts of more specific data or information that is limited to a single context.

There is no doubt that a certain level of computer literacy and information management adds to users' proficiency, making them more effective and efficient in their work.

### **How to incorporate it into the curriculum of English Philology?**

In the study programme of English Philology, computer literacy skills could be related to skills of information searching and storing it on any media, evaluating, managing, ethical and lawful usage. The competence is also required for writing all kinds of papers in an adequate format, fulfilling all academic standards in terms of footnotes, literature and source review; preparing Power Point presentations, etc. Students of English Philology should have general computer operation competencies that include performing elementary tasks, manipulating files, performing disk operations, accessing a network (e.g. printer, intranet), using keyboard for data and programme entry; they should be able to use e-mail and the Internet to communicate and locate information; they should be able to create a document on the computer using a word processing programme; be able to create a worksheet on the computer using a spread-sheet software program; be able to create and manipulate a database using database management software; be able to create and manipulate graphics files; be able to apply general technology knowledge and be knowledgeable about legal and ethical aspects of information issues. Information management should include the concept of information, primary and secondary data sources, Internet resources, encyclopaedias, manuals and dictionaries. Students should be taught how to access electronic data resources using search systems in libraries and virtual informational agencies.

### **3.4.3. Working autonomously, designing strategies and managing time**

#### **What is it?**

For the student, this complex ability first and foremost entails methodological capacity to organize time and strategies of learning. Depending on a specific field of a particular programme, the teaching methods applied, and individual characteristics of the learner, it may be defined as an ability to organise different efforts and integrate the results of diverse studies and analyses in order to achieve a particular goal over a period of time and to produce the required result according to the established schedule. National traditions with respect to attitudes and practices of student autonomy are very different. In some countries the attendance of lectures is not mandatory and deadlines are quite flexible whereas in others students are given specific study tasks which are checked according to a strict time schedule.<sup>14</sup>

#### **How does it interact with other competences?**

Capacity to work autonomously rests on individual skills of being able to organize, plan and manage time. Moreover, it is closely related to self-discipline, personal qualities to handle stress, to deal effectively with practical problems, and determination to achieve one's goal.

<sup>14</sup> Gonzalez, L. and R. Wagenaar. (eds), *op.cit.*





### **How important is it in professional life?**

The ability to work autonomously is extremely important in real life. Time management and designing strategies in its widest sense involves the ability to organize available time, choose priorities, work to deadlines and deliver what has been agreed on – all of this is essential for personal and professional life.<sup>15</sup>

### **How to incorporate it into the curriculum of English Philology?**

English Philology programmes, as a rule, are devised to include courses in which students are given specific study tasks which are checked during the semester (writing papers, reading and studying certain materials, etc.) according to a strict time schedule, often coordinated with other time schedules in the department. Therefore, this skill is developed insisting on the student having accomplished the task autonomously on time as decided by the teacher. Student workload in (ECTS) credits consists of the time required to complete all planned learning activities, such as attending lectures, seminars, independent study, preparation of projects, examinations. The main methods of developing how to learn to work autonomously is to introduce other forms of learning, not only lectures, e.g. library or field work, and to give the student a great deal of autonomy, especially in the final stage of studies. An important aspect is to let students learn to organise their time by having to do it, and the preparation of the final thesis should be seen as an indication of the acquired ability to use time and organise complex tasks effectively.<sup>16</sup>

## **3.4.4. Analytical and critical thinking**

### **What is it?**

Analytical thinking is a way of reasoning enabling us to break down complex situations into constituents/ simpler elements and to identify their status/importance and relationships between one another. The status/importance presupposes identifying more and less important elements, details, those which are paramount and those that are much less significant. The relations include those of priority, hierarchy, temporal or spatial sequence, cause and effect, etc. Analytical thinking also involves attention to detail and accuracy. It enables people to understand and interpret those situations so that this understanding becomes the basis for a solution.

This generic competence helps manage a huge (verbal and numerical) information flow: process it and avoid unmotivated decision taking.

Critical thinking goes together with analytical thinking and involves the element of doubt. It is mostly concerned with posing why-questions and evaluation (of information, situation, etc.). It thus often goes beyond analytical thinking.

### **How does it interact with other competences?**

The competence of analytical and critical thinking is related to working autonomously, designing strategies and managing time. In university settings, it is most obvious in carrying out research and is definitely very closely linked with the ability to use information and communication technologies as well as quality orientation.

### **How important is it in professional life?**

The competence is a kind of bridge from academic to professional life. Analytical and critical thinking is easily transferrable from field to field and helps search for information,

<sup>15</sup> Gonzalez, L. and R. Wagenaar. (eds).

<sup>16</sup> Gonzalez, L. and R. Wagenaar. (eds).



identify its structural elements and their sequence or a lack thereof, analyse, give evaluation, etc. The competence is instrumental in identifying a problem and suggesting a solution; it helps develop the ability to take individual decisions and provide reasons for them. The competence is important in interpersonal communication and conflict management. It could also be the basis for innovation and creativity.

More specifically, the competence is instrumental in carrying out independent research, which starts at the undergraduate level and continues in further studies at the university.

How to incorporate it into the curriculum of English Philology?

Analytical and critical thinking should help avoid mechanical memorising of information; rather, students should be taught to process written and oral information and evaluate it. They have to be taught to listen to the ideas of others and express their own views and attitudes which should be supported by arguments.

The competence can be developed almost in any course of English Philology programme—be it focused on philosophy, literature or linguistics. At the first stage of studies, typically, in the 1<sup>st</sup> and 2<sup>nd</sup> year, analytical and critical thinking are paramount in academic writing courses when, for example, students have to cope with essay and report writing tasks. The competence is important in the courses of literature and linguistics when students have to accomplish library-based research for their essay-type tasks.

At the second stage of undergraduate studies, research skills are trained when writing yearly and bachelor papers on selected topics and during research-in-progress seminars. The latter usually involve class discussion, peer-review of written tasks, giving academic presentations, etc.

Analytical and critical thinking is directly linked with carrying out individual research and presenting its results in writing and orally. In undergraduate studies, carrying out research involves a great deal of guidance and tutoring; a student pursues research in an attempt to discover something that is new to him/her but probably rather well-known to other more mature scholars.

At each stage of the research process, analytical and critical thinking is crucial. At first, a plausible research problem has to be identified. For that substantial background reading in the professional field is paramount. Then the mastery of appropriate methodology of data collection and research is necessary. Next comes the interpretation of the results and the ability to present them in writing and orally. Finally, the results have to be presented to the academic community, which requires skills of rhetoric.

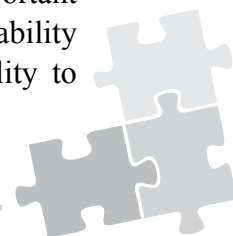
In the process of writing about research, analytical and critical thinking is paramount to be able to properly structure the text and present plausible arguments for the discussed points. Thus the competence is integrated in all courses involving research-related tasks.

### **3.4.5. Ability to communicate in the national and in a second language**

#### **What is it?**

Language is an essential part of every culture, and national identity. For an educated person the ability to communicate in a good national language is a must. The ability to communicate in the national language includes general requirements of language culture; distinguishing features of language varieties, understanding and ability to explain what “standard language” is; ability to avoid the mistakes of pronunciation, morphology, word building and syntax, lexical mistakes. This allows students to communicate effectively in writing and orally.

Globalization and mobility are the features of our modern world; hence it is very important to be competent in more than one language. Learning a foreign language gives a person ability to enter the mind and context of the culture of the target language. Without the ability to







communicate in the language, an in-depth understanding of that culture is more difficult. However, increasing political, economic and cultural international contacts lead to a need to be proficient in several languages. Studying more than one foreign language and culture will contribute to the development of students' analytical, critical and interpretive abilities. For university students, language proficiency means the capacity to communicate orally and in writing using national and two non-native languages. Students should be able to exchange information reliably, read and write without difficulty.

#### **How does it interact with other competences?**

This competence is directly related to oral and written communication skills. It is also very important in interpersonal communication in national and international contexts. It helps to develop the competence of understanding other cultures and helps in social situations where people from different cultures and language communities live or work together.

Communication in the national and two non-native languages favours the development of solidarity and interaction with representatives of native and of other cultures. This competence also contributes to self-esteem, self-confidence and self-fulfilment of people enjoying the capacity to relate to others in a language or languages different from their own.

#### **How important is it in professional life?**

Mastery of the national language and one or more foreign languages enables students to broaden their possibilities of learning and social relations. Pragmatically, the ability to communicate in the national and more than one foreign language will provide the students of English Philology with better career opportunities in Lithuania and other European countries.

#### **How to incorporate it into the curriculum of English Philology?**

This competence can be achieved by developing practical language skills and providing knowledge in the culture and history of the country of the target language. Students should be taught to understand information, the addressee and the purpose of oral and written texts, understand logical structure of the text, to use relevant text understanding and compensation techniques, read texts relating to modern problems, to the writer's point of view and attitude; they should be able to speak fluently and spontaneously, i.e. to begin, retain, end a conversation, to adjust the language, form and style of writing to the addressee and situation, could take an active part in the discussions in well-known context, could present and provide arguments in support of his/her point of view; should be able to produce a written text, an essay or a report, to make use of various dictionaries and manuals. Understanding the structures of national and foreign languages and the basics of translation will help in translating simple texts from a foreign language into the national language.



### **3.5. Description of generic interpersonal competences. Interpersonal skills and teamwork: ability to participate in group work, taking the lead as appropriate, in an international or multicultural group**

#### **What is it?**

A person living in modern society which puts strong emphasis on verbal and non-verbal forms of communication has to adapt to it by acquiring interpersonal communication skills and competences. Human beings are social by nature. We share our lives with other humans—in families, in schools, in workplaces. Although we are unique, we can hardly survive living alone—we live in groups and behave minding other people. Thus the ability to possess considerable communications skills, to work in a team and take the lead whenever necessary is a prerequisite for successful integration into professional life. The need to acquire this competence primarily depends on a professional field a graduate of English Philology chooses to enter. The range of resumed professional careers is fairly extensive starting from such introvert jobs as translator's and finishing up with more extrovert jobs such as interpreter's or teacher's. Thus the degree of developing interpersonal communication competence may vary depending on one's professional field.

In general, interpersonal communication can be defined as a two-way face-to-face or group interaction with other people. Interpersonal communication competence involves several important aspects.<sup>17</sup> First, the speakers' *adaptability* to different situations is essential to ensure positive communication. It reflects the speaker's flexibility, i.e. ability to change verbal and non-verbal behaviour in order to meet the goals of interaction. *Conversational involvement* means that conversation is a two way communication and the speakers involved in it are expected to have a relatively equal share of involvement in conversation. It may include demonstration of being interested in conversation through showing positive predisposition in verbal and non-verbal (nods, gestures, vocal cues) participation. *Conversation management* is necessary in order to achieve successful communication. It is ability to manage conversation through following and changing topics, asking and answering questions, interrupting and adequately reacting to other speakers. Furthermore, ability to understand other participants' point of view and feelings is comprehended as *empathy*. This communication aspect tends to maintain psychological contact with others and provide emotional support in the process of communication. *Effectiveness* of conversation reflects the speakers' ability to achieve the goals of academic/workplace conversation: to exchange information (ask/answer), to find a solution, to interact, to encourage others, etc. One more aspect which plays a significant role in interpersonal communication is *appropriateness* of conversation. This term denotes the speakers' ability to uphold the expectations for a given situation by verbally and non-verbally behaving in ways other people expect.

Teamwork can be defined as active participation in pursuing short-term or long-term common goals while collaborating with other people or organizations. Teamwork cannot rest on chaotic, improvised and individualistic behaviour. On the contrary, to ensure fruitful/effective collaboration, it needs to be organized in advance. The effectiveness of teamwork depends on a number of factors: the number of participants, set goals, ability to organize and share assigned tasks within a group, each participant's interpersonal communication skills, commitment to work, etc.

The development of interpersonal communication competence is integrated in all above interdependent aspects of successful communication.

<sup>17</sup> Spitzberg, B.H. and Cupac, W.R. 1984. *Interpersonal Communication Competences*. Beverly Hills, CA: Sage Publications, Inc.





### **How does it interact with other competences?**

Closely linked to this competence is the competence of interpersonal and interaction skills. Both competences can hardly exist separately. Working in a team also requires capacity of planning and managing time, since inadequate time distribution, lack of organization and discipline can have a negative impact on effective individual and teamwork. Also, it comes into play in motivating people and moving them toward common goals.

### **How important is it in professional life?**

Interpersonal communication skills are considered extremely important at work. Effective and empathetic communication helps building trust within the personnel, handling difficult people and conflicts, valuing diversity and negotiating. Professional life poses constant challenges of working in teams. You can hardly find employment where teamwork is not required. Employers expect their employees to work towards common goals and this can be achieved only through being an efficient member of a team and taking the lead while performing assigned tasks, taking responsibility, making decisions, resolving arising conflicts.

### **How to incorporate it into the curriculum of English Philology?**

This competence largely depends on each individual's character traits: some students find it easy to communicate and are enthusiastic and organized team members while others face considerable difficulties of being active participants. Work environment however imposes strict requirements of being a team member. Thus if a student is ambitious about his career, this competence must be necessarily incorporated into the curriculum of English Philology across all subjects. Assigning tasks which require interaction and collaborative group effort (simulation, discussions, problem solving, joint preparation of case studies, role play, projects, etc.) and using the technique of self- and peer-evaluation are at the core of acquiring this competence in the process of learning across all subjects.

## **3.6. Description of generic systemic competences**

### **3.6.1. Knowledge and understanding of the subject area and understanding of the profession**

#### **What is it?**

This is a systemic competence involving most other generic competences and almost all professional competences. It generally involves the understanding of the subject matter of the studies, mastering relevant skills as well as taking the responsibility for the consequences for the job-related task.

The subject area of the field of English Philology covers the understanding of at least three sub-areas: understanding literature, linguistics and culture studies. Understanding literature is mainly concerned with the understanding of literary processes of the English-speaking world, mainly British, American, Canadian, Irish etc. Understanding linguistics involves understanding the grammatical and lexical structure of the English language, awareness of its major stages in historical development and the basic principles of some key branches and areas/trends in contemporary linguistics such as semantics and pragmatics, corpus linguistics, discourse analysis etc. Cultural studies help understand the underlying principles of human behaviour and reasoning in a particular cultural environment of individuals and larger groups of society.



Apart from the three above areas, the competence also involves mastering some skills, first of all, the English language proficiency. In the field of English Philology, it subsumes mastering listening, pronunciation and speaking, reading, grammar and writing skills at C1/C2 level according to CEFRL (2001).

Moreover, the competence also involves the mastery of basic translation and/or pedagogical skills. The mastery of translation from/into English into/from Lithuanian also requires the knowledge and understanding of Lithuanian culture as well as proficiency in Lithuanian. Pedagogical skills are mainly concerned with the ability to teach English at a secondary school level.

Finally, the competence also subsumes basic skills of independent research. It usually involves literary, linguistic and/or cultural research.

### **How does it interact with other competences?**

The competence is closely linked with and integrated into most of generic competences in the field of English Philology such as analytical and critical thinking, computer literacy, an ability to work independently, good communication skills etc. It is also closely linked with all professional competences. Overall, the awareness of one's professional field gives people confidence and makes them feel responsible for whatever they are doing.

### **How important is it in professional life?**

In pursuing one's career in any field, even most remotely related to the field of English Philology, the competence gives people a better understanding of the importance of languages, literatures, cultures and communication in human interaction as well as the importance of English in the global world. The background knowledge in literature, linguistics and culture help people set many situations in a broader context and see them in a certain perspective.

### **How to incorporate it into the curriculum of English Philology?**

The competence is at the core of the curriculum of English Philology and every subject contributes to developing it.

## **3.6.2. Quality orientation**

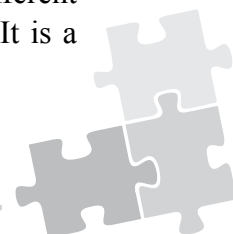
### **What is it?**

Quality orientation can be broadly defined as “a competence that seeks excellence in all academic, personal and professional activity, orienting it towards results and continuous improvement”.<sup>18</sup> It means developing a mode of behaviour in students, a habitual style of working based on meeting quality requirements, and it starts with concern for doing things as well as possible. This competence gives importance to both the process of doing something and the results. Three levels of complexity have been defined in the development of this competence: (a) improving daily work; (b) systematically improving own action; and (c) taking the initiative in group continuous improvement processes. To build up this competence, which is a sign of a professional behaviour, it is necessary to begin learning how to perform in daily work, in the simplest activities, and to acquire quality habits.

### **How does it interact with other competences?**

Quality orientation is a complex competence developed through making use of different attitudes, values and behaviours associated with a range of knowledge and techniques. It is a

<sup>18</sup> Sanchez, A.V. and M. P. Ruiz (eds). P. 294.





personal way of acting associated with self-fulfilment, i.e. feeling satisfaction with the job well done and getting desired results. It is related to other instrumental and interpersonal competences which are basic for performing a task of excellent quality, such as analytical and critical thinking, working autonomously, designing strategies and managing time, interpersonal skills and teamwork, knowledge and understanding of the subject area and understanding of the profession.

### **How important is it in professional life?**

Concern for quality has become a general requirement in the professional world, which has developed different tools for controlling the quality of any task in the working world. In academic life quality is a must, an essential element on all levels. Great care, attention, observation and control of what is happening (process) leads to high-quality results. To be quality-oriented in the future, students first have to build up and then apply an analytic way of acting in accordance with certain norms and requirements that are shared by all professionals in the field.

### **How to incorporate it into the curriculum of English Philology?**

Quality orientation is a competence that can be developed through all academic activities of the study programme. Building it up involves meeting the programme requirements in daily academic work, systematic improvement of personal work, and systematic revision of own performance. Concern for quality is manifested by such personal traits and skills of a student as personal involvement, being neat and orderly, observing deadlines, result-oriented, efficient, following norms of academic work, working and studying in depth, showing attention to detail and perseverance.



## 4. METHODOLOGICAL RECOMMENDATIONS ON INTRODUCING SUBJECT-SPECIFIC COMPETENCES IN ENGLISH PHILOLOGY BACHELOR PROGRAMMES

### 4.1. Assessment of the importance of subject-specific competences to a professional career

Further methodological recommendations on introducing subject-specific competences in the programme of English Philology are based on the Law on Science and Studies of the Republic of Lithuania<sup>19</sup> and they are in line with the key documents of TUNING.

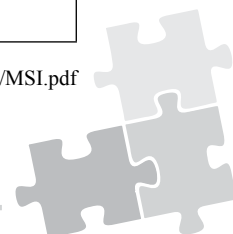
The professional field research conducted in 2010 aimed at identifying the expectations and the opinion of employers about the abilities and skills of English Philology graduates working in their company. The field research consisted of four stages. It started with the analysis of all available documents. To be able to identify what subject-specific competences have to be learnt/taught at universities, a preliminary list of competences had to be compiled and tested in a follow-up survey. The list of subject-specific competences was compiled after lengthy discussions in seminars focusing on generic and subject-specific competences, taking into consideration the *status quo* of competences in the existing English Philology programmes, opinions of university teaching staff and recommendations made by the subject area group experts.

Afterwards a large-scale survey was conducted. It aimed at identifying subject-specific competences highly rated among employers and workplace experts. It also attempted to identify the level of ability possessed by an employee when starting to work at the company. Table 7 below presents the results: the abilities are ranked according to their perceived importance and assessed on a scale from 1 to 4 (1—“not at all important”, 2—“not important”, 3—“important” and 4—“very important”).

**Table 7. Assessment of the importance of subject-specific abilities and skills to a professional career and the level of abilities and skills possessed by the employee when starting to work (mean)**

Subject-specific abilities and skills	Importance of the ability to the employee's professional career at the company/institution		Level of ability possessed by the employee when starting to work at the company/institution	
	Mean	Standard deviation	Mean	Standard deviation
Oral and speaking skills: ability to communicate effectively in a wide variety of cultural and professional contexts using appropriate terminology, grammar and register	3.72	0.55	3.34	0.73
Ability to communicate both orally and in writing in a national language	3.66	0.57	3.61	0.55
Writing skills: ability to create texts of various types in English	3.52	0.67	3.35	0.54
Ability to translate from various texts in English into the national language and from the national language into English	3.40	0.68	3.46	0.59

<sup>19</sup> Lietuvos Respublikos mokslo ir studijų įstatymas. 2009. Žinios No 54-2140. Available from: <http://www.smm.lt/ti/docs/istatymai/MSI.pdf> Accessed February 14, 2011.





Ability to render information in written and oral form (e.g. summarizing, gisting, etc.)	3.38	0.74	3.14	0.74
Knowledge of other literatures in English and of other English speaking cultures (American, Canadian, Irish, etc.)	3.33	0.74	3.17	0.63
Ability to describe and explain the structure of English and to use the terminology and phraseology associated with its registers, including English for specific purposes (law, economics, business, etc.)	3.26	0.81	3.02	0.78
Ability to interpret various texts in English into the national language and from the national language into English	3.24	0.70	3.10	0.69
Ability to edit English texts of various types	3.18	0.66	3.30	0.62
Knowledge of basic aspects of language structure, of linguistic concepts, of major linguistic trends and methodologies	3.16	0.70	3.27	0.61
Ability to choose and use foreign language teaching methodologies according to educational, psychological and specific criteria (depending on the age and/or fluency level of students)	3.13	1.06	2.91	0.91
Ability to use knowledge of English language learning principles, directions, methods and specific application possibilities in a flexible manner depending on the learning context	3.13	1.06	2.90	0.83
Ability to assess communicative linguistic competences acquired and progress made by students	3.13	1.09	2.93	0.96
Awareness of cultural specifics linked to languages, religion and socio-economic background	3.05	0.67	3.13	0.74
Ability to apply knowledge of conceptual provisions of the education system, foreign language teaching objectives and principles of general curriculum, regulatory education documents	2.81	0.99	2.55	0.85
Ability to establish relevant comparisons between English and the national language	2.78	0.98	3.05	0.67
Ability to understand basic aspects of English literature, basic English literary trends and factors that have shaped English culture and institutions	2.63	0.84	2.82	0.83
Ability to present research results in writing and orally	2.58	0.94	2.88	0.78
Knowledge and comprehension of the structure of literary works and of concepts of literary theory; awareness of genre differences and of major literary trends	2.49	0.82	3.23	0.70
Ability to understand and explain basic aspects of the origin of English and historical coordinates that have shaped its development	2.43	0.89	2.88	0.77
Ability to use knowledge of philological research methods	2.39	0.94	2.74	0.82
Ability to carry out independent theoretical and empirical research	2.36	0.92	2.76	0.85



Focus group interviews with graduates and qualitative interviews with employers (in the field of translation and teaching) constituted the third and the fourth stage of the field research. The results of the employers' survey and focus group interviews clearly indicate the prevailing need for practical communication skills of the English language. Such skills and abilities as reading comprehension, speaking, writing, translation from various texts in English into the national language and from the national language into English, ability to render information in written and oral form are high on the list of necessary competences that have to be obtained during the studies.

It has to be noted that the results obtained were not entirely unambiguous. The fact that the range of working areas of the respondents (employers and workplace experts) is broad may distort the results. The group of employers and workplace experts who work in the education sector put emphasis on the ability to choose and use foreign language teaching methodologies, ability to use knowledge of English language teaching principles, methodologies of assessing communicative linguistic competences and progress made by the students. These competences were not marked as extremely important by those who work, for example, as translators and interpreters. On the other hand, ability to edit English texts of various types and ability to translate various texts from English into the national language and from the national language into English are top-ranked by workplace experts and employers who hire translators and/or interpreters. However, they are not placed highly by those who work in education. This bias of the results has to be carefully considered and handled by those who design or update English Philology programmes.

The abilities related to a more research-oriented, theoretical and holistic approach to language and Anglo-Saxon culture understanding were ranked very low and are in the bottom lines of the table. It probably means that the employers and workplace experts do not see such abilities (to carry out independent theoretical and empirical research, to have knowledge and comprehension of the structure of literary works and of concepts of literary theory, to be aware of genre differences and of major literary trends, to have abilities to understand and explain basic aspects of the origin of English and historical coordinates that have shaped its development, etc.) as significant and job-oriented. The downplay of these aspects has been adamantly opposed by the academic community. They claim that market economy oriented towards ultimate product and the needs of the employers comes in contrast with the pressing need to be world-wide known and competitive in scientific innovations. Although the Bachelor level is not oriented towards research to the extent that Master level or PhD level studies do, the first cycle studies have to ensure that students gain adequate skills and knowledge for them to be able to enter Master studies. If we, however, fail to develop skills related to holistic and research-oriented understanding of the study area, we might limit the prospects of competitive scholars-to-be in terms of Lithuanian scientific potential.

When designing and updating English Philology first-cycle programmes, the results presented in Table 7 should be taken into consideration. At the same time, care should be taken not to overgeneralise them.

For the sake of transparency, cohesion and consistency, the subject-specific skills presented to the employers and workplace experts (Table 7) have been reduced to more functional and easier adaptable variants. The list of subject-specific competences, which, in the opinion of English Philology experts, are very important in English Philology programmes, are presented in Tables 8 and 9.






**Table 8. Subject-specific competences to be developed in the programmes of English Philology (VU)**

Profession-specific		Linguistics		Literature and Culture		Communication	
1.	Ability to use knowledge of philological research methods	3.	Linguistic skills	5.	Literary skills	8.	English language communication skills
2.	Application of knowledge in practice	4.	Knowledge and understanding of the structure of English	6.	Awareness of cultural specificity linked to languages, religion and socio-economic background	9.	National language communication skills
				7.	Knowledge of literatures in English, of culture and civilization of the English speaking cultures	10.	Mediation and translation skills
						11.	Ability to retrieve and handle information from a variety of sources.

**Table 9. Subject-specific competences to be developed in the programmes of English Philology (VPU)**

Profession-specific		Linguistics		Literature and Culture		Communication		Education	
1.	Ability to use knowledge of philological research methods	3.	Linguistic skills	5.	Literary skills	8.	English language communication skills	12.	Language teaching skills
2.	Application of knowledge in practice	4.	Knowledge and understanding of the structure of English	6.	Awareness of cultural specificity linked to languages, religion and socio-economic background	9.	National language communication skills	13.	Ability to apply knowledge of conceptual provision of the education system
				7.	Knowledge of literatures in English, of culture and civilization of the English speaking cultures	10.	Mediation and translation skills		
						11.	Ability to retrieve and handle information from a variety of sources		

If you take a closer look at Tables 8 and 9 which include subject-specific competences developed at Vilnius University and Vilnius Pedagogical University respectively, you will notice that the competences are the same except that Vilnius Pedagogical University has a couple of other competences, which related to the English language teaching. This poses a question whether the English Philology programmes of both universities are identical. At first glance they look very close. Apparently, the competences to be gained by an English Philology graduate are similar, yet this likelihood is just superficial because the same competence can be achieved through different course units and using different teaching materials and teaching/



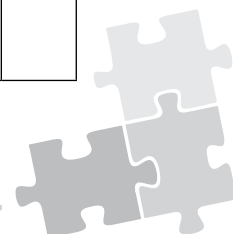
learning methods. Moreover, there is one more question to be raised: to what extent do these competences have to be developed at VU and VPU? In other words, the level to which one or another subject-specific competence has to be acquired is presumably different. For example, VU puts considerable emphasis on mediation and translation skills while VPU provides students with very basic skills of translation which are needed for the teaching profession. Similarly, the content of course units at VPU is more oriented towards education skills while VU offers a broad education by including a wide variety of topics. To sum up, the competences are developed at a different level—to the extent needed to pursue the study outcomes of the two study programmes: VU aims at educating a specialist having an understanding about language, literature and culture, aware of the applicability of these in job-related situations and having basic research-related skills; VPU is clearly oriented towards educating a teacher, who first of all would be able to apply the knowledge and understanding about the language, literature and culture in the teacher’s job.

#### 4.2. Subject-specific competences: map across course units

Tables 10 and 11 below show the ways how different subject-specific competences can be developed across course units at Vilnius University and Vilnius Pedagogical University.

**Table 10. Subject-specific competences: map across course units (VU)**

		Subject-specific competences										
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
<b>COURSE UNITS AIMING TO DEVELOP COMMUNICATION SKILLS</b>												
1.	Contemporary English: vocabulary enhancement		√						√			
2.	Contemporary English: academic writing and rhetoric		√						√			√
3.	Contemporary English: oral skills		√						√			
4.	Contemporary English: reading skills					√			√			
5.	Contemporary English: phonetics and phonology		√		√				√			
6.	Legal English				√		√		√		√	
7.	Political discourse				√		√		√		√	
8.	Business English				√		√		√		√	
9.	Foreign Language: French/ German/Swedish/Spanish, etc.											
10.	Theory and Practice of Standard Lithuanian	√								√		
<b>COURSE UNITS AIMING TO DEVELOP LINGUISTIC SKILLS</b>												
11.	Introduction to Linguistics		√	√								
12.	English Grammar		√	√	√							
13.	English Lexicology	√	√		√							
14.	English Stylistics	√	√		√							
15.	History of the English Language			√	√							
16.	<i>Optional:</i> Introduction to Pragmatics/ Semantics/ Sociolinguistics/ Discourse Analysis			√	√							





COURSE UNITS AIMING TO DEVELOP LITERARY SKILLS AND CULTURAL AWARENESS												
17.	Country Studies							√				
18.	Introduction to Literary Theory		√				√					
19.	Western literature		√				√					
20.	British Literature							√	√			
21.	American Literature							√	√			
22.	Canadian/Irish/Australian Literature							√	√			
APPLYING LINGUISTIC/LITERARY KNOWLEDGE AND SKILLS IN A SPECIFIC FIELD: INTERNSHIP/WORK PLACEMENT AND BACHELOR THESIS												
23.	(Yearly) Research Paper + Bachelor Paper	√	√									√
24.	Introduction to Translation + Internship (practice)		√							√	√	
25.	<i>Optional:</i> independent translation/interpretation (work placement)		√		√					√	√	
26.	<i>Optional:</i> Introduction to Corpus Linguistics + internship (practice)	√	√	√	√							
27.	<i>Optional:</i> independent research-related practice (work placement)	√	√	√	√							
28.	<i>Optional:</i> EFL Teaching Methodology + internship (practice)		√	√	√							
29.	<i>Optional:</i> independent teaching practice (work placement)		√	√	√							

**Table 11. Subject-specific competences: map across course units (VPU)**

		Subject-specific competences												
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
COURSE UNITS AIMING TO DEVELOP COMMUNICATION SKILLS														
1.	Modern English: vocabulary enhancement		√		√				√					
2.	Modern English: academic writing		√						√					
3.	Modern English: speaking/oral skills		√						√		√			
4.	Modern English: reading skills				√				√			√		
5.	Phonetics and phonology				√				√					
6.	Foreign Language (French, German)													
7.	Introduction to Translation									√	√			
8.	The Lithuanian Language									√				
COURSE UNITS AIMING TO DEVELOP LINGUISTIC SKILLS														
9.	Introduction to Linguistics			√										
10.	English Grammar: theoretical and practical aspects		√	√	√									
11.	English Lexicology			√	√									
12.	English Stylistics			√	√							√		



13.	Contrastive Linguistics			√						√			
14.	History of the English Language			√	√								
<b>COURSE UNITS AIMING TO DEVELOP LITERARY SKILLS AND CULTURAL AWARENESS</b>													
15.	Country Studies						√						
16.	British Literature					√		√					
17.	American Literature					√		√					
<b>APPLYING LINGUISTIC/LITERARY KNOWLEDGE AND SKILLS IN A SPECIFIC FIELD: YEARLY PAPERS AND BACHELOR THESIS</b>													
18.	Bakalauro darbo projektas	√	√	√	√	√		√				√	
19.	Bakalauro baigiamasis darbas	√	√	√	√	√		√				√	
<b>COURSE UNITS AIMING AT DEVELOPING PEDAGOGICAL SKILLS</b>													
20.	Subject Didactics 1											√	√
21.	Subject Didactics 2											√	√
22.	Teaching internship: observation	√										√	√
23.	Teaching Internship: teacher assistant	√										√	√
24.	Teaching internship supervised by a mentor	√										√	√
25.	Work placement											√	√

### 4.3. Description of subject-specific competences

#### 4.3.1. Profession-specific competences

##### What are they?

**Profession-specific competences** are related to the ability to carry out extensive philological research from historical and contemporary perspective. In this case, philological research comprises the study fields of linguistics and literature. Although this is the first cycle of studies and they do not aim at in-depth and rigorous research, in order to address a research problem adequately, a student must acquire basic knowledge of philological research methods in the fields of linguistics, literature and cultural studies. Also a student is expected to demonstrate analytical and critical skills while analysing appropriate sources and bibliography. This competence also includes ability to formulate and refine a research problem, conduct adequate research and arrive at reasonable conclusions.

**Application of knowledge in practice** is understood as a subject-specific competence as it largely focuses on the learning process and internships. In general, it can be defined as a student's ability to establish direct connections between knowledge obtained while studying and its practical usage. To be more specific, a student is expected to use background information and information retrieval skills in order to formulate a coherent discussion of a linguistic or literary problem. Also, ability to produce oral or written texts which are likely to be more or less simple in the first years of study and proceed further with more complex and scholarly texts in the final years demonstrates successful integration of knowledge and practice. Finally, periods of internship are likely to be the most efficient and simple way demonstrating a student's ability to effectively use gained knowledge and skills.

##### How do they interact with other competences?

These competences measure how well a student has acquired linguistic and literary competences and highly correlate with all other subject-specific competences since they are seen as an inherent part of them.





### **How important are they in professional life?**

First of all, ability to conduct philological research helps students enter the second cycle of studies, i.e. MA studies, and it ensures that a student can further develop his/her abilities to perform research at a higher level. Moreover, this competence contributes to the overall evaluation of the student's competences, which is a necessary prerequisite of professional life. Ability to relate knowledge to its practical applicability is one of the mandatory issues when attempting to be on track and advance in your professional career.

### **How to incorporate them into the curriculum of English Philology?**

These competences can be developed across different course units. The most effective implementation of them however could be in communicative course units such as various aspects of English: vocabulary enhancement, writing and oral skills as well as more scholarly-oriented course units such as yearly paper, proposal for Bachelor thesis and Bachelor thesis. Also, the link between knowledge and practice is best established in different types of internships and work placement in the fields of translation and teaching.

## **4.3.2. Linguistic competences: linguistic skills and knowledge and understanding of the structure of English**

### **What are they?**

**Linguistic competences** can be defined as encompassing comprehensive knowledge of basic aspects of language structure, of linguistic concepts, of major linguistic trends and methodologies. Knowledge and understanding of the structure of English is understood as an ability to describe and explain the structure of English and ability to use the terminology and phraseology associated with its registers, including English for specific purposes (law, economics, business, technical registers, etc.), ability to establish relevant comparisons between English and the national language, ability to understand and explain basic aspects of the origin of English and historical coordinates that have shaped its development.

### **How do they interact with other competences?**

They are directly connected with the ability to use knowledge of philological research methods as well as generic competences of knowledge and understanding of the subject area and analytical and critical thinking.

### **How important are they in professional life?**

Linguistic competences make the core of professional education. This means that graduates can hardly expect to start a professional career if a standard level of linguistic competences has not been reached.

### **How to incorporate them into the curriculum of English Philology?**

The curriculum of English Philology offers a wide range of course units which are aimed at developing linguistic competences. Some of them are obligatory, for example, Introduction to Linguistics, English Lexicology, Grammar, English Stylistics, History of the English Language, etc.; others are offered as optional courses, for example, Introduction to Pragmatics/ Semantics/ Sociolinguistics/ Discourse Analysis, etc.



### 4.3.3. Literary and cultural competences

#### What are they?

**Literary and cultural competences** comprise literary skills which are perceived as knowledge of underlying assumptions in literature and culture. Comprehension of the structure of literary works and of concepts of literary theory, awareness of genre differences and of major literary trends, knowledge of English literature and other literatures in English, culture and civilization of English speaking countries (American, Canadian, Irish, etc.) come into focus as well as the ability to understand basic aspects of English literature, English literary trends and factors that have shaped English culture and institutions.

#### How do they interact with other competences?

They are inextricably related to analytical and critical thinking and understanding of the subject area.

#### How important are they in professional life?

Similarly to linguistic competences, literary and cultural competences constitute the backbone of philological education. They can be understood as part of successful professional career.

#### How to incorporate them into the curriculum of English Philology?

Obviously, literary and cultural competences seem to be an inevitable part of such course units as country studies, British history, British literature, American literature, Canadian studies, English stylistics. However, they can also be successfully developed in other course units which are not directly related to them. These other course units include such course as reading skills, vocabulary enhancement etc., as well as scholarly-oriented yearly papers and bachelor thesis.

### 4.3.4. Communicative competences

#### What are they?

**Communication skills** are first of all comprehended as English language communication skills. They include reading comprehension skills: ability to understand a wide variety of written source materials; also oral skills: ability to communicate effectively in a wide variety of cultural and professional contexts using appropriate terminology, grammar and register; writing skills: ability to communicate effectively in writing, including e-mail and other electronic means. Mediation and translation skills are seen as ability to render information in written form from source documents written or recorded in English in his/her national language or from the national language into English in a variety of ways (gisting, summarizing); ability to liaise between two speakers on a sentence by sentence basis in a conversation or formal meeting. Translation skills require thorough knowledge of and communication skills in the national language which is ability to communicate both orally and through the written word in the national language.

#### How do they interact with other competences?

Literary, cultural, linguistic and communication competences are interdependent on each other. They make the core of philological education.



**How important are they in professional life?**

As the survey presented in Table 6 above demonstrates, employers and workplace experts attach crucial importance to communication competences. They, together with literary and linguistic skills, make up the backbone of philological education.

**How to incorporate them into the curriculum of English Philology?**

Communication competences are consistently developed in most course units. However, the development of this competence acquires immense significance in all aspects of English, such as phonetics, writing, speaking etc., also translation-related course units.

**4.3.5. Pedagogical competences****What are they?**

**Language teaching competences** include such aspects as an ability to understand and use principles of pedagogy and language teaching methodology including new interactive methods of foreign language teaching according to educational, psychological and specific criteria (depending on the age and/or fluency level of students); ability to assess communicative linguistic competences acquired and progress made by students; ability to apply knowledge of conceptual provisions of the education system, foreign language teaching objectives and principles of general curriculum, regulatory education documents.

**How do they interact with other competences?**

First and foremost, they are impossible to acquire without having developed comprehensive communication, linguistic and literary competences.

**How important are they in professional life?**

If a graduate demonstrates linguistic, literary and communication competences, he/she can successfully work in several areas. However, if a graduate wishes to enter a teacher's profession, he/she must have additional competences related to the field of teaching.

**How to incorporate them into the curriculum of English Philology?**

Although the development of pedagogical competences can be incorporated in any course unit, subject didactics and various types of teaching internships are considered to be particularly important, since they focus exclusively on language teaching competences.

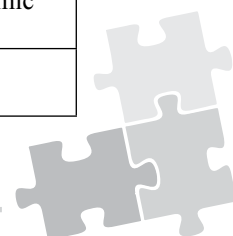


## 5. PROGRAMME COMPETENCES AND LEARNING OUTCOMES

Subject-specific competences and learning outcomes, similarly to generic competences, have to be developed across all course units responding to the employers and social partners' expectations, the results of professional field research, the ever changing job market, academic community traditions and needs and first-hand experience of other countries. A course unit may include several (2–3) competences that have to be developed and about 1–3 intended learning outcomes for each competence. The description of competences and learning outcomes may take various forms; here is a template of recommended profile.

**Table 12. Programme competences and learning outcomes (VU)**

Generic competences		Learning outcomes	
1.	<b>Ability to apply knowledge in practical situations:</b> achieving real-life results.	1.1	Ability to establish adequate relation between knowledge and its practical applicability.
		1.2	Ability to appropriately use gained knowledge and skills in practical situations inside and outside institution.
2.	<b>Ability to use information and communication technologies:</b> utilising IT skills for accessing information sources, learning and communicating.	2.1	Thorough knowledge of information technologies in order to acquire, assess and organise data from a variety of sources as well as to produce tasks, including research.
		2.2	Considerable knowledge of information technologies ensuring efficient co-operative work.
3.	<b>Working autonomously, designing strategies and managing time:</b> ability to decide on objectives, priorities, methods, time and resources available to perform a task.	3.1	Capability to organize one's work autonomously.
		3.2	Capability to keep track of deadlines and time.
4.	<b>Analytical and critical thinking:</b> ability to think in detail, finding quantitative and qualitative interrelations between constituents, posing questions to invite discussions.	4.1	Ability to clearly identify, separate and evaluate components of a professionally-related phenomenon.
		4.2	Ability to discern different types of relations between the components.
		4.3	Ability to ask "why" questions appropriate to the situation.
5.	<b>Ability to communicate in the national and in a second language:</b> proficiency in the national language and basic oral and written communication skills in another (foreign) language (not English).	5.1	Knowledge of a national language and another foreign language in order to effectively participate in professional environment.
6.	<b>Interpersonal skills and teamwork:</b> ability to participate in group work (also international or multicultural), taking the lead as appropriate.	6.1	Ability to work productively in a team taking into account the diversities of background (national, cultural, religious) and understanding of one's co-workers to address specified tasks.
		6.2	Ability to motivate people towards common goals.
7.	<b>Knowledge and understanding of the subject area and understanding of the profession:</b> ability to follow the underlying principles of the profession.	7.1	Fundamental understanding of the areas of linguistics, literature and cultural studies.
		7.2	Fundamental understanding of teaching profession in general.
8.	<b>Quality orientation:</b> excellence in academic, personal and professional results with emphasis on continuous improvement.	8.1	Ability to advance systematically in academic work.
		8.2	Ability to evaluate personal achievements properly.







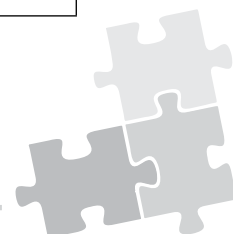
Subject-specific competences		Learning outcomes	
1.	<b>Ability to use knowledge of philological research methods:</b> from a historical and contemporary perspective.	1.1	Basic knowledge of philological research methods in the fields of linguistics, literature and cultural studies.
		1.2	Capability to address a research problem adequately, retrieving the appropriate sources and bibliography, analysing it, and giving critical form to one's findings in a text.
2.	<b>Application of knowledge in practice:</b> establishing direct connections between them.	2.1	Ability to use background information and information retrieval skills to formulate a coherent discussion of a linguistic and literary problem.
		2.2	Ability to speak and write simple texts and presentations as well as more complex and scholarly texts required in the final years, using appropriate terminology and communication registers.
		2.3	Ability to effectively use gained knowledge and skills in practices/internships.
3.	<b>Linguistic skills:</b> knowledge of underlying assumptions in linguistics.	3.1	In-depth knowledge of linguistic concepts and aspects of language origin and ability to explain them.
		3.2	Knowledge of major linguistic trends, branches and methodologies.
4.	<b>Knowledge and understanding of the structure of English:</b> seeing the overall system of English and establishing connections between its elements.	4.1	Ability to describe and explain the structure of English.
		4.2	Ability to use the terminology and phraseology associated with its registers, including English for specific purposes (politics, education, business, technical registers, etc).
		4.3	Ability to establish relevant comparisons between English and a national language.
5.	<b>Literary skills:</b> knowledge of underlying assumptions in literature.	5.1	Ability to demonstrate knowledge and comprehension of concepts of literary theory and of structure of literary works.
		5.2	Awareness of literary trends and genre differences.
6.	<b>Awareness of cultural specifics and civilization of the English speaking countries:</b> interdependence of language, culture, religion and socio-economic factors.	6.1	Comprehensive knowledge of historical and recent trends and issues that have shaped British, American, Canadian and Irish culture and institutions.
		6.2	Ability to establish relevant comparisons between English-speaking cultures and institutions and one's own culture showing awareness of cultural specifics linked to religion and socio-economic background.
7.	<b>Knowledge of literatures in English:</b> ability to understand fundamental aspects of English, American, Irish, Canadian, etc. literature.	7.1	Knowledge of major literary trends and literary works in relation to time.
		7.2	Ability to analyse, interpret and critically evaluate literary texts.



8.	<b>English language communication skills:</b> ability to perform at C1/C2 level (active and passive skills)	8.1	Ability to understand a wide variety of texts in English.
		8.2	Ability to demonstrate oral and speaking skills in English in a wide variety of cultural and professional contexts using appropriate terminology, grammar and register.
		8.3	Ability to create texts of various types in English taking into account appropriate terminology, grammar and register.
9.	<b>National language communication skills:</b> proficiency in the national language	9.1	Ability to use communication skills (reading, writing, speaking, listening) effectively in a national language for common and specific purposes.
		9.2.	Knowledge of the national language in order to establish relations between it and the English language.
10	<b>Mediation and translation skills:</b> ability to communicate through translating, interpreting and rendering information.	10.1	Ability to translate and interpret various texts from English into the national language and vice versa.
		10.2	Ability to render information from English into the national language and vice versa.
11.	<b>Ability to retrieve and handle information from a variety of sources</b> (electronic, written, archival, oral) as appropriate to the linguistic or literary problem, integrating it into a comprehensive narrative.	11.1	Practical skills of obtaining information necessary to produce linguistic and literary tasks using a variety of sources.

Table 13. Programme competences and learning outcomes (VPU)

Generic competences		Learning outcomes	
1.	<b>Ability to apply knowledge in practical situations:</b> achieving real-life results.	1.1	Ability to establish adequate relation between knowledge and its practical applicability.
		1.2	Ability to appropriately use gained knowledge and skills in practical situations inside and outside institution.
2.	<b>Ability to use information and communication technologies:</b> utilising IT skills for accessing information sources, learning and communicating.	2.1	Thorough knowledge of information technologies in order to acquire, assess and organise data from a variety of sources as well as to produce tasks, including research.
		2.2	Considerable knowledge of information technologies ensuring efficient co-operative work.
3.	<b>Working autonomously, designing strategies and managing time:</b> ability to decide on objectives, priorities, methods, time and resources available to perform a task.	3.1	Capability to organize one's work autonomously.
		3.2	Capability to keep track of deadlines and time.
4.	<b>Analytical and critical thinking:</b> ability to think in detail, finding quantitative and qualitative interrelations between constituents, posing questions to invite discussions.	4.1	Ability to clearly identify, separate and evaluate components of a professionally-related phenomenon.
		4.2	Ability to discern different types of relations between the components.
		4.3	Ability to ask "why" questions appropriate to the situation.





5.	<b>Ability to communicate in the national and in a second language:</b> proficiency in the national language and basic oral and written communication skills in another (foreign) language (not English).	5.1	Knowledge of a national language and another foreign language in order to effectively participate in professional environment.
6.	<b>Interpersonal skills and teamwork:</b> ability to participate in group work (also international or multicultural), taking the lead as appropriate.	6.1	Ability to work productively in a team taking into account the diversities of background (national, cultural, religious) and understanding of one's co-workers to address specified tasks.
		6.2	Ability to motivate people towards common goals.
7.	<b>Knowledge and understanding of the subject area and understanding of the profession:</b> ability to follow the underlying principles of the profession.	7.1	Fundamental understanding of the areas of linguistics, literature and cultural studies.
		7.2	Fundamental understanding of teaching profession in general.
8.	<b>Quality orientation:</b> excellence in academic, personal and professional results with emphasis on continuous improvement.	8.1	Ability to advance systematically in academic work.
		8.2	Ability to evaluate personal achievements properly.
<b>Subject-specific competences</b>		<b>Learning outcomes</b>	
1.	<b>Ability to use knowledge of philological research methods:</b> from a historical and contemporary perspective.	1.1	Basic knowledge of philological research methods in the fields of linguistics, literature and cultural studies.
		1.2	Capability to address a research problem adequately, retrieving the appropriate sources and bibliography, analysing it, and giving critical form to one's findings in a text.
2.	<b>Application of knowledge in practice:</b> establishing direct connections between them.	2.1	Ability to use background information and information retrieval skills to formulate a coherent discussion of a linguistic and literary problem.
		2.2	Ability to speak and write simple texts and presentations as well as more complex and scholarly texts required in the final years, using appropriate terminology and communication registers.
		2.3	Ability to effectively use gained knowledge and skills in practices/internships.
3.	<b>Linguistic skills:</b> knowledge of underlying assumptions in linguistics.	3.1	In-depth knowledge of linguistic concepts and aspects of language origin and ability to explain them.
		3.2	Knowledge of major linguistic trends, branches and methodologies.
4.	<b>Knowledge and understanding of the structure of English:</b> seeing the overall system of English and establishing connections between its elements.	4.1	Ability to describe and explain the structure of English.
		4.2	Ability to use the terminology and phraseology associated with its registers, including English for specific purposes (politics, education, business, technical registers, etc).
		4.3	Ability to establish relevant comparisons between English and a national language.
5.	<b>Literary skills:</b> knowledge of underlying assumptions in literature.	5.1	Ability to demonstrate knowledge and comprehension of concepts of literary theory and of structure of literary works.
		5.2	Awareness of literary trends and genre differences.



6.	<b>Awareness of cultural specifics and civilization of the English speaking countries:</b> interdependence of language, culture, religion and socio-economic factors.	6.1	Comprehensive knowledge of historical and recent trends and issues that have shaped British, American, Canadian and Irish culture and institutions.
		6.2	Ability to establish relevant comparisons between English-speaking cultures and institutions and one's own culture showing awareness of cultural specifics linked to religion and socio-economic background.
7.	<b>Knowledge of literatures in English:</b> ability to understand fundamental aspects of English, American, Irish, Canadian, etc. literature.	7.1	Knowledge of major literary trends and literary works in relation to time.
		7.2	Ability to analyse, interpret and critically evaluate literary texts.
8.	<b>English language communication skills:</b> ability to perform at C1/C2 level (active and passive skills)	8.1	Ability to understand a wide variety of texts in English.
		8.2	Ability to demonstrate oral and speaking skills in English in a wide variety of cultural and professional contexts using appropriate terminology, grammar and register.
		8.3	Ability to create texts of various types in English taking into account appropriate terminology, grammar and register.
9.	<b>National language communication skills:</b> proficiency in the national language	9.1	Ability to use communication skills (reading, writing, speaking, listening) effectively in a national language for common and specific purposes.
		9.2.	Knowledge of the national language in order to establish relations between it and the English language.
10.	<b>Mediation and translation skills:</b> ability to communicate through translating, interpreting and rendering information.	10.1	Ability to translate and interpret various texts from English into the national language and vice versa.
		10.2	Ability to render information from English into the national language and vice versa.
11.	<b>Ability to retrieve and handle information from a variety of sources</b> (electronic, written, archival, oral) as appropriate to the linguistic or literary problem, integrating it into a comprehensive narrative.	11.1	Practical skills of obtaining information necessary to produce linguistic and literary tasks using a variety of sources.
12.	<b>Language teaching skills:</b> ability to choose appropriate teaching, learning and assessment methods.	12.1	Ability to choose and use foreign language teaching methodologies according to educational, psychological and specific criteria (depending on age and/or fluency level of students).
		12.2	Ability to use knowledge of English language learning principles, methods and specific application possibilities in a flexible manner depending on the learning context.
		12.3	Ability to assess communicative linguistic competences acquired and progress made by students.
13.	<b>Ability to apply knowledge of conceptual provisions of an education system.</b>	13.1	Knowledge of objectives and principles of the general curriculum of foreign language teaching.
		13.2	Knowledge of education-related legislation.





## 6. STUDENT WORKLOAD AND METHODS OF ITS CALCULATION

### 6.1. The notion of a credit

To attain transparency and same/similar interpretation of the concepts, ease the mobility of students and thus reach the key goals set up by the Bologna process and further developed in many accompanying documents, or in general terms, to start speaking the same language of EU higher education, we need a unit of measurement for studies. It should be both—universal and unique, in other words, it should be understandable to all Europeans, on the one hand, and respond to national needs, on the other hand. It seems that an ECTS credit has been such a unit of measurement for many years. It was originally set up in 1989 for mobile students<sup>20</sup>. Eventually, its functions have expanded to include, among other things, measuring the workload needed to complete a study unit and acquire certain competences.

Each subject within a programme is allocated a certain number of credits, normally, no less than 1 and hardly ever more than 10. Credits are measured in the amount of student time needed to accomplish various tasks in the course of studies. Ideally and as fixed in numerous HE-related documents, an ECTS credit is a unit of measurement standing for 25–30 hours of student working hours<sup>21</sup>. The “currency” of measuring the student workload seems sufficiently unambiguous; however, the interpretation, due to numerous reasons, at times might turn out to be rather cumbersome.

### 6.2. Temporal framework: programme, study year, semester

As agreed by many EU countries which claim to be using the credit as a unit of measurement, the number of credits might vary from programme to programme depending on numerous factors. Some of them are formal and specified in laws and decrees of each country’s educational legislation (prescribing, for example, a fixed number of credits for undergraduate and graduate programmes) and others are culture and HEI-specific (for example, some countries favouring three-year undergraduate programmes rather than four-year etc.).

The smallest number of credits per programme seems to be 120 ECTS and is meant to cover the shorter programme within the first-cycle programmes<sup>22</sup>. Undergraduate, or full first-cycle, programmes vary from 180 to 240 credits. All upper levels (second- and third-cycle studies) are co-measurable with the length of studies. Since the present publication focuses on first-cycle studies, further levels will not be discussed.

The academic year is usually confined to 60 credits, or 1500–1800 hours of work, and the semester—to 30 credits, or 750–900 hours of work. Thus the ‘weighing’ of a credit seems to be just a simple technical task. As already discussed, it amounts to 25–30 student working hours.

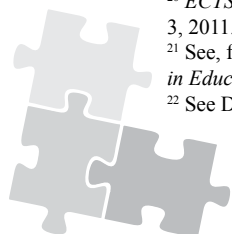
### 6.3. Why is credit a problem? Lithuanian context

It seems that setting up legislative instruments in EU documents was only the beginning, even though rather smooth, of a long process. The implementation of the credit system, however, has been much less smooth. One of the key reasons for that has been a large variety of education

<sup>20</sup> *ECTS Users’ Guide*. 2009. Available from: [http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf). Accessed: February 3, 2011. Footnote 7.

<sup>21</sup> See, for example, Drudy, S., L. Gunnerson and A. Gilpin 2009. *Tuning. Reference Points for the Design and Delivery of Degree Programmes in Education*. Deusto. Available from: <http://tuning.unideusto.org/tuningeu>. Accessed February 6, 2011.

<sup>22</sup> See Dublin Descriptors 2004.





systems across Europe, which, in its turn, might have been due to a large variety of historical and cultural peculiarities of the countries. Different aspects of the implementation and instrumentality of ECTS have been discussed on various occasions in a number of forms during the last years, also in Lithuania. Lithuania, like many EU HE area countries, has all necessary legislation for implementing the ECTS<sup>23</sup>. The key documents stipulate that one academic year is 1600 hours long which conforms to 60 ECTS credits. First-cycle study programmes take 210–240 credits and normally extend over 7–8 semesters. Thus, apart from specifying a very strict number of hours per year (1600) rather than granting a certain amount of flexibility to the HEI, otherwise the Lithuanian documents are in conformity with the Bologna Process and the general trend of development in the EU HE area.

Moreover, it should be stressed that the ECTS as a unit of measurement was introduced in Lithuanian HEIs more than ten years ago. Similarly to the introduction of the ECTS in Europe, its introduction in Lithuania was also concerned with student mobility. The ECTS credit has been used alongside with the national credit, which so far has formally been 1.5 more voluminous than the ECTS.

However, a more in-depth view of what lies behind the ECTS in Lithuanian HEIs has revealed that it can hardly be treated as a real instrument of measurement; neither does it contribute to the transparency of the notion used throughout Europe. The Lithuanian credits have so far been converted to ECTS rather mechanically. The key reason for that has been concerned with completely different principles of designing and implementing study programmes. They have been in principle designed and implemented ‘upside down’, mainly on the basis of the existing structures. As admitted by TUNING experts in the field, the study programmes in some countries

*(...) are designed on the basis of tradition and the resources already available. Such programmes can be considered as ‘input-based’ and ‘staff-centred’. In such programmes the emphasis is still placed on the individual interests of academic staff or on the existing organisation of studies. Changing to student-centred programmes fits into a worldwide process of educational innovation to make degree programmes and ‘qualifications’ (academic awards or certification given on completion of a programme) ‘fit in purpose’ as well as ‘fit for purpose’. This means not only that the outcomes of the learning process should meet the aims of the programme, but also that those outcomes should meet the needs and expectations of students and society, ensuring employment, personal development and citizenship.*<sup>24</sup>

Thus restructuring the existing study programmes from a completely different point of view and basing them on the student-centred approach changes the understanding of the credit and requires a huge amount of cooperation between the teacher and the student. The success of the process can only be ensured if it receives considerable amount of institutional support. Current ‘teacher centred’ programmes are closely linked to the contact hours and calculating the teaching load on the basis thereof, which could also be treated as another problem when reconsidering the programmes and restructuring them. Dealing with each and/or either of the above problems is time and energy consuming. On the other hand, the success of the process might also be equally rewarding.

#### 6.4. Methods of workload calculation

Having decided upon the student-centred approach and competence-based programmes, which involves setting up the learning outcomes, defining programme competences (generic and

<sup>23</sup> E.g. The Law on Science and Studies for the Republic of Lithuania. [Lietuvos Respublikos mokslo ir studijų įstatymas.] 2009. Žinios No 54-2140. Available from: <http://www.smm.lt/ti/docs/istatymai/MSI.pdf>. Accessed February 14, 2011; Order of Minister of Education and Science of the Republic of Lithuania on General Requirements for Study Programmes. [Lietuvos Respublikos švietimo ir mokslo ministro 2010 m. balandžio 9 d. įsakymas Nr. V-501 Dėl Laipsnį suteikiančių pirmosios pakopos ir vientisųjų studijų programų bendrųjų reikalavimų aprašo patvirtinimo. Žinios, 2010, No 44-2139].

<sup>24</sup> *Tuning Guide* 2010: 19.





specific), methods of teaching and verification whether and to what extent the learning outcomes have been achieved, the question of calculating the amount of student workload arises. Since this workload consists of the time required to complete *all* planned learning activities such as attending lectures, seminars, independent study, preparing assessments, examinations, project work<sup>25</sup>, there should be clearly identifiable criteria for calculating the workload.

According to the *ECTS User's Guide*<sup>26</sup>, the following principles seem to be crucial. First, credits are allocated to entire programmes and also to their components (modules, course units, research papers, etc.). They are calculated in terms of the workload students need to achieve the programme/ unit learning outcomes. Second, credits are awarded to individual students after completion of study or study component. Third, credits may be accumulated with a view to obtaining qualifications. Fourth, credits may be transferred from one programme to another, upon a decision/recognition of the degree-awarding institution and/or agreement between several institutions.

The human factor seems to be no less important. As noted in the *Tuning Guide*, this is “one of the most sensitive areas of implementation, since academic staff are often very protective of their specific subject area and its importance in the degree programme.”<sup>27</sup> Therefore, staff development should be carried out with utmost care and tact.

The actual workload can vary from student to student, and might also be influenced by such factors as the diversity of traditions, curriculum design and context, coherence of curriculum, teaching and learning methods, methods of assessment and performance, organization of teaching and learning, ability and diligence of the student, personal and material means available.<sup>28</sup>

In practical terms, the student workload can be calculated in many ways. Two of them are as follows: ‘prospective, or real time’ and retrospective. An example of the University of Gent, where a Lithuanian delegation was on a short visit in June 2010, clearly demonstrated the advantages and disadvantages of both approaches. The procedure is as follows. All students in a selected programme are asked to fill in the questionnaires giving the amount of time they have spent on a particular task or preparing for a workshop, a lecture or an examination. The calculation is carried out on selected dates all through the semester: 2 ‘normal’ weeks of classes, 1 week in the study period before the exams and 1 week in exam period<sup>29</sup>. The approach has numerous advantages, one of them being first-hand real-time data collection and a large number of participating students. However, our colleagues from the University of Gent also noted that the procedure had been very complex, there had been too much information to evaluate and finally, the procedure had been rather costly since a large amount of data had had to be processed in a short time.

Within the retrospective scheme, the workload is calculated after the semester, which means an easier procedure and fairly low costs. However, it also means fewer students participating, some forms filled in incorrectly because the students had forgotten how much time they needed to prepare for a particular class or task.<sup>30</sup>

Another possibility would be calculating the workload by the instructor. The method is based on experience and supposedly, is sufficiently informative. However, without an open discussion and cooperation with the students eventually it might turn out largely misleading.

<sup>25</sup> See Drudy, S., L. Gunnerson and A. Gilpin (eds), *op.cit.*

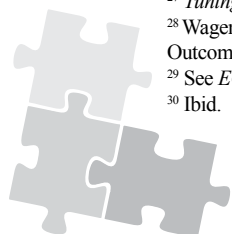
<sup>26</sup> *ECTS Users' Guide*, p. 11.

<sup>27</sup> *Tuning Guide* 2010: 52.

<sup>28</sup> Wagenaar, R. A presentation at the University of Gent in June 2010. Available from: [http://www.ects.cr.vu.lt/Files/File/ECTS%20and%20Learning%20Outcomes\\_Wagenaar.Pdf](http://www.ects.cr.vu.lt/Files/File/ECTS%20and%20Learning%20Outcomes_Wagenaar.Pdf). Accessed February 15, 2011.

<sup>29</sup> See *ECTS and UGent: a long tradition*. 2010. Available from: [http://www.ects.cr.vu.lt/Files/File/ECTS\\_andUGent.pdf](http://www.ects.cr.vu.lt/Files/File/ECTS_andUGent.pdf). Accessed February 15, 2011.

<sup>30</sup> *Ibid.*





Moreover, it should be borne in mind that the credits calculated in student workload are hardly related to contact hours.

In Vilnius University, the prospective method of calculation was also tried, even though it only involved about 70 students of the course in English lexicology (instructor: Inesa Šeškauskienė). Individual variation across the student group was fairly large; however, the anonymity of the questionnaire seemed to ensure the students' honesty. Thus individual variation ranged from 0 to as many as 8 hours per workshop. The mean values calculated for the whole course turned out to be very close to the instructor's estimation. The key issue which clearly required adjustment as a result of the pilot calculation was the distribution of the workload across the course: the preparation for some workshops exceeded some others twice or more.

Calculating the student workload is hardly possible without considering the cornerstones of the programme: learning outcomes, competences, teaching and assessment methods and finally, the cooperation between the student and the teacher, who are the key players in the learning/teaching game. The choice of a specific method of calculation depends on a subject, the number of students, teaching and assessment methods as well as individual preferences. The method might involve several techniques. After several years of the programme implementation, the procedure of calculating the student workload can be revised and/or amended.

## **6.5. Workload peculiarities in the English Philology study field**

It is well known that in language degree programmes the workload should be distributed between language classes (usually in the first four semesters) and all the other subjects. For example, classes aimed at developing communicative skills (reading, writing, listening, speaking) are usually very time-consuming. No less time-consuming are literature courses. Language classes, however, require many more contact hours than literature classes. The first two years of study usually focus on developing practical skills and laying the foundations of some theoretical subjects; in the remaining two years more attention is devoted to more specialised subjects and writing yearly paper and bachelor theses, they require more individual work. Students need more guidance during the first years of study; afterwards the role of a teacher is more concerned with coordinating the students' individual work, reading their papers etc. Teacher-training programmes include lengthy periods of teaching internships.







## 7. MODULAR VS NON-MODULAR SYSTEM

### 7.1. Key notions

As an established practice in many EU universities, studies are organized either arranging them as independent course units or as modules. The term *course unit*, or *subject*, is generally well known and interpreted in more or less the same way across Europe; whereas the second, *module*, has multiple interpretations. In some countries it means a course unit, in others it refers to a number of course units. To avoid confusion, in this publication the term will be used in conformity with the understanding adopted by TUNING: a module is ‘a course unit or a combination of course units in a system in which each course unit carries the same number of credits or a multiple thereof’.<sup>31</sup>

This understanding is also reflected in the notion of a module defined in the *General Requirements for the First-Cycle and Integrated Study Programmes*<sup>32</sup>, one of the key documents regulating the process of studies in Lithuania: “module is part of a study programme consisting of several related course-units with a clearly defined aim expressed in terms of students’ skills/competences.” A similar understanding has been adopted in the Concept of Modular Studies of Vilnius University<sup>33</sup>. In the latter document, however, the focus is on defining the module and its study outcomes as well as structuring a module-based study programme. In the above document, the recommended number of credits per module is 5 or the multiple thereof. Further implications of modules would be concerned with the methods of teaching and especially assessment. By definition, if a module pursues a single aim, it should also be completed by a single examination.

Thus the crucial element in the understanding of a module is the integrity of its constitutive subjects and the number of credits, which has to be fixed. We could have either a programme where all modules have the same number of credits or a programme where the modules are of different volume; they should be calculable by multiplying the above fixed number of credits. In practical terms, it means that a module could be as big as 5 credits or 10, 15, 20 credits. It thus is like a building block of certain fixed dimensions in the structure of a study programme; if the dimensions are wrong, the whole building might collapse. The larger the ‘bricks’, the more difficult it is to arrange them according to the constructor’s needs.

### 7.2. The subject system

A subject system is a well-established traditional system used in most universities in Europe and perhaps in the world. In it, which now is by far the most-spread model of studies in Lithuania as well, all subjects are assigned a different number of credits. It is usually the teacher of the course who designs the whole course, including the study outcomes and the number of credits. The credits could be assigned after the teacher’s consultations with the students or without them. Thus academics have a fair amount of freedom in designing their courses.

On the other hand, the freedom might be restricted by all sorts of logistics. For example, sometimes the number of credits is ‘imposed’ by the programme or constrained by certain rigid requirements for study programmes in a particular country; sometimes also by such factors as the number of credits per semester. Let me explain the restrictions in more detail. Usually the

<sup>31</sup> *Tuning Guide* 2010: 55.

<sup>32</sup> Order of Minister of Education and Science of the Republic of Lithuania on General Requirements for Study Programmes. [Lietuvos Respublikos švietimo ir mokslo ministro 2010 m. balandžio 9 d. įsakymas Nr. V-501 Dėl Laipsnį suteikiančių pirmosios pakopos ir vientisųjų studijų programų bendrųjų reikalavimų aprašo patvirtinimo. Žinios, 2010, No 44-2139].

<sup>33</sup> Vilniaus universiteto modulinį studijų koncepcija. Approved November 25, 2010. Available from: [http://www.vu.lt/site\\_files?InfS/Naujienos/Pristatymas\\_apie\\_MSS\\_StK\\_2010\\_10\\_25.pdf](http://www.vu.lt/site_files?InfS/Naujienos/Pristatymas_apie_MSS_StK_2010_10_25.pdf). *Vilniaus universiteto informacinis biuletenis* 15 (439). Available from: [http://www.intranet.vu.lt/images/stories/info\\_biuleteniai/2010-15.pdf](http://www.intranet.vu.lt/images/stories/info_biuleteniai/2010-15.pdf). Accessed March 10, 2011.





overall number of credits is fixed in the programme, for example, 240 credits. If twenty five teachers design twenty five courses the total value of which is, say, 236 credits, the remaining 4 credits will probably go to the last subject as a whole, despite that the teacher's idea of the course would require 5 credits. Also if the teacher modifies the subject and would like to change its scope, it would be difficult to do so without also introducing changes in other subjects. The specific requirements for study programmes might also impose restrictions, especially if the requirements are very rigid, for example, the number of credits per subject should be within certain imposed limits. The semester again might be quite a requirement, since, for example, the overall number of 30 credits shall not be exceeded.

The existing English Philology programmes in Lithuania are generally very rigid for a number of reasons. One them is the variable number of credits per subject and the multiplicity of (small) subjects in most philology programmes, not only English.

### 7.3. The modular system—a possible solution?

There are a number of aspects involved in the discussion of the modular system, most important of them include the programme and the logistics of its implementation as well as two major 'players' of the study process: the student and the teacher.

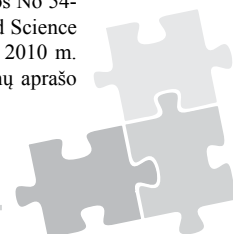
One of the greatest advantages of the module is its outward ease of 'movement' in the programme determined by the number of credits, especially if the programme is designed so that it consists of the same 'size' modules. Also, at least at first sight, it helps solve the problem of the multiplicity of (small) subjects. Moreover, the introduction of a modular system would lead to a considerable decrease in the number of the examinations per period of time (e.g. semester).

Another huge advantage of the modular system is concerned with an opportunity to design double degree programmes opened by the new key documents in high and higher education in Lithuania<sup>34</sup>. The new requirements are much less imposing and offer more freedom to a higher education institution. The modular system would make the implementation of the double degree smoother by offering clearly defined modules for major and minor degrees.

The specificity of study programmes in philology offered in Lithuania is that most institutions offer a large number of programmes, e.g. English, German, French, Russian, Scandinavian, Lithuanian and other philologies. For example, Vilnius University each year offers between 12 to 14 undergraduate programmes in different languages. In those programmes a number of subjects overlap. Thus the transition from the uniform multiple programmes to double degree programmes by introducing different combinations in philology and using the modular approach could be fairly smooth. In further development, other university departments and disciplines (e.g. history, communication, economics) could join in.

The modular system could also be made much less related to the planning of studies in semesters. The modules could be taught either in parallel or in succession, one after another. Either option would lead to an examination or cumulative assessment at the end of the module, but the second case, when the modules follow one another, does not necessarily make the end of the module coincide with the end of a semester. In such a way, the students could focus more on one area rather than several at a time, and the teaching staff could have more time for research or conferences outside the university when the module is over.

<sup>34</sup> E.g. The Law on Science and Studies of the Republic of Lithuania. [Lietuvos Respublikos mokslo ir studijų įstatymas.] 2009. Žinios No 54-2140. Available from: <http://www.smm.lt/ti/docs/istatymai/MSI.pdf>. Accessed February 14, 2011; Order of Minister of Education and Science of the Republic of Lithuania on General Requirements for Study Programmes. [Lietuvos Respublikos švietimo ir mokslo ministro 2010 m. balandžio 9 d. įsakymas Nr. V-501 Dėl Laipsnį suteikiančių pirmosios pakopos ir vientisųjų studijų programų bendrųjų reikalavimų aprašo patvirtinimo. Žinios, 2010, No 44-2139].





On the other hand, the problems cannot be overlooked. The nature of the module, at least the way it is understood in Lithuania (several subjects joined into a whole and pursuing the same aim), requires joint efforts on the part of the teaching staff. Some tentative efforts to design modular programmes have been taken at the Faculty of Philology of Vilnius University. They have demonstrated that designing a module is much more time and energy consuming than designing a single subject. This is mainly due to a lack of co-operation among the teachers.

In this context, another example could well demonstrate the advantages of a modular system. In many foreign language programmes contemporary (or modern) English (or German, or French etc.) is taught as a module. This is mainly due to the fact that about twenty years ago when the programmes had to be restructured into first and second cycle programmes replacing the then five-year programmes there was a requirement imposed. According to it, the number of subjects per semester was not to exceed 7. To be able to develop language skills, it is important to devote considerable attention to reading, listening, writing and speaking. All of the skills were previously developed in different subjects. When restructuring the programmes, all of the above aspects were joined under the umbrella term of contemporary language skills. Each of the skills has constituted an aspect of study taught by a different teacher. The final mark, however, includes all the skills and is the result of joint efforts of several teachers. They have to discuss and decide upon the overall structure of the course, methods of teaching, assessment etc.

If the modular system is perceived as a challenge leading to improved study programmes, it could also be treated as an advantage. It is difficult to expect fast and high-quality result; however, the efforts seem to be worth it.

#### **7.4. Which way to go?**

As seen from the above text, the modular system seems to have more advantages than the usual subject-based system. However, the choice can only be made after carefully weighing the alternatives. It would be also important to have full institutional support, especially when introducing the modular system. Among other things, it would require a large amount of training for the staff and the administrative units which take the option. Without the support of the institution these tasks would be hardly manageable.

If double-degree programmes are opened, when students are given freedom to choose among multiple options (and considering the popularity of such programmes in Europe they probably will be), in a subject-based system and especially in the modular system it is of utmost importance to take care of the students' options. The students should be aware that they always have someone to refer to for consultation on the structure of their studies in general or on individual choices they are making.

#### **7.5. A tentative proposal to modularize a programme**

Recent changes in the legal regulation of university, the introduction of the ECTS credit, the approval of the modular system in Vilnius University, study programmes in Vilnius University have been redesigned following the modular system. Philology programmes were the first due to a large number of similar programmes with some overlapping content. The English Philology programme has been among the first where modifications were made.

It should be noted that there has been no complete transition to the modular system so far, since a number of new modules is still taught by a single lecturer. However, there is hope that in the near future competence-based programmes will be modularized.

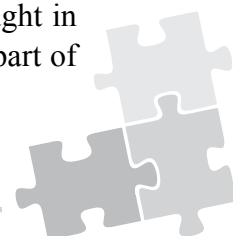


Table 14 below illustrates how the English Philology programme is going to be modularized. It includes modules of general university education (15 credits) and study field (up to 225 credits). The latter are split into modules aimed at developing competences in linguistics (40 credits are obligatory), literature (30 credits are obligatory), the English language (20 credits are obligatory), internship (15 credits) and bachelor thesis (15 credits). The table also demonstrates a possibility to choose a minor programme. The total scope of the programme is 240 credits. If a student aims at a double degree and chooses a minor programme alongside with major, the former constitutes at least 60 credits. Presently the students' choice is limited to studies in other than English philology, for example, German, French, Russian etc. If the minor programme is not chosen, students can take more specialised modules in English Philology or choose more modules in general university education.

**Table 14. English Philology Programme in modules (VU)**

Modules of general university education	English Philology (up to 225 credits)				
	Linguistics	Literature and culture	English	Internship and bachelor thesis	60 credits
Optional (15 credits)	Obligatory (40 credits)	Obligatory (40 credits)	Obligatory (20 credits)	Obligatory (30 credits)	
<ul style="list-style-type: none"> <li>• Philosophy, 5 credits</li> <li>• Logics, 5 credits</li> <li>• History of culture, 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to linguistics, 5 credits</li> <li>• English Phonetics, 5 credits</li> <li>• English grammar (I, II, III), 15 credits</li> <li>• English lexicology and lexicography, 5 credits</li> <li>• English stylistics, 5 credits</li> <li>• History of English, 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to literary theory, 5 credits</li> <li>• Classical literature, 5 credits</li> <li>• Literary theory and practice, 5 credits</li> <li>• 18<sup>th</sup>-19<sup>th</sup> c. English literature, 5 credits</li> <li>• 20<sup>th</sup> c. English literature, 5 credits</li> <li>• British history, 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Contemporary English (I, II), 10 credits</li> <li>• Contemporary English (III, IV), 10 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Research-in-progress seminar, 5 credits</li> <li>• Bachelor thesis, 15 credits</li> </ul>	A choice is made from general university education modules or a minor programme in another philology, or optional specialised English philology modules
	Optional modules (45 credits)			<ul style="list-style-type: none"> <li>• Internship, 15 credits; three alternatives are available: 1) translation; 2) teaching English as a second language ; 3) corpus linguistics.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Seminar in English linguistics and term paper: modern methods in linguistics, 5 credits</li> <li>• Seminar in English literature: 20<sup>th</sup> century short story and its development, 5 credits</li> <li>• Business English, 5 credits</li> <li>• English political discourse, 5 credits</li> <li>• Legal English, 5 credits</li> <li>• Introduction to discourse analysis, 5 credits</li> <li>• Introduction to English for Specific Purposes, 5 credits</li> <li>• Literature of English Feminism, 5 credits</li> <li>• ....</li> </ul>				

The VPU English Philology programme is non-modular but could be redesigned into a modular programme. What is given below is a tentative proposal to modularize. Such redesign would require the revision of English philology and education subjects; the latter are taught in all programmes. That would be a difficult task, which would require joint efforts on the part of the lecturers in English and education specialists.





First of all, according to the competences developed, all course units fall into 5 groups (specific for the profession, linguistics, literature and culture, communication, education) which are referred to as macro-modules. The existing ECTS credits allocated to course units have been calculated according to the five groups. As the recommended number of credits per module is 5 ECTS or a multiple thereof, the number of credits per macro-module was rounded up (see Table 15). As the number of allocated credits to literary and cultural studies is very different from the number of credits allocated to linguistics, it becomes evident that literary and cultural studies have been somehow neglected in this programme. Therefore, this macro-module has been allocated more credits.

**Table 15. Number of credits in the subject system and the modular system (VPU)**

	Specific for the profession (course papers, bachelor thesis)	Linguistics	Literature and culture	Communication and mediation	Education	Total
Subject system	21	56	16	84	63	<b>240</b>
Modular system	20	50	30	80	60	<b>240</b>

The next step was made towards designing modules and their course units. Table 16 shows possible arrangement of modules and course units. It is important that some course units of the subject-based system have been taken out as being irrelevant to the studies while other course units were added, merged or integrated. Some of them are obligatory, others are optional.

**Table 16. Arrangement of macro-modules, modules and course units (VPU)**

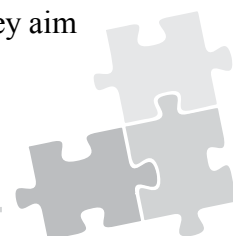
Macro-modules	Modules	Course units
Communication and mediation, 80 credits	English for communication, 10 credits	English language skills 1, 5 credits English language skills 2, 5 credits
	More advanced English for communication, 10 credits	English communicative skills 1, 5 credits English communicative skills 2, 5 credits
	English for specific purposes, 10 credits	English in education, 5 credits English in politics, 5 credits
	Writing for specific purposes, 15 credits	Creative non-fiction writing, 5 credits Academic writing 1, 5 credits Academic writing 2, 5 credits
	Public speaking, 15 credits	Presentations in English, 5 credits Argumentative speaking 1, 5 credits Argumentative speaking 2, 5 credits
	Translation and mediation, 5 credits	Strategies for translation, 5 credits
	Second foreign language, 15 credits	French, 5+5+5 credits German, 5+5+5 credits



Linguistics, 50 credits	History of the English language, 5 credits	English through time, 5 credits
	Grammar: theory and practice, 20 credits	Syntax: the simple sentence, 5 credits Morphology: parts of speech, 5 credits Morphology: tenses, 5 credits Syntax: the composite sentence, 5 credits
	The study of language, 25 credits	Landmarks in Linguistics, 5 credits Lexicology and Semantics, 5 credits Phonetics 1, 5 credits Phonetics 2, 5 credits Phonology and varieties of English, 5 credits
Literature and culture, 30 credits	British and American Civilization, 10 credits	Country studies, 5 credits Optional subject, 5 credits: Identity and multiculturalism in the UK and the USA Education in the UK and the USA Stereotypes and behaviour codes The arts in society
	Literatures in English, 20 credits	Landmarks in literary theory, 5 credits Text analysis/stylistics, 5 credits British literature, 5 credits American literature, 5 credits
Education, 60 credits	Education, 10 credits	Landmarks in education, 5 credits Education systems now and through time, 5 credits
	Psychology, 10 credits	General and social psychology, 5 credits Developmental and educational psychology, 5 credits
	Didactics, 10 credits	Modern teaching methods 1, 5 credits Modern Teaching Methods 2, 5 credits
	Teaching Internship/work placement, 30 credits	Teaching internship: observation, 5 credits Teaching internship: teacher assistant, 5 credits Teaching internship under mentor's supervision, 10 credits Work placement, 10 credits
Research papers and finals, 20 credits	Research papers, 5 credits	Course paper in linguistics or literature, 5 credits
	Finals, 15 credits	Bachelor thesis, 10 credits Final project in education, 5 credits

At first glance it seems that rearranging course units into modules so that in scope each module is 5 credits or a multiple thereof is not a very demanding task. However, this cannot be done mechanically, since the rearrangement has to be compatible with the aim and learning outcomes of the programme, the cornerstones of competence-based learning/teaching. Further steps in modularizing a programme are concerned with linking generic and subject-specific competences to the modules in which they can be adequately developed and identifying adequate teaching/ learning and assessment methods, which would lead to developing these competences and later measuring (assessing) them.

As mentioned before, this is just a tentative proposal, which aims at exercising the programme developers' imagination. The proposal does not include all the details of each module and course unit. This is left to each higher education institution, which decides upon the key aim of the programme and ways how best to accomplish it.





## 8. TEACHING, LEARNING AND ASSESSMENT METHODS

### 8.1. Teaching and learning process

The TUNING approach to teaching and learning is primarily student-oriented, which means that Competence-based Learning (CBL) comes into focus. Ways and methods of teaching, learning and assessment are chosen in such a way as to implement the main aims and objectives of the study programme: to develop key knowledge, skills and competences important to the specialist of English Philology. Programmes in *English Philology* are accredited; i.e. they implemented in accordance with the approved curriculum of the study programme.

The CBL builds on the joint efforts of several stakeholders: students, teaching staff, university and faculty administration and employers. Well-built and balanced communication among the stakeholders can ensure a successful achievement of intended learning outcomes. Active involvement of a student is a necessary prerequisite for a successful development of the competences. Students have to be prepared to work diligently under the teacher's supervision as well as autonomously. The CBL places great value on students' personal involvement and awareness. They are expected to completely realize what they study, how, why and when they study. On the other hand, CBL poses considerable challenge for lecturers to organize, monitor and continuously to assess the student's learning as the new system requires not only full command of the course content but also complete command of organizational skills. However, it is highly unlikely that the implementation of the CBL is possible without substantial support from university and faculty authorities. Their contribution is crucial in shaping university and faculty strategic policies, which should take into account the student's needs. Furthermore, the learning-teaching process has to be organized in such a way that the learning outcomes meet the employers' expectations.

In accordance with the CBL, teaching and learning methods are selected in such a way that the number of contact hours decreases going from first and second to subsequent years of study. At the same time, the amount of time for individual study increases. In practical terms, it means that the seminars and workshops in the first and second year of study are eventually replaced by individual and group consultations. Periodical assessment of almost every task has to be replaced by evaluation and assessment of long-term tasks, which are larger in scope and more creative. The number of individual and group projects should also increase. Teaching and learning activities focusing on developing the communicative linguistic competence has to be eventually replaced by CLIL (*content and language integrated learning*), i.e. when students have to read, write and speak about linguistics, literature and culture issues in English; they also write their research papers and bachelor theses in English.

Obviously, competences are the cornerstones of the process of learning and teaching. A curriculum has to be designed so that it combines both generic and subject-specific competences. It is largely agreed that subject-specific competences are very important and they have hardly posed any difficulties among lecturers and programme designers; however, generic competences tend to be neglected and the question how to learn and teach them, how to test them is rather awkward and remains open.

TUNING distinguishes several components in the process of teaching and learning, which lead to acquiring necessary competences<sup>35</sup>. The components are given below:

- teaching and learning strategy and methodologies;
- modalities;
- monitoring;
- assessment.

<sup>35</sup> Sanchez, A. V. and M. P. Ruiz (eds), *op.cit.*, 40-44.



**Teaching and learning strategies** are perceived as “a regulatable process comprised of a set of procedures and rules for taking the right decisions in each situation, depending on the objectives set, incorporating appropriate methods and techniques and adjusting them to the time allowed.”<sup>36</sup> It means that the teaching and learning strategies must guarantee the attainment of generic and subject-specific competences. Possible teaching and learning methods are specified in Tables 1 and 2. The choice of teaching and learning methods and techniques depends on a number of factors: competences to be developed, goals of a lecture or a seminar, available spatial, material, audio-visual and other resources. Moreover, it is important whether students stay in class or they have to work outside class, i.e. direct teaching/learning vs. autonomous work. The number of contact hours is divided between lecturing on the one hand, and seminars and workshops on the other hand. The total number of contact hours in the programme, including independent study hours, should enable the students to attain intended competences.

The best-known classical method of teaching and learning is lecture, when the teacher provides information and communicates it to the student. Nowadays lectures acquire new features; it is usually perceived as incorporating audio-visual means and what is most important it becomes more and more interactive and problem-based. In English Philology programmes lecturing is not the leading method of teaching and learning. Seminars and workshops in programmes focusing on developing communicative skills are much more important. Seminars and workshops are usually held in small groups (ca. 16 students), in-class teaching and learning methods include brainstorming, group discussion, individual and group presentations, role play, case study, games, tutorials, peer review, etc. All above methods help develop the students’ initiative, responsibility for the process of learning and results.

As already mentioned, the ratio between contact hours and independent study hours varies from year to year across all subjects. Autonomous study enables students to consolidate the knowledge as it gives precision and depth and allows individual patterning of the information received. The forms of student independent study range from practical task-based study situations and information processing to individually chosen focus and treatment displayed by the students in written tasks of larger volume, which require creative application of knowledge and skills and independently chosen patterning of research elements, especially in the process of producing research papers.

Contact and individual work make up the core of the programme; however, nowadays the role of internships has considerably increased. As a method of study, internship can be carried out at the university or outside it: in a secondary school, translation bureau, publishing house, etc.

The term **modality** is related to the type of studies a student undertakes: full-time or part-time (including online) studies. A standard way of organizing the English Philology studies in Lithuania is considered to be full-time. It means that students’ class attendance is compulsory and the prime focus is on direct teaching and learning methods. However, universities face a logistical challenge of part-time or online study demand. Although such studies can hardly compete in quality with full-time studies, the world-wide globalization process makes its own corrections and, due to various reasons, an increasing number of young people prefer to take up part-time (including online) studies. Apparently, in order to cope with the growing demand, Lithuanian universities will have to rethink their policies on ways of organizing studies.

Learning supervision or **monitoring** plays an important role in the CBL. Any procedure that gives feedback on the students’ learning process as well as the students’ self-evaluation or self-reflection can be understood as learning supervision. The first and foremost aims of monitoring is to motivate students to overcome learning obstacles, give advice on their studies, assess their progress, correct errors, etc. In the later years of studies, the lecturer’s guidance has to be gradually replaced by the student’s self-reflection.

<sup>36</sup> Sanchez, A. V. and M. P. Ruiz (eds), *op.cit.*, 40.







## 8.2. Assessment

Assessment is one of the education study areas which need utmost precision and in-depth knowledge of what competences are going to be assessed and how they are going to be assessed. Moreover, students have to be aware of the criteria used in assessing their achieved study outcomes.

*Traditional examination* assessment applied at universities does not adequately evaluate acquired generic and subject-specific competences. Consequently, *formative assessment* which provides students with guidance and feedback on their study and pinpoints their strengths and weaknesses has to be prioritized over formal/traditional forms of assessment.

Virtually, all English Philology programmes at Lithuanian universities apply the method of *continuous assessment* combined with final examinations. The method is particularly effective when assessing the study outcomes in subjects aimed at developing communicative competences, such as contemporary English (in VU) or modern English (in VPU). These subjects are modular in nature, since they include various aspects of English taught by different lecturers. In the final scheme of assessment, each of the aspects carries its own weight, for example, vocabulary development—50 per cent, speaking—10 per cent, writing—15 per cent, reading—25 per cent.

Another frequently applied method of assessment is *cumulative assessment*. At the end of a semester the lecturer of each aspect of English gives his/her mark for the aspect. Its weight was determined at the beginning of the semester after having discussed it with the students. The marks of different lecturers are added up according to the scheme. At the same time the above mentioned *continuous assessment* can be applied when assessing the student's progress during the semester. To avoid the subjectivity of the lecturer, there are different methods used to assess the students' skills; those are oral methods of assessment used in combination with a written test/ essay, often by several teachers at a time. This method is often combined with the final examination with each of them carrying a different weight, for example, the ration between continuous assessment and final examination could be 50: 50 or 70: 30. Tutorials, seminars and workshops are meant to discuss, verify and extend the student's understanding of theoretical subjects. Those forms and methods of class work are viewed as ways of student greater involvement and independent thinking, also as a way of raising students' language awareness.

More theoretical disciplines might be assessed by combining several methods, such as continuous and cumulative. However, theoretical courses are usually given to large groups of students and the number of contact hours of such courses is relatively low, which could lead to teaching load problems when trying to apply the continuous assessment. Therefore, a theoretical course usually ends in a final examination, which is combined with a *mid-term test*. As a result, cumulative assessment is applied. It makes the student aware of his/her weak and strong points and helps avoid assessment by chance. Such assessment helps assure a higher quality of the acquired knowledge and skills at the end of the semester, when the course is finalised by an examination. The results of mid-term and end-term tests and examinations are important factors in judging the student's degree of competence attainment.

The above examples show only a couple of possibilities how to assess the students' achieved learning outcomes. Teaching and learning methods as well as assessment methods might vary depending on the nature of the subject or module and the creative spirit of the lecturer.



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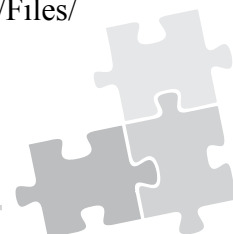
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