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Vytautas Magnus University

&

11<sup>th</sup> International Scientific Conference of  
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## EDITORIAL

Institute of Foreign Languages (IFL) of Vytautas Magnus University (VMU) successfully carries out its mission to provide efficient foreign language teaching, offering the broadest range of languages in Lithuania (currently 30 languages on offer), and also to perform research in plurilingual competence development and disseminating the scientific research internationally.

The 4<sup>th</sup> biennial international conference “Sustainable Multilingualism”, which was organized by IFL on 26-27 May 2017 (11<sup>th</sup> conference of the Lithuanian Language Teachers’ Association, with VMU as one of its founders) rallied over one hundred of researchers and language teaching professionals from over twenty countries of the world for discussion on individual plurilingualism and societal multilingualism in higher education. This year’s conference was exceptional in its focus on language preservation, linguistic human rights, minority language teaching and learning, challenges for culture and identity and continuing discussions on major issues in higher education language policy and language education in multilingual and multicultural learning space.

The conference was honored by world famous researchers and fighters for linguistic human rights – Prof. **ROBERT PHILLIPSON** – the author of books on linguistic imperialism, challenges for language policy and language, who gave a plenary presentation “Linguistic challenges in global and regional integration” and Prof. **TOVE SKUTNABB-KANGAS** – researcher into linguistic human rights, linguistic genocide and crimes against humanity in the education of Indigenous/ tribal/ minority/ minoritised children, linguistic (linguistically argued racism), mother-tongue-based multilingual education, linguistic imperialism and the subtractive spread of English, support for endangered languages, and the relationship between biodiversity and linguistic diversity. She gave a plenary presentation “Linguistic diversity, language rights and language ecology.”

President of the *European Language Council / Conseil européen pour les langues* (CEL/ELC) **MANUEL CÉLIO CONCEIÇÃO**, professor of French linguistics at the University of Algarve, Portugal, researcher in language policy, intercultural communication, multilingualism in higher education, terminology and professional communication in the area of language studies and literature gave a plenary presentation “Higher Education Linguistic Landscape and Societal Challenges: Sustainable Perspectives for Real Evidences”. President of *International Association of Multilingualism* (IAM) and the General Editor of the *International Journal of*

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*Bilingual Education and Bilingualism*, **JEAN-MARC DEWAELE**, professor of Applied Linguistics and Multilingualism at Birkbeck College, University of London, United Kingdom, discussed the development of sociopragmatic and sociocultural competence as well as the effect of emotional acculturation to a new language and culture in his plenary speech “Communicating Emotions in a Foreign Language”.

Research findings on various topics were presented and discussed in parallel sessions: migration and language policy, bilingualism and multilingualism, issues in language policy in Ukraine, Hungary, Spain, Slovenia, Bangladesh and India; language education in multilingual and multicultural space in Lithuania, issues in minority language teaching/ learning and less widely taught and spoken languages such as Valencian, Welsh, language of Hungarian minority in Ukraine, Lithuanian as a foreign language, use of Samogitian dialect for preservation of identity, hybridity and belonging to Greek Cypriot community in London. Language teacher education problems were also discussed by presenters from Trinidad and Tobago, Turkey, Sweden and Lithuania, as well as development of plurilingual competence in formal, non-formal and informal ways, issues of translation in multilingual environment. Problems of the use of various languages in literary texts were analyzed from a historical perspective, multilingualism in European literature, languages and literatures in Scotland were presented. Parallel sessions were held in Lithuanian, French, German and English languages.

127 registered participants – researchers and higher education language professionals – represented 24 countries of the world: Bangladesh, Belgium, Byelorussia, Bulgaria, the Czech Republic, Denmark, France, Germany, Hungary, India, Italy, Latvia, Lithuania, Kazakhstan, Poland, Russia, Slovenia, Spain, Sweden, Trinidad and Tobago, Turkey, Ukraine, United Arab Emirates, United Kingdom. 87 presentations were given during the two days of the conference: 60 oral, 12 virtual and 15 poster presentations.

The highest outcome of the conference, though, was expressed not in numbers but in the synergy which was sparked when the issue of multilingualism was viewed from different perspectives by presenters from various cultures, sharing their experience and ideas, attitudes and solutions to problems, expanding the networks of like-minded people, foreseeing common future research and projects. It is the joy of communication that is the highest value such events as international conferences can bring about.

**Nemira Mačianskienė**, Vytautas Magnus University, Chair of the Conference

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## LE PAYSAGE LINGUISTIQUE DE L'ENSEIGNEMENT SUPERIEUR ET LES DEFIS SOCIETAUX : PERSPECTIVES SOUTENABLES POUR DES EVIDENCES REELLES

**Prof. Manuel Célio Conceição, President of the European Language Council (CEL / ELC) & professor at the University of Algarve, Faro, Portugal**

La présence des langues dans l'enseignement supérieur est un aspect à discuter dans le cadre des stratégies d'internationalisation et du rapport entre le local et le global. La décision la fréquente est que le passage à une lingua academica ou une lingua franca résout tous les problèmes. Nous la discuterons pour revisiter les représentations ce que ce qu'est une langue et pour mettre en rapport la langue et le savoir/ la connaissance. Les critères de définition de politiques linguistiques des institutions d'enseignement supérieur (nécessairement contextualisés) sera un autre aspect à discuter puisque la mobilité incessante d'étudiants, de chercheurs et de tout le personnel, ainsi que la circulation et le partage de savoirs ont besoin d'encadrements linguistiques qui assurent aussi des possibilités d'inclusion pour la soutenabilité soit envisageable.

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## LANGUAGE CHALLENGES IN GLOBAL AND REGIONAL INTEGRATION

**Prof. Dr. Robert Phillipson, Copenhagen Business School, Denmark**

Is the expansion of English adding to our linguistic repertoires, or is there a process of linguistic capital dispossession of national languages? What role do discourses of 'global English' and of English as a 'lingua franca' play? Can investment in the linguistic capital of several languages be made productive when in much of Europe there is a marked downgrading of the learning of foreign languages other than English, along with the continued neglect of many minority languages? Language pedagogy and language policy need to be situated within wider political, social and economic contexts. EU schemes for research collaboration and student mobility are of limited help in maintaining linguistic diversity. The Bologna process intensifies the hegemony of English. Nordic universities are moving into bilingual education, combining English with a national language. The 2006 Declaration on a Nordic Language Policy aims at ensuring that Nordic languages and English develop in parallel, that all residents can maintain their languages, and that there is proper understanding of language policy issues. If neoliberalism and linguistic neoimperialism are determining factors, what are the challenges for maintaining the vitality of languages, and organizing school and university education so as to educate critical multilingual citizens?

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## LINGUISTIC DIVERSITY, LANGUAGE RIGHTS AND LANGUAGE ECOLOGY

**Prof. Dr. Tove Skutnabb-Kangas, Roskilde University, Denmark**

The plenary presentation defines “linguistic diversity”, “language rights”, and “language ecology”, and discusses them in relation to the education of ITM children/people(s) and their languages (ITM = Indigenous / tribal, minority and minoritized). It is left to the audience to decide which ITM categories are applicable in Lithuania. Is Lithuanian, for instance, a minoritized language in some contexts? I also define “linguistic genocide” (using the UN Genocide Convention’s definitions of genocide), and relate it to the education of ITMs. Then I ask if there are binding or even non-binding language rights that would support ITM language maintenance (and thus the world’s linguistic diversity), and prevent language endangerment. If there are such rights, are they being implemented. If not, why? Finally, I discuss why linguistic diversity and language rights are important for the maintenance of biodiversity and thus a healthy ecosystem.

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## COMMUNICATING EMOTIONS IN A FOREIGN LANGUAGE

**Prof. Dr. Jean-Marc Dewaele, University of London, Birkbeck**

In this lecture I will present an overview of the recent surge of interest in the field of emotion and multilingualism. I will focus on the development of sociopragmatic and sociocultural competence, and more specifically on the communication of emotion by first and foreign language users (Dewaele, 2013, 2016a, b, 2017) as well as the effect of emotional acculturation to a new language and culture. I will also consider the effects of age of onset of acquisition, of type of foreign language instruction and of current language use on language preferences for the communication of emotion including declarations of love and swearing in the foreign language (Dewaele, 2016b; Dewaele & Salomidou, 2017).

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## MIGRATION AND LINGUISTIC POLICY

**Dr. Michael Lönz, lecturer at Ruhr-Kolleg Essen, Germany**

The current migration to and inside Europe affects all sorts of politics; therefore, it is not surprising that it challenges language policy. Roughly speaking, there is now to distinguish between three classes of minority languages in a given society:

a) autochthonous minority languages (like e. g. Danish in the most northern part of Germany, or Welsh in the UK);

b) allochthonous minority languages of former immigrants now more or less formal integrated into society (like the mother tongues of the former immigrant workers and now legal permanent residents from Turkey in Germany, or Russia in the Baltics);

c) allochthonous minority languages of the now arriving migrants (e.g. refugees from Syria etc.).

While autochthonous minority languages enjoy in nearly all European states some advantages, the speakers of allochthonous minority languages of the class b) struggle with the public acceptance of their mother tongue. The now arriving migrants are facing a different challenge. On the one hand, some of the hosting societies are forcing their fast integration, and the first step on this way is said the fast learning and use of the main language of the absorbing society. One question in connection with this is: What is the minimum level of proficiency in the language to demand of these migrants? On the other hand, it is not clear, how many of the migrants will or are allowed to stay permanently. Under these conditions, several questions concerning language use and language teaching are to be asked, e.g. in what language young migrants should be alphabetized and educated, if their perspective of staying in their hosting country is poor. In my presentation I argue for some principles of a decent dealing with these problems.



**Prof. Dr. Jūratė Ruzaitė, Vytautas Magnus University, Lithuania**

Exposure to the English language through education and the general processes of internationalization have given rise to different reactions among speakers ranging from attraction to repulsion (cf. Onysko, 2009, p. 34). These reactions are expressed in public on-line discourse, which provides a rich resource of empirical evidence to study public attitudes and language ideologies, or beliefs about language. This paper thus attempts to study how the phenomenon of Englishisation is framed in public discourses in Lithuania by non-specialists against the backdrop of professional linguists' argumentation. This investigation sets the following objectives: (1) study what textual functions discourses on English perform and how these relate to public attitudes; (2) explore what narratives are constructed in public debates about English by different social actors and identify the dominant topoi, or patterns of argumentation; (3) carry out the content analysis of public discourses and identify which viewpoints are supported in different public discourses; and (4) examine public discourses on the micro level by taking into account such aspects as loaded language. The analysis of public attitudes to English is based in this paper on three categories of on-line texts on the topic of English: texts published on regional and national news portals, texts published on blogs, and comments written in response to these texts. The database covers the period from 2011 to 2015; it consists of 132 texts on news portals and blogs, and 481 comments, which amounts to a total of 89,957 words. The main argumentation schemes used when expressing positive or negative attitudes to English represent two major approaches: "English is an opportunity" (neoliberal approach) vs. "English is a threat" (conservative approach). The results suggest that linguistic attitudes strongly depend on the discourse community. Non-academic discourses on news portals favour neoliberal attitudes to English. However, commentators tend to adopt extremist rhetoric and employ a highly expressive style. Though new discursive practices have emerged in digital public discourses, a large proportion of discursive output focusing on the domineering position of English in Lithuania is still based on reproducing pre-existing ideologies, many of which are part of the Soviet legacy.

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## THE STRATEGY OF "SOFT POWER" IN CONTEXT OF CONTEMPORARY GEOPOLITICAL CHANGES

**Prof. Dr. Innara Guseynova, Vice-Rector for Research at Moscow State Linguistic University, Russia**

The report considers the strategy of “soft power” from the standpoint of the fashion discourse with special regard to the cultural, ideological and political components viewed as the most essential ones. Analysis of empirical material of various kinds serves to prove the decisive role of the cultural component and means of its verbalization. Special attention is paid to culturally marked borrowings and international words, also to archaic words that produce the retro effect and transmit the historical and cultural heritage of a country when used in contemporary discourse. Emphasis is placed on locus branding that acquires great significance in the formation of the country's image whenever the strategy of “soft power” is adopted.

Keywords: geopolitics; strategy of “soft power”; institutional discourse; fashion; globalization; borrowing; retro.

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## LANGUAGE POLICY AND ORTHOGRAPHY – DEBATE IN EASTERN INDIA AND BANGLADESH

**Dr. Arif Hakim & Assoc. Prof. Dr. Tawhia Jahan, University of Dhaka, Bangladesh**

Orthography is recognized as an essential tool to decode the language of a speech community. It mainly includes the graphemes that reflect the phonological system of a language (Baron, 1983), visualizes the words that convey the emotions and ideas of the members of speech community, and organizes the spelling system to handle the graphemes and words of a language effectively. Thus, orthography governs the writing system of a language. Orthographies of rich languages throughout the world have developed over time with the accumulation of ancient linguistic traditions derived from the scholarly endeavors of great grammarians. The orthographies of Brahmi, Latin, Greek and Semitic writing systems support this traditional process. But the concept ‘Designing Orthography’ is a recent phenomenon as are the formal initiatives taken by the language planners of a country to decode the spoken form of linguistic minorities. Since the orthography of a language helps provide a written identity, the speech community of such linguistic minorities firmly believes that orthography not only ensures a procedure to establish linguistic right, but also opens a door to the modern world. Greater India, along with Pakistan and Bangladesh, has enormous potential as a sociolinguistic area (Pandit, 1972), as there exist many languages of different language families that are frequently interacting with various types of social-cultural phenomena e.g. religion, rituals, ethnicity, gender, family values etc. In addition, these languages have been using diverse scripts and writing systems for many years, some of them going back to the third century B. C. (Ferguson, 1992). As per as linguistic diversity is concerned, Eastern part of India is especially fascinating for linguists. Compared to other parts, it was hardly occupied by Aryans, and thus most of the non-Indo-European languages belong to this area. Politically, though India and Bangladesh are now two different countries, they share a common linguistic and cultural history. Bengali – a rich member of the Indo-European language family- is the state language of Bangladesh. It is also the main language of West Bengal and Tripura, two important eastern states of India adjacent to Bangladesh. As Bengali has a rich literary tradition of thousand years, it has had unavoidable influences on the culture and literary traditions of neighboring Indo-European languages and non-Indo-European linguistic minorities. The script of Bengali derives from Bramhi origin script and has been included as the script of different adjacent languages like Asamese, Monipuri, Santali, Garo, Kokborok for many years (Campbell,1995). But recently several movements and protests organized by the native people of these languages mentioned above have taken

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place against the imposition of Bengali orthography, as they believe that Bengali orthography does not convey the essence of these languages and cultures. At the same time, they claim that Bengali as a dominant orthography has been imposed on these languages. As a result, with a view to reducing the tension of people in India the highest authority, especially provincial governments, have decided to replace Bengali orthography by the Roman one – the most technology friendly orthographic writing system all over the world. But this is not the end of the story. Nowadays intellectuals of the speech communities of linguistic minorities like Kokborok, Garo, Santali and Monipuri have been campaigning in favor of their own orthography (if available) as the symbol of their nativeness and authenticity. And the people of these languages living in various parts in Bangladesh also have the same emotion and tendency. The present paper highlights the history of orthography politics mentioned above. In addition, it carefully discuss the following issues which will finally help to design a pragmatic language as well orthography policy of this region.

Keywords: Orthography-politics; Brahmi script; Bengali orthography; Non-Indo-European Languages.

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## OPPORTUNITIES AND CHALLENGES OF LEARNING THROUGH A SECOND LANGUAGE: LOOKING AT THE BIG PICTURE IN MULTILINGUAL EDUCATION

**Assoc. Prof. Dr. Yolanda Ruiz de Zarobe, University of the Basque Country, Spain**

Content and Language Integrated Learning (CLIL) is an educational approach that in recent years has gained increasing recognition in this multilingual world (Ruiz de Zarobe, 2016). CLIL has become a topical issue in many parts of the world, where different projects have been undertaken to see how this approach can be implemented to create a multilingual population in Europe and beyond. The aim of this presentation is to study several programmes undertaken in different contexts worldwide where a non-native language is used to learn academic content. We will analyse the opportunities and challenges this approach poses in order to become a core instrument in multilingual education.

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## THE INFORMAL SCIENTIFIC TALK: CORPUS-BASED FINDINGS AND APPLICATIONS FOR DATA-DRIVEN LEARNING

**Assoc. Prof. Dr. Natalia Morgoun, Lomonosov Moscow State University, Russia & Elena Kozharskaya, lecturer at Lomonosov Moscow State University, Russia**

This article reviews and discusses four somewhat contentious issues in the application of corpus linguistics to pedagogy, ESP in particular. The authors explore how corpus-based research has been used to inform a variety of concordancing activities designed to help undergraduate science students discuss their theses. The concordancing tasks were integrated into classroom teaching and made use of a freely-available corpus of research articles. Concordancing tasks focused on problematic areas identified in students' ability to discuss their own and related research. The corpus enquiries were designed to familiarize students with more sophisticated searches to exploit the functionality of the software used.

Keywords: ESP; corpora; concordancing task; data-driven learning.

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## **SOME ASPECTS OF TEACHING LATIN FOR MEDICAL PURPOSES IN ENGLISH SPEAKING ENVIRONMENT**

**Dr. Ivan P. Petrov, Lecturer at Medical University Plovdiv, Bulgaria**

The paper focuses on some aspects of Latin nominal morphology and its acquisition by students of Medicine with English as a mediatory language. The observations were made throughout the academic year 2016 / 2017 in the Medical University of Plovdiv where Latin is taught by foreigner students in English. Special attention is paid to the first tongue of the course participants, which very often determines the specific features which should be faced in the track of the teaching process. Such include: the morphological type of the students' first language – two particular types are concerned, i.e. flecional and agglutinative, fluency or knowledge of other foreign languages, etc. Those types determine e.g. the way specific concepts as the adjectives and the way they practically function are handled. Morphological agreement between adjectives and nouns which is typical for the flecional languages is unattested in the agglutinative type (such as Turkish, Hungarian, and Finnish) and thus special attention should be provided when students face those problems. Additionally, in the last two years all foreign students were provided with a one-month intensive course of Bulgarian language. In the present paper some aspects of learning Latin which are believed to have resulted from this course are approached, as well.

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## INVESTIGATING THE ROLE OF METACOGNITIVE AWARENESS IN UNIVERSITY STUDIES

**Prof. Dr. Jolita Šliogerienė, director of the Institute of Humanities, Mykolas Romeris University, Lithuania & Marjan Masoodi, lecturer, PhD student at Mykolas Romeris University, Lithuania**

The purpose of this article is to provide reliable theoretical overview on metacognitive awareness. This research is carried out to (1) familiarize the researchers with the definition, components and sub-components of metacognitive awareness (2) discuss a brief outline of metacognitive awareness along with its origin and essence from the point of view of its historical development and goals (3) link metacognitive awareness to a number of other constructs, including metamemory, critical thinking, motivation, intelligence and age (4) illustrate the characteristics of self-regulated learners and the meta-cognitive strategies they use (5) briefly examine the major challenges in the implementation of metacognitive awareness. In conclusion, this research reveals that the analysis of metacognitive awareness and its components gives a rise to a new notion – accurate auto-noetic (self) knowledge of learners through planning, monitoring and reflectively evaluating task performance, create higher levels of self-efficacy providing students with different learning environments in which they feel confident, supported and respected by their peers, equip students with the self-regulatory capabilities that enable them to learn autonomously, be fully mediated by motivation (self-efficacy) and be welcoming to challenges. The study provides benefits to both learners and educators. Learners can receive guidance on how to foster metacognitive awareness for being more competent learners. Furthermore, it provides meaningful insights for curriculum developers to provide metacognitive awareness-based curricula.



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## INTEGRATING E-LEARNING ACTIVITIES INTO THE BLENDED ESP COURSE IN A TECHNICAL UNIVERSITY

**Olga Zervina, lecturer at Transport and Telecommunication Institute, Latvia & Assoc. Prof. Dr. Yulia Stukalina, Transport and Telecommunication Institute, Latvia**

The subject-matter content of the ESP course in a technical university is closely associated with a particular discipline: Computer Science, Telecommunications, Logistics, etc. The ESP course content is characterized by the integration of content from special subjects with the goals of target language teaching. A series of practical activities have to be designed, which require students to apply various skills acquired in the course. Students' language skills and their intercultural awareness may be developed in the context of specific practical activities; these learning activities support the acquisition of communicative skills in a certain professional area. They may embrace role playing and simulating professional activities, project work and discussions of various professional issues, students' presentations and case studies, etc. In the framework of the ESP blended course, face-to-face activities are supplemented by online and multimedia constituents that go beyond the classroom environment. Integrating e-learning activities into the course is aimed at significant intensification of students' acquisition of the four basic language skills, and development of students' linguistic, sociolinguistic and communication competences. Students attempting to master Professional English differ in the rate of language acquisition and the ultimate level of proficiency. Individual learner's differences include learning styles, which can determine the teacher's and learner's choice of language learning activities, which in turn, may influence the rate of acquisition and the level of achievement. So, the success in language acquisition is supposed to be related to prospective choice of learning activities leading to ultimate achievement. The aim of the paper is to investigate the relationship between students' learning styles and the choice of e-learning activities integrated in the blended ESP course. In this paper, Harmer's (2004) classification of learning styles is used.

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## CLIL APPROACH TO LEGAL ENGLISH COURSES

**Assoc. Prof. Dr. Elena Vyushkina, Saratov State Law Academy, Russia**

The EU consistent policy on languages promotes new language teaching methods and encourages pedagogical experiments at all levels of education, Content and Language Integrated Learning (CLIL) being one of language education innovations. Over the past twenty years CLIL proved to be an effective method in foreign language acquisition and there is considerable evidence of successful CLIL implementation in secondary schools in many European countries. Speaking about foreign languages in higher education it is necessary to note that abbreviation EMI – English as a Medium of Instruction – is mentioned much more often than CLIL. One of the reasons of lower CLIL implementation at a tertiary level is complexity of subject's contents taught at universities. Furthermore, if a students' major is law, the issue becomes more challenging because of the differences in common law and civil law systems. However, there is a lawyer's professional competence directly connected with language learning – it is a communicative competence. Such spheres of lawyer's activity as client counseling, negotiation, and mediation rely heavily on listening, paraphrasing, reframing, summarising, questioning skills and it does not matter what legal system a lawyer belongs to. These so-called soft skills can be developed within a foreign language course, but it seems more rational to master them in a professional medium. So, law teachers should be engaged in designing a substantive part of course materials while language teachers are to be in charge of communicative competence development. An original optional course “Client Consultation in English” can serve an illustration.

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## TEACHING GRAMMAR FOR COMMUNICATION: CHALLENGES FOR ESL TEACHERS AT TERTIARY LEVEL

**Edita Bartnikaitė & Ramunė Ilgūnaitienė, lecturers at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

The paper addresses the issue of the significance of teaching grammar as one of the essential skills for effective communication in ESL. The present day post-school learners of English as a foreign language often view the aspect of grammar as minor in the overall process of language acquisition. It could be due to the fact that some students have been exposed to traditional grammar in very formal lessons while others may not have received sufficient instruction in grammar throughout the duration of their compulsory education. Another aspect of the problem under research lies in the traditional perception of grammar as a set of rules outlining correct language usage and it is therefore often apprehended as an individual object of study outside the language domain. In order to enhance the students' perception of grammar as the inherent part of language and as a tool for achievement of desired goals in foreign language acquisition, it would be purposeful to present the grammatical system of the language according to the function to be achieved. The present research focuses on the need for students to understand and be able to use the grammar of English as a second language effectively in order to best support their ability to engage in effective communication. The assumptions presented in the paper are supported by the survey carried out at VMU with the students who have completed the course of the English language "Grammar for Communication" C1.

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## STUDENTS' ATTITUDES TOWARDS ACTIVE LEARNER ENGAGEMENT IN ESP CLASSES

**Assoc. Prof. Dr. Vilma Bijeikienė, director of the Institute of Foreign Languages, Vytautas Magnus University, Lithuania & Prof. Dr. Nemira Mačianskienė, Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

The present study is part of broader research into the quality of teaching English for specific purposes (ESP) with the particular focus on methodology and students' attitudes to active learner engagement into the learning process. At the foundation of the study lies the belief that language learning, especially, learning a language for specific or occupational purposes, is a lifelong learning endeavour. Therefore, ESP courses should foster the development of learner autonomy and aim at developing personalities who are able to take control over their learning and learn to learn throughout their lives. In light of these observations, the study aims at analysing how learners are involved into an active language learning process and encouraged to become more autonomous by playing their role in course planning, learning process organisation and realisation as well as (self)assessment activities. Participants of this study are 78 first-cycle and second-cycle students of Vytautas Magnus University (VMU) who took four ESP courses, namely Business English, English for Diplomats, English for Politics and Legal English, in 2015 and 2016 spring and autumn semesters. The study is a questionnaire survey. Among other results, the study has revealed that most problematic is the development of those competences that relate to students' active participation in the learning process and their development of transversal skills. We hope that the findings of the study will contribute to the field of ESP methodology by providing insights into efficient ESP teaching and learning activities and methods.

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## STUDENTS' PREFERENCES OF READING ACADEMIC LITERATURE IN NATIVE AND NON- NATIVE LANGUAGE: VILNIUS UNIVERSITY CASE

**Prof. Dr. Roma Kriaučiūnienė, director of the Institute of Foreign Languages of Vilnius University, professor at the English Language Department of Physical and Biomedical Sciences at Vilnius University, Lithuania**

The increased mobility of students for their studies and work in the area of higher education in EU leads to the question of languages. It becomes very important to prepare students to be able to function professionally in their future working environments in the English language at an appropriate level of proficiency. However, it is not clear if universities provide enough support for the development of students' academic English language skills so that they could expand their knowledge by reading extensively in a foreign language. Thus, the aim of the presentation is to evaluate the reading preferences of professional literature of students of Vilnius University in the Lithuanian and/or English languages. The aim of the presentation is specified by the following research objectives:

1. To overview the language policy at Lithuanian universities;
2. To present the concept of teaching languages at Vilnius University;
3. To present the results of the research into Vilnius University students' preferences of reading academic literature in the Lithuanian and English languages.

The research findings lead to the conclusion that students still prefer reading their academic professional literature in their native language rather than in English as they claim that they understand the content of academic articles better in the Lithuanian language. Another insight that the research revealed is that there is a lack of professional academic scientific literature in certain areas of studies in the Lithuanian language, which leads to another important issue that of language policy. Therefore, it could be assumed that students' proficiency level of academic language is still too low and universities should provide possibilities for students to increase their English language skills with a special focus on reading as a necessary skill for their studies and preparation for their professional careers in the future.

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## EMPLOYING VIRTUAL FORUM ACTIVITIES AS A TOOL OF FORMATIVE ASSESSMENT

**Prof. Dr. Nemira Mačianskienė, Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

Participation in a virtual forum can be used as a tool of formative assessment in studying languages at a higher education institution. The presentation will provide an overview of the theory on formative assessment and describe the usage of forum in teaching English as a foreign language to advanced level students (C1 and C1/C2). The research aimed at investigating if teacher comments, peer-assessment and self-assessment provided during forum discussions can serve as tools of formative assessment. The methods used: questionnaire survey, semi-structured interviews and document analysis.

**Daiva Pundziuvienė, lecturer at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

In spite of extensive body of research on formative assessment carried out since 1988, teaching languages and the evaluation of language competences are still frequently not viewed as integral parts of the whole teaching / learning process. To be more precise, formative assessment does not only provide a comprehensive picture of a learner's language proficiency, but becomes assessment for learning with its crucial role in a number of other educational settings, such as extra opportunities to improve learners' linguistic competence, cognitive and cultural skills, better adaptation to students' needs, teacher and peer support, learners' active involvement and cognitive engagement in the learning process. The study is based on the analysis of real teaching situations which is the core part of Erasmus+ Strategic Partnership FAB – Formative Assessment Benchmarking for Foreign Language Learning and Teaching in Higher Education project. Coordinated by the University of Warsaw, the project involves partners from the University of Pecs in Hungary, Turku University of Applied Sciences in Finland and Vytautas Magnus University in Lithuania. The aim of the project is the improvement in the quality of language instruction providing language teachers with suitable formative assessment tools for evaluating speaking skills. Using data collected during peer observations in thirteen lessons of different languages and levels taught by eight language teachers, the present study aims at investigating the degree of application of formative assessment during language lessons in tertiary education. The research sample were 183 full-time students of various first-cycle programmes at the University of Warsaw who attend language courses offered by the Centre for Foreign Language Teaching. The research questions concern the degree of the establishment of learning goals and a classroom culture facilitating learning, active involvement of students in the learning process, the use of varied approaches to assess students' understanding and feedback on their performance. In order to develop insight into the need and effectiveness of formative assessment during language lessons as well as to identify teaching forms that could help in meeting this need, several short semi-structured interviews with language teachers were conducted.

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## CULTUROMETRIC IDENTITY AFFIRMATION MODEL FOR ENHANCING SECOND LANGUAGE TEACHING AND LEARNING: DEVELOPING CULTUROMETRIC COMMITTED COMMUNICATION

**Prof. Dr. Beatrice Boufoy-Bastick, The University of the West Indies, Trinidad and Tobago**

This paper addresses major current issues of cultural relevance in Teacher Education through a more constructivist-based holistic rendering of Teachers' Professional Development that addresses culturally relevant positive attributes of teachers' professionalism. While current education research seeks to explain the more challenging and important aspects of Teacher Professional Development through the key-concept of teacher identity, it has been difficult to objectively define and measure the flexible and complex inter-subjective professional attributes we aim to develop. This paper explains how this can be achieved by using the new humanistic Culturometrics philosophy and demonstrates how two substantial steps towards this major goal can be made (i) by integrating applications of Teachers' Professional Development into the "Embedded ability structure" of Reflection, Collaboration, Management and Policy and (ii) by reframing the processes of Teachers' Professional Development as the alignment of Cultural Identities within a "Committed Communication" model. Committed Communication is a set of abilities with a teachable three-part structure, namely (i) Agreement of context, and (ii) Alignment of values within (iii) Congruence of communication. The success of Committed Communication is reflected in the alignment of the stakeholders' cultural identities; that is, they willingly and positively share one another's values, attitudes, beliefs and intentions within the defined contexts of Teacher Professional Development applications. The paper describes the "Embedded ability structure" and the three parts of "Committed Communication" for inclusion in Teachers' Professional Development programmes.



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## IN THE DISCUSSION ON “DOING DIVERSITY” IN EDUCATION, HOW DO ENGLISH LANGUAGE TEACHING PROGRAMS MEASURE UP?

**Asst. Prof. Servet Çelik, Chair of the Department of Foreign Language Education at Karadeniz Technical University, Turkey**

With an eye to promoting a more socially conscious, just, and inclusive global community, as well as addressing the historical marginalization of minority populations, diversity has been pinpointed as one of the most critical issues in modern education. As such, the European Union, along with many of its partner states, has expressed an increasingly positive stance toward the promotion of multilingualism, multiculturalism, and other diversity-related concerns in the public education process. In spite of the rhetoric, however, this enthusiasm is not always translated into policy, and in countries such as Turkey, few specific objectives have been set in this regard. One component of the Turkish education system that has taken proactive measures to address the diversity-related issues of culture and intercultural awareness, in particular, is the field of English language education; and the national English language programs for elementary and secondary students contain explicit recommendations for incorporating culture in language learning. In light of this, responsibility for addressing culture in the classroom ultimately falls to teachers of English as a foreign language (EFL); yet few language teachers in the Turkish context are equipped with intercultural skills of their own, much less the ability to convey these to learners. This situation raises the question of whether Turkey’s English language teaching programs are doing enough to provide EFL teacher candidates with both the intercultural awareness and the diversity-related pedagogical skills they need to address these issues effectively in their future practice. The core English language teacher education curriculum specified by the Council of Higher Education (the governing body that controls all of Turkey’s state-run universities) does not presently include any content designed to prepare future teachers for dealing with culture in their teaching; and thus, it is left to the discretion of ELT programs at individual universities to determine whether to include culture-related courses as electives, and to decide on the direction these courses will take. Under these circumstances, there is little uniformity in the culture-related content being taught in Turkish ELT programs, and it is unclear what types of courses are currently being offered in this area. To illuminate this issue, the researcher undertook a systematic survey of the elective courses offered in the English language teaching departments of Turkish public universities. Through document analysis of their programs, he aimed to develop an index of the types of culture-related courses being offered, as well as the institutions that are providing them. The results of the study may serve two purposes: (1) to illustrate the level of

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awareness demonstrated by individual ELT education programs of the need to prepare future teachers of English to address cultural diversity in their practice, and to highlight their efforts (or lack thereof) to do so; and (2) to call attention to the necessity of incorporating culture and intercultural awareness in a more comprehensive and uniform manner in Turkey's teacher education programs.

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## THE MENTALITY OF BELARUSIANS IN THE CONTEXT OF INTERCULTURAL COMMUNICATION: GROUNDS FOR PESSIMISM AND OPTIMISM

**Assoc. Prof. Dr. Iryna Piniuta, Baranovichi State University, the Republic of Belarus**

The article is devoted to the consideration of the factors which influence on intercultural communication of Belarusians with people who live in the countries bordering on Belarus and the English speaking countries. The objectives of the research were: (1) to compare cultures of people living in Belarus, the bordering and English speaking countries; (2) to describe the characteristics of the mentality of Belarusians which are able to create cultural barriers and (3) to determine the factors that facilitate intercultural communication of Belarusians with peoples under consideration. In the paper we considered two groups of countries: (1) the countries bordering on Belarus (Russia, Ukraine, Poland, Lithuania and Latvia) and (2) the countries where English is the first official language (the UK, the US, Canada, Australia and Ireland). The research was based on the dimensions of power distance, individualism, masculinity, uncertainty avoidance, long term orientation and indulgence (G. Hofstede). Using these criteria, the characteristics of the mentality of Belarusians were systematically presented; they include tolerance, collectivism, sincerity, orderliness, modesty, hospitality, etc. The reflection of the most distinctive features of the outlook of Belarusians in proverbs and behaviour illustrates the differences which are able to cause cross-cultural misunderstanding. Also, the characteristics of the mentality of Belarusians which promote intercultural communication are described in the article. The results of the research can be used in intercultural training of postgraduate students and in-service specialists in education and business.

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## HERE “YOU’RE A FOREIGNER. END OF”. THERE, “THEY TREAT US LIKE WE ARE ENGLISH”: HYBRIDITY AND BELONGING IN THE GREEK CYPRIOT COMMUNITY OF LONDON

**Dr. Chryso Hadjidemetriou, lecturer at University of Leicester, the United Kingdom**

This paper discusses notions of language, identity and belonging in the Greek Cypriot community of London. The paper focuses on how members of this community challenge the idea of culture and ethnic identity in a diasporic and transnational context where “Cypriotness” is being redefined and belonging is fluid and questioned. De Fina (2016, p. 187) argues that identities are conveyed, negotiated and regimented through linguistic and discursive means...[and] perceptions and constructions of identities fundamentally shape the ways linguistic resources are deployed’. This paper explores this idea whereby individuals negotiate, challenge, and re(formulate) notions of “Cypriotness”, “Britishness”, ethnic identity, belonging and exclusion. The data used in this presentation come from recordings with Greek Cypriot adolescents and adults in London during fieldwork from 2012–2014. In total, 28 British-born Greek Cypriot adolescents between the ages of 14 and 18 were recorded along with 6 British Greek Cypriot adults between the ages of 35–45. The informants can be defined as transnational individuals who according to Glick Schiller et al. (1995, p. 1 cited in De Fina 2016, p. 187) are individuals who “build social fields that link together their country of origin and their country of settlement”. De Fina (2016, p. 187) further explains that “studying the identities of transnational individuals involves analyzing processes and practices that are different from those that are relevant for people who are firmly grounded in one place”. Through sociolinguistic interviews, the Greek-Cypriot informants offer insights on their multicultural associations and multilingual choices and perceptions regarding their plurilinguism and ‘pluriculturalism’. The informants multi-layered understanding of ethnicity and language become evident in their views about these issues through looking at categories of belonging in narratives. As Farrell (2008, p. iii) stresses “narrative... provides a wider framework from which to understand how social belonging is negotiated”. This is done in this paper by focusing on personal deixis and how spatial location transforms “them” and “us”. The paper explores these issues to highlight the challenges that heritage diasporic communities face regarding “belonging”. The paper also explores how such diasporic communities can help in understanding hybrid ethnic identities, the fluidity of ethnic identities through their perpetual reformulation, and how such fluid and constantly reformulated ideas of ethnic identity, culture, and language can become visible and legitimised in the diasporic communities.

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## BILINGUALISM AND ITS ADVANTAGES AND DISADVANTAGES

**Zuzana Terry, student at Charles University in Prague, the Czech Republic**

In my paper I aim to find out how bilingualism influences social competences of children who are brought up in families with two “mother tongues” Czech and English in Czech Republic. I focus on preschool and early school children who have one or both parents speaking different language than that of the majority of the country they are living in. The research was in progress for a year and a half. First half a year I observed preschool children in their daily activities in minority language with some of the parents also present. Then I looked at afterschool activities of first-graders and this time there were no parents present and the activity was stricter and school like. I was observing children in their activities and after their activities in their free time, I have also conducted interviews with the parents and unformal dialogs with the children. I argue that bilingual children with very similar ability in both languages are at this young age of preschool and early school codemixing very rarely; their use of the codemix is almost exclusively connected to children’s games and things which they have emotional experience in one language only, and of course with specific cultural foods as is “chlebíček” and “kobliha”. On the other hand, codeswitching can be almost unconscious and is switched according to a person they speak to or to ease the communication of their co-speaker.

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## BILINGUALISM IN UKRAINE: VALUE OR CHALLENGE?

**Asst. Prof. István Csernicsekó, Ferenc Rákóczi II Transcarpathian Hungarian Institute, Ukraine & Réka Máté, PhD student at Ferenc Rákóczi II Transcarpathian Hungarian Institute, Ukraine and University of Pannonia, Hungary**

According to data from the 2001 census, 80% of the adult population of Ukraine speak (at least) one other language fluently in addition to their mother tongue (Lozyns'kyi, 2008, 254). In the country it is clear, that “the reality in most of Ukraine is of bilingualism” (Bowring, 2014, p. 70). “Almost everyone in Ukraine is bilingual, to varying degrees” (Bilaniuk, 2010, p. 109). “A fundamental characteristic of the language situation in Ukraine is bilingualism of society” (Shumlianskyi, 2010, p. 135). In spite of this, due to negative historical experiences, bilingualism is stigmatized in Ukraine (Pavlenko, p. 2011), and that makes codification of bilingualism impossible on the state level (Csernicsekó and Fedinec, 2016, Csernicsekó and Ferenc, 2016). The presentation shows the attitude of the political elite, that took power after the overthrow of President Viktor Yanukovich, towards the issue of bilingualism. On the one hand, we analyse those drafts of language laws, which were developed in 2016 and 2017 by the MPs of Ukrainian Parliament supporting the government; on the other hand, we present how the linguists and representatives of the intellectuals comment on the bilingualism in Ukraine.

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## MASS BILINGUALISM IN THE USSR AND IN THE EU: A SOCIOLINGUISTIC COMPARISON

**Vytenis Končius, lecturer at the Vilnius University of Applied Sciences, Lithuania**

In the last quarter of a century Lithuania has experienced a remarkably quick transition from a near-universal Lithuanian – Russian bilingualism to an increasingly common Lithuanian – English one. Our country's unique experience may provide us with deeper insights into various aspects of mass bilingualism and better equip us with dealing with potential challenges it presents. The presentation explores the parallels and differences between these two sociolinguistic situations. To what extent the almost universal local-Russian bilingualism, which existed in the republics of the Soviet Union, is parallel to a similarly widespread local-English bilingualism in the EU (or at least some of its countries) today? Are there any essential differences and if so what are they? Are there any lessons to be learned or threats to be prevented?

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## BILINGUALISM AND ACCESS TO A THIRD LANGUAGE

**Dr. Daniela Antonchuk, Autonomous University of Barcelona, Spain**

Bilingualism is a complex process involving a variety of characteristics, among which we can distinguish a particular system of a language, as well as the ability to use it in communication. Apart from the mere fact of acquiring the knowledge of a second language, bilingualism also implies the development of specific linguistic structuring and brain functioning different from those of a monolingual individual. This fact is crucial at the time of comprehension and, consequently, learning of a third language and this is why it has been studied by analyzing the comprehension ability of bilingual informants to refer to a third language without a prior learning of this language and the comparison of the results with those obtained for monolingual individuals presenting each language. Thus, the hypothesis involved considers individuals presenting bilingualism between two different language families (on the example of Russian-Romanian bilingualism) presenting higher understanding and acquiring results in a language from one of the language families they speak natively (on the example of the Spanish language) in comparison with monolingual people presenting one of the languages considered by bilingual individuals (i. e. Russian and Romanian monolinguals). This difference between bilingual and monolingual people in understanding a third language mainly involves the difference in the way of thinking and analyzing the acquired linguistic data, resulting in a more effective capacity for understanding. The specification of brain organization and the analysis of linguistic data are due to the creation of specific psycholinguistic strategies by the bilingual individual.



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## LA COMMUNICATION CULTUROMÉTRIQUE ENGAGÉE : UN MODÈLE INNOVATEUR POUR LA REFORME DES PROGRAMMES DE DÉVELOPPEMENT PROFESSIONNEL DES ENSEIGNANTS

**Prof. Dr. Beatrice Boufoy-Bastick, The University of the West Indies, Trinidad and Tobago**

Cette communication formalise Enseignement et Apprentissage linguistiques comme recherche identitaire s'inscrivant dans un processus de réflexion et de collaboration. Dans cette perspective, elle propose le développement de // La littérature scientifique regorge d'acribes critiques sur les programmes de développement professionnel des enseignants. Nombreux sont les programmes qui n'offrent que peu de preuves manifestes de succès, ce qui de fait a incité les éducateurs à lancer internationalement un appel réclamant un changement structurel fondamental. Un catalyseur notoire promouvant ce changement est l'émergence de travaux de recherche sur le développement de l'identité professionnelle des enseignants. Dans cette perspective, cette communication présentera le modèle de Communication culturométrique engagée comme cadre structurel permettant la refonte des contenus des programmes de développement professionnel existants et visant à affirmer l'identité professionnelle des enseignants. La Communication culturométrique engagée a été testée pour évaluer son efficacité dans N = 150 études de cas réalisées dans dix-sept pays pendant une durée de trois ans. Elle mettra en évidence, d'autre part, comment la Culturométrie permet de fournir des processus objectifs pour évaluer le succès de la mise en application de la restructuration des programmes de développement professionnel participant à l'affirmation de l'identité professionnelle des enseignants.

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## LE MULTILINGUISME DANS LES ENTREPRISES PRIVÉES ENLITUANI

**Dinara Mambetkazieva, lecturer at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

De nos jours, la mondialisation de l'économie et le développement des technologies de l'information encouragent les entreprises à utiliser différentes langues afin d'accroître leur activité. Bien évidemment, cet avantage améliore la croissance de l'entreprise et facilite les échanges commerciaux internationaux. Le multilinguisme, autrement dit la maîtrise de différentes langues, est un atout qui renforce la compétitivité des entreprises. Selon Gilles Grenier « les individus et les populations qui choisissent de faire l'usage d'une langue plutôt que d'une autre le font en grande partie pour des raisons économiques ». Il note ainsi l'importance dans le domaine économique de l'apprentissage des langues étrangères qui augmente la valeur de l'individu sur le marché du travail. Généralement, dans les entreprises privées lituaniennes, les employés maîtrisent la langue anglaise en tant que lingua franca. Ils utilisent aussi le russe, l'allemand ou le français comme langues secondaires. De plus, il est à noter que l'intérêt pour l'espagnol est en hausse ces dernières années. Le multilinguisme est-il nécessaire pour les entreprises en Lituanie ? Si c'est le cas, quels secteurs économiques ont davantage besoin du bilinguisme et quelle langue est la plus demandée ? Le personnel multilingue est-il mieux rémunéré que le personnel unilingue ?

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## LA PERSPECTIVE ACTIONNELLE EN PRATIQUE

**Jūratė Andriuškevičienė & Daina Kazlauskaitė & Lina Danutė Zutkienė, lecturers at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

Le cadre européen prône une approche actionnelle de l'enseignement / apprentissage des langues. Pour commencer, nous voudrions bien citer la définition d'une telle approche donnée par le Cadre Européen Commun de Référence pour les langues (CECRL) : L'usage d'une langue, y compris son apprentissage, comprend les actions accomplies par des gens qui, comme individus et acteurs sociaux, développent un ensemble de compétences générales et, notamment une compétence à communiquer langagièrement. Ils mettent en œuvre les compétences dont ils disposent dans des contextes et des conditions variés et en se pliant à différentes contraintes afin de réaliser des activités langagières permettant de traiter (en réception et en production) des textes portant sur des thèmes à l'intérieur des domaines particuliers, en mobilisant les stratégies qui paraissent le mieux convenir à l'accomplissement de tâches à effectuer (CECRL, p. 15). La perspective actionnelle englobe plusieurs facteurs tels que les tâches (activité mise en pratique, ayant un but aboutissant sur un résultat ou produit concret), les activités langagières (réception ; production, médiation, interaction), les compétences générales individuelles (savoirs, savoir-faire, savoir-être, savoir-apprendre), les domaines (public, professionnel, personnel, éducationnel), la compétence à communiquer langagièrement (3 composantes : linguistique, sociolinguistique, pragmatique), les thèmes et les sous-thèmes de communication. Le but de cet article est de décrire d'une manière plus détaillée les notions évoquées par le cadre européen telles que la tâche, la perspective actionnelle, activités centrées sur le sens t, de fournir aux enseignants des langues un outil d'une application possible de la visée actionnelle dont l'enjeu est de rendre les apprenants actifs, les faire agir imitant les situations de la vie quotidienne. La langue est un moyen de communication aidant à accomplir plusieurs tâches y compris les tâches qui ne sont pas purement de nature langagière.

Mots-clés : perspective actionnelle ; tâche ; activités ; compétences ; domaines.

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## APPRENTISSAGE PAR LES TÂCHES EN CLASSE DES LANGUES

**Daina Kazlauskaitė & Jūratė Andriuškevičienė, lecturers at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania & Assoc. Prof. Dr. Liudmila Dulskienė, Lithuanian University of Health Sciences, Lithuania**

Pour commencer notre discussion concernant l'apprentissage par les tâches, nous trouvons nécessaire de définir la notion d'une tâche. Le cadre européen commun pour les langues (CECRL) la définit comme « toute visée actionnelle que l'acteur se représente comme devant parvenir à un résultat donné en fonction d'un problème à résoudre, d'une obligation à remplir, d'un but qu'il s'est fixé » (CECRL, p. 16). En explicitant un peu plus, nous pourrions bien dire qu'il s'agit d'une activité en contexte, ayant un but ou un problème à résoudre ce qui, en classe de langue, pourrait se manifester par les actes de parole à accomplir (par exemple vc : saluer, demander, commander, prendre congé etc.) ou, encore plus, comme la mise en situation concrète, un exercice en interaction, de surcroît, un projet à réaliser pour obtenir un résultat ou un produit langagier. A titre d'exemple : organiser une excursion en Bourgogne ayant un nombre exact de personnes, un budget concret, visites à faire. Les apprenants devraient trouver des billets d'avion, un hôtel, faire les propositions des visites etc. Même, un vrai débutant, ayant suivi une trentaine d'heures de cours, serait capable d'effectuer certaines tâches si l'apprentissage, dès le début, était axé sur une approche actionnelle comme l'indique bien le CECRL. En réalité, l'apprenant est également un acteur social qui, dans la vie réelle, accomplit une multitude de tâches aussi bien langagières que sociales, il connaît les stratégies et applique ses connaissances du monde pour les réaliser. Le CECRL nous donne une description détaillée des compétences des apprenants selon six niveaux, commençant par les niveaux A d'utilisateurs élémentaires (A1 – introductif ou découverte et A2 – intermédiaire ou, autrement appelé, de survie), suivant des niveaux B – d'utilisateurs indépendants (B1 – niveau seuil et B2 – avancé ou indépendant) et terminant par les niveaux C – utilisateurs expérimentés (C1 – autonome, C2 – maîtrise). Le but de cet article est de rappeler aux enseignants des langues étrangères les situations et domaines décrits dans le CECRL ainsi que dans les autres documents du Conseil de l'Europe nous invitant à enseigner une langue étrangère dans une perspective actionnelle, c'est-à-dire, l'apprentissage par les tâches. Nous allons également proposer plusieurs exemples de tâches à réaliser dans la classe de langue considérant l'utilisateur d'une langue (l'apprenant) comme un acteur social ayant pour but d'accomplir des tâches dans un contexte donné.

Mots-clés: CECRL ; tâche ; apprenant ; acteur social ; compétences langagières et sociales.

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## DĒSTYTOJO / MOKYTOJO VAIDMUO, RENGIAN T BESIMOKANČIUOSIUS PRANCŪZŲ KALBOS DELF / DALF EGZAMINAMS

**Assoc. Prof. Dr. Liudmila Dulskienė, Lithuanian University of Health Sciences, Lithuania & Daina Kazlauskaitė, lecturer at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

Politinis, ekonominis, kultūrinis bendradarbiavimas su užsienio šalimis, tarptautinis specialistų pripažinimo poreikis bei lygiavimasis į pasaulinį lygį skatina Lietuvos dėstytojus / mokytojus ir studentus/mokinius suaktyvinti užsienio kalbų studijas mokymosi įstaigose, perprasti mokymo(si) strategiją ir praktiką, išmokti būdų, metodų ne vien žinioms įgyti, bet ir laikyti tarptautinius DELF / DALF egzaminus ir gauti savo žinių ir gebėjimų tarptautinį pripažinimą. Dėstytojo/mokytojo uždavinys – padėti besimokantiesiems susiformuoti užsienio kalbos mokymosi gebėjimus ir įgūdžius, keisti besimokančiųjų požiūrį į mokymąsi iš paviršutinio į giluminį, skatinti studentų aktyvų ir kryptingą mokymąsi ir užtikrinti sėkmingą studento asmenybės ugdymą, nukreiptą į nuolatinį užsienio kalbos mokymąsi. Analizuodami šiuolaikinės didaktikos aktualijas, neišvengiamai susiduriame su dėstytojo/mokytojo vaidmens pokyčiais mokymosi paradigmos kontekste. Jau nekyla abejonės, kad mokymosi paradigma jokių būdu neatmeta mokymo(si) sampratos, o tuo pačiu ir dėstytojo / mokytojo, kaip labai svarbaus mokymosi proceso dalyvio. Šioje paradigmoje tik plečiasi sėkmingą dėstytojo/mokytojo veiklą užtikrinančių kompetencijų sampratos. Greta dalykinės, mokslinės, komunikacinės kompetencijos, mokymosi paradigmos kontekste ypač išryškėja edukacinė dėstytojo/mokytojo kompetencija, apimanti platų spektrą struktūrinių elementų: mokymąsi, metamokymąsi, mokymą, mokymą kaip mokyti. Besimokančiųjų rengimas tarptautinių prancūzų kalbos egzaminų sesijoms yra iššūkis dėstytojo / mokytojo veiklai. Todėl, ypač svarbus dėmesys turi būti skiriamas dėstytojo / mokytojo vaidmenų kaitos problemoms spręsti. Šio pobūdžio problemas sąlygoja besimokančiojo nepakankamas pasirengimas dirbti kitaip bei dėstytojo / mokytojo motyvacijos stoka gilintis į tarptautinių prancūzų kalbos egzaminų ypatumus. Be to, besimokančiųjų rengimas egzaminams reikalauja kompetencijos, kurios daugelis dėstytojų/mokytojų neturi. Minėtos problemos mokslinėje literatūroje nėra plačiai analizuojamos, todėl labai svarbu laiku išryškinti teigiamas dėstytojo / mokytojo vaidmens kaitos tendencijas bei identifikuoti priežastis, trukdančias šiai veiklai. Tikslas: atskleisti dėstytojų/mokytojų vaidmenų ypatumus rengiant besimokančiuosius tarptautinių prancūzų kalbos DELF / DALF egzaminų sesijoms. Apibendrinant dėstytojo/mokytojo tyrimo duomenis, galima daryti prielaidą, kad rengimas tarptautinių egzaminų laikymui skatina dėstytojų/mokytojų savianalizę, bendradarbiavimą mokymosi procese, formuoja žinioms integruoti reikalingus įgūdžius, ugdo atsakomybę už mokymo rezultatus. Tačiau jie susiduria su sunkumais, skatinant besimokančiųjų motyvaciją bei vertinant jų mokymąsi.

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## DIE SCHWIERIGKEITEN DES DES LERNENS IM INTERKULTURELLEN DAF-UNTERRICHT

**Gintarė Gelūnaitė-Malinauskienė, lecturer at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

Seit 2012 sind die Lernenden der DaF an dem Institut für Fremdsprachen der Vytautas Magnus Universität nicht nur aus Litauen sondern auch aus verschiedenen Seiten der Welt, was den DaF-Unterricht, als eine Form des sozialen Lernens bezeichnet. Die traditionellen Grenzen zwischen dem DaF-Lehrer und DaF-Lernenden werden durch den interkulturellen DaF-Unterricht zerstört. Der Unterricht ist DaF-Lernenden bezogen und umfasst interkulturelle Bedürfnisse und Erwartungen des DaF-Lernenden, die er braucht. In der Arbeit werden die Schwierigkeiten des Lernens im interkulturellen DaF-Unterricht besprochen. Die Fehleranalyse und Fehlerkorrektur der DaF-Lernenden aus verschiedenen elf Ländern werden aufgestellt (konkrete Anwendungsbeispiele in Aus- und Fortbildung von Deutschlehrerin). Der Einfluss der interkulturellen Kommunikation für DaF-Unterricht, DaF-Lernenden und DaF-Lehrenden werden aufgezeigt und die Aspekte des interkulturellen Daf-Unterrichts werden im Vergleich mit traditionellem DaF-Unterricht diskutiert.

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## **“VIELSTIMMIG UND MEHRSPRACHIG?” SPRACHENPOLITIK FÜR BERLIN: INHALTSANALYSE DER WAHLPROGRAMME ZUR BERLINER ABGEORDNETENHAUSWAHL 2011/2016**

**Sidona Žvaliauskienė, lecturer at Vytautas Magnus University, Lithuania**

Sprachliche Vielfalt Berlins ist einzigartig. Nirgendwo sonst im deutschsprachigen Raum findet man so viele unterschiedliche Kulturen in einer Stadt: die deutsche Hauptstadt ist seit 300 Jahren eine Zuwanderungsstadt. Hier leben Menschen aus 187 Nationen, deswegen werden in dieser Stadt sehr viele verschiedene Sprachen gesprochen und sprachliche Varianten geprägt. Dass die Sprachen in einem demokratischen Staat eine Art Menschenrechte darstellen, muss nicht problematisiert werden. Es ist jedoch interessant zu klären, ob die Spracheninnenpolitik in Berlin das Deutsche oder eher die Vielfalt der Sprachen begründet. Zur Berliner Abgeordnetenhauswahl am 18. September 2016 haben sich alle im Berliner Abgeordnetenhaus vertretenen Parteien in ihren Wahlprogrammen mit Sprachenpolitik auseinandergesetzt. Sprachenpolitik wird im Rahmen des Beitrags in Anlehnung an Michael Clyne als Sprachenstatuspolitik (Komplementarität der Sprachen und ihre Anwendung in unterschiedlichen Kommunikationsbereichen) sowie Sprachenerwerbspolitik (Erwerbskontexte der Sprache und die Bereitstellung qualitativer und quantitativer Ressourcen) verstanden. Welche Struktur der Spracheninnenpolitik erschließt sich aus den Wahlprogrammen zur Berliner Abgeordnetenhauswahl 2011 / 2016? Welchen Textanteil an den Wahlprogrammen nehmen die sprachpolitischen Fragen ein? Wie korrelieren Sie mit dem Stadtbild Berlin? Die inhaltliche Analyse der Wahlprogramme basiert auf den Programmen „Starkes Berlin. Das Regierungsprogramm der CDU Berlin 2016–2021“, „Unser Plan für ein soziales und ökologisches Berlin“ von der Partei DIE LINKE, „Unser Programm: Berlin. Sozial. Frei. Erfolgreich.“ von SPD, „Die Stadt der Möglichkeiten“ von BÜNDNIS 90 / DIE GRÜNEN, „Plan B. Wahlprogramm“ von FDP, „Berlin braucht Blau“ von ALTERNATIVE FÜR DEUTSCHLAND. Um festzustellen, ob und wie die Flüchtlingskrise die sprachpolitischen Forderungen der im Berliner Abgeordnetenhaus vertretenen Parteien beeinflusst hat, werden die Wahlprogramme zur Berliner Abgeordnetenhauswahl aus den Jahren 2016 und 2011 verglichen.

**Jūratė Patackaitė, chair of the Centre of Foreign Languages, Vilnius University of Applied Sciences, Lithuania**

Tema apie antrosios užsienio kalbos mokymąsi tiek bendrojo lavinimo mokyklose tiek aukštosiose mokyklose yra labai aktuali Lietuvai ir Europai. Tačiau šio pasirinkimo motyvai ir mokymosi pasiekimai lieka nepakankamai ištirti. Pranešimo tyrimo objektu tapo antrosios užsienio (vokiečių) kalbos mokymas(is), buvo atliktas studentų anketavimas, analizuota statistika, domėtasi Europos kalbų tarybos rekomendacijomis, domėtasi kitų ES šalių aukštųjų mokyklų antrosios užsienio kalbos mokymo tendencijomis, analizuotos antrosios užsienio kalbos tęstinumo galimybės, pateiktos prielaidos darbdavių poreikių ir pageidavimų bei studentų lūkesčių ir norų įgyvendinimui. Apžvelgti vokiečių kalbos kaip antrosios užsienio kalbos mokymo(si) situaciją Europoje ir Lietuvoje paskatino vis labiau bendrojo lavinimo mokyklose siūloma ir darbdavių pageidaujama rusų kalba, bei kalbų mokymo tendencijos ir vokiečių kalbos statuso kaita Lietuvoje. Lietuvai tapus ES nare užsienio kalbų mokėjimas tapo labai aktuali ir svarbiu veiksmu, nuo kurio priklauso įvairių Lietuvos gyventojų grupių galimybės efektyviai integruotis į Europos švietimo, ekonominę, socialinę, kultūrinę ir visuomeninę erdvę, bendrauti ir bendradarbiauti su ES šalių piliečiais, konkuruoti darbo rinkoje. Šalies konkurencingumas ir gebėjimas aktyviai pritraukti investicijų tiesiogiai priklauso ir nuo užsienio kalbų mokėjimo. Vokiečių kalba gali susikalbėti daugiausia europiečių, nes daugumos jų gimtoji kalba yra vokiečių kalba. Vokietijos ekonomika yra didžiausia Europoje ir ketvirta pagal nominalųjį BVP pasaulyje, tad kodėl vokiečių kalbos populiarumas Lietuvos mokyklose mažėja. Pranešimo autorė ieško šio kalbos mažėjimo pasirinkimo priežasčių ir galimybių išsaugoti ją kaip antrąją kalbą.



**Sigitas Lūžys, lecturer at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

1650 m. Amsterdame lotynų kalba buvo išleista veikalo „Didysis artilerijos menas“ pirma dalis *Artis Magnae Artilleriae. Pars prima*. Tai didelis traktatas, kuriame pirmą kartą apibendrinta pirotechnikos teorija ir praktika bei jos pritaikymo karyboje pasiekimai, aprašyti artilerijos technikos ir sprogmenų technologijos patobulinimai, daugiapakopės raketos konstrukcijos, gamybos bei naudojimo ypatumai, visa tai yra grindžiama fizikos dėsniais ir matematiniais skaičiavimais. Veikale pateikiama išsami įvairių tautų matavimo vienetų bei jų pavadinimų apžvalga, aptariamos metalų ir mineralų savybės bei jų tarpusavio santykiai ir t. t. Veikalo autorius – Lietuvos Didžiosios Kunigaikštystės bajoras ir karininkas, artilerijos inžinierius Kazimieras Semenavičius. Šis svarbus veikalas labai greitai, jau 1651 m., buvo išverstas į prancūzų kalbą, 1676 m. į vokiečių, 1729 m. iš prancūziško leidimo išverstas į anglų kalbą 1963 m., prabėgus nuo originalo pasirodymo daugiau nei 300 metų, „Didysis artilerijos menas“ iš lotynų kalbos buvo išverstas į lenkų kalbą. Nors veikalas parašytas lotyniškai, tačiau K. Semenavičius, siekdamas tiksliau ir aiškiau įvardyti sąvokas ar realijas, pasitelkia kitų, nacionalinių, kalbų žodžius. Pats autorius šią situaciją įvardija taip: „Nors ir įterpiame dažnai svetimus, dargi barbariškus, žodžius, bet tai padaryta dėl to, kad neužtenka lotyniškų, kuriais išreikštume viską, ką norime“. Taigi greta lotyniškų, veikale pateikiama graikiškų, vokiškų, lenkiškų, hebrajiškų, prancūziškų, itališkų, ispaniškų, angliškių ir kt. kalbų atitikmenų. Pranešime dėmesys kaip tik ir telkiamas į nelotyniškų žodžių vartojimo „Didžiojo artilerijos meno“ pirmos dalies tekste situaciją: analizuojamas jų vartojimo būtinumas, siekiama nustatyti autoriaus priskiriamą šiems įterptiniams funkciją, jos ryšį su teksto adresatu bei veikalo paskirtimi. Taip pat, žvelgiant kaip į iliustratyvųjį elementą, ši leksika lyginama su kitomis veikale pasitelktomis teksto iliustravimo priemonėmis, t. y. 229 piešiniais ir brėžiniais bei daugiau nei 200 įvairių autorių citatų.

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## LIETUVIŲ VARDYNO IŠŠŪKIAI IDENTITETUI

**Prof. Dr. Alvydas Butkus, Vytautas Magnus University, Lithuania**

Trijų raidžių įtraukimo į vardyno rašybą iniciatoriai praktiškai siekia sukurti alternatyvias vardų bei pavardžių formas, kurios iš tikrųjų neperteiks nei tarimo, nei grafinės autentikos – rašyba pernelyg skirsis nuo tarimo, autentikai trūks raidžių su diakritikais, o paties asmenvardžio bus sukurti net keli grafiniai variantai, kas savaime yra ydinga tiek buitinėje vartosenoje, tiek ypač teisinėje praktikoje. Jau dabar, pavyzdžiui, lenkų politiko L. Valensos (Wałęsa) pavardė Lietuvos žiniasklaidoje rašoma mažiausiai dvejomis tarpinėmis formomis: Walesa, Wałęsa, ir abi jos, aišku, nėra autentiškos. Todėl teigus gali būti tas, kuris teigs, jog Walesa yra vienas asmuo, bet Wałęsa – kitas. Tad siūlomoji naujoji vardyno rašybos sistema su papildomomis trimis raidėmis būtų nei šis, nei tas, o įtraukti į ją kitų kalbų pusantro šimto raidžių su diakritikais būtų tiesiausias kelias į absoliutų vardyno sujaukimą. Pačioje raštvedyboje jau būtų dvi rašybos sistemos: viena įprastiniam vartojimui, antroji – vardyno rašybai.

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## **POLITINIŲ PERMAINŲ ĮTAKA KALBŲ POLITIKAI ISPANIJOJE**

### **THE INFLUENCE OF POLITICAL CHANGES ON LANGUAGE POLICY IN SPAIN**

**Vigilija Žiūraitė, PhD student at the Faculty of Political Sciences and Diplomacy & lecturer at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

Spain is known as multicultural and multilingual country: there are 17 different regions and 4 official languages. Despite the fact that in Francoist Spain there was an attempt to increase the dominance of the Spanish language over other minority languages, the country has a long tradition of linguistic diversity. Due to this great amount of linguistic variety, the government of Spain has implemented different types of language policies in order to tone down the pressure and confusion between languages in Spain. Nevertheless, in some autonomic regions, e.g. Catalonia, the problem of dominant language as well as cultural identity is still a vivid question. Though, as times after economic crisis of 2008 were tough for Spain, the political agenda put more pragmatic problems to the first place. People started to face negative effects of crisis in their new everyday life marked by high rates of unemployment, decreasing economy and increasing taxes, cuts on education and health care, corruption in business and politics. Currently, Spain is living its new political era. The new political parties such as worldwide known Podemos (established in 2014) are trying to apply new way of doing politics. Podemos is in favour of a deeper participatory democracy and also pays more attention to previously forgotten topics. Catalonia's seek for independence, linguistic plurality and cultural identity are the topics that can be found on party's presentation. Thus, in view of the assumptions above, this study aims at analysing the possible influence of political changes on language policy in Spain. The analysis is based on a case study of political party Podemos. The results suggest that changes in Spanish language policy are tangible and since Podemos is in the government of Spain, more attention is being paid to cultural diversity and linguistic variety.

**Keywords:** political changes; language policy; Spain; Podemos.

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## PATARLIŲ IR PRIEŽODŽIŲ PANAUDOJIMAS ISPANŲ KALBOS PASKAITOSE

**Rima Sabaliauskienė & Vigilija Žiūraitė, lecturers at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

Patarlės ir priežodžiai, kaip liaudies išminties lobynas, gali būti puiki kalbos mokymosi priemonė nuo pat pirmųjų susipažinimo su nauja kalba ir kultūra žingsnių. Šie, iš kartos į kartą perduodami trumpi, bet labai daug savyje talpinantys kūriniai, gali padėti susipažinti su kitos tautos tikėjimais, prietarais, mąstymo stereotipais, rūpesčiais, kultūrine įvairove ir istorija. Antra vertus, nemenkas skaičius universalių posakių, kurie skirtingose kalbose išreiškiami naudojant tokias pačias priemones, atskleidžia skirtingų kultūrų sąlyčio taškus, parodo, kad esame ir kitokie, ir tuo pačiu panašūs, padeda kurti dialogą tarp skirtingų kultūrų. Tiek Bendruosiuose Europos kalbų mokymosi, mokymo ir vertinimo metmenyse (2002), tiek ispanų kalbos mokymo(si) gaires pateikiančiame dokumente Plan Curricular del Instituto Cervantes (2007) yra pabrėžiama, kad norint tapti įgudusiu kalbos vartotoju, yra būtina vystyti sociokultūrinę ir tarpkultūrinę kompetencijas, be socialinės tikrovės, kultūrinių žinių neįmanomas sklandus bendravimas kita kalba. Tad patarlių ir priežodžių, kaip neatsiejamos kiekvienos kultūros dalies, pažinimas yra būtinas, norint pasiekti kalbos vartojimo meistriskumą. Mokslininkai pastebi, kad šiandieniniame pasaulyje, dėl nepaprastai sparčiai vykstančių pokyčių, patarlės ir priežodžiai praranda savo aktualumą ir tampa vis rečiau vartojamais. (Argi, pvz., mus pasiekę senolių orų spėjimai, užkoduoti patarlėse, gali konkuruoti su pakankamai tiksliais meteorologinėmis prognozėmis?). Kasdieniniame gyvenime tai lyg ir lieka pagyvenusių žmonių prerogatyva, o jaunimas, geriausiu atveju, telieka pasyviais vartotojais. Tad patarlės daugiausiai mus pasiekia per rašytinius šaltinius – spaudą ir ypač grožinės literatūros kūrinius. Suprasti šiuos koncentruotus, dažniausiai viename sakinyje telpančius išminties krislus, nėra paprasta besimokančiajam svetimos kalbos. Dažnai net ir pakankamas leksikos ir gramatikos žinojimas negarantuoja prasmės aiškumo. Egzistuoja įvairios nuomonės apie patarlių ir priežodžių panaudojimą kalbos paskaitose. Vieni autoriai (Ruiz Gurillo, Pozo Díez) mano, kad dėl savo ypatybių (t. y. sudėtingumo, dažnai naudojamų skolinių, tarmybių, taisyklėms nepaklūstančių gramatinių formų) šie kūriniai derėtų būti įtraukiami tik į nemažą kalbos žinių bagažą turinčių besimokančiųjų programas. Kiti (Soriano Salkjelsvik ir Martinez Penadés; Sardelli) teigia, kad patarlių ir priežodžių mokyti ne tik kad galima, bet ir reikia jau pradedančiuosius. Šiame pranešime, remiantis šia tema rašiusių autorių įžvalgomis ir asmenine mokymo patirtimi, apžvelgiamos patarlių ir priežodžių įtraukimo į mokymo(si) procesą galimybės, Servanteso instituto teikiamų išteklių panaudojimas, patarlių pasirinkimo kriterijai, jų panaudojimo mokymo procese būdai.

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## TARPDISCIPLINIŠKUMO ASPEKTAI PROFESINĖS KALBOS MOKYMOSI PROCESĖ AUKŠTOJOJE MOKYKLOJE

**Giedrutė Grigonienė, lecturer at Lithuanian University of Health Sciences, Lithuania & Julija Grigaitytė & Vaida Stubraitė, lecturers at Kaunas University of Applied Sciences, Lithuania**

Straipsnyje analizuojami tarpdiscipliniškumo aspektai profesinės kalbos mokymosi procese aukštojoje mokykloje. Moksliniame diskurse tarpdiscipliniškumas pradėtas vartoti 7-ojo dešimtmečio pradžioje. Tarpdiscipliniškumo terminas plačiąja prasme aiškinamas kaip studijų, mokslo ar kitokios praktikos sritis, kurioje jungiamos arba yra įtraukiamos kelios skirtingos akademinės, mokslinės arba meninės disciplinos, žinios. Tarpdiscipliniškumą galima suvokti kaip kūrybą, kylančią bandant apmąstyti labai skirtingų ir dažnai tarpusavyje tik asmeniniu lygmeniu susijusių patirčių kontekstus. Iš principo, tarpdiscipliniškumas reiškia, jog žmogus atstovauja savo disciplinai sprenddamas tarpdisciplinines kompleksines problemas, su kuriomis susiduria šiandienos pasaulis. Tarpdiscipliniškumas suteikia laisvės ir galimybių išplėsti savo praktikos ribas. Ateities darbuotojui svarbiausiais įgūdžiais tampa naujųjų medijų raštingumas, t. y. gebėjimas kurti, redaguoti vaizdo ir garso medžiagą taip pat gerai, kaip ir tekstinę, tarpkultūrinė komunikacija, gebėjimas valdyti didelius duomenų srautus. Mokėjimas kalbėti ir susikalbėti „kitos disciplinos“ kalba yra viena iš esminių ateities darbuotojo savybių. Suintensyvėjęs darbuotojų mobilumas susijęs su užsienio kalbų mokėjimu ir kitų kultūrų pažinimu. Profesinės kalbos mokymosi procese tarpdiscipliniškumas aktualizuojamas panaudojant kitų mokomųjų disciplinų turinį ir metodus, sąvokas, idėjas, praktinę patirtį, problemų sprendimus, kurie priimtini, tinkami ir naudotini profesinėje veikloje. Svarbiausios tarpdisciplininės veiklos – skaitymas, pokalbiai, susirašinėjimas, projektai bei taikomieji tyrimai. Straipsnyje remiamasi tyrimu, kurio tikslas – išanalizuoti ir empiriškai identifikuoti tarpdiscipliniškumo raišką profesinės kalbos mokymosi procese. Rengiant straipsnį naudoti mokslinės literatūros, dokumentų, studentų apklausos raštu analizės, jos rezultatų apibendrinimo, interpretavimo ir sisteminimo metodai. Mokslinės literatūros analizė ir tyrimo rezultatai parodė, jog profesinės kalbos mokymosi metu studentai įgyja gebėjimų klausti, ieškoti ir atpažinti problemas, naudodami kelių disciplinų žinias ir įgūdžius. Studentai įgalinami suprasti profesinės kalbos ne tik kaip atskiro dalyko, bet ir jos panaudojimo praktinės veiklos įvairovėje svarbą. Kalbos mokymosi veiklomis galima lavinti kritinį mąstymą – gebėjimą įžvelgti skirtumus tarp argumentų, žinių ir faktų. Pratybose taikomas probleminis mokymas stimuliuoja kritinį mąstymą, žinių pritaikymą.

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## UŽSIENIO KALBOS KOMPETENCIJŲ ĮTAKA PROFESINEI KARJERAI: STUDENTŲ POŽIŪRIS

**Vida Čepulkauskienė & Reda Vegelevičiūtė, lecturers at Kaunas University of Applied Sciences, Lithuania**

Šiais pasaulinės komunikacijos ir globalizacijos laikais kalbų mokėjimas tampa pagrindine tarpusavio supratimo ir sėkmingo bendradarbiavimo priemone. Kalbų klausimas yra tiesiogiai susijęs su daugeliu pagrindinių Bolonijos proceso tikslų: studentų mobilumo ir savarankiškumo skatinimu, absolventų įsidarbinimo galimybių tarptautinėje darbo rinkoje gausinimu, aukštojo mokslo patrauklumo stiprinimu. Dėl tarptautinių ryšių stiprėjimo ir jų svarbos augimo, mažtančio užtikrintumo dėl darbo vietos ir stiprėjančios asmeninės žmogaus įtakos savo karjerai kalbiniai įgūdžiai tampa esmine kompetencija šiandieniniame pasaulyje (Itania, 2015). Taigi kalbų dėstytojai susiduria su vis daugiau iššūkių tobulinant ir atnaujinant mokymo(si) programas, metodus, metodinę medžiagą, rengiant paskaitas. Užsienio kalbos mokymo(si) procesas gali būti ypač lankstus ir kūrybiškas, tačiau šalia dėstytojo išmonės ir savarankiško pasiruošimo labai pravartu žinoti studentų nuomonę ir lūkesčius apie mokomojo dalyko svarbą ir naudą pasirinktos profesijos veikloje, sąsajas su ateities karjera. Studentų motyvaciją ir lūkesčius dėstytojai dažnai aptaria pirmųjų užsiėmimų metu, tačiau gilesnė ir išsamesnė analizė atskleidžia bendras tendencijas, būdingas skirtingų profesijų studentams. Vienas didžiausių iššūkių dėstytojui yra būtinausių žinių specifinėje srityje suteikimas ir efektyviausių metodų pritaikymas mokant užsienio kalbos aukštojoje mokykloje. Tyrimo tikslas – išsiaiškinti ir aptarti užsienio kalbos kompetencijų įtaką ir svarbą profesinei karjerai studentų požiūriu. Respondentai – Kauno kolegijos Medicinos fakulteto skirtingų studijų programų studentai. Apklausa raštu rezultatai atskleidžia studentų nuomonę apie užsienio kalbos mokymosi motyvacijos veiksnius, jų svarbą, užsienio kalbos kompetencijų atveriamas galimybes, poreikį, naudą profesinei karjerai, naudingiausias kalbinių veiklų sritis, profesijai reikiamą kalbos žinių lygį, kalbos mokymo(si) procesą, mokymosi metodus, užsienio kalbos svarbą kitų mokomųjų dalykų kontekste, studento ir užsienio kalbos dėstytojo vaidmenis bei sąveiką, įvairių įgūdžių lavinimą mokantis užsienio kalbos. Apibendrinti rezultatai parodė, kad respondentai glaudžiai sieja savo kalbų kompetencijas su galimybe įsitvirtinti darbo rinkoje, su kvalifikacijos kėlimu ir bendradarbiavimu su kolegomis užsienio šalyse, kad aukštojoje mokykloje viliasi gauti kuo daugiau profesinės terminijos ir jos pritaikymo žinių, kurios ypač svarbios mokantis savarankiškai.

Pagrindinės sąvokos: tarpkultūrinė komunikacija; tarpkultūrinės kompetencijos; globalizacija; kalbų kompetencijos; profesinė karjera.

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## UŽSIENIO KALBŲ MOKYMO(SI) TURINIO TOBULINIMO GALIMYBĖS VILNIAUS KOLEGIJOJE

**Jūratė Helsvig & Viktorija Prapraitė, lecturers at Vilnius University of Applied Sciences, Lithuania**

Pranešime pateikiami 2014–2016 m. atlikto tyrimo „Užsienio kalbų mokymo(si) proceso efektyvumo įvertinimas ir jo tobulinimo galimybės Vilniaus kolegijoje“ rezultatai ir jų analizė. Šio tyrimo tikslas: išsiaiškinti užsienio kalbų mokymo/si turinio tobulinimo galimybes Vilniaus kolegijoje. Tyrimo problema: užsienio kalbų dėstytojai dirba įvairiuose fakultetuose ir individualiai rengia užsienio kalbų aprašus (programas) pagal fakultetuose nustatytą tvarką, iškilo neatitikimo Bendriesiems Europos kalbų metmenims ar kitiems ES kalbininkams standartams grėsmė. Pranešime supažindinama su anketinės apklausos rezultatais, pristatoma duomenų kokybinė analizė bei apibendrinama. Tyrimo metu buvo išanalizuoti Vilniaus kolegijos Užsienio kalbų dalykų (modulių) tikslai, studijų programų siekinių sąsajos su numatomais užsienio kalbos dalyko (modulio) rezultatais, studijų ir studentų pasiekimų vertinimo metodai bei turinį ir užsienio kalbos studijoms rekomenduojamus literatūros sąrašai, nustatytas ir palygintas su ankstesniais metais įstojusiųjų mokykloje įgytas kalbos lygis ir jų žinių bei įgūdžių tobulėjimo lygis Kolegijoje. Įvertintas studentų pasirengimas verslo/profesijos/specialybės užsienio kalbos studijoms bei numatytos priemonės/būdai žinioms ir įgūdžiams tobulinti, parengtos rekomendacijos užsienio kalbos mokymo/si turiniui tobulinti. Pranešime pristatomi svarbiausi ir įdomiausi studentų anketinės apklausos studijų (dėstyimo) ir vertinimo metodų aspektais, rekomendacijos ir apibendrinimai šių anketinių apklausų rezultatų pagrindu.

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## CREATIVITY AND CODESWITCHING ON THE LANGUAGE USE OF THE HUNGARIAN MINORITY OF UKRAINE

**Dr. Anita Márku, researcher at Hungarian Institute, Hungary**

Transcarpathian Hungarians, the Hungarian minority in Ukraine use two/three languages during their everyday interactions (Hungarian which is in minority status, Ukrainian that is the state language and Russian, the non-official state language of the former Soviet Union, de jure another minority language). A Transcarpathian Hungarian person often gets into a situation where he / she has to choose two or more languages for communication and sometimes has to switch between languages (Márku, 2013, Csernicsekó ed., 2010). The (vernacular) language can be defined as the „po zakarpatski” contact variety, called so by the community of locals themselves, identified as the Transcarpathian dialect of Hungarian. Contact phenomena as lexical borrowings, interference in translation and codeswitching are integral parts of this language variant (Bartha, 1992), however, in everyday interactions of individual speakers they appear with different frequency (Márku, 2013). The famous researcher Csíkszetmihályi wrote about creative personality: „Creative individuals are remarkable for their ability to adapt to almost any situation and to make do with whatever is at hand to reach their goals” (Csíkszetmihályi, 2008, 2013). For the effective communication, bilingual speaker, taking into account the situation of speech, executes creative communication strategy, when the speaker uses such elements from the mental lexicon “which is at hand” that is activated earlier, so the speaker switches code or uses borrowed words. Code-switching expresses the message that has extra meaning or style value, with this strategy solidarity with the group, or linguistic ingenuity, creativity, humour can be expressed (Márku, 2014). In the presentation, I would like to point out that in the case of the Transcarpathian Hungarian community we can expect sustainable bilingual state, if besides the state language and the Hungarian standard, the basic dialect containing the contact elements is considered as valuable as the others. Anna Borbély also draws the attention in the Sustainable Bilingualism Model (SBM): „in this model languages (including their varieties) of bilingual communities must be of equal status in language choice, proficiency and attitudes” (Borbély, 2014, p. 268; Borbély, 2015.).

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## STANDARD LANGUAGE IDEOLOGY AND ITS INFLUENCE ON LITHUANIAN MIGRANTS. SAMOGITIANS' ATTITUDES TOWARDS THEIR LANGUAGE VARIETY

**Indrė Nugaraitė, MA student at Vytautas Magnus University, Lithuania**

Studies have been performed on how the Lithuanian language and its varieties are spoken and maintained by migrants living abroad as well as on how standard language ideology affects the speakers of regional varieties in Lithuania. However, what is lacking, is investigations on whether and how the Lithuanian standard language ideology affects regional variety speakers who live in foreign countries. Therefore, this research tries to bridge the existing gap between previous studies by analysing Lithuanian Samogitian migrants' attitudes towards their regional variety, the main factors that might influence such opinions and whether the standard language ideology is one of these factors. The study analyses audio-recorded and coded semi-structured interview responses by Lithuanian Samogitians, currently living in various places in Germany. The results of the research are expected to reveal that migrants' attitudes towards their regional variety are affected by different factors than those by non-migrants with the standard language ideology playing a less important role in shaping them.

Keywords: language attitudes; standard language ideology; migration; dialect maintenance.

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## WHAT DOES IT MEAN A BILINGUAL SCHOOL FOR MINORITY LANGUAGES LIKE NASA YUWE OR BASQUE?

**Dr. Itziar Idiazabal, lecturer at UPV / EHU University of the Basque Country, Spain**

Most of the young speakers of Amerindian minority languages are in fact bilingual due to the presence of dominant languages. Bilingual/multilingual schools are nevertheless necessary to insure literacy in their two languages and to insure a future to the minority languages. But not all the bilingual schools achieve that goal. We, Basque speakers, know by experience how important the school is. But we also know how difficult it is to get the desired result. In the North of Cauca (Colombia), in the region of Toribío, in 2013 two immersion schools in Nasa Yuwe language have been created following local demand and the impulse of ACIN indigenous association of the Nasa region. Those Wasakkwêwe'sx schools are a real pedagogical challenge as bilingual programs because the traditional bilingual school plans (the PEIB: Programas de Educación Intercultural Bilingüe) are unable to preserve the knowledge transmitted by the families, and so the native language progressively vanishes. In this work we will show this school project thanks to the Basque-Nasa exchange program that has already an accumulated experience of three years. We shall emphasize the features of popular and local institutions concerned in the organization and support of the experience and also in the necessary adaptation of the disciplines related with language teaching. Both aspects are necessary for the success of a bilingual school with a minority language. That is, let us make the bilingual school a global initiative of development and an alternative to the survival of languages like Nasa Yuwe.

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## UŽSIENIO KALBŲ MOKYMO(SI) TURINIO TOBULINIMO GALIMYBĖS VILNIAUS KOLEGIJOJE

**Jūratė Helsvig & Viktorija Prapraitė, lecturers at the University of Applied Sciences, Vilnius, Lithuania**

Pranešimas „Užsienio kalbų mokymo / si turinio tobulinimo galimybės Vilniaus kolegijoje“ apžvelgia Vilniaus kolegijos Užsienio kalbų centro 2014 m. guodžio mėn. – 2016 m. gruodžio mėn. vykdyto tyrimo „Užsienio kalbų mokymo/si turinio tobulinimo galimybės Vilniaus kolegijoje“ rezultatus, anketinės apklausos rezultatų apibendrinimus, SSGG analizę, giliau analizuoja UKC rekomendacijas užsienio kalbos dalyko / modulio tikslams formuluoti ir turiniui tobulinti. Tyrimo metodai – anketinė apklausa, duomenų kokybinė analizė bei apibendrinimas. Tyrimo objektas: 5 Vilniaus kolegijos fakultetų studentai. Svarbiausios rekomendacijos yra šios: daugiau dėmesio skirti užduočių formuluotėms, rekomenduojamos kūrybinės užduotys ir neauditorinė aplinka, klaidų taisymui naudoti įvairesnius metodus, kurie galėtų geriau padėti įsiminti teisingus atsakymus, mokyti studentus vadovautis. Mokymosi visą gyvenimu principu ir nuolat tobulintis, „investuoti“ į save.

Pagrindinės sąvokos: užsienio kalbos; turinys; galimybės; rekomendacijos; modulio tobulinimas.

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## MULTILINGUALISM IN HUNGARY THEN AND NOW

**Assoc. Prof. Dr. Zsuzsanna Szilvási, Kaposvár University, Hungary**

In my paper I propose to present how the language situation has changed in Hungary during some centuries. Up to the beginning of the 20<sup>th</sup> century multilingualism has been characteristic among the inhabitants of Hungary of that time, while multilingualism nowadays is no general at all. According to the data of the EUROBAROMETER Europeans and their languages from the year 2012, which shows among others the language skills of EU citizens, 65% of the population of Hungary speaks none of the languages besides their mother tongue, namely they are monolingual. I outline also the reasons for these considerable changes: historical, political changes, change of the composition of the population and attitude to language knowledge and language learning. This last point I support with my own survey carried out among the students of our university.

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## THE LINGUISTIC LANDSCAPE IN A TRANSCARPATHIAN MULTILINGUAL SMALL TOWN (NAGYSZŐLŐS / VINOGRADOVO)

**Beáta Fábíán, PhD student the Pannon University, Hungary; trainee at European Parliament, Bruxelles, Belgium**

Nowadays one of the most famous research topics among the linguistics is the theme of linguistic landscape: the research and examination of the visual usage of language. The conception of linguistic landscape lets the variegation of society, interpersonal relations, political ideologies be seen as a unity, so currently the topic is rightly and increasingly popular. This is an approach which takes from the results of sociolinguistics, semiotics, folkloristics, history studies, jurisprudence, geography studies, or the onomastics. According to Dal Negro (2009, p. 206), "the LL makes the language policy immediately apparent". How and what languages are represented in the LL indicates the given state's language policy objectives and provides the society with information on the linguistic attitudes and ideologies of the state power. The analysis of some of the segments of the LL helps us discover the image the power elite wishes to convey regarding its language policy (Kroskrity, 2000, Blommaert, 2006, p. 244). The language is the means of expressing identity. Identity is multilayer, and that is why the language is able to express countless identities. In this presentation, based on the linguistic landscape of a Transcarpathian town, Nagyszőlős/Vinogradovo I aim to show some examples of the many types of identity, linguistic hierarchy, that can be expressed through linguistic landscape and to show that LL can provide valuable insight into the linguistic situation of a Transcarpathian town, including common patterns of language usage, official language policies, prevalent language attitudes, and the long-term consequences of language contact, among others. This was done by analyzing the data collected from specific public domains such as street signs, advertising signs, building names, warning notices and prohibitions, billboards, shop signs, informative signs (directions, hours of opening), etc. in Vinogradovo.

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## MANAGING INTERCULTURAL CONTACTS THROUGH TRANSLATION AS PART OF SLOVENE LANGUAGE POLICY

**Prof. Dr. Vojko Gorjanc, head of the chair for Slovene, Department of Translation Studies, University of Ljubljana, Slovenia**

The presentation deals with the main characteristics of the Slovene language policy and language planning from the viewpoints of translation and interpreting. It examines the Slovene language situation and related language-policy and language-planning activities before the Slovene independence, when Slovenia was part of the Socialist Federal Republic of Yugoslavia, the period after 1991 when the status of Slovene changed with Slovenia's independence, and the period following Slovenia's accession to the EU. Since translation has played a crucial part in all key stages in the creation of standard Slovene, a considerable amount of attention was also paid to translation within language policy since the 1970s. This was a result of a very modern sociolinguistic approach of linguists and Slovene political leaders of the Socialist Union of Working People working within the first Slovene action plan for the public use of Slovene in 1979. We will demonstrate how translation and interpreting were incorporated in that action plan, and how the focuses have been altered after the independence, not just due to the different circumstances but also due to the different ideological framework of the key actors. Namely, the progressive language policy moved towards protectionism in spite of a better language status. At the end, we focus on the later language policy activities and show how we are still seeking answers to the questions arising from the coexistence in a multicultural and multilingual Slovene environment, especially when it comes to the question how to manage multilingualism with the systematic introduction of translation and interpreting in public services. Later language policy activities did not adequately address this topic and consequently failed to properly deal with a language barrier in the public services, which often results in unequal treatment and power imbalance in the cases where interpreter-mediated interaction could resolve the communication problems and reduce the democratic deficit.

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## REVISITING THE THREE-LANGUAGE FORMULA IN INDIA: TOWARDS SUSTAINABLE MULTILINGUAL EDUCATIONAL MANOEUVRES IN THE 21<sup>ST</sup> CENTURY

**Kandharaja KMC & R. Vennela, PhD students at University of Hyderabad, India**

The three language policy (TLP) in India is a historical outcome of political manoeuvring in pre-independent and post-independent India. It is a language agreement formed by the University Education Commission (1948–1949) which propagates the idea that “Every boy and girl must obviously know the regional language, at the same time he should be acquainted with the Federal language, and should acquire the ability to read books in English” (University Education Commission, 1949, p. 280). The language politics of the 20th century were aimed to unify India and to accommodate the spirit of nationalism at national level and sub-nationalism at regional level. This ‘political’ orientation towards language policy impaired language education (Chaklader, 1990, p. 96) and linguistic ecology (Schiffman, 1996, pp. 167–168) in India. It carved deep rifts not only between language groups, but also among economic classes and religious communities in India (Cohen, 2014, p. 36). This paper problematizes such an orientation and revisits TLP in the 21st century as a means to preserve multilingualism in India. This paper will analyse National Policy on Education of 1949, 1968, 1986 and 2016 to study the emergence of TLP in India. The second part of the paper proposes a revision of TLP as a way to conserve linguistic ecology, towards sustainable development of the linguistic communities involved.



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## YEAR OF INTENSIVE LANGUAGE LEARNING, AN INNOVATIVE MEASURE TO ROCKET HUNGARIAN SECONDARY SCHOOL STUDENTS' FOREIGN LANGUAGE PROFICIENCY: FACTS AND PERCEPTIONS

**Dr. Öveges Enikő, lecturer at Eötvös Loránd University, Hungary**

Hungary has witnessed several major attempts to improve the foreign language proficiency of students in primary and secondary school education since the political changes of the 1990s, as both international and national surveys reflect a dramatically low ratio of Hungarian population that self-report to communicate in any foreign language at any level. Among other initiatives, a major one to boost students' foreign language proficiency has been the Year of Intensive Language Learning (YILL), introduced in 2004, which allows secondary grammar and vocational schools to integrate an extra year where at least 18 contact hours per week has to be devoted to foreign languages. In the following four years, there is a minimum of five language classes per week for the YILL classes. As an additional priority, these students take part in at least four Information and Communication Technology (ICT) lessons per week, in order to allow them to develop their ICT key competences at school. The major objectives of YILL were set as follows: 1) to offer a state-financed and school-based alternative to the widely spread profit-oriented private language tuition; thus 2) granting access to intensive language learning and enhancing equal opportunities; and as a result of the supporting measures, 3) to improve school language education in general. YILL is exemplary in its being monitored from the launch of the first classes to the end of their five-year studies, involving three large-scale, mixed-method surveys and numerous smaller studies. Despite all the measures to assist the planning and the implementation, however, YILL does not appear to be an obvious success. The talk will analyze the impacts and the current situation of YILL, beside providing a detailed overview of the facts and perceptions on the evolution of this even internationally unique programme.

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## LANGUAGES IN THE VIRTUAL SPACE: THE LANGUAGE USE OF THE OFFICIAL WEBSITES OF THE MUNICIPAL GOVERNMENTS IN BEREGOVE DISTRICT

**Enikő Tóth, PhD student and researcher at Antal Hodinka Linguistic Research Centre, Beregovo and Eötvös Loránd University, Hungary**

Nowadays, the fastest and easiest way of transmitting information to masses is via the Internet. By popular demand it would be favourable for councils to try to keep in touch with citizens on the Internet too, taking advantage of the potential of what the World Wide Web can offer. The most effective way would be the maintenance of an official website of their own. Ukrainian law on access to public information specifies what type of information should be published by the state power bodies, local authorities, including their official webpages. For instance, their decisions, the drafts to be discussed at the next session, the agenda of the meetings, the mayor's wealth statement, the contact of the local authority etc. should be made available. According to the Ukrainian language law, accepted in 2012, in those administrative units in which the native speakers of one of the 18 regional or minority languages covered by the law reaches the proportion of 10%, according to the last official census, the municipality must compulsorily and automatically ensure that their decrees are published not only in the state language but also in a minority language. In my presentation, I would like to outline if the municipalities in the Beregove district in Transcarpathia, where the ratio of Hungarian native speakers reaches 10%, have an official website, and if so, in what language(s) is the content, public information published. By examining the local websites, we can ascertain the following: to what extent do the representatives of the councils and municipal offices grant the laws; is the the public information made available in Hungarian alongside the state language?

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## PRANCŪZŲ K2 DAIKTAVARDINIO JUNGINIO GIMINĖS KATEGORIJA

**Vitalija Kazlauskienė, PhD student and assistant lecturer at Vilnius University, Lithuania**

Nherentinę giminės vertę, giminę (kuri yra reiškia ne tik priesagomis, bet ir artikeliais, kurių lietuvių kalboje taip pat nėra), tikrai nelengva užduotis. Prancūzų K2 daiktavardinio junginio giminės kategorijos įsisavinimas yra sudėtingas ir ilgas procesas. Tekstyno duomenys rodo, kad mokiniai, kurių prancūzų kalbos lygis siekia B1 nėra tiksliai įsisavinę giminės gramatinės kategorijos visuose lingvistinės kompetencijos lygmenyse. Remiantis surinktais duomenimis galima teigti, kad mokinis kartais nepriskiria fiksuotos giminės bei abejodamas, kuriai giminei priskirti vieną ar kitą daiktavardį pasirenka dažniausiai vyrišką giminę, kaip universalią, kuri yra mažiau kodifikuojama prancūzų kalboje nei moteriškoji, bei yra interpretuojama kaip pagrindine iš kurios susidaro kitos formos, tokios kaip moteriškoji giminė ir daugiskaita. Mokinių anotuoto tekstyno empirinių duomenų analizės rezultatai parodė, kad priešastys gludi pačioje prancūzų kalbos sistemoje. Mokinis priskiria prancūzų kalbos daiktavardžiui giminę pagal semantinę analogiją, taip pat gali lemti formos arba reikšmės analogija su savo gimtosios kalbos žodžiu arba su gerai išmoktu žodžiu pačioje K2, kartais įtakos turi kitos mokamos kalbos, dažniausiai anglų. Kas dėl determinantų bei būdvardžių derinimo, skaičiai parodo, kad mažiau yra determinantų derinimo klaidų nei būdvardžio, būdvardis visose pozicijose dažniausiai yra pavartojamas vyriškojoje formoje, nepaisant daiktavardžio giminės. Darant įžvalgas galima teigti, kad gimtosios lietuvių kabos fleksijų žymėjimo inventorių atrodo padėjo mokiniui suformuoti gana greitai morfologinį ir formalųjį prancūzų K2 jautrumą giminės gramatinės kategorijos atžvilgiu (iš visų aptiktų tekstyne klaidų, giminės klaidų aptikta tik 8,7 visų daiktavardinių junginių), taigi šiuo atveju gimtosios kalbos morfologijos akivaizdumas bei aiškumas padeda greičiau orientuotis šioje kryptyje. Apibendrinant rezultatus, galima teigti, kad, sprendžiant iš šalia pavartotų derinamųjų žodžių, daugelis daiktavardžių priskirti giminei taisyklingai.

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## MOKYTI ISPANŲ KALBOS VIDURINĖJE MOKYKLOJE: ISPANŲ KALBOS MOKYTOJO GALIMYBĖS IR IŠŠŪKIAI

**Inga Savickienė, lecturer at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

Vis labiau integruojantis į Europos Sąjungą, bendravimą ir bendradarbiavimą su pasauliu, Lietuvos švietimo politikos vykdytojai akcentuoja užsienio kalbų mokymo(si) kaip neatsiejamo asmeninio tobulėjimo svarbą. Romanų kalbų mokymas(is) Lietuvoje yra populiarus, išskirtinis, tačiau nevienalypis. Prancūzų kalbos mokymas Lietuvoje turi senas mokymo(si) tradicijas tiek formaliojo, tiek ir neformaliojo švietimo sistemose. Iki šiol kitų romanų kalbų (ispanų, italų, portugalų ir kt.) kalbų mokymas mūsų šalyje dar teisiškai nereglamentuotas: nėra susiformavusių mokymo tradicijų, sukurtų atskirų mokymo planų bei programų, trūksta vadovėlių bei šių kalbų didaktikos specialistų. Vis dėlto ispanų kalbos mokymasis pastaraisiais metais (2011–2016 m.) tampa vis populiariesnis bei intensyvesnis bendrojo lavinimo mokyklose. Pirmieji oficialūs duomenys apie ispanų kalbos mokymą Lietuvoje buvo paskelbti tik 2003 m. Servanteso instituto metraštyje. Lietuvoje vidurinėse mokyklose ir gimnazijose šios kalbos mokoma kaip antrosios ir trečiosios užsienio kalbos arba kaip neformaliojo švietimo veiklos. Analizuojant mokslinę literatūrą pastebėta, jog trūksta mokslinių tyrimų bei publikacijų ne tik apie ispanų kalbos mokymą, bet ir komparatyvistinių studijų tarp ispanų ir lietuvių kalbų. 2011-2016 mokslo metų ispanų kalbos mokymo(si) tyrimų analizė parodė, jog ispanų kalbą besimokančiųjų vis daugėja, suvokiamas šios kalbos naudingumas bei tarptautiškumas. Deja, ispanų kalbos mokytojams iškyla ir kliuvinių: bendrojo lavinimo mokymo institucijos vis dar neskiria pakankamai valandų šios kalbos mokymui, trūksta kvalifikuotų ispanų kalbos mokymo specialistų, stinga tinkamų mokymo(si) priemonių, neorganizuojami šios kalbos valstybiniai egzaminai. Šio straipsnio tikslas – pristatyti ispanų kalbos mokymo(si) situaciją bendrojo lavinimo mokykloje analizuojant vienos Kauno bendrojo lavinimo mokyklos mokinių poreikius.

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## VILNIAUS KOLEGIJOS STUDENTŲ UŽSIENIO KALBŲ PASIRINKIMO MOTYVAI IR JŲ DINAMIKA (2012–2017)

**Jūratė Patackaitė, lecturer and head of The Centre of Foreign Languages & Halina Klupšienė, lecturer at the University of Applied Sciences, Vilnius, Lithuania**

Vilniaus kolegijoje daugiakalbystės plėtojimui ir užsienio kalbų įvairovei yra skiriamas ypatingas dėmesys. Nuo Kolegijos susikūrimo prabėgo jau 17 metų ir užsienio kalbų pasiūla didėja. Tuo rūpinasi Užsienio kalbų centras ir Kolegijos fakultetai. Užsienio kalbų centras laikosi Europos Komisijos kalbų politikos nuostatų ir Europos kalbų tarybos rekomendacijų, domisi kitų ES šalių aukštųjų mokyklų užsienio kalbų mokymo tendencijomis, analizuoja galimybes užtikrinti Lietuvos bendrojo lavinimo mokyklose mokomų kalbų tęstinumui, stebi Lietuvos verslo atstovų ir šalies politikų pažiūras, Kolegijos fakultetų katedros atsižvelgia į darbdavių poreikius ir pageidavimus, aiškinasi studentų lūkesčius ir noras. Atlikto tyrimo tikslas: apžvelgti penkerių metų užsienio kalbų pasiūlos ir poreikio kitimą Vilniaus kolegijoje ir įvertinti, kaip laikomasi EK rekomendacijų, kokie pokyčiai įvyko Lietuvos bendrojo lavinimo, ES šalių aukštųjų mokyklų užsienio kalbų mokymo politikoje, išsiaiškinti Vilniaus kolegijos studentų užsienio kalbų pasirinkimo motyvus ir jų pageidavimų įtaką užsienio kalbų pasiūlai Kolegijoje. Pranešime pateikiami aukščiau minėtų sričių ir jų atstovų požiūris, tendencijos, prognozės, tačiau svarbiausias dėmesys sutelkiamas į Vilniaus kolegijos studentų užsienio kalbų pasirinkimo motyvus ir jų dinamiką 2012–2017 m.

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## UŽSIENIO KALBŲ MOKYMO(SI) PROCESO EFEKTYVUMO ĮVERTINIMAS IR JO TOBULINIMO GALIMYBĖS VILNIAUS KOLEGIJOJE

**Jūratė Patackaitė, lecturer and head of The Centre of Foreign Languages  
MA student and lecturer Jūratė Helsvig & lecturer Violeta Žemaitienė, Vilniaus kolegija, University of Applied Sciences, Lithuania**

Pranešime pateikiami 2014–2016 m. atlikto tyrimo „Užsienio kalbų mokymo(si) proceso efektyvumo įvertinimas ir jo tobulinimo galimybės Vilniaus kolegijoje“ rezultatai ir jų analizė. Šio tyrimo tikslas: išsiaiškinti užsienio kalbų mokymo(si) turinio tobulinimo galimybes Vilniaus kolegijoje. Tyrimo problema: užsienio kalbų dėstytojai dirba įvairiuose fakultetuose ir individualiai rengia užsienio kalbų aprašus (programas) pagal fakultetuose nustatytą tvarką, iškilo neatitikimo Bendriesiems Europos kalbų metmenims ar kitiems ES kalbininkams standartams grėsmė. Pranešime supažindinama su anketinės apklausos rezultatais, pristatoma duomenų kokybinė analizė bei apibendrinama. Tyrimo metu buvo išanalizuoti Vilniaus kolegijos Užsienio kalbų dalykų (modulių) tikslai, studijų programų siekinių sąsajos su numatomais užsienio kalbos dalyko (modulio) rezultatais, studijų ir studentų pasiekimų vertinimo metodai bei turinį ir užsienio kalbos studijoms rekomenduojamus literatūros sąrašai, nustatytas ir palygintas su ankstesniais metais įstojusiųjų mokykloje įgytas kalbos lygis ir jų žinių bei įgūdžių tobulėjimo lygis Kolegijoje. Įvertintas studentų pasirengimas verslo / profesijos / specialybės užsienio kalbos studijoms bei numatytos priemonės / būdai žinioms ir įgūdžiams tobulinti, parengtos rekomendacijos užsienio kalbos mokymo(si) turiniui tobulinti. Pranešime pristatomi svarbiausi ir įdomiausi studentų anketinės apklausos studijų (dėstymo) ir vertinimo metodų aspektais, rekomendacijos ir apibendrinimai šių anketinių apklausų rezultatų pagrindu.

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## VALUES AND ATTITUDES OF NORDIC LANGUAGE TEACHERS TOWARDS MINORITY LANGUAGE EDUCATION

**Prof. Dr. Vilmantė Liubinienė, Kaunas University of Technology, Lithuania & Christina von Post, School of Humanities and Media, Falun, Sweden & Helge Rähä, HumUS Örebro universitet, Sweden**

Issues in minority language education in relation to citizenship has received more attention lately, because of new requirements for language testing in several countries (Bevelander, Fernandez & Ha, 2011, p. 101). The acquisition of citizenship is more decisive for immigrant participation in society than the duration of stay in the country (Bevelander, Fernandez & Hellström, 2011). The opportunities for minority language education are crucial for active citizenship and integration in this perspective. Most countries in EU (except Ireland and Sweden) have language requirements for the citizenship. The use of language testing becomes increasingly trendy among the countries that receive migrants. The fast development highlights the need of new international studies on the relationship between citizenship and conditions for the second language learning. The goal of the recent study is to compare premises, perspectives and scales of values of Danish, Norwegian and Swedish language educators, related to the requirements for immigrant citizenship. Previous studies (Björklund & Liubinienė, 2004) indicate that there are major differences in value systems even between the neighboring countries. To reach the goal the interviews were conducted with language educators in Denmark, Norway and Sweden. The results have revealed two opposing patterns. The values of Swedish informants show a wide-ranging variation, while the Danish and Norwegian data on values are consistently similar. The results raise further questions about the effects caused by differences in values among language educators when comparing the countries and call for a further verification of the data in a more extended study, including Lithuania and other Baltic states.

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## TURKISH AS A MOTHER TONGUE IN GERMAN BILINGUAL CONTEXT

**Prof. Dr. Hristo Kyuchukov & MA student Bariş Giray, Magdeburg-Stendal University of Applied Sciences, Germany**

The paper is going to present research findings with Turkish children living in Berlin, Germany. The research has the goal to find out what is the level of knowledge of Turkish language among two groups of Turkish children: 3; 6–4; 6 years old and 4; 6–5; 6 years old.

The objectives of the research are the following:

1. To find out what is the home language of the children. For this purpose, we interviewed the parents about the languages used in home environment.

2. To find out the knowledge on Turkish grammatical categories. For this purpose, the children will be tested individually with a standardized language test in Turkish.

Our hypotheses are:

1. The Turkish children will have limited knowledge of the grammatical categories of Turkish.

2. The Turkish parents do not use Turkish with their children at home, but they use more German, because they believe that German will help their children to be better integrated into German society.

We take as a theoretical background the ideas of Jim Cummins (2016) who is promoting the importance of the mother tongue in the cognitive development of young bilingual children and helps for better acquisition of the official language of the country of residence. In number of publications Cummins et al. (2001) proved that the bilingual children with better knowledge of their mother tongue show that bilingual children do not have problems with their identity, they have better results at school and do not have difficulties in learning their second language.



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## JOYS AND TROUBLES OF LEARNING LITHUANIAN AS A FOREIGN LANGUAGE

**Dr. Teresė Ringailienė, lecturer at Vytautas Magnus University, Lithuania**

An increasing number of international students at VMU preconditions a growing interest in studying Lithuanian as a foreign language. Students are willing to adapt better to the local environment, be able to maintain a conversation in simple communicative situations (e. g. shopping or ordering a meal), or maintain contact with their Lithuanian friends. However, being a synthetic language, Lithuanian poses a number of difficulties for learners. Thus, the aim of the present research is twofold: first, it aims to discuss the main reasons and motivation of studying Lithuanian as a foreign language as well as the attitudes towards it; second, it examines the problematic areas of acquiring Lithuanian with the main focus on written discourse. The first part of the research has employed a questionnaire to analyse the reasons, motivation, and attitudes towards Lithuanian. The students studying A1 level of Lithuanian in the spring semester have been involved in the present research. It has revealed that the reasons for studying Lithuanian range from the necessity to cover a certain number of ECTS credits per semester to the need to communicate with a spouse/partner and his / her family. The attitudes towards Lithuanian also vary. The second part of the research identifies the problematic areas of acquiring Lithuanian and focuses on the grammatical issues, which are the most difficult for learners to perceive and to master (e. g. case endings, prepositions, or sentence structure). For this part of the analysis, written assignments of A1 students of Lithuanian have been examined. To generalise, despite different reasons for studying Lithuanian and certain difficulties when acquiring the language, it seems to attract more interest and to spread all over the world when learners return to their home countries.

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## THE USE OF VALENCIAN – A LESS WIDELY SPOKEN LANGUAGE – IN PLURILINGUAL PROGRAMMES FOR EARLY CHILDHOOD AND PRIMARY EDUCATION

**Prof. Dr. María Tabuenca-Cuevas, Universidad de Alicante, Spain**

The Barcelona European Council meeting, in 2002, encouraged the implementation of plurilingual education from a very early age, where at least two foreign languages are taught. In areas of Spain that already had a co-official language (for example, Catalan, Valencian or Basque), the trend has been to move towards a plurilingual model with a twist. In the Valencian Community, the curriculum attempts to balance both the national language, Spanish, with the regional language, Valencian, as well as incorporating a third language, which is almost always English. This experimental plurilingual curriculum has been piloted since 2009 in six schools at both Early Childhood and Primary Education levels. Now, legislation published in early 2017 has made this type of plurilingual programme the norm for every school in the region. The pitfalls and the successes of the pilot programmes serve to illustrate the challenges that affect both students and teachers in using two widely spoken languages (Spanish and English) and a less widely spoken language (Valencian) in the curriculum.

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## THE ROLE OF THE WELSH LANGUAGE IN HIGHER EDUCATION INSTITUTIONS IN WALES

**Irina Mitarcheva, senior lecturer at Medical University, Plovdiv, Bulgaria**

In sociolinguistics, bilingualism is regarded as the coexistence of a majority and a minority language in a given speech community, whose members use the respective languages in various social contexts according to the speech act parameters and the collective norms and values, whereas bilingual education is defined as the use of two languages as media of instruction with the goal of achieving proficiency in both languages. The present article focuses on the role of the Welsh language in higher education institutions in Wales. The Welsh Government is committed to giving the Welsh language the same status as English in every aspect of life. Welsh (Cymraeg) is a Celtic language spoken in Wales and in the Welsh colony (yr Wladfa) in Patagonia, Argentina. There are also Welsh speakers in England, Scotland, Canada, the USA, Australia and New Zealand. The language spoken today is a direct descendant of Early Welsh, which emerged as a distinct tongue around the 6th century AD, and its literary tradition extends to this time when it was the language not only of Wales, but also of large parts of southern Scotland and northern England. Welsh is available as a degree course in various forms at most Welsh universities. In these institutions it is possible to combine the study of Welsh with another language or subject in a joint honour's degree. There are increasing opportunities to study through the medium of Welsh for all or part of a degree course. The National Welsh Language College (Coleg Cymraeg Cenedlaethol) was established by the Welsh Government in 2011. This is the first time any organisation has planned Welsh-medium provision nationally for students in higher education. The Academic Board of the Coleg Cymraeg Cenedlaethol recognises four key strategies: innovative learning of the highest quality; sustainability; employability and society; partnership with students.

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## IS THE SAMOGITIAN DIALECT GOING TO DIE OUT? THE IMPLICATIONS OF SHOWING PRIDE IN BEING SAMOGITIAN AND ATTITUDES TOWARDS SAMOGITIANNES AS SEEN ON VARIOUS SAMOGITIAN PAGES ON FACEBOOK

**Vilma Mikašytė, lecturer at Kaunas University of Technology, Lithuania**

Lithuanian linguists believe that dialects in Lithuania are under threat of extinction. Many scholars in the field of the Reversing Language Shift (RLS) studies suggest that the Internet provides free and unlimited possibilities to promote and maintain endangered or lesser spoken linguistic varieties. One of the dialect speaker groups in Lithuania, Samogitians, explore the aforementioned possibilities as they have recently become very active on social media. They promote the dialect and numerous Samogitian items as well as discuss various issues about their dialect and identity. The article analyzes the elements of the Samogitian identity as it is portrayed on various Samogitian pages on Facebook. The study employs several approaches, including Language Maintenance, Cybercultures, and Discourse Analysis. The results reveal that the essential element of the Samogitian identity is their dialect due to which, in spite of the increasing moral and financial support, the speakers of the variety still feel stigmatized. Nevertheless, people who speak Samogitian support each other in using the dialect and promoting it not only on the Internet but in 'real' life as well. Since many Samogitians are proud of speaking the dialect and being Samogitian, it is a positive sign for the future maintenance, and social media is one of the most effective means through which it can be achieved.

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## OFFICIAL REGULARIZATIONS OF SETTLEMENT NAMES IN THE TERRITORY OF PRESENT-DAY TRANSCARPATIA DURING THE 20TH CENTURY (1898–2000)

**Sándor Dobos, assistant-lecturer and researcher at Ferenc Rákóczi II Transcarpathian Hungarian Institute, Ukraine**

Transcarpathia is the western region of Ukraine, officially called Закарпатська область / Zakarpatska oblast. Its administrative centre is Uzhgorod and the official language is Ukrainian. It is a multi-ethnic territory. According to the Ukrainian census data of 2001, the population of Transcarpathia is about 1 254 614 people. The majority of the population is Ukrainian (80.5%). We can also find people of several other nationalities: Hungarians, Russians, Romanians, Ruthens, Slovaks and some others. The largest national minority is the Hungarian community, about 151 516 Hungarians (12.1% of the population).

During the 20th century several territorial and governmental changes occurred in the Carpathian Basin that caused several regularizations of settlement names by the authorities in the territory of present-day Transcarpathia – especially because of political and ideological purposes, without taking the cultural traditions and historical backgrounds of the local Hungarian community and other ethnic groups into consideration. In this way, settlement names have been changed about five times in the region:

1) the first regularization of settlement names took place between 1898 and 1912 when the territory of present-day Transcarpathia belonged to the Austro-Hungarian Monarchy;

2) the second one was during the period between the two World Wars, when the region was integrated to the first Czechoslovak Republic (1919–1938);

3) the names of the settlements were modified for the third time when the region became part of Hungary again (1938–1944);

4) after the Second World War the settlement names were changed again, for the fourth time, when the territory of present-day Transcarpathia was attached to the Soviet Union (1945–1991);

5) the fifth changing of settlement names began after the collapse of the Soviet Union, when the region became part of the independent Ukraine (1991).

The subject of the given presentation is to show the above mentioned regularizations of settlement names which took place in the territory of present-day Transcarpathia during the 20th century (1898–2000).

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## **DIALECT USE IN MIGRATION AND MULTILINGUAL SCENARIOS: BUILDING IDENTITIES IN DIASPORA**

**Angelica Peccini, Master student at Vytautas Magnus University, Lithuania**

The object of this research project was to analyse identity construction and negotiation in migrant communities, through their language practices in a multilingual geographical area. To the best of my knowledge, an insight in what manner migrants build and negotiate their identities, through the way how they communicate, has not been largely provided. Moreover, a closer look to a group of participants whose language variety seems being preserved over the last decades in the multilingual scenario of Luxembourg is definitely missing. The research will examine audio-taped and coded interview responses performed by a group of Eugubinians (people born in or affiliated with the Italian city Gubbio), currently living in various Luxembourg towns after being migrated or being born by Eugubinian migrants. Results and conclusions are expected to show that communities in diaspora are likely to preserve dialect use over standard native land language; constant and frequent contacts with homeland benefit stronger Eugubinian identity affiliation; language practices are revealed to be precious research material when embracing identity studies.

Keywords: dialect use; identity construction; self-determination, multilingualism.

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## NATIVE LANGUAGE VERSUS LANGUAGE OF THE IMMEDIATE ENVIRONMENT IN CHILDREN EDUCATION: THE CASE OF EPÒRÓ IN ÈKÌTÌ STATE NIGERIA

**Dr. Boluwaji Oshodi, lecturer at Adekunle Ajasin University, Nigeria**

The issue of language teaching and learning in multilingual Nigeria especially in relation to children education in the early years as remained a contentious issue among educators and policy makers (Emenajo, 1998). The problem of which language qualifies as the best and the most effective in teaching and learning by children in the early years of education in Nigeria has been addressed and examined mostly from the angle of language of the immediate environment (Oyetade, 2003). The language of the immediate environment in this case refers to the dominant indigenous language which such children are exposed to in their early years. It is usually the language of communication within the community (National Policy on Education 2008). This study examined the case of a group of primary school students in Epòró a rural community in Èkìtì, a state in south west Nigeria where Yorùbá is the major language. Their first language is Èbìrà, a minority language spoken in Kogì state in the North-central part of Nigeria while their second language is Èkìtì a Yorùbá dialect which is the language of the immediate environment. The pupils neither speak nor understand Yorùbá which is the regional language as well as the language of education at the primary level in southwest Nigeria. It was discovered that the method of teaching for this particular group of students takes a double process which involves first, a direct translation from Yorùbá (the regional language) to Èkìtì (the language of the immediate environment) and then to Èbìrà (the native language of the pupils) before effective teaching and learning could take place. Though the method adopted in the Epòró setting is long and cumbersome, findings from this study revealed that it was the only effective method of teaching and learning by this group of pupils. It also established the fact that the best language for teaching young children is the mother tongue and not that of the immediate environment. It is therefore suggested that for effective dissemination of knowledge, children should be taught in their mother tongue if it is not the same as the language of their immediate environment.

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## ETHNIC CATEGORIES IN THE EVERYDAY DISCOURSE OF THE INHABITANTS OF BEREGSZÁSZ

**Kornelia Hies-László, researcher at Ferenc Rákóczi II Transcarpathian Hungarian Institute, Hungary**

In the study, the ethnicity of Beregszász will be illustrated by the discourse analysis of focus group discussions. We rely on a research carried out in the summer of 2016, which is thematically and according to its point of view, based on a research on everyday ethnicity conducted by Brubaker et al. (2005, 2011) in Cluj. The study of ethnicity determining the identity of ethnic identity has a crucial role. Characteristics of the constructive identity in the study – constructed nature, eventuality, instability, diversity, plasticity – radically changed the interpretation of the concept of identity, as ethnic groups are described in a completely new light (Brubaker-Cooper, 2000). Barth (1969) claiming the cultural determination of the identity created the concept of ethnic boundaries, according to whom the ethnic boundaries are created through cultural elements. The study of ethnicity from the aspect of categorization (identification) started from this change of viewpoint (Hale, 2004, Fearon Laitin, 2000) in terms of which various social activities beyond its ethnic content and the relevance of the establishment of ethnic boundaries is examined. Brubaker et al. (2005, 2011) turned our attention to ethnic activities, relationships between Hungarians and Romanians in Transylvania. Despite several attacks on their approach towards the assessment of some segments (Messing, 2006, Lorincz, 2008, Marác, 2015), such thoughtful empirical studies presenting a constrictivist point of view concerning ethnicity have not been presented. In my analysis I would like to focus on research questions on the Transcarpathian Hungarian and Ukrainian everyday ethnicity. The examination of the ethnicity requires a qualitative research method, mainly because ethnicity is not a subject that could be explained by examining a given phenomenon, so several topics should be considered. Secondly, because of the plasticity and variability of ethnicity it is site-specific, as each municipality is based on their own social structure and habits of ethnic relations and have different characters. In the light of the Cluj example, my examination focuses on a particular settlement in Transcarpathia, Beregszász, where we introduce ethnicity in everyday life on the basis of the social and ethnic characteristics. Social constructivism and discourse analysis are used as a methodological approach to display and interpret the results. The analysis of the opinions has been divided into two parts: the first topic was originally ethnically neutral followed by examples of ethnic themes. Through the approach of social constructivism the creation of daily life, its changes and thinking in ethnic categories will be presented.



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## THE LINGUISTIC DEVELOPMENT AND NEEDS OF MIGRANT CHILDREN: A CASE STUDY

**Jūratė Matulionienė, manager of Boston English Academy / Boston Lithuanian Supplementary School, the United Kingdom & Daiva Pundziuvienė, lecturer at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

For more than four decades, European institutions together with researchers and language policy makers have been working on the linguistic integration of migrant children and providing them with a variety of language acquisition guidelines. It has been widely recognised that proficiency in the host country's language opens the door to academic and professional performance and the lack of such proficiency can result in failure to integrate in the host country or even cause significant emotional and behavioural problems. Researchers claim that the learning of such children's mother tongue should be encouraged and supported even on the state level because it can "both help students learn the host-country language and enrich the educational environment by introducing cultural and linguistic diversity" (Siarova and Essomba, 2014). Furthermore, a number of studies on bilingual children prove that such children have increased meta-cognitive and metalinguistic skills (e. g. Bialystok, 2007), are better at languages and executive functioning (Bialystok, Craik and Luk, 2012). Although the most effective learning of two languages happens at an early age, language learning support should be continued during school years and encouraged by parents and school as bilingualism is "an asset that brings about important cognitive, social, and economic benefits" (Ramirez and Kuhl, 2016). The major challenges for implementation of EU policies on linguistic integration of migrant children are usually the lack of financial governmental support, very diverse needs of migrants, the lack of teacher training and relatively low parental and community involvement (Siarova and Essomba, 2014). In order to develop insight into migrant children's linguistic needs as well as to identify teaching forms, parental and community support that could help in meeting these needs, this study used a survey to explore the most important factors influencing the development of the UK children immigrants' English language and their mother tongue competences. Furthermore, the research aimed to answer the question how their parents' attitudes towards bilingualism and the linguistic situation at home could influence their children's language skills. The research sample was a group of migrant children enrolled in the Lithuanian courses at Boston Lithuanian Supplementary School Ruta. To explore the needs, experiences and attitudes of both the children and their parents, a quantitative research methodology was applied and short semi-structured interviews were conducted.

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## CREATIVE BILINGUAL WRITING CLUBS: CULTURAL LEARNING EXCHANGE BETWEEN BILINGUAL UNIVERSITY STUDENTS AND PRIMARY SCHOOL CHILDREN

**Dr. Maja Jankowska, senior lecturer in psychology, University of Bedfordshire, Luton, the United Kingdom**

This presentation will focus on the Creative Bilingual Writing Club project as a case study for cultural learning exchange (Myers & Grosvenor, 2014) between the schools, in particular bi/multi-lingual pupils and their teachers, the university (University of Bedfordshire, UK), in particular bi/multi-lingual students from four departments (working in inter-disciplinary teams) and staff (the Department of Psychology and the Access and Outreach Team) and the community (bi / multi-lingual parents and wider community). The project emphasised partnerships and engagement of all participants as a key factor in the facilitation of cultural (and inter-cultural) learning as well as cross-disciplinary learning to look at the ways in which individuals and groups learn both about and through culture and within and across communities (Macnab, Clay & Grosvenor, 2011). It highlighted the importance of valuing home languages and drawing on them as educational resource. It also aimed to address the issue of social inequalities and educational disadvantage, which, universities should be particularly concerned with. Children for whom English is an additional language are often seen as ‘problematic’ (requiring additional support) and at risk of underachieving. Therefore, the focus tends to be on remedial work and improving their English. Similarly, university students’ diverse backgrounds often are not utilised/drawn upon in HE. Teachers and teacher trainees often do not have enough knowledge and training to support bilingual children appropriately. This project provided bi/multi-lingual learners with opportunities to experience the sense of achievement and increase their literacy skills as well as confidence and self-esteem, which could lead to an increase in their academic aspirations. Bi/multi-lingual university students acted as role models and mentors, guiding school children in creative bilingual story writing from inception (idea generation) all the way through to design and publishing. The outcome is the publication of 36 bilingual stories, which were offered to the schools, libraries, immigrant communities and the university as bilingual resources.

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## LINKING VIRTUAL MOBILITY TO PHYSICAL MOBILITY: A SUCCESSFUL STORY OF A MULTILINGUAL AND MULTICULTURAL ONLINE EXCHANGE

**Lisa Griggio, e-tutor at University of Padua, Italy**

In December 2016 our eTandem project won the worthy European Language Label (ELL [1]) awarded bi-annually at national level to the most innovative projects in language teaching and learning. It was selected and nominated since it provides a methodological approach and study strategies which favour multilingualism, mobility for young people and inclusiveness. The project is based on an online exchange between Italian students enrolled at the University and international students who will be coming to the University. It differs from many other telecollaboration projects as it involves different languages, levels of knowledge of languages as well as various ways of interaction. Indeed, it implies three different ways of communication among participants: (1) a one-to-one partnership in students' target language; Italian students are matched to international students who speak the language they want to practice respecting the principle of autonomy and reciprocity; (2) a many-to-many interaction in Italian and/or English/French/Spanish as a lingua franca on a Moodle platform and/or a social Facebook area; etutors launch e-tivities in the e-community addressing significant intercultural topics related to current events to ensure a strong connection with the Italian situation and to add some novelty to the project. Students are free to use their preferred lingua franca to intervene in the discussions. (3) a one-to many multilingual interactions carried out by etutors in Facebook. They provide students with useful links regarding cultural events and things to do in Padua and its surroundings, as well as recent news and interesting linguistic issues related to different countries. By doing so, they improve students' loyalty to the project, favour students' virtual integration in the host territory and, last but not least, they reduce the risk of abandoning the project. Thus, informality, autonomy, reciprocity, friendship, fun and multilingual community are only some of the key words of this initiative whose objectives are specifically aimed at developing linguistic, cultural, personal, social and digital skills in different languages, even in the less used and less taught.

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## WRITING FELLOWS: DEVELOPING PLURILISTIC COMPETENCY AS A PEER WRITING TUTOR

**Katherine Lam, instructor and writing fellow at Nazarbayev University, Kazakhstan**

Students at Nazarbayev University (NU) in Astana, Kazakhstan live and study in an environment where English, Russian, and Kazakh are used in informal and formal capacities. Deciding which language to use is usually dictated by necessity or preference. As all written and spoken coursework is to be completed in English, this becomes their working language, but it is inevitable that these students will communicate informally with each other by default in their native Russian or Kazakh, even in the classroom when they are fully capable of discussion in English. Though traditional language pedagogy may insist on an environment where the target language is the only language spoken, the ability to switch between native and working languages and informal and formal contexts only underscores their plurilinguistic competencies. Such is the strength of the students in the Writing Fellows program at NU. Writing Fellows are students who have studied the theories and best practices behind writing pedagogy so that they can serve as academic writing tutors for their peers. Writing Fellows are embedded in subject courses, where they work with professors to streamline assignments and rubrics and with individual students to offer each one feedback and guidance on writing assignments. The very nature of their work as peer tutors creates a hybrid formal-informal situation that suddenly necessitates their use of English when they tutor their writers; however, they also have the additional advantage of being able to explain linguistic and rhetorical choices in their native languages. These dyads thus legitimize their knowledge not only in their working language, but also in their native language. Instead of isolated linguistic knowledge, Writing Fellows have developed the ability to recognize and connect common linguistic and rhetorical choices in multiple languages, leading them to become more adept (and in-depth) users of both, thus increasing their plurilinguistic competences.

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## ANALYSIS OF HUMOUR IN TV SERIES FRIENDS AND ITS TRANSLATION INTO LITHUANIAN

**Prof. Dr. Julija Korostenskienė & bachelor student Miglė Pakrosnytė, Vilnius University, Lithuania**

The present study examines the translation of humour from English into Lithuanian within the framework of Raskin's theory of humour. Humour translation presents a notorious issue in translation practice, with jocular content in the target language often criticised for being poor and vague. The present research examines and analyses the strategies applied to humour translation in the tenth season of the TV sitcom Friends, as well as explores measures which should be taken in order to maximise the humorous effect in the target language. The assumption is made that humour is very culture dependent; consequently, the translation should be adapted and may be oblique without the loss of effect. The study is conducted at two levels, with the collection of humorous instances made on the basis of the presence of the background laughter. First, we apply Raskin's model of humour, which centres around the notions of script and incongruity, the identification and analysis of the latter constituting the core of the empirical analysis in the source language. We then supplement the findings with the identification and assessment of translation microstrategies employed in rendering humorous instances in Lithuanian. The findings of the study are believed to further the theoretical and practical domains of translation from English into Lithuanian in particular and, more broadly, contribute to the discussion on the culture-specific worldview.

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## MULTILINGUALISM IN AUDIOVISUAL TEXTS FOR THE DEAF AND HARD OF HEARING AUDIENCE OR THE DEAF AND HARD OF HEARING AUDIENCE

**Assoc. Prof. Dr. Jurgita Kerevičienė & Miglė Urbonienė, lecturers at Vilnius University, Kaunas Faculty, Lithuania**

A great variety of original audiovisual texts (AV) such as films, television series may include more than one language (not only standard British or American English) as an outcome of the director's initial intension. The producers of the AV texts tend to portray specific cultural aspects with different linguistic variations which are also related with particular stylistic, pragmatic or discursive functions. In certain cases, translation of such audiovisual texts meets serious challenges. One of the thorny problems comes up with the adaptation of the multilingual AV texts to the deaf and hard of hearing audience. Various countries have adapted different strategies and methods how to employ the multilingual AV texts for the needs of the deaf and hard of hearing; though nowadays Lithuania has only taken its first steps to develop a unified system of working out translating and subtitling strategies of the AV texts in general. This article aims at discovering professional translation and subtitling practices along with the norms, criteria and strategies of this specific translation activity in Lithuania and abroad. Firstly, the existing overseas reality of the translation and subtitling of multilingual AV texts is described; and afterwards the tendencies within the Lithuanian adaptations of AV texts are discussed.

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## TRANSLATION OF THE EU ENGLISH TERMINOLOGY INTO LITHUANIAN AND FRENCH

**Assoc. Prof. Dr. Sigita Rackevičienė & PhD student and lecturer Oksana Smirnova,  
Mykolas Romeris University, Lithuania**

The EU legal acts regulate various domains of the life of the EU citizens and are daily used not only by politicians and functionaries, but also by ordinary people who need to know the EU regulations for personal or professional reasons. The EU legal acts are translated into 24 official languages. All language versions of the EU documents are authentic texts which have the same legal effect. Translation errors may create legal uncertainty, lead to misinterpretation and wrong application of the EU law in the EU member states. Therefore, precision in translation of legal acts is of immense importance. Terminology is a key component of legal acts. Terms denote concepts of various fields and constitute a conceptual framework of every field. That is why, it is essential that terms are understood in the same way in different languages. The primary tools enabling translators to search for term equivalents are online multilingual terminology databases, thesauruses and dictionaries which provide not only equivalents in the EU languages, but also their definitions and the context in which they are used. The paper analyses the Lithuanian and French translations of a group of English terms used in the EU legal acts and contrasts them with the translations provided in the EU's inter-institutional terminology database IATE. The paper seeks to compare the Lithuanian and French translations, used by translators, with the ones provided in the terminology database and establish whether they are harmonized. The research reveals that most translations coincide both formally and semantically in the analysed sources, i.e. the translators use the same terms which are included in the EU's terminology database. Some Lithuanian and French translations of the English terms in the legal acts are context-dependant and, therefore, they are different from the ones provided in IATE. However, quite a few Lithuanian and French translations coincide semantically, but differ formally. For example, the English term advisory body is translated as patariamoji įstaiga/ organisme consultatif in the legal acts, IATE provides the Lithuanian/French translation patariamasis organas/organ consultatif. Such translation variants are to be considered as synonyms as they can be used interchangeably in legal acts. However, term synonymy aggravates communication, and therefore, it is important to include the information about all possible term synonyms in the databases, thesauruses and dictionaries. The frequency of the variants might also be indicated to help the translators and other users of legal terminology to choose the most appropriate synonym.



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## INFLUENCE OF PLURILINGUALISM IN ESP CLASSROOM ON TECHNICAL TERMINOLOGY TRANSLATION

**Irina Orlova, lecturer at Latvia University of Agriculture, Latvia**

Professional language courses, or ESP (English for Specific Purposes) courses, suggest covering the essential technical language that field specialists-to-be will need in their everyday work. Along with the development of their language skills in general settings, learners focus much on high-priority field terminology: engineering, economics, medicine, etc. Term acquisition involves quite a lot of translation, as source language (SL) terms, their definitions (meanings) and corresponding notions in target language (TL) form confined systems. These systems should be studied thoroughly in order to manage with fluency the professional vocabulary. However, very often SL and TL switch their roles in the translation process, and sometimes there are other languages used in the classroom that have a rather strong influence on the “ST term – TL term” model formation. Moreover, it is not only source language and target language that interact in the ESP classroom, as the student audience is almost entirely plurilingual. Finally, there is a constant ‘clash’ between academic and non-academic (real-life) translation of the same term. Present study has a purpose to trace and characterise the sources of plurilingual impact on the terminology acquisition process, provide samples of such influence, and evaluate the outcomes of this kind of language interaction. The study was carried out at the Latvia University of Agriculture and embraced the students of Technical English: civil and mechanical engineering.

Keywords: technical English; terminology; translation; target language; source language; language interaction.

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## COMPOUND TERMS IN ENGLISH AND LITHUANIAN LEGAL ACTS ON MIGRATION POLICY

**Assoc. Prof. Dr. Sigitą Rackevičienė & PhD student and lecturer Olga Ušinskienė,  
Mykolas Romeris University, Lithuania**

The topic of migration and the issues related to it have taken a significant part of our life. It has become a global phenomenon and there is no country, this has not had any effect on. New laws, which regulate migration, are adopted worldwide. Drafters of legal acts, politicians, lawyers and translators constantly create new terms, denoting a range of migration-related concepts. Many of them are still used in a variety of options and have not yet one established form. Thus, terminologists face the task to elaborate and standardize the terms of this sphere, so that they are clear, precise and user-friendly. Compounding is a significant type of term formation (as well as term formation) in modern languages; however, it does not work similarly in all languages. In Germanic languages compounding is a very productive type of word formation as in analytic languages it is unproblematic to join several words together. Meanwhile Baltic and Slavic languages, which are synthetic, are characterized by more complicated compounding processes and hence this type of word formation is less productive here. The paper focuses on compound terms in two languages – legal English and Lithuanian. The aim of the paper is to investigate the usage of compound terms in English and Lithuanian legal acts on migration policy and to compare the patterns used to form compound terms in these languages. The investigated terms were extracted from the Eur-lex database, the database of European legal acts. The Quantitative analysis was performed to establish the frequency of the usage of compound terms in English and Lithuanian. Subsequently the analytical-descriptive research was done to systematize the extracted terms and describe them according to the following criteria: 1) number of constituents; 2) word classes of constituents; 3) linking of constituents. The established compounding patterns and subpatterns in English and Lithuanian were contrasted and compared and the dominating ones were established in each language. The results of the analysis reveal important peculiarities of formation of compound terms in English and Lithuanian. They are determined not only by the structure of the language, but also by the term formation practice in the particular language. The findings are believed to be valuable to term developers and users, as well as translators who often have to create new terms in the target languages by translating terminology denoting new concepts in source languages.

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## THE ROLE OF TRANSLATION IN LANGUAGE REVITALIZATION

**Guillem Belmar Viernes, graduate student of National Distance Education University, Madrid, Spain**

All literature reflects existing discourse in a given community. Translation, as a process of rewriting texts, is a readily accessible tool which linguistic minorities can use to shift power dynamics in their society or, at least, suggest new paradigms and new discourses. Through translation, speakers of minority languages have access to a whole new array of texts and tools in their own language. All kinds of materials – novels, films, webpages, apps, social networks... – can be translated into any indigenous/minority language and used for teaching, learning or entertainment. At the same time, the language gets exposed to new expressions, new settings, new cultures and new usages which enrich the language. All this 'newness' often triggers discussions on standardization and language planning. In this paper, the following issues will be dealt with: standardization – with special emphasis on the creation of new registers and neologisms, choice of texts to translate, target audience of our translations, diglossia, actual bilingualism and translation among minority languages.

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## INCONGRUITY OF CIVIL LAW TERMS UNDER POLISH AND BRITISH LEGAL SYSTEMS

**Dr. Anna Kizińska & Dr. Renata Botwina, assistant professors at University of Warsaw, Poland**

The present paper presents Polish and British incongruent terms referring to civil law and constitutes an attempt to assess the adequacy of the English equivalents of the analysed Polish terms. The equivalents in question appear in the Polish Civil Code translations into English and / or in bilingual Polish-English dictionaries. The definitions of the Polish civil law terms are presented beginning with the definitions of a term and equivalence. In the process of assessing the adequacy of their equivalents, the appearance of equivalents in the sources of British law has been checked, and the legal definitions of equivalents have been presented. Furthermore, the translation methods applied while forming the equivalents have been determined. It should be emphasized that in the present paper new functional equivalents (not published in bilingual dictionaries or Polish Civil Code translations into English to date) for Polish incongruent terms are proposed. Nonetheless it was concluded that the occurrence of system-bound terms as well as the phenomenon of the incongruity of terms make the process of translation extremely challenging and it is difficult to find the only most adequate equivalent.

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## LITHUANIAN PARTICIPIAL STRUCTURES IN “JOYS OF SPRING” (K. DONELAITIS, THE SEASONS) AND THEIR TRANSFORMATIONS IN THE ENGLISH TRANSLATIONS BY P. TEMPEST AND N. RASTENIS

**Prof. Dr. Violeta Kalėdaitė, Vytautas Magnus University, Lithuania**

The rural epic METAI (Seasons of the Year) by Kristijonas Donelaitis, a milestone of Lithuanian literature, has been translated into 13 different languages. English enjoys two full renderings of METAI: one by Nadas Rastenis (published in Los Angeles in 1967) and the other by Peter Tempest (published in Vilnius in 1985). In addition to the culturally specific content, the language of the poem is characterized as stylistically marked. Particularly prominent is the use of verb-participle clusters (šokinėdami džiaugėsi; lakstydami žaidė; rykaudami gyrė), which is one of the most challenging areas for a translator to overcome. The different linguistic backgrounds (Lithuanian and British) of the two translators may provide different models of transformations while rendering the specific content created by such clusters. In P. Tempest's translations the following transformations of the Lithuanian *pusdalyvis* (half-participle) have been noted:

- 1) It is rendered by the -ing form followed by the main verb in present tense (line 1 *atkopdama budina* – ascending wakes);
- 2) Both forms in the cluster are rendered as verbs in present tense (line 2 *pargriaudama juokėsi* – laughs, as it undoes);
- 3) The semantic meaning of the half-participle is expressed by other means:
  - a. by a descriptive modification of the main verb (line 74 *verkdams irgi dejuodams skambino dangų* – makes all heaven ring with mournful calls);
  - b. by a modifying adverb (line 616 *merdėdams vos sukasi* – hardly turns at all);
  - c. by *adj+ noun* (line 317 *viena boba vis lekuodama bėga* – a breathless woman dashing by).
- 4) The half-participle was not rendered in any way (line 117 *viešėdama čiauški* – you chirp away).

N. Rastenis' translation contains less varied patterns of rendering half-participles – the prevailing one is the use of -ing forms as modifiers of a noun (line 1 *atkopdama budina* – the climbing sun again was wakening). But in the majority of cases the “double action” is not conveyed in any way (line 317 *viena boba vis lekuodama bėga* – a woman came out of the manor running fast).

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## NAMES: TO TRANSLATE OR NOT TO TRANSLATE?

**Dr. Ligita Judickaitė-Pašvenskienė, lecturer at the Institute of Foreign Languages,  
Vytautas Magnus University**

Semantically meaningful names are among such translation challenges as phraseologisms or cultural realia, since their meaning is important to be retained in a target text. Such names are very typical and become even more important in children's cartoons. This paper presents a comparative analysis of English dialogues and Lithuanian subtitles in eleven popular children's cartoons on DVD. The cartoons have been released either in the USA or the UK during the last ten years and have been shown in cinemas in Lithuania. The corpus for the analysis consists of 114 semantically meaningful names (exclusive of repetitions). The study aims to find out whether the semantic meaning of the English names is transferred to the Lithuanian subtitles of the cartoons. The findings of the analysis show that the majority of semantically meaningful names are transferred to the Lithuanian subtitles of the cartoons by preserving the semantic meaning of their English counterparts. The analysis also shows that there appear cases when names are rendered in the subtitles by changing their semantic meaning. In addition, there appear cases of semi-translation, when only the first or the second names, both of which are semantically meaningful, are rendered in the Lithuanian subtitles. The analysis, however, is not aimed at presenting the tradition of name subtitling in children's cartoons in Lithuania. Rather, it is aimed at finding the prevailing tendencies, problematic cases and their possible solutions.

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## A CALEDONIAN CACOPHONY: LANGUAGES AND LITERATURES OF SCOTLAND

**Prof. Dr. Manfred Malzahn, United Arab Emirates University, United Arab Emirates**

This paper is to look at the historical roots and the current state of Scotland's languages and literatures at a time when things are once again very much in a flux. While the late 20th and the early 21<sup>st</sup> century have seen an increase in Scottish political autonomy and a flowering in the creative arts, two of its three "home-grown" languages, Gaelic and Scots, are still fighting a rearguard battle. At a time when Brexit looms, it seems opportune to recall that some of the recognition, protection and support that Gaelic and Scots have received in recent decades came under a European umbrella whose removal is now at least a possibility. It is thus worth looking for signs of vitality in Gaelic and Scots language and literature as well as at their relationship with each other as well as with English, and with the rapidly growing immigrant languages and ethnicities that come into Scotland's cultural hotchpotch and add their voices to an ever-changing Caledonian cacophony.

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## BELLYBABLE: NON-HUMAN MULTILINGUALISM IN EUROPEAN LITERATURE

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In a global and multilingual society, indubitable is the importance of a reflection on the Self and the Other as defined by language. In our study we investigate a centenary trend in European literature, which identifies a peculiar form of multilingualism with the non-human. From Dante's *Inferno* to Joyce's *The cat and the Devil*, the netherworld, its inhabitants and captives are characterized by the use and coexistence of several (usually not intelligible) languages. According to this representation, while the clarity and precision of a single language contributes to define a human identity, the plurality of languages is often a sign of a lost identity and of not being human anymore. It is not by chance that the verses of Dante "There sighs and wails and piercing cries of woe / [...] Strange languages, and frightful forms of speech, / words caused by pain, accents of anger, voices / both loud and faint" are echoed in Primo Levi's *If This Is a Man* (1946). The multilingualism is a central point in Levi's memories of the time spent in the concentration camp where "languages absolutely not understandable [...], the orders shouted in languages [we] were not able to recognize" and the "endless Babel where everyone is shouting" symbolise the lost human condition. Both the damned souls and the prisoners of the camp are not human anymore because they have lost their language and, with it, their identity. In our study, a comparative analysis of the narrative and the lexicon of (semi)fictional multilingualism in European literature reveals a strong connection between human identity and purity of language – a manifestation of human rationality and humanity tout court. On the contrary, a number of recurrent lexical choices and figures of speech seem to define the non-human as a multilingual world characterized by sighs, wails and strange languages, like the bellybable of Joyce's devil.



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## FOR AND AGAINST THE POWER: EXAMPLES OF MULTILINGUALISM AS A POLITICAL ACT IN ITALIAN LITERATURE

**Dr. Novella di Nunzio, lecturer at Vilnius University, Lithuania**

Multilingualism may have different and even opposite meanings. For sure it can suggest ideas of tolerance, cultural sharing and understanding of the “other from self”. But it can also be considered as an effect of invasion, abuse, persecution. Cultural and political subordination, indeed, acts firstly through language, which is among the strongest instruments power can use to impose itself. Finally, multilingualism can be an instrument to fight against any form of violence. In this regard, literature seems to especially represent the struggles and violent face of multilingualism. This paper aims to show two examples of multilingualism as an expression of cultural oppression and reaction to it in Italian literature. I will analyse on the one side the use of ancient Latin and Spanish as languages of power against Italian in the novel *Promessi Sposi* by Alessandro Manzoni, and on the other side the use of literary translation as a strategic and “silent” resistance against Fascism, as seen in translations of American novels into Italian promoted in the thirties by authors such as Elio Vittorini and Cesare Pavese.

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## MULTIMODAL NATURE OF CONTEMPORARY OPERA

**Lina Abraitienė, PhD student and lecturer at Vilnius University Kaunas Faculty, Lithuania & Jūratė Urbonienė, lecturer at Aleksandras Stulginskis University, Lithuania**

As a form of art, opera has been recognised as being multimodal by its nature and has been described as the richest collection of semiotic facts that are produced by the performance of an opera. Opera considers all semiotic systems (verbal, non-verbal, visual, auditory) and emphasises the fact that within different socio-cultural domains, the same meanings can be expressed using various semiotic modes. Communication expressed by words, music, mime, dance, and costumes of the actors as well as through the orchestra, the setting and the lighting on-stage is considered to be prosperous when language and a socio-cultural context are shared. In order to share it, the language subtitles are employed to overcome language barriers. Subtitles are created for the performance only and when read without it they lose their intended meaning. They are alive as the subtitling process follows the proceeding of the stage interpretation and changes in translation should follow any changes on the stage from rhythm to details of the costumes. However, people do not come to opera to read the subtitles but to enjoy the performance. Thus, subtitling can become a device for approaching other symbolic modes especially in case of contemporary opera where the performance is dynamic and the audience is unfamiliar with it as distinct from the classical one. The research revealed that translation of Lithuanian contemporary opera, namely opera “Have a Good Day!”, for subtitling was done by the subtitler who put aside the libretto and tried to get as close as possible to the target group focusing on socio-cultural context and demonstrating not only verbal but visual, musical and dramatical literacy that helped him not only to remain unnoticeable but in some cases to provoke the audience to react more severely.

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## LANGUAGE ISSUES IN AMY WALDMAN'S NOVEL *THE SUBMISSION*

**Aurelija Daukaitė, PhD student at the Faculty of Humanities & lecturer at the Institute of Foreign Languages, Vytautas Magnus University, Lithuania**

Amy Waldman's novel *The Submission* (2011) reflects on the impact of 9/11 on American society, especially its immigrant community. One of its plot lines focuses on the community of Bangladeshis that is affected by 9/11 and its aftermath. It is represented through the character of Asma who has lost her husband, since he was working in one of the towers of the World Trade Centre on 9/11. Although many family members of American 9/11 victims have become public figures and their opinions are taken into account while discussing the future of the selected 9/11 memorial design, Asma is invisible in this process, since she does not speak any other language than her native one. The paper aims to analyse particular examples of problems that Asma's inability to speak English causes in the novel.

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## USING ONLINE COMPUTER GAMES IN A MULTILINGUAL AND MULTICULTURAL CLASSROOM. A CASE STUDY

**Ioanna Vasileiadou, English Language Teacher at 7th Primary School of Orestiada, Greece & Dr. Makrina Zafiri, Aristotle University of Thessaloniki, Greece**

The purpose of the research that will be presented is to investigate the effectiveness of computer games in learning English as a foreign language and the extent to which they increase motivation in young learners in a multilingual and multicultural classroom. More particularly, this dissertation will investigate the validity of the hypothesis that computer games are a particularly motivating means for young learners to learn English vocabulary effectively in comparison to other approaches suggested by the Greek national curriculum. The grade in which this research will be conducted is the 4th grade of Primary school as it is a borderline grade in which greater demands are imposed on the students of this age group and language level regarding mainly their reading and writing skills as in this class, for the first time, it is explicitly stated by the curriculum that literacy is one of the three basic axons upon which English language learning should be developed. All in all, the results of the research are expected to shed light on the effects which new technologies have on language learning as well as their ability to motivate learners to learn English and will also be used as a basis on which specific suggestions for the practical implementation of computer games in the everyday classroom can be made.

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## HERAUSFORDERUNGEN DER FACHLICHEN UND SPRACHLICHEN INFORMATIONEN BEI DER UNTERTITELUNG EINES SPIELFILMS

**Dr. Jūratė Maksvytytė, Kaunas University of Technology, Lithuania**

Neben den Aufgaben beim Verlauf des konventionellen Übersetzens aus der Ausgangssprache in die Zielsprache stellen das dynamische Geschehen im Film, der Transfer vom Gesagten ins schriftliche Bild, die Polymedialität der Kanäle sowie die gewünschte bzw. geforderte Synchronisierung bestimmte zusätzliche Herausforderungen dar und erweisen sich als aktive Komponenten bei der Erschaffung der Untertitel. Außerdem spielen die Informationsdichte und ihre Ausführung in Untertiteln mit, die unmittelbar mit den Strategien der Suche und der Realisierung von fachlichen und sprachlichen Informationen des Originals zusammenhängen. Im Beitrag wird auf die Darbietung der geschichtlich-spezifischen Realität im Spielfilm und in interlinguistischen Untertiteln eingegangen sowie die Übertragung von kulturspezifischen Einheiten besprochen. Das häufige Ergebnis ist der Verlust an Fragmenten des sprachlichen Weltbildes auf der Grundlage der objektiven Situation und der begrenzten Form. Der geschichtliche Film als Informationsquelle bietet zudem am Mehrwert, der das allgemeine und das fachliche Wissen, die translatorischen Strategien des Übersetzers erweitern und aktivieren kann.

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## THE INTEGRATION OF PROBLEM-SOLVING ACTIVITIES INTO THE EFL CLASSROOM

**Evelina Jaleniauskiene, Kaunas University of Technology, Lithuania**

Probably the most crucial condition helping language learning to succeed is continuous engagement in meaningful communication in the target language. This can be achieved through the integration of problem-solving activities into the EFL classroom, especially for the learners seeking the highest levels of language proficiency. Although integrating problem-solving activities into various subjects is now a well-established educational practice, there is little research done into the use of this practice in foreign language education. This paper reviews studies of this phenomenon and addresses the issue of why such practice is beneficial for EFL learners and what difficulties may be encountered both by learners and educators. The findings revealed that the use of problem-solving activities provide a successful learning environment both in terms of the students' engagement in the learning process and the development of such important 21<sup>st</sup> century skills as problem-solving, critical thinking, creativity and collaboration. As one of the obstacles to integrate problem-solving activities may be the fact that not all of the students in the same class are necessarily ready for new inquiry-based and collaborative learning in the EFL classroom. This review is expected to give insights for educators to transform foreign language classrooms into the sites ensuring both linguistic and personal growth of students.

**Keywords:** EFL; foreign language teaching; foreign language learning; higher education; problem-based learning; problem-solving.

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