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International Federation of Language Teacher Associations
Fédération Internationale des Professeurs de Langues Vivantes

THE FIPLV NORDIC-BALTIC REGION (NBR)

LANGUAGE TEACHERS' ASSOCIATION OF LITHUANIA (LKPA)

INSTITUTE OF FOREIGN LANGUAGES OF FACULTY OF PHILOLOGY,
VILNIUS UNIVERSITY

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INTERNATIONAL SCIENTIFIC CONFERENCE

TEACHING AND LEARNING LANGUAGES IN THE 21st CENTURY:
Linguistic, Educational and Cultural Aspects

PROGRAMME AND ABSTRACTS

7–8 June, 2018

VILNIUS, LITHUANIA

KAZIMIERO BŪGOS AUDITORIJA

7th June, Thursday

8.00 – 9.00	**Registration** (Lobby of Conference Hall, at the premises of the Government of the Republic of Lithuania, 11 Gedimino Ave., LT-01103 Vilnius, Lithuania)
9.00 – 9.30	**Conference opening** (Conference Hall, at the premises of the Government of the Republic of Lithuania)

Welcoming address and opening session

Prof. Dr. ROMA KRIAUČIŪNIENĖ
Director, Institute of Foreign Languages of the Faculty of Philology, Vilnius University,
President of Language Teachers' Association of Lithuania

SIGURBORG JÓNSDÓTTIR
FIPLV Nordic-Baltic Region President, Iceland

Prof. Dr. EUGENIJUS JOVAIŠA
Chair of the Committee on Education and Science of the Seimas of the Republic of Lithuania

TOMAS DAUKANTAS
Chancellor of the Ministry of Education and Science of the Republic of Lithuania

UNĖ KAUNAITĖ
Adviser to the Prime Minister at Office of the Government of the Republic of Lithuania

Prof. Dr. MEILUTĖ RAMONIENĖ
Dean and Chairwoman of the Board of the Faculty of Philology, Vilnius University

Award ceremonies

FIPLV award

Prof. Dr. TERRY LAMB
Secretary General and former President, FIPLV, University of Westminster, UK

The Baltic Philologist Coffret 2017 award

IRENA NAVICKIENĖ
Vice-President of Language Teachers' Association of Lithuania

	1st Plenary session (Conference Hall, at the premises of the Government of the Republic of Lithuania) Moderators: SIGURBORG JÓNSDÓTTIR, ROMA KRIAUČIŪNIENĖ
9.30 – 10.15	TERRY LAMB (University of Westminster, UK) *Developing a Plurilingual Mindset in the 21st Century Super-diverse Urban Spaces*
10.15 – 11.00	GEORG LIND (University of Konstanz, Germany) *Construction, Empathy and Co-construction – the Training of Moral Language Ability as a Basis for Moral Development*
11.00 – 11.15	**Coffee/Tea Break** (Lobby of Conference Hall, at the premises of the Government of the Republic of Lithuania)
	2nd Plenary Session Moderators: IRENA NAVICKIENĖ, EGLĖ ŠLEINOTIENĖ
11.15 – 12.00	STEVE MANN (University of Warwick, UK) *Video-based Pedagogic Practices in Language Teaching and Teacher Education: innovation and reflection*
12.00 – 12.45	HARUN SERPIL (Anadolu University, Turkey) *Deep Symbolic Interactionism as a New Analytical Lens for Transdisciplinary Language Education*
12.45 – 14.00	**Lunch Break** (Café at the premises of the Government of the Republic of Lithuania)

3rd Plenary Session
Moderators:
SIGURBORG JÓNSDÓTTIR, IRENA NAVICKIENĖ

14.00 – 14.30	LILIJA DUOBLIENĖ (Vilnius University, Lithuania) *Being a Teacher in the 21st Century: teaching for, with and within transversality*
14.30 – 15.00	IVETA VĪTOLA (Pearson Central Europe Representative Office in the Baltics, Latvia) *A Competence Based Approach to Teaching and Learning English*
15.00 – 15.30	BONIFACAS STUNDŽIA (Vilnius University, Lithuania) *Language Culture and Policy in Lithuania*
15.30 – 15.50	**Coffee/Tea Break** (Lobby of Conference Hall, at the premises of the Government of the Republic of Lithuania)
15.50 – 16.30	**Round table discussion** (Conference Hall, at the premises of the Government of the Republic of Lithuania) *Teaching and Learning Languages in the 21st Century* Moderators: SIGURBORG JÓNSDÓTTIR, ROMA KRIAUČIŪNIENĖ, EGLĖ ŠLEINOTIENĖ

	Parallel Sessions (Faculty of Philology, Vilnius University, 5 Universiteto St.)	
	Section A **Language Teacher Training and Development of Teachers' Competences** Moderator: OLGA MEDVEDEVA Room: 108	**Section B** **Language Learning and Teaching New Generation Students (I)** Moderator: VILMA BIJEIKIENĖ Room: 109
16.50 – 17.10	DENIS CUNNINGHAM (Australia) *Effecting Change in the Classroom. The Gender Switch*	KONSTANTINA ZAVALARI (Greece) *From EFL Teaching to CLIL Teaching: revealing the socio-cultural dimension of CLIL through teaching astronomy/mythology to EFL students*
17.10 – 17.30	HANNA LAITVIRTA (Finland) *Evaluating Pupils' Foreign Language Skills at the End of the Finnish Comprehensive School*	TATIANA SIDORENKO, SVETLANA RYBUSHKINA, YANA ROSANOVA (Russia) *CLIL as a New Philosophy in University Pedagogy (The Case of Russian Engineering Universities)*
17.30 – 17.50	MARIJA LIUDVIKA DRAZDAUSKIENĖ (Poland) *Intellectual Work and Requirements to the Teacher*	VILMA BIJEIKIENĖ, ALMANTĖ MEŠKAUSKIENĖ, EDITA BARTNIKAITĖ (Lithuania) *Is Students' Competence of English Adequate for EMI Courses: Teacher Attitude Survey*
17.50 – 18.10	ZHIVKA ILIEVA (Bulgaria) *Developing 21st Century Literacies through Texts for Children*	KAROLA VELBERG (Estonia) *Using Board Games to Motivate your Classroom*
18.10 – 18.30	ENE ALAS, KRISTEL KRIISA (Estonia) *Teachers as Interviewers in High-Stakes Language Testing: Triumphs and Challenges*	RYMMA MAIBORODA (Ukraine) *Useful Tips to Improve Students' Writing Skills*
19.00	**Reception** (University Café, 3 Universiteto St.)	

Parallel Sessions (Faculty of Philology, Vilnius University, 5 Universiteto St.)		
Section C **Language Learning and Teaching New Generation Students (II)** Moderator: VILMANTĖ LIUBINIENĖ Room: 111	**Section D** **Language Learning and Teaching New Generation Students (III)** Moderator: NIJOLĖ BURKŠAITIENĖ Room: SP01	**Section E** **Literary and Linguistic Research** Moderator: DORISA DELENA COSTELLO Room: UKD
HASHIL AL-SAADI (Sultanate of Oman) *Doing ELT Differently: promoting significant learning for survival in 21st century*	JULIJA KOROSTENSKIENĖ (Lithuania) *The HOT Business of Writing (Well): incorporating metacognitive and discursive skills as a way to train better readers and writers*	SVETOZAR POŠTIČ (Lithuania) *Words Related to Time as a Reflection of the Difference Between Russian and Anglophone Cultures*
INGA SAVICKIENĖ, AUŠRA JANKAUSKAITĖ, LAURA RAŠČIAUSKAITĖ (Lithuania) *Study of Spanish Language Learner Needs in Lithuanian General Education School*	MARINA DOBROVOLSKAYA (Russia) *Developing Foreign Language Skills through Reading Authentic Text at University level*	GALYNA TSAPRO (Ukraine) *Song Content of Male and Female Bands: Gender Aspect*
HAYFORD AMEDJI-DELA ANYIDOHO (Germany) *Binnendifferenzierender Unterricht im 21. Jahrhundert: Digital im Einklang mit Analog*	INGA TEPHNADZE (Georgia) *Why and What to Teach Pilots and Controllers Within Aviation English Context*	NATALIIA SAFONOVA (Ukraine) *Linguistic Consciousness and Foreign Language Learning*
VIGILIJA ŽIŪRAITĖ (Lithuania) *Socialinių medijų vaidmuo siekiant mokyti(s) kalbų nemokamai prieinamose nuotolinėse platformose*	**Workshop** ENE PETERSON (Estonia) *The Journey into the World of Words*	OLENA HRYSHCHENKO (Ukraine) *Modern Perception of Fake*
TETIANA MOROZ (Ukraine) *Intercultural Competence in English language teaching for university students*		VALENTYNA IAKUBA (Ukraine) *Verbalization of IQ in D. Keyes' Flowers for Algernon*
Reception (University Café, 3 Universiteto St.)		

8th June, Friday

8.00 – 9.00	**Registration** Senate Hall at the premises of Central University building, 3 Universiteto St.)

4th Plenary Session (Senate Hall at the premises of Central University building) Moderators: ROMA KRIAUČIŪNIENĖ, IRENA NAVICKIENĖ	

9.00 – 9.30	ROB DEAN (Pearson, UK) ***Nothing Stands Still for Long – Changing English***

Workshop: (Senate Hall at the premises of Central University building)	

9.30 – 10.15	ROB DEAN (Pearson, UK) ***Video – Just for Watching? Ways of Exploiting DVD Material***
10.15 – 11.00	THOMAS H. BAK (University of Edinburgh, UK) ***Effects of Language Learning on Cognition and Brain Health***
11.00 – 11.30	**Coffee/Tea Break** (Faculty of Philology, Rašytojų menė - Writer's Hall)
11.00 – 11.30	**Poster session** (Faculty of Philology, Rašytojų menė - Writer's Hall)

Parallel workshops		
	Faculty of Philology (5 Universiteto St.)	Senate Hall, Central University building (3 Universiteto St.)
11.30 – 12.15	**WORKSHOP 1** Moderator: SVETOZAR POŠTIČ Room: 108	**WORKSHOP 2** Moderator: AUDRONĖ AUŠKELIENĖ Room: Senate Hall
	IRINA LEBID (Ukraine) *Bringing Real England into the Classroom!*	SONIA CARMONA TAPIA (Spain) *Storytelling as a Means to Develop Students' Emotional and Social Intelligence*
12.15 – 13.00	**WORKSHOP 3** Moderator: JELENA KIREJEVA Room: 109	**WORKSHOP 4** Moderator: EVELINA JALENIAUSKIENĖ Room: Senate Hall
	NIKOLAY NIKOLOV (Bulgaria) *T.I.M.E. Is Drama*	EVELIN MÜÜRIPEAL (Estonia) *Mobile Devices as Partners in Language Teaching*
13.00 – 14.00	**Lunch Break** (University Café)	

Parallel Sessions		
(Faculty of Philology, Vilnius University, 5 Universiteto St.)		
	Section A **Language Teacher Training** **and Development of Teachers'** **Competences** Moderator: AUŠRA JANULIENĖ Room: 108	**Section B** **Language Learning** **and Teaching New Generation** **Students (I)** Moderator: DENIS CUNNINGHAM Room: 109
14.00 – 14.20	OLENA MOSKALETS (Ukraine) *Updating Pre-service Teacher Training* *in Ukraine: participants' perspective*	Mª SANDRA PEÑA-CERVEL (Spain) *Are You Seriously Telling Me that* *Emotional Meaning Can be Taught?*
14.20 – 14.40	CHRISTINE O'LEARY (UK) *Developing Autonomous* *Language Learners in HE: a Social* *Constructivist Perspective*	PETRINA RÓS KARLSDÓTTIR, SOLVEIG THÓRDARDÓTTIR (Iceland) *Creativity and autonomy in Language* *Learning French and German in MS*
14.40 – 15.00	VALENTYNA Y. PARASHCHUK (Ukraine) *Teaching English Speaking Cultures* *to EFL Pre-service Teachers*	LORETA CHODZKIENĖ (Lithuania) *What Does a Language Mean to* *Me, a Student of Languages?*
15.00 – 15.20	**Coffee/Tea Break** (Faculty of Philology, Rašytojų menė - Writer's Hall)	
	Moderator: Danguolė Straižytė Room: 108	Moderator: SAULĖ PETRONIENĖ Room: 109
15.20 – 15.40	CAROLYN BLUME (Germany) *Teaching Teachers for Inclusive* *Language Education: as easy as* *A(ttitudes), B(eliefs), C(ompetency)?*	ANEIDERIZA-ERVITI, Mª SANDRA PEÑA-CERVEL (Spain) *Teaching Discourse Markers from a* *Constructionist Perspective*
15.40 – 16.00	ROBSON CARAPETO-CONCEIÇÃO (Brazil) *Sprachenvielfalt und das Curricu-* *lum: Pädagogisch-institutionelle* *Diskurse Deutscher Auslandsschu-* *len und der Gemeinsame Europäi-* *sche Referenzrahmen in Betracht*	BARBARA DVILEVIČ, IRENA MASOIT (Lithuania) *Lenkų kalbos mokymo(si)* *perspektyvosLietuvoje:* *poreikių analizė*
16.00 – 16.20	JUSTINA BRUŽAITĖ-LISECKIENĖ (Lithuania) *VU medicinos ir Erasmus studentų* *motyvacija mokytis lietuvių kalbos*	MARIAMI AKOPIAN (Georgia) *Gender-related aspects of teaching/* *learning of English pronominal* *usage: a view from co-territorial* *languages of the Caucasus* *(Armenian, Georgian)*

Parallel Sessions (Faculty of Philology, Vilnius University, 5 Universiteto St.)	
Section E **Literary and Linguistic Research** Moderator: LINA BIKELIENĖ Room: 111	**Section F** **Multilingualism and Intercultural Communication** Moderator: JULIJA KOROSTENSKIENĖ Room: SP01
VILMANTĖ LIUBINIENĖ (Lithuania) *Semantic Multimodal Approach for Analysis of Media Narratives*	VILHELMINA VAIČIŪNIENĖ (Lithuania) *Multilingual Society: Reality or Aspiration*
DORISA COSTELLO (Lithuania) *Reaching Climax: Sexual Euphemism in Contemporary American Romance Novels*	GINTARĖ GELŪNAITĖ-MALINAUSKIENĖ, RIMA SABALIAUSKIENĖ (Lithuania) *Reklama kaip kultūros atspindys užsienio kalbos paskaitoje*
OVIDIU IVANCU (Romania) *Inadequacy: a symptom of the Crisis of Modernity*	ALLA ANISIMOVA (Ukraine) *Lexicology and Multilingualism*
Moderator: VIKTORIJA MAKAROVA Room: 111	Moderator: LORETA CHODZKIENĖ Room: SP01
IOLANTA BOGDANOVA (Russia) *Пьеса Б.Шоу «Пигмалион» и викторианскаяАнглия (К вопросу о культурологическомконтекстепьесы)*	GALINA ZASHCHITINA (Russia) *Mass Media Discourse-based Activities as Ways to Improve Students Intercultural and Foreign Language Competence*
OLGA FISENKO (Russia) *Внутренний мир человека в индивидуально авторской картине мира Василия* Розанова	LUIS PEREA, ANZHELIKA SOLODKA, NATALIA ROMANCHUK (USA, Ukraine) *The Speech Act of Complimenting as Part of the Ukrainian, Russian and English-Speaking Communities: Ukraine and the USA*
	LUIS PEREA, ANZHELIKA SOLODKA, NATALIA ROMANCHUK *(USA, Ukraine) Interlanguage Versus Nativeness: a comparative study of the pragmatics of compliments between Ukrainian and American speakers*

16.20 – 16.40	**Round up of the Conference** Room SP01
16.40 – 17.30	**The FIPLV Nordic-Baltic Region (NBR) Board meeting.** Chair: SIGURBORG JÓNSDÓTTIR (FIPLV Nordic-Baltic Region President, Iceland) Room: SP01

Poster Presentations

JŪRATĖ ANDRIUŠKEVIČIENĖ, GINTARĖ GELŪNAITĖ-MALINAUSKIENĖ (Lithuania).
Motivieren + Aktivieren – die ZauberwörterbeimFremdsprachenlernen.

JŪRATĖ ANDRIUŠKEVIČIENĖ, DAINA KAZLAUSKAITĖ (Lithuania).
La créativité en classe et en dehors de la classe des langues étrangères.

ASTA BALČIŪNAITIENĖ (Lithuania).
Sustainability Communication Practices through English Learning at VMU.

EDITA BARTNIKAITĖ, JOVITA DAUKŠYTĖ (Lithuania).
The Aspect of National Identity Facing Other European Cultures:
semantic peculiarities of paremiological units.

LINA BIKELIENĖ (Lithuania).
Cause and Effect in Lithuanian and Native English Students' Proposals.

LIUDMILA DULKSNIENĖ, SIGUTĖ STANKEVIČIENĖ (Lithuania).
Creativity in French Language Studies at the LSMU and ASU.

JULIJA GRIGAITYTĖ, GIEDRUTĖ GRIGONIENĖ (Lithuania).
Naujųjų medijų taikymas profesinės kalbos
įgūdžiams tobulinti studijų procese.

RAMUNĖ ILGŪNAITIENĖ, EDITA BARTNIKAITĖ (Lithuania).
The Importance of Incorporation of Speaking Tasks
in Teaching English Grammar at Tertiary Level.

DALIUS JARMALAVIČIUS, DANGUOLĖ STRAIŽYTĖ (Lithuania).
Disputable Aspects of the Historical Development
of Constituents in German Compounds

SAULUTĖ JUZELĖNIENĖ, JOLITA HORBAČAUSKIENĖ, SAULĖ PETRONIENĖ (Lithuania).
Rhetorical Humour in Political Discourse.

JELENA KIREJEVA (Lithuania).
On Some Peculiarities of "Face-work" Practices Employed in Conflict.

OLGA MEDVEDEVA (Lithuania).
Assessment of Intercomprehension Competences.

IRENA NAVICKIENĖ (Lithuania), IVETA VITOLA (Latvia).
Key for successful professional development.

JŪRATĖ PATACKAITĖ (Lithuania).
*Vilniaus kolegijos studentų užsienio kalbų paklausos
dinamika 2008–2018 m.*

SVETOZAR POŠTIČ (Lithuania).
*Similiarities and Differencies between Languages
of the Former Yugoslavia.*

VIRGINIJA JŪRATĖ PUKEVIČIŪTĖ, DALIUS JARMALAVIČIUS,
DANGUOLĖ STRAIŽYTĖ (Lithuania).
*9-10 klasių mokinių požiūris į integruotą kalbos
ir dalyko mokymą (IDKM).*

VIRGINIJA TUOMAITĖ, EDITA BUTRIMĖ (Lithuania).
*The Importance of Oral Communication Skills: the comparison
of teachers' and students' points of view.*

VIRGINIJA TUOMAITĖ, ZITA ZAJANKAUSKAITĖ (Lithuania).
*Academic Oral Communication Competence
from the Teachers' Point of View*

18.00 – 20.00	Cultural Programme
	Excursion to the National Museum Palace of the Grand Dukes of Lithuania http://www.valdovurumai.lt/en and Excursion around the Old Town of Vilnius
	Meeting point: at the gate of the Faculty of Philology, Vilnius University

Professor Terry Lamb (University of Westminster)**,** as Professor of Languages and Interdisciplinary Pedagogy, focuses on his two academic passions: the promotion of language learning and leadership in teaching across the University. He is leading the Westminster Centre for Teaching Innovation in order to raise the profile and status of teaching across the faculties and to create environments that nurture pedagogical research and innovation. His career began with a BSc (Hons) in Modern Languages from Aston University and a PGCE at Durham University. In his early years as a teacher in London, he studied for an MA in Urban Education at Kings College, University of London. He later obtained his PhD at the University of Nottingham, focusing on the voice of language learners in secondary schools and the relationship between motivation and autonomy. He spent 16 years teaching languages (French, German, Spanish, Turkish) in secondary schools in London and Derbyshire, before moving into higher education, first at the University of Nottingham and then, until 2016, at the University of Sheffield. He has also carried out advisory work, taught English in Poland and Turkey, and been a consultant to

the Ministry of Education in Malaysia on the `Learning how to Learn´ curriculum development project. He is an official EU Expert on Intercultural Education, and in this capacity he has worked as a consultant to the Ministry of Youth, Education and Sport, Czech Republic, on projects relating to the development of a European dimension in the curriculum and to the development of positive attitudes towards the Roma population. More recently he was invited to join the Multilingualism Expert Group of the European Civil Society Platform for Multilingualism. He has worked on many other projects, including several at the European Centre for Modern Languages in Graz. One of these is the Training and Consultancy activity, *Supporting Multilingual Classrooms*, which is co-funded by the Council of Europe and the European Commission.

He has had major roles in the development of language policy nationally and internationally. He is the former President of the Association for Language Learning, was a member of the UK government's National Languages Steering Group and a governor of CILT, the National Centre for Languages. In 2008 he was appointed Chair of the Languages Diploma Development Partnership by the then Secretary of State for Education, Ed Balls. He is also former President and current Secretary General of FIPLV, the Fédération Internationale des Professeurs de Langues Vivantes, which enjoys NGO status with both UNESCO and the Council of Europe.

In 2009, he was awarded the title Chevalier dansl'Ordre des Palmes Académiques by the French prime minister for services to languages and European culture, in particular French. He was also a Fellow of the Royal Society of Arts.

In 2007 he co-founded the international journal, *Innovation in Language Learning and Teaching* (published by Taylor and Francis), which he continues to edit.
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Presentation title:

Developing a plurilingual mindset in 21st century super-diverse urban spaces

Globalisation brings with it increasing linguistic diversity in our neighbourhoods and schools. This presentation will argue that multilingualism is a valuable resource for individuals, communities, cities and nations, but that it is, in some contexts, problematized and excluded not only from educational spaces, but also from public spaces. This presentation will argue that we need to create spaces, which challenge the monolingual mindset and are inclusive, and that this must engage the collective autonomy of linguistic communities themselves. In so doing, it will draw on a number of research projects and creative initiatives in the UK and other European contexts and will make specific reference to the researcher's work with the European Centre for Modern Languages of the Council of Europe, including the *Supporting Multilingual Classrooms* initiative and materials developed to stimulate plurilingual pedagogies.

Professor Georg Lind was an adjunct professor of psychology at the University of Konstanz until 2012. He was also visiting professor at the University of Illinois, the Universidad de Monterrey, Mexico, and Humboldt, University, Germany.
Now he is a free-lance writer, curriculum-designer, instructor, speaker, trainer, policy-advisor. Since 1973 he has been involved in research on, and teaching of, moral-democratic competence. His main work area is moral (-democratic) competence, that is the ability to solve problems and conflicts on the basis of moral principles through thinking and discussion instead of through violence, deceit, and power. Forty years ago, he designed the first objective measurement of moral competence, the Moral Competence Test (MCT), which has been translated and validated in 39 languages, and is used world-wide in research and program evaluation. The MCT is the first objective test of cognitive-structural properties of moral behaviour, which could before only be measured with subjective clinical interview methods. Twenty years ago Lind also developed a very versatile and effective method for fostering moral competence, the *KonstanzerMethode der Dilemma-Diskussion (KMDD)®*, which is used in many countries. Recently he has designed a training and certification program for "KMDD-Teachers," which he offers in many countries: Brazil, Chile, Columbia, Germany, Mexico, Poland, Switzerland, Turkey and China. He is teaching workshops and certifies teachers and professors in many countries. More information could be found on his web-site: http://www.uni-konstanz.de/ag-moral/ and in his book *Moral istlehrbar* (3rd edition. Logos publisher, Berlin) and in its extended version translated in English How to Teach Morality, published in 2016. Prof. Lind's newest endeavour involves the organisation of *Discussion Theatre*, a new form of theatre aligned with the moral ideal of a democratic way of life. His play called "Speaking & Listening" basically is an adaptation of the *Konstanz Method of Dilemma Discussion* for the public space. The premier in the Frauenkirche of Dresden on June 21, 2017, was successful. Prof. Lind also maintains a website on moral and democratic competence education: <http://www.uni-konstanz.de/ag-moral>
Contact information: e-mail: georg.lind@uni-konstanz.de

Construction, Empathy and Co-Construction — the Training of Moral Language Ability as a Basis for Moral Development

Moral ideals like democracy, justice and cooperation are easily enunciated but are rarely achieved. This is not, as people tend to believe, because people are not motivated enough or even evil, but because this is very difficult. One difficulty is that of thinking about one's own moral ideals and of discussing them with others. Understanding ourselves and others in regard to feelings can be very difficult because we cannot point at abstract properties (like moral, just, nice), as we can point at objects (like tables, chairs etc.). Initially moral ideals are nothing but vague moral feelings, which require articulation (putting feelings into words), co-construction (developing a common meaning of these words) and empathy (the ability to understand others' verbalized feelings). Failures usually lead to misunderstandings and fights. In my presentation I will show how a part of our *Konstanz Method of Dilemma Discussion* (KMDD), namely "dilemma clarification," can be used for fostering articulation, co-construction and empathy as part of the overarching aim of fostering people's moral-democratic competence, that is, the ability to solve problems and conflicts through thinking and discussion instead of through violence, deceit or bowing down to others.

Reference:

Lind, G. (2016). *How to teach morality. Promoting deliberation and discussion, reducing violence and deceit.* Berlin: Logos. More reading: http://www.uni-konstanz.de/ag-moral/b-liste.htm

Steve Mann (Associate Professor) currently works at the Centre for Applied Linguistics at the University of Warwick. He previously lectured at both Aston University and the University of Birmingham. He has experience in Hong Kong, Japan and Europe in both English language teaching and teacher development. Mann supervises a research group of PhD students who are investigating teachers' education and development. The group's work considers aspects of teacher development, teacher beliefs and the development of knowledge, the first year of teaching, reflective practice, mentoring, blended learning, and the use of technology in teacher development. He has published various books including *Innovations in Pre-service Teacher Education* (British Council). His most recent books are *The Research Interview: Reflexivity and Reflective Practice in Research Processes* (Palgrave) and *Reflective Practice in English Language Teaching: Research-Based Principles and Practices* (Routledge).
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Presentation title:

Video-based pedagogic practices in language teaching and teacher education: Innovation and reflection.

Digital video plays an ever-increasing part in language teaching and teacher education. This talk argues that we need to be reflective about the role of digital video in harnessing its potential in classrooms, outside classrooms and in teacher education. The talk will feature data from two research projects. The first is called 'Video for All' and was aimed at language teachers. The second is 'Video in Language Teacher Education', funded by the British Council, aimed at those working in language teacher education. This presentation will give an overview of these projects and introduce various video-based pedagogic practices such as the use of video in feedback and use of screen-capture software for the flipped classroom. It will argue for a more reflective approach to innovation and greater opportunities for sharing of practice.

Dr. Harun Serpil currently works as the official interpreter and PA for the Rector of Anadolu University in Turkey. He graduated from the Teaching English as a Foreign Language (TEFL) Program of Anadolu University School of Education, Turkey, in 1996, and went on to get his MA degree in TEFL from Bilkent University, Turkey, in 2000. He was a visiting Erasmus scholar at The Estonian Aviation Academy in May 2014 and at Stellenbosch University in 2017. He was awarded his Ph.D. by the Department of Curriculum & Instruction with a minor in Second Language Acquisition (SLA) at the University of Wisconsin-Madison in 2016. Dr. Serpil has 21 years of experience in language teaching, testing and curriculum design at the university freshman level. Among his research interests are symbolic interactionism, deep education, phenomenology, Freirian critical pedagogy, transdisciplinary/transformative education, intercultural/multicultural education, culturally relevant pedagogy, culturally responsive teaching, and language teacher education.

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Presentation title:

Deep Symbolic Interactionism as a New Analytical Lens for Transdisciplinary Language Education

Taking a critical stance against the consumerist pedagogy, the focus of the speech is *Deep Symbolic Interactionism* (DSI), and ways to implement it in the field of language education as illustrated by insights gathered from a recent study on language teacher multicultural knowledge and belief formation. Its target audience is students/academic staff in world language education and curriculum & instruction programs, but all enthusiasts of education, languages, and curriculum theory are welcome to attend.

Professor **Lilija Duoblienė** is Head of Education Theory and Culture Department at the Institute of Education Sciences, Faculty of Philosophy, University of Vilnius.

Her research topics are in philosophy and ideology of education, creativity and cultural encountering. For the last few years she has been working on Deleuze's and Guattari philosophy, applying it to the educational field. She is an author of many articles and two monographs, and recently she has been involved into the research projects "Dialogue and Argumentation for Cultural Literacy Learning in Schools" and "Multimodal Education: philosophical access".
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Presentation title:

Being a Teacher in 21st Century: teaching for, with and within transversality

Contemporary culture is nominated as visual culture. It speaks to the audience through the image, as Mitchell and Mirzoeff state, and it forms the new way of thinking. That inspires us to rethink education and especially the teaching process, to focus not only on texts, or verbal messages, but much more on visual material, and to find the most effective way of linking the text and the image, also the text and sound, the image and sound. In other words, it is multimodal access to teaching and learning. How can all these media be linked? Are we satisfied with traditional synchronized ways of their combination or could they be combined in any new way? What is the teacher's role in the construction of multimodal teaching and learning? Answering all these questions, the paper presents the concept of transversality. Following Deleuze and Guattari, also Braidottian philosophy, I suggest applying the concept of transversality to education, which is understood as the linkage of elements of different order, and drawing the diagonal line which cuts through boundaries, in that way destroying hierarchy and segregation. It opens new opportunities to work with the text and audiovisual material, to experiment with their connection and reconnection. The paper presents some examples of working for, with and within transversality and discusses the advantages and disadvantages of this method in the teaching process.

Iveta Vītola is an English graduate from University of Latvia, has a Master's degree in education management and business management. She has been involved in ELT as a teacher, ELT specialist and teacher trainer since 1995. Vītola has worked with students of different age groups, from pre-primary to adult, including exam preparation and Business English course. Currently she works for Pearson, the world's leading education company, representing Pearson in the Baltics, assisting specialists in the field of ELT, qualifications and professional development, assessment and testing, providing workshops and teacher training seminars and organising different initiatives to make sure teachers have access to fresh course materials, methodology ideas and top teaching tips, including training in latest digital solutions for the English classroom.
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Presentation title:
A Competence Based Approach to Teaching and Learning English

Competency-based education focuses on real-world learning that leads to greater employability. It stresses competencies derived from the skills and the student's demonstration of desired learning outcomes as central to the learning process. As teachers we are responsible for preparing our students for the opportunities and challenges they will encounter in their future lives. But do we know how to teach 21st Century skills? How will they benefit our students? During this talk we will find some answers to the above questions and look at the language learning materials that engage students, increase their confidence and equip students with knowledge and skills required to succeed in their education and in their lives in general.
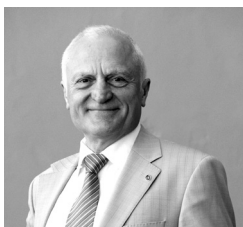
Bonifacas Stundžia is a professor of Baltic linguistics at Vilnius University and the editor of Baltistica, a journal of Baltic linguistics. He is also a member of the Lithuanian Academy of Sciences, Academia Europaea, and the State Commission of the Lithuanian Language, doctor honoris causa of the University of Latvia. In 1981, Stundžia earned his doctorate with a dissertation on the category of gender in the Baltic languages, and in 1995, he earned his habilitation with a monograph on the accentuation system of standard Lithuanian. He is the author of several books (including *The Lithuanian Language: Distinctive Features, Past and Present*. Vilnius: Science and Encyclopaedia Publishing Centre, 2014) and more than 80 articles on various synchronic and diachronic aspects of Baltic and Lithuanian linguistics and its history. Contact information: bonifacas.stundzia@flf.vu.lt

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Presentation title:

Language Culture and Policy in Lithuania

A short glance into the history of Standardization of Lithuanian in Lithuania Minor (East Prussia) and Lithuania Major. The importance of grammars and dictionaries as well as the authority of their compilers for the codification of standard Lithuanian. Discussions on the criteria for the codification of written and spoken standard. Language culture and policy in the Republic of Lithuania (1918-1940). The situation of Lithuanian in the period of Soviet occupation. Strong influence and domination of communist ideology as well as Soviet Russian culture and language on the one hand, and massive movement of the Lithuanian language culture and education which was organized by linguists, teachers and regional ethnographers, on the other (1968-1988). Discussions in regular seminars of linguists and active members of the movement resulted in the establishment of theoretical principles of the codification of standard language. These principles, the most important of which is the functionality of language elements, were based on the ideas of Prague Linguistic Circle. In the period of restored independence, Lithuanian was rehabilitated to the status of the state language (the Constitution of 1992), and State Language Law was adopted (1995). Two state

institutions, i.e. the State Lithuanian Language Commission (SLLC) and the State Lithuanian Language Inspection, are responsible for the implementation of the State Language Law. Language policy is based on the State Language Policy Guidelines issued by SLLC and approved by the Parliament of Lithuania (2003-2008; 2009-2013; 2018-2023 guidelines are submitted for approval). The strategy of the codification of Standard language now is based mostly on recommendations which are oriented towards real use of Lithuanian.

Rob Dean (PEARSON), has been involved in ELT as a teacher, director of studies and teacher trainer since 1994. During this time, he has taught a wide variety of ages and levels in numerous countries in Europe and South East Asia, and is currently based in Poland. Dean has taught a wide variety of course types, from primary to adult, including exam preparation, EAP and English for business and professional purposes. He has numerous interest areas within the world of ELT, including teaching young learners, teaching with technology, language and culture and task based learning. Dean now works as an independent international teacher trainer and academic consultant, and travels widely delivering talks, workshops and seminars as well as online webinars – to teachers all over the world. Over the years, Dean has covered a wide range of topic areas including methodology, language, practical teaching ideas, classroom management, motivation of learners and blended learning to name but a few.

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Presentation title:

Nothing Stands Still for Long – Changing English

Whether it's technology, fashion, music or politics, nothing stays the same for long, and for some people, staying up to date can be a real challenge. Language is no exception, and all languages are in a constant state of evolution. This session will look at some of the latest trends in English – both new elements entering the language as well as old elements falling out of use. The talk is the second in a series that will investigate examples of changing grammar, vocabulary, pronunciation and usage, and will look at where this leaves us when deciding what to teach in the classroom.

Workshop title:

Video – Just for Watching? Ways of exploiting DVD material

For many of us, video in the past has often been used as a 'treat' for the class, perhaps to fill in time at the end of the course when we've completed the last unit in the book. Whilst it's no doubt true that many students consider video in class to be a treat, there's so much more to it than just a way of filling the time. This highly practical workshop will look at ways of integrating video material with the course for a variety of purposes – receptive and productive, accuracy-based and fluency-based, and along the way will consider the pedagogical advantages of incorporating such material into the classroom.

Prof. **Thomas H. Bak** was born and raised in Cracow, Poland. Dr Bak studied medicine in Germany and Switzerland, obtaining his doctorate with a thesis on *acute aphasias* at the University of Freiburg. He worked clinically in psychiatry, neurology and neurosurgery in Basel, Bern, Berlin and Cambridge, where he established the Clinic for Disorders of Movement and Cognition (DMC). In 2006, he moved to Edinburgh where he continues to work on the interaction between motor and cognitive functions in patients with dementia. In recent years, Dr. Bak has also been working on the impact of language learning and bilingualism on cognitive functions across the lifespan and in brain diseases such as dementia and stroke. His studies include a wide range of populations, from students to the elderly, from early childhood bilinguals to new languages learners, from Scotland, through Malta, Saudi Arabia and India to China and Singapore. Since 2010, he is also the president of the World Federation of Neurology Research Group on Aphasia, Dementia and Cognitive Disorders (WFN RG ADCD).

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Presentation title:
Effects of language learning on cognition and brain health

Although the two main categories of arguments used usually to encourage learning languages are cultural and economic, the cognitive argument also has a long history. For centuries it was believed that learning a language like Latin sharpens the mind and teaches logical thinking (with similar claims being made about other great culture languages like Arabic or Sanskrit). More recently, the cognitive argument moved into the domain of cognitive neuroscience, with studies showing that learning languages can improve metalinguistic skills, attention (particularly inhibition and switching) and social cognition. A new dimension of this argument arose as recent research showed that people who speak more than one language perform better on cognitive tests in old age, develop dementia 4 years later and show a better cognitive recovery after stroke than their monolingual counterparts. Importantly, these effects are not confined to the ideal bilinguals, who learned their languages simultaneously in early childhood, but extend to those who have acquired a second or third language later in life. Thus, language learning is becoming one of the best forms of cognitive exercise, contributing through boosting the "cognitive reserve" to better brain health: an argument, which might bring new strength into language teaching.

PARALLEL SESSIONS

Section A

Language Teacher Training and Development of Teachers' Competences

EFFECTING CHANGE IN THE CLASSROOM. THE GENDER SWITCH

Denis Cunningham

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After a brief historical overview, a consideration of some theories precedes a study of current thinking in and outside Australia. This includes the IBO (International Baccalaureate Organization) and the PEEL (Project for Enhancing Effective Learning) principles for teaching and quality learning, good learning behaviours and the role of ICT (Information Communication Technologies). Current research is used as a premise upon which to reflect on personal classroom practices, which appear to work with both genders.

Keywords: gender switch, classroom, quality, IBO

Denis Cunningham, Managing Director, DACE Services, Linguapax Advisory Board Member, FIPLV Honorary Counsellor, Former President & Secretary General of Fédération Internationale des Professeurs de Langues Vivantes (FIPLV).

EVALUATING PUPILS' FOREIGN LANGUAGE SKILLS AT THE END OF THE FINNISH COMPREHENSIVE SCHOOL

Hanna Laitvirta

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Compulsory Finnish comprehensive school lasts nine years. Throughout these years evaluating the learning processes relies heavily on teachers and their autonomy and right to plan their lessons and study periods

very independently, as long as they follow the national and school-based curricula. It is the role of the teacher to know what, when and how to evaluate and test, and which functions the evaluation itself should carry in their classes. This independence and opportunity to adapt the methods according to the needs and skills of the pupils has generally led to very good learning results, much like the PISA studies have stated. However, evaluating the pupils is also a constant discussion topic in the Finnish school system. There are strong voices favouring the current system but there are also some who find it troublesome that the comprehensive school does not produce testing results that could be fully comparable nationwide. Therefore, for years now, a number of teacher associations of certain major school subjects have produced standardized national final tests for ninth graders of the comprehensive school. These tests are planned and scripted by professional teachers and are strongly based on the national curriculum and CEFR levels. The tests are not obligatory so that each teacher can decide whether they want to participate or not. SUKOL has produced and published the relevant kinds of national tests for major foreign language subjects annually since the 1980s. The tests are meant to support the local evaluation processes and to ease the workload of teachers. The tests offer national data about the learning results and support teachers in their role evaluating the pupils at the end of their compulsory school road. In my 15-minute presentation, I will briefly discuss the features of evaluation in general and then will focus on the tests produced at SUKOL. I will also bring up the question of digitalization and its effect on evaluation and testing in schools.

Keywords: foreign language skills, testing, evaluation, standardized tests, teacher autonomy

Hanna Laitvirta, project secretary and training coordinator at the Federation of Foreign Language Teachers in Finland (SUKOL). One of Ms Laitvirta's main responsibilities at SUKOL is to organize and manage the process of producing national foreign language tests for the ninth graders. This includes following the latest research on evaluation methods and cooperating with the teachers who script the tests annually. Additionally, Ms Laitvirta works as a freelance editor for a wide range of educational and non-fiction publications (print and digital), and her interests lie widely in pedagogy.

INTELLECTUAL WORK AND REQUIREMENTS TO THE TEACHER

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Something may not be well in the criticism of the humanities; language teaching has its own problems, some of which are man-made (e.g. the noise of name/label creation, overstatements in arts and perception, psychological imbalances, pressure on the teacher, etc). Discussions in the press, online, and at conferences escalate rather than solve the problems. Some of the talking points may be gainfully terminated while the role of the teacher has to be given more attention. If pupils deserve all manner of attendance and comfort, teachers deserve them no less to improve their well-being. Intellectual work satisfies the formula of physical labour ($A=Fs$), but this work has added value when input is gained, and when decisions/judgment/evaluations are at issue. In task-solving practices, the product of intellectual work is measurable in quantities approaching the speed of light and has to be tended respectively. This implies exceptional professional qualifications. The education process is long, the knowledge gained should exceed routine functions and last for life. It is not true that the availability of information diminishes the teacher's role or makes systematized instruction redundant. The availability of information does not diminish the load and content of teaching, if the school is to retain its function; nor does it ensure effortless learning, if quality education is sought. It does not resolve challenges in performance and intellectual readiness, while "understanding, explanation and appreciation are key aims of humanistic studies". In some higher education systems, skills in selection are a prized attainment. The recovered basic concepts in learning and teaching could reform the culture, in which learning, education and professional functions can be productive. Teachers' education should be based on deep studies centred on language, literature, philosophy, and psychology, and has to draw its results from internalized information, analytical thinking, from the ability to select, compare, evaluate/judge, to explain, and to appreciate. Teachers should have a voice in and out of the classroom.

Keywords: verbosity, intellectual work, professional readiness to select, to understand, to explain, to appreciate

Marija Liudvika Drazdauskiene, Professor, Doctor habilitatus at the Wszechnica Polska, a higher school in Warsaw. Professor Drazdauskiene is author of five books on English style and of one original volume of essays and poems, 70 articles on style and uses of language published both locally and internationally. With over forty years of academic experience, she teaches a new course of modern English usage to Master students and supervises BA and MA theses. Dr Drazdauskiene is member of IATEFL, Societas Linguistica Europaea, the Liuthuanian Association of Teachers of English, and the Lithuanian Association of Language Teachers, and actively participates at international conferences. Professor Drazdauskiene's current research interests include the potential meaning of language, style, and the author's identity in literature.

DEVELOPING 21ST CENTURY LITERACIES THROUGH TEXTS FOR CHILDREN

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Teaching English as a foreign language not only develops literacy in the sense of learning to read and write in English, but rather develops all kinds of literacies. Songs and books for children are very suitable for work with young learners, future teachers, and learners of various ages and levels of linguistic development. The variety of topics in children's books and songs aid the development of literacies like health, civic, social, cultural and intercultural, global, and critical. Digital stories and digitalized books aid the development of digital literacy. Therefore, working with picture books and digital stories, we develop multiliteracies in the foreign language classroom. It is especially with young learners that we can easily develop love for books by reading picture books to children at the kindergarten and the primary school. Through picture books children who cannot read start distinguishing the various types of font on the cover and through the pages. Such variety of font and size can only be seen in books for children. Certain

games, stories, videos, songs, and rhymes develop mathematical literacy or numeracy. Some of the games and other activities connected with stories and video clips develop children's space literacy. Space literacy is aided not only by using action games, rhymes, songs, and stories, but also by using pop-up books and video clips.

Keywords: multiple literacies, picturebooks, texts for children, young learners, TEFL

Zhivka Ilieva is an Associate Professor at Dobrich College, Shumen University. She holds a PhD in Methodology of English Language Teaching. As part of her research, Dr Ilieva has classes at primary schools and kindergartens. She regularly participates in conferences dedicated to language teaching and teacher training.

TEACHERS AS INTERVIEWERS IN HIGH-STAKES LANGUAGE TESTING: TRIUMPHS AND CHALLENGES

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The presentation will discuss the problem of standardization in foreign language oral testing within the framework of the English language national examinations in Estonia. In the current context, test-takers' teachers, having completed either one or two rounds of interviewer training, conduct scripted, mandatory, high-stakes, end-of-gymnasium oral interviews. Use of interviewer scripts has been introduced in the context discussed in order to maintain equity in the evaluation process, yet large-scale monitoring of teacher-led interviews, introduced just 2 years ago as a result of mandatory recording of the teacher-led interviews, has disclosed numerous interviewer practices which seem to undermine the validity of the procedure. Research to date suggests that 'using teachers as examiners raises problems of standardization' (Sundquist et al 2017: 1). The aim of the presentation will be to report on the monitoring results of 1242 interviews conducted by 244 interviewers during the examination sessions of 2016 and 2017 in both

Estonian and Russian-medium schools. Interview analysis has generated a taxonomy of interviewer types, defined by their behavioural patterns which seem to be reflective of their attitude to standardized language testing. In addition, the behavioural patterns disclosed have implications for national examination interview administration, teacher as interviewer training and teacher education in general.

Keywords: oral proficiency testing, standardisation, teacher-led interviews, behavioural patterns, interviewer training

Dr. Ene Alas, Associate Professor of Language Testing at Tallinn University. Dr. Alas' research interests comprise teacher education and professional development, language evaluation and testing, and pragmatics in discourse analysis.

Kristel Kriisa, Leading Specialist at SA Innove. Ms Kriisa's research interests include language testing and evaluation, test development, interviewer and assessor professional development, and computer-based language testing.

UPDATING PRE-SERVICE TEACHER TRAINING IN UKRAINE: PARTICIPANTS' PERSPECTIVE

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In September 2016, eleven Ukrainian universities launched the pre-service English teacher training program following an updated curriculum developed by the participants of the New Generation School Teacher project under the supervision of the British Council Ukraine. The innovative curriculum introduces a number of significant changes to the content and organization of pre-service teacher training: a three-year-long ELT methodology course delivered in English (in contrast to the traditional Pedagogy and Methodology courses, which are taught in students' L1); change in training format from lectures / seminars to workshops; introduction of new topics with focus on learner-centered education, development of 21st century skills, lifelong education, etc.; school-based experience throughout the entire course, and another level of collaboration between school and university teachers and

students. In Kyiv, the course was offered to English Philology students at Borys Grinchenko Kyiv University. Approximately 170 bachelor program students, six university teachers and 38 mentors from six schools have been involved in the project for the past 18 months. In the course of the pilot project, the team of Borys Grinchenko Kyiv University teachers have been monitoring the impact of the curriculum on local participants through regular analysis of feedback surveys, observation, and product analysis. The progress has been observed in all three aspects of the students' professional competences: language proficiency, methodological competence, and personality qualities. Moreover, feedback surveys and performance talks with university and school colleagues have revealed that the majority of the active project participants experienced a notable boost in professional development.

Keywords: pre-service teacher training, professional developments, competence, monitoring

Olena Moskalets PhD, Associate Professor at Borys Grinchenko Kyiv University, Ukraine. Dr Moskalets has been an English language teacher and a teacher trainer for about 20 years, delivering courses in ELT Methodology, Practical English, Critical Reading and supervising students' school-based practice. Since 2015, she has participated in the joint project of the British Council Ukraine and Ministry of Education of Ukraine "New Generation School Teacher", and since 2016 has coordinated the pilot project in Borys Grinchenko Kyiv University. Dr Moskalets regularly provides professional workshops for university and school teachers in Ukraine and presents at regional and international conferences. Her research interests include pre- and in-service teacher training, academic writing, and teaching and assessment.

DEVELOPING AUTONOMOUS LANGUAGE LEARNERS IN HE: A SOCIAL CONSTRUCTIVIST PERSPECTIVE

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Within the field of language learning, learner autonomy is most commonly defined as learners' ability to take charge or control of their own learning (Holec, 1981). However, the development of a learner's capacity for auton-

omy does not happen in isolation but through social interactions involving both peers and teachers. Fostering autonomy implies a shift in the balance of power between teachers and their learners, leading ultimately to partnership (Raya, Lamb & Vieira, 2007) This research paper seeks to explore the curriculum design, including the role of technology and assessment, as well as practice implications of moving towards partnership between teachers and learners, within formal educational structures, from a researcher-practitioner perspective. The research project focuses on a case study of a final year foreign language undergraduate programme, in a large Higher Education Institution in the UK. After a detailed description of the context and curriculum design, the outcome of the analysis of the reflective logs and peer feedback of 40 students, and my own diary reflections as a practitioner-researcher and their teacher, will be discussed alongside pertinent literature. The presentation will conclude by considering possible implications for curriculum design and practice within formal institutional settings.

Keywords: learner autonomy, social interactions, partnership, Higher Education, curriculum design

Dr Christine O'Leary is Head of Languages and Cultures at Sheffield Hallam University in the UK. She has a wide experience of teaching languages and area studies, research methodology as well as staff development relating to languages and generic Higher Education (HE) pedagogy. She has presented and published widely in the area of learner autonomy, assessment for and as learning, student engagement and, more recently, and the development of teaching practices within HE. She is an active member of a number of national and international associations, including the UK representative on the FIPF (International Federation of French Teachers) and a member of FIPLV, where she has held a number of officer/ governance positions such as a trustee of the FIPF until July 2016.

TEACHING ENGLISH SPEAKING CULTURES TO EFL PRE-SERVICE TEACHERS

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Life in the era of globalization and multiculturalism has defined teaching English-speaking cultures as one of the top priorities for the TEFL curricu-

lum of teacher training institutions. The cultural component has emerged as the "fifth skill" (B. Tomalin) after listening, speaking, reading, and writing, emphasizing an EFL teacher's ability not only to perceive, understand, and accept cultural relativity of the target language, but also their knowledge and skills of culture didactics. One of the issues in teaching English speaking cultures is the polycentricity of present-day English. Understanding similarities and differences across the target cultures requires knowledge about how cultures differ. EFL teachers need frameworks for comparing cultures. Given the growing importance of culture didactics in TEFL pedagogy, this study synthesizes a set of dimensions of cultural variability which can be applied by EFL teacher trainers as an interpretative mechanism for profiling cultures by pre-service teachers in a class of Intercultural Communication. A culture didactic model and the content of a module of training are presented. Content development supporting the training-learning process for English speaking cultures is one of the main challenges due to the multiplicity of cultural forms and their related didactic typologies. The study has made recommendations for teacher trainers to have a successful implementation of culture-specific knowledge and skills in the preparation of the EFL pre-service teacher professional.

Keywords: English as a foreign language, English speaking cultures, a culture didactic model, frameworks for comparing cultures, dimensions of cultural variability, components of a culture

Valentyna Yuliivna Parashchuk is Associate Professor of English at the School of Foreign Languages, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine. She has 42 years of EFL teaching experience. Dr Parashchuk teaches Intercultural Communication, World Englishes, and English Phonetics to senior students of TEFL and Translation Programs. She is also a resource materials writer, and her collections of readings in Speech Communication and English Phonetics are used at EFL departments in Ukraine. Dr Parashchuk is a US academic exchange programs alumna ("Engaging Materials for Global English", Iowa State University, 2012; Regional Scholars Exchange Program, 2001; Fulbright, 1998).

TEACHING TEACHERS FOR INCLUSIVE LANGUAGE EDUCATION: AS EASY AS A(TTITUDES), B(ELIEFS), C(OMPETENCY)?

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In the wake of increasing legal and philosophical concerns regarding educational equity, enhancing accessibility to English instruction for all learners in German schools has come to focus on the attitudes towards inclusion of learners with special needs, beliefs regarding foreign language learning, and the reflective competence that foreign language educators bring to their instruction (cf. Richards, 2008; Roters & Eßer, 2016). Within the framework of a university seminar in English didactics, a course designed to strengthen pre-service teachers' understanding of inclusive pedagogy for heterogeneous groups of learners in English language classrooms (grades three through ten) was co-constructed within a community of practice (Gräsel, Fußangel, & Pröbstel, 2006; Wenger, 2008), utilizing a blended learning design, and incorporating manifold "approximations of practice" (Grossman, Hammerness, & McDonald, 2009) as well as conceptualizing activities (Negueruela-Azarola, 2011). This presentation will describe both the course and the concomitant mixed-methods research, which adapts several validated instruments, as well as multi-perspective classroom videography as both a learning opportunity and evaluation instrument, to examine developments in three areas: the preservice teachers' attitudes towards inclusion in English instruction, beliefs regarding language learning, and reflective competence in a pre-/post-intervention design. Using qualitative content analysis (Mayring, 2010), a typology of preservice teacher types was generated, with five categories of reflective competence being identified in the sample. Given the small sample size (N=35), the quantitative data is used to supplement qualitative data, which suggests both efficacious outcomes and ongoing challenges in supporting university students to become more reflective pre-service teachers. Correlations between learners' prior experiences, as well as the relationship among the three aforementioned constructs are identified, and indicate the ways in

which these need to be addressed going forward to strengthen educational settings that meet the needs of a broad range of learners.

Carolyn Blume is a researcher at ZZL-Network for Teacher Education, Leuphana University Lüneburg. Ms. Blume is completing her dissertation in the field of EFL pedagogy, focusing on attitudes and behaviors of pre-service teachers in relation to digital game-based language learning. Prior to her work at the Leuphana University in Lüneburg, Germany, she worked as a teacher and school administrator in both the U.S. and in Germany. Ms. Blume holds an undergraduate degree from Stanford University and graduate degrees from Harvard and Mercy College. Her research interests include teacher education and professionalization, digitalization, assistive technologies, and inclusive education.

SPRACHENVIELFALT UND DAS CURRICULUM: PÄDAGOGISCH-INSTITUTIONELLE DISKURSE DEUTSCHER AUSLANDSSCHULEN UND DER GEMEINSAME EUROPÄISCHE REFERENZRAHMEN IN BETRACHT

Robson Carapeto-Conceição

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Im Kapitel 8 vom Gemeinsamen europäischen Referenzrahmen für Sprachen wird die sogenannte mehrsprachige und plurikulturelle Kompetenz als weiteres Ziel des Sprachenlernens erläutert. Dementsprechend wird die allgemeine Sprachkompetenz „nicht als Schichtung oder als ein Nebeneinander von getrennten Kompetenzen verstanden, sondern vielmehr als eine komplexe oder sogar gemischte Kompetenz" (S. 163) betrachtet. Insgesamt sind 140 deutsche Schulen mit Ressourcen des Auswärtigen Amtes in 71 Ländern gefördert. Von 80.000 Schülern besitzen ca. 73% weder deutsche Staatsbürgerschaft noch Deutsch als Erstsprache. Meistens handelt es sich um private Bildungsanstalten, welche als bikulturelle Begegnungsschulen bezeichnet sind und durch Kinder und Jugendliche aus ökonomisch pri-

vilegierten Elternhäusern besucht werden. Der Schwerpunkt dieser Studie ist die Durchdringlichkeit dieses Begegnungsraumes und zwischen seinen Binnenstrukturen. In diesem Zusammenhang stellt sich die Kernfrage: In wie fern entspricht der dabei erwartete interkultureller Dialog den Austauschsdynamiken und Identitätsprozessen, wie sie im Schulalltag festgestellt werden können, und den Prämissen des Gemeinsamen europäischen Referenzrahmens in Bezug auf interkulturelle und mehrsprachige Kompetenzen? Welche sprachliche Ideologien orientieren den Diskurs und die pädagogische Praxis in solchen binationalen Schuleinrichtungen? Die Analyse der institutionellen Diskurs der untersuchten Einrichtung zeigte ihre ideologischen Grundsätze und die soziopolitische Stelle auf, die sie in den Blick nimmt, sowie ihre Einstellung über Interkulturalität und Mehrsprachigkeit. Die überwiegende Spracheinstellung verweist noch auf den „Nativitätsmythos" (Rajagopalan 1997), indem die Sprachkompetenz des zweisprachigen Individuums hinsichtlich eines anachronistischen, imaginären ‚Muttersprachlers' bewertet wird. Sein realitätsfernes Sprachmuster wird künstlich als Ideal gefordert und der Lernende sei über seinen Kontakt und Vorbild durch einen Splitter seines sprachlichen Vermögens begünstigt. In Bezug darauf sei folglich seine Leistung höchstens befriedigend zu beurteilen. Darüber hinaus führt dieses Glauben zur Ausblendung von Merkmalen, welche die L2-Gruppen verbinden und unterscheiden.

Keywords: Deutsche Auslandsschulen, Mehrsprachigkeit, Deutsch als Fremdsprache, Transkulturalität, Gemeinsamer europäischer Referenzrahmen, Sprachidentität

Robson Carapeto-Conceição promoviert in Sprachwissenschaften an der Bundesuniversität Fluminense (Niterói, Brasilien) und in Kulturwissenschaften an der Europa-Universität Viadrina (Frankfurt an der Oder, Deutschland) und ist seit 2004 als Lehrer für Deutsch als Fremdsprache im Schulbereich tätig.

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Motyvacija – vienas svarbiausių svetimosios kalbos išmokimo veiksnių (Gardner 2012: 216, de Bot et al. 2006: 72). Atliktas ne vienas tyrimas, kuriame analizuojamas glaudus ryšys tarp motyvacijos, kalbinių nuostatų ir kalbos išmokimo rezultatų (plg. Engin 2009, Hernández 2010, Dörnyei 2010). Išskiriamas ne vienas motyvacijos mokytis svetimosios kalbos aspektas ir tipas (integracinė, instrumentinė motyvacija, pastangos mokytis kalbos, kalbinės nuostatos ir kt. (Gardner 1985; Dörnyei 2010). Lietuvių kalbos kaip svetimosios mokymosi motyvacijos klausimas dar nebuvo tirtas. Šiame pranešime pristatomas Vilniaus universiteto Erasmus ir medicinos studentų motyvacijos mokytis lietuvių kalbos tyrimas. Tyrimo tikslas – atsakyti į klausimą, kas VU medicinos ir Erasmus studentus motyvuoja mokytis lietuvių kalbos. 2017 m. spalio mėnesį atliktame tyrime dalyvavo 114 Vilniaus universiteto studentų. Iš jų – 82 medicinos ir odontologijos bakalauro studijų studentai, 32 įvairių bakalauro specialybių Erasmus studentai. Tarp apklaustųjų buvo 50 vyrų ir 64 moterys, jų amžių vidurkis – 21,7 m. Tiriamiesiems pateiktas motyvacijos ir kalbinių nuostatų klausimynas, sudarytas dviejų motyvacijos mokytis anglų kalbos klausimynų (Gardner 2004, Dörnyei, Taguchi 2002) pagrindu. Surinkti kiekybiniai duomenys buvo apdoroti ir išanalizuoti programa „R", skirta statistikos uždaviniams spręsti. Atlikus statistinę duomenų analizę aukštais studentų vertinimais išsiskyrė šie motyvacijos mokytis lietuvių kalbos aspektai: domėjimasis svetimosiomis (užsienio) kalbomis, lietuvių kalbos mokymosi aplinka, požiūris į lietuvių bendruomenę ir integracinė motyvacija. Tyrimas taip pat parodė, kad Erasmus studentų, kurie patys pasirinko lietuvių kalbos kursą Vilniaus universitete, motyvacija mokytis lietuvių kalbos ne vienu aspektu yra aukštesnė už motyvaciją medicinos ir odontologijos studentų, kuriems šis kursas privalomas. Vaikinų ir merginų motyvacija skiriasi tik vienu as-

pektu – merginos yra labiau susidomėjusios svetimųjų (užsienio) kalbų mokymusi. Šie ir kiti motyvacijos mokytis lietuvių kalbos kaip svetimosios aspektai aptariami pranešime.

Raktiniai žodžiai: Svetimosios kalbos išmokimas, lietuvių kalbos mokymasis ir išmokimas, kalbų mokymosi motyvacija, kalbinės nuostatos

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Section B

Language Learning and Teaching
New Generation Students (I)

FROM EFL TEACHING TO CLIL TEACHING: REVEALING THE SOCIO-CULTURAL DIMENSION OF CLIL THROUGH TEACHING ASTRONOMY/MYTHOLOGY TO EFL STUDENTS

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The innate, dual focus of CLIL, aiming at teaching content and language in a cohesive, two-way manner, has the potential of transforming it into a powerful and dynamic tool of (foreign) language teaching. In this presentation I am discussing my comprehensive CLIL teaching model, which has a powerful sociolinguistic essence, rooted to Vygotsky's sociocultural theory, Halliday's Systemic Functional Grammar (SFG) and Kress and van Leeuwen's Grammar of Visual Design. My main idea towards this production is that specific content has specific language demands and verbal communication is based on creating purposeful content towards meaning production. The model shares a strong relationship to Llinares, Morton and Whittaker's (2012) CLIL lesson plan, but my focus is mainly visual literacy and its (socio)linguistic dynamics. My CLIL class teaches elementary Astronomy and its cultural alter ego, Mythology, structured around the above theoretical axes, to 13-15-year-olds, with a linguistic competence of English from A1+ to B1+ in the CEFR scale. Among its other characteristics, the model is also trying to investigate content affiliations with other school subjects, such as Geography, Biology and Chemistry. This perspective determines not only the structure of the content texts, but also their visual resources and aids, the content language choices and the activities. Apart from suggesting a CLIL teaching methodology, the model also attempts to use its theoretical background to produce teaching

material to be used in a CLIL class. The suggested model has been awarded the European Language Label 2016.

Keywords: CLIL, Systemic Functional Grammar, Grammar of Visual Design, sociocultural theory

Konstantina Zavalari is an EFL teacher, currently working at Gymnasio Loutrakiou, Korinthia, Greece, a state lower secondary school. She holds an MEd (Applied Linguistics) from The Open University, UK and her research interests involve CLIL teaching and investigating the social character of language and foreign language teaching and learning. Her research interest include studying Halliday's SFG, Kress and van Leeuwen's Grammar of Visual Design, multimodality and multimodal texts, bilingualism and multilingualism, which have decisively affected her teaching choices and practice. For the last five (05) years, she has got involved into producing her own teaching material as a supplement to her mainstream EFL teaching, an activity which has been a result of her CLIL involvement and investigation, since she has to produce her own material for her experimental CLIL classes. She has participated in Erasmus+ projects and has prepared an Erasmus+ KA229 project on CLIL for the next school term.

CLIL AS A NEW PHILOSOPHY IN UNIVERSITY PEDAGOGY (THE CASE OF RUSSIAN ENGINEERING UNIVERSITIES)

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The paper presents an overview of Content and Language Integrated Learning (CLIL) as a new pedagogical approach and philosophy and the way it is evolving in higher engineering education in Russia. Although still

ambiguous, this approach has been able to collect many disputes recently. Yet, there are only a few sound research-based empirical studies on CLIL, while CLIL programmes are experimental in nature and recognized valuable mainly in the private sector. The objective of today's talk is to introduce and discuss the experience of Tomsk Polytechnic University in conducting CLIL-based courses. We would like to talk on reasons behind the emerging integration of content and language teaching at the tertiary level and focus on the specificity of integrated courses in Russian engineering universities. The didactic principles, teaching methodology and arising issues will be discussed from the point of view of different stakeholders, including students, language teachers, content teachers and university administration. We will attempt to look at the outside and inside of the efforts to internationalize and globalize engineering education in Russia by attracting the English language as the tool, medium and even a second objective of equal importance in teaching professional content. Regardless the global relevance of this approach, its objectives, methods and organizational forms remain dubious for university teachers in Russia and are fully influenced by the national context. This approach risks to be passively "bought-in by the system", which could lead to some chaos in conventional and well-functioning processes. The main issue will be explained as the lack of experimentally proven CLIL practices in Russian higher education institutions (HEI).

Keywords: content-language integrated learning (CLIL), English as medium of Instructions (EMI), bilingual education, study motivation, subject and language teachers

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IS STUDENTS' COMPETENCE OF ENGLISH ADEQUATE FOR EMI COURSES: TEACHER ATTITUDE SURVEY

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The increasing globalisation and an urge for competitiveness of contemporary labour market with rapidly evolving multicultural and multilingual work environments have led the way for an intensifying internationalisation of European higher education. Given that English has largely penetrated international academic and professional communication as the main lingua economica and lingua academica, English medium instruction (EMI) has become an indivisible part of University study programmes all across the study fields. It has thus become of high significance for university students to develop relevant communicative competences of English which would not only provide them with better job opportunities but would also allow them to access their professional competences in their EMI subject courses. In accordance with the above reasoning, the present study aims at analysing the non-linguistic subject teachers' attitudes and expectations in the fields of social, fundamental and natural sciences regarding their students' academic and subject-specific competences of English. The study is based on qualitative methodology, specifically it includes semi-structured interviews with 25 teachers from the faculties of Law, Political Sciences and Diplomacy, Economics and Business Administration, Informatics and Natural Sciences. The obtained results will facilitate projecting the development of students' professional and academic English skills in the relevant fields.

Keywords: English medium instruction (EMI), communicative competences, professional skills, academic skills, subject teachers' attitudes

Assoc. prof. Vilma Bijeikienė, Institute of Foreign Languages at Vytautas Magnus University Research interests: EFL and ESP methodology, ICT in language learning and teaching, political and forensic linguistics, discourse analysis, sociolinguistics, pragmatics, Content and language integrated learning CLIL

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USING BOARDGAMES TO MOTIVATE YOUR CLASSROOM

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Games encourage the players to try out new things and to take risks. In a game, it's okay if you don't know how to do something straight away because failing and learning from it are a part of the game. You can use the positive experiences for your advantage, but 'failures' can be explained by pointing out that it was just a game. Game-based learning is a joyful experience, that combines teamwork and using your skills and knowledge to achieve a common goal. Completing tasks, earning points and receiving instant feedback encourage the learners to pursue new achievements. At its best, a game can affect the players on a deep level, which makes them understand the topic better. We learn how to make simple board games for different grammatical topics and for vocabulary.

Keywords: games, gaming, board games, motivated learning

Karola Velberg is a teacher of Finnish language at Tallinn Co-Educational School in Tallinn, Estonia. She teaches teenagers aged 11-18 as well as adults. In her work she uses active motivational methods to motivate students. Moreover, she tries to engage games in the learning process and develop herself and inspire fellow teachers. Karola is the chairwoman of the Estonian Finnish Language Teacher´s Association and a board member of the Estonian Association of Foreign Language Teachers

USEFUL TIPS TO IMPROVE STUDENTS' WRITING SKILLS

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Writing is not easy. But that doesn't mean it can't be fun, rewarding, enlightening, reflective, and thought provoking. The writing process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions. This process can be used in all areas of the curriculum and provides an excellent way to connect instruction with state writing standards. Let's study the strategies that we can use to help our students become better writers. I would like to present some key ideas in ESL writing theory and give some useful tips to help your students to improve their writing skills. The task of a teacher is to help students see writing as a process by breaking down large assignments into smaller, manageable chunks that they can accomplish in stages so that the assignment doesn't seem so daunting. Pre-writing, writing and post-writing are all steps or stages in the writing process. Our purpose as writing teachers is to equip students with a set of skills they can use to write successfully in whatever language context they find themselves in. Students often do not know how to effectively organize their ideas. That is why it is so important for us as language teachers to use the six traits of writing. These six traits provide a road map for our students by breaking down the writing process and allowing them to focus on one concept at a time rather than trying to do everything all at once. The six traits of writing are ideas, organization, voice, word choice, sentence fluency and conventions. In the pre-writing phase, a writer should focus on their ideas, the organization and their voice. When we say, voice, we mean that writers should have a purpose and an audience in mind when writing. And use language and ideas that particular audience would most strongly respond to. Later in the writing process while keeping ideas, organization and voice in mind, writers should primarily focus on their vocabulary or word choice and their sentence fluency. Finally, in the post writing stage, a writer's main focus should be the conventions. Making sure he or she has used the correct punctuation, formatting and spelling.

Success in writing greatly depends on a student's attitude, motivation, and engagement.

Keywords: communication skills, thinking skills, language context, ideas, organisation, voice, word choice, sentence fluency, conventions

Rymma Maiboroda is a Lecturer of the Foreign Languages Department at Mykolayiv V.O.Sukhomlynskyi National University, Ukraine. She has passed an international Cambridge Exam for English Teachers (TKT): Module 1: Language and background to language learning and teaching. Module 2: Lesson planning and use of resources for language teaching. Module 3: Managing the teaching and learning process, including classroom management). She is the prizewinner of the All-Ukrainian contest of English teachers "Golden Apple", where she took the honorable 3rd place (2015). Rymma Maiborida was trained as a teacher of English in Poland (2015, 2016, 2017), in Kyrgyz Republic (2017). She regularly takes part in the distance courses organized by Coursera, "Teach English Now!", the webinars by Cambridge University Press, Oxford University Press.

ARE YOU SERIOUSLY TELLING ME THAT EMOTIONAL MEANING CAN BE TAUGHT?

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The implicational level of linguistic description studies low-level inferential aspects of linguistic communication. Ruiz de Mendoza (2015) observed that implicational constructions are based on argument structure configurations and add an extra level of emotional or attitudinal meaning. Additionally, sometimes situated-based implicational meaning can become part of the meaning of an expression through entrenchment (or frequent use) (Langacker 1999). For instance, the *What's X Doing Y?* construction expresses the speaker's irritation towards a situation that should have been avoided (Kay and Fillmore 1999). In this proposal, we put forward some strategies and activities to teach C1 students whose native language is Spanish some English implicational constructions that express surprise and/or disbelief (e.g. 'Are you seriously telling me that X?), irritation (e.g.

'What's X Doing Y?'), lack of interest (e.g. What does it matter?') and resignation (e.g. 'But what can you do?') from a constructionist point of view. First, some preliminary exercises are designed so that students can check that expressions like 'Are you seriously telling me that Jane failed the exam?', which is an example of the 'Are you seriously telling me that X?' construction, blatantly flout the maxims of relevance and quantity of Grice's (1975) Cooperative Principle. Second, another set of exercises will be meant to make students aware that the main focus of these expressions is to convey some emotional reaction on the part of the speaker. A third group of exercises will help students to identify the different emotional reactions (surprise, disbelief, irritation, lack of interest, and resignation) that some implicational constructions express. Fourth, students will be engaged in a role play activity in which they have to use some implicational construction(s) in order to convey a given emotional reaction that other students will have to recognize. Finally, students will be asked to provide implicational constructions in their own native language that express the same emotions and attitudes as their English counterparts.

Keywords: implicational constructions, ESL, emotional reactions, Cooperative Principle, entrenchment, second language teaching

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CREATIVITY AND AUTONOMY IN LANGUAGE LEARNING FRENCH AND GERMAN IN MS

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The purpose of our intervention is to present the teaching of the third foreign language in Iceland in MS* (Menntaskolinn vid Sund), upper secondary school in Iceland where we teach French and German. We would like to explore our attitudes of language teaching methods, as we have been obliged to reorganize all the studies of language. We´ll introduce what characterises creative teaching methods and what kind of teaching methods we use to increase the creativity of our students in this new teaching frame. We use diverse methods to increase the students' creativity like inquiry method, discussion, role-playing and creative projects. However, there are things preventing us from using those methods as much as we would like such as lack of time, traditions within the schools, bad conditions for studying and difficulties with evaluation.

We are examining the PMI (positive, negative and interesting factors) in teaching third foreign language in this new system and it is in process since we started only in August 2016

The context is to see if we manage to reach our goals or not. Do students have the same knowledge of the third foreign language as before according to the new curriculum of Teaching in Iceland?

Keywords: teaching languages, creative teaching methods, PMI (positive, negative and interesting factors

MSUND upper Secondary School: The studies are organized as three years of study but students can choose to finish their studies in longer time. The school has a term system with three terms over the school year, autumn, winter and spring terms, 12 weeks each term. The school's ethos is respect, equality, responsibility and honesty. The focus in the new school curriculum is on active student learning and students' responsibility for their learning. It puts emphasis on creating a student friendly environment with variable learning- and teaching methods, assignment based learning and assessment for learning through assessment of learning process and students 'activities. We build on the ideology of Building Students Learning Power. Staff development is in the foreground through action research, cross curriculum projects and international cooperation. The school is in the process of implementing a new school curriculum since January 2016.

WHAT DOES A LANGUAGE MEAN TO ME, A STUDENT OF LANGUAGES?

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Nearly every student designs a picture of the study subject and raises great expectations to the ways it should be taught. The study process, however, exposes them to the framework of a study programme which not always is line with the expectations raised. A foreign language as a subject is no exception. There are many beliefs and assumptions on the approaches how languages should be learned or taught. The presentation focuses on the ideas expressed by the students of foreign languages studying at the Institute of Foreign Languages, Vilnius University, and by incoming international students, as well. The data obtained from 222 students' reflective essays entitled "My Language Learning Autobiography" reveals their contemplations on the meaning of a language in general, as well as in the context of their studies. The informants review the number of languages they know, are learning or have been exposed to during certain periods of their lives. The attention is drawn to the fact identified by the students, that a new language shapes their as language learners' identities, enriches their personalities and expands their worldviews. Their impressions of themselves as language learners or language users are also touched upon alongside with the personal acknowledgement of their strengths and weaknesses. Finally, the students' attitudes towards the role of teachers in language teaching/ learning process are discussed.

Keywords: Language learning autobiography, reflective essay on identity, teaching-learning approaches, teacher's role.

Loreta Chodzkienė, Assoc. Prof. Dr., a graduate of Vilnius University, did her internship at the University of Kent (UK), obtained a CELTA diploma at SIH. In 2017 she won a grant for a teaching visit at Gunma University (Japan). Currently L. Chodzkienė has been running a course on Intercultural Communication for Language students at the Institute of Foreign Languages, Faculty of Philology, Vilnius University. She also investigates the factors contributing to the development of a person's Intercultural Communicative Competence, analyses international (incoming) students' perspectives on the Lithuanian socio-cultural realia and conducts seminars on intercultural issues.

TEACHING DISCOURSE MARKERS FROM A CONSTRUCTIONIST PERSPECTIVE

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Over the last decade, the amount of literature on the instruction of discourse makers has been especially remarkable (Aşik & Cephe, 2013; Jones & Carter, 2014; Polat, 2011). In addition, there has been a proliferation of studies that present the constructionist framework as a viable tool for L2 instruction (Lj Vujić, 2016; Ruiz De Mendoza Ibáñez & Agustín Llach, 2016; Wee, 2007), and more and more theories of language acquisition and language use have acknowledged the role constructions play in the creation of meaning. However, the possibility of using such framework to teach discourse markers has not been yet considered. Therefore, it is necessary to devise specific teaching strategies for discourse constructions when their cognitive grounding differs between L1 and L2. Taking the above into account, this presentation aims at providing "user-friendly" explanations and activities to help Spanish advanced students of English as L2 understand the use and meaning of discourse constructions in context. In order to do so, this presentation proposes a task-based language teaching method (student-centered) consisting of a three-step procedure: In step 1, instructors illustrate L2 usage of constructions on the basis of examples extracted from attractive songs that contain such constructions; In step 2, students derive usage constraints from the L2 examples and link them up with their cognitive motivation; In step 3, students complement their usage conclusions with direct instruction about the cognitive motivation in L2. The activities in each step focus on having students use authentic target language in order to complete meaningful tasks. We believe these steps will help learners of English as L2 to come to terms with the (often complex) relationship between language and cognition and with the meaning impact of such a relationship in L2 use. This sort of student-centered activities will not only facilitate their learning but also raise their language and cultural awareness.

Keywords: discourse constructions, Cognitive Pedagogical Grammar, ESL, discourse markers, second/foreign language teaching

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Mª Sandra Peña Cervel (PhD) is a permanent lecturer at the University of La Rioja (Spain). She teaches graduate courses on Lexicology and Lexicography of the English Language and a master course on Critical Discourse Analysis. Her main research interests are related to the organization of knowledge in the form of Idealized Cognitive Models and on the cognitive grounding and teaching of constructions at all levels of linguistic description. She has published several papers in journals like *Language Sciences, Journal of Pragmatics* and *Metaphor and Symbol*. Her book *Topology and Cognition. What Image-schemas Reveal about the Metaphorical Language of Emotions* (2003) was translated into Korean in 2006. She has attended and actively taken part in many international conferences. She is an Associate Editor of the *Bibliography of Metaphor and Metonymy* (John Benjamins) and has been the editor of the *Spanish Journal of Applied Linguistics* from 2013 to 2017 and the review editor of the *Review of Cognitive Linguistics*.

LENKŲ KALBOS MOKYMO(SI) PERSPEKTYVOS LIETUVOJE: POREIKIŲ ANALIZĖ

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Lenkų kalbos populiarumas Lietuvoje nėra didelis, nepaisant abiejų šalių geografinės kaimynystės ir to, kad ji yra viena iš Europos Sąjungos kalbų. Vilniaus universitete galima rinktis lenkų filologijos studijas nuo pradinio lygio, tačiau norinčiųjų studijuoti beveik nėra. Lenkų kalbos dalyko Lietuvos aukštosiose mokyklose mokosi tik atskirų specialybių studentai,

pvz.: istorikai, lituanistai, teologai. Lenkų kaip užsienio kalba taip pat nėra dėstoma Lietuvos lietuvių ir rusų mokyklose, nors yra parengta tokia ugdymo programa. Tačiau nemažai darbingo amžiaus žmonių dėl įvairių motyvų mokosi lenkų kalbos įvairiuose kursuose. Šiandien auditorinį darbą galima derinti su mokymusi internetu. Ši forma dažnai taikoma ir kalbų mokymo(si) procese. Iki šiol nebuvo skaitmeninės lenkų kalbos mokymo priemonės (išskyrus žodynus), kuri būtų pritaikyta Lietuvos vartotojui. Erasmus+ programa remia *polski.info* svetainės kūrimą. Šioje svetainėje bus patalpinti internetiniai lenkų kalbos kursai A1 ir A2 lygiais, lenkų kalbos gramatikos vadovas, pagrindinis žodynas su žodžių tarimo įrašais, bendravimo ir socialinių tinklų priemonės. Interaktyvi elektroninio mokymo platforma *polski.info* padės įgyti lenkų kalbos pradmenis. Lenkų kalba yra antroji pagal vartojimą slavų kalba po rusų. Mokymasis vyks internete efektyviai ir nemokamai. Ši platforma yra ypač tinkama užsieniečiams, kurie norėtų įgyti lenkų kalbos pagrindus ir plėsti savo akiratį apie Lenkiją – šalį, persmelktą turtingos Europos istorijos ir kultūros. Mokymo platforma bus įdiegta 2020 m. rugpjūčio mėn. ir bus prieinama 9 kalbomis (lenkų, čekų, anglų, vokiečių, rusų, lietuvių, slovakų, slovėnų ir ukrainiečių). Pirmame projekto etape buvo įvykdytas potencialių vartotojų poreikių tyrimas. Atsakyti į internetinį klausimyną buvo prašoma skirtingų specialybių VU, LEU ir VDA studentų, suaugusių žmonių, lankančių formalizuotus kursus ir besimokančių individualiai. Iš viso apklausoje dalyvavo 80 žmonių, kurie pasidalijo savo nuomone apie mokymosi būdus, lavinamų kalbinių gebėjimų svarbą ir savo lūkesčius. Šio pranešimo tikslas – remiantis apklausos duomenimis pristatyti lenkų kalbos mokymosi poreikių analizę.

Raktiniai žodžiai: Lenkų kalba, užsienio kalbos mokymas, skaitmeninės mokymosi priemonės, interaktyvūs mokymosi metodai, kalbinės kompetencijos

Dr. Barbara Dvilevič – Lietuvos edukologijos universiteto Humanitarinio ugdymo fakulteto Germanų, romanų, slavų filologijos ir didaktikos katedros docentė. Mokslinių interesų sritys – leksikologija, lenkų lietuvių kalbiniai ir kultūriniai ryšiai, grožinės literatūros vertimas, lenkų kalbos kaip užsienio mokymas. Projekto „Polish online" (Erasmus+ KA204, koordinuojanti institucija – Krokuvos pedagoginis universitetas) vykdytoja.

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GENDER-RELATED ASPECTS OF TEACHING/LEARNING OF ENGLISH PRONOMINAL USAGE: A VIEW FROM CO-TERRITORIAL LANGUAGES OF THE CAUCASUS (ARMENIAN, GEORGIAN)

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The present paper deals with gender representations in English from the perspectives of speakers of the two co-territorial languages of the Caucasus, specifically, Armenian and Georgian. The article presents one of the most recent problems in research of grammatical and natural gender in language. With a view to the observed problem in teaching of the English third person singular pronouns to speakers of the two co-territorial genderless languages of the Caucasus, I have conducted an experiment the essence of which is in the fact that the languages in question have only genderless 3rd person pronouns which may refer to a male person, a female person, and something with an unidentified gender, whereas the English 3rd person pronouns differ in terms of a referent's (he, she) gender. The targets of the article are gender representations in English from the perspectives of Armenian and Georgian speakers of English. Various ways of dealing with the issue and further developments and remedies of the problem in EFL classroom are presented in the paper. The findings suggest that masculine interpretations are approximately three times higher in quantity in comparison with feminine interpretations. Based on the interpretations of two major languages of Caucasus, it can be stated that there is a strong male bias

and wide-spread use of generic he and the tendency of he/man approach among native Armenian and Georgian speakers of English.

Keywords: generic pronouns, sex specification, he/man approach, EFL, task-based learning, Armenian, Georgian

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DOING ELT DIFFERENTLY: PROMOTING SIGNIFICANT LEARNING FOR SURVIVAL IN 21ST CENTURY

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It has become increasingly crucial for learners to be able to think, act and learn effectively and autonomously in order to survive today's changing and challenging world. Therefore, learning needs to be significantly effective. This necessarily warrants us as practitioners to rethink our classroom practices and decisions, which inevitably are shaped by the type of beliefs and assumptions we hold about teaching, learning, our learners as well as about ourselves as individuals. While such long-held beliefs might not necessarily be well founded, they do influence practice and, thus, the outcome of such practices. Drawing on my recent research on learner autonomy and using the 'iceberg' metaphor, participants will be encouraged to critically reflect of their current pedagogical practices where attention is traditionally centred on teaching, teaching materials, marks and preparing students for exams, while the learning aspect by far remains ignored at our peril. Cogent arguments will therefore be made in favour of learning (rather than teaching) as a personal, unobservable, complex and multi-dimensional process which can no longer be viewed as a direct result and outcome of teaching. Upon this, the concept of 'Significant Learning' will be introduced as an alternative model of learning to the commonly used 'Bloom taxonomy'. Finally, participants will be encouraged to embrace the values of the suggested model of significant learning when planning their teaching in a way that does not 'fail' our learners.

Keywords: ELT, significant learning, learner autonomy, autonomous learning, critical thinking, reflective teaching

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STUDY OF SPANISH LANGUAGE LEARNER NEEDS IN LITHUANIAN GENERAL EDUCATION SCHOOL

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Integration into the European Union, increasing communication and co-operation between countries has brought extensive interest in foreign languages and the need for their acquisition. This has been recognized and highlighted in the policy of Lithuanian Ministry of Education, where foreign language learning is seen as an inseparable component of personal development. Teaching and learning of Romanic languages in Lithuania is popular, though varied. French language teaching has old traditions in both formal and non-formal education. While teaching of other Romanic languages (Spanish, Italian, Portuguese, etc) has not been legally regulated yet – teaching traditions have not been formed, there are no specific teaching programmes, a lack of methodology and experts in didactics. However, Spanish language acquisition in schools has become more and more popular in the recent years (2011 – 2017). First official records of Spanish language teaching in Lithuania were published only in the annual of Cervantes Insti-

tute in 2003. In Lithuanian secondary schools and high schools, Spanish is taught as a second or third foreign language, or as a non-formal education activity. It has been noticed that there is a shortage of scientific research and publications not only on Spanish language teaching, but also on comparative studies between Spanish and Lithuanian. Despite the increasing interest, Spanish teachers face a number of difficulties – general education schools still do not provide enough hours for teaching, there is a deficiency of qualified teachers, proper teaching/ learning material, there is no Spanish language state examination. There also has not been any comprehensive study of the needs and expectations of learners of Spanish. The aim of this paper is to present the findings of the research of Spanish language learner needs based on the data analysis in one of Kaunas secondary schools.

Keywords: Spanish language, learner needs, teaching, secondary school, Spanish teacher

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BINNENDIFFERENZIERENDER UNTERRICHT IM 21. JAHRHUNDERT: DIGITAL IM EINKLANG MIT ANALOG

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Seit 2015 wird die Nachfrage nach Deutschkursen in Deutschland immer größer denn je. Sowohl Entscheidungstreffer im Bildungsbereich bzw. in

Sachen Integration von Zuwanderern, als auch Sprachkursträger und andere Akteure dieses Spannungsfeldes sind stets am Entwerfen neuer Ansätze und integrativer Bildungskonzepte. Lehrer müssten folglich die aus diesem gesellschaftlich-politischen Wandel ergebenen Herausforderungen in Kauf nehmen und das Allheilmittel dafür anwenden. In den Kursen sitzen nämlich heterogenere Gruppen als sonst. Diese Heterogenität setzt deshalb eine durchdachte binnendifferenzierende Herangehensweise voraus. In Angesicht dieser Konstellation erweist sich die Rolle der *digitalen Technologien* bzw. *sozialen Medien*, der *digitalen Unterrichtsansätze* einerseits, bis hin zur analogen Unterrichtsmethodik andererseits nicht nur als leitend und wegweisend, sondern vielmehr als bildend und integrativ. So lernen nicht nur schwache und lernungewohnte mit starken, lerngewohnten und wissgierigen Teilnehmern kooperativ, sondern auch wird experimentiert, wie Menschen aus verschiedenster Herkunft durch eine neue und gemeinsame Sprache (Deutsch) die Welt zu einer Oase des Friedens machen. Dieser Kurzvortrag ist besonders darauf gezielt, der Anwendung einer binnendifferenzierenden Unterrichtsmethodik anhand digitaler und analoger Anwendungstechniken Rechnung zu tragen. Angesprochen wird nämlich unter anderem der Einsatz von *Padlet, WhatsApp*, *Lernvideos*, *Lernkarteien* und dem *Plakatieren* im Unterricht, wobei der Spaß beibehalten wird. Der Vortrag dient außerdem dem Zweck, Diskussionen anzuregen und neue Ideen zu sammeln.

Keywords: Padlet, quizlet, learning apps, blended learning, traditional learning method

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SOCIALINIŲ MEDIJŲ VAIDMUO SIEKIANT MOKYTI(S) KALBŲ NEMOKAMAI PRIEINAMOSE NUOTOLINĖSE PLATFORMOSE

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Užsienio kalbų besimokantieji vis dažniau savo studijas praturtina socialinių medijų siūlomomis galimybėmis kalbas mokytis interneto platformose: interaktyviai, bendraujant su gimtakalbiais ir besimokančiaisiais iš viso pasaulio, pasitelkiant išmaniąsias vaizdo ir garso technologijas. Vis didesnis įsitraukimas į socialines medijas, skatina mąstyti apie jų panaudojimo galimybes tiek mokantis kalbų savarankiškai, tiek dėstytojui bandant talkinti besimokančiajam, siūlant rinktis vienokias ar kitokias mokymosi platformas, kaip pagalbinę priemonę. Nemokamas ir linksmas saviugdos būdas naudojant kalbos mokymosi platformas ar mobiliąsias programėles pritraukia vis daugiau susidomėjusiųjų. Jis taip pat skatina asmeninį tobulėjimą, pasitelkiant visur šiomis dienomis kiekvieną lydinčius mobilius elektronikos prietaisus – nešiojamuosius kompiuterius, planšetes ar išmaniuosius telefonus. Šiame pranešime bus pristatomas socialinių medijų vaidmuo siekiant mokyti(s) kalbų nemokamai prieinamose nuotolinio užsienio kalbų mokymosi platformose, pasitelkiant praktinius pavyzdžius ir pristatant atlikto kokybinio tyrimo rezultatus, kuriuose atsispindi kalbų

besimokančiųjų teigiamas požiūris į socialinių medijų panaudojimą kaip pagalbinę priemonę, šalia įprastų kalbų mokymo(si) būdų.

Keywords: nemokamos kalbos mokymosi platformos, socialinės medijos, mobiliosios programėlės, šiuolaikinė visuomenė

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Language Learning and Teaching
New Generation Students (III)

THE HOT BUSINESS OF WRITING (WELL): INCORPORATING METACOGNITIVE AND DISCURSIVE SKILLS AS A WAY TO TRAIN BETTER READERS AND WRITERS

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Viewed both as a process and a product, writing is notorious for being, on the one hand, the most complicated skill to master and on the other, oftentimes the least preferred skill to teach. The present talk is devoted to common challenges faced by writers in secondary school and the academia alike and considers teaching and learning to write in light of developing higher order thinking skills (HOT) both in reading and writing. After a brief discussion of the expectations generally posited to writing across the sciences and having shown that senior school writing largely follows the same principles, the talk outlines the main higher order notions that bear the decisive effect on the output (writing as a product) and argues for a closer link between the critical reading and writing skills, the former regarded as a facilitator of the latter. The examples provided demonstrate how writing principles can be identified, discussed, and analyzed in the text, and further transferred into the writing dimension. In particular, the presentation argues for a more conscious incorporation of metacognitive and discursive skills in the curriculum. Finally, some of the traditional views on academic writing, regarding, e.g., the use of passive constructions and personal pronouns, are critically assessed.

Keywords: academic, secondary school, writing, EAP, metacognitive, discursive, curriculum, critical reading, critical thinking, higher order thinking skills

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DEVELOPING FOREIGN LANGUAGE SKILLS THROUGH READING AUTHENTIC TEXT AT UNIVERSITY LEVEL

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This paper explains and illustrates different class-activities in reading through academic content. The author continues the research in this area; it was stated that "non-native reader of English, who studies English language and literature, needs to be guided in his or her understanding of the authentic text in learning practice". When the students have read a text they can do more research about the topic of the content: rewrite the content as a summary, a dialogue, a newspaper article, etc. Using social media for their class presentation increase both the visibility and connectivity of students' papers. Thus, the students develop not only reading but writing and speaking skills. They explore historical background, cultural connections, and learn more about the language.

Keywords: reading, skills, text, media, university

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WHY AND WHAT TO TEACH PILOTS AND CONTROLLERS WITHIN AVIATION ENGLISH CONTEXT

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Aviation English represents a very specific branch of English for Specific Purposes (ESP), thus this is a field that is not explored like other subjects of ESP. Aviation English is considered to be the language of the skies, though it is used not only in the skies by pilots but by controllers on the ground as well. The formers comply with the letters' instructions according to the different flight phases and both population are in charge of safe flight operations from city to city, from country to country involving the whole world. Over the years, due to the lack of English language knowledge number of aviation incidents and accidents took lots of lives of passengers and crew members. Those events lead educators, airlines and navigation service providers to the importance of English language that should be acquired by pilots, as well as by controllers. The International Civil Aviation Organization (ICAO) the agency of the united nations started working on Language proficiency requirements (LPRs) and set the standards for aviation safety. Those requirements provoke rapid development of teaching aviation English internationally. The aim of this paper is to reveal why should aviation English be taught and what exactly must be delivered by language specialists to meet the needs of civil aviation industry. The article would guide novice teachers in terms of teaching aviation English and will also increase awareness amongst educators what aviation English is.

Keywords: Aviation English, teaching language, pilots, controllers, ESP, LPRs

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WORDS RELATED TO TIME AS A REFLECTION OF THE DIFFERENCE

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In this work, a few words referring to the duration of action in Russian are linked to the concepts of time and duration specific to and characteristic of its culture. The inability to translate them precisely into English highlights the specificity of Russian worldview. In order to place the specific *Weltanschauung* of those two cultures in a context, famous models for analysing culture developed by Gary Weaver and Kluchhohn and Strodtbeck are considered. According to them, the Anglo-American culture is placed on the extreme left, or individualistic, horizontal model, and Russian culture, although not entirely collectivistic, would tend toward the other end of this linear orientation. The individualistic social structure to which the English culture belongs also includes an objective, quantitative philosophic outlook that involves mastery or control over nature and mind/body dichotomy, while the collectivist social structure to which the Russian culture is assigned encompasses a subjective, qualitative philosophic outlook that embraces a union of mind and body. Most importantly, the Western perception of the world incorporates monochromatic time/action, linear or segmented time, and a future orientation, while the Eastern perception consists of polychronic time/action, nonlinear or comprehensive time, and past or present orientation. The juxtaposition of the linguistic picture of the world exemplified in the contextual meaning of the verbs *sobirat'sia, starat'sia* and *dobirat'sia* shows that Russians in relationship to native speakers of English have a more flexible perception of time, they are not as goal-oriented, and they do not pretend to have a complete control of their own

doings. The fact that all these verbs are expressed in the imperfective aspect is also indicative of the emphasis on duration, and not on accomplishment of a specific action.

Keywords: Russian, English, language, time, culture, verbal aspect

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SONG CONTENT OF MALE AND FEMALE BANDS: GENDER ASPECT

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The length of the abstract The role of gender being crucial in forming social stereotypes is viewed as the result of social and cultural cultivation of feminine and masculine models in society. Song discourse of male and female performers reflect their gender stereotypical roles and expectations in lyrics content of their songs addressing potential listeners. Audiences in turn perceive the developed gender images and view them as the only possible models thus once again consolidating and strengthening gender social conventions. Moral individual values as well as cultural stereotypes, vital life issues, and ambitions of men and women in the modern society are represented in song discourse. Song discourse analysis was completed on 31 songs performed by male music bands and 24 songs of female music bands. Love themes proves to be the most popular in song discourse:53% of female songs are devoted to love, 34% of which are about unrequited love whereas male bands dedicate 74% of their songs to the topic of love and

affection. Male song discourse represents wider thematic choice comparing to female song discourse. Lyrics of male bands contains problems of a person's everyday routine and burden of life while female songs are likely to be devoted to self-realisation, changes in life.

Keywords: gender, stereotypes, song discourse, content, male female band

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LINGUISTIC CONSCIOUSNESS AND FOREIGN LANGUAGE LEARNING

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The article deals with the issues where linguistic consciousness as a sociolinguistic phenomenon is successfully revealed in FLT, namely, in problematic questions of language learning. It covers the description of linguistic consciousness and some aspects of its influence on the process of development of students' communicative competence. It is emphasized that the philosophy of lifelong learning has become a widespread phenomenon in modern society. Learning a foreign language can be considered an important means of forming linguistic consciousness and the ability to conduct intercultural dialogues. The correlation of two languages and cultures (Ukrainian and foreign ones) helps to outline their national specific features, which contribute to a deeper understanding of both the foreign and the native language and culture. Any education system is open and fairly stable. As for the methods and learning tools, they can vary depending on the applicable learning concept. The article gives a detailed description of the development of linguistic consciousness of Ukrainian

students from different social groups while learning English. So linguistic consciousness is a reflection of the actual language sphere contributes to the development of both communicative and multilingual competences. The main objective of the use of modern educational technologies is to increase the level of the communicative competence and linguistic consciousness in students, their educational achievements and to improve the quality of language education.

Keywords: linguistic consciousness, foreign language teaching (FLT), multilingualism, social group, communicative competence

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MODERN PERCEPTION OF FAKE

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The study of numerous new word combinations with 'fake' and neologisms that have recently appeared in the media shows that fake has become an integral part of life in our modern world and continues to extend its influence. It is mainly associated with news (fake news) and is widely spread with the help of mass media which definitely take an active part in construction of modern reality. According to Niklas Luhmann, the reality of mass media is "the reality of second-order observation. It replaces knowledge prescriptions which have been provided in other social formations by excellent positions of observation: by sages, priests, the nobility, the city, by religion or by politically or ethically ways of life" (Luhmann, 2000). Reality presented by mass media is not just based on second-order observations. Increasing its constructs the reality with the help of non-existent "observa-

tions", not real facts, events and personalities thus involves us into untruthful or fake reality. The association test allowed to elicit different reactions to the stimulus "fake" - from emotionally neutral to specific, ethnospecific and personalized. Fake is called unreal (55), lies (53), untruthful (50), deception, deceptive (47), forgery, counterfeit (35), false and fictitious (25). It is generally perceived as lies and correspondingly attitude to it is negative. However emotionally neutral characteristics and other responses show that fake has become an essential part of life, a common phenomenon which modifies communication and impacts on the linguistic consciousness, on the linguistic behavior and the whole sphere of concepts. Lie and deception become an ordinary thing. This in turn may well cause a dramatic and profound shift from 'truth' to 'lies', from 'good' to 'evil'.

Keywords: fake, fake reality, association test, lie, mass media

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VERBALIZATION OF IQ IN D. KEYES' *FLOWERS FOR ALGERNON*

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The story by D. Keyes Flowers for Algernon depicts an intellectually challenged protagonist, Charlie Gordon, who sky-rocketed his own IQ through a lab experiment but was unable to maintain it. Although the story dates back to early 1960-ies it was brought back to public attention by the recent film Charly which was based on it. The language focus of the story offers an opportunity to demonstrate the traditional connection between individual's mental potential and its verbal expression. Due to the first person narration we have a unique access to the smallest nuances in pronunciation, structure and use or misuse of language items in the protagonist's speech.

In addition, this perspective allows to study the propositional structure of each utterance and to follow it up to inferences and entailments of each sentence which allows judgements about intellectual potential. We analyzed the graphical-acoustic, morphemic, syntactical and semantic aspects of the text and compared the data from each stage of Charlie Gordon's mental state. Apart from expected difference between the pre-experimental and post-experimental state of the character's IQ, we can also dwell more on the quality of the perceived changes and look for the factors which allow some alterations to remain and others to disappear. Application of cognitive semantic models to the received data analysis allows us to see which components of sensor-motoric, emotive, kinesthetic and spacial perception last long once acquired, unlike others, which fade away anyway. The study is a sample of cognitive semantic analysis applied to a literary text, but can be extended and applied to real texts recorded in different formats.

Keywords: cognitive, verbalization, image schema, mental mappings, propositional structure

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SEMANTIC MULTIMODAL APPROACH FOR ANALYSIS OF MEDIA NARRATIVES

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Most of contemporary media texts are multimodal. Modern linguistics attempts to analyse of how semantic units that convey meaning in multimodal narratives are constructed and conveyed. Semantic multimodal approach becomes an indispensable tool in successful comprehension of the media narrative, which arises out of the interaction of various modalities such as

images, sounds, music, gestures, camera effects, etc. Multimodal meaning-making involves complicated processes of integration between the various modes. Meanings come together via the interaction of language with sight, music with imagery, etc. – the whole meaning-making process may be shifted from one dominating mode to another or the combination of many. New approaches in contemporary linguistics and in particular in discourse semantics, as outlined by Wildfeuer, (2014:1) make it possible to readopt and revise the examination of multimodal narratives similar to those of language on the level of the text. Nowadays interpretation of film could be perceived as a narrative of a text. Contemporary approaches to media text analysis have not yet systematically defined and described how different modes of a coherent narrative are inter-semiotically combined, thus the study becomes important and relevant to the current understanding of media narratives. This paper aims at discussing the pros and cons of diverse semantic multimodal frameworks applied for analysis of media texts. Moreover, it emphasizes the importance of general knowledge of cultural, social, economic, political and ideological contexts in which the media narratives function.

Keywords: multimodal; semantic; media content; media narrative; media text

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REACHING CLIMAX: SEXUAL EUPHEMISM IN CONTEMPORARY AMERICAN ROMANCE NOVELS

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Though contemporary culture continues to expand its media options, the novel continues to be a source of both entertainment and exploration of cultural norms and values. One of the highest grossing genres in literature, the romance and erotic novel, has built an empire on exploiting desire and fantasy. Yet, though modernity has rushed forward in sexual openness, variety, and equality, mainstream romance novels, with their giddy 'happy endings' rather reinforce conservative, heteronormative values. For this examination, I'll look at one of the most popular and prolific American romance writers, Nora Roberts, whose career began in 1981 and continues today with over 300 novels to her name. By sampling novels from her early, mid, and current career, I'll focus on the euphemistic representation of sex and sexuality and show that while her female protagonists evolve from the requisite helpless virgin to the liberated sexual aficionado, the novels themselves always reinforce monogamous, heteronormative matrimony and unfettered childbearing as the American ideal.

Keywords: American romance novels, euphemism, sex, heteronormativity

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NADEQUACY: A SYMPTOM
OF THE CRISIS OF MODERNITY

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The length of the When aesthetic beauty and the idea of catharsis were considered to be the core of Art, both concepts revolved around another one, which had remained paramount for many centuries: proportion. Leonardo da Vinci`s Vitruvian Man is the plenary metaphor for the idea of proportion. Language and literature, in the early stages of culture, had been integrated into a strict system of rules. When Modernity arose, boundaries were crossed, guidelines were eradicated, and rules were broken. Friedrich Nietzsche identified as a source for the Crisis of Modernity the clash between the need for truth and the need for meaning. As a result of Art and Language breaking boundaries, the modern human consciousness finds itself unequipped for the new cultural tools Modernity uses. Inadequacy, as a concept associated with the avant-garde, the literature of the absurd, the paradox as a literary device, does not function anymore as aesthetic criteria. Inadequacy evolved from having a negative connotation to being a constitutive part of postmodernity. When exposed to postmodern culture, our contemporaneity needs different tools to evaluate and treasure art. The present paper aims at discussing inadequacy as a cultural concept that does not operate efficiently anymore, trying to analyse the evolution of the concept mentioned above and its possible meaningfulness nowadays.

Keywords: inadequacy, literature, culture, language, Modernity

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Ovidiu Ivancu published two volumes of poetry and, in 2014, a book on his experiences in India ("The Monsoon Time: Four Years in India"). He is a permanent collaborator with the Literary Journal "Viața Românească", where he signs the column "Exerciții de luciditate" ("Practising Lucidity"). He contributed articles to different collective volumes which are in Central and Eastern European Online Library. He was invited to deliver conferences in several countries such as Poland, Wales, India, Israel. His works are also available online, on his personal blog, www.ovidiuivancu.wordpress.com.

ПЬЕСА Б.ШОУ «ПИГМАЛИОН» И ВИКТОРИАНСКАЯ АНГЛИЯ (К ВОПРОСУ О КУЛЬТУРОЛОГИЧЕСКОМ КОНТЕКСТЕ ПЬЕСЫ)

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Работа посвящена некоторым вопросам связи культуры и литературы. Литературное произведение рассматривается как источник фоновой информации, которая обычно остается за рамками изучения данной пьесы в высшем учебном заведении лингвистического профиля. Цель работы состоит в том, чтобы проанализировать пьесу Б.Шоу «Пигмалион» с точки зрения ее культурологической компоненты и показать актуальность пьесы и в наши дни. Написанная более 100 лет тому назад, пьеса предоставляет материал о жизни и культуре не только викторианской, но и современной Великобритании. В конце XIX-начале XX века в центре внимания лингвистов оказалось изучение произносительной системы английского языка. Были опубликованы работы А.М.Белла, Генри Суита, П. Пэсси. Появился фонограф Томаса Эдисона. Б.Шоу, лично знавший Г.Суита и сам увлекавшийся фонетикой, отразил в пьесе актуальные вопросы своего времени. Социальная направленность пьесы хорошо известна. Во времена Б.Шоу, как следует из пьесы, произношение социально разделяло людей, манеры и особенно речь, стоило англичанину заговорить, мгновенно обнаруживали его принадлежность к определенному социальному классу, что ограничивало его шансы на профессиональный рост. Б.Шоу

показал, что существовала определенная «пропасть» между людьми, говорившими на «принятом произношении» - "received pronunciation" или на одном из вариантов произношения, которое свидетельствовало о социальном статусе, профессии, образовании, возрасте, месте жительства. Времена меняются, однако следует подчеркнуть, что и сейчас так называемый «Pygmalion factor» не менее актуален, чем во времена Б.Шоу. Есть много свидетельств тому, что сейчас социальная принадлежность в Великобритании определяется, прежде всего, не по материальному фактору, а по речи, привычкам, образу жизни, о чем, например, пишет Kate Fox в книге «Watching the English», изданной в 2004 году. Другим важным фактором, подлежащим анализу, является культурный фон пьесы, содержащий сведения об архитектуре, живописи, дизайне, классовой стратификации общества, о поведенческих особенностях различных слоев британского общества. Культурный код пьесы рассматривается как база для межкультурного общения и развития межкультурной компетенции студентов.

Keywords: фоновая информация, произношение, культура, Викторианская Англия, социальный статус, межкультурная компетенция.

Богданова Иоланта Михайловна, доцент, кандидат филологических наук, доцент кафедры лингвистики и межкультурной коммуникации факультета заочного обучения Московского государственного лингвистического университета. С 2002 по 2016 год заведующая кафедрой английского языка факультета заочного обучения МГЛУ.Руководство курсовыми и дипломными работами по специальности «Теория и методика преподавания иностранных языков и культур», по направлениям подготовки «Перевод и переводоведение», «Основы теории межкультурной коммуникации». Руководство УИРС. Руководство практикой. Публикации: учебник «Курс английского языка для студентов лингвистических университетов» в соавторстве с Токаревой Н.Д., четыре переработанных издания; «Учебник английского языка для неязыковых факультетов» в соавторстве с Берниковой В.Е., Александровой М.Э.; курс лекций «Теоретическая фонетика английского языка»; десять статей по проблемам лингвистики и лингводидактики; двадцать два учебно-методических пособия по практической фонетике, чтению художественной литературы, страноведению и др.

ВНУТРЕННИЙ МИР ЧЕЛОВЕКА В ИНДИВИДУАЛЬНО АВТОРСКОЙ КАРТИНЕ МИРА ВАСИЛИЯ РОЗАНОВА

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«Внутренний человек» относится к основным духовным ценностям, начиная с античности до наших дней. Являясь ключевым компонентом концептосферы, он обеспечивает сохранность социума, его религиозной и национальной самобытности. В индивидуально авторской картине мира Василия Розанова духовная ценность «внутренний человек» является субъектно-объективным компонентом личности. В нем нашла отражение концепция «внутреннего человека», сформированная в период распространения христианства и связанная с представлением человека в трех измерениях: тело, душа, дух. Вместе с тем представление о «внутреннем человека» в картине мира Василия Розанова – одного из выдающихся деятелей русского религиозно-философского ренессанса конца XIX – начала XX вв. – выходит за рамки Ветхого и Нового завета. «Внутренний человек» рассматривается в многообразии его психических состояний, как ипостась целостного языкового образа человека. Посредством метафорических моделей явления внутренней жизни человека уподобляются внешнему физическому и социальному миру, насыщаются пространственно-временными характеристиками. Овнешнению «внутреннего человека» служат универсальные когнитивные межуровневые семантические категории. Номинантами «внутреннего мира человека» являются концепты душа (дух), сердце, ум, совесть и я. Проведенное исследование показало, что раскрытие содержания и структуры духовной ценности «внутренний человек» позволяет, во-первых, по-новому осмыслить наследие русского религиозно-философского ренессанса, во-вторых, особенности языкового выражения религиозно-философской концепции Василия Розанова, в-третьих, определить место и

значение в системе ценностных доминант концептов «душа» и «дух», вербализующих пространство «внутреннего человека».

Keywords: концепт, «внутренний человек», индивидуально авторская картина мира

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Сфера научных интересов: лингвокультурология, когнитивная лингвистика, психолингвистика, русский язык как иностранный

Section F

Multilingualism and Intercultural Communication

MULTILINGUAL SOCIETY: REALITY OR ASPIRATION

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The paper addresses the notions of multilingualism, plurilingualism, and related issues. It is an overview of the results obtained in the course of two projects conducted at the national and international levels: 1) a project on generic competences (communication in the mother tongue and foreign languages) and 2) multilateral Comenius project on plurilingualism and plurilingual teacher competences. For several decades the Language Policy Division of the EC has been working on the concepts of multilingualism, bilingualism and plurilingualism in an attempt to draw a clear distinction between the concepts. However, studies on drawing the boundaries between the concepts are rather scarce. The major document describing language-learning outcomes in terms of language use is The Common European Framework of Reference for Languages (Council of Europe, 2001). The framework refers to the importance of intercultural communication and intercultural experiences and draws on the principles of interculturally informed pedagogy. One of the aims of the international project was to identify the components of plurilingual and intercultural competences for teachers and create a framework for training competences. The study of documents and research literature has revealed the division between multilingualism as situation-based and plurilingualism as an expression of an individual status: multilingualism is understood as more than one variety of language spoken by a social group in a particular geographical area, whereas plurilingualism refers to the varieties of language(s) used by individuals. The results on actual plurilingual and pluricultural competence

have revealed the language-related situation in Lithuania at an individual's level, identifying communication in several languages as an urgent need in a global society, which stems from the pursuit of new learning or work experiences. The paper will present the results of the survey.

Keywords: multilingualism, plurilingualism, plurilingual competence, intercultural competence, foreign language

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REKLAMA KAIP KULTŪROS ATSPINDYS UŽSIENIO KALBOS PASKAITOJE

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Šiuolaikiniame intensyvios globalizacijos procesus išgyvenančiame pasaulyje gebėjimas komunikuoti keliomis užsienio kalbomis, atpažinti ir suprasti kultūrinius skirtumus ir efektyviai veikti daugiakultūrėje aplinkoje tampa kaip niekad svarbus. Kalbinė ir tarpkultūrinė kompetencijos yra viena iš būtinų sąlygų ne tik norint užmegzti asmeninius santykius su kitų tautų atstovais, bet ir plėtoti sėkmingus verslo ryšius. Vytauto Didžiojo universiteto Užsienio kalbų institute (toliau – VDU UKI) ispanų ir vokiečių kalbos išlieka pirmajame populiariausių kalbų penketuke tarp 30 studentams siūlomų galimų pasirinkimų. Didelis besimokančių studentų ir visuomenės susidomėjimas ir rinkos tendencijos lemia, kad mokymosi procese šalia kalbinių gebėjimų ugdymo plėtojamos ir su kultūra bei tarpkultūrine komunikacija susijusios temos, siekiama naujosios kultūros ypatumus atskleisti bendrame europiniame ir gimtosios šalies kontekste. Pranešime pateikiamas dviejų skirtingų savo tradicijas ir papročius turinčių šalių: vienalypės – Vokietijos ir daugialypės – Ispanijos (Lewis, 2002) palyginimas. Taip pat aptariamas

Ispanijos ir Vokietijos kultūrų ypatumų, tarpkultūriškumo atspindys ispaniškose ir vokiškose reklamose, remiantis G. Hofstede'o, R. D. Lewis'o ir E. T. Hall'o kultūrų klasifikacijų teorijomis. Analizuojamos vokiškų ir ispaniškų produktų vaizdo ir reklaminių leidinių reklamos, kuriose atsiskleidžia tam tikri abiejų šalių kultūriniai bruožai ir stereotipai. Pateikiama pavyzdžių, kaip, panaudojant (tarp)kultūrines žinias, tas pats žinomas produktas gali būti skirtingai pristatomas vartotojams, priklausantiems savai ir kitai kultūrai, siekiant didesnio paveikumo ir geresnio rezultato. Apžvelgiama, kaip Ispanijos ir Vokietijos reklamose atsispindi visuomenės realijos ir joje vykstantys procesai.

Raktiniai žodžiai: kultūriniai skirtumai, tarpkultūrinė komunikacija, vokiečių kaip užsienio kalba, ispanų kaip užsienio kalba, reklama

Gintarė Gelūnaitė-Malinauskienė, lektorė, Vytauto Didžiojo universiteto Užsienio kalbų institutas. LKPA narė. Mokslinių interesų kryptys: tarpkultūrinė komunikacija, taikomoji kalbotyra, vokiečių kalbos mokymo metodika ir didaktika, integruotas kalbos ir dalyko mokymas, verslo komunikacija vokiečių kalba

Rima Sabaliauskienė, lektorė, Vytauto Didžiojo universiteto Užsienio kalbų institutas. LKPA narė. Mokslinių interesų kryptys: ispanų kaip užsienio kalbos didaktika ir dėstymo metodika, tarpkultūrinė komunikacija, informacinių technologijų panaudojimas mokant užsienio kalbų

LEXICOLOGY AND MULTILINGUALISM

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The article deals with the issues where multilingualism as a linguistic phenomenon is successfully revealed in the lexicological studies, namely, in the five lexicological problematic questions of the course, and the whole topic is dedicated to the multilingual aspect in lexicology.

It covers the description of CLIL (Content Language Integrated Learning) and some aspects of its influence on the process of development of students' multilingual competence. It is emphasized that multilingualism has become a widespread phenomenon in modern society. A considerable

number of people speak more than two languages in their everyday life due to historical, social, or economic reasons. This is one of the causes why multilingual competence has been defined as one of the key competences that a modern competitive specialist should possess, according to the European System of Higher Education. CLIL is usually thought to play an increasingly important part in language education, both as a feature of foreign teaching and learning, and as an element of bi- and multilingualism, which was clearly presented in the course of English lexicology. The ability to apply multilingual competence is one of the key objectives of the curriculum. Multilingual competence presupposes that speakers use different languages for different contexts and purposes, but their influence on the languages may differ. The article gives a detailed description of the features typical of CLIL. It is believed that subject learning combined with language learning leads to the formation of multilingual knowledge, which contributes to the development of multilingual competence.

Keywords: CLIL, multilingualism, bilingual education, multilingual education, multilingual competence, lexicology

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MASS MEDIA DISCOURSE-BASED ACTIVITIES AS WAYS TO IMPROVE STUDENTS INTERCULTURAL AND FOREIGN LANGUAGE COMPETENCE

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Working with mass media discourse when teaching foreign languages to adult students, the instructor is placed in a situation that calls for a

review of the ways in which mass media language is generally taught, thus foregrounding the pragmatic aspect of the latter. Special attention should be paid to the extent to which media discourse is put to use in terms of it being a means of teaching intercultural communication. Mass media discourse is manifold and cannot be treated as a mere source of vocabulary for students. It is vital to get students into a habit of working with mass media discourse analyzing its functional peculiarities, stylistic and pragmatic aspect, teaching learners to treat it as a tool of certain ideology, a view of the world, public opinion molding, a mirror of social and cultural values as well as an indicator of the language evolution and current cultural trends of language communities. Thus a regular and well-coordinated activity aimed at selecting samples of mass media discourse pertaining to various genres of media language by students is needed, as it may give them a good chance to explore foreign media and to find out more about the pragmatics of mass culture. It is highly recommended to study mass media discourse with special attention paid to precedent phenomena, regarding them as carriers of cultural information. The study of the so-called 'country-culture items' may involve picking precedent phenomena, discussion and further classification, and storing the data obtained this way. It is believed that mass media language environment can and should become a rich source for students to draw on serving as an integral component of the process of learning a language and all aspects of everyday human activity.

Keywords: Mass media, discourse, language competence, intercultural communication, precedent phenomena

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THE SPEECH ACT OF COMPLIMENTING AS PART OF THE UKRAINIAN, RUSSIAN AND ENGLISH-SPEAKING COMMUNITIES: UKRAINE AND THE USA

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Pragmatics has been of paramount importance in the field of intercultural communication for linguists. It concerns the study of linguistic interaction between people and analyzes conversation and speech acts (Wierbicka, 1991). To acquire pragmatic competence, speakers must also have a good command of speech acts. According to Searle, "a speech act is the basic or minimal unit of linguistic communication" (p.16). Speech acts are very important because they let people express in universal ways and with appropriate knowledge; therefore, knowing how to use speech acts, allows the speaker to have "communicative competence". For the purpose of the present study, the uses of compliment expressions have been analyzed. Manes (1983) defines compliments as those speech acts which have the reflection and expression of cultural values because of their nature as judgments, over expressions of approval or admiration of another's work, appearance or taste. The objective of compliment expressions is to establish or reinforce solidarity. Many of the values reflected through compliments are personal appearance, new acquisitions, possessions, talents and skills. In the present study, the participants were interviewed via a survey which collected information from the following variables: compliment form (syntactic patterns), tone used by speakers, compliment frequency, relationship

between the compliment speaker and hearer, gender relationship, speakers' age, and attributes praised. The participants consisted of native speakers of English interviewed in the United States and native speakers of Russian and Ukrainian from all over Ukraine. Approximately 250 compliments were collected in English, 530 in Russian and 350 in Ukrainian. The results of the study yield important implications for the use of compliments across the Ukrainian and American cultures. The information provided informs cultural patterns that will help avoid pragmatic failure and has implications for teaching English to Ukrainians and for teaching Russian and Ukrainian to speakers of English.

Keywords: Pragmatics, Cross-cultural Pragmatics, Speech Acts, Intercultural Communication, Communicative Competence, Pragmatic Competence

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INTERLANGUAGE VERSUS NATIVENESS: A COMPARATIVE STUDY OF THE PRAGMATICS OF COMPLIMENTS BETWEEN UKRAINIAN AND AMERICAN SPEAKERS

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Pragmatics has been of paramount importance in the field of intercultural communication for linguists. It concerns the study of linguistic interaction between people and analyzes conversation and speech acts (Wierbicka, 1991). To acquire pragmatic competence, speakers must also have a good command of speech acts. According to Searle, "a speech act is the basic or minimal unit of linguistic communication" (p.16). For the purposes of the present study, the uses of compliment expressions have been analyzed with a view to identifying patterns in interlanguage by native speakers of Ukrainian. Manes (1983) defines compliments as speech acts which contain the reflection and expression of cultural values because of their nature as judgments, over expressions of approval or admiration of another's work, appearance or taste. The objective of compliment expressions is to establish or to reinforce solidarity. In the present study, the participants were interviewed via a survey which collected information from the following variables: compliment form (syntactic patterns), tone used by speakers, compliment frequency, relationship between the compliment speaker and the hearer, gender relationship, speakers' age, and attributes praised. The participants were native speakers of Russian and Ukrainian from all over Ukraine who answered a survey in English. The survey elicited compliment responses

and the participants' background information regarding their English studies. The control group consisted of native speakers of English coming from the US, who answered the same survey. The data comprised about 300 compliments from the Ukrainian participants and 250 compliments from the American participants, and then compared. The results in this study yield important implications for the use of English compliments by the speakers of Ukrainian. The information provided informs cultural and interlanguage patterns, which will help avoid pragmatic failure, and has implications for teaching English to Ukrainians.

Keywords: Interlanguage, Cross-cultural Pragmatics, Speech Acts, Inter-cultural Communication, Communicative Competence, Pragmatic Competence

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THE JOURNEY INTO THE WORLD OF WORDS

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Words, words. words… The world of words is exciting, diverse and full of surprises. Vocabulary influences fluency, comprehension, and student achievement. In addition, a broad vocabulary is important for effective speaking, listening, reading and writing There is so much to explore. How to develop students' interest in words, and enrich their vocabulary? At first glance it sounds very simple: teach a new word; learn a new word. But is it as simple as it seems? In this workshop we become word detectives and with the help of discussions and hands-on-activities try to find answers to the following questions: What does research tell us about vocabulary learning? How far back in time we can go in tracing the history of words, and what do we benefit from that? Why do words come and go? What is the future of English vocabulary? How to teach the diversity of words? How to integrate technology into vocabulary instruction? We introduce strategies that focus on explicit teaching of vocabulary and helping students become independent word learners. In today's 21st century classrooms, digital tools must coexist alongside more traditional tools. The digital tools show promise to support word learning, review, and playing with language I've grouped these tools into four categories: Reference Tools, Word Clouds, Games and Vocabulary Tests. Let`s start the journey into the world of words.

Keywords: the origin and evolution of words; confusing spelling and pronunciation, word changes; digital tools for vocabulary

Ene Peterson MA in Educational Science, project manager, teacher trainer, Estonian Association of Foreign Language Teachers; graduate from the University of Tartu, she has worked for more than thirty years at tertiary level teaching General English and English for Specific Purposes. For fifteen years she was head of the Chair of the Humanities and Social Sciences. She is the founder of two foreign language teachers` associations. Since 2009 she has been the chair of the Estonian Association of Foreign Language Teachers. She is innovative and always ready to take on new challenges. Her professional interest include blended learning, process writing, digital literacy and digital tools for teaching languages. She has participated and presented in both international and national conferences

BRINGING REAL ENGLAND INTO THE CLASSROOM! (FROM PERSONAL EXPERIENCE IN BARNSTAPLE (SOL) AND OXFORD (BSC)

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This workshop demonstrates a handful of ideas on how to use authentic materials (originating from the UK) in a classroom. The activities will boost creativity and critical thinking. Be ready to know more about some typical British things and be ready to enjoy British humour! Join the session and try everything yourselves!

Keywords: authentic materials, creativity, critical thinking

Lebid Irina Vladyslavivna, PhD, Associate Professor, is a teacher trainer and lecturer at Public Higher Educational Institution "Uman Taras Shevchenko College of Education and Humanities", SOL Co-ordinator (SOL "Sharing One Language" Language School in Devon, UK) in Ukraine. Dr Lebid completed courses for teachers of English in Barnstaple (SOL, Devon, UK) and in Oxford (BSC, Oxford, UK), is author of training manuals and language learning. Dr Lebid's research interests lie in the development of critical and creative thinking.

STORYTELLING AS A MEANS TO DEVELOP STUDENTS' EMOTIONAL AND SOCIAL INTELLIGENCE

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In an age in which the socialization of younger generations takes place in a highly technified environment and the technical devices seem to be taking over our lives and even over our schools, it is hopeful to learn that psychologists and neuroscientists have recently become fascinated by the human predilection for storytelling providing more and more scientific data. Why does our brain seem to be wired to enjoy stories? And how do

the emotional and cognitive effects of a narrative influence our beliefs and real-world decisions? For over 27,000 years, since the first cave paintings were discovered, telling stories has been one of our most fundamental communication methods. In this paper we will analyze how and why storytelling helps to develop students´ emotional and social intelligence. In order to do so, we will first define what we mean by storytelling. What is it necessary in a story for it to work towards our objective? Are all stories suitable? What is it needed from the storyteller so emotion arises and for the story to transport us? We will analyze the importance of stories in developing the construction of our own identity as well as how stories intervene in the formation of social links. We will finally reflect on the relationship between storytelling and education and promote storytelling as a way to enhance student learning and his/her development of emotional and social intelligences.

Keywords: storytelling, emotional intelligence, social intelligence, narrative thinking, empathy,transportation, oral stories

Sonia Carmona Tapia, theatre director, actress and storyteller. Sonia has directed Aaiún Producciones for 22 years, a cultural enterprise in the south of Spain that has been very active in developing educational and social programs. At the early age of 17 Sonia leaves her hometown, Granada, the city of the Alhambra, to cross the Atlantic Ocean thanks to a grant from the program Youth for Understanding. She goes to the USA for one year, but stays there for five years. She obtains a performance grant in aid to study a Bachelor of Fine Arts in Theatre specializing in acting. In 1992 she graduates from West Virginia University magna cum laude. She then returns to Spain and settles in Sevilla where she studies theater directing at the Sevilla Theatre Institute and doctorate courses on Theatre Science at the University Hispalense. Sonia has directed and produced over 30 plays. In 1998 she starts storytelling . As a storyteller she has worked all over Spain and in some of the most important festivals throughout Europe. She is the coordinator for international relationships at AEDA, the Spanish Professional Storytellers ´association and has been part of the executive committee of FEST, European Federation for Storytelling.

T.I.M.E. IS DRAMA

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The dramatization of, and on, educational texts and theatrical performances is a popular method of developing the communicative competence of foreign language learners of different age groups. However, its implementation is frequently connected with the mechanical memorization of the script with dubious learning outcomes. Because of this, a PhD experiment was conducted, whose purpose was to outline and test in practice a methodological model for the development of the interactive speaking skills of teenage learners of English as a foreign language at levels B1, B2 and C1 (CEFRL), based on enriching the traditional communicative language teaching with instruction in professional acting techniques and learners' participation in stage activities in the target language. The hypothesis was that through the application of the suggested methodological model (Teenodrama Interactive Method in English - T.I.M.E.) learners would on the one hand enhance their oral communication skills, and on the other hand become more motivated in the acquisition of the foreign language, along with developing other related metalinguistic and/or paralinguistic skills. To test the effectiveness of the T.I.M.E. model an empirical study was conducted with a representative group of teenagers, divided into an experimental and a control group. The formative experiment included two phases: the use of standard drama techniques /Phase 1/ and the integration of professional acting techniques, based on Stanislavsky's System in the teaching process, leading to the stage performance /Phase 2/. The analysis of the results from the experiment showed a marked tendency of improvement in the oral communicative competence of the subjects from the experimental group, whose own progress over the two phases of the research was also statistically significant. The focus of the workshop will be a brief description of T.I.M.E. and a demonstration of some T.I.M.E. speech and acting practice exercises.

Keywords: ESL drama, teenagers, interactive speaking skills

Nikolay Markov Nikolov holds a PhD in Modern FLT Methodology (New Bulgarian University), an MA in English Philology and an MA in Turkology (Sofia University "St. Kliment Ohridski"). He is a University of Cambridge CELTA-qualified educator.Dr. Nikolov has completed a Professional Development Course in "Mindfulness" at Harvard University, Executive Education Courses in "Marketing" at Yale University and in "Leadership" at King's College London. He's also received CPD training in Business Management at University of Oxford, Stanford University and Cornell University.Since 2005 he's been managing his own school – Markoni's LC.Dr. Nikolov is an oral ESL assessor and examiner for Cambridge Assessment and Pearson, a presenter in various international ELT conferences in Europe, Asia, North America and South America (at institutions like Moscow State University, University of Oxford, Georgetown University, the Sorbonne, National University of Singapore), and a British Council ELT innovation awards (ELTons) 2012 and 2015 nominee.

MOBILE DEVICES AS PARTNERS IN LANGUAGE TEACHING

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Digital technology has changed the ways in which many students learn or even want to learn. Language learning strategies which until recently were used with great success no longer work effectively with the growing number of students who prefer to communicate through their mobile phones. How can we as language teachers adjust our communicative teaching practices to effectively engage this new generation of learners? In this workshop I intend to illustrate how mobile devices can be used to help language teachers motivate the so-called 'digital natives' to actively use and practise L2 languages by using their devices as part of their learning experiences. These experiences can be both in and outside the classroom, as part of class activity, projects or simply as homework. Through practical examples and video evidence of a classroom activity, a number possible uses of mobile devices will be explored. Using English as the target language, participants will be asked to actively apply these techniques in order to design their own teaching activity. They are strongly encouraged to bring their mobile phones along to this session.

Keywords: language acquisition; digital tools; listening skills; speaking skills

Evelin Müüripeal, MA in Educational Science, project manager, teacher trainer, member of the Estonian Association of Foreign Language Teachers. A graduate from the Tallinn Pedagogical University she currently works as a Teacher of Estonian as a Second Language and Finnish. Evelin is the founder of two foreign language teachers` associations and was the Vice-Chair of the Estonian Association of Foreign Language Teachers from 2009 to 2016. Her professional interests include blended learning, digital literacy and digital tools for the teaching of languages, and intercultural communication and learning. She has participated in, and presented at national and international conferences.

MOTIVIEREN + AKTIVIEREN – DIE ZAUBERWÖRTER BEIM FREMDSPRACHENLERNEN

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Verschiedene Studien beweisen, dass Motivation eine sehr wichtige Rolle beim Erwerb einer Fremdsprache spielt. Die Motivation ist ein Prozessverlauf, der ständig aktiviert werden soll. Wie gelingt es dem Lehrenden seine Lernenden so zu aktivieren, damit sie langfristig für das Erlernen einer neuen Sprache motiviert bleiben. Diese Frage versucht man zu beantworten, indem man die Vielfalt von aktiven, den Leistungsstand der Lernenden entsprechenden Aufgaben zeigt, verschiedene Techniken bei der Textarbeit bespricht, das variable Methodenrepertoire beschreibt, den Blick auf die multimedial präsentierten authentischen Inhalte fokussiert, was heutzutage die neuen Medien ermöglichen und die Aufmerksamkeit der Lernenden erhöhen und natürliche Sprechanlässe schaffen. Im Weiteren bespricht man den Lernenden als die zentrale Figur im Lernprozess, der sein Herankommen ans Ziel selbst steuert, eigenen Lernfortschritt bewusst einschätzt. Motivation hält sich, wenn der Lernende aktiv und mit großem Interesse seinen eigenen Lernprozess plant, strukturiert und ausführt. Zur Motivation tragen eine Menge anderer inneren und äußeren Faktoren bei (laut F. Rheinberg (2005) Bedürfnisse, Motive, Interessen der Lernenden, so wie Lernraum, Lernatmosphäre u.s.w.), was auch von großer Bedeutung bei Aktivierung der Lernenden ist. Wie man das zu organisieren ist, hängt von der Kreativität der Lehrkraft ab. Im Vortrag geht es anhand der Beispiele um verschiedene Aktivitäten beim Kompetenzen Erwerb im Lesen und Hören, bei der Wortschatzarbeit und Grammatik.

Keywords: Fremdsprache, Motivation, Lernraum, Lernatmosphäre, der Lernende

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LA CRÉATIVITÉ EN CLASSE ET EN DEHORS DE LA CLASSE DES LANGUES ÉTRANGÈRES

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Selon la Wikipédia « *La **créativité** décrit — de façon générale — la capacité d'un individu ou d'un groupe à imaginer ou construire et mettre en œuvre un <u>concept</u> neuf, un objet nouveau ou à découvrir une solution originale à un <u>problème</u>* ».

Pourquoi ne pas profiter de cette capacité dans notre travail ? Simuler, faire « comme si … », jouer, prévoir l'imprévu, improviser, entrer dans la peau de… et etc…. et pourquoi ne pas sortir de la classe, par exemple pour la course d'orientation, afin d'y revenir plus enrichis, plus motivés, plus responsables pas seulement pour soi-même, mais aussi pour l'autrui, pourquoi ne pas faire des activités atypiques pour inciter les apprenants à inventer, à créer, à s'amuser avec les autres, à partager leurs impressions au lieu de faire des tas d'exercices afin d'apprendre à s'orienter par exemple dans le temps et dans l'espace au lieu de se promener dans la ville ayant la carte dans les mains et les mêmes consignes avec les mêmes mots indiquant la direction, préparées par un professeur créatif, à trouver certains objets, à effectuer certaines tâches. Pour devenir créatifs, il est indispensable de favoriser l'expression et la créativité en proposant des activités atypiques où les apprenants pourraient s'investir, inventer leurs propres stratégies de travail, apprendre à travailler dans l'équipe, apprendre à s'entraider.

Cette intervention a pour but de stimuler les professeurs des langues de se tourner vers les activités atypiques dans l'enseignement des langues étrangères, de sortir de la routine quotidienne en faveur de la créativité et de l'environnement positif.

Mots-clés : la créativité, les activités atypiques, apprentissage des langues étrangères.

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SUSTAINABILITY COMMUNICATION PRACTICES THROUGH ENGLISH LEARNING AT VMU

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Nowadays building student's skills of sustainability communication to reflect a sustaining world view is of great significance. The study aims to draw parallels between sustainable development and language teaching and sustainability communication and language learning as well as to analyze how language learning enables students to enhance their ability to understand sustainability issues from local to global perspectives. Therefore, to support theoretical findings, quantitative research has been done on students' attitudes to sustainability communication. The study results reveal the need for defining, emphasizing and enhancing students' skills of sustainability com-

munication. Students' effective participation in national and international context is perceived as an emergent property of higher education.

Keywords: sustainability communication, sustainable development, language learning and teaching

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THE ASPECT OF NATIONAL IDENTITY FACING OTHER EUROPEAN CULTURES: SEMANTIC PECULIARITIES OF PAREMIOLOGICAL UNITS

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Lithuania is integrating in the EU in terms of joining political, economic and social communities. The unique character of the language, culture and history creates the ethno-cultural background of our state that has to integrate into the overall picture of the EU, but at the same time it has to preserve its originality and identity. In our research, we are trying to identify points of contact with cultures and identities of the other EU countries which might help our country integrate in the overall picture of the European identity, thereby contributing to the development of intercultural communication skills. The article focuses on the issue of national identity as reflected in the overall picture of the present-day European Union community and the creation of the European identity - the process which, in order to succeed, has to take into consideration the synergistic character of cooperation among national identities of the member states. This raises the question of whether it is possible to perceive one European identity solely by adopting politi-

cal, economic and ideological values. It is beyond doubt that culturological aspects have also to be given the deserved attention. The article attempts to disclose the sociocultural background of the Lithuanian language affecting the Lithuanian identity in the context of other European cultures and the development of the communicative competence on the basis of Lithuanian, English, Russian, Polish, and German paremiological units.

Keywords: national identity, culture, culturological aspect, communicative competence, paremiological units

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CAUSE AND EFFECT IN LITHUANIAN AND NATIVE ENGLISH STUDENTS' PROPOSALS

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In a higher education environment, students are required to submit a number of assignments written in academic English. Academic English, however, comprises a variety of genres or text types (Callies & Zaytseva 2013, Nesi & Gardner 2012), which differ not only in function, structure or focus but also in the use of linguistic devices (Bikelienė 2016a, 2016b). The scope of the present study is limited to "some of the most useful ways of expressing cause and effect" (Rundell 2007, p. IW11), namely, conjunctions, prepositions and nouns, in one academic genre, proposals. The data for the research were collected from a Lithuanian subcorpus of the Corpus of Academic Learner English (CALE-LIT). A comparable section of the British Academic Written English Corpus (BAWE) was used as a source of native language. Previous research (Crewe 1990, Leńko-Szymańska 2007, Tankó 2004) reported on the overuse, underuse or misuse of linguistic items in learners' interlanguage even at an advanced level. The present study adopts

a descriptive rather than a prescriptive attitude towards the expression of causality. The results obtained using a comparative approach for the analysis of the cause and effect linguistic devices could help in raising students' awareness during EAP courses.

Keywords: Cause and effect, learner language, academic English, proposals, learner corpora

Lina Bikelienė, associate professor at the Institute of Foreign Languages, holds a PhD in humanities. Interests include learner language, corpus linguistics, phonetics and phonology.

CREATIVITY IN FRENCH LANGUAGE STUDIES AT THE LSMU AND ASU

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The increasing significance of science and more intensive cooperation with foreign partners create preconditions for the education and training of good specialists. In view of the renewal of specialty knowledge and the possibility to read the most recent scientific literature in a foreign language and to participate in international conferences with foreign partners, it has become relevant to educate specialists capable of cooperating in scientific and subject-oriented activity when freely communicating in several foreign languages. The aim of the study was to reveal the peculiarities of the expression of creativity in French Language studies at the LSMU and ASU. The generalized survey of the results of the study suggests that even though students thought that vocabulary and grammar wee most important in language learning, yet the understanding of the socio-cultural context helped them in communicating. The students' opinion about the application of the elements of art in French language classes was positive, as these elements helped to avoid boredom in doing the assignments, drawing and creation facilitated learning, and the assignments became motivating and useful when communicating on intercultural topics. The students also positively

evaluated the teacher's work as the teacher provided assistance related to knowledge and skills in vocabulary and grammar and refrained from expressing a negative opinion about the application of the elements of art by the students. The positive evaluation of the students' efforts expressed by the teacher was the key element in the success of such classes.

Keywords: creativity, French language, learning, students, teacher

Dr. Liudmila Dulksnienė, a teacher of French and Education Science at the Lithuanian University of Health Sciences. Experience – 17 ears of teaching, 17 years of scientific activity. Research interest - education science.

Sigute Stankevicienė, a teacher of French at Aleksandras Stulginskis University Language Department, 25 years of teaching experience, 15 years of scientific activity. Research interest – French language.

NAUJŲJŲ MEDIJŲ TAIKYMAS PROFESINĖS KALBOS ĮGŪDŽIAMS TOBULINTI STUDIJŲ PROCESE

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Straipsnyje apžvelgiama medijų sąvoka bei analizuojamos jų taikymo galimybės profesijos terminijai mokytis. Informacinėje visuomenėje naujosios medijos teikia ne tik komunikacijos, bet ir mokymosi galimybę kiekvienam, turinčiam interneto prieigą. Informacijos ir sparčiai besivystančių technologijų amžiuje vis daugiau žmonių tampa interaktyvūs. Mokydamiesi profesinės kalbos daugelį savo veiklų studentai perkelia į virtualią erdvę. Medijos, padėdamos komunikuoti, keičia jų minčių formuluotes, bendravimo būdą. Medija (lot. *medium* – viešumas, bendrumas) komunikacijos priemonė arba kanalas – informacijos siuntėjo ir gavėjo tarpininkas, turintis savo informacijos kodavimo ir sklaidos sistemą; medijos yra tarpasmeninės (telefonas) ir masinės (radijas, spauda, televizija; jų visuma vadinama žiniasklaida). Medija (dgs. medijos), plačiąja prasme, tai komunikacijos priemonė, perduodanti informaciją apie aktualius reiškinius, įvykius. Me-

dijomis vadinamos tokios komunikacijos priemonės, kurios turi technologinę prigimtį. Medija gali būti fotografija, kinas, vaizdo technologija, internetas. Naujųjų medijų pavyzdžiais galima laikyti naujienų svetaines, tinklaraščius, vikius, kompiuterinius žaidimus, socialinius tinklus. Naujosios medijos transliuoja turinį per ryšį ir pokalbį. leidžia besimokantiesiems dalintis, komentuoti ir diskutuoti įvairiausiomis temomis. Straipsnyje remiamasi tyrimu, kurio tikslas – išanalizuoti ir empiriškai identifikuoti naujųjų medijų taikymo raišką profesinės kalbos įgūdžiams tobulinti studijų procese. Rengiant straipsnį naudoti mokslinės literatūros, studentų apklausos raštu analizės, jos rezultatų apibendrinimo, interpretavimo ir sisteminimo metodai. Mokslinės literatūros analizė ir tyrimo rezultatai parodė, jog besinaudojantys naujosiomis medijomis studentai pirmenybę teikia mobiliųjų technologijų sąveikai su socialiniais tinklais, galimybei mokytis bendradarbiaujant. Naudoti medijas studentus motyvuoja galimybė pasiekti įvairius profesinės kalbos tobulinimui reikalingus išteklius. Medijos įgalina studentus įgyti platesnių kalbinių gebėjimų ne tik naudojant informaciją, bet ir ją kuriant. Tyrimas atskleidė palankų virtualių mokymosi aplinkų naudojimo profesinei kalbai mokytis vertinimą.

Pagrindiniai žodžiai: naujosios medijos, profesinės kalbos mokymasis, mobiliosios technologijos, socialiniai tinklai, virtuali mokymosi aplinka

Julija Grigaitytė, Kauno kolegijos lektorė, humanitarinių ir socialinių mokslų magistrė, profesinės anglų kalbos dėstytoja. Moksliniai interesai: užsienio kalbos mokymo didaktika, inovatyvūs kalbų mokymosi metodai, studentų pasiekimų vertinimas, efektyvios edukacinės aplinkos kūrimas, tarpdiscipliniškumo aspektai kalbų mokymosi kontekste.

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THE IMPORTANCE OF INCORPORATION OF SPEAKING TASKS IN TEACHING ENGLISH GRAMMAR AT TERTIARY LEVEL

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The context of the 21st century with constantly expanding opportunities of movement around the world requires that foreign language teaching would be perceived as an integrated process covering all aspects of teaching and learning. The present article focuses on some issues as reflected in the process of delivering the course of Grammar for Communication (C1) at Vytautas Magnus University which aims at consolidating knowledge of grammar and development of the overall linguistic competence. The aim of the article is to share some insights on building speaking skills that would allow learners of English at a tertiary level to overcome their reluctance to communicate in a foreign language. In 2017 and 2018 a survey was carried out among students attending the course of Grammar for Communication with the aim to determine the factors inhibiting successful acquisition of communication skills in a correct language. The results of the survey disclosed several aspects causing certain difficulties for the students in gaining more confidence when communicating in a foreign language especially in the academic context and allowed some suggestions that would hopefully make the process of teaching and learning more efficient.

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DISPUTABLE ASPECTS OF THE HISTORICAL DEVELOPMENT OF CONSTITUENTS IN GERMAN COMPOUNDS

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Analysis of bilingual manuscript dictionaries of the Baltic languages reveals a classification problem of some word-formation types of nominal compounds. The paper addresses the problem of the different terminology used to describe similar terms in synchronic word-formation theory and different researchers' positions on the issues of diachrony. Therefore, it is difficult to interpret the received results of the analysis and to determine which words in the German language should be analyzed as formations and which should remain outside the analysis of word-formation.

This paper provides comments and proposals for the specification of the terms and discusses the definition of different status of complex words. The problem is exemplified by choosing two types of complex words: the first type covers words with semantically demotivated constituents, which are synchronically not regarded as compounds, e.g. Bräutigam 'groom', Himbeere 'raspberry', Schornstein 'chimney', while the second type includes the words, which take up an intermediate position between compounds and derivatives, -werk 'work', -wesen 'being, nature', -zeug 'tool', -gut 'good', -stete [-statt] 'state, place' and Haupt- as a noun with the meaning 'head' or as a prefixoid that means 'something or someone as main'.

Keywords: word-formation, nominal compounds, derivatives, pseudo-morphemes, affixoids

Dalius Jarmalavičius is an associate professor, Ph.D. in humanities at the Faculty of Philology of Vilnius University. Scientific research interests: synchronic and diachronic word formation; history of the Baltic and Germanic group of languages; Analysis of word formation of nominal compounds in bilingual manuscript dictionaries of the Baltic languages; legal and medical German language, translation problems of specific terminology, teaching methodology of the German language, teaching aspects of CLIL (Integrated Content and Language Learning); theory and practice of preparation of foreign language tests.

Danguolė Straižytė os a lecturer at the Faculty of Philology of Vilnius University.Scientific re-search interests: teaching methodology of ESP (English for Specific Purposes) and English as a foreign language (TEFL); translation theory and practice; teaching aspects of CLIL (Integrated Content and Language Learning); medical terminology; linguistics; strategies of foreign lan-guage assessment.

RHETORICAL HUMOUR IN POLITICAL DISCOURSE

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Humor is a dangerous rhetorical tool for a politician to employ as there is no other device by which the speaker is immediately confronted with the success or failure of a rhetorical strategy. Many scholars have examined humour from a variety of disciplines including psychology, communication, philosophy and other; but it still remains a strategy with the aspects of vagueness, especially in political discourse. The paper aims at analyzing the instances of rhetorical humour in political discourse from the point of view of dispositional (e.g. to influence the audience's feelings about the speaker or/and situation), topical (e.g. to divert attention of the audience from the issue that could negatively affect the purpose of the speech) and personal (e.g. to win the affection of the audience as well as attack the opponent) strategies (Phillips-Anderson, 2007). The study seeks to answer the questions whether a particular political context and particular purpose influence the usage and aim of rhetorical humour; its role in political discourse and the construction of such discourse, especially in the countries without long and deep democratic political traditions.

Keywords: humour, rhetorical humour, political discourse, theory of supe-riority, rhetorical theory of humour

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ON SOME PECULIARITIES OF "FACE-WORK" PRACTICES EMPLOYED IN CONFLICT

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The research lies within the realms of pragmalinguistics and linguo-pragmatics. It focuses on the "face-work" practices employed by the interactants in conflict communication, as they are different from those intended to maintain social equilibrium. The aim of the research is twofold: 1) to identify "face-work" practices employed by the interactants involved in conflict communication; 2) to define pragmalinguistic characteristics of "face-work" practices through the prism of "positive" and "negative" face-attacks coinciding with one or several Politeness maxims being breached. Plays written by David Eldridge and Philip Ridley, representatives of In-yer-face theatre, have been chosen as the materials for the present research.

The theoretical foundation upon which the discussion expands is provided by E. Hoffman's (1967) notion of "face" as the positive social value a person effectively claims for himself and P.Brown and S.Levinson's (1987) ideas concerning "positive" and "negative" face that have stemmed from it, as well as G.Leech's (1983, 2014) ideas concerning the Politeness principle and the Maxims it embraces. The research data revealed that the interactants involved in conflict communication demonstrate no concern about maintaining social comity and saving the interlocutor's face, since the desire to achieve their personal goals prevails over the need to establish social equilibrium. The interactants involved in conflict communication tend to employ the following "face-work" practices: 1) making the interlocutor lose his/her face, be in the wrong face, thus, causing him/her to feel inferior, charinged, embarassed by attacking his/her "positive" face and breaching Maxims of Approbation, Opinion-reticence, Feeling-reticence as well as by attacking his/her "negative" face and breching the Maxims of Tact and Generocity; 2) maintaining one's own face or gaining face for oneself by violating the Maxim of Opinion-reticence and Modesty.

Keywords: "face-work" practices, politeness maxims, "positive" face, "negative" face

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ASSESSMENT OF INTERCOMPREHENSION COMPETENCES

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The current wave of migration and a high density of multilingual contacts raise the importance of research and practical solutions in the area of plurilingual and intercultural education in general, and in the

assessment of relevant competences, in particular. The concept of receptive multilingualism is applied to a wide range of real-life situations when speakers with different linguistic backgrounds use their *preferred* languages in one conversation. Such contacts present a research field for sociolinguists, psychologists, linguists, language practitioners and curriculum-makers at all levels of education. Intercomprehension (IC) has proved to be one of the most practical approaches to meeting the needs of language users who function in various multilingual contexts: courses on Intercomprehension, language awareness and international communication exist in many universities and schools in Europe; Intercomprehension teaching materials for learners have been developed, ranging from pre-primary education to adult professionals. As with any teaching method, an indispensable aspect of measuring progress and achievement is assessment. The application of Intercomprehension has been hindered, to a certain extent, by the absence of descriptors and internationally recognized assessment tools. The EVAL-IC Erasmus+ project (RE:2016-1-FR01-KA203-024155) aims at further developing the epistemology of IC, defining and describing IC competences, and elaborating the tools for assessing IC competences. The researched IC competences fall into three models: receptive IC, interactive IC and InterProduction with each model comprising six levels of skills. A detailed description of the levels and further information about the project intellectual products can be found on the project website http://evalic.eu/.

Keywords: plurilingual and intercultural education, Intercomprehension competences, assessment tools, skill levels

Olga Medvedeva studied philology and foreign languages at Moscow State University of Linguistics, where she obtained a PhD in Linguistics. She has worked in adult, vocational and tertiary education (VU,VPU, MRUNI). From 2001 to 2015, she worked as the EU project coordinator for the Public Service Language Centre; the projects covered language learning, material design, teacher training, and intercultural education. Olga Medvedeva is a certified EUROLTA teacher trainer, a Board member of the Lithuanian Association of Language Teachers, and a member of the Scientific Committee of the "ICT for Language Learning International Conference". Her present interests include applied linguistics, intercultural communication, and didactics.

Key for successful professional development

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Major changes are in progress in the education system of Lithuania, as state standards are being implemented, expectations for student performance and teacher competence are being raised. Teachers need regular opportunities to update their professional knowledge and skills, that is, their opportunities for professional development. How to find the key for successful professional development? How to find time in a busy schedule to undergo training seminars and a professional development course? This presentation will give you the key for internationally recognized professional qualification opportunities provided by PEARSON, and will equip you with some knowledge and feedback on successful completion of the TDI (Teacher Development Interactive) programme in Lithuania over the last two years. You will learn about possibilities that TDI online course offers to new and experienced teachers to motivate and inspire you in your daily work. We are pleased to share the success story of TDI implementation into professional development course for teaching professionals in Lithuania.

Keywords: Professional development, internationally recognized, success story, TDI programme, competence

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Experience in teaching English- 28 years, in human resource and project management – 18 years.
Work experience: 5 years – Head of the International relations office at the University of Educational sciences; 23 years – Head of the Language teaching centre at the University of Educational sciences. Erasmus+ project " School and Work" coordinator in Lithuania. https://schoolandwork.pixel-online.org/ The project was recognized by the European Commission as the most successful project in 2016 : https://schoolandwork.pixel-online.org/

VILNIAUS KOLEGIJOS STUDENTŲ UŽSIENIO KALBŲ PAKLAUSOS DINAMIKA 2008−2018 M.

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Vilniaus kolegija {toliau – VK) savo studentams pradėjo siūlyti mokytis danų, švedų, italų, ispanų, rusų, vokiečių, prancūzų, kinų ir kt. kalbų, atsižvelgdama į ES Tarybos rezoliuciją dėl Europos daugiakalbystės strategijos. Joje teigiama, kad „kalbų ir kultūrų įvairovė yra neatsiejama Europos identiteto dalis", skatinama daugiakalbystė visais švietimo ir mokymo lygiais, nes „kalbų įvairovė Europoje suteikia pridėtinės vertės plėtojant Europos Sąjungos ir kitų pasaulio šalių ekonominius santykius bei kultūrinius ryšius, padeda ugdyti kūrybiškumą", taip pat atlieka „ypač svarbų vaidmenį puoselėjant kultūrų įvairovę ir kultūrų dialogą Europoje ir su kitais pasaulio regionais." Konferencijos stendiniame pranešime pateikiama studentų užsienio kalbų pasirinkimo 2008–2018 m. statistika, pasirinkimo motyvai, analizuojama socialinių partnerių įtaka užsienio kalbų pasiūlai VK. Pranešimo autorė įvertins dešimties metų užsienio kalbų paklausos dinamiką ir apžvelgs paskutiniųjų metų VK studentų užsienio kalbų pasirinkimo ir darbdavių poreikių tendencijas. Pranešime pristatomi svarbiausi ir įdomiausi studentų, darbdavių anketinės apklausos rezultatai, pateikiamos rekomendacijos daugiakalbystei puoselėti ir įžvalgos dėl su kiekvienais metais mažėjančiu dėmesiu daugiakalbystei tiek ES Taryboje, tiek Lietuvos aukštosiose mokyklose. Nors ES Taryba vis dar remia bendradarbiavimą su Europos šiuolaikinių kalbų centru, „kurio svarbiausia veiklos sritis yra kalbų mokymo inovacijos", ir bendravimą su Europos institucijomis ir „ypač Europos Komisijos vertimo raštu ir žodžiu padaliniais, kad skatintų vertėjų mokymą", o nuo 2006 m. kasmet suteikia Europos kalbų ženklą daugiakalbei mokyklai, daugiausiai kalbų mokančiam mokiniui, studentui ar mokytojui arba daugiakalbystę populiarinančiam renginiui, pati efektyviausia programa studentams išlieka „Erasmus+". Šioje programoje VK studentai aktyviai ir noriai dalyvauja ir gauna galimybę tobulinti, deja, tik anglų kalbos įgūdžius, nes kitų šalių aukštosios mokyklos, kolegijos partnerės, kaip ir

VK kviečia studijuoti tik anglų kalba. Lietuva neturėdama aiškios užsienio kalbų strategijos, neskatina kalbų įvairovės ir todėl daugiakalbystės puoselėjimas išlieka kiekvienos aukštosios mokyklos vidaus reikalu, o aukštosios mokyklos užsienio kalbų specialistai susiduria su daugybe iššūkių, įgyvendindami ES daugiakalbystę skatinantį projektą.

Raktiniai žodžiai: daugiakalbystė, užsienio kalbos, įvairovė, pasirinkimo motyvai, darbdavių poreikiai.

Jūratė Patackaitė, lektorė, Vilniaus kolegijos Verslo vadybos fakulteto vokiečių kalbos dėstytoja nuo 1993 metų, Užsienio kalbų katedros vedėja nuo 2002 m., publikuoja straipsnius lietuvių ir vokiečių kalbomis, skaito pranešimus tarptautinėse ir respublikinėse konferencijose, seminaruose, tobulinosi Vokietijoje, Belgijoje, Vengrijoje, Italijoje, Olandijoje, Škotijoje, Lenkijoje, Portugalijoje, Prancūzijoje. Dalyvauja respublikos ir užsienio šalių projektuose, tarptautinėse programose, taip pat mobilumo projektuose, veda paskaitas užsienio studentams, atvykusiems pagal studentų mainų programą. Nuo 2006 m. yra Lietuvos kalbų pedagogų asociacijos narė, 2007–2009 m. – Tarybos narė, iždininkė, 2010-–2012 ir nuo 2016 iki dabar – Asociacijos viceprezidentė, 2012 m. „Baltojo filologo skrynelės" už naudingiausią talką verslui, gimtosios kalbos pedagogų ir kitų kalbininkų bendradarbiavimo idėjų įgyvendinimą. Laimėtoja.

SIMILIARITIES AND DIFFERENCIES
BETWEEN LANGUAGES OF THE FORMER YUGOSLAVIA

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Jugoslavija buvo valstybė pietryčių Europoje, kuri iš pradžių egzistavo kaip monarchija (1918-1941 m.), o vėliau kaip socialistinė ir federacinė valstybė (1945-1991 m.). Šios daugiatautės valstybės istoriją daugiausia lėmė konfliktai tarp jos teritorijoje gyvenusių tautų. Tautinė nesantaika galop lėmė ir šios valstybės žlugimą. Šalyje buvo trys pagrindinės kalbos, bet dėl politinių priežasčių labiauasiai paplitusi kalba suskilo į kelias kalbas. Skirtumai tarp tų kalbų labiau primena skirtumus tarp tos pačios kalbos dialektų. Šis pristatymas ir yra skirtas nagrinėti tų kalbų skirtumus. Slovėnų kalba yra viena iš pietų-slavų kalbų, kuria kalba slovėnai Slovėnijos valstybėje. Ji yra

įdomi tuo, kad turi daug gramatinių archaizmų, kurių kitose slavų kalbose nėra, pvz., dviskaita: Serbų-kroatų kalba yra kalba, kurios paplitimo arealas apima dabartinės Kroatijos, Bosnijos ir Kroatijos, Serbijos ir Juodkalnijos teritorijas. Šiuo metu dėl politinių priežasčių ji yra skaidoma į keturias kalbas: serbų, kroatų, bosnių ir juodkalniečių kalba, tačiau kalbotyroje laikomasi nuomonės, kad tai yra viena kalba, kurios kalbėtojai visiškai supranta vieni kitus, tik turinti keturias skirtingas bendrinės kalbos formas. Taigi ji laikoma daugiacentre kalba (panašiai, kaip anglų kalba, turinti britų anglų kalbos, amerikiečių anglų kalbos ir kitas bendrinės kalbos versijas). Makedonų kalba vartojama daugiausia Buvusioje Jugoslavijos respublikoje Makedonijoje. Jai artimiausia – bulgarų kalba. Makedonų rašytinė kalba su serbiško tipo kirilicos rašmenimis sukurta 1945 m.

Raktiniai žodžiai: Jugoslavia, kalbos, skirtumai, panašumai

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9–10 KLASIŲ MOKINIŲ POŽIŪRIS Į INTEGRUOTĄ KALBOS IR DALYKO MOKYMĄ (IDKM)

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Pastarųjų dešimtmečių mokslo darbuose vis dažniau analizuojamas daugiakalbystės fenomenas, apie jį diskutuojama, akcentuojama jo reikšmė šiuolai-

kiniame Europos visuomeniniame, kultūriniame, politiniame, ekonominiame ir kasdieniniame gyvenime. Šios temos aktualumas atsispindi taip pat daugelio Europos Sąjungos ir atskirų valstybių strateginiuose dokumentuose, o siekiant pabrėžti daugiakalbystės reiškinio svarbą ir poreikį 2001 metai buvo paskelbti Europos kalbų metais. Tam tikrų Europos valstybių regionų nacionaliniai ypatumai, globalizaciniai procesai, gyventojų mobilumas lėmė tai, kad jau ne vieną dešimtmetį įvairiose pasaulio šalyse atsiranda vis daugiau mokyklų, kuriose mokiniai turi galimybę tam tikrų ugdymo programos dalykų mokytis mažumos, regiono arba užsienio kalba. Tai sudarė prielaidas atsirasti įvairiems inovatyviems kalbų mokymo(si) būdams ir metodams, kurie skatintų kurti daugiakalbę visuomenę, todėl šeštame praėjusio amžiaus dešimtmetyje tik atskiruose Europos regionuose, o nuo devyniasdešimtųjų metų jau gana plačiai pradėtas taikyti integruotas užsienio kalbos ir dalyko mokymas (toliau – IDKM), tiesa, įvairiuose šaltiniuose ir atskirose kalbose įvairiai apibūdinamas. Lietuvoje dvikalbis projektas buvo pradėtas vykdyti amžių sandūroje (2000–2001 metais). Jo tikslas buvo gerinti mokinių anglų, prancūzų ir vokiečių kalbų kompetencijas. Mūsų krašte šis mokymosi būdas yra dar gana naujas, todėl, suprantama, kad šio pranešimo autoriams nepavyko rasti išsamesnių empirinių tyrimų šia tema, turint omeny ir tai, kad daguma Lietuvos mokslininkų ar tyrėjų darbų koncentruojasi į teorinę IDKM (angl. CLIL) analizę, nors užsienyje, ypač šį dešimtmetį, yra publikuota nemažai straipsnių, mokslo studijų, apginta disertacijų, susijusių su įvairiais šio reiškinio aspektais. Vilniaus universitete 2011–2013 metais organizuotas projektas paskatino pranešimo autorius, buvusius šio projekto vykdytojais, toliau domėtis IDKM ir atlikti tyrimą, siekiant išsiaiškinti mokytojų ir mokinių požiūrį į integruoto užsienio kalbos ir dalyko mokymosi galimybes Lietuvoje. Šiame pranešime tyrimo dalyviais atrinkti įvairių Lietuvos mokyklų 9–10 klasių mokiniai (n = 446), analizuojamas jų požiūris į dvikalbio ugdymo perspektyvas Lietuvoje; aiškinamasi, kokių dalykų pamokose ir kokiose klasėse būtų galima taikyti dvikalbio ugdymo metodus, ar dalyviai patys norėtų išbandyti šias inovatyvias mokymo(si) formas; nustatomi statistiškai reikšmingi ryšiai tarp kintamųjų.

Raktiniai žodžiai: integruotas dalyko ir kalbos mokymas; mokiniai; dvikalbis ugdymas; užsienio kalbos

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THE IMPORTANCE OF ORAL COMMUNICATION SKILLS: A COMPARISON OF TEACHERS' AND STUDENTS' POINTS OF VIEW

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The European Commission emphasizes that many graduates from higher education still receive insufficient education for the labour market, i.e. students do not acquire the necessary skills. According to the European Commission documents, surveys of employers' needs and their forecasts for the future, the key issues of the 21st century comprise the ability to solve problems, critical thinking, the ability to cooperate and work in teams, the ability to learn, digital competence and creativity, communication skills (written and oral, especially public speaking), and foreign language skills. Undoubtedly, higher education should integrate the development of these skills. The main documents on foreign language teaching and learning in the European Union emphasize that foreign languages in higher education

must remain as a separate subject. Moreover, through developing foreign language skills in a foreign language course in higher education the student actually develops all the necessary skills for the 21st century world and plays an important role in the process of studies. Owing to this, it can be claimed that oral communication is becoming an increasingly important feature of higher education. The paper aims at presenting how/to what extent/whether developing abilities in making academic presentations can contribute to the development of oral communication skills in academic contexts. The purpose of the empirical research was to find out what students' oral communication skills are necessary for the successful functioning in an academic context. Thus, this presentation is aimed at revealing and describing students' evaluation of their own oral academic English skills regarding, in particular, a comparison of how good and how important their skills are. The study also aimed at finding teachers' evaluation of students' skills in comparison with their importance as viewed by the teachers. Thus, the following objectives were set: (1) to find out how higher education students assess their oral academic communication skills; (2) to find out how teachers assess students' oral academic communication skills; (3) to find out how students see the importance of oral academic communication skills; (4) to find out how teachers see the importance of oral academic communication skills; (5) to analyze and compare the results and prepare recommendations for innovations in the English course curriculum. The analysis of research findings and discussion will reveal recommendations for possible innovations in the curricula of English instruction aimed at competence development of students' foreign language in higher education.

Keywords: oral communication skills, academic speaking skills, foreign language competence development, academic contexts

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ACADEMIC ORAL COMMUNICATION COMPETENCE FROM THE TEACHERS' POINT OF VIEW

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A high quality contemporary university requires the competence that enables a student to understand lectures on the subject in a foreign language, to participate in academic discussions in the European Higher Education area, to study in various joint programs at Lithuanian and foreign universities, to participate in student mobility exchange programs and international projects, to feel confidence and self-esteem in any academic and professional foreign language discourse. The development of academic English communicative competence of the students with different linguistic competence level and no previous experience of academic language learning in a secondary school and integration of academic context (in addition to professional context) into the language subject programs has become a core need in higher education. Oral communication fulfils a number of general and discipline-specific, pedagogical-educational and academic functions. Speaking in academic contexts is becoming increasingly important due to transition to innovative methods of teaching. Speaking in a foreign language is twice a big challenge for a university student. Every student can have different needs, depending on the chosen discipline, language skills, cognitive level, cultural background, and many other factors. This indicates the problems related to foreign language teaching at university level and presupposes the need to transition of teaching a foreign language for academic purposes, and, thus, innovating a foreign language subject syllabus. The purpose of the empirical research was to find out about students' oral communication skills necessary for successful functioning in the academic context. This paper is aimed at revealing and describing teachers' evaluation of students' oral academic English skills in comparison with their importance as is viewed by the teachers. Thus, the objectives are (1) to describe how teachers' assess students' oral academic English communication skills, (2) to describe how teachers see the importance of

oral academic communication skills, (3) to analyze and compare the results regarding the differences of teacher student assessment of oral academic English communication skills and their importance, and on the basis of the analysis of the results obtained to develop the recommendations for the English language course curriculum innovations.

Keywords: oral communication, English for Academic Purposes (EAP), academic speaking, foreign language competence development, academic contexts, syllabus innovation

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