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**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP  
(2019-2023)**

# **SYLLABUS OF THE UPDATED COURSE**



## **ENGLISH LEXICOLOGY (BA LEVEL)**

**Prepared by the MultiEd team**

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<b>Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP</b>	
<b>“English Lexicology”, BA</b>	
<b>V.O. Sukhomlynskyi National University of Mykolaiv</b>	
<b>Master/bachelor level</b>	Bachelor level
<b>Branch of knowledge</b>	014 Secondary Education
<b>Specialization</b>	014.021 "English Language and Literature"
<b>Qualifications</b>	Teacher of foreign languages
<b>Form of education</b>	Full-time
<b>Status of the discipline</b>	Cycle of professional courses. Compulsory course
<b>Course prerequisites</b>	Practical Course of the English Language, Grammatical Categories and Practical Grammar of the English Language, English Phonetics
<b>Semester of the course</b>	Year 3, semester 1
<b>Course Volume</b>	5 ECTS 150 hours 46 hours of class work 104 hours of self-study and consultations
<b>Form of final control</b>	Exam (passed - A, B, C, D, E, failed - F)
<b>Course language</b>	English
<b>Developers</b>	Barkasi Viktoriya, PhD, V.O. Sukhomlynskyi National University of Mykolaiv Nikiforchuk Svitlana, Lecturer, V.O. Sukhomlynskyi National University of Mykolaiv
<b>Brief Course Description (up to 2000 symbols)</b>	
<p>The course “English Lexicology” is intended for students doing a Bachelor degree. The aim of this course is to introduce students to the main categories of lexicology, features of vocabulary in its historical development and modern functioning; specific properties of the lexical system of the English language in comparison with the lexical system of the Ukrainian language are covered; the ways of enriching the vocabulary of the English language, the problems of word formation, the peculiarities of the development of lexicography are studied; students get acquainted with various types of monolingual, bilingual and multilingual dictionaries; the necessity to form the student's ability to self-work, to develop their needs for self-education (developing cognitive and communicative functions of thinking, the ability to such logical operations as analysis, synthesis, comparison) is outlined; the technology of organizing students` self-work is characterized. The study of English lexicology focuses on the systemic nature of lexical phenomena, their close connection and interdependence with the grammatical structure of the language, semantics of the vocabulary and grammar, the opposition theory in vocabulary study, the use of distributive and transformative analysis.</p> <p>Method of instruction: the professor will conduct the course through lectures, Power Point presentations, and through students` active participation (individually, in small groups, and in class discussions).</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before</p>	

each class, and be fully prepared for class discussion (with presentations, case studies, completed assignments, questions and contributions).

The course employs CLIL (Content and Language Integrated Learning) approach where the subject is taught in English with the focus on both the content and the language.

The course is updated in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd).

### New, Updated, and Modified Components

- A. Assessment and Feedback Approach
- B. Course Quality Monitoring
- C. Teaching and Learning Methods
- D. Literature and References

### A. Key Terms and Notions

Linguistic training, categories, lexical system, vocabulary, word formation, lexicography, semantics of vocabulary, borrowing, affixation, composition, conversion, abbreviation, sound interchange, stress interchange, sound imitation, blends, back formation, homonym, synonym, neologism, archaism.

### B. Course Aim

The course aims to acquaint students with the system of knowledge of lexicology as a linguistic discipline, in particular: about vocabulary as a language subsystem, sociolinguistic and stylistic features of lexical units; the development and enrichment of the vocabulary of the English language in terms of semantics, word formation, borrowing, the specifics of English phraseology

### C. Competencies

Generic competencies	ability to communicate in a second language; capacity to learn and stay up-to-date with learning; ability to work in a team; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	identify linguistic units, the relations among them and processes affecting them; awareness of the relationship between the theoretical approaches and methodological practice.

### D. Learning Outcomes

LEL1	to employ basic facts about lexicology as a linguistic discipline
LEL 2	to be able to demonstrate an understanding of the basic theories and key concepts of lexicology
LEL 3	to comprehend basic terms, notions and concepts
LEL 4	to be able to communicate efficiently in different settings employing various lexical, syntactic and stylistic means
LEL 5	to be able to reflect on personal progress, choose learning strategies, apply strategies for self-improvement
LEL 6	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities

### Assessment and feedback approach

Teacher-based approach		
Type of work, activity, task	Max points	Extra information
The student's participation in: – class and/or online discussions; – independent work – individual work – work in Moodle	Total 15 (5*3)	Feedback is given regularly during the classes
Test	Total 25 (5*5)	During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
Peer assessment		
Summary	30 (3x10)	*1 during the course (Module 1,3,5) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay.
Presentation	20 (2x10)	*1 during the course (Module 2,4) Delivering a 10-minute oral presentation. Can be done in small groups. Written/oral feedback is given after the presentation.
Course Final Assessment		
Type of work, activity, task	Max points	Extra information
Multiple Choice test	10	Comprehensive test online. Test consists of 20 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
<b>Total:</b>	100	

Assessment criteria for Summary (max. score – 10)					
Criteria/ Points	Descriptors				
	5	4	3	2	1
<b>Content</b>	The essence of the topic (the main idea of the text) is revealed and supported with the most important details. Students reserve their opinions of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some minor details. Students give one opinion of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some quotations / examples from the original text. Most of the minor details are superfluous. Students express some opinions of the topic / text.	The essence of the topic (the main idea of the text) is not clearly stated. Students use a lot of quotations / examples from the original text. Students give opinions of the topic / text.	
<b>Language</b>	Students use a wide range of advanced grammatical constructions, vocabulary and transition words	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes	
<b>Structure</b>	Logical and coherent presentation of the topic / text.	Logical and coherent presentation of the topic / text with minor structural	Summary has a clearly defined structure but lacks logics of presentation.	Lack of logic and structural parts of the summary are not clearly defined.	

		improvements possible.		
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work does not reach a standard described by any of the descriptors given above				

Assessment criteria for Presentation (max. score – 10 )				
Criteria/ Points	Descriptors			
	5	4	3	2
<b>Content</b>	The content fully meets the objectives of the task. The conclusions are clearly stated.	The presentation is coherent and covers the main tasks, but the conclusions are not clearly stated.	The content of the presentation does not fully cover the task, though it is relevant to the main goal.	The presentation is not coherent, the goals and conclusions are missing.
<b>Language</b>	The presentation is well delivered (clear, accurate and well-organized speech with a wide range of advanced grammatical structures, complex vocabulary and transition words).	Students use a wide range of advanced grammatical structures, complex vocabulary and transition words with some minor grammatical, lexical, pronunciation mistakes.	Students use simple grammatical structures and vocabulary, make grammatical, lexical and phonetic mistakes.	Students use simple grammatical structures, vocabulary and make gross mistakes.
<b>Structure</b>	Logical and coherent presentation of the topic: information is clearly structured, smoothly flows from one section to another, and can be easily followed and understood. Charts, audio, video and visuals are appropriately employed.	The information is logically structured. Charts, audio, video and visuals are appropriately used with minor mistakes.	The information is not well-structured. Charts, audio, video and visuals are employed, but not always appropriately.	The information is poorly structured. Charts, audio, video and visuals are not employed.
<b>Research</b>	The research is profound, relevant to the topic, uses up-to-date resources, follows the principles of academic integrity.	The research is relevant to the topic, uses appropriate resources, follows the principles of academic integrity..	The research is superficial, not always relevant to the topic, uses only basic resources, follows the principles of academic integrity.	The research is superficial, not quite relevant to the topic, uses few resources, follows the principles of academic integrity.
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work has not been done				
Course Quality Monitoring				
1. Syllabus feedback from internal and external (peer-)reviewers				
2. Feedback from enrolled students				
3. Students' performance in the course				