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LANGUAGE POLICY**311 V. Putvinskio St. 23****Moderators Vilma Bijeikienė & Taylor Smith****EDUCATIONAL REFORMS AND LANGUAGE PLANNING QUANDARY:
AN ILLUSTRATION WITH ARABIZATION****Ikhlas Gherzouli****Setif-2- University, Algeria****ghikhlas@yahoo.fr**

The paper aims to present a critical review of language policy development in Algeria since independence (1962) to present time. It takes the policy of Arabization, an important turning point in Algerian history that was troubled with serious problems, as an example of language planning in the country. Data was gathered from policy documents, Laws and media reports. It was then coded into themes before it was analyzed employing a documentary research method. To provide a systematic discussion, three issues will be covered. The first part of the paper explores the impact of Arabization on Algerian current state of language policy development in light of the debates over national educational reforms. The second part highlights the quandary that language planners face during the processes of language planning and policy making. Finally, the paper concludes with an evaluation of the process of language policy development in Algeria. The paper argues that in order to foster sustainable multilingualism and achieve effective educational reforms, a keener recognition of Algerian linguistic diversity by the government is imperative.

Keywords: Algeria; Arabization; educational reform; language planning; language policy; multilingualism.

**MULTILINGUALISM AND HERITAGE LANGUAGE MAINTENANCE
IN THE IRISH EDUCATION SYSTEM**

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The late 90s and early 00s saw the arrival of unprecedented number of migrants from Eastern European countries into the Republic of Ireland. The latest census figures (2016) show that there are 122,515 Polish, 36,552 Lithuanian, 29,186 Romanian, and 19,933 Latvians living in the Republic of Ireland. Since then, most students currently enrolled in the primary and secondary education system have been born in the Republic of Ireland or entered the system at a very early age. Initial efforts in the education system were directed towards offering support in the language of schooling for those students entering primary and secondary education in arriving into the country. Although the last few years have seen an increase in the numbers of students taking German and Spanish at secondary level, French remains the dominant language at this level of the education system for historical reasons. Languages Connect: Ireland's strategy for foreign languages in Education 2017–2022 among other things aims to diversify and increase the uptake of languages learned. It also aims to put in place supports for heritage language speakers to maintain their language. The strategy identifies several actions to be taken by government agencies. This presentation we will outline the initiatives taken in the area of multilingualism and language diversity and initiatives in relation to heritage language maintenance; will identify the challenges for diversification and heritage language maintenance in secondary education and analyze these challenges.

Keywords: heritage language; multilingualism; education system.

LANGUAGE PLANNING AND MULTILINGUAL EDUCATIONAL PRACTICES IN GUADELOUPE: WHY POLICYMAKERS STILL FEAR CREOLE IN THE CLASSROOM

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Using a corpus of one Creole-language pedagogical guide and two textbooks, along with observations of three Creole-language classes in Guadeloupe, this presentation aims to demonstrate that Creole is perceived as a threat by French academic policymakers to the French abilities of students in Guadeloupe yet is seen as a positive tool for better cognitive and linguistic development by classroom teachers. Drawing on the work of Haugen (1966) and Vallverdu (1972), our presentation, focusing on both sociolinguistic and educational axes, will show despite laws and initiatives like the creation of the Creole CAPES (2002) and the propagation of research like Poth (1997) and Cummins (2009) on the benefits of plurilingualism, Creole-language education in French overseas departments is still stigmatized by academic policymakers, despite attested success in the classroom as a tool for improving students' metalinguistic capacities in French.

Keywords: multilingualism; pedagogy; Creole; education.

**THE USE OF GENDER-NEUTRAL LANGUAGE IN
SPANISH POLITICAL DISCOURSE**

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Recently in Spain, the considerations about gender-neutral language (*lenguaje inclusivo* in Spanish) are constantly being brought to the public discourse. Despite the fact that the Royal Spanish Academy, the official arbiter of the Spanish language, does not accept the use of gender-neutral language, many left-wing politicians are using it, especially new political formations that arose after the Great Recession of 2008. The aim of this study is to analyze if politicians adapt their use of gender-neutral language according to formal and informal situations and the moment in which the speeches took place. The research mainly focuses on the discourses of Podemos and PSOE's members in formal (parliament sessions) and informal (TV programmes) settings. The core of the issue lies in the traditional Spanish use of male pronouns and noun forms to refer to both genders collectively.

Keywords: gender-neutral language; political discourse; Spanish politics.

UKRAINIAN MULTILINGUALISM: OPPORTUNITIES AND THREATS

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The current language situation in Ukraine is complex, ambiguous and multifaceted. This is due to the historic, cultural and socio-political reasons. Being a young independent country, Ukraine features rich and diverse national culture, characterized by the dominance of bi- and multilingualism in most regions, including the widely used colloquial language mixes, also called *surzhyk*. Today's mass attitude to languages and their use in Ukraine has been largely determined by socio-political and partially heterogeneous cultural landscape. Despite the availability of numerous linguistic and interdisciplinary studies on bi- and multilingualism worldwide that provide evidence of the benefits of these phenomena, Ukrainian law-makers are not yet aware of or concerned with them. Therefore, the legislation on the language use is becoming stricter, tending to mono-, rather than multilingualism. In this respect, it may be affirmed that while developing its cultural and national identity, Ukraine has an opportunity to achieve social accord, staying in line with the common European and global trends for plurality, multiculturalism and multilingualism. This approach can be implemented via cautious and prudent language policies, otherwise the country may face culture and, in particular, language-related risks and threats that might have extra-linguistic implications.

Keywords: bilingualism; multilingualism; language landscape; socio-political landscape; multiculturalism.

LANGUAGE TEACHING METHODOLOGY**312 V. Putvinskio St. 23****Moderators Vaida Misevičiūtė & Marina Dobrovolskaya****INTERNATIONAL LOANWORDS IN LEARNERS' ESSAYS**

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This paper discusses a rather systematic usage of foreign words that are loanwords for Russian learners of English, while they are writing their essays on humanitarian topics. When teachers examine learners' essays, they need to decide whether to praise them for using effective foreign words or condemn for using unnecessary repetition of the frequently picked international words. For an obvious reason, loanwords make essays the same and repeatable. Is it good or bad? Aristotle wrote in "The Art of Rhetoric", that "clearness is secured by using the words (nouns and verbs alike) that are current and ordinary", and then clarified, that "it is a general rule that a written composition should be easy to read and therefore easy to deliver". There are scholars who regard a good essay as clear and diverse in the usage of vocabulary. But how to evaluate an individual style? Now the tendency is to use a foreign word only when there is no satisfactory English substitute for such words as 'sputnik', 'samovar', 'matryoshka'. Most of loanwords of Latin, Greek, French, and other origin are alike in many languages. This observation proves the possibility to simplify the process of teaching English in different aspects. The analysis shows that the number of loanwords is relatively equal in learners' essays and in the essay models in the contemporary textbooks. In this connection it would be more correct to characterize the general style of learners' essays as 'common' style as they obtain common knowledge from the models or samples offered to study in textbooks and use them in their essays.

Keywords: language; learner; essay; writing; vocabulary; word; loanword.

A DESPERATE CALL FOR PROCESS APPROACH IN WRITING

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Technology has altered communication style from face to face to written communication. An increased participation in chats, blogs, and other forms of social media along with a growing trend to communicate through e-mail has increased the need to perfect academic written communication. Lithuanian students who have been trained in product approach are in desperate need to enhance skills in creativity, self expression, independence and criticality, skills that can be taught through a process (post- process) approach to writing. An overview of product, process, and post-process approach suggests that Second language learners trained in process or post process approach display significant advantages in academic writing compared to students trained in product approach. Writing has been neglected as a skill for several reasons in Lithuanian English classrooms, yet the demand for academic writing in today's world is increasing in accelerated speed. Furthermore, writing has become multicultural. Therefore, a post process approach allows teachers to inform students about cultural norms and thinking patterns. A call to include process and post process approach writing into an English classroom is encouraged.

Keywords: writing; process approach; post process approach.

**EMPLOYMENT OF ENGLISH BORROWINGS IN EVERYDAY LANGUAGE
AMONG THE STUDENTS OF KAUNAS UNIVERSITY OF TECHNOLOGY**

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The study analyzes the influence of the English language over Lithuanian and its usage among the students of Kaunas University of Technology. The aim of the research is to investigate the borrowings of the English language which are most frequently used among the aforementioned. The objectives are to find the main factors which influence the students' choice of an English term over the Lithuanian one, to recognize the most frequent English borrowings in the Lithuanian language, and to analyze the circumstances that would encourage students to use Lithuanian terms instead of English. The research methods are a questionnaire and a descriptive analysis of the results. The sample comprised students from different faculties of the University. The results showed that the usage of English borrowings instead of Lithuanian terms is a habit for the majority of students. English borrowings were most common in the domains of computer sciences, leisure activities and beauty products-cosmetics. Even though Lithuanian terms are available, English borrowings are used more frequently because of the influence of social media and short messages. The respondents confirmed that usage of Lithuanian terms in social media would make them more popular among the young. However, more than a half of the respondents agreed that English terms should not be translated in the field of technologies. Moreover, the majority of the sample agreed with the idea that frequency of English borrowings used in Lithuanian will be increasing during the upcoming years taking into consideration the influence of social networks and computer games.

Keywords: EFL; borrowings; terminology; slang; adaptation.

Use of Potential Motivation Tools in Second Foreign Language Learning

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Motivation is an integral part of the learning process. Motivation helps to orient towards the aim of learning and to strive for progress in learning. Motivation is also important for achieving concrete learning outcomes, and in foreign language learning, these outcomes are quite tangible for the learner. During the learning process, motivation stimulates the learner's activity, assimilation of the learning material, and involvement into the learning process (Christer, 1995; Dovydaitytė, Zapolskienė, 2006; Zaman, 2015). The research problem of the current study was the use of potential motivation tools in second foreign language learning at a specialized university. The aim of the study was to reveal the teachers' and the students' opinions about motivation tools used in teaching/learning a second foreign language. Using the interview technique, we clarified what motivation tools were used in second foreign language learning and what the teachers' opinions about those tools were. In total, six teachers of a specialized university were interviewed. Using e-questionnaire an interview with students (about 300 students of a specialized university) was used to identify the motivation tools that, according to the students' opinion, were most effective in motivating them for learning a second foreign language. The collected data allowed for highlighting the trends in the motivation for learning a second foreign language at a specialized university as well as for planning the ways of improving the learning process.

Keywords: motivation tools; second foreign language; learning process.

CULTURAL CHALLENGES**101 V. Putvinskio St. 23****Moderators Aušra Jankauskaitė & Servet Çelik****MULTILINGUAL AND MULTICULTURAL CLASSROOM: SUPPORT
PROVISION FOR INTERNATIONAL STUDENTS OF DIFFERENT
CULTURAL BACKGROUNDS****Anna Stavicka & Indra Odiņa**
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The importance of higher education internationalisation, its modes, benefits and possible challenges, is the apparent focus of theoretical research within this scope. Many researchers in the field highlight the conclusion that recruitment of international students and academic staff are not the key in the foundation of the truly internationalized university. The internationalized university would build its mission, vision and strategy based on the understanding that internationalization is an ongoing process incorporating many different aspects, such as curriculum development, research and practice collaborations, continuous professional development of both the academic and support staff, research on the student experience, both local and international student support services, etc. The article reports the selected results of the research conducted in the framework of the project "Multilingual and Multicultural University: Preparation Platform for Prospective International Students" (No 1.1.1.2/VIAA/1/16/019), which aims to internationalize the prospective students' experience before arriving to a host country or enrolling in higher education programmes in the framework of study mobility. The study is being conducted in the pragmatic paradigm applying mixed-method approach as the research strategy. The aim of the study reported on in the article was to explore and accumulate the experience of international students hosted in Latvian higher education institutions focusing specifically on the benefits and challenges of the multilingual and multicultural classroom as well as language issues international students face outside the classroom. The research sample comprised 20 students from diverse backgrounds. The findings were processed through the prism of the context of Latvia as a specific context revealing the language situation from the perspective of international students. Based on the data obtained, the main conclusion can be drawn that common and unified support provision frameworks to enhance quality education in the multilingual and multicultural classrooms do not work for all the students coming from diverse backgrounds. Unique and specific support provision should be ensured for each target group based on the research on the peculiarities of integration of specific target groups in the host country. The research is conducted in the framework of the project "Multilingual and Multicultural University: Preparation Platform for Prospective International Students" (No. 1.1.1.2/VIAA/1/16/019) co-funded by ERDF.

Keywords: internationalization; integration; culture; values, multilingual and multicultural university.

**LANGUAGE AND CULTURAL HERITAGE –
A MODERN STORY OF HERO AND LEANDER?**

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Cultural Heritage is one of the main concepts to defend endangered cultural goods. First, it was only used referring to material goods like the Cologne Cathedral, later on, official use of the term, e.g. by the UNESCO, recognized also some immaterial goods, e.g. sports like hurling in Ireland, the Reggae Music of Jamaica or the celebration in honor of the Budslaŭ icon of Our Lady in Belarus as “World Cultural Heritage”. In my paper, I first argue the mainly defensive character of the term “Cultural Heritage” and plead for a future-openness and future-compliance of the concept of Cultural Heritage. In the second part, I discuss the complicated relation between language and Cultural Heritage, because at first glance, it looks as if (natural) language has no place in the world of world cultural heritage. This leads me to the question, how the concept of Cultural Heritage and language can be fruitfully combined, especially in language politics and language education.

Keywords: language politics; language education; cultural heritage; endangered languages; future-openness.

REALITY – THE SET OF ALL POINTS EQUIDISTANT FROM A FIXED POINT CALLED FICTION ON ARCHETYPE, MYTH AND FICTION

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Very often, reality and fiction are perceived as two opposing elements, one defining the realm of science, the other designating the realm of humanities. An analysis of the structure and function of archetypes and myths might indicate just how much of what we call reality is shaped and modelled by fiction. Individual and collective identities have in its core innumerable fictions – powerful narratives that fuel up grandiose projects, mobilise communities or produce conflict and turmoil. Meaningful stories told throughout history constitute recurrent and dominant cultural depositories of archetypes and myths. A thorough investigation of the field might offer an insightful perspective on understanding human nature and social evolution. In “The Myth of the Eternal Return” Mircea Eliade stated unequivocally: “it was the myth that told the truth”. Can still myth be a paramount concept nowadays? Do its function and its mere existence face extinction in a world where humanities constantly fall farther behind science? According to Jean-Jacques Wunenburger, “the forming of a myth should not be understood as an invention or creation, but rather as an update or, as Plato puts it, as a reminiscence” (“La vie des images”). If we are to trust Wunenburger’s proclamation, we inevitably have to debate its consequences: 1. the myth constitutes an essential part of the society, of any human society, and 2. the myth always finds its course, it continually adapts, since it shapes and creates any conceivable reality. The present paper aims at discussing the journey the myth takes to safeguard its substance and the way it updates its expression, having at its core everlasting archetypes (cf. C.G Jung).

Keywords: myth; archetype; literature; story; fiction; culture.

**LANGUAGE AND CULTURE RELATED PROBLEMS ENCOUNTERED BY
FOREIGN MEDICAL SCHOOL STUDENTS IN TURKEY**

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As a stable country with a high standard of living and a reputation for quality education, Turkey has proven to be one of the most attractive destinations for foreign study in recent years, with the number of foreign nationals studying in Turkish universities rising from approximately 48,000 in 2015 to as many as 148,000 in 2019 (“YÖK Başkanvekili Prof. Dr. Er,” 2019). The majority of these students are pursuing prestigious fields of study such as medicine, which leads to high-paying careers in a globally-recognized profession that confers significant social status. The increase in foreign enrollment benefits not only the international students themselves, but also the universities in which they are matriculated, as greater diversity is seen as enhancing the educational experience for all stakeholders and as promoting the reputation of a given institution. Given their importance to the overall educational environment, it is incumbent on universities to support these students’ orientation and adjustment —both academically and socially—in order to allow them to succeed in their educational goals. However, the expectations and experiences of international students are not always taken into account, leaving them to cope on their own and impairing their ability to achieve their educational and professional goals. To shed light on this issue, this study will explore, by means of focus group interviews, the language and culture related experiences of foreign nationals in a school of medicine at a major university in northeastern Turkey. The findings will aid faculty and administrators in schools of medicine, as well as central administrative bodies such as the Turkish Council of Higher Education, to understand the perspectives and experiences of international medical students and to support them as they work to adjust to the academic and social environment of their respective university programs.

Keywords: foreign study; international students; study abroad; medical students.

LANGUAGE FOR SPECIFIC PURPOSES**102 V. Putvinskio St. 23****Moderators Daiva Pundziuvienė & Stefano M. Lanza****LANGUAGE POLICY AND CLIL IN LITHUANIA: WHY AND HOW?****Daiva Verikaitė-Gaigalienė & Loreta Andziulienė****Vytautas Magnus University, Lithuania****daiva.verikaite-gaigaliene@vdu.lt;****loreta.andziuliene@vdu.lt**

CLIL (Content and Language Integrated Learning), as a form of education targeting at a dual-focused objective to cover language and content, is perceived as an effective approach towards language skills development. However, its advantages and defects are still in the focus of discussions among academic community of Lithuania. Thus, the aim of the present report is to overview the development of CLIL in Lithuania until today by providing insights towards its further implementation. The report aims at presenting the results of analysis of strategy documents, reports, studies and research articles as well as results of the survey. The research demonstrates that no comprehensible national policies in terms of CLIL's implementation have been developed in Lithuania or legal government regulations have been issued until today. However, the results of the survey prove a strong need for their adoption in case CLIL is seen as an educational approach worth being implemented in Lithuania.

Keywords: CLIL; bilingual education; European perspective; document analysis; survey.

LSP AT TERTIARY LEVEL: WHO NEEDS WHAT

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Teaching languages at tertiary level has recently become a debatable issue in terms of curriculum and time constraints, staff expertise and widespread ICT-assisted language learning opportunities. The motivation and expectations of students, teachers, study programme committees who include (or do not include, or even exclude) the subject of Language for Specific Purposes into/from their study programmes seem to be changing with the time. In the context of optimization of the Lithuanian higher education system and recent restructurization of several Lithuanian universities, including Vilnius University, there is a need to analyze and reassess the status and potential of LSP specialists who are engaged in teaching languages for professional use. Vilnius University LSP team have carried out research, the objective of which was to gain better insight into the current LSP classroom practice, teaching/learning resources used and assessment issues. The data collected via online questionnaire reveal 63 respondents' attitudes on the current ESP learning/teaching situation, teachers' preferences, challenges, causes of concern as well as the level of their job satisfaction. The conclusions based on the results of the research and the authors' personal insights may be of interest to curriculum developers and language policy makers at tertiary level.

Keywords: tertiary education; LSP; ESP; curriculum development; job satisfaction.

**CRITICAL METAPHOR ANALYSIS OF IT MEDIA DISCOURSE IN ESP
TEACHING: METHODOLOGICAL IMPLICATIONS**

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This study aims to clarify how critical metaphor analysis in the context of Information Technologies can facilitate ESP teaching and learning. To achieve that, the data samples of 40 articles from CNN and Reuters new online were collected in the time period of five months (2018.09–2019.01). The collected data was analyzed by applying Metaphor Identification Procedure (Pragglejaz Group 2007) with the main purpose to identify systematic metaphor use and compare its scenarios across two media sources. It has been determined that the most prevalent metaphors are related to the source domains of Person, Object, Health, Journey, Construction and some more. The integration of Critical Metaphor Analysis with content-based learning can empower ESP students with critical thinking and a deeper understanding of how media language can contribute to creating the mainstream reality in the context of Information Technologies. This can be done by clarifying how information technologies are represented in the media, and what kind of a symbolic role is attributed to them. Finally, methodological implications of this approach will be discussed in the framework of teaching ESP at the Faculty of Mathematics and Informatics of Vilnius University.

Keywords: ESP; information technologies; metaphor analysis; media discourse.

**IT METAPHORS IN MEDIA DISCOURSE: COGNITIVE APPROACH TO
LANGUAGE TEACHING**

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Postmodern reality has been greatly affected by technological and scientific progress that conditioned both teaching and learning evolution in terms of methodology and content. This study aims to demonstrate how the integration of cognitive linguistics (Lakoff, 1996; Musolff, 2016, 2018) via cognitive science (Gibbs, 2005; Feldman, 2008) and Critical Discourse Analysis (Van Dijk, 2011; Wodak & Meyer, 2015) can benefit ESP teaching in higher education. For that purpose, it will be demonstrated how the qualitative methodology of Critical Discourse Analysis can be integrated with the cognitive framing via linguistic metaphor and applied to the collected data samples of IT in the media. The data of the current study consists of 40 articles collected from the Guardian and BBC news online in the time span of five months (from 2018.09 to 2019.01). The qualitative methodology of Metaphor Identification Procedure (Pragglejaz Group 2007) was applied to analyze the collected data samples with the major purpose to identify IT systematic metaphor use. The findings demonstrate how the evoked frames of personification, objectification, motion in space, crime and some others create a techno-centric reality where people are playing a role of passive observers and affectants. This kind of analysis has far-reaching implications for raising awareness of social constructionism in ESP teaching and beyond.

Keywords: systematic metaphor; information technologies; cognitive approach; language teaching; mainstream media.

ISSUES OF MULTILINGUAL TRANSLATION (LITHUANIAN)**109 V. Putvinskio st. 23****Moderators Sigitas Lūžys & Vitalija Lanza****VERTIMO IŠ LIETUVIŲ KALBOS Į ISPANŲ KALBĄ SINTAKSINIAI
ASPEKTAI: ŽODŽIŲ TVARKA**

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Kalbotyros studentai ir vertėjai dažnai susiduria su sudėtingais sintaksiniais kalbos aspektais. Lengvai suprantama, kad lietuvių kalbos morfologiniai bruožai leidžia daugiau žodžių tvarkos laisvės, turtinga žodžių kaitybos sistema sudaro palankias sąlygas lietuvių kalboje nepaprastai lanksčiai žodžių tvarkai sakinyje. Nors ispanų kalbos žodžių tvarka yra laisvesnė negu prancūzų arba anglų kalbos, ji toli gražu nėra tokia lanksti kaip lietuvių kalboje. Ispanų kalboje vyrauja loginė žodžių tvarka, tai yra – veiksnys + veiksmazodis + tiesioginis papildinys + netiesioginis papildinys + aplinkybės. Tačiau kalbėtojas dažnai keičia šią loginę tvarką, siekdamas sakinio arba teksto pusiausvyros, daugiau ekspresyvumo, arba norėdamas pabrėžti vieną ar kitą sakinio dalį, nukeliant ją į priekį arba į pabaigą. Ispanų kalboje taip pat yra nemažai nerašytų stilistinių taisyklių, susijusių su sakinio dalių išdėstymu sakinyje, kurias vertėjas turėtų žinoti, kad sakinių ir teksto struktūra vertimo kalboje būtų sklandi ir tuo pačiu neiškreiptų originalo aktualiosios skaidos. Yra gana sunku išmanyti šiuos aspektus, tai reikalauja nemažai įgūdžių, nes kai kurie sintaksiniai aspektai priklauso nuo teksto pobūdžio, kitų pragmatinių arba stilistinių veiksnių. Savo straipsnyje ketinu nagrinėti tiesioginio papildinio kėlimo į sakinio pradžią lietuvių kalboje atvejus ir jų vertimą į ispanų kalbą. Siekdama, kad ši analizė būtų naudinga ir ispanų kalbos dėstantiems, ir vertėjams, palyginsiu tris skirtingo pobūdžio lietuvių kalbos tekstus su jų vertimais į ispanų kalbą, bandydama nustatyti, kokių priemonių pasitelkiama kiekvienu atveju. Manau, kad skirtingų pobūdžių tekstų lyginamoji analizė gali lengviau parodyti ne tik įvairias ispanų kalbos priemones ir konkrečius vertimo sprendimus, bet ir tam tikras tendencijas kai kuriuose kontekstuose.

Reikšminiai žodžiai: vertimas; ispanų kalba; sintaksiniai aspektai; tiesioginio papildinio vieta sakinyje; vertėjo sprendimai.

**PRANCŪZIŠKUMO PERTEIKIMAS DUBLIUOJANT ANIMACINĮ FILMĄ
„LA TROŠKINYS“: KETURIŲ DUBLIAŽŲ PALYGINIMAS****Alina Kuzmickienė & Danguolė Satkauskaitė****Vilnius University, Lithuania****alina.kuzmickiene@knf.vu.lt; danguole.satkauskaite@knf.vu.lt**

Dėl globalizacijos, migracijos, turizmo ir kitų priežasčių daugiakultūriškumas ir daugiakalbystė šiuolaikinėje komunikacijoje tampa dažniau taisykle nei išimtimi. Filmai, viena vertus, neretai yra daugiakalbės ir daugiakultūros realybės atspindys, kita vertus, pritaikant juos kitakalbėms auditorijoms, neišvengiamai susiduriama su daugiakalbiškumu, t. Y. Ne mažiau kaip dviem kalbomis. Filmai, kurių veikėjai yra skirtingų kultūrų ir kalbų astovai, vertėjams kelia nemenkų iššūkių. Būtent toks atvejis yra amerikiečių animacinis filmas „Ratatouille“ (liet. „La Troškiny“, 2007 m.), kurio veiksmas vyksta Paryžiuje ir dauguma veikėjų yra prancūzai. Vis dėlto žiūrovams, o ypač pagrindinei šio animacinio filmo auditorijai – vaikams, veikėjų tapatybė atskleidžiama ne ištisais svietimos kalbos dialogais, o kūrybiškai derinant įvairias raiškos priemones: verbalinę akustinę (dialogus ir dainos žodžius), verbalinę vizualinę (užrašus), neverbalinę vizualinę (filmo kadrus) ir neverbalinę akustinę (nediegetinę muziką). Tos pačios raiškos priemonės taikomos ir prancūziškumą atskleidžiančioms kultūrinėms realijoms, o ypač maisto, gėrimų ir su virtuve susijusių profesijų pavadinimams. Kadangi verbalinė raiška varijuoja priklausomai nuo tikslinės auditorijos, šioje analizėje bus lyginami animacinio filmo „Ratatouille“ lietuvių, rusų ir prancūzų kalbų dubliažai siekiant nustatyti semiotinę koheziją, semiotinę redundanciją, atskleisti humoristinius aspektus bei galimą įtaką filmo percepcijai. Lyginant pasirinktų kalbų dubliažus bus pristatyti ir kurioziški vertimo atvejai, kylantys būtent dėl skirtingų kultūrų ir kalbų sandūros. Tyrime derinamos audiovizualinio vertimo ir multimodalumo metodologijos, taikomas ir lyginamasis metodas.

Reikšminiai žodžiai: dubliavimas; multimodalumas; raiškos priemonės; semiotinė kohezija; prancūziškumas.

DU VIENAME: TEKSTO IR CITATOS KORELIACIJA VERTIME

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Pranešime analizuojamos mokslinio-istorinio teksto vertimo problemos, susijusios su vertimo teksto funkcijų ir tikslo samprata atsižvelgiant į tai, kokią vietą užima teksto interpretacija ir prasmės perteikimas vertime, Remiantis K. Semenavičiaus „Didžiojo artilerijos meno“ vertimu iš lotynų į lietuvių kalbą, pagrindinis dėmesys fokusuojamas į veikalo teksto ir jame naudojamų citatų, skirtų paties teksto iliustravimui bei teiginio pagrindimui, koreliacijai t. y. tarpusavio ryšio tarp teiginio ir iliustratyvaus cituojamo teksto išlaikymui vertime. Vertimo problema ypač aktuali susiduriant su Antikos autorių tekstų citatomis lotyniškai parašytame veikale, kadangi Antikos tekstai neretai jau yra išversti, kai kurie ir ne vieno vertėjo ar ne vieną kartą, ir konkreti mintis perteikta kitokia leksika, nei reikalautų pagrindinis mokslinis-istorinis tekstas. Panašios problemos kyla ir su pavartotomis Biblijos citatomis. Biblijos tekstai į lietuvių kalbą verčiami nuo XVI a., o 1999 m. ištiso Šventojo Rašto vertimas, redaguotas Lietuvos Biblijos draugijos sudarytos komisijos, išleistas kaip pirmasis ekumeninis lietuviškas Šventojo Rašto leidimas. Taigi tiek Antikos autorių tekstų, tiek ir Biblijos vertimai nuo XVII a. vidurio, kada buvo išspausdintas K. Semenavičiaus veikalas, yra patyrę vienokią ar kitokią raidą bei įsitvirtinę kultūrinėje dabarties vartosenoje. Pvz., žinomas posakis iš Koheleto knygos „Tuštybių tuštybė ir visa tuštybė!“ šiandien jau yra verčiamas „Rūkų rūkas! Viskas yra rūkas!“. Visa tai nulemia būtinybę kurti papildomą informacinį aparatą, įgalinantį susieti abu tekstus ir tiksliai perteikti mintį.

Reikšminiai žodžiai: vertimo problema; teksto interpretacija; prasmės perteikimas; citatų koreliacija.

LANGUAGE IN PUBLIC DISCOURSE**311 V. Putvinskio St. 23****Moderators Vigilija Žiūraitė & Servet Çelik****BILINGUAL WRITING – THERAPEUTIC NARRATIVES FOR MENTAL HEALTH RECOVERY****Maja Jankowska****University of Bedfordshire, UK****maja.jankowska@beds.ac.uk**

This project focused on the ways in which recognising and supporting the use of native languages within mental health recovery services (UK charity MIND) can have positive effects on the people's sense of identity, self-esteem and confidence, therefore enhancing their overall well-being. It involved bi/multilingual participants in writing personal narratives of mental health recovery in two languages (home and English) to capture (and share) personal memories and journeys towards recovery. This project aimed to validate the use of home languages as a valuable tool – not only linguistic but also a tool that can support mental health recovery through confidence and self-esteem building. Participants engaged in 10-weeks course and gained an accredited educational qualification titled Creative History. Bilingual books were written and published. Within this project we asked a question: "Can narrating own story of mental health recovery in mother tongue and English be a therapeutic endeavour?" This broad question led to the following sub-questions: "What impact can bilingual writing have on the participants' overall confidence, self-esteem and well-being?", "Does it help them in meaning-making and, in turn, lead to a positive (re)construction of identity (or its elements)?" This project adopted an Action Research approach – although there was a plan of 10 weeks delivery of Creative History course, it continued to be refined and tailored to the needs of the participants – we observed, reflected on every session and planned/designed the following sessions in way that was responsive to the group dynamics, the needs of individual learners and the setting. The outcomes of this project will be shared in the presentation.

Keywords: mental health recovery services; well-being; personal narratives; home languages; action research.

A "COMPETENCE" AND LINGUISTIC "GAP" BETWEEN MEDICAL PROFESSIONALS AND PATIENTS, OR: HOW TO MAKE THE POLISH PUBLIC HEALTH CARE SYSTEM MORE DISCURSIVE?

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The paper focuses on the discursive condition of the healthcare system in Poland. This system constitutes an integral, institutional part of the 'public health' area. It is based on general social health insurance, but only covers very basic needs. The distribution and allocation of resources cannot be described as "just" and "fair". This is widely (and critically) discussed in Polish society, but this discussion should rather take place with the participation of the public health care system – immanent discourse. However, how could this be possible in healthcare culture, which is still paternalistic, if doctors and patients (the key agents of discourse) speak different languages and cannot agree on the same common good and priority, namely health? First, the paper describes the framework of biomedical legislation in Poland to identify discursive potentials. Second, it defines the most pressing challenges in the doctor-patient relationship as discursive (according to the author's postulate). It is a well-known fact that the linguistic and discursive competences of medical professionals are different than those of lay people, who are actual or potential patients (the paper will provide some examples here). As a result, a 'competence gap' arises [Atkinson 1995; Turner 1995]. Third, the paper shows several tools by means of which the discursive quality of socially crucial aspects of healthcare can be successfully improved. As a starting point, selected ideas and rules drawn from Jürgen Habermas' Theory of Communicative Action will be examined in order to apply them to the new model. From the outset, communicative action was an interpersonal interaction which broke with one-sided, one-way paternalistic, or over-professionalized communication. According to Habermas, all speech acts include validity claims to be heard attentively, to be understood, considered, and taken seriously; to sincerity, truth and justification, which are discursively redeemable and criticized openly. One of the rules of discourse is understanding and considering the other persons' views which is clearly recommended in the patient-doctor relationship. Fourth, the first outlines of a new model of sustainable discourse and the discursive quality of medical practice will be proposed. Finally, the author will discuss the following question with the audience: how to educate professionals in an efficient and patient-centered style of communicative interaction? How to make the stakeholders familiar with the fact that behind professional competences there are shared (common) values? And, last but not least, how to promote new, appropriate language among patients and professionals, and other agents and actors of public health discourse? Participatory and discursive experience itself has great educative potential – however, this experience is still deficient in Polish society. Neither medical students nor patients face favorable opportunities to learn discursive behavior, discourse rules and standards.

Keywords: discursive vs. paternalistic patient-doctor relationship; public healthcare system in Poland; medical language vs. interpersonal communicative (inter)action; Jürgen Habermas.

**CULTURAL COMPETENCY IN MEDICAL EDUCATION IN THE TURKISH
CONTEXT: A CRITICAL ANALYSIS OF THE MEDICAL SCHOOL
CURRICULUM**

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With communities the world overbecoming progressively more diverse, both linguistically and culturally, the need to train medical students to manage the treatment of culturally diverse patients has become a matter of significant concern. This need is being felt in Turkey, in particular, where between the years of 2008 and 2017, over 30 million foreign visitors from 243 different countries have arrived annually, with only about 1,5 million of these arriving as excursionists; in 2017 alone, 32,410,034 foreign nationals and 5,559,790 expatriates visited the Turkish Republic (Ministry of Culture and Tourism, 2017). Turkey also currently hosts nearly 4 million refugees (primarily Syrians, Afghans, Iraqis, Iranians and Somalis) who live dispersed throughout the country (The UN Refugee Agency, 2018), as well as supporting a culturally and ethnically diverse population of its own. While the majority of the nation's citizens are Turks, minority groups of Kurds, Circassians, Bosnians, Georgians, Albanians, Arabs, Pomaks, Armenians, Assyrians, Greeks, Azeris and Lazis can also be found in substantial numbers (World Atlas, 2018). Considering that all of these individuals require medical care, whether from public or private providers, it is critical for medical professionals to understand the cultural backgrounds of their patients in order to interact with them more effectively and to offer them a better standard of care. This study will examine, through document analysis, the Turkish Higher Education Council's Medical Education National Core Curriculum (2014) that is currently in effect for the training of medical students, along with a major research university's medical education program, to determine whether medical doctor candidates are supported through appropriate coursework in developing the knowledge and skills to deal with patients of diverse cultural backgrounds. In view of the findings, the researchers will offer recommendations for including cultural competence as an integral aspect of medical education in Turkey.

Keywords: cultural diversity; cultural awareness; intercultural competence; crosscultural communication; intercultural communication; Turkey.

LANGUAGE IN MULTILINGUAL ENVIRONMENT (LITHUANIAN)**312 V. Putvinskio St. 23****Moderators Sigitas Lūžys ir Vitalija Lanza****IŠSKIRTINIŲ UŽSIENIO KALBŲ MOKĖJIMAS, SUTEIKIANTIS
PRANAŠUMŲ STUDIJŲ METU: STUDENTŲ POŽIŪRIS****Inga Savickienė****Vytautas Magnus University, Lithuania****inga.savickiene@vdu.lt**

Karjerą planuojantis ir jos siekiantis žmogus turi pasižymėti tam tikromis asmeninėmis, profesinėmis kompetencijomis. Šalia gebėjimo dirbti tarptautinėje aplinkoje, tradicinių kalbų mokėjimo ir siekio nuolat tobulėti, kreipiamas dėmesys ir į išskirtinių užsienio kalbų mokėjimą. 2016–2017 m Lietuvos sveikatos mokslų universitete ir Vytauto Didžiojo universitete buvo atliktas kiekybinis tyrimas, kuriuo siekta išanalizuoti retos (lietuviams, gyvenantiems Lietuvoje – ispanų kalbos, užsieniečiams, studijuojantiems Lietuvoje – lietuvių kalbos) užsienio kalbos mokymosi tikslus, sąsajas su karjeros projektavimu, praktikos vietos ar darbo vietos paieškomis. Tyrimo rezultatai rodo, jog retų užsienio kalbų mokėjimas yra reikalingas bendraujant su užsieniečiais seminarų, paskaitų ar konferencijų metu bei kitoje specifinėje akademinėje veikloje. Tai taip pat suteikia galimybių vykti stažuotis ir atlikti praktiką pageidaujamoje organizacijoje ar šalyje. Užsienio (tos konkrečios šalies) kalbos mokėjimas suteikia pranašumą ir išskirtinumą studijų metu, o ieškant praktikos vietos ar po studijų siekiant profesinės karjeros yra ne tiek privalumas, kiek (su retomis išimtimis) būtinybė tiek Lietuvoje, tiek užsienyje.

Reikšminiai žodžiai: išskirtinės kalbos; retos užsienio kalbos; pranašumai ir išskirtinumai; privalumai ir būtinybė.

**ITALŲ IR LIETUVIŲ KALBŲ „NETIKRIEJI DRAUGAI“:
KLAUSIMO BŪKLĖ?**

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Pradedant jau nuo termino parinkimo, „false friends“ tema mokslinėje literatūroje problemiška įvairiais lygmenimis. Reiškinių klasifikacija negali būti atsieta nuo aiškos apibrėžties, ko būtent ir pasigendama, ypač literatūroje lietuvių kalba. „Panašūs žodžiai, turintys skirtingas reikšmes ir dėl to klaidinantys užsienio kalbos vartotoją“ yra nepakankama formuluotė tuo, kad remiasi subjektyvumu ir suplaka į vieną kategoriją skirtingų pragmatinių požymių turinčius leksikos vienetų. Būtent todėl bandoma siūlyti siauresnę „netikrųjų draugų“ apibrėžtį, kuri tikėtų ne šiaip išoriškai panašioms žodžiams, o tiems, kurie gali vartotoją „motyvuotai“ klaidinti dėl užimamos pozicijos junginiuose ir/ar sakinyje. Įvedama žodžio „pavojingumo“ sąvoka, pagrįsta protinga galimybe suklysti suvokiant teksto esmę (klaidos motyvacija). Todėl šių žodžių klasifikacija (pagal kilmę, sandarą, vartojimo sritį ir pan.), nors aptariama apžvelgus esamą literatūrą, laikoma antraeile užduotimi, nes neturi didelės praktinės reikšmės. Tačiau pagrindinis dėmesys skiriamas pateikti ne žodžių sąrašą, o realius pavyzdžius pagal tipologiją. „False friends“ turi būti laikomi žodžiai, kurie gali būti painiojami ne vien dėl panašumo, o todėl, kad abu sintaksiškai bei logiškai tikėtų tam tikrame kontekste, pvz.: *Ho troppo tempo libero in questi giorni* > *Turiu per daug* (ne: truputį) *laisvo laiko šiomis dienomis*, *Per la festa scelgo la gonna gialla* > *Vakarėliui renkuosi geltoną* (ne: žalią) *sijoną*. Kita vertus negali būti laikomi „false friends“ tokie žodžiai, kurie, nors labai panašūs, tik atsitiktinis kalbos vartotojas galėtų painioti, pvz.: *I banditi sono fuggiti con 100.000 euro di bottino* > *Bandyti pabėgo su 100.000 eurų grobiu*. Daiktavardis *banditi* ir bendratis *bandyti* neatlieka tokios pačios funkcijos, negali būti motyvuotai painiojami.

Reikšminiai žodžiai: netikrieji draugai; pavojingumas; klaidos motyvacija; *false friends*; pavyzdžiai pagal tipologiją.

**SEMANTINĖ IR MORFOLOGINĖ DAIKTAVARDINIŲ ANGLICIZMŲ
ADAPTACIJA DAUGIAKALBYSTĖS APLINKOJE:
PRANCŪZŲ IR LIETUVIŲ KALBOS ATVEJIS**

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Anglų kalba tapo „lingua franca“ visame pasaulyje (Ben-Rafael, 2008, 535). Jos įtaka yra matoma daugelyje kalbų, įvairiose formose ir įvairiose srityse (Rosenhouse, Kowner (2008); Maurais, Morris (2004); Crystal (2003), Gorlach (2001, 2002); Truchot (1990)) ir kitų tyrėjų darbuose. Daiktavardinių anglicizmų adaptacija gretinamuoju aspektu prancūzų ir lietuvių kalbose iki šiol nebuvo nagrinėta sistemiškai. Tiek prancūzų tiek lietuvių kalbose vyrauja du skirtingi požiūriai, vieni kalbininkai palaiko kraštutinio purizmo (kalbos ekologijos paradigma), tuo tarpu kiti, priešingai, kalbinio liberalizmo (anglų kalbos sklaidimo paradigma) poziciją. Atlikti prancūzų ir lietuvių kalbininkų tyrimai rodo, kad anglų kalbos leksinių vienetų problema naujoje daugiakalbystės aplinkoje lieka aktuali. Šiuo metu didžiausios grėsmės prancūzų ir lietuvių kalbų savitumui sietinos su vis labiau išsigalinčiais anglicizmais. Anglicizmai keičiasi pagal fonetines, gramatines ir leksines funkcijas, t. y. „prisitaiko“ prie kalbos sistemos ir galiausiai tampa neatskiriama adaptacijos proceso dalis. Pranešime bus analizuojami daiktavardiniai anglicizmai prancūzų ir lietuvių kalbose, jų semantinė ir morfoliginė adaptacija. Anglicizmų gretinamasis semantinis-morfologinis tyrimas prancūzų ir lietuvių kalbose nepriklausomai nuo genetinio ar struktūrinio šių kalbų bendrumo turi savo specifiką, susijusią su anglicizmų formų panašumu ir skirtumu. Kiekviena anglicizmo reikšmė prancūzų ir lietuvių kalbose ir to paties anglicizmo reikšmių visuma sudaro sistemą, t. y. susideda iš elementų, kuriuos jungia vienokie ar kitokie tarpusavio ryšiai. Pranešimo tikslas parodyti kokia semantinė ar morfoliginė anglicizmų adaptacija vyrauja prancūzų ir lietuvių kalbose, todėl bus skiriami trys pagrindiniai semantinių santykių tipai: 1) visiška atitiktis, 2) dalinė atitiktis, 3) atitikties nebuvimas.

Reikšminiai žodžiai: daiktavardiniai anglicizmai; semantinė-morfologinė adaptacija; gretinamasis aspektas; vartojimo dažnumas.

**METAFORŲ VAIDMUO DISKURSE APIE LIETUVIŠKO TAPATUMO
ĮVARDIJIMĄ MIGRACIJOS SĄLYGOMIS**

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Anot Leonido Donskio, „tapatybė yra kupinas įtampų savęs ir mus supančio pasaulio interpretacijos bei supratimo laukas, kuriame kryžiuojasi tai, ką apie save galvojame mes patys, ir kuo mes patys norime būti. Vaizdžiai tariant, tapatybė yra ne tiek žodžiai, kuriuos mes pasakome apie save ir savo bendruomenę ar kultūrą, kiek pats kalbėjimas ir ypač noras kalbėti apie jas.“ (Donskis, 2006, p. 71). Išvykus gyventi į kitą šalį, atsiduriama situacijoje, kuri individą verčia iš naujo permąstyti viską, kas iki tol atrodė aišku ir savaime suprantama. Migracija, be abejonės, kelia didelį iššūkį tautiniam identitetui, kurio šiandien jokių būdų neįmanoma išsprasti tik į šias dvi konfliktines „išlaikymo“ ir „praradimo“ kategorijas. Pats išeivio ir emigranto identiteto apibrėžimas kaip tarpinės būsenos tarp praradimo ir atradimo yra labai plati ir įvairiabriaunė padala. Metaforinių išsireiškimų gausa ir jų įvairovė įvardijant savo tapatybę lietuvių išeivių apmąstymuose įrodo gyvybingas ir galias netikėtų sąsajų paieškas. Pasitelkus lingvistinį diskurso analizės metodą bus aptariamos ir analizuojamos metaforos, naudojamos išeivių, migrantų ir migrantologų svarstymuose, kas yra lietuviškas identitetas, kokią vietą vaidina kalbos išlaikymas ir perdavimas naujai kartai. Tam tikrus aspektus išryškindama, tuo pačiu metu kitus paslėpdama, metafora atlieka nepakeičiamą vaidmenį ne tik interpretuojant ir konstruojant atskirus tekstus bei diskursus, bet ir kuriant tikrovę. Šiuo metu, kai emigracija yra tokia aktuali Lietuvai, kai vyksta diskusijos dėl dvigubos pilietybės įteisinimo, diskursyvinė metaforų „pasaulio pilietis“, „prisilietimas prie pasaulio medžio“, „gyvenimas atsigręžus veidu į Lietuvą“ analizė leidžia giliau, plačiau ir įvairiapusiškiau pažvelgti į tautinio identiteto kaitą, patiriamą kelių kalbų ir kultūrų sankirtoje.

Reikšminiai žodžiai: tapatybė; migracija; tautinis identitetas; metaforos; kalbos išlaikymas; kalbos perdavimas.

MULTILINGUALISM AND EDUCATIONAL MOBILITY
313 V. Putvinskio St. 23
Moderators Deborah Clarke & Vilmantė Liubinienė

**CREATING LINGUISTICALLY-INCLUSIVE ENVIRONMENTS: THE
INTERNATIONAL STUDENT PERSPECTIVE**

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Internationalisation is key aim for many universities around the world for reasons of economic gain, international research collaboration and the institutional prestige that is concomitant with being an international university. To meet the aims of internationalisation and to recruit international students, many universities have adopted the English language as a medium of instruction (EMI). Furthermore, to delineate the roles of EMI, the national language(s) and other languages, university language policies are often published. These policies are typically problematised from the perspective of the staff and students from the host country who discuss the consequences of EMI on the national language(s). However, language policies also affect international students in that they, through exclusion, challenge the value and status of their own languages. To explore this issue, three task-based focus group interviews with international students, that consider the use of language through the lens of the University of Helsinki language policy, were conducted. The findings suggest that while the university values and is supportive of languages in a general sense, these values almost never emerge in the process learning within the faculties. In fact, there continue to be problems with EMI where the needs of those international students, who are dependent on EMI, are not fully considered. Furthermore, when other languages are included, there seems to be a tendency to favour large and economically-important languages over others, thus creating inequities. As a consequence of these issues, towards the end of this presentation, some suggestions for more linguistically-inclusive university environments will be made.

Keywords: internationalization; English language as a medium of instruction; economically-important languages; linguistically-inclusive environment;

**SUPPORTING NEWLY ARRIVED STUDENTS IN
“SWEDISH FOR IMMIGRANTS” LEARNING ENVIRONMENTS**

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With background in second language acquisition (Ellis, 2008), translanguaging (García & Li Wei, 2014) and native – non-native language teacher research (Moussu & Llorca, 2008), this presentation reports a study which compares two different multilingual learning environments for newly arrived adult students on Swedish for immigrants (SFI) courses in Sweden. The aim of the study is to develop the quality of pedagogical support for newcomers learning additional languages in linguistically diverse classes taught by ethnically diverse teachers. The results reveal that teacher backgrounds, Swedish or non-Swedish, implicate different cultural and language experiences which both afford and constrain situated language learning opportunities. Results counsel cooperative learning between SFI teachers and highlight the pedagogical advantage of combining teacher capacities in co-teaching performance for meeting the diverse needs of newly arrived individuals and groups. A second result is the pedagogical priority, attested to by teachers and classroom observation, of targeting the students’ existential needs as precondition for student motivation and participation. A further result is the critical importance of a pedagogy that balances support and challenge. Use of students’ mother tongues is evidently an illuminative learning asset but unprincipled use can easily restrict student opportunities to cope with communication on the basis of current capacity and potential. A fourth finding is the need to educate for integration. Enabling students to grasp opportunities for target language interaction outside the classroom and to engage with everyday life-related texts and tasks are vital for sustainable additional language and integration learning.

Keywords: Swedish for immigrants; second language; multilingual learning environment.

**FOSTERING GLOBAL AWARENESS:
THE CASE OF CHINESE STUDENTS ENROLLED IN
LATVIAN HIGHER EDUCATION PROGRAMMES**

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The issues related to higher education internationalization have become one of the most important trends in research and practice, which is reiterated in the missions, visions and strategies in higher education institutions worldwide. One of the key questions underlying the attempts to build the truly internationalized universities is “what for”. At the same time, this is also one of the most challenging questions to formulate the answer to. It is generally agreed upon the idea that internationalization should primarily aim at equipping students to successfully function in the global world. However, it is apparent that this goal is very ambitious given the ongoing transformations of the environment at all levels. The article explores the challenges related to the formation of global awareness based on the case of Chinese students enrolled in higher education programmes in Latvia and Chinese students from one of the higher education institutions in Beijing (China) – the prospective international students in Latvian higher education institutions. The survey was conducted applying interviews, focus-group discussion and narrative analysis as the data collection methods. Given that over the last few decades Chinese students have become increasingly visible in the European learning space, the findings introduced in the article can be applied for the development of quality preparatory education programmes for the target group aimed at promoting one of the key objectives of the internationalization process – fostering global awareness. The research is conducted in the framework of the project “Multilingual and Multicultural University: Preparation Platform for Prospective International Students” (No. 1.1.1.2/VIAA/1/16/O19) co-funded by ERDF.

Keywords: internationalization; integration; culture; values; multilingual and multicultural university; China; Europe.

**MIGRATORY MOTIVES FOR FOREIGN LANGUAGE STUDY CHOICES
OF STUDENTS AT VYTAUTAS MAGNUS UNIVERSITY**

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While learning foreign languages is generally considered to be beneficial for a variety of reasons, the conscious decision for learning a specific language tends to also be based on individual expectations of its personally perceived utility for its learner. Study choices are therefore always meaningful and an investigation into students' motives can not only serve as an indicator of societal trends, but also reveal opportunities for Higher Education Institutions in the given context. Past research has described some correlations between the study of select languages and individual expectations of learners towards its associated benefits or as an expression of mere interest. But most of the findings of those attempts aimed at identifying more purposeful motives for study choices of foreign languages have been very general or highly contextual. This research project analyzes the motives for the study of different foreign language of university students in a Lithuanian context. Due to its high significance and actuality, the aim is to specifically explore the correlations with migration intentions of the learners with their study choices. The primary data for this quantitative analysis is sourced from locally conducted questionnaires at Vytautas Magnus University in Kaunas. While some indications exist in the literature that migration intentions are prevalent among both, local and international University students in Lithuania, the research question is concerned with the extent of how much language learning choices can serve as a predictor of these migratory intentions.

Keywords: foreign language choices; learning motives; migration intentions; expected learning benefits; migration trend indicators; Lithuania.

LANGUAGE IN MULTILINGUAL ENVIRONMENT (SPANISH)**101 V. Putvinskio St. 23****Moderators Rima Sabaliauskienė & Alfonso Rascón****NEOLOGISMO EN EL ESPAÑOL ACTUAL:
UNA CONCEPCIÓN PURISTA SOBRE LAS NUEVAS PALABRAS DE
INVASIÓN O DINAMISMO LINGÜÍSTICO**

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Desde finales del siglo pasado (S.XX) hemos venido experimentando el incremento de neologismos especialmente de origen inglés, debido a la aparición de palabras que denominan los nuevos descubrimientos y avances provenientes de las diferentes ramas tecnológicas, y en mayor medida, de las tecnologías de la información. El hecho que nos preocupa es, si toda esta masa de palabras que se adaptan a nuestra lengua y que generalmente se incorporan al diccionario, son necesarias, o son un elemento invasivo imparable y dañino para el español, si son incluidas por simple capricho y por la moda de su uso. ¿Tiene que ver la aceptación del hablante con lo atractivo de como suenan estas palabras y el juego vicioso de su metamorfosis? Finalmente se pretende dejar un preámbulo para un nuevo estudio que analice los neologismos entre el lituano y el español y la tendencia de estos dentro de ambos idiomas.

Palabras clave: neologismos; invasión lingüística; extranjerismos; palabras internacionales; fonética; lenguaje hablado; dinamismo lingüístico; purismo.

DESCUBRIR OTRAS CULTURAS EN LA CLASE DE LENGUAS: USO DEL MATERIAL AUDIOVISUAL**Rima Sabaliauskienė & Gintarė Gelūnaitė-Malinauskienė****Vytautas Magnus University, Lithuania****rima.sabaliauskiene@vdu.lt; gintare.gelunaite-malinauskiene@vdu.lt**

Hoy en día las lenguas se han convertido en un instrumento de comunicación intercultural que nos permite descubrir otras culturas y expresar la nuestra. El conocimiento de la cultura es una parte inseparable del proceso de aprendizaje y enseñanza de los idiomas. Además, los profesores se enfrentan a otro reto: los jóvenes, representantes de tan llamada generación Z, necesitan métodos novedosos, es difícil captar y guardar su atención durante más de 8 segundos, según lo afirman los investigadores. El material audiovisual (en este caso concreto, los anuncios televisivos) se convierte en uno de los recursos preferidos, ya que permite estimular la curiosidad, contiene sonido e imágenes. Además, son obras auténticas, cortas, atractivas, fácilmente accesibles a través de Internet y, sobre todo, permiten descubrir otras culturas. En esta ponencia se presenta un análisis comparativo de anuncios televisivos dirigidos a los consumidores de Alemania, España y Lituania con el fin de descubrir similitudes y diferencias culturales. El método de la comparación es muy útil en las clases donde hay estudiantes de diferentes países (como es el caso de la Universidad Vytautas Magnus en cuyo Instituto de Lenguas Extranjeras hay cada vez más estudiantes de diferentes países que estudian idiomas con estudiantes lituanos) porque permite ver de manera clara los rasgos más representativos y significativos de varias culturas, compararlos con su propia cultura, entender y conocer a otros sin juzgar.

Palabras clave: la enseñanza de lenguas; el material audiovisual; la cultura; los anuncios televisivos; las lenguas extranjeras; las diferencias y las similitudes culturales; la generación Z.

**EQUIVALENTE LEXICOGRÁFICO, INFRALEMA Y EJEMPLO EN
DICCIONARIOS BILINGÜES**

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La reflexión metalingüística inspirada por las teorías de Wiegand ha aportado muchas luces en el análisis de los diccionarios. La concepción del diccionario como un conglomerado textual cuya información está codificada de acuerdo con unos estándares permite calibrar tanto el grado de densidad de esa información, como la utilidad que puede alcanzar un diccionario, ya sea impreso, ya sea en soporte informático. La lexicografía bilingüe ha alcanzado unos altos niveles de calidad y de especialización, lo que exige del usuario ciertas destrezas en la recuperación de los datos que espera encontrar cuando consulta el diccionario. Uno de los campos de aplicación inspirados en la teoría metalexicográfica del investigador alemán es el análisis del equivalente, el infralema –concebido como subdirección subordinada al tema con su propio equivalente– y el ejemplo lexicográfico. Estos dos últimos se confunden tipográficamente en la mayoría de los diccionarios, incluso los de calidad. El infralema suele vincularse a las unidades léxicas pluriverbales cuya equivalencia no es deducible a partir del equivalente dado al lema. A veces un infralema puede ser una sola palabra en una forma peculiar y en un contexto real concreto (por ejemplo, skanaus! frente a un plato recién servido) que en la lengua de destino corresponde a una expresión distinta a la equivalencia dada al lema. En esta ponencia se defiende la idea de que el infralema y el ejemplo deben distinguirse; incluso que el ejemplo no debe ilustrar solo al lema y a su equivalente (si lo tiene), sino también al infralema.

Palabras clave: lexicografía bilingüe; infralema; diccionarios bilingües; equivalente lexicográfico.

**REFLEXIONES SOBRE SOSTENIBILIDAD Y MULTILINGÜISMO EN
ÁFRICA: LA COMUNIDAD DE HABLANTES DE BARIBÁ**

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Son muchas las voces que abogan por una educación multilingüe como forma de abordar un desarrollo sostenible y equitativo (Stunabb-Kaunas, 2018) y por una educación plurilingüe de calidad en África (Ouane and Glanz, 2011) y, aunque pocas todavía, no faltan experiencias positivas en ese sentido (Benson, 2010). En el caso de Benin se han llevado a cabo interesantes iniciativas de alfabetización de adultos promovidas por la agencia de cooperación Suiza (DFAE, 2014). También se han realizado algunos tímidos y frustrados intentos de que las lenguas originarias estén presentes en la escuela (Baba-Mousa, 2013), pero todavía estamos lejos de una educación plurilingüe generalizada y bien establecida. Adjibodou (2005), nos proporciona algunos elementos claves para operativizar la educación plurilingüe en Benin, pero como recuerda Idiazabal (2017) a la vista de algunas experiencias realizadas en otros países, la clave principal del éxito de todo proceso de revitalización lingüística reside en la voluntad y en el interés de su propia sociedad. En un viaje exploratorio a ese país con el objeto de estudiar las posibilidades de una colaboración en material de educación bilingüe, visitamos escuelas de la comunidad de habla bariba y entrevistamos a algunos agentes que consideramos claves en los procesos de revitalización lingüística (educación, medios de comunicación y administración). El análisis de sus declaraciones nos sirve para realizar cinco importantes reflexiones en torno a la necesidad de una escolarización multilingüe que tenga en cuenta la lengua originaria. Diversidad lingüística, preservación del patrimonio inmaterial, alfabetización integral, desarrollo sostenible y escuela plurilingüe van de la mano en esas reflexiones.

Palabras clave: sostenibilidad; multilingüismo; educación plurilingüe; lengua bariba; revitalización lingüística.

**ENSEÑANZA DE ASPECTOS SOCIOCULTURALES EN LA CLASE DE ELE
EN LITUANIA: ANÁLISIS DE LA PERCEPCIÓN DEL CONTENIDO
SOCIOCULTURAL**

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En nuestra presentación queremos abordar el tema de la enseñanza de aspectos socioculturales en la clase de ELE en Lituania. Dar a conocer a los alumnos la dimensión sociocultural de las sociedades hispanohablantes es un elemento muy importante en el programa de enseñanza de la lengua. Con nuestro estudio pretendemos analizar en qué medida se trata esta temática en las clases de español en Lituania y cuál es la receptividad de los alumnos locales. En este campo también se incluye la actitud intercultural de los estudiantes y el proceso de identificación de comportamientos culturales diferenciados, en concreto, a través del aprendizaje de fiestas y tradiciones. Con este estudio queremos presentar un análisis de la percepción del contenido sociocultural por parte de los estudiantes lituanos. Para eso, desarrollamos una recolección de datos a través de observaciones y entrevistas en profundidad, utilizando un método cualitativo. Finalmente, ofreceremos las conclusiones abordadas y sugerencias para profesores de ELE en Lituania.

Palabras clave: aspectos socioculturales; percepción del contenido sociocultural; enseñanza de español como lengua española.

LOS CORTOMETRAJES DE DIBUJOS ANIMADOS: UNA HERRAMIENTA DE ENSEÑANZA DE LA LENGUA ESPAÑOLA

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Las explotaciones didácticas de cortometrajes de dibujos animados, nos facilitan de una forma lúdica la enseñanza del léxico y de estructuras gramaticales, así como también fomenta el desarrollo de la comprensión audiovisual propuesta por el Marco Común Europeo de Referencia para las Lenguas (Consejo de Europa, 2002).

Palabras clave: cortometrajes de dibujos animados; enseñanza; lengua española; comprensión audiovisual.

LANGUAGE IN MULTILINGUAL ENVIRONMENT (RUSSIAN)**102 V. Putvinskio st. 23****Moderators Jovita Daukšytė & Oleksandr Glotov****HOMO SAPIENS VS ἈΝΘΡΩΠΟΣ ΓΡΑΠΤΩΣ****Oleksandr Glotov****Regional Humanitarian and Pedagogical Academy
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Общественный статус автора литературных произведений как некоей параллельной, вымышленной действительности является очевидным исключением в парадигме социальных ролей любого общества. Вне зависимости от времени и места литературного процесса сами произведения литературы служат прежде всего объектом для нравственных, психологических и эстетических рефлексий. Большинство существующих педагогических концепций рассматривает литературу именно как плацдарм для дидактической, прежде всего – воспитательной, работы. Вместе с тем доминантной идеей воспитания всегда было достижение жизненного успеха. И здесь возникает вопиющее противоречие между дидактическим кредо «человека разумного» (homo sapiens) и фактическим положением «человека пишущего» (ἄνθρωπος γραπτός). Семейное и школьное воспитание во все времена целью своей работы видело достижение благополучия, гармонии, успеха. Произведения литературы в этом контексте служили примером как позитивных, так и негативных героев. Но большинство писателей, с античных времен до современности, не были образцом моральности, не достигали материального успеха, более того – и не стремились к этому. Перечень драматических судеб Эзопа, Овидия, Байрона, Боккаччо, Вийона, Вольтера, Верлена, Гофмана, Пушкина, Достоевского и многих других классиков мировой литературы вызывает мысль о том, что литераторы, творя этический и эстетический идеал, свою собственную биографию очевидным образом проживали вопреки написанному. Сопоставительный анализ историко-литературного материала подтверждает, что даже примеры относительно благополучных писательских жизнеописаний (Вергилий, Гораций, Гете) парадоксальным образом сопровождают идею того, творческой личности, «человеку пишущему» житейское благополучие скорее противопоказано.

Ключевые слова: литература; автор; социальный статус.

КОНФЛИКТ ЯЗЫКОВ КАК ИСТОК ЛИТЕРАТУРЫ

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Доклад представляет собой попытку радикального развития некоторых идей М. М. Бахтина, в частности, его теории романа и идей о дискурсивном статусе экспрессивной интонации. Соответственно, его методологической основой можно считать металингвистику в тех пределах, в каких задачи этой дисциплины понимал М. М. Бахтин. В своих рассуждениях мы исходим из презумпции субъектности языка как самодостаточного онтологического агента. Ближайшим доступным для анализа событием, обнаруживающим эту самодостаточность, мы полагаем конфликт языков, понятый непосредственно: как состояние конкуренции за приоритет в процессе коммуникации между формализованными речевыми практиками двух или более этнических сообществ. Непосредственным эффектом конфликта языков следует считать проблематизацию интуиции прямого значения, доминирующую, как можно предположить, в гипотетическом доконфликтном состоянии языка. Соответственно, в каждом из языков учреждается интуиция непрямого говорения — фундаментальная предпосылка поэтического высказывания, которое, в такой аналитической перспективе предстает не в качестве прогностической (номинативной, когнитивной, перформативной и пр.) вербальной практики, а в качестве эффекта самовоспроизводства языка в ситуации непосредственной внешней языковой экспансии. Атрибутивные характеристики художественного высказывания, как, например, его интерпретативная емкость, в числе прочих факторов, прекрасно объясняется производностью предмета “изображения” по отношению к событию изображения. Конфликт интерпретаций и, соответственно, решение вопроса об “идеальном читателе” (в смысле У. Эко, например) по своей продуктивности равномоchen конфликту между “столом” и “table’om” за право адекватно именовать известный предмет кухонной мебели. Подход к изучению генезиса и структуры литературного произведения с точки зрения активности языка, а не сверхценной активности субъекта речи, позволит, надо надеяться, существенно скорректировать представление о собственном предмете науки о литературе.

Ключевые слова: конфликт языков; происхождение литературы; не прямое говорение; экспрессивная интонация; металингвистика.

ЛИТОВСКИЙ ИДЕНТИТЕТ В КОНТЕКСТЕ ДРУГИХ ЕВРОПЕЙСКИХ КУЛЬТУР: СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ ПАРЕМИЧЕСКИХ ЕДИНИЦ

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В условиях постоянно меняющейся геоэкономической и геокультурной ситуации человек должен уметь строить взаимовыгодный диалог со всеми субъектами общего жизненного пространства, уметь наводить гуманитарные межкультурные мосты между представителями различных культур и стран. Важную роль в этом играет язык, выступающий единственно возможным инструментом, с помощью которого становится возможным взаимопонимание между представителями различных лингвоэтносообществ. Рост численности идентитетов в ЕС за последнее десятилетие привел к необходимости их приспособливания друг к другу, что несет с собой динамику в политику идентитета и политику идентифицирования. Идентичность – это результат осознания глубокой рефлексии представлений о себе. Вот почему идентитет и связанная с ним идентификация – это отображение духа и души общества, которым она занимает свое место в мировой истории и культуре. В различных культурах есть общее из того, что создано в каждую историческую эпоху человеческим обществом в науке и искусстве, общественной жизни и нравах, обычаях и традициях, но есть и специфическое, своеобразное. В семантике каждого естественного языка, в его системной организации и речевых реализациях воплощены духовные богатства мира, и язык народа отражает мир через призму человеческих поступков, отношений, мотивов и интересов. Цель доклада – осветить проблему литовскоязычного социокультурного фона, влияющего на идентичен литовца в контексте других европейских культур и развитие коммуникативной компетенции, на примере литовских пословиц и поговорок. Пытаясь освоить нормы и правила культурной и языковой сущности, мы все равно проявляем свое национальное, культуроспецифическое свойство.

Ключевые слова: идентитет; социокультурный фон; лингвоэтнокультурная информация; семантика; паремические единицы.

САМОРЕФЕРЕНЦИЯ В КОРАНЕ

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Отличие Корана от других священных писаний заключается в том, что он представлен с помощью множества атрибутов, каждый из которых по-разному завершает общий характер текста. Прежде всего, это подтверждает не только его трансцендентное происхождение, но и выражает текст в роли божественного руководства, божественного знания и авторитетного определения, которые в силу своих символик до сегодняшнего дня представляют собой идеал социально-политической жизни мусульман в современной философии Корана. С недавнего времени в исследованиях области корановедения стала популярна теория о самореференции (Self-Referentiality) текста, согласно которой текст Корана полон атрибутами репрезентирующих самого себя (напр. *kitāb*, *qur'ān*, *tilka 'ayātu l-qur'āni wa-kitābin mubīnin*, *raḥma*, *ḥukm*, *aḍān*, *inḍār*, *bušra*, *ḍikr*, *ma'īza bayyina ḥaqq/ṣidq*, *hudā*), при помощи которых в результате процесса коммуникации с окружающим его миром он как бы сам себя воспроизводит. Более того, в процессе формирования характера функции Корана в роле «говорящего» исламская теология со временем начинает использовать всё новые термины (напр. *šāfi' mušafi'*), которые усиливают коммуникативную роль текста. Цель доклада – при помощи семантического анализа функции коранических терминов воспроизвести модель самореференции текста, как результат процесса коммуникации между говорящим и слушателем. Такая точка зрения на текст Корана позволяет нам объяснить, каким образом Коран сумел развить свою внутреннюю силу и стать живым корпусом, колоссальный эффект которого не был утрачен после смерти Мухаммеда и сумел влиться в самые разные сферы человеческого существования.

Ключевые слова: Коран; толкование корана; самореференция; коммуникация.

LESS WIDELY TAUGHT LANGUAGES**311 V. Putvinskio St. 23****Moderators Almantė Meškauskienė & Helge Räihä****THE SITUATION IN THE ARMENIAN AND AZERBAIJANIAN SUNDAY SCHOOLS IN THE LIGHT OF THE EDUCATIONAL NEEDS OF ESTONIAN STUDENTS AND THE ESTONIAN LANGUAGE POLICY****Elvira Küün****Narva College of University of Tartu, Estonia****elvira.kuun@ut.ee**

In Estonia teaching of the languages of ethnic minorities is funded based on Regulation no. 154 of the Estonian Government of the Republic of 20 May 2003, “The terms and conditions and procedure of creating possibilities for learning their native languages and for getting to know their national culture for students acquiring basic education whose native language is not the language of instruction”, but only provided that at least ten parents of students of the same language of instruction have submitted applications regarding learning the language to the school and provided that the school organizes the teaching in the form of a selective subject with at least two classes taught per week (Rannut, Rannut, 2010b). Kindergartens and schools are also institutions which may help to preserve certain languages, but voluntary social care (e.g. Sunday schools), which has, based on the language policy principles of each specific family, often shaped into the main opportunity for teaching and promoting the native languages and culture of the children whose mother tongue is different from Estonian among the young people, may also contribute; thereat, this also supports the national identities of the children and youths (Moon et al., 2000, p. 772). The Estonian Ministry of Education and Research has also been funding teaching of the languages and culture of ethnic minorities at Sunday schools since 2007 (Müüripeal, 2012). Any Sunday school operating in Estonia may apply for financial support from the state, if the school is registered in the Estonian Education Information System and if the volume of the teaching activities related to the mother tongues, national culture and history of the learners aged 3-18 amounts to at least 100 academic hours per year (Kook, 2012). The funding may be applied for by the Sunday schools if at least 10 students participate in the educational activities of the school in an academic year. Furthermore, 80% of the students of the Sunday school must originate from the nationality whose culture and language form the basis of the application submitted or speak the language taught as one of the languages spoken at home (ibid.). Within the framework of this study, the current educational situation at the Azerbaijanian as well as Armenian Sunday schools operating in Estonia was examined and the preferences of the students in the selection of languages, their educational needs, as well as the teaching methods and learning outcomes were determined. The study also provides an overview of the different aspects of lingual vitality and the factors influencing the preserving or disappearance of a language. Written questionnaires were used in the study.

Keywords: language policy; minorities; Sunday schools; Estonian language; other languages.

**HOEVEEL FRIES KUNT U BEGRIJPEN? RECEPTIVE
MULTILINGUALISM AS A STRATEGY TO INCREASE THE USE OF
FRISIAN IN FRYSLÂN**

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West Frisian is a minoritized language spoken in the province of Fryslân, in the Netherlands, as well as in some neighboring villages in the province of Groningen. It has actually been said to be converging with Standard Dutch (cf. Nerbonne, 2001; Nota, Coler, & Hilton, 2015), and it has been found to be largely intelligible for Dutch native speakers (cf. De Vries, 2010). However, it seems that negative attitudes towards the language (cf. Hilton & Gooskens, 2013; Belmar, 2018) serve as the basis for a perceived difficulty that is often used to prevent the language from being used in the public sphere. In this research, we tried to test how much Frisian Dutch native speakers can actually understand, as well as the perceived difficulty of each kind of exercise. An online test was designed with two reading exercises, three listening exercises and twenty sentences in West Frisian that the participants were asked to translate into Dutch. The test was shared through social media, and we got answers from both the Netherlands and Belgium. The results seem to indicate that West Frisian is highly intelligible for Dutch native speakers, which we argue should be used to enrich the school curriculum and foster receptive skills in the minoritized language (cf. Fonseca, 2012), which could in turn boost its use.

Keywords: minoritized languages; Standard Dutch; Frisian Dutch; West Frisian.

TEACHER COMPETENCE AND TEACHING SWEDISH AS A SECOND LANGUAGE IN FINLAND AND SWEDEN

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Previous research (Von Post, Wikström, Liubiniene, Räihä, 2017) show that values and attitudes of Nordic language teachers towards minority language education differ. The Swedish teachers differed from the more monolingual Norwegian and Danish teachers. A current question is if teachers of Swedish as a second language in Finland differ from their colleagues in Sweden. The research questions are: What concepts do teachers in Finland and Sweden use to describe their own subject and teaching? Are there differences in teachers' perceptions of the subject and how to explain the differences? The material consists of interviews and observations of second language teachers in Finland and Sweden and it is analyzed qualitatively by classifying concepts and discourses. The results show that the discourse of second language teachers contains hardly any academic concepts. Concepts such as minority language, second language and majority language do not occur when teachers in Finland describe their subject and teaching. Nor did the situation of Swedish being both a national language, minority language and a second language in Finland have any consequences to the second language teaching, according to the teachers. The Finnish teachers said that they never reflect on whether Swedish is a second language, foreign language or minority language in Finland nor the consequences of these distinctions for the teaching. These results fit in a more mono-linguistic view on second language teaching in Finland compared to Sweden.

Keywords: second language; minority language; teacher; discourse; the Nordic countries.

**PLURILINGUAL PEDAGOGIES AND LANGUAGE
SENSITIVE TEACHING****312 V. Putvinskio St. 23****Moderators Jurgita Cvilikaitė-Mačiulskienė & Sebastian Moranta****DISCOURSES ON BILINGUALISM: CONFLICT SOCIOLINGUISTICS IN
THE CATALAN SPEAKING AREA AND IN THE LATE SOVIET UNION****Sebastian Moranta****Philipps-Universität Marburg, Germany****smoranta@mail.ru**

The conflictivist approach (the “sociolinguistics of conflict and criticism”; Pujolar, 2002) dominates Catalan sociolinguistics from the 1960s onward, when in Valencia and Catalonia a series of scholars intended to analyze the situation of the indigenous linguistic community within Franco’s Spain. During this period a critical approach to Catalan-Spanish bilingualism took shape, and such theoretical concepts as ‘linguistic conflict’, ‘diglossia’, ‘linguistic minorization’, autoodi (‘self hatred’), etc. were propagated. In this regard, Aracil (1966/1982) introduced the notion of ‘mythic bilingualism’ or ‘bilingual myth’. In his analysis of the identity conflict in the Valencian Country, the author perceived bilingualism as a rhetorical commonplace, articulated through a series of stereotypes and ritualized arguments, and which sought to justify the effects of castilianisation and hide its most controversial features. Aracil warns that the bilingualist ideology usually aims to legitimize a type of linguistic-cultural domination, which is usually accompanied by the perpetuation of the socio-political status quo. From this point of view, situations of historical bilingualism are conceived as a natural phenomenon, which is stable, harmonious and essentially positive. However, from critical positions based on the idea of linguistic conflict, the bilingual community is perceived in terms of mobility and transformation. Moreover, it is assumed that this dynamic will sooner or later lead to the replacement of the most disadvantaged language, unless this process is reversed through the institutional intervention (language planning) and the attitudes of the speakers themselves. In the Soviet Union during perestroika and glasnost, the critical opinions regarding the unidirectional character of the ongoing bilingualism (Russian in combination with the respective national language) were discussed quite late, following the standpoint of the Estonian linguist Hint (1987). This proposed an approach to bilingualism that took into account not only its obvious benefits, but also some disadvantages. Hint criticized the hierarchical idea of bilingualism oriented primarily to ensure the generalized knowledge of Russian, covered not only with the status of language of inter-ethnic communication, but also of “second mother tongue” (второй родной язык) in all Soviet territory. According to him, the bilingualism understood in this way led to semilingualism (полужызычие), which is the disastrous result caused by the progressive ignorance of the languages of the national republics, the reduction of their communicative functions, and their structural degradation. This was officially labeled with the term «harmonious bilingualism» (гармоничное двуязычие), which was actually a social engineering experiment with deceptive consequences. Considering all the above, in this paper we propose to contrast the discourses on bilingualism by Catalan sociolinguists in the late Francoist Spain and the ideologies on language policy and ethnicity at the end of the USSR. We will also briefly discuss the extent to which these approaches have evolved in discourses of ethnolinguistic diversity in present-day Spain and the states emerged after the USSR collapse (the case of the Republic of Moldova will be hereby commented as an example).

Keywords: bilingualism; diglossia; language ideologies; Catalan language; Spain; Soviet Union.

CODESWITCHING VERSUS CODEMIXING

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In my paper I argue that there is a significant difference in bilinguals uttering a word or phrase in a different language that they speak at the moment – code mixing and when bilingual people switch between their two (or more) languages for whole sentence or whole thought. I have conducted six months research on bilingual children, doing participating observation, speech analyze of preschool and early school children speeches among themselves. The research showed a few interesting findings in the way bilingual children use their languages; certain patterns can be found in their speech. In my research of the bilingual children I have found out that code mixing (mixing in one language one word or phrase in other language) and code switching (switching into different language for whole sentence) is used in different situations and for different reasons in bilingual children. Although there cannot always be strong distinction between the two types of mixing two languages together, the line is not always clear and the two types of switching cannot be always parted, there is a significant pattern which can tell us about the bilingual peoples use of their languages.

Keywords: code switching; code mixing; bilingual; bilingual children; speech pattern.

**AN ECOLOGICAL PLURILINGUAL APPROACH TO ENGLISH TEACHING
IN PRIMARY SCHOOL****Alicia Chabert****Universitat Jaume I (Facultat d'Humanitats) Castellón de la Plana Spain
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This paper aims to demonstrate that using a plurilingual and ecological approach to English language teaching better results can be achieved in primary school independently of the mother tongue of the student. This article is based on the initial results of our international research performed in three very different countries (Norway, China and Spain), involving 250 participants. In this study, we propose a plurilingual communicative approach to English teaching as a foreign language, making a distinction between languages for communication and languages for identification supported by House (2003). This research examines the current teaching policies in the participating countries and analyzes cross-cultural and cross-linguistic perspectives in English language teaching while promoting the positive use of the mother tongue as a connecting tool in the students' communication system. The subjects of this study were divided into control and experimental groups, in which they received teaching using traditional and plurilingual approaches respectively. After the classes they completed a test and were then supplied with a Likert scale questionnaire focused on understanding their attitude and motivation towards mother tongue and English language learning. Based on the observation and results achieved, we can conclude that a plurilingual approach that uses L1 as a tool in English teaching improves English assimilation, as well as develops an ecological understanding of languages.

Keywords: plurilingualism; ecological language approach; L1 in English learning; language policy.

LANGUAGE IN MULTILINGUAL ENVIRONMENT (GERMAN)**313 V. Putvinskio St. 23****Moderators Jūratė Andriuškevičienė & Michael Lönz****SPRECHAKTE IN DEUTSCH-LITAUISCHEN
UNTERNEHMENSVERHANDLUNGEN****Gintarė Gelūnaitė-Malinauskienė****Vytautas Magnus University, Lithuania****gintare.gelunaite-malinauskiene@vdu.lt**

Deutschland ist einer der größten Direktinvestoren in Litauen und einige bekannte deutsche Unternehmen haben sich in den letzten Jahren entschieden hier umfangreich zu investieren, wie z.B. „ARTEC GmbH“ (2016), UAB „Hella Lithuania“ (2017), UAB „Continental Lithuania“ (2017). Bei diesen Unternehmen und in deren Niederlassungen in Litauen ist ein erheblicher Bedarf an Kenntnissen über effektive Zusammenarbeit mit litauischen Unternehmen entstanden, was sich in der wachsenden Anzahl an diesbezüglich angebotenen Fachseminaren widerspiegelt, die Fragen zur fachlichen und interkulturellen Kommunikation behandeln. Typische Fragen, die während dieser Seminare gestellt werden, sind exemplarisch für die unternehmerischen und kulturellen Herausforderungen für Ausländer in Litauen, denn was für die meisten Litauer typisch und normal sein mag, kann manchmal für Deutsche andersartig und ungewöhnlich wirken. Im Wirtschaftskontext sind geschäftliche Verhandlungen eine Form der Realisierung der mündlichen Sprache (Rathmayr, 1992). In diesem Vortrag werden die in diesem Kontext möglichen Sprechakte in mündlichen Unternehmensverhandlungen vorgestellt und analysiert. Die Analyse der Sprechakte wird gemäß H.P. Grice, J. Searle, J. Austin, R. Jakobson und R. Lakoff durchgeführt. Die praktische Anwendung der von diesen Autoren entwickelten Theorien zur Analyse von Sprechakten und kann die Kommunikation in Unternehmensverhandlungen nicht nur erklären / analysieren, sondern auch helfen Verständnisbarrieren und Missverständnisse auszuräumen bzw. zu vermeiden. Um ein positives Ergebnis der Verhandlungen zwischen zwei verschiedenen Kulturen zu erreichen, sollte man die passenden Sprechakte wählen. Der Vortrag wäre sowohl für Linguisten als auch für die Forscher, die sich für die Mehrsprachigkeit, Interkulturalität, mündliche Sprache und Business heutzutage interessieren.

Schlüsselwörter: Sprechakte; Verhandlungen; Interkulturalität; Unternehmen; Deutsche Sprache.

**DIE ROLLE DER KULTURSTANDARDS UND DER STEREOTYPE BEI
DER INTERKULTURELLEN KOMMUNIKATION**

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Im 21. Jahrhundert spielt interkulturelle Kompetenz, welche durch die europäische Integration und den Globalisierungstrend geprägt ist, eine große Rolle. Die Landesübergreifende Kooperation fördert die Zusammenarbeit mit Menschen unterschiedlicher kultureller Herkunft. Fremdsprachenkenntnisse, Kommunikations- und Kooperationsfähigkeit, gleichzeitig auch Einfühlungsvermögen für den kulturellen Hintergrund der Partner und Kollegen gewinnen immer größere Bedeutung (vgl. Bernhard, 2002, S. 193). Das Ziel der Arbeit besteht darin, die Rolle der Kulturstandards und der Stereotype bei der interkulturellen Kommunikation zu erörtern. Am Anfang wird der Begriff der Kultur charakterisiert und die Wichtigkeit des Beherrschens der Kenntnisse über Eigen- und Fremdkultur betont. Zuerst gibt man hier Herkunft, Definition und Einteilung der Stereotype, die Erklärung der Begriffe falsche Einstellung und Vorurteil an. Es wird festgestellt, dass sie nicht nur zur interkulturellen Kompetenz beitragen, sondern auch als realitätsferne Bewertungen sich zu Hindernissen und Schwierigkeiten für die interkulturelle Kommunikation entwickeln können. Wichtiger als die Stereotype sind bei der interkulturellen Kommunikation die Kulturstandards. Es werden hier die Definition von Kulturstandards von G. Hofstede u.a. vorgestellt und die Unterschiede und die Gemeinsamkeiten von Kulturstandards und Stereotypen besprochen. Die Kulturstandards werden durch empirische Untersuchungen gewonnen. Das ist eine Methode, die auf einer Befragung von Personen beruht, die sich in dem Land, für welches die Kulturstandards ermittelt werden sollen, aufgehalten haben – selbst jedoch aus einem anderen Land stammen. Es wird in der vorliegenden Arbeit eine Untersuchung auf der Branche des Tourismus vorgestellt. Das ist eine Befragung der deutschen Touristen in Litauen. Die deutschen Informanten/Touristen haben ihre Meinung zu solchen Aspekten wie Charakter der Litauer, ihr Aussehen, ihre Fremdsprachenkenntnisse bei der Kommunikation mit den Fremden, Gastronomie, Lebensniveau u.a. gesagt. Die Resultate dieser Befragung haben gezeigt, dass die meisten deutschen Informanten unser Land und die Leute positiv bewerten. Manche mussten die mitgebrachten Stereotype loswerden. Bei der Diskussion mit den deutschen Touristen hat man zu der Meinung gekommen, dass das Kennen des Selbstbildes und des Bildes des Fremden bzw. der Kulturstandards bei der interkulturellen Kommunikation sehr wichtig sind. Zum Schluss kann man behaupten, dass die von Menschen geschaffenen Kulturstandards zeitlich geprägt sind, einen historischen Charakter haben, jederzeit modellierbar und praktisch sein sollten. Sie helfen die Kultur und die Denkweise eines Volkes zu verstehen.

Schlüsselwörter: interkulturelle Kompetenz; Kulturstandards und Stereotype; Vorurteile und falsche Einstellungen; Fremdbild; Selbstbild.

**ENTWICKLUNG DER INTERKULTURELLEN KOMMUNIKATION IM
FREMDSPRACHENUNTERRICHT****Gintarė Gelūnaitė-Malinauskienė & Rima Sabaliauskienė****Vytautas Magnus University, Lithuania****gintare.gelunaite-malinauskiene@vdu.lt; rima.sabaliauskiene@vdu.lt**

Neben der Kenntnis mehrerer Fremdsprachen stellt die interkulturelle Kompetenz eine der wichtigsten Bedingungen für das Lernen und Arbeiten in der zunehmend globalisierten Welt dar. Wenn man die anderen Kulturen besser kennen möchte, ist es sehr wichtig die interkulturelle Kompetenz zu verbessern (in der Arbeit, in der Universität, im Unterricht, im Sprachenunterricht, im Supermarkt, im Flughafen auch auf der Straße u.s.w). Eine der ersten Station, wo man die interkulturelle Kompetenz verbessern und vertiefen kann ist der Fremdsprachenunterricht. An der Vytautas Magnus Universität (VMU) im Fremdspracheninstitut sind Spanisch und Deutsch als Wahlfach. Spanisch zählt nach Englisch zu den meistbesuchten Kursen, wobei Deutsch den fünften Platz solcher Rangliste von 30 verschiedenen Fremdsprachen einnimmt. Es gibt auch die Möglichkeit Litauisch als Fremdsprache in der VMU zu lernen. Die meisten StudentInnen, die diese Sprachen wählen kommen aus verschiedenen Ländern, deshalb sind die Gruppen sehr international aufgestellt, was zur Vertiefung der interkulturellen Kompetenz fördert. Zu ihrer weiteren Entwicklung kann unter anderem gezielte Arbeit mit Werbung im Fremdsprachenunterricht eingesetzt werden. In diesem Vortrag werden die in diesem Kontext möglichen Werbungen im Fremdsprachenunterricht (Spanisch, Deutsch und Litauisch) vorgestellt, vergleicht und analysiert. Die Analyse der interkulturellen Kommunikation wird gemäß Hall, Lewis und Hofstede durchgeführt. Die praktische Anwendung der von diesen Forschern entwickelten Theorien kann die interkulturelle Kommunikation im Fremdsprachenunterricht analysieren, vertiefen und verbessern sowie auch Missverständnisse vermeiden. Die Analyse wird zeigen, dass die verschiedenen Internetwerbungen einen positiven, lustigen und interessanten Fremdsprachenunterricht geben könnte und auch ein positives Beispiel für die FremdsprachenlehrerInnen, die sich für die Interkulturalität und eine andere Art des Fremdsprachenunterrichts interessieren.

Schlüsselwörter: interkulturelle Kompetenz; Fremdsprachenunterricht; Deutsch; Spanisch; Litauisch; Kommunikation.

**ZUR WIEDERGABE FREMDSPRACHLICHER VARIETÄTEN BEI DER
SYNCHRONISATION ANIMierter FILME****Eglė Aloševičienė & Danguolė Satkauskaitė****Vilnius University, Lithuania****eglealoseviciene@gmail.com; danguole.satkauskaite@knf.vu.lt**

Die Synchronisation als eine Form der Präsentation audiovisueller Medien ist ein auf Kondensation und zugleich Adaption basierender Typ der Übersetzung audiovisueller Inhalte. In Bezug auf die Synchronität von Bild und Ton ist ein Informationsverlust bei der Übersetzung unausweichlich. Daher ergibt sich das zentrale Problem hinsichtlich der sinn- und milieugetreuen Wiedergabe sprachlicher und kultureller Sprachvarietäten einer Ausgangssprache in der Zielsprache und deren Anpassung an das Zielpublikum. In den Zeichentrickfilmen *Planes* (2013) und *Cars 2* (2011) sind die handelnden Figuren personifizierte Fahrzeuge, und zwar Flugzeuge und Autos unterschiedlicher Charakteristik. Bei der Analyse von Synchronversionen dieser amerikanischen Animationsfilme im Deutschen, Litauischen und Russischen stellt sich die zentrale Frage nach der plausiblen Darstellung der Figurencharaktere und des Nationalkolorits. Dabei werden diverse phonetische (Aussprachebesonderheiten), prosodische (Intonation und typischer Akzent), morpho-syntaktische (Abweichungen von der Sprachnorm) und lexikalische (stereotype Floskeln) Sprachmittel sowie andere Modalitäten wie Bild und Musik herangezogen. Nicht alles im Film ist gesprochene Sprache. Eine weitere typische Modalität bilden Schilder, Tagebücher, Zeitungsschlagzeilen oder Fernsehbilder. Diese texthaltigen Displays enthalten wichtige Informationen wie auch Bauchbinden und Orts-Inserts. Da das Zielpublikum der Animation in erster Linie Kinder und Jugendliche sind, ergibt sich ein weiteres Problem nach den Möglichkeiten und Grenzen der Übertragung bzw. Anpassung solcher Schrifteinblendungen im Bild bei der Synchronisation. Um die oben genannten Probleme zu lösen, wird in der vorliegenden Untersuchung das theoretische Instrumentarium der audiovisuellen Übersetzung und der Multimodalität sowie der Methoden der linguistischen Vergleichsanalyse verwendet. Die Untersuchung der Animationsfilme und ihrer deutschen, litauischen und russischen Synchronisationen hat ergeben, dass die fremdsprachlichen Varietäten auf unterschiedlichen Sprachebenen erscheinen und in unterschiedlicher Intensität dargeboten werden. Zu den produktivsten sprachlichen Mitteln zählen dabei die phonetischen und die prosodischen. Außerdem ist die Inkonsequenz der Fremdheitsmarkierung und Wiedergabe der Schrifteinblendungen zu konstatieren.

Schlüsselwörter: Audiovisuelle Übersetzung; Synchronisation; Animation; Multimodalität; Fremdsprachigkeit in Ton; Bild und Schrift.

**BILINGUALER UNTERRICHT IN DEUTSCHSPRACHIGEN LÄNDER
UND IN SERBIEN**

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Der Beitrag analysiert Modelle des bilingualen Unterrichts in den deutschsprachigen Ländern und in Serbien. Mit dem bilingualen Unterricht in Deutschland begann man im Jahr 1963 mit dem deutsch-französischen Freundschaftsvertrag (Élysée-Vertrag). Es wurde vorgeschlagen, die Zahl der Französisch- und Deutschlernenden zu erhöhen. Eine der Maßnahmen war die Einführung der bilingualen deutsch-französischen Schulen. Heutzutage beginnen die Schüler mit dem bilingualen Unterricht in der siebten Klasse, und in der fünften und sechsten Klasse (die Vorbereitungsperiode) gibt es zusätzlichen Fremdsprachenunterricht (7–8 Stunden wöchentlich). Die Vehikularsprache ist meistens Englisch, und die Fächer, die die Schüler bilingual lernen, sind Geografie in der siebten Klasse, und Geschichte in der neunten Klasse. In höheren Klassen gibt es bilingualen Unterricht in drei verschiedenen Fächern (Löffelbein 2016: 24). In Serbien, in Belgrad wurden im Schuljahr 2004/05 die erste bilingualen Klassen gegründet und die Vehikularsprachen waren Französisch und Italienisch. Heutzutage gibt es bilingualen Unterricht überall in Serbien und Vehikularsprachen sind: Englisch, Italienisch, Französisch, Deutsch und Russisch. Die meisten bilingualen Klassen sind Englisch-Serbisch.

Schlüsselwörter: Bilingualer Unterricht; BU; CLIL; Sprachsensibler Fachunterricht.

**“SO FREI WIE MÖGLICH, SO GEBUNDEN WIE NÖTIG”.
IM SPAGAT ZWISCHEN LERNER- UND LEHRERZENTRIERTEM
LEHREN UND LERNEN**

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Das Konzept des lernerzentrierten Unterrichts steht in der modernen Fremdsprachendidaktik hoch im Kurs. In der Fachliteratur wird immer wieder betont, wie wichtig es sei, individuelle und selbstgesteuerte Lernprozesse von Schülern bzw. Studierenden zu ermöglichen und beratend begleiten. Das Lernen wird als aktive Mitgestaltung und das Lehren als Aktivierung von Lernprozessen verstanden. Die innovativen didaktischen Konzepte, in denen es primär um Offenheit, Selbsttätigkeit, Selbstständigkeit und Selbstverantwortlichkeit der Lernenden geht, führen auch zu einem veränderten Verständnis des Lehrerbildes. Der/die Lehrende steht nicht mehr als professioneller Experte im Zentrum des Unterrichts, sondern fungiert zunehmend als Lerncoach. Kann aber der moderne und zeitgenössische Deutsch -als – Fremdsprache -Unterricht traditioneller Unterrichtsstrategien und Methoden entziehen? Sind die traditionellen Merkmale des Lehrerberufes im Verschwinden begriffen? Welche Grenzen weiß Offener Unterricht auf? Unter welchen Voraussetzungen kann ein selbstbestimmtes, effizientes und erfolgreiches Fremdsprachenlernen stattfinden? Mit welchen Argumenten könnte die Strategie, die Verantwortung für den Lernerfolg an einen Lehrer/eine Lehrerin abzugeben, gerechtfertigt werden? Kann man Lernprozesse delegieren? Eine Antwort auf diese Fragen wurde im Rahmen einer Pilotuntersuchung gesucht, die ich mit den Zweit- und Drittsemester – Studierenden der Studiengänge Deutsche Sprache und Kommunikation sowie Englische und deutsche Philologie im Herbstsemester 2018 an der Vytautas-Magnus-Universität durchgeführt habe. Die Ergebnisse der Untersuchung sollen eine Grundlage für den Beitrag und für die Diskussion über den Offenen Unterricht bilden.

Schlüsselwörter: lernerzentrierter Unterricht; Fremdsprachendidaktik; individueller und selbstgesteuerter Lernprozess; aktive Mitgestaltung; Unterrichtsstrategien und Methoden.

LANGUAGE IN MULTILINGUAL ENVIRONMENT (FRENCH)**102 V. Putvinskio st. 23****Moderators Daina Kazlauskaitė & Dinara Mambetkazieva****L'APPOSITION : UNE MANIERE DES APPRENANTS DE FLE A
COMPLETER UN NOM**

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L'acquisition de la compétence lexicale est complexe, dans la mesure où il ne suffit pas pour les apprenants de distinguer la forme et la signification d'un élément lexical pour savoir comment l'intégrer correctement dans le contexte langagier. Cette compétence suppose de comprendre les relations syntaxiques, les systèmes morphologiques, les nuances modales, et la structuration des modèles grammaticaux. L'analyse de la production écrite des apprenants lituaniens en FLE, dans la mesure où cette analyse se constitue à partir du corpus annoté des apprenants, se focalise sur l'apposition qui se rattache à un nom auquel elle apporte un complément d'information sur une qualité ou sur la nature. Le choix de ce dernier en tant qu'objet d'étude tient au fait qu'il se distingue par son emploi très fréquent dans la langue des apprenants du niveau analysé. Nous nous fixons comme tâche, sans prétendre à l'exhaustivité, de faire le point sur les fréquences et particularités des appositions dans les productions écrites des apprenants non natifs du français. L'apposition en tant que le constituant du SN sera analysée du point de vue syntaxique, en prenant toujours en compte les constructions correctes, fautives ou incertaines. Les écrits des élèves permettent d'orienter les réflexions didactiques vers l'emploi général des appositions dans le corpus d'apprenants qui sont importantes pour avoir l'image la plus nette possible de la construction typique et propre à l'interlangue. Ce type de données pourrait en outre constituer la base de diverses démarches scientifiques relatives à l'apprentissage des langues étrangères.

Mots-clés : apposition ; syntagme nominal ; interlangue ; FLE ; corpus d'apprenants.

SOUTENABILITE DE L'INTERCOMPREHENSION PLURILINGUE ET PLURICULTURELLE DANS UNE PERSPECTIVE INCLUSIVE**Araceli Gomez Fernandez****The National Distance Education University, Spain****aragomez@flog.uned.es**

Ce travail a comme objectif l'enseignement/apprentissage de l'intercompréhension de langues dans des contextes plurilingues et pluriculturels, plus précisément dans le milieu pénitentiaire. Il part des résultats obtenus lors des cours d'été et des ateliers donnés sur l'intercompréhension plurilingue et pluriculturelle dans quelques établissements pénitentiaires. L'Université Nationale d'Enseignement à Distance (UNED) offre l'enseignement supérieur dans le milieu pénitentiaire assurant l'éducation inclusive. L'intercompréhension comme approche de l'enseignement/apprentissage d'une langue permet, non seulement l'apprentissage des langues, mais elle facilite le développement de l'interculturel dans l'interaction avec des individus d'autres langues et d'autres cultures. Elle met à profit les besoins éducatifs particuliers et les motivations des individus dans une conscience interculturelle qui facilite la communication. Notre point de départ méthodologique est une approche inclusive basée sur une typologie textuelle de documents authentiques de la vie quotidienne (textes injonctifs) en milieu carcéral. Le premier contact avec l'écrit est matérialisé à travers les textes. L'hétérogénéité du public, de différentes nationalités et de différents parcours académiques, montre le caractère multilingue de la société européenne, ce qui rend nécessaire l'acquisition de compétences linguistiques plurilingues. Nous considérons que l'intercompréhension comme approche plurilingue et pluriculturelle reflète bel et bien le caractère soutenable de l'intégration prioritaire des langues en accord avec l'intégration des individus et, à plus forte raison, des publics identifiés comme en difficulté.

Mots-clés : intercompréhension ; plurilinguisme ; droits humains linguistiques ; enseignement inclusif ; milieu pénitentiaire.

CHALLENGES FOR IDENTITY**311 V. Putvinskio St. 23****Moderators Béatrice Boufoy-Bastick & Jūratė Matulionienė****AFFIRMATION OF IDENTITY: 'I AM' MODELING - CROSS-CULTURAL COMMUNICATION FOR TEACHING AND LEARNING**

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The paper to be presented introduces the Culturometric Identity Affirmation Model, the 'I.Am' Model. This is a fundamental cross-cultural communication model proposed to underlie the purpose and processes of all intentional human communication, including teaching and learning. It recognizes affirmation of identity as the most powerful motivator of human action. We operationally define cultural identity as 'values in context'. These contexts are hierarchical - not only the longer lasting contexts of nationality and ethnicity that are generally accepted as 'cultural identity', but the same structure models even transitory contexts of the moment when we embody and express context-relevant values. Our actions are expressions of our values in the context. At least, that's what they mean to others who share our cultural identity. The actions are shared affirmations of a common cultural identity. However, this communication breaks down if the two people are not concurrently sharing the same context, or worse, do not recognize the enculturated code that specifies the action as an expression of the values being communicated. Good education is communication that affirms a common chosen cultural identity of the teacher and of the student. In contrast, training imposes context and behaviors. Good training will make this context-recognition explicit as well as making explicit the values that the trained behaviors express. From the practical examples discussed, you will be able to create and judge both good and bad teaching and learning practices from the perspective of this 'I Am' model of cross-cultural communication.

Keywords: cross-cultural communication; cultural identity; enculturation; values in context; Culturometrics.

CHALLENGES FOR CULTURAL IDENTITY: AN ANALYSIS OF RENATA ŠERELYTĖ'S FICTION IN ENGLISH TRANSLATION

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The presentation aims to discuss the rendering of cultural identity in the English translation of selected literary works by contemporary Lithuanian woman writer Renata Šerelytė. The analysis places itself at the intersection of cultural and translation studies. One of the foci of analysis is the probing into the meanings of cultural identity as re-presented in the source texts. Another is investigation of the target text for strategies employed in rendering the constituents of cultural identity signified by the source text. For the discussion of the latter aspect, the paper draws on Hatim and Mason's (1990) work on the relationship between translation and ideology both as the ideological perspective recreated in the target text and power relations involved in translation. As a side focus, the presentation will draw attention to the representation of gender as an aspect of cultural identity.

Keywords: cultural identity; cultural turn in translation; literary translation; translation; ideology; gender; power.

**[INTER]CULTURAL COMPETENCE DEVELOPMENT:
MULTIMODALITY, INTERTEXTUALITY AND MULTILINGUALISM IN
AGNIUS RUŠYS' FILM JESENINAS XXI A. LT (2019)**

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Cultural and intercultural competence development in all levels of culture (and also within a single culture) elicited by a gap between “knowing” and its application by “doing” (Johnson et al., 2006) has been among the pressing needs in postmodernist societies. The present paper suggests certain means for this competence development, specifically multimodality, intertextuality and multilingualism in Agnius Rušys' film *Jeseninas XXI a. LT* (2019). In terms of postmodernism, film *Jeseninas XXI a. LT* is seen as blurring cultural boundaries between the “high and low”, featuring bricolage, irony, magical realism, self-reflexivity and intertextuality. In its form, the film is a multimodal, polysemic and poetic text, the message of which is expressed through the means of picture/view, music, and multiple languages. The theoretical framework of the analysis is the theory of multimodality (Kress, 2009; Kress and Van, 2001; Jewitt and Kress, 2003), Hall's (1981) ‘Encoding-Decoding’ model and literary reception studies.

Keywords: (inter)cultural competence; postmodernism; multimodality; intertextuality; multilingualism.

**LANGUAGES AND CULTURE FOR BETTER COMMUNITIES'
INTEGRATION: A CASE STUDY****Jurgita Cvilikaitė-Mačiulskienė & Daiva Pundziuvienė****Vytautas Magnus University, Lithuania****Jurate Matulionienė****Boston ESOL Academy, UK****Smiltė Matulionytė****Nottingham Trent University, UK****jurgita.cvilikaite-maciulskiene@uki.vdu.lt; daiva.pundziuviene@vdu.lt;
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There is no denying the fact that migration is a sensitive economic, political and social issue, which European institutions together with researchers and policy makers have been working on trying to create the cohesion between migrant and host communities. It has been widely recognized that attitudes towards migrants tend to be more positive when migrants have an opportunity to reveal their linguistic and cultural diversity to non-migrants. Researchers claim that local governments and municipalities “must be part of a framework of multi-level governance” for migrants’ integration (OECD, 2018). The 2030 Agenda for Sustainable Development highly recognizes the positive contribution of migrants, who deserve to live in a “just, equitable, tolerant, open and socially inclusive world” (2030 Agenda, 2015). Existing research has acknowledged that migrants make low use of local services, such as police, hospitals, educational institutions or leisure facilities due to language barriers and uncertainty on rules of engagement (Sime & Fox, 2014), cultural barriers and issues of trust in services (Alpers, 2016) or social exclusion (Arai, 2006). In order to develop insight into the realities of integration and social cohesion between migrant and host communities in Great Britain, this study used a survey to explore how trust and meaningful interaction between all sections of the community could be created by providing social and educational activities for migrant and host communities in Boston, the UK. Furthermore, the research aimed to answer the question whether learning about another culture could increase understanding of how one’s own culture shapes the perceptions of oneself, of the world and of our relationship with others. The research sample was a group of 60 adults of non-migrant / British communities and a group of 40 adults of migrant communities / ESOL students who were attending the language and culture sessions with professional bilingual teachers. The first research sample, for which Lithuanian, Polish and Russian language and culture workshops were delivered, was carefully chosen to represent the native residents dealing with new arrival communities in their daily lives. The interactive workshops on the English language and British culture were delivered to the second focus group, ESOL students. All members of the focus groups expressed their primary wish to learn basic skills in the target language and improve their communication within the local area avoiding social tensions, cultural and linguistic misunderstandings. To explore the needs, experiences and attitudes of both migrant and host communities, a quantitative research methodology was applied, and short semi-structured interviews were conducted.

Keywords: migrant and host communities; local integration of migrants; linguistic and cultural diversity; personal identity; language and culture courses.

TRANSLATION ISSUES IN MULTILINGUAL ENVIRONMENT**312 V. Putvinskio St. 23****Moderators Aurelija Daukšaitė & Vojko Gorjanc****INTERPRETING CULTURES: PUBLIC SERVICE INTERPRETING AND SLOVENIAN LANGUAGE POLICY****Vojko Gorjanc & Mihaila Sokolova****University of Ljubljana, Slovenia****vojko.gorjanc@ff.uni-lj.si; mihaila_s@hotmail.com**

We present the Slovenian language situation regarding the requirements for regulated, structured and organized public-service interpreting. The Constitution of the Republic of Slovenia generally guarantees linguistic rights in public settings, yet the implementation depends on specific laws for certain areas in limited environments. Despite the legal basis for the right to an interpreter in public sector, the vast majority of interpreting is still provided by occasional interpreters lacking appropriate training. The problem came under public scrutiny mainly during the gravest refugee crisis in 2015. The main characteristic of the interpreting situation was not just the number of individuals needing interpreters but rather their linguistic and cultural diversity. Our study is based on the data from that time. We conducted 21 interviews with volunteer community interpreters, public service employees and representatives of NGOs, and recorded 14 hours of interviews. All interviews were subsequently transcribed. The corpus for the analyzes comprises 111,918 running words of text. We employ a corpus approach based on quantitative analysis, followed by content analysis, to obtain information about the role and work perception of interpreters and other agents in the interpreting processes. Based on our findings we suggest how Slovenia, as well as other environments with a limited number of individuals with linguistic and cultural knowledge for a number of required languages, could approach language-planning activities to ensure holistic public-service interpreting.

Keywords: community interpreting; multilingual communication; cultural diversity; language planning; language policy.

SEMANTIC LOAD OF COLLOCATES IN ATTRIBUTIVE FREE WORD COMBINATIONS AND COLLOCATIONS IN ENGLISH AND LITHUANIAN

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The analysis zeroes in on the headword bachelor in English and its Lithuanian counterpart word viengungis with their nearest linguistic environment in which these words function as nouns. The research hypothesis is as follows: English and Lithuanian media corpora manifests differences in connotative meaning of collocates in attributive collocations with the headword bachelor/ viengungis in English and Lithuanian, which is predetermined by discourse prosody, and reflects the societies attitude towards the bachelor. The aim of the research is to characterise semantics of collocates with bachelor/viengungis and compare semantic load of these collocates in attributive free word combinations and collocations in English and Lithuanian taking into consideration discourse prosody. Qualitative approach is applied to investigate the data retrieved from the corpus following the principles of corpus linguistics. Descriptive method is used to identify semantic nature of collocates with the headword bachelor/viengungis predetermined by discourse prosody. For that purpose free word combinations and collocations with the headword bachelor/viengungis were selected from web as corpus. Google search engine was used to extract free word combinations and collocation from mass media texts in the period from 2012 to 2018. 48 English collocates and 33 Lithuanian ones of the node bachelor/viengungis in the collected corpora were found. The headword bachelor/viengungis with the collocates was used in all three types of discourse according to discourse prosody, i.e. positive, neutral and negative: in English 19 positive, 16 neutral, 13 negative; in Lithuanian 12 positive, 7 neutral, 14 negative. English and Lithuanian media corpus containing free word combinations and collocations with the headword bachelor/viengungis manifests more similarities than differences in terms of semantics and connotation of collocates which makes translators' endeavour easier. However, the number of negative collocates with the Lithuanian word viengungis is proportionally bigger than in English which shows more negative Lithuanian society's attitude towards unmarried man which is expressed through the media. The latter fact has to be considered while translating texts.

Keywords: corpus linguistics; collocates; bachelor/viengungis; connotative meaning.

MULTIMODAL NATURE OF SURTITLES FOR OPERA

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Evolution of technologies has brought up new changes in a number of areas, including audiovisual industry and translation. The boom of audiovisual media encouraged the emergence of a new translation branch – audiovisual translation (AVT) further subdivided into a number of modes to overcome language barriers. Surtitling, one of the translation methods, is developed to help audience understand theatre production, namely, operas and musicals. Production of surtitles requires not only to translate the text, but to compress it, meet special and temporal constraints and observe the multimodal nature of opera. The audience uses the surtitles as a communication tool with other core modes, namely, image, sound and music, employed in the stage performance for creating meaning. In other words it proposes that surtitles not only serve as a medium for the verbal content of the stage performance, but also help to comprehend music and acting. Thus, the aim is to review the ways selected to deal with the libretto and links between language, image, sound and music applied by the theatre to present the opera on the stage. Applied descriptive, analytical and comparative methods help define and describe the particular situation where audience and theatre come along to communicate via translation of the stage piece. After the research of the selected surtitles, the language-image links are identified and a multimodal nature of the opera, where surtitles are only minor element of the stage construction, is defined.

Keywords: AVT; multimodality; opera; surtitle; surtitling; theatre.

LEARNER CORPORA FOR LESSER TAUGHT LANGUAGES: A WORK-IN-PROGRESS REPORT ON THE LITHUANIAN LEARNER CORPUS**Jūratė Ruzaitė****Vytautas Magnus University, Lithuania
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The aim of this paper is to present the design of the Lithuanian Learner Corpus (LLC), the initial steps of data collection, transcription, error-tagging and metadata used in it. It overviews the main principles of the corpus design, the affordances of the programme used to compile it, and the challenges faced in this process. The Lithuanian Learner Corpus (LLC), which is still under construction, consists of written learner language and a spoken language component. It includes texts produced by learners of different proficiency levels and from various language backgrounds. The primary aim of the corpus is to make it possible for researchers and language teachers to study some of the challenges that learners meet when learning Lithuanian as a foreign language. The LLC comprises a large variety of text types (essays, narratives, argumentative texts, letters, emails, postcards, etc.). In addition, it provides information on the linguistic background of the learner, the learning task, and the learning context. The corpus uses the TEITOK programme developed by Maarten Janssen (2014, <http://www.teitok.org/>), which is “a web-based framework for corpus creation, annotation, and distribution, that combines textual and linguistic annotation within a single TEI based XML document” (Janssen, 2016, p. 4037). It provides a user-friendly interface to feature multiple orthographic transcription layers, to provide XML files with textual and linguistic annotation, and has a built-in tokenization system. It also includes an easy error-tagging system and a possibility to display facsimile images for all the transcriptions of written texts and audio recordings for spoken language transcriptions.

Keywords: Lithuanian Learner Corpus; Lithuanian as a foreign language; TEITOK programme; textual and linguistic annotations; tokenization system; error-tagging system; display of facsimile images; language transcriptions.

LANGUAGE IN MULTILINGUAL ENVIRONMENT (ENGLISH)**101 V. Putvinskio St. 23****Moderators Magdalena Steciąg & Askarbek Mambetaliev****DESIGNING COMMUNICATION STRATEGIES IN A MULTILINGUAL
COWORKING SPACE: A CASE STUDY****Angelica Peccini****Kaunas University of Technology, Lithuania****angelica.peccini@gmail.com**

As an emerging phenomenon in Kaunas, Lithuania, multilingualism at the workplace suggests challenging queries on how foreign professionals, as well as locals, deal with communication and integration. Young foreign professionals are currently attracted, and offered a job, to move temporarily to Lithuania either alone or with their families. Integrating language skills and competence, and not only hard skills of so called “expats” and locals at the workplace represents nowadays a crucial turning point in Kaunas’s working environment, which it has been scarcely investigated and brought to recent academic attention. A selected coworking space, an alternative and flexible solution to offices for freelancers and start-ups, has been chosen as fruitful work-field to observe not only its English-friendly brand identity and content production, but communication between manager-colleague(s), manager/colleague(s)-coworker(s), and coworker(s)-coworker(s). The object of this research project was to identify conflict issues and resources in a multilingual environment, and results are expected to portray current trends and suggested strategies. Convenience sampling has been adopted, and content analysis applied to individual semi-structured interviews has been chosen to classify major reoccurring themes.

Keywords: multilingualism; coworking space; design.

**THE TOP FACTORS CONTRIBUTING TO THE GAP BETWEEN DE-JURE
AND DE-FACTO LANGUAGE POLICIES:
THE CASE OF BISHKEK CITY, KYRGYZSTAN**

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Problem: Often official language policies do not ideally match with the real-life language situations. The easy way to determine this discrepancy might seem to compare linguistic landscape with the government documents. However, often, while the law on public advertisements requires emphasizing the state language in public sites, the reality shows that the short time signs are often skip or exclude the state language in public sites. Therefore, in order to determine to what extent the signs in a city represent the current top-town and bottom-up language policies, one should go to people with questions and questionnaires. **Methods:** Analyzing official documents, this study compared them with the data collected from interviews, surveys, personal observations and from a representative collection of photos of the selected public site. The photos were defined as monolingual, bilingual and multilingual, as well as historical, geographical, top-down and bottom up. Then the study compared the official language policies with the collected data to find out the differences between declared official policies and the de-facto ideologies and use of languages. **Results:** The result of the analysis showed that the official policies and ideologies often do not comprehensively reflect the people's attitudes and desires. Moreover, there is also a discrepancy between the linguistic landscape and the people's linguistic culture and attitudes towards languages. It also identified a number of factors, which contribute to the discrepancies in the current language policies, ideologies and practices. **Conclusions:** Although the linguistic landscape of the selected site has been under influence of dynamic relationships between various factors throughout history, the arrangement of the signs reflects the impact of following main factors: 1) the "top-down" decisions; 2) the linguistic culture and attitudes of local people; and 3) the history.

Keywords: language ideologies and practices; multilingualism; linguistic culture; linguistic landscape.

**EFFECTS OF MOTIVATION ON FOREIGN LANGUAGE ACQUISITION IN
DIFFERENT AGE GROUPS**

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Due to globalization and exponential changes of the 21st century, education has become lifelong learning, in particular, language education. Adults are often forced by their internal and external drives and life demands to start or continue learning languages. Although Critical Period hypothesis has been in the focus of researchers analyzing adult learning for over sixty years and debating over its reliability (Al-Hoorie, 2017), it still has its supporters and critics. However, lifelong learning demands and adults' responses to them have proved that it is possible to learn a language at any age if the people are highly motivated and devote their efforts to intensive studies. The study was designed to test the effects of adult learners' motivation on foreign language learning and a survey was conducted in several institutions of non-formal education (language courses and language clubs) in Kaunas and Panevėžys. It sought to identify the adults' motives to resume language learning in non-formal and informal ways, find out the reasons they use foreign languages in life, determine the sources of inspiration to learn languages more effectively and identify adult learners' self-identified factors that determine language acquisition. The learning strategies adults use for learning a new language were also investigated. The study results show that adult learners are mostly motivated intrinsically, mainly, because of the willingness to learn in general and to learn a foreign language in particular. The study revealed interesting motives the adult learners have, their sources of inspiration to study, teacher's role and factors which, in their opinion, help them learn and acquire the language.

Keywords: adult learners; motivation; non-formal and informal language learning; inspiration; encouragement.

**LINGUA MATERNA, LINGUA RECEPTIVA, LINGUA FRANCA,
MULTILINGUA FRANCA? LANGUAGE LANDSCAPE OF THE POLISH-
CZECH BORDERLAND FROM THE PERSPECTIVE OF SUSTAINABLE
MULTILINGUALISM**

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The aim of the presentation is to analyze the linguistic landscape of the Polish-Czech borderland with special emphasis on the number and hierarchy of languages occurring in public space. The study will be carried out in a static view, i.e. the language(s) of public road signs, street and square names, public-access buildings, company and shop signs, hoardings etc. will be analyzed. The research material comes from two small towns: Polish Duszniki Zdrój and Czech Hronov. Both aspire to become local tourist centers. The global - local opposition is important for the assumptions of the study, because the language will be regarded as a “local practice” (Pennycock 2010). This approach might shed new light on locality explored in its complex manifestations. As statistical surveys show, both Poland and the neighboring Czech Republic are single-ethnic and monolingual countries. However, the results of this study reveal that in the language landscape of the Polish-Czech borderland the hegemony of the native language(s) is being overcome. In conclusion, the thesis that the local linguistic landscape is an evidence for the transition from a monolingual paradigm towards “postmonolingual condition” (Yildiz, 2012) will be examined. It is also of great interest to find out what configuration of languages can be considered as sustainable in terms of multilingualism in the studied area.

Keywords: lingua materna; lingua receptiva; lingua franca; multilingua franca; sustainable multilingualism.

VIRTUAL PRESENTATIONS**EXPERIENCE AS A DIDACTIC CATEGORY IN THE FIELD OF LEARNING
POLISH AS A FOREIGN LANGUAGE**

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The aim of the paper is to discuss the issue of experience as a didactic category in the field of learning foreign languages. The paper presents theoretical foundations of experience as an inevitable part of the process of acquiring a foreign language. Furthermore, it draws attention to intentionality as a category that supports the performance of the acts of communication and directs practice to be responsive to student's needs. The scope of the study embraces the peculiarity of learning Polish as a foreign language by migrant students, whose native language is either Ukrainian or Spanish. As one of the problems occurring in multicultural groups of learners concerns the lack of possibility of making language analogies to one language only, the management of multilingual thinking has to proceed from pure language paradigm to reality paradigm. The latter one suggests that the understanding of the terms occurs within the experience, on the basis of the dynamic nature of the language and of the reality of this experience. Within groups consisting of students of different native languages, e.g. Slavic and Latin that share little language rules (but also Polish as it happens to be a dominant language), the language policy should be considered as a part of multicultural policy and the avoidance of fostering language and cultural competence separately should be complied.

Keywords: reality paradigm; experience; intentionality; multilingual thinking management; language acquisition.

**URBAN MULTILINGUALISM AND IDENTITY DYNAMICS INSIGHTS
INTO THE LINGUISTIC REPERTOIRE OF BENGALURU CITY**

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The process of globalisation is leading to movement of people across borders thus creating a more diverse society. Migration as a multidimensional process has brought about transformation in social life, cultural spheres and language practices thus making the identity far more dynamic than ever before. Urban areas in particular become the sites of such processes, creating an environment for the interaction that alter lives of those who transcend borders and also those who host them. Linguistic diversity as a consequence of migration is a central feature that is re-shaping the social fabric of cities across the world, and this is reflected in new or renewed forms of cultural and multilingual identities. New forms of urban multilingualism intersect with ethnic and cultural diversity, thereby altering identity. Within the field of urban studies, limited attention is paid to understanding linguistic repertoires of individuals and society within cities. There is a dearth of research on theorising linguistic diversity characterising contemporary cities. While, India is considered a country that is de facto multilingual in nature, its experience with the variety of language is a complicated story. Urban spaces within India are not necessarily the microcosms of the nation as such, as they have their own unique challenges and peculiarities. The objective of the paper is to explore and understand the nature of urban multilingualism characterising the city of Bengaluru, a metropolitan city in the country. The paper aims to extrapolate insights from migrant and non-migrant communities in Bengaluru towards the linguistic diversity prevalent in the city and their views on the intersections of languages, and identities that accompany languages. The present paper makes its arguments based on the data collected through focus group discussions involving civil society representatives and opinion leaders.

Keywords: urban multilingualism; Bengaluru; multilingual identity; linguistic repertoire; focus group discussion.

PAN ARAB SATELLITE TELEVISION: BETWEEN IDEOLOGY OF PAN-ARAB LANGUAGE AND FACTUAL POLYGLOSSIA

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The present work is focused on the study of impact of pan-Arab satellite TV on the linguistic situation in Arab countries, where the phenomenon of diglossia/polyglossia reflects the ideological and factual transformation of the ethnically and culturally heterogeneous societies in Middle Eastern and North African countries. The main focus of the research is on the contribution Pan Arab Satellite Television is making to the preservation and creation of linguistic norms and strengthening of inter-dialectal communication. Objects of the study are the audiovisual content of MBC Group and Al-Jazeera Media Network, two major media corporations in the Middle East and North Africa (MENA). A sociolinguistic analysis of the Pan Arab Satellite Television's entertainment content demonstrates its tendency to increase inter-dialectal communication. The format of the television product implies certain language strategies. For example, we identified genres fully delivered in MSA: news, analytics, educational programs (including children's), documentaries, reports and some types of advertising, religious content (including religious telenovelas), whereas PAST entertainment talk shows are always delivered in dialects, because live broadcasting and entertainment require maximum realism and naturalness in speech behavior. Often, we observed that communicants from related linguistic - geographical areas understood each other "without switching" to the language/dialect of the interlocutor. And in this case, pan-Arab entertainment television content contributes to the development of both inter-dialectal communication and a kind of inter-Arabic spoken language different from the general Arab MSA.

Keywords: diglossia; polyglossia; Pan Arab Satellite Television; inter-dialectal communication; sociolinguistic analysis; Arab MSA; inter—Arabic spoken language.

**APPLICATION OF COMPANION VOLUME DESCRIPTORS IN
BILINGUAL – CLIL SETTINGS AND
IN MULTICULTURAL APPROACH LESSONS**

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Since its official launch in 2001, the Common European Framework of Reference for Languages (CEFR) was considered a remarkable instrument in the field of language education and it still remains one of the most appreciated and used COE (Council of Europe) policy tools. However, frequent requests for the CEFR illustrative descriptor's updating and supplement have been submitted to the COE: 2014-2017 Mediation project was born in order to integrate and expand the 2001 set by filling the gaps left in the original version, especially in areas for which no descriptor scales were provided, such as online interaction and telephoning/telecommunication. The project main outcome is a second, extended kit of illustrative descriptors published in September 2018: the CEFR Companion Volume [1]. Considering the importance of the CEFR revision process, the Italian Ministry of Education (MIUR, DG for schooling) and INDIRE (italian main Institute for education, research and innovation) have collaborated on a pilot project involving selected Lower and Upper secondary schools (including the one where I teach, Liceo Manzoni in Caserta) in order to test some of the new descriptors of the CEFR, in particular "Online Interaction in a CLIL environment". This paper reports my pilot experience (from February to April 2018) carried out in four bilingual classes (following Cambridge IGCSE Geography syllabus) by exploitation of the new CEFR Companion Volume descriptors for CLIL oriented tasks.

Keywords: Companion Volume; CLIL; CEFR.

**THE CHALLENGES OF IMPLEMENTING CONTENT AND LANGUAGE
INTEGRATED LEARNING (CLIL) IN INDIA:
SOME EARLY OBSERVATIONS**

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Content and Language Integrated Learning (CLIL) began gaining momentum in Europe as an alternative approach to learning a second language in the 1990s. Since then, schools across Europe have adopted CLIL while the European Commission has recommended CLIL as an important 21st century tool that would foster plurilingualism. Over the last few years, the model has found traction across the globe as a flexible bilingual model. The present paper outlines some preliminary observations from an ongoing pilot CLIL study in India and contextualises some of the challenges involved in implementing CLIL in India. The paper also seeks to present the complex multilingual landscape in India and the many challenges in situating any one size-fits-all-model.

Keywords: CLIL (Content and language integrated learning); EU; India; English Language Teaching; bilingual education.

WHY DO ADULTS BECOME NEW SPEAKERS OF A MINORITY LANGUAGE? MOTIVATION OF LEARNERS OF WEST FRISIAN**Cindy van Boven****University of Amsterdam, Netherlands****Guillem Belmar Viernes & Sara Pinho****University of Groningen, Netherlands****cindy.vanboven@student.uva.nl; guillem.belmar@gmail.com;****sara.pinho@sapo.pt**

This study focuses on the motivations of adults to learn West Frisian – a minority language spoken in the province of Fryslân in the Netherlands. New speaker motivations were investigated by means of open-ended interviews with adult learners of Frisian, as well as a questionnaire filled out by adult learners of Frisian. The results show that participants encounter difficulties when practicing Frisian, since Frisians tend to switch to Dutch when speaking to them – this is in line with previous research that suggested that new speakers often find their ‘speakerhood’ questioned, which negatively impacts their motivations. Moreover, the results show that the main motivation behind new speakers of Frisian seems to be integrative – an important goal is to integrate in the community. Motivation is also personal, i.e., many participants learn the language simply because they like it. This is in line with previous findings that motivations to learn a minority language are usually not instrumental (e.g., O’Rourke & DePalma 2016). However, the results also show that learning a minority language can have a practical value as well, since living in Fryslân and being able to understand the environment is a big part of the motivations of new speakers.

Keywords: motivation; West Frisian; ‘speakerhood’; integrative; instrumental; a minority language.

**MINORITY LANGUAGE EDUCATION ON THE KOLA PENINSULA:
KILDIN SAAMI OPPORTUNITIES FOR LANGUAGE FUNCTIONING**

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The linguistic situation of the Kola Saami who live in the Russian Federation is somewhat unique: the language, which belongs to the Finno-Ugric language grouping, has no graphic and orthographic standards that are commonly accepted by the Kola Saami community despite a long history of writing, dating back to 1933. And there is as yet no solution for this problem. This presentation shows that the Kildin Saami language belongs to the group of critically endangered languages, which means that the youngest speakers are grandparents and older, and they speak the language partially and infrequently. Family “linguistic” connections are completely lost; the language is transmitted only by “academics” (language courses) and used partially. To preserve the Kildin Saami language, in my opinion, only the following can be done: change the status of the language through the formation of a language policy and create new opportunities for language functioning. My research is based on the framework that contemporary sociolinguistic situation should be studied from the following perspectives: number of native speakers, the language environment, language revitalization, the state’s language policy, prestige of the language. The presentation describes how the state authorities created the system and the linguistic situation on the Kola Peninsula concerning the Kildin Saami language. There is also a discussion of the teaching challenges that arise as a result of problems that are both external (lack of teachers) and internal (the varieties of Kola Saami).

Keywords: Kildin Saami; endangered languages; language policy; language revitalization; prestige; Kola Peninsula.

**ELEMENTS OF A SYSTEM OF EXTREMIST TEXTS CALLING FOR
DESTABILIZING ACTIONS IN TRANSPORT**

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The aim of this paper is to discuss different types of extremist texts calling for destabilizing actions in transport, its major elements such as writing actors, their goals and forms. Transportation and Logistics area is now facing multiple threats. Unpredictable situations and events can cause dangerous disruptions in international commerce. It involves issues in geopolitical security, piracy and terrorism, geo-physical challenge, civil riots. None of these occasions are totally predictable. Nevertheless, some of the situations can be preventable under certain efforts. For example, an international terrorism plans its actions mostly in the field of transportation and logistics. To prevent extremists' actions it is necessary to analyze their ways of communication and the goals they are trying to achieve writing emotional, provocative, criticizing or any other texts. Most of the communication nowadays takes place online. Extremists use opportunities for their communication in web forums, social media pages such as Facebook, Twitter, many others, blogs and specialized editions. This paper proposes a system chart of extremists' texts that includes writing actors – performers, ideologists, sympathizers, sponsors; their opponents – security services, contradictors, internet trolls, and provokers. Also, the authors examine open and limited access to the extremists' texts, role of the national legislations in opportunities to write those texts openly and the ways analytics can achieve relevant information online and offline.

Keywords: extremists' texts; destabilizing actions; transportation and logistics.

**STORYTELLING AS A TOOL FOR BUILDING COHESION IN
MULTICULTURAL COMMUNITIES: SWEDEN EXPERIENCE**

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Methods: Fieldwork in Kronoberg region and in Gotland region (Sweden), interviews, surveys, and data analysis. The international dialogue concerning the connection between intangible cultural heritage (ICH) & sustainable development came after decades of UNESCO efforts to discuss, set standards, & build local capacities based on the belief that culture is essential to development in every single place and context. The more important, as this discourse shaped as well the international context & multicultural communities, is that Sustainable Development Goals and all targets are aligned in the three pillars of human development: environment, social & economic, while culture is included per se in their achievements. Timothy Curtis, said that Heritage, including intangible cultural heritage, is indeed at the center of the most pressing challenges facing humanity. Leveraging living heritage for sustainable development can help communities build more tolerant and more inclusive societies. Storytelling is a significant component of the ICH and the presentation is showing how storytelling fosters the mutual respect and builds confidence and cohesion, promoting diversity at the same time. Results: Sharing the recently registered by UNESCO the Swedish best practice on collecting, preservation and promoting of storytelling for benefit of the society. Conclusion: Storytelling contributes to sustainable development; persuade different groups to dialogue; build cohesion among multicultural communities.

Keywords: storytelling; intangible cultural heritage; sustainable development goals; multicultural communities; cultural challenges.

THE ETYMOLOGICAL AND SEMANTIC ASPECTS OF PERSONAL NAMES IN J. K. ROWLING'S NOVELS "HARRY POTTER"

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The article discusses the effectiveness of personal names as a stylistic device in a work of fiction. Generally, names are more than merely means of identification: they reveal a huge amount of information about a culture's history, religions, artistic heritage and the diverse foreign influences that have operated upon it over the centuries. Moreover, names serve as the means of enriching language and literature due to their limitless appearance and variety. In order to address the question how personal appellations can influence a contemporary fictional narrative, this article focuses on the most prominent real and made-up names in J. K. Rowling's fantasy novels "Harry Potter". Having introduced theoretical background of Onomastics, the study of characters' images as well as semantic and etymological meaning of their names is carried out. The findings of the etymological analysis exhibit a number of languages, cultures and historic events that have influenced the English language overall. The inner and outer features of the characters in novel are artistically revealed through semantic meaning, etymological associations or phonetic elements of names. The analytical study of names can be beneficial for interpreting the novel and translating it into different languages. Inexhaustible interpretations of names encourage extending the research into their semantic and etymological meanings as well as stylistic impact in other literary pieces and contexts.

Keywords: personal names; means of identification; means of enriching language and literature; fictional narrative; Onomastics; etymological analysis.

**THE LITERARY NORM IN THE ALBANIAN LANGUAGE VERBAL
SYSTEM AND ITS APPLICATION IN SCHOOL**

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The purpose of this article is to take a critical look at the impact that innovation has on students' linguistic education. It focuses on the new school texts (2016–2017) used in our schools. The analysis addresses particularly the literary norm in the verb system and its application in schools. The verb system of the Albanian language is distinguished by a wide variety of tenses and paradigmatic forms, which double with the verb conjugation in its active and passive voice. Similarly to other languages, the elaboration of this system takes a significant place in the grammar of modern Albanian language. The linguistic coverage of grammar issues in our school texts is quite important for our students' grammar training, considering its direct impact on them. The study involved teachers and students, who became subject to testing to identify the origin, progress, issues, and consequences of the phenomenon. The survey targeted the full education cycle, from the first years of education to the last year of secondary general education, through which students are expected to have gained linguistic and literary knowledge and skills, which they must be able to demonstrate in various literary and non-literary texts and daily life situations. In addition to looking at the new texts and how they cover linguistic concepts, a comparison is also made with the old curriculum texts to identify changes made by the program and authors, and the positive or negative effects of such changes. Students were tested for key knowledge and requirements of the school program. This is the knowledge tested in national exams, including the Release Exam for the 9-year elementary education and the State Maturity Exam for the pre-University education. For purposes of ensuring successful and innovative teaching, the analysis also covered the teaching methods and techniques that would have been necessary to use for achieving the teaching objectives. The trinomial Language Grammar-School Program-School Text is addressed both as a unit in itself and as a cause-and-effect impact on students, who build and develop their linguistic competence based on such trinomial. Such knowledge serves them and is necessary for them to be critical and active members of the society, successfully meeting their personal, social, and professional requirements.

Keywords: language education; innovation; literary norm; verb system.

POSTER PRESENTATIONS**A COMPARATIVE STUDY OF LANGUAGE POLICIES AND PRACTICES:
THE CASE OF BISHKEK AND BUDAPEST**

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Often official language policies do not ideally match with the real-life language situations. The easy way to determine this discrepancy might seem to compare linguistic landscape with the government documents. However, while the law on public advertisements might require emphasizing the state language in public sites, the reality (based on the author's collection of selected linguistic landscapes) shows that linguistic landscape is often may not reflect, comprehensively, the language policies, practices and linguistic cultures. Therefore, a linguistic landscape cannot serve as an ideal reflection of the language policy or the linguistic culture of a country or a polity. At least, this statement is true for the case of Bishkek based on the author's experiment. This is a problem in the study of language policy using either the method of linguistic landscape or interviews and questionnaires alone, since these methods cannot replicate the results universally in the absence of each other. Analyzing official documents, this study compared them with the data collected from interviews, surveys, personal observations and from a representative collection of photos of the selected public sites. The photos were defined as monolingual, bilingual and multilingual, as well as historical, geographical, top-down and bottom up. Then the study compared the official language policies with the collected data to find out the differences between declared official policies and the de-facto ideologies and the use of languages. The results of the analysis showed that the official policies and ideologies often do not comprehensively reflect the elite's attitudes and desires. Moreover, there is also a discrepancy between the linguistic landscape and the people's linguistic culture and attitudes towards languages. It also identified a number of factors, which contribute to the discrepancies between official language policies, practices and the linguistic culture. The conclusions were drawn that although the linguistic landscape of the selected site has been under influence of dynamic relationships between various factors throughout history, the arrangement of the signs reflects the impact of following main factors: 1) the "top-down" decisions; 2) the linguistic culture and attitudes of the local elite; 3) the influence of international agencies, and 4) history.

Keywords: language ideologies and practices; multilingualism; linguistic culture; linguistic landscape.

**AZERBAIJANI AND UKRAINIAN STUDENTS ON
THEIR ENGLISH SKILLS**

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Since the number of school leavers in Lithuanian high schools decreases every year, local universities receive fewer and fewer Lithuanian students who enter their study programmes. This is the reason that the universities try to enter the international student market and take a share of it by attracting students from other countries. Consequently, more study programmes at all study cycles are offered in English, which is considered to be the main language of business and education worldwide. The present pilot study (carried out in May 2018) focuses on first year Azerbaijani and Ukrainian students at Vytautas Magnus University (VMU) in Kaunas, Lithuania, and their attitudes towards their English skills, for at the time of the research they were studying English as a foreign language (EFL) and English was also used as a medium of instruction (EMI) in their study programmes at the same time. This qualitative research was based on a questionnaire that the students filled out. The research participants were critical towards their English skills: they thought that they had not had enough knowledge of English before their studies at VMU and also were dissatisfied with the level of English they had nine months after the beginning of their studies. Naturally, they found it challenging to study in English. They also emphasized that good English skills were necessary for communication and important for their future careers.

Keywords: EFL; EMI; attitudes towards English skills; studying abroad; VMU.

**DEMANDS FOR COMMUNICATIVE COMPETENCE DEVELOPMENT
AMONG LITHUANIAN TEACHERS OF SECONDARY EDUCATION**

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The modern world of increasing globalisation and technological advance has been dramatically extending the scope of competences indispensable for a contemporary teacher. Such dynamics has been largely determined by the expanding roles and functions teachers must assume like engaging in projects of international cooperation, teaching in multilingual classes, harnessing technological novelties, etc. As a result, within the essential repertoire of competences for a contemporary teacher one must necessarily highlight a good competence of English, no longer treated as merely a foreign language but as a basic skill, other foreign languages, as a significant key to personal and professional enrichment, and the skills of intercultural communication. In light of the above, in 2017 a study was carried out, with 228 respondents, aimed at analysing the current communicative competences of Lithuanian teachers of secondary education and the needs for such competence development. Part of the study results, those focusing on added value of communicative competences in teaching practices, was presented in a national CLIL teachers' conference in 2017. The present conference paper therefore further analyzes the respondents' current communicative competences, the role of foreign languages in their daily work routines and the demands for communicative competence development. By disclosing the variety in the demands for language skills among the respondents, the study thus conjectures the necessity in differentiating strategies for the development of teachers' communicative competences as part of teachers' in-service education.

Keywords: teacher in-service education; communicative competences; language learning.

**ADDRESSING THE CHALLENGES AND POSSIBILITIES OF
EMI AS LINGUA FRANCA**

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Universities are increasing the number of English-medium programmes due to the internationalisation of higher education (HE) in Lithuania as well as other European countries. As argued by Westerholm and Räsänen (2015) the main reasons behind this are to attract foreign students, to improve the intercultural competence and skills of domestic students, and to promote the international profile of the institution and foster networking and partnerships in research and education. Students' academic skills, learning styles, level of content knowledge, academic practices, and varying ethical standards are considered to be the main problematic issues faced in multilingual and multicultural classrooms. As the change in learning and teaching language may deeply affect not only students but lecturers as well (Dearden, 2015). The current study seeks to analyze the students and university lecturers' approach towards learning and teaching disciplinary content in English as well as their preferences and perceptions. The study is conducted in one of the largest technological universities in the Baltic states, hosting a rapidly increasing number of international students and international academic staff (full-time or part-time/visiting. According to the recent figures, KTU has 9% of students and nearly 8% of academic staff. The participants of the questionnaire study are students from faculties of Civil Engineering and Architecture, Mechanical Engineering and Design and social Sciences, Arts and Humanities as well as lectures delivering courses in the English Language. The results suggest that students do not have preferences to being taught discipline by native speaker or non-native speaker as long as the communication process is fluent. The previous foreign language experiences are mentioned as a major factor influencing the obtaining of knowledge in a particular discipline.

Keywords: English as Medium of Instruction; globalization; students' perspective; lecturers' perspective; training issues.

**INTEGRATION OF VISITING STUDENTS INTO LEVEL C1
GRAMMAR FOR COMMUNICATION COURSE –
PROBLEMS AND WAYS TO SOLVE THEM**

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In the age of rapid globalization, countries collaborate actively in political, social and scientific contexts. Universities are not an exception. In recent years Vytautas Magnus University has witnessed a boost of foreign students' interest in studies provided by the university. The integration process of international students into Lithuanian students groups brings a number of difficulties. VMU level C1 English Grammar for Communication course lecturers compiled a survey of 84 students in the Fall semester, 2018. Having analyzed the data of the questionnaire they point out some problematic issues arising in this multinational and multicultural environment: a discrepancy between the local and visiting students in the stock of grammar knowledge, low speaking competence and phonetic differences between languages, which cause a lot of misunderstandings while trying to communicate. The lecturer faces with certain difficulties while explaining new grammar categories and selecting oral topics for group projects and individual presentations. What are the proposals to improve the present situation on behalf of VMU students? They suggest a special testing for enrollers into level C1 to have students of approximately the same level in a group. Foreign students could be offered a specific course in phonetics and a short set of classes on grammar terms at the beginning of the semester. They have to be offered a selection of neutral oral topics. A conclusion is drawn that students' insights and lecturers' experience could help solve a majority of the above-listed problems and enhance the quality of studies both of Lithuanian and visiting students.

Keywords: integration; visiting students; problems; to solve; multinational; multicultural; to enhance.

**CHALLENGES AND OPPORTUNITIES OF TEACHING LANGUAGES IN
MULTILINGUAL AND MULTICULTURAL CLASSROOM OF
HIGHER EDUCATION**

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Today's higher education institutions have become multilingual and multicultural as a consequence of modern-day globalization. Studying in a host country as an exchange student or a free mover may be an interesting but a challenging endeavor altogether. Researchers of internationalization of higher education envisage a plethora of difficulties that students and teachers working and studying in the multilingual and multicultural learning space encounter, which may range from linguistic, psychological, cultural, educational to even personal ones (Lauridsen & Lilemose, 2015). The study aimed to identify the challenges that visiting students face studying in a foreign environment in a host country by investigating the plurilingual profile of research respondents to determine the scope of multilingual and multicultural factors that should be taken into account by the host institution; then the students' psychological barriers, the challenges caused by different educational culture of the host institution, issues of foreign students' integration into the host university community were analyzed. Quantitative (questionnaire survey, descriptive and comparative analysis) and qualitative (semi-structured interviews) research methods were used.

Keywords: multilingual and multicultural learning space; higher education; linguistic barriers; psychological barriers; educational culture; integration.

**ACQUISITION OF MARITIME VOCABULARY AS SECOND LANGUAGE
AT MARITIME STUDIES**

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English is “lingua franca” in maritime industry. Despite the shift from “knowing the vocabulary” to “being able to use the English language in one’s workplace”, students are supposed to not only acquire maritime vocabulary but also be able to use it efficiently in maritime contexts. In order to achieve this goal students have to acquire large amounts of maritime vocabulary effectively and efficiently. The study investigates how the maritime vocabulary learning is integrated in the studies of professional subjects as well as analyzes the strategies students use for the acquisition of maritime vocabulary. The quantitative analyzes of interviews with lecturers as well as the survey of students learning strategies were used in the study. The results of the study show, that lecturers provide maritime English terminology during lectures of professional classes, but students have to be able to acquire the terms and be able to use them in the context. However, the use of maritime terminology during classes of professional subjects is mostly limited to receptive skills. While analyzing vocabulary learning strategies used by students, it is evident, that they use most of vocabulary learning strategies, but more attention should be paid to encoding techniques, using words in context and dictionary use for the strategic learning the vocabulary. The recommendations include encouraging the use of productive skills and further development of students’ vocabulary learning strategies.

Keywords: maritime vocabulary; vocabulary learning strategies; content and language integrated learning.

**NEGATIVE TRANSFER IN LITHUANIAN STUDENTS'
WRITING IN ENGLISH**

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This research intends to find out whether Lithuanians studying English as a foreign language make certain mistakes because of the influence of their native language. It focuses on negative transfer in writing in English and is qualitative rather than quantitative. The paper discusses the errors and illustrates them with examples that come from a corpus for which the data was obtained from 34 Moodle forum posts written by English B2 students, native speakers of Lithuanian who were in year one or year two of their studies in various study programmes but also studied English at university level as an obligatory subject. The students participated in this forum in October 2018 and reflected on the week of presentations they had recently had: they were asked to write what they liked or did not like in the presentations their colleagues had given in class, what went well and what did not, what they should improve in the future, etc. The study identified the types of errors (based on Camilleri 2004) that occurred most frequently and their source (relying on Camilleri 2004 and Brogan & Son 2015). Most frequently the errors were made in the cases where there was a specific grammatical category in English but it was non-existent in Lithuanian, while sometimes the source of errors was related to literal translation from the native language.

Keywords: negative transfer; negative transfer errors; EFL; Lithuanian students of English; VMU.

**DEVELOPMENT OF SPEAKING ABILITIES USING INNOVATIVE
EDUCATION STRATEGIES: STORYTELLING CASE IN FOREIGN
LANGUAGE CLASSROOMS**

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The aim of the presentation is to introduce the storytelling method, which could be applied in teaching/learning foreign languages. Storytelling enables learners to analyze actual topics for them, to listen to other speakers and to share gained experiences. The participation in these experiences sharing activities motivate young learners to be open-minded and encourages them to learn individually seeking for information. The authors overview the significance of the storytelling method on the theoretical level as well as introduce the usefulness of storytelling elements in foreign language classes on the empirical level. The study was planned and performed in X Kaunas' Gymnasium when the second – grade young learners (mostly 16 years old) created and presented their "My Festive Day" stories. The results of the study demonstrate that young learners were more engaged while preparing the materials and managed to present them using new linguistic constructions. Moreover, while listening to other speakers they learned about various holiday traditions, different personal attitudes and improved their communicative skills. The participants of the study emphasized that it was interesting and useful for them to prepare the storytelling tasks – to gather, read and write, as well as to activate the gained information. However, some negative aspects such as lack of stress management and learning to learn were observed.

Keywords: foreign language learning; innovative education strategies; young learners; storytelling method.

**EXPLORING THE MOTION VERBS IN “THE GRUFFALO” BY
J. DONALDSON (ORIGINAL AND TRANSLATION)**

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The aim of this experimental study is to investigate the way motion events identified in “The Gruffalo”, a global best-selling phenomenon, were conveyed into Romanian, by analysing the original story against the official Romanian translation and the translation performed by two groups of students majoring in Translation and Interpretation from the Faculty of Foreign Languages, Moldova State University. We focus on the linguistical means de facto available to the speakers of Romanian studying the English language to express motion in Romanian in the context of intercultural communication. All the Path and Manner verbs used in the stories were explored, nevertheless, we zoomed into the Manner component and the strategies applied to render it in Romanian. Additionally, we examined if students borrowed the English prototypical lexicalization pattern into the Romanian language.

Keywords: English; Romanian; motion events; Path and Manner verbs; prototypical lexicalization pattern; translation.

**HOW TO BOOST LONG-TERM MEMORY IN THE PROCESS OF
LEARNING FOREIGN LANGUAGE VOCABULARY**

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Learning a foreign language is not a single-plan process: we have to learn grammar and communicative functions alongside with vocabulary. The goal of this presentation is to highlight the problems emerging in the course of learning foreign vocabulary. Students employ mechanical rote-learning method striving to remember the new words only till the day of the test, which means they enter the active vocabulary into their short-term memory only. This particular way of acquiring vocabulary never brings good results - it is very time consuming, a vast majority of information is immediately forgotten and the grades are poor, thus leading to low motivation to study foreign vocabulary and inadequate language improvement. To address the above-mentioned issues, 60 Vytautas Magnus University C1 level students of 2018 Spring semester and 70 of 2018/2019 Fall semester took part in a questionnaire concentrating on the vocabulary learning problems and the ways to solve them. Having analyzed the data, the following conclusions can be drawn: the mechanical learning process is believed to be ineffective, the initial step of learning vocabulary should be conducted out of lecture-room, and later the new vocabulary items should be consolidated in class through a range of creative individual and group tasks. In order to boost students' long-term memory, it is absolutely necessary to give classroom time for the revision of the acquired material two or three weeks later. The researchers believe that these insights will lead to highly positive results in the field of foreign vocabulary acquisition.

Keywords: short-term memory; long-term memory; to boost; foreign; vocabulary; acquisition.

**APPLICATION OF E-CONCEPT MAP STUDY METHOD WITHIN A
CONTEXT OF EXPERIENTIAL LEARNING**

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Experience-based approach towards learning and teaching could be seen as the way to develop internally and externally socially responsible person (Eng C.S. (2000). Experiential learning could be seen as an option since it involves formal, non-formal and informal learning in this direction and primarily seeks to attain a quantitative reasoning, learn to think critically to solve problems, be able to work and learn both independently and collaboratively, engage questions of ethics and recognize to self, community, and society at large (Duch B.J (2001). Thus, in recent decades the higher education has highlighted the priorities which are outcome/situation-oriented when a learner constructs knowledge on his/her personal experience by creating own subjective reality and theories of overcoming the faced obstacles and problems and comparing his personal experience with others (Kolb D., 2015). Experiential learning transfers both a teaching and learning process into a higher level of cognition where a concept teaching or even tutoring could be transformed into a coaching since a teaching process is not a teacher or even a student centered anymore but becomes situation centered teaching/learning mode. In experiential teaching/learning model the concept to know, to remember or even to do and practice naturally transforms into to cope and to master where the student is required not to produce the correct answers or even to select and apply the correct method but to realise the adequate action strategies. Moreover, experiential or PBL enhances inner learner's motivation in contrast from traditional teaching mode which mainly focuses on assessment or at its best it only stimulates a sense of motivation (Baumgartner, P. 2004, Kolb D., 2015). Thus, experiential learning creates an educational environment for educating a person with a highly expressed sense of cognition who is not a passive onlooker but an active part of a situation itself (Jenlik P., 2009). Research method: to identify possibly positive aspects of Cmap study method in ESP classes. Research objectives: to highlight advantages of the Cmap method when training linguistic competence; to identify its matches with the goals and priorities of modern education. Theoretical research showed that concept map (CMs/Cmaps) could be seen as an effective study method in ESP teaching which is a part of experiential learning. It involves critical thinking skills as well as develops creativity of the students. The study presents the examples of the applied CM study method, discusses specifics of its use and application in ESP teaching/learning process within the frames of experiential learning. Data was analyzed by using mean standard deviations and other statistical techniques. The study results showed that application of Cmap method is an effective pedagogical tool in terms of modern education theories and framework.

Keywords: concept map (CMs/Cmap) study method; professional English; experiential learning; problem-based learning.

**APPLICATION OF PRESERVATION AND TRANSFORMATION
TRANSLATION STRATEGIES IN LITHUANIAN TRANSLATIONS OF
HEADLINES IN NATIONAL GEOGRAPHIC ARTICLES**

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The study discusses the application of preservation and transformation translation strategies in the process of translating headlines of articles in the National Geographic Lithuanian translations from the source language (English). The effectiveness and appropriateness of the translation is examined from both linguistic and cultural perspectives. The selected lexical items have been examined with the help of a contrastive descriptive analysis. The use of the above noted translation strategies as classified by Mona Baker [1992], Eirlys E. Davies [2003] and other linguists in translation studies is presented. Theoretical aspects are considered in the analytical part, taking into account the most frequent cases of the strategies employed for the translation from English to Lithuanian. In addition, the ways how to handle problems related to the translation of magazine headlines from English into Lithuanian are disclosed in the study. The concluding part of the analysis shows that the usage of the translation strategies in the process of translating usually meets the interests of the target text reader.

Keywords: translation; translation strategies; preservation; transformation; headlines.

**DARNIOSIOS DAUGIAKALBYSTĖS REALIJOS IR PERSPEKTYVOS
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Lietuvai tapus ES nare užsienio kalbų mokėjimas tapo labai aktuali ir svarbiu veiksniu, nuo kurio priklauso įvairių Lietuvos gyventojų grupių galimybės efektyviai integruotis į Europos švietimo, ekonominę, socialinę, kultūrinę ir visuomeninę erdvę, bendrauti ir bendradarbiauti su ES šalių piliečiais jų gimtosiomis kalbomis, konkuruoti su jais darbo rinkoje. Šalies konkurencingumas ir gebėjimas aktyviai pritraukti investicijų tiesiogiai priklauso ir nuo užsienio kalbų mokėjimo. Vokiečių kalba, prancūzų kalba, ispanų ir italų kalbomis gali susikalbėti daugiausia europiečių, nes daugumos jų yra gimtosios kalbos arba mokomasi šių užsienio kalbų kaip pagrindinių užsienio kalbų. Vokietijos ekonomika yra didžiausia Europoje ir ketvirta pagal nominalųjį BVP pasaulyje; prancūzų kalba įvardijama kaip diplomatų kalba, Ispanijoje ir Italijoje susikalbėti arba pradėti verslą pavyktų tik kalbant ispanų ir italų kalbomis. Tad kodėl vokiečių, prancūzų kalbų populiarumas Lietuvos mokyklose mažėja? Mokyti kitų užsienio kalbų pasiūlymai taip pat yra labai riboti. Ar yra galimybių išsaugoti vokiečių ir prancūzų kalbas kaip pirmąsias ir/ar antrąsias užsienio kalbas aukštosiose mokyklose? Ar yra perspektyvų praplėsti užsienio kalbų pasiūlą tiek bendrojo lavinimo, tiek aukštosiose mokyklose: pvz. Vilniaus kolegijoje ir kas trukdo tam įvykti? Pranešime autorė analizuoja statistiką ir aiškinasi, kodėl Lietuvos kalbų politikoje ryškėja dvikalbystės tendencija? Kas nulemia užsienio kalbų pasirinkimą ir pasiūlą? Ar tikrai turi daugiau perspektyvų tik tie Vilniaus kolegijos absolventai, kurie moka tik dvi populiariausias Lietuvoje kalbas: anglų ir rusų? Pranešime pateikiami rezultatai, pasiūlymai ir rekomendacijos kaip išsaugoti daugiakalbystę ir kokios perspektyvos atsiveria šalies jaunimui, kai kalbų politikos tikslas ne dvikalbystės puoselėjimas, o darniosios daugiakalbystės skatinimas ir rėmimas.

Reikšminiai žodžiai: užsienio kalbų mokėjimas; vokiečių ir prancūzų kalbos; Vilniaus kolegija; pasirinkimas ir pasiūla.

**DIGITAL TOOLS FOR SELF-ACQUISITION OF
PLURILINGUAL COMPETENCE**

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The importance of plurilingualism, defined as “the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures” (Council of Europe, 2001, p. 168), has been recognised by Council of Europe (2007) as a means “to counter-balance the market forces which tend to lead to linguistic homogenisation, and which limit the potential of the individual.” Plurilingualism is not a fixed competence. It can be developed in different languages at different periods of individuals’ lives from need or wish to communicate with others (Coste et al., 2009). Previous research has indicated that plurilingual competence is usually developed by individuals themselves rather than through formal means of education (Canagarajah, 2009). Its flexibility and the acceptance of its imbalance both for different languages and for different language skills encourage and facilitate the path of informal education. The present paper, therefore, provides an overview and comparison of digital tools available for self-acquisition of less widely studied European languages.

Keywords: plurilingualism; plurilingual competence; digital tools.

**LANGUAGE POLICY OF THE ARAB COUNTRIES AS A TOOL FOR
PRESERVING NATIONAL IDENTITY (THE CASE OF EGYPT
AND MOROCCO)**

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The study analyzes the complex language situation in the Arab countries, characterized in most countries by bilingualism or multilingualism, as well as the resulting priority directions of their language policy aimed at preserving Standard Arabic as a symbol of national identity, expanding its scope of operation and practical settlement of the complicated national-language relationship. The main research interest of the authors of the article is focused on the phenomenon of the "Arab spring", which became a powerful impetus for the awakening of national consciousness, the development of ethno-lingual identity, which entailed the change in the language policy of a number of countries in the region. The object of the study is the language policy of the leading Arab countries exemplified by Egypt and Morocco. The main purpose of the study is to analyze the unique experience of the Arab states in this area, their response to the challenges of globalization, represented in the language policy and planning. Special attention is paid to the performance of the most active subjects of the language policy of the Arab states, which play the key role in its shaping and successful implementation, as well as forecasting the prospects for the development of the Arabic language. The research methods include the complex ethno-linguistic method, discourse analysis, the comparative method, the quantitative analysis method, etc. The conclusions of the study are of great practical importance, as they show that language policy should be considered in a broad context, namely, as an important part of the overall political concept of the development of a country, taking into account geopolitical, economic, social and cultural factors. In addition, today language policy is of particular importance, as it is directly related to such a sensitive problem as the preservation of identity.

Keywords: Arab countries; bilingualism; multilingualism; language policy and planning; Standard Arabic; "Arab spring"; Egypt; Morocco; challenges of globalization.

**REGISTER FEATURES OF LITHUANIAN AND ENGLISH
TRANSLATORS' PREFACES**

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Translators' preface is one of the means for translators to show their presence and reveal some insights into translator-reader relationship. Specifically, analysis of the structural and linguistic features of translators' prefaces may show how translators compose their role and presence in different societies. This research aims at analyzing authorial stance in prefaces as a direct link between the translator and the reader. The methods of genre analysis and corpus linguistics are used to analyze 30 Lithuanian and 30 English translators' prefaces according to the four main components of stance taking: hedges, boosters, attitude markers and self-mentions. The analysis covers a wide range of examples of Lithuanian and English fiction books as the selected translators' prefaces are written by different translators, published in different years and by different publishing houses. All examples are examined according to the elements of authorial stance presented by Hyland (2005) and Smetona and Usonienė (2012). The analysis has revealed that self-mentions are one of the main features of translators' prefaces and proves that translators tend to refer to themselves and their contributions. Hedges and boosters are used fairly equally which indicates that translators seek to show certainty in their ideas but at the same time leave space for readers' interpretations and alternative views. However, the lack of attitude markers reveals that Lithuanian translators avoid showing affective attitudes, whereas English translators show their evaluation of the original book. Also, Lithuanian translators adopt their authorial stance by referring to themselves and readers by third person plural pronouns whereas English translators use first person pronouns.

Keywords: translators' preface; register; authorial stance; hedges; boosters; attitude markers; self-mentions.

THE COMPETENCE OF WRITTEN COMMUNICATION IN ACADEMIC CONTEXTS FOR EDUCATIONAL MOBILITY

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Competent writing in a foreign language as a communicative means plays a very important role in the academic context. Although writing has always been an important form of communication, it has been a rather neglected area in foreign language classes in higher education for many years. Therefore, students' writing competence has significantly decreased and has become inadequate to the requirements of standard writing, not to mention the requirements of academic writing. Other factors, such as the age of technology, and teaching means based mainly on the method of fragmentary activities (e.g. gap filling), often result in students' incapability to write logically and coherently. Secondary education graduates and entrants into the higher education institutions are incapable of producing a competent written text in a foreign language or produce it in a very poor language coherence, language structures, adequate vocabulary and grammar. Thus, the existing problem of developing higher education students' written language production competence suggests reviewing the existing foreign language curricula and making corresponding improvements. The paper is aimed at presenting the description of the existing problem in the field of higher education students' written text production competence, the theoretical background for the research, the analysis of the empirical research data and the discussion based on the results of the empirical research data analysis. The research methods employed have been as follows: (1) document analysis aimed at the analysis of EU and Lithuanian education and foreign language policy documents to highlight the main tendencies and trends, and to develop the research instrument on the basis of the results of this analysis; (2) scientific literature analysis aimed at the definition of the main research concepts, scientific justification of the research purpose, and the development of the research instrument; (3) written questionnaire survey aimed at achieving the empirical research objectives; (4) student written text production analysis; (5) statistical data analysis. The expected outcomes of the empirical research on the higher education student foreign language written text production and the need in the foreign language instruction curriculum innovation are as follows: Higher education student written text production is insufficient for the efficient functioning academic environment and educational mobility; Higher education student preparation for the effective functioning in the academic environment as regards foreign language competence in written text production is inadequate from their own point of view; Competent writing as a communicative means plays a very important part in the present age of mobility for academic purposes; The development of all four language skills, i.e. speaking, listening, reading and writing, is important in the process of foreign language teaching; however, the teaching of written text production does not correspond to academic and educational mobility needs; Developing written communication competence for academic purposes and educational mobility has to be introduced as an obligatory course into the foreign language teaching programs in higher education. The analysis of the research data and the discussion based on the results of the research data analysis will reveal recommendations for possible innovations in the curricula of foreign language instruction aimed at higher education student written text production competence development correspondent to the constantly changing requirements of academic environment and thus providing adequate preparation for educational mobility.

Keywords: written communication; higher education; academic context; educational mobility.

THE INFLUENCE OF CULTURE ON HUMANS

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Déclaration universelle de l'UNESCO sur la diversité culturelle souligne, que la culture constitue le patrimoine commun de l'humanité et elle doit être reconnue et affirmée au bénéfice des générations présentes et des générations futures. Que la diversité culturelle élargit les possibilités de choix offertes à chacun ; elle est une source de développement, non seulement en termes de croissance économique, mais aussi un moyen d'accéder à une existence intellectuelle, affective, morale et spirituelle satisfaisante. Ceci est typique de l'identité de chaque nation. Aujourd'hui, la Lituanie, la société et la nation lituanienne connaissent un changement remarquablement rapide dans tous les domaines de la vie. L'aspect essentiel du changement est le changement d'identité nationale, déterminé par les facteurs de la mondialisation et de l'intégration européenne, ainsi que par les incitations à l'auto-évaluation culturelle. La situation géographique, la religion ou même l'histoire des pays jouent un rôle important dans les habitudes des peuples. Même s'il est fréquent de parler de prise de sensibilité culturelle, les médecins et les autres professionnels de santé reconnaissent de plus en plus l'importance de respecter les différences de culture et d'avoir une pratique sécuritaire sur le plan culturel. Principaux aspects de ce rapport: les valeurs culturelles, la culture et la santé. Ce rapport a pour objectif de révéler comment la culture peut affecter la vie quotidienne des personnes, ainsi que leur santé. Il est basé sur les idées, les observations scientifiques, ainsi que les documents de l'UNESCO sur la diversité culturelle.

Mots-clés : la diversité ; sensibilité culturelle ; la mondialisation ; l'intégration européenne.

**THE USAGE AND THE WAYS OF TRANSLATION OF ABBREVIATIONS
IN AVIATION ENGLISH****Inga Dagilienė****Kaunas University of Applied Engineering Sciences, Lithuania
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Development of science and technology is growing every day. Aviation is the field of technology that is developing rapidly. Due to international relations and globalization aviation, as the branch of transportation, grows and efficient communication is of the greatest importance. The English language was chosen as an international language of aviation and is often called the language of the skies. Over the years miscommunication played a big role in aviation accidents and catastrophes all over the world. Without doubt high level of English proficiency is necessary for safe and appropriate communication between pilots, air controllers and others in aviation. A great deal of aviation lexis is comprised of professional vocabulary and terms. Therefore, terminology is an important part of Aviation English and significant importance is attached to the main features of term-formation, their structure, the aspects of term classification, problems of translation. So, the study primarily concerns term formation by abbreviating, structural types of abbreviations and ways of term translation. The research has been conducted on the basis of selection and analysis of aviation terms using professional documents, dictionaries. Various examples are used to illustrate term-formation and translation. Aviation terminology is still developing. It is necessary to study the appropriate ways of term-formation, the usage and translation of abbreviations, as proper understanding of professional terms let communicate effectively and safely in aviation environment.

Keywords: Aviation English; term; aviation vocabulary; abbreviation; professional text; translation of abbreviations.

LES COULEURS A TRAVERS LES LANGUES ET LES CULTURES

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„Le langage est source de malentendus” disait le Petit prince d’ Antoine de Saint-Exupéry. L’histoire de l’humanité a bien confirmé cette vérité à plusieurs reprises. La non-compréhension, les difficultés dues aux aspects culturels ainsi qu’aux expressions idiomatiques, peuvent provoquer différents types de problèmes parmi les gens qui n’appartiennent pas à la même culture ou, encore plus, qui ne maîtrisent pas assez bien la langue. Or, dans cet exposé, on a bien choisi d’analyser la signification des couleurs dans différentes cultures, dans un premier temps, et, dans un second temps, des expressions figées contenant des adjectifs de couleur en français, en anglais, en espagnole et en allemand afin de les comparer. Bien qu’il existe les mêmes couleurs à travers le monde, l’interprétation de celles-ci n’est toujours pas identique. A savoir, le rouge, dans les pays occidentaux et, plus particulièrement, les pays anglo-saxons, est un fort symbole de l’amour, mais également, un signe du danger tandis qu’en Inde, il symbolise la pureté et, très souvent, les femmes se marient vêtues en rouge. Les Juifs mettent le fil rouge au poigné pour chasser le mauvais œil et se débarrasser de la malchance alors qu’en Afrique du Sud c’est la couleur du deuil. Le bleu est plutôt considéré comme une couleur positive et la plus appréciée à travers le monde. Dans les cultures occidentales, elle véhicule un sentiment de confiance et d’apaisement. C’est le symbole de la patience, de la liberté, de l’unité. Les Européens voient le bleu comme la couleur de l’harmonie. C’est aussi la couleur masculine, la couleur du pouvoir et du progrès en opposition au rose. Pour les Chinois c’est la couleur de l’immortalité. En revanche, c’est la couleur du deuil en Iran. Il représentait la défaite pour les tribus Cherokees d’Amérique du Nord. Comme nous le savons tous, les couleurs se sont également pénétrées dans les langues. Nous avons des idées noires après avoir passé la nuit blanche. Parfois nous rions jaune, il nous arrive malheureusement à être gris, à avoir une peur bleue, être verts de rage ou rouge de colère, mais il faut voir la vie en rose sans se laisser emporter par le côté fleur bleue. Pour réussir dans la vie, il faut être connu comme le loup blanc ce qui n’est toujours pas facile si nous n’avons pas le sang bleu et, n’en restons pas bleus, il ne faudrait pas broyer du noir si nous nous sommes retrouvés dans le rouge, nous nous en sortirons un jour, mettons-nous plutôt au vert, et si nous avons la main verte, c’est encore mieux, cela aide à ne plus noircir le tableau et ainsi de suite. Les expressions contenant un adjectif de couleur suffiraient pour écrire un roman.

Mots-clés : Les couleurs ; les langues ; la culture ; les expressions idiomatiques.

**SHAPING THE OPEN TERRITORY:
IDENTITY CHALLENGES IN FATI PROJECT****Rita Baranauskienė & Saulė Juzelėnienė****Vilnius University, Lithuania****saulute.juzeleniene@knf.vu.lt; rita.baranauskiene@knf.vu.lt**

The research aims to provide insights on high-quality training material to young educators/ trainers who are dealing with the issue of refugees'/migrants' integration into modern EU societies, by setting as a prime aim to disseminate this specific approach-system of integration, composed of non-formal methods of education, to other public and private stakeholders, organizations and NGOs deriving from the rest of the EU countries. 'Shaping the open territory' is seeking to endow young educators with the appropriate know-how, through a well established and concrete method on inclusion and integration. Specifically, this research will analyze several workshops on non-formal methods of education. The training materials are aimed at the young workers/educators to methodically work with mixed groups consisting of both Europeans and migrants/ refugees, in order to achieve, on the one hand, the social integration of the latter into the already existing communities, and on the other hand, to cultivate the idea of global citizenship, through the understanding of global interdependencies amongst the EU youth societies. The activities of the training course 'Shaping the open territory' will concentrate on a plurality of related concepts, such as social inclusion, conflict management, inter-cultural learning, coexistence of religions, racism, multi-cultural bonding, tolerance, democracy, diversity appreciation, citizenship, leadership and active participation. All these concepts are being approached through creative, experiential methods, based on non-formal educational tools.

Keywords: identity; migrants; refugees; social inclusion.

MACHINE TRANSLATION QUALITY: TESTING READERS' COGNITIVE ACTIVITIES BY EYE TRACKING

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Machine translation in many language pairs is still less than acceptable to end users and requires further development. The aim of this study is to determine whether and to what extent machine translation output processed from English into Lithuanian causes comprehension problems to potential readers. The study follows an experimental research design with the eye tracking methodology. Although eye-tracking is not free of complexity and ambiguity, many studies in translation research rely on eye tracking as it has been long ago assumed and many a time proven that cognitive processing is reflected well by the movements of eyes (Hvelplund, 2017). The parameters that are usually tested by eye tracking (gaze time, fixation time, etc.) show that different types of errors in machine translated texts require different cognitive effort. In this study, the cognitive activity of potential end users is tested in reading tasks of machine translated output. A retrospective survey is used as a complementary research method to test the results and obtain more validity, given that eye-tracking as a research methodology is not free of subjectivity. Such a study provides theoretical implications on the quality of machine translation in a particular language pair and pinpoints the aspects that may have to be improved by machine translation system developers.

Keywords: machine translation; readers; cognitive activity; translation errors; eye-tracking.

**COLLOCATIONS IN POPULAR SCIENTIFIC AND
ACADEMIC DISCOURSE**

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The poster presents the most frequent grammatical and lexical collocations with the words research and science in popular scientific and academic discourses. The aim is to analyze the characteristics and usage of collocations in popular scientific articles on environment and technology and academic texts thus giving more insight into the differences between these discourse types. The material used for the analysis includes a DIY corpus of popular scientific articles on environment and technology (1003,278 words) compiled at Vytautas Magnus University and academic articles from Corpus of Contemporary American English (COCA) on science/technology (14,979,495 words). The methods of corpus linguistics and discourse analysis have been applied to analyze the collected data. It has been found that adjectival and noun collocations in both discourses tend to refer to different fields of research. It can be noted that research related to geophysics, climate, forests and energy is prominent in popular scientific articles, while research fields, such as agriculture, ecology, education, accounting, engineering and systems are discussed in academic texts. Numerous collocations with the word science that relate to the field of education have been observed particularly in academic texts. Popular scientific articles tend to use verb collocations that explicitly refer to the findings of various research, which makes the texts more reader-friendly. The findings of the research might be interesting for students learning academic language.

Keywords: popular scientific discourse; academic discourse; collocations.

**ON PROFESSION-ORIENTED VOCABULARY LEARNING TECHNIQUES
AT KAUNAS UNIVERSITY OF APPLIED ENGINEERING SCIENCES**

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Globalization has caused ESP courses to grow more rapidly in the past few decades. The demand for English for Specific Purposes (ESP) continues to increase and expand throughout the world. The studies of English for Specific Purposes are aimed at development of profession-oriented language learning skills and structural knowledge of English. The knowledge and competence in different language skills are very important. However, second language learners often feel frustrated about taking ESP courses because of limited vocabulary size. Professional vocabulary is words or phrases that are primarily used in specific work or profession. Students employ various techniques in learning professional vocabulary, i.e. from contextual guessing to oral repetition. The article analyzes the techniques of profession-oriented vocabulary learning at Kaunas University of Applied Engineering Sciences during the academic year. The research is focused on empirical data analyzing what techniques students apply in learning profession-oriented vocabulary.

Keywords: foreign language learning; ESP; technical vocabulary; vocabulary.

TESTAVIMO PROBLEMOS DAUGIAKALBĖJE APLINKOJE

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Europos ir pasauliniame kontekste, kai daugiakalbystė ir kultūrinė įvairovė tapo varomąja jėga, kalbinės kompetencijos vertinimo kriterijai bei priemonės turi būti aiškiai identifikuoti, suvienodinti ir visiems prieinami. Pasaulinis mobilumas skatina mokytis visą gyvenimą ir tai, visų pirma, taikytina kalbai, kadangi kultūrinė bei profesinė integracija sunkiai pasiekiamos, neturint kalbinių kompetencijų. Tad patikimas kalbinių kompetencijų vertinimas svarbus visiems: besimokantiems, pedagogams, darbdaviams, verslo partneriams, emigrantams. Tad šio pranešimo tikslas – supažindinti kolegas ir visuomenę su VDU UKI testavimo galimybėmis ir skatinti ne tik mokytis užsienio kalbų, bet ir laikyti standartizuotus testus, atveriančius platesnes verslo, mobilumo ir kalbinės bei kultūrinės integracijos galimybes. Testai gali būti naudojami įvairioms reikmėms: mokymo(si) procese jie gali padėti besimokančiajam sekti pažangą, padėti įvertinti ar įsivertinti, ar pasiekti mokymo(si) tikslai. Testavimas padeda gauti objektyvius rezultatus apie kalbinę kompetenciją. Ši informacija svarbi ne tik besimokančiajam, bet ir mokymo įstaigoms, darbdaviams. Taip pat aptariamas testavimo paslaugų poreikis.

Reikšminiai žodžiai: daugiakalbė aplinka; kalbinė kompetencija; testavimas.

THE NEW SCHOOL TEXTS - INNOVATION OR CHALLENGE?

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The purpose of this article is to take a critical look at the new school texts developed based on the new competence-based curriculum applied as an innovation in the elementary 9-year and pre-University education. These texts play quite an important role in the social development of the students, whose knowledge of literature (narration, description, argumentation, and information) and language are intertwined to build their communication skills. Being newly introduced, its review requires special care and attention to see how the new teaching programs are translated into texts, i.e. the students' learning tools. The article looks into how topics and are treated in the new texts of the Albanian language and literature in terms of efficiency and usefulness for the students. The texts were reviewed on the basis of certain indicators, such as: level of adaptation to the students' needs, interests, and skills, relevance of the texts to the program content and objectives, clarity of presentation on the computer pages, number of pictures, graphs, maps, external characteristics of texts, clarity of objectives, elaboration of the chapters, the methods used, the explanatory language and its relevance to the students' needs, etc. The study focused on the school books of the Albanian Language used from the 10th to the 12th grade in 2018–2019 in one of the most well-known high schools of the capital, “Petro Nini Luarasi”. Taking into account the young age of these texts and the challenges that they will have to overcome with time, it is deemed reasonable to have this study contributing to ensuring perfect development in the future. The texts of Albanian Language and Literature are the only texts compiled by national authors, and based on modern models and on their authors' views, didactic choices, preferred conceptual treatments, and their subjectivity translated into a physical object, i.e. a text produced by the printing house. It is, however, still early to talk about consolidated texts, given that they were only introduced with the competence-based curriculum in 2016-2017 only, for the subject of Albanian Language for the 10th grade. Some of the issues related with this text could be addressed by including specialized teachers in evaluating such texts, collecting feedback from teachers and reflecting their comments and suggestions in the improved editions, and establishing an observation mechanism for school texts, i.e. a good practice applied in developed countries. The quality of the curriculum is key to ensuring successful education, cultivating students' skills and values, and it therefore requires continued research and constructive attention.

Keywords: innovation; new school texts; the competence-based curriculum; language and literature.

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