



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
PROGRAMOS ANGLŲ IR KITA UŽSIENIO KALBA
(612Q10004)
VERTINIMO IŠVADOS

EVALUATION REPORT OF
ENGLISH AND OTHER FOREIGN LANGUAGE
(612Q10004)
STUDY PROGRAMME
AT VILNIUS UNIVERSITY

Grupės vadovas:
Team Leader:

Prof. dr. Jānis Sīlis

Grupės nariai:
Team members:

Prof. dr. Danica Škara

Prof. dr. Minna Palander-Collin

Prof. dr. Jolita Šliogerienė

Ina Rosenaitė

Lukas Jokūbas Jakubauskas

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Anglų ir kita užsenio kalba
Valstybinis kodas	612Q10004
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Lingvistika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Lingvistikos bakalauras
Studijų programos įregistravimo data	2010-07-20 Nr. 1-01-66

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	English and other foreign language
State code	612Q10004
Study area	Humanities
Study field	Linguistics
Kind of the study programme	University studies
Level of studies	First cycle
Study mode (length in years)	Full time (4)
Scope of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Linguistics
Date of registration of the study programme	2010-07-20 Nr. 1-01-66

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Vilnius University (hereinafter VU), is the oldest and largest higher education institution in Lithuania (established in 1579). The structure of VU management and the relations between the units of the university are defined by VU Statute.

At the end of 2011 Vilnius University had 23 019 students, employed 3758 personnel, 1347 of them being the teaching staff, while 496 were members of the research staff. There are 23 academic units or their equivalents, organized in 12 faculties, 7 institutes with faculty status, as well as 4 inter-faculty study and research centers. Bachelor, Master and Doctoral level study programmes of university studies are implemented in humanities, social, and biomedical sciences, as well as technologies. The university offers more than 60 BA and integrated first and second cycle studies and more than 100 MA study programmes. The university Doctoral students can undertake studies in almost 30 areas of research, and postgraduates of the faculty of Medicine can choose among more than 50 programmes of residency studies.

1.2. Organizational Aspects of the Study Programme

Institute of Foreign Languages (hereinafter – the Institute) was founded in 1999 as an independent academic division of Vilnius University.

The main forms of Institutes work are:

a) running first cycle study programmes where qualified foreign language specialists with a BA degree in Linguistics are trained; b) teaching English, German, French, Russian, Italian, Spanish and Portuguese languages as a compulsory or elective subjects to students of other academic divisions of Vilnius University; c) Language School of the Institute offers informal life-long education study programmes of different length and intensity for everyone interested.

The three main trends of the Institute's research are:

- 1) structural and functional peculiarities of Germanic, Romance, Slavonic and Lithuanian languages;
- 2) world languages and literatures: history and present (Germanic, Romance and Slavonic literatures and culture);
- 3) learning/teaching process of modern languages, including competences, methodologies and trends.

In 2012 the teaching staff of the institute consisted of 97 employees (2 Professors, 16 Associate Professors with PhD degree, 2 doctoral students, 49 Lecturers and 28 Assistant Lecturers). There are 220 students studying in the Institute's own 2 study programmes at present, 89 or 40.4 % of them have chosen the programme *English and other foreign language (Spanish)*. The institute also runs 2 more first cycle programmes: *English and other foreign language (Russian)* and *The English language and its teaching* (the number of students is not specified in the SAR).

All the Institute's numerous structures (the Council with 2 Committees, 3 Commissions, the Director with 2 Deputy Directors, 4 Departments, several Programme Committees) are taking care of primarily only 220 students in the Institute's own 2 study programmes (otherwise the Institute is responsible for the concrete separate general foreign languages and also ESP/LSP study courses for the whole University, but these can be managed by just one or a couple of the existing administrative units) and the Team has an impression that there exists a certain dubbing of areas of responsibility, also it is not always clear which of the bodies carries the main responsibility for a concrete area of Institutes activities. The excessive enthusiasm in formal administration has resulted in a ponderous mechanism that seems not to have proved its usefulness and has not left a tangible (neither positive nor negative) impact upon the generally satisfactory level of the study programme's management (see below).

1.3. Remarks Concerning the Formal Aspects of the Self-assessment Report

The Assessment Team initially had certain difficulties to evaluate the Self-assessment report (hereinafter – SAR) because of the linguistic quality of the text and a certain degree of carelessness, as well as lack of coordination and coherence of the text's structure. Thus, for example, the table on p. 2 informs that the programme was registered on July 7, 2010 and accredited already 23 days after its registration. Only after the Team asked a direct question trying to clarify the situation, it became clear that by “accreditation” the authors of the SAR have meant not the decision of an accreditation institution authorised by the Ministry of Education and Science, as it is generally understood, but the Ministry's permission to register the programme allowing to start its implementation.

There are also more cases of carelessness in the SAR, i.e., it is mentioned that “the relations between the units of the university are defined by VU Statute (approved on the 23rd of April“ (p. 5), but no definite year is mentioned. There is an interesting definition on p. 8 of the future professional activities of the would-be graduates: “various areas of scientific and professional activities - translation, editing, and so on”. (The Team was not sure about the nature of the “so on” area.) “Stylistics” are spelled as “stilistics” (p. 16), “linguodidactics” as “lingvodidactics” (p. 19). In a number of cases authors of the SAR have not thought about the convenience of those who are going to read their report – in-house abbreviations like “GUS” are not explained, the study plan could be more compact for use if the table were in a “Landscape” format etc. All the mentioned cases signal a certain type of attitude towards to users of the SAR (would-be and present students, programme evaluators, interested public, colleagues in foreign universities).

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

1.2. Conforming to the Criteria Set for Programme Aims and Learning Outcomes

The table of competences and learning outcomes (8 – 10) leaves a somewhat chaotic impression. Lists and tables of such type usually are structured according to the principle of deduction, starting with the general elements and ending up with the specific elements. Therefore general competences should come first in the afore-mentioned table, then followed by the subject-related competencies. It is not clear why linguistic competencies and sociolinguistic competencies are listed as separate subfields, but e.g. psycholinguistic, pragmalinguistic cognitive linguistics are within the field of linguistics.

The Team suggests that Literary Science competence could be placed before Translation competence for the reason that the latter is closer in its essence to Intercultural competence (translation being a form of intercultural communication).

Authors of the SAR should try to avoid self-glorification is statements like “the aim of the study programme is clearly defined” (p. 12), Leaving the evaluation to the Assessment Team and the accreditation institution authorised by the Ministry of Education and Science.

The aim of the Programme is formulated as preparation of “a highly skilled professional in two foreign languages and a university education in the field of linguistics” (p. 7). It is not fully clear whether each person having a high proficiency level is a concrete language which is not his/her native tongue is already “a highly skilled professional in two foreign languages” this is a language acquisition level and not necessarily a professional skill. The other part of the aim formulation - “and a university education in the field of linguistics” shows lack of completeness and therefore clarity (should it be “having university education in the field of linguistics”? is

“university education” university-level education, education conforming to the university standards?).

The Assessment Team members who have been authors and directors of Translation Studies programmes and still are actively functioning as academics in BA and MA-level translator and interpreter training programmes, as well as continuing to work as practicing translators, have serious doubts whether after the completion of 3 ECTS in Translation Theory, 8 ECTS in Translation Practicum and 15 ECTS in Translation Practice the students have sufficient competencies for taking up the translator’s job after graduation, as it can be implicitly understood on p. 8 of the SAR. A considerable part of those students participating in the meeting with the Assessment Team were quite convinced that they could be translators just after graduation, which is somewhat misleading if communicated by the Programme Committee and the teaching staff. The Team is informed that at the Vilnius University Faculty of Philology Department of Translation and Interpretation Studies (established in 1997 and situated in the neighbouring building to the Institute of Foreign Languages) there is a Bachelor (Pirmosios pakopos (bakalauras) VERTIMO STUDIJŲ PROGRAMOS PLANAS 612U60004 http://www.vsk.flf.vu.lt/upl/File/BA_programos_planas.pdf) and Master (Antrosios pakopos (magistrantūros) VERTIMO STUDIJŲ PROGRAMOS PLANAS 621U60001 http://www.vsk.flf.vu.lt/upl/File/VERTIMAS_programa_RASTU_saka_MA_ECTS.pdf) with a considerably larger number of credit points in translation.

All the above said proves that in the field of Programme aims formulation, learning outcomes structuring and labour market assessment the minimum requirements are met, but all these aspects clearly need improvement.

2. Curriculum design

The study plan of the BA programme of English and other foreign language (Spanish) (EPSFL) has been designed following the Order of the Minister of Education and Science on the Description of General Requirements for the Degree Granting Undergraduate and Full-time Study Programmes (No V-501, 9/4/2010).

The volume of the BA study programme is 240 credits, of which compulsory subjects in the study field (English, Spanish, linguistics) constitute 210 credits (including the BA thesis of 15 credits). General university subjects cover 15 credits and elective subjects 15 credits. The programme totals 6475 hours distributed in eight semesters over four years. The volume of each semester is 756-859 hours and 28-32 credits. The number of different subjects studied each semester is usually four or five; six subjects are studied only in semester 7. The programme contains Translation Practice (15 credits) completed in different organizations (currently nine host organizations).

The BA thesis (final work) is written during the eighth semester either in English, or in Spanish or Lithuanian on Spanish themes. If the student writes the final work in Spanish or Lithuanian, a final exam is taken in the English language. An exam in the Spanish language is taken by those students who write their final work in English. The regulations for the preparation, defence and storage of the final works of Vilnius University will be prepared and approved by the Council of the Institute in the spring semester of 2013.

The content of the programme is primarily determined by compulsory subjects. The programme has been structured to provide continuity and progression in the subjects. At the beginning general university studies and Spanish and English language skills are developed. Language skills are developed throughout the programme, and from the third semester, more theoretical subjects are introduced. The programme is repetitive in the sense that it follows a “mirror principle”, which means that many topics are dealt with both in terms of English and Spanish to allow e.g. comparison of the languages and further development of general and professional skills.

The beginning students have no skills in Spanish, and these are developed in Contemporary Spanish. From the fourth semester Spanish skills are expected to be on level B2. Contemporary English develops the students' skills in English, which start at level B2. Skills teaching focuses on lexis, morphology, syntax and phonetics, and comprises 49 credits of Contemporary English and 69 credits of Contemporary Spanish.

The theoretical subjects include introductions to linguistics, Germanic linguistics and Romance linguistics, academic writing, linguistic semantics, intercultural communication, Lithuanian language culture, English literature (19th-20th centuries), Spanish literature (19th-20th centuries), translation theory, translation practicum, stylistics of English and Spanish, introduction to psycholinguistics and corpus linguistics.

The elective subjects include history of Spanish Latin American culture, history of the culture of Spain, history of the culture of Great Britain and USA, linguistic pragmatics, and trends of contemporary linguistics.

Courses are mostly taught in English or Spanish, apart from some general courses in Lithuanian. Course readings are mostly recent text books in English or Spanish.

Students prepare for the BA thesis research and writing during the second and third semesters by producing two research course papers. One of them is written in English and the other one on Spanish themes either in Spanish or Lithuanian. Papers are written on linguistic themes on morphology, lexis and lexicography.

Translation skills are particularly developed in the courses on Contemporary English/Spanish, culture of the Lithuanian language, translation theory, English/Spanish stylistics and during the translation practice.

The programme has ambitious goals as it aims at producing BAs of linguistics with skills in English and Spanish. The theoretical subjects studied in the programme are varied (e.g. stylistics, psycholinguistics, corpus linguistics, translation theory, and semantics), but the emphasis on Spanish language skills and the dominating role of Spanish in a programme that is called "English and other foreign language" and produces BAs of linguistics is confusing and misleading. The identity of the programme should be clarified.

The content seems somewhat repetitive as the same topics are often dealt with in Spanish and English, although teachers and students felt that this strengthens the learning outcomes. If at least some repetition were eliminated, more time could be devoted either to linguistics (if this is the focus of the programme) or English (if this is the focus of the programme), or strengthen the existing orientation towards translation.

The teacher-student interaction seemed quite active and the student voice was heard and used to develop the programme. We believe that the programme has great potential if it manages to convey its main focus more clearly.

3. Staff

According to the Self-Assessment Report (hereinafter SAR, 2012:21) *'The teachers working in the programme include professors, associate professors with extensive teaching and research experience, teachers with academic degrees and/or extensive practical experience, teachers – native speakers.'*

The staff of the programme consists of 23 full-time teachers: 1 professor, 4 associate professors, 4 doctors of science, 2 doctoral students, 10 lecturers, and 2 assistants. In addition, 4 foreign teachers work in the programme (no research degree).

Following the Order of the Minister of Education and Science of RL *'The General Requirements for Bachelor Degree Study Programmes' of 9 April 2010 (No. V-501), at least 50% of all the study subjects in the study field should be taught by teachers with research degrees.'*

Although the number of teachers with research degree is lower than 50%, the programme complies with the legal framework (more than 50% of the courses in the study field are taught by teachers with research degree).

All members of the staff are employed on the competitive basis and have to prove their professional competences every five years.

At the end of this programme students are awarded Bachelor's degree in linguistics, *English and other foreign language (Spanish)*". This programme covers quite a broad area such as general linguistics, English philology, Spanish philology. An important issue is the workload and the number of courses taught.

Some teachers have 4-5 courses (Carmen Caro Dugo, Ass. Prof, Julija Korostenskaja, Ass. Professor, etc.). The Team assumes that such a workload might influence the quality of the programme and learning outcomes.

This programme offers competences in the field of sociolinguistics, translation, literature, intercultural communication. Neither the choice of courses (e.g. the lack of translation studies, etc.) nor the profile of the teacher's staff can ensure adequate learning outcomes in the field of English philology. Some relevant courses are taught by the staff with no doctoral degree (e.g. Translation theory>Irena Vankevič, lecturer, Spanish literature (19th-20th century) > Alfonso Rascon Caballero, lecturer, etc.)

Positive side of the staff is that they participate in teacher exchange programmes and deliver lectures worldwide: Melnikienė, PhD - in the University of Cagliari, Italy (2011); A. Janulienė, PhD - in Cà Foscari University of Venice, Italy (2010); R. Kriauciūnienė, PhD - in the University of Konstanz, Germany (2011); B. Palovienė, lecturer - in University Oviedo, Spain (2012).

The number of the teaching staff with research degree should be increased in order to improve present learning outcomes, especially in the field of English and Spanish philology.

The programme was launched three years ago and in the meantime several changes have been introduced. According to the SAR (2012:21) '*After the resignation of Assoc. Prof. Nijolė Bražėnienė, English stylistics is now taught by Dr. L.Bartkuvienė; when Assoc. Prof. Jonė Grigaliūnienė moved to another division of the University, Corpus Linguistics was taken by Dr. L.Bikelienė; Assoc. Prof. M.Strimaitienė after her resignation was replaced by Dr. L.Bikelienė to teach English phonetics (Modern English); upon the departure back to Spain of the visiting lecturer, Ruth Muruais, Spanish lexis (Modern Spanish) has been taken by lector Alfonso Rascon.*'. It is quite evident that the staff of the programme is still in flux, and this turnover might influence adequate provision of the programme.

It seems that the staff is concerned with the lack of finance for professional advancement. (see the SAR, 2012: 22) and the lack of possibilities of professional promotion.

Considerable attention is given to the enhancement of the teachers' didactic competencies by encouraging them to participate at the relevant seminars organised by the University and the Institute. The mobility should be encouraged and supported.

According to the Order indicated above, the research interests of at least 80% of the teachers in the study programme should coincide with the study field of the study subjects they teach.

Within the period between 2010 and 2012, teachers of the programme published 30 articles in different Lithuanian and foreign scientific publications, issued 1 monograph, 1 dictionary and a number of teaching materials for students.

Some teachers have substantial publications, they are involved in projects (e.g. D. Melnikienė) and at the same time, some other members of the staff have rather modest research activities related to the study programme.

Still, it seems that teacher's personal characteristics (Spanish programme) facilitate creation of a favourable study environment. Students expressed their appreciation of all extracurricular activities. According to students these extracurricular activities provide a setting

to become involved and to interact with other students, professors, thus leading to increased learning and enhanced development. English members of the staff were not equally evaluated.

4. Material resources

The institute has 8 classrooms that can seat 240 students. Some of these are specialized lecture theatres. Wireless internet access is available in the premises, as well as a computer classroom with 10 workplaces. The students can use the computers; Internet Explorer installed, as well as earphones, loudspeakers, microphones which can be used for making good quality sound recordings. The Institute also has TV sets, laptop computers, portable projectors and overhead projectors which can be used by the teaching staff and the students in any of the institute classrooms upon request. Some lectures for senior students, such as Translation Theory, Translation Practice, Corpus Linguistics, are held in specialized lecture theatres at Vilnius University Centre of Information Technologies, where the students can do individual tasks. The Programme students have a possibility to use 3 special classrooms for groupwork in the Vilnius University Central library, which can be booked for discussions and group projects.

The Institute departments – Department of English for Social Sciences and Humanities, the Department of English for Physical and Biomedical Sciences as well as the Department of Romance Languages have their own specialized libraries, which are supplemented by books bought by the institute, donated by foreign partners or the staff. The books for research are stored at the institute library

The subjects of the **English** part of the study programme can be mastered by consulting about 600 coursebooks from different publishers and meant for different levels. 400 research books in English of 40 different titles, 32 various dictionaries, a collection of fiction, 20 sets of different audio recordings, 16 sets of video recordings, 23 computer programmes for learning languages can be used by the students.

The subjects of the **Spanish** part of the programme can be studied from the coursebooks of 4 different series on all different levels (125 coursebooks), 12 volumes of encyclopaedia, 20 dictionaries of different kinds, a collection of fiction in the original and adapted readers (about 100 different titles), audio and video recordings for all levels as well as 5 educational films.

Access to special literature is provided also by some other means: students are free to use library Vilnius University Central library resources as well as those of the Information Center for Humanities and other faculties' libraries. Students can use databases subscribed by Vilnius University.

There is a free internet access for students and staff at Vilnius University. Students are free to use electronic library services which can be accessed from any workstation in the computer class. Since the beginning of the Programme's implementation the institute has established close relations with the British Council resource centre in Vilnius and America centre library. The result is that students have access to the resources of these libraries.

For translation and interpretation practice to be carried out in the 6th semester, in the institute's Printing House lecture theater a built-in translation unit equipment with 2 interpreter booths will be installed. Guidelines for Student's practice containing all the necessary documents are available on the institute website. A database of placements for practice has been started (9 places for practice have been registered so far). Students also have an opportunity to contact Vilnius university Career Center for consultations about possibilities of practice within the framework of Erasmus programme.

The Assessment Team has made the conclusion that the number of classrooms and workplaces is sufficient and some types of modern technologies are being used. As the Programme has been implemented only for nearly two years, there is a possibility of acquiring new books every year.

However, there still is a room for improvement. Thus, using the formulation “special computer classes“ authors of the SAR do not provide details of the nature of this specialization.

It is recommended to use computer software that is more up-to-date than MS Windows 2003 ; MS Office 2003; the choice of search engines could be diversified by installing also Google and/or Mozilla. 2 laptop computers can hardly satisfy the needs of 220 students and 97 teachers, but on the other hand nowadays many students have their personal laptops and tablets, therefore wi-fi access and sufficient number of sockets could solve the problem. 2 portable projectors is insufficient for 8 lecture rooms and overhead projectors are somewhat outdated.

The fact that the Institute is currently involved in the project funded by the EU with the aim to upgrade of the infrastructure and basic equipment multimedia equipment, translation and interpreting equipment, audio and video conferencing facilities etc. has not come into being yet, therefore so far it has had no impact upon the material resources of the present-moment Programme.

5. Study process and student assessment

The University organises admission in accordance with the Lithuanian legal requirements provided for in the Law No. V-2486 of the Ministry of Education and Science. Admission to the programme has been carried out for the past three years. The programme is popular with 400-700 applications received each year, of which 31-36 were successful. The dropout rate is very low.

During the visit, it was learned that the students of this study programme are under the impression that at the end of their studies they will obtain a double diploma, which indicates that the status of Spanish aspect of the studies is not clear. Feedback from students was that the strength of this programme was studying two languages. However, they were not really aware of what the learning outcomes will be, some of them were under the impression that they will obtain good translations skills. Since philology is a wide subject, this particular study programme lacks an indication of what aspect of philology they will study. A clearer description of this programme and its outcomes would be appreciated.

Students are satisfied with the arrangements of the study programme and appreciate having teachers that are native speakers of English and Spanish. But they also stated that they wished to have more linguistics subjects and optional modules.

Students have representatives in all the Institute’s governing bodies: Council, committees and work-groups. They are encouraged to submit their individual works, course papers for various students’ work competitions and applications for nominal scholarships. They have the possibility to carry out joint research with their teachers.

Students actively participate in Spanish cultural events organised by the Embassy of Spain and their Spanish teachers, promoting the culture of Spain in Lithuania.

Students have very good opportunities to participate in the mobility programmes, but they expressed a wish to be able to study in an English language environment. As Accreditation team was well aware, that is rather difficult to organise, since universities in the UK are not active participants in student exchange programmes with Lithuania.

The University provides good academic support. Teachers are available for consultations; their schedules are well organised and clear. Individual consultation options are available with all members of the academic staff. Students stated that their opinion is always taken into consideration when making decisions regarding development of the study programme and that such contribution to improvement of the programme is very much appreciated.

The assessment system of students’ performance is clear, adequate and publicly available. The assessment of each module is introduced at the beginning of a semester. Most subjects apply an accumulative mark system (tests, writing tasks, preparing and giving presentations, exams) in

order to encourage students to develop time management skills and work actively throughout all the semester, thus not postponing all the tasks until the end of the semester.

Social partners were very positive about this programme and are looking forward to see the first graduates. They were of the opinion that these graduates will be popular in the present translations and tourism markets. They were also willing to offer the students some work experience opportunities.

6. Programme management

The self- assessment team members of the study programme “English and other foreign language (Spanish)” state that all study programmes have to pass all the stages of VU internal assessment process adopted by VU, i.e. academic stem-division Council, University Study Direction, University Study Committee and the Ministry of Education and Science accredited institution assessment.

The implementation of the study programme is supervised by the Study Programme Committee which is responsible for the implementation of the objectives and expected learning outcomes of the study programme as well as for continuous quality assurance of the study programme. Social partners’ representative, Ms Almantienė, is invited to take part in the Committee meetings and express her opinion on the study process, results and other important issues. Active role of social partners’ in the implementation of the study programme is strength in the implementation of *English and other foreign language (Spanish)* study programme.

The committee is responsible for monitoring and guaranteeing students’ feedback about the process of study programme, updating the programme on the basis of the programme assessment by students and lecturers.

Students’ cooperation with academic staff is a continuous process particularly popular through the use of modern technologies (web conferences). Though, during the visit it was stated that students cooperate with the Spanish language teachers much more than with the rest of the department.

The members of the Self- assessment group were not well prepared for the experts’ visit. Some teachers from the self - assessment group did not come to the meeting that is why a few questions concerning the English language teaching, the contents of some particular English study subjects were not answered. The management of the study programme in relation to the roles of the department and the Committee was not clearly distinguished.

III. RECOMMENDATIONS

1. A certain dubbing of areas of responsibility by the Institute structures should be avoided.
2. Areas of the main responsibility should be assigned to concrete structures of the Institute, only one structure should carry the main responsibility for one concrete area.
3. The linguistic quality of the text should be improved considerably and cases of carelessness should be avoided, as well as lack of coordination and coherence of the text's structure should be done away with.
4. General competences should come first in the competencies' table, then followed by the subject-related competencies.
5. Sociolinguistic psycholinguistic, pragmalinguistic cognitive linguistics are within the field of linguistics, therefore all of these should be listed under linguistic competencies.
6. It is recommended to inform students that they need further specialized studies for taking up the translator's job, because 3 ECTS in Translation Theory and 8 ECTS in Translation Practicum are insufficient for the qualification of a professional translator.
7. The status of the second foreign language should be more clearly defined, mainly for the needs of the European labour market. The identity of the programme should be clarified to avoid the domination of the Spanish language in an English language programme.
8. Students should be better informed on the library capacities and functions.
9. There should be a more careful choice of ERASMUS exchange partners dealing with the same topics in both language modules.
10. The forms of student internship should be more appropriate to the essential functions of their prospective jobs.
11. The teaching staff's research activities should be stimulated and made regular.
12. A balance the ratio of students and teaching staff should be achieved, so that by preserving good teaching quality the optimal number of staff members would be cost-effective.
13. Elimination of repetition manifested in dealing with the same topics in both language modules.
14. More up-to-date computer software should be installed; the number of laptops should be either drastically increased, or students should be encouraged to come with their own laptops and the number of sockets and wi-fi quality should be monitored.

IV. SUMMARY

Main positive quality aspects:

1. A philological-level command of two foreign languages gives the alumni additional privileges in the labour market, where these skills are more and more required at present, and sometimes valued higher than definite professional skills which otherwise would be the decisive factor in a labour interview.
2. Availability and professional devotion of the teaching staff (has been particularly pointed out by students).
3. The good quality of electronic library items (especially e-books) and databases.
4. Good level of education in the field of linguistics.
5. Teacher-student interaction seems to be very active, the student voice is heard.
6. The programme complies with the legal framework.
7. Lecturers actively participate in teaching staff exchange programmes and deliver lectures worldwide.
8. Academics regularly enhance their didactic competencies.
9. Diversity of lecture rooms and classrooms enhances the effectiveness of the study process; the number of lecture rooms is sufficient.
10. Departments have their specialized libraries.
11. There is a free internet access for both students and staff.
12. The programme is popular among applicants.
13. Students are represented in all the Institute's governing bodies, they participate in mobility programmes and various cultural events (connected with the Spanish language).
14. The assessment system of students' progress is clear and adequate.
15. Social partners are actively participating in the Programme development and are positive about students' future competitiveness, especially in the tourism market.

Main problems noticed by the Assessment Team:

1. The inflated network of bodies taking care of only 220 students creates overlap in the responsibility areas and makes it unclear which is the main responsible structure for the concrete area of the Programme maintenance.
2. The professional quality of the Self-assessment report (hereinafter SAR) is rather low; this pertains to the linguistic quality of the text, spelling mistakes which are well under university level of linguistic expression; the authors of the SAR have not thought about the convenience of the readers of the report (lack of a comprehensive view in the table arrangement).
3. Chaotic arrangement of information in the SAR, incongruity of the quantity of ECTS with the future job profile (e.g., in the case of becoming translators).
4. Domination of the Spanish language in a programme where English is the main language. The status of the second foreign language has not been clearly defined for the needs of the European labour market.
5. Somewhat repetitive content is observed in both language modules of the programme.
6. The number of the staff members with an adequate research degree is lower than 50% therefore the teachers' qualification is only partially adequate, it is felt that the staff of the programme is still in flux.
7. The excessive workload of several academics may negatively influence the teaching quality and achievement of learning outcomes.
8. There is a lack of financial resources for the staff's professional advancement.
9. Insufficient involvement in research of the whole teachers' body.

10. The academic staff was not really prepared for the meeting with the Assessment Team, some even did not come to the meeting.
11. The computer software is somewhat outdated. There is lack of adequate quantity and quality presentation equipment.
12. The students are not certain about their final qualification when graduating, may believe they will have a double diploma. It means that the status of Spanish is not clear.
13. The students have a misleading impression that after graduation they are prepared for competition in the translation market.
14. Students are not sufficiently briefed on the library capacities.
15. Students are not satisfied with certain ERASMUS exchange universities.
16. Diminishment and irregularity in the quantity of the academic staff's research publications.
17. There is lack of coordination and effective communication between the Programme management, the Department and the Programme Committee.

V. GENERAL ASSESSMENT

The study programme *English and other foreign language* (state code – 612Q10004) at Vilnius University is given positive evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	14

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas:
Team Leader:

Prof. dr. Jānis Sīlis

Grupės nariai:
Team members:

Prof. dr. Danica Škara

Prof. dr. Minna Palander-Collin

Prof. dr. Jolita Šliogerienė

Ina Rosenaitė

Lukas Jokūbas Jakubauskas

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Anglų ir kita užsienio kalba* (valstybinis kodas – 612Q10004) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	14

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Pagrindiniai teigiami kokybės aspektai:

1. Filologinio lygmens dviejų užsienio kalbų mokėjimas suteikia absolventams pranašumą darbo rinkoje, kur šie gebėjimai šiuo metu tampa vis reikalingesni, ir kartais yra vertinami geriau nei apibrėžti profesiniai įgūdžiai, kurie kitu atveju būtų lemiamas veiksnys darbo pokalbyje.
2. Į dėstytojus galima laisvai kreiptis, jie yra labai atsidavę profesiniu atžvilgiu (ypač tą pabrėžė studentai).
3. Elektroninių bibliotekos išteklių (ypač elektroninių knygų) ir duomenų bazių kokybė gera.
4. Geras lingvistikos srities lygis.
5. Dėstytojų ir studentų sąveika labai aktyvi; studentų nuomonė išklausa.
6. Programa atitinka teisinius reikalavimus.
7. Dėstytojai aktyviai dalyvauja mainų programose ir skaito paskaitas visame pasaulyje.
8. Dėstytojai reguliariai tobulina savo didaktinius gebėjimus.

9. Auditorijų ir kabinetų įvairovė prisideda prie studijų eigos veiksmingumo; auditorijų skaičius pakankamas.
10. Katedros turi savo specializuotas bibliotekas.
11. Studentai ir darbuotojai gali naudotis nemokamu internetu.
12. Programa populiari tarp stojančiųjų.

13. Studentai turi atstovų visuose Instituto valdymo organuose; jie dalyvauja judumo programose ir įvairiuose kultūriniuose renginiuose (susijusiuose su ispanų kalba).
14. Studentų vertinimo sistema aiški ir tinkama.
15. Socialiniai partneriai aktyviai dalyvauja tobulinant programą ir teigiamai atsiliepia apie būsimą studentų konkurencingumą, ypač turizmo rinkoje.

Ekspertų grupės pastebėtos pagrindinės silpnybės:

1. Išpūstas struktūrų, kurios rūpinasi tik 220 studentų, tinklas kuria atsakomybės sričių dubliavimąsi ir tampa neaišku, kuri struktūra atsakinga už konkrečią programos priežiūros sritį.
2. Savianalizės suvestinės kokybė gana žema; tai susiję su teksto lingvistine kokybe, rašybos klaidomis – visa tai neatitinka universitetinio lygio kalbinės išraiškos reikalavimų; savianalizės suvestinės rengėjai negalvojo apie skaitytojus (trūksta išsamumo lentelėse).
3. Savianalizės suvestinėje informacija išdėstyta chaotiškai; ECTS kreditų nesuderinamumas su būsimo darbo profiliu (pvz., vertėjų atveju).
4. Ispanų kalbos dominavimas studijų programoje, kurioje anglų kalba yra pagrindinė. Antrosios užsienio kalbos statusas nėra aiškiai apibrėžtas, atsižvelgiant į Europos darbo rinkos poreikius.
5. Programos abiejų kalbų moduluose pastebimas pasikartojantis turinys.
6. Dėstytojų su atitinkamu mokslo laipsniu skaičius yra mažiau nei pusė, todėl dėstytojų kvalifikacija yra tik iš dalies tinkama; jaučiama, kad vis dar vyksta programos dėstytojų kaita.
7. Kai kurių dėstytojų pernelyg didelis darbo krūvis gali turėti neigiamos įtakos dėstytojų kokybei ir numatomų studijų rezultatų siekimui.
8. Personalo profesiniam tobulinimuisi trūksta finansinių išteklių.
9. Visi dėstytojai nepakankamai dalyvauja tiriamojoje veikloje.
10. Dėstytojai nebuvo pasirengę susitikimui su Ekspertų grupės nariais; kai kurie netgi nepasirodė susitikime.
11. Kompiuterinė įranga šiek tiek pasenusi. Demonstravimo įrangos kiekis ir kokybė nepakankama.
12. Studentai nėra tikri dėl galutinės kvalifikacijos, kuri bus suteikta jiems baigus studijas; jie gali tikėtis gauti dvigubą diplomą. Tai reiškia, kad ispanų kalbos statusas neaiškus.
13. Studentai susidarę klaidingą įspūdį, kad pabaigę studijas jie bus konkurencingi vertimų rinkoje.
14. Studentai nepakankamai supažindinami su bibliotekos galimybėmis.
15. Studentai nėra patenkinti kai kuriais „Erasmus“ mainų programos universitetais.
16. Dėstytojų tyrimų publikacijų skaičius mažėja ir jos nereguliarios.
17. Trūksta koordinavimo ir veiksmingos komunikacijos tarp programos vadovybės, katedros ir Programos komiteto.

III. REKOMENDACIJOS

1. Reikėtų vengti tam tikro atsakomybės sričių dubliavimosi tarp Instituto struktūrų.
2. Pagrindinės atsakomybės sritys turėtų būti priskirtos konkrečioms Instituto struktūroms; pagrindinė atsakomybė už vieną konkrečią sritį turėtų tekti tik vienai struktūrai.
3. Savianalizės suvestinės teksto kalbos kokybę reikėtų stipriai pagerinti, neatidumo atvejų turėtų būti išvengta; taip pat reikėtų pašalinti teksto struktūros suderinimo ir nuoseklumo trūkumus.
4. Gebėjimų lentelėje pirmiausia turi būti nurodyti bendrieji gebėjimai, o po jų – dalykiniai gebėjimai.
5. Sociolingvistika, psicholingvistika, pragmatinė lingvistika, kognityvinė lingvistika patenka į lingvistikos sritį, todėl visos turėtų būti išvardytos prie lingvistinių gebėjimų.
6. Rekomenduojama informuoti studentus, kad norint tapti vertėjais jiems reikia tolesnių specialiųjų studijų, nes 3 ECTS kreditų už „Vertimo teoriją“ ir 8 ECTS kreditų už „Vertimo praktiką“ nepakanka profesionalaus vertėjo kvalifikacijai.
7. Antrosios užsienio kalbos statusas turėtų būti apibrėžtas aiškiau, atsižvelgiant į Europos darbo rinkos poreikius. Programos tapatumas turėtų būti aiškesnis siekiant išvengti ispanų kalbos dominavimo anglų kalbos studijų programoje.
8. Studentai turėtų būti geriau informuoti apie bibliotekos galimybes ir funkcijas.
9. Reikėtų atidžiau rinktis „Erasmus“ mainų partnerius, kurie nagrinėja tas pačias temas abiejų kalbų moduluose.
10. Studentų praktikos formos turėtų labiau atitikti pagrindines jų būsimų darbų funkcijas.
11. Dėstytojų tiriamoji veikla turėtų būti skatinama ir tapti reguliaresnė.
12. Reikėtų siekti studentų ir dėstytojų skaičiaus santykio pusiausvyros, kad turint optimalų dėstytojų skaičių būtų išlaikyta gera dėstyto kokybė ir ekonomiškumas.
13. Reikėtų pašalinti besikartojančias temas abiejų kalbų moduluose.
14. Reikėtų daugiau atnaujintos programinės įrangos; nešiojamųjų kompiuterių skaičių reikėtų gerokai padidinti arba paskatinti studentus atsinešti savo kompiuterius; turi būti pasirūpinta elektros lizdų skaičiumi ir bevielio interneto kokybe.

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