



VILNIUS UNIVERSITY
INSTITUTE OF FOREIGN LANGUAGES

5th International Conference
LINGUISTIC, PEDAGOGICAL
AND INTERCULTURAL CHALLENGES
IN TERTIARY EDUCATION

7–9 November 2013

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C O N F E R E N C E
P R O G R A M M E
.....

Vilnius
Lithuania

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Dr. Turgay Han (Kafkas University, Turkey)

Prof. dr. Uğur Bakan (Ege University, Turkey)

KEYNOTE SPEAKERS



TERI MCCARTHY

holds a PhD in second language acquisition from the University of Kansas, USA. She has

taught in China, Russia, Nigeria and Afghanistan. Teri currently is an associate professor of English philology at Lithuanian University of Educational Sciences (LUES) here in Vilnius where one of her courses is “Language and Culture.” Her work with tertiary education has taken her to over 50 countries as a guest lecturer and as a learner. Teri’s research and publications are in the areas of English as a global language, holistic education for the whole person, language and culture, and the origins of language. She and her husband, Dr. Daryl McCarthy, have lived in Lithuania since 2010. Her book, *Teaching in a Distant Classroom*, (InterVarsity Press, USA) co-authored with Michael Romanowski, was highlighted as one of the most notable books of 2010 by *World Magazine* and it is now in its second printing. Teri’s mantra to students when teaching intercultural communication is, “What binds us as human beings is greater than what separates us, but pay attention because the problems always lie in the minutia.”



LIGIJA KAMINSKIENĖ

is a professor at Vilnius University, Faculty of

Philology, Department of Translation and Interpretation. Her interests include linguistics, educational management, adult education and translation studies. She has also worked for the Ministry of Education and Culture, was a start-up director and a founder of three educational institutions. Now she enjoys reading theory of translation – its interdisciplinary nature is truly breathtaking!



**PETRA
DARYAI-HANSEN,**
PhD, Assistant
Professor,
Department
of Culture

and Identity, Roskilde University, Denmark. She is involved in several projects: Since 2009, she has been a network member in the FREPA project and today, she is part of the project team, working, in cooperation with ECML's National Contact Points, with the dissemination of FREPA's set of instruments. In Copenhagen, she is running a research project in collaboration with the International Profile School, where she examines how the concept of internationalisation is defined and analyses how to develop students' intercultural and plurilingual competences. Furthermore, she is a team member of the INTERREG project "Den mentale bro" ("The mental bridge"), focussing on language skills and intercultural competences in the Danish-German Fehmarn Belt region. Main areas of interest: internationalisation of education, inter- and transcultural pedagogics, language pedagogy and language ideologies.



**ILDIKÓ,
LŐRINCZ,** PhD,
Senior lecturer
for linguistics
and language
learning/

teaching at the Apáczai Csere János Faculty, University of Western Hungary, Hungary. She has contributed to elaborate the CARAP/ *FREPA – Framework of Reference for Pluralistic Approaches to languages and cultures*. Today, she is part of the project *Plurilingual and Intercultural Competences: Descriptors and Teaching Materials*, supported by the ECML in order to disseminate the tools developed within the FREPA project. Main areas of interest: implementation of pluralistic approaches and their impact on metalinguistic skills, development of plurilingual and intercultural competence at all levels.



DASSO SALDIVAR

was born in San Julian, Antioquia (Colombia), on July 24, 1951. He studied at the Liceo Antioqueño high school in Medellin, and Political Science at the Universidad Complutense, while closely following the passage of the Franco dictatorship to democratic rule. He has been living in Madrid since September 1975.

He has practiced cultural journalism and literary criticism in various newspapers and magazines in Europe and America such as *El Viejo Topo*, *Estafeta Literaria*, *El País*, *Diario 16*, *Cuadernos Americanos*, *El Paseante*, *Afrique-Asie*. He has worked as a consultant and editor of Spanish TV cultural programs. He founded and directed the *Margen* magazine, together with Spanish poet Narciso Gallego and co-organized the First Latin American Meeting of Young

Artists, held in Madrid in July 1985. In 1981 he won the Jauja de Cuentos Prize in the city of Valladolid, and in 1997 published in the Alfaguara publishing house in Madrid, his book *García Márquez: The trip to the seed*, a biography of the creator of Macondo translated into Chinese, Mandarin, Korean, Greek, Arabic, German, French, Dutch, Polish, Portuguese and English. He has also published *Volume XIX of the XX century* on Colombian writers, and essays on Cesar Vallejo, Carlos Oquendo de Amat, Aurelio Arturo, Augusto Roa Bastos, Álvaro Mutis and Antonio Gamoneda. He is the author of the poetry book *Voices of the mud*. Following the conclusion of the novel *The suns of Amalfi*, currently works on *Auction of Fire*, a literary and poetic recreation of the exile and the decline of Manuela Saenz, the lover of Simon Bolivar in the Peruvian port of Paita.

**XAVIER BLANCO**

est professeur
à l'Université
Autonome
de Barcelone
où il dirige le
Laboratoire

LexSem “Fonética, Lexicología y Traducción”. Il est l'auteur de plusieurs dictionnaires électroniques de l'espagnol à large couverture et d'une cinquantaine d'articles en lexicologie et metalexigraphie. Il est secrétaire général de l'Association internationale LTT (Lexicologie, Terminologie et Traduction) depuis sa fondation et il a créé et coordonné le Master Européen en Traitement de l'Information et Communication Multilingue (TICOM).

**CARMEN****CARO DUGO**

is an Associate
Professor at the
Department
of Romance
Languages of

the Institute of Foreign languages,
University of Vilnius.

She graduated from the University of Seville and University College, Dublin, and obtained her PhD in Spanish literature at Trinity College, Dublin, in 1994.

Assoc. Prof. Dr. Carmen Caro Dugo has been teaching the Spanish language for over 12 years at Vilnius University. Currently she has been running the courses on Spanish Syntax, Theory of Translation and conducting practical translation courses on Lithuanian into Spanish. Assoc. Prof. dr. Carmen Caro Dugo has been a practicing translator who builds the bridges between the Lithuanian and Spanish cultures. Recently the Spanish readers have been introduced to the translation of the poem „Metai“ by Kristijonas Donelaitis.

ACKNOWLEDGEMENTS

The Conference organizers would like to thank the European Centre for Modern Languages, Council of Europe, the Research Council of Lithuania, the Embassy of the Republic of Colombia in Poland, and Cambridge University Press, Lithuania, for contributing to the organization of the Conference and inviting the most outstanding Plenary speakers.

7 November, Thursday

08.30–09.00

Registration (Theatre Hall, Central University Building)

09.00–09.30

Opening (Theatre Hall, Central University Building)

Opening Address

Prof. dr. JŪRAS BANYS

Acting Rector of Vilnius University

Assoc. Prof. dr. ROMA KRIAUCIŪNIENĖ

Director, Institute of Foreign Languages, Vilnius University

Welcome Addresses

VILMA BAČKIŪTĖ

Ministry of Education and Science

LUC AUBRY

*Attaché of education and linguistic cooperation,
Embassy of France in the Republic of Lithuania*

CARLOS LUCINI

*Deputy Head of Mission, Embassy of Spain in
the Republic of Lithuania*

NIJOLIA BUINOVSKAJA

Goethe Institute, Lithuania

1st Plenary

(Theatre Hall, Central University Building)

09.30–10.30

Assoc. Prof. dr. TERI McCARTHY

(Lithuanian University of Educational Sciences)

Meeting at the Crossroads of Human Existence: Navigating Around the Potholes and the Roadblocks of Intercultural Communication

10.30–11.00

Coffee break

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2nd Plenary

(Theatre Hall, Central University Building)

11.00–12.00

Prof. hab.dr. LIGIJA KAMINSKIENĖ (Vilnius University, Lithuania)

Public directives as parallel texts

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3rd Plenary

(Theatre Hall, Central University Building)

12.00–12.30

Assoc. Prof. dr. CARMEN CARO DUGO (Vilnius University, Lithuania)

The Translation of the Poem „Metai“ by K. Donelaitis into Spanish

12.30–13.00

IEVA DRAZDAUSKAITĖ, 4th year student of „English-Russian“ study programme, Institute of Foreign Languages, Vilnius University, Lithuania

MONIKA GURAUSKAITĖ, 4th year student of „English-Spanish“ study programme, Institute of Foreign Languages, Vilnius University, Lithuania

ŠARŪNĖ KLEIVAITĖ, 4th year student of „English-Spanish“ study programme, Institute of Foreign Languages, Vilnius University, Lithuania

Erasmus Mobility – as a Means to Master My Intercultural Competence

13.00–14.30

Lunch

4th Plenary

(Theatre Hall, Central University Building)

14.30–15.30

Prof. DASSO SALDIVAR (Republic of Colombia)

History, autobiography and tragedy in Chronicle of a Death Foretold

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5th Plenary

(Theatre Hall, Central University Building)

15.30–16.30

Prof. Dr. XAVIER BLANCO (l'Université Autonome de Barcelone, Espagne)

Les pragmatèmes : définition, typologie et traitement lexicographique

16.30–17.00

Coffee/Tea break

(Corridor next to the Theatre Hall, Central University Building)

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Poster Session

(Corridor next to the Theatre Hall, Central University Building)

Dr. LINA BIKELIENĖ, Institute of Foreign Languages,
Vilnius University, Lithuania

Lithuanian Learner English: the Use of Listing Connectors

SVETLANA KOSOVA, Institut des langues étrangères, Université de
Vilnius, Lituanie

Les formes de travail des enseignants de disciplines non linguistiques

Parallel Sessions

SECTION A

Linguistic Studies

(Institute of Foreign Languages, Room of German studies)

Moderator Assoc. Prof. dr. JULIJA KOROSTENSKAJA

15.30–16.00

Dr. VILMA LINKEVIČIŪTĖ, Kaunas Faculty of Humanities, VU, Lithuania

Oppositions and their Member Nominations in the Conflict

Communication Discourse of Artūras Paulauskas

16.00–16.30

Dr. LIUDMILA ARCIMAVIČIENĖ, Vilnius University, Lithuania

Universities and Their ‘Missions’: What Metaphors Imply

16.30–17.00

Coffee/Tea Break

17.00–17.30

Assoc. Prof. dr. JULIJA KOROSTENSKAJA, Vilnius University, Lithuania

A Living Language: Sacral Linguistics in Social and Geopolitical Processes

17.30–18.00

NIDA BURNEIKAITĖ, Lithuanian Association of English Language Teachers, Lithuania

It-type directives in Linguistics MA theses: engaging the reader and positioning the writer

SECTION B

Literature Studies

(Institute of Foreign Languages, Room UKI 2)

Moderator dr. SVETOZAR POŠTIČ

15.30–16.00

Dr. JÜRATĖ RADAVIČIŪTĖ, Kaunas Faculty of Humanities, VU,
Lithuania

The Image of Leaking Narrative in Salman Rushdie's Novel Midnight's Children

16.00–16.30

VIKTORIJA KOVALENKO, Kaunas Faculty of Humanities, VU, Lithuania

Absurd in Muriel Spark's novel Symposium

16.30–17.00

Coffee/Tea Break

17.00–17.30

Dr. SVETOZAR POŠTIČ, Institute of Foreign Languages, Vilnius
University, Lithuania

To Act or Not to Act: How Coleridge Changed the Way We See Hamlet

17.30–18.00

NIDA MATIUKAITĖ, IFL, Vilnius University, Lithuania

Projekt-Wettbewerb „Deutsch im Studium und Wissenschaft – klipp&klar“ unter dem Aspekt der Mehrsprachigkeit und der Interkulturalität

SECTION C

Foreign Language Teaching issues

(Central University building, Room 239)

Moderator Prof. dr. VILMANTĖ LIUBINIENĖ

15.30–16.00

LORETA ZAVADSKIENĖ, IFL, Vilnius University, Lithuania

Student Feedback as a Tool for Measuring and Improving Study Quality

16.00–16.30

Dr. NICOLE HOUSER, Frostburg State University, USA

Using an English corpora database to teach advanced language learners

16.30–17.00

Coffee/Tea Break

17.00–17.30

Dr. IEVA RUDZINSKA, Latvian Academy of Sport Education, Latvia

Innovative on-line activities in ESP courses: serendipities for enhancing study course quality

17.30–18.00

RAIMUNDA ČĖSONIENĖ, Kaunas University of Technology, Lithuania

Teaching English Phonology to Higher Level Students

18.00–18.30

Prof. dr. VILMANTĖ LIUBINIENĖ, Kaunas University of Technology,
Lithuania

Digital Generation and the New Media Language

SECTION D

Intercultural Training

(Institute of Foreign Languages, Room UKD)

Moderator dr. LORETA CHODZKIENĖ

15.30–16.30

Workshop conducted by ROBERT BUCKMASTER, Educational Consultant, CUP, United Kingdom

Inside and Outside the Bubble

16.30–17.00

Coffee/Tea Break

17.00–17.30

Assoc. Prof. dr. SVETLANA CHERNOMORCHENKO, Tyumen State University, Russia

Assoc. Prof. dr. ELENA LIUBIMOVA, Tyumen State University, Russia

Формирование межкультурной компетентности: проблемы использования инновационных методов обучения

17.30–18.30

Workshop conducted by Dr. OLGA MEDVEDEVA,

Dr. LORETA CHODZKIENĖ,

Assoc. Prof. Dr. ROMA KRIAUCIŪNIENĖ,

Lithuanian Language Teachers' Association

Diversity in Higher Education: why and how to use the DIV.ED products

SECTION E

Content and Language Integrated Learning

(Central University building, Room 238)

Moderator LILIJA VILKANCIENĖ

15.30–16.00

Assoc. Prof. Dr. AUŠRA JANULIENĖ, IFL, Vilnius University, Lithuania

CLIL Lesson Planning: Language Teacher's Perspective

16.00–16.30

ROMA VALIUKIENĖ, IFL, Vilnius University, Lithuania

To Peer for CLIL? Why? What about? How?

16.30–17.00

Coffee/Tea Break

17.00–17.30

DAIVA MERKIENĖ, Vilnius M. Biržiška Gymnasium, Lithuania

Projekto “Intergruoto dalyko ir užsienio kalbos mokymo plėtra ugdymo procese” veiklų refleksija

17.30–18.00

ELVYRA RICKEVIČIŪTĖ, Šiaulių J. Janonis Gymnasium, Lithuania

Projekto “Intergruoto dalyko ir užsienio kalbos mokymo plėtra ugdymo procese” patirtis ir sklaida

18.00–18.30

LILIJA VILKANCIENĖ, ISM University of Management and Economics, Lithuania

INGA ROZGIENĖ, IFL, Vilnius University, Lithuania

CLIL Teacher: Competences and Attitudes

18.30–19.00

ANA JANKŪNIENĖ, Assoc. Prof. dr. ZITA MAŽUOLIENĖ, IFL, Vilnius University, Lithuania

Bilingualism: a choice to be made

SECTION F

Romance Languages and Cultural Studies

(Institute of Foreign Languages, Room UK3)

Moderator Prof. dr. DANGUOLĖ MELNIKIENĖ

17.00–17.30

Prof. Dr. DANGUOLĖ MELNIKIENĖ, Institut des langues étrangères,
Université de Vilnius, Lituanie

L'emprunt dans le dictionnaire: invité de marque ou ennemi juré?

17.30–18.00

ALFONSO RASCON CABALLERO, IFL, Vilnius University, Lithuania
Ispanų kalbos lietuvių studentų klaidų analizė (lygiai A1-A2) - Análisis de errores de estudiantes lituanos de español (niveles A1-A2)

18.00–18.30

RAMUTĖ VINGELIENĖ, Kaunas University of Technology, Lithuania
DAINA KAZLAUSKAITĖ, Vytautas Magnus University, Lithuania
Les nouveaux défis et profits de l'enseignement FLE

19.30

Reception (at the University Cafeteria)



8 November, Friday

SECTION G

Лингвистические исследования и обучение иностранным языкам

(Институт иностранных языков, UKD)

Председатель: проф. ДАНУТЕ БАЛШАЙТИТЕ

9.30–10.00

Проф. ДАНУТЕ БАЛШАЙТИТЕ, Институт иностранных языков
Вильнюсского университета, Литва

Количественная редукция гласных в русской речи в Литве

10.00–10.30

Доц. ЛАРИСА КАМИНСКАЯ, Санкт-Петербургский государственный
университет, Россия

**Словарь С.Палласа «Linguarum totius orbis vocabularia comparativa
Augustissimae cura collecta» (1787, 1789 гг.) как источник
фонетического исследования**

10.30–11.00

Кофе-пауза

11.00–11.30

ЕВА ДРАЗДАУСКАЙТЕ, Институт иностранных языков
Вильнюсского университета, Литва

**Концепт время и способы его экспликации в рамках русскоязычного
песенного дискурса на материале текстов рок-группы «Машина
Времени»**

11.30–12.00

БЕАТА МЕЧКОВСКАЯ, Институт иностранных языков
Вильнюсского университета, Литва

**Способы реализации концепта кризис
(на материале российских СМИ)**

12.00–12.30

ВИКТОРИЯ ВОЛГИНА

Каунасский гуманитарный факультет Вильнюсского университета

Прецедентные феномены сферы-источника «Литература» и «Кино»

12.30–14.00

Обед

14.00–14.30

Др. АНАСТАСИЯ БЕЛОВОДСКАЯ, Институт иностранных языков
Вильнюсского университета, Литва

**Интегрированный подход к обучению иностранным языкам: опыт
внедрения технологий Web 2.0 в учебный процесс**

14.30–15.00

Доц. АЛЛА ДИОМИДОВА, Каунасский гуманитарный факультет
Вильнюсского университета

Концептуализация красоты в рекламном дискурсе Cosmopolitan

15.00–15.30

Доц. ВИКТОРИЯ МАКАРОВА, Институт иностранных языков
Вильнюсского университета, Литва

**«Враг» и «priēšas» в картине мира русских и литовцев (на материале
пословиц и поговорок)**

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6th Plenary

(Vilnius University, Centre of Information Technology Development,
Saulėtekio al. 9, Room 108-2

map: <http://www.ittc.vu.lt/lt/apie-ittc/kontaktai>)

9.30–10.30

Dr. PETRA DARYAI-HANSEN, Roskilde University (Denmark)

Dr. ILDIKÓ LŐRINCZ, University of Western Hungary (Hungary)

**FREPA – A set of instruments for the development of plurilingual
and intercultural competences**

10.30–11.00

Tea/Coffee break

FREPA Workshops

SECTION A

(Centre of Information Technology Development, Room 108-2)

11.00–12.30

Dr. ILDIKÓ LŐRINCZ (in English or French)

Eveil aux langues / Awakening to languages

12.30–14.00

Lunch break

14.00–14.30

Dr. PETRA DARYAI-HANSEN (in English or German)

Intercultural Approach

14.30–15.00

Dr. PETRA DARYAI-HANSEN (in English or German)

German after English / Integrated didactic approach

15.00–15.30

Dr. PETRA DARYAI-HANSEN and Dr. ILDIKÓ LŐRINCZ

Intercomprehension between related languages: teaching materials

15.30–16.00

Tea/Coffee break

16.00–17.30

Dr. PETRA DARYAI-HANSEN and Dr. ILDIKÓ LŐRINCZ

Why or why not pluralistic approaches in my own context?

SECTION B

(Centre of Information Technology Development, Room 108-4)

11.00–12.30

Dr. PETRA DARYAI-HANSEN (in English or German)

Intercultural Approach

12.30–14.00

Lunch break

14.00–14.30

Dr. ILDIKÓ LŐRINCZ (in English or French)

Éveil aux langues / Awakening to languages

14.30–15.00

Dr. ILDIKÓ LŐRINCZ (in English or French)

French after English / Integrated didactic approach

15.00–15.30

Dr. PETRA DARYAI-HANSEN and Dr. ILDIKÓ LŐRINCZ

Intercomprehension between related languages: teaching materials

15.30–16.00

Tea/Coffee break

16.00–17.30

Dr. PETRA DARYAI-HANSEN and Dr. ILDIKÓ LŐRINCZ

Why or why not pluralistic approaches in my own context?

9 November, Saturday

10.00

A Trip around the Old Town of Vilnius

13.00

A Visit to the Palace of the Grand Dukes of Lithuania

ABSTRACTS

ARCIMAVIČIENĖ LIUDMILA

Institute of Foreign Languages, Vilnius University, Lithuania
liudmila.arcimaviciene@gmail.com

Universities and Their ‘Missions’: What Metaphors Imply

In the last ten years, a highly productive space of metaphor analysis has been established in the discourse studies of media, politics, business and education. In the theoretical framework of Conceptual Metaphor Theory and CDA, the established metaphorical patterns are viewed as a significant conceptualisation realized linguistically for their implied ideological value. By using the analytical framework of CMA and procedurally employing Pragglejazz group’s MIP, this study aims at analysing the implied value of the established metaphors in the ‘Mission’ statements of different European Universities. In this article, I propose that the ‘Mission’ statements of most European universities are based on the positive evaluation of the BUSINESS metaphor.

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БАЛШАЙТИТЕ ДАНУТЕ

Институт иностранных языков Вильнюсского университета, Литва
danubals@takas.lt

Количественная редукция гласных в русской речи в Литве

Исследование акустических характеристик фонетических единиц в русской речи в Литве является важным как для описания особенностей механизмов порождения речи в ситуации взаимовлияния систем двух языков, так и для решения прикладных задач обучения нормативному русскому произношению литовцев и носителей русского языка в Литве.

В статье анализируется средняя абсолютная длительность (в мс) русских ударных гласных /i/, /e/, /a/, /u/ и их безударных аллофонов в

позиции после мягких согласных в произношении изучающих русский язык литовцев и в произношении носителей русского языка, живущих в Литве и являющихся естественными русско-литовскими билингвами. Результаты спектрального анализа позволяют выявить обусловленные взаимодействием фонетических систем двух языков особенности количественной редукции гласных в русской речи в Литве.

Дикторы-литовцы в безударных слогах на месте графических «и», «е», «я» произносят гласные разной длительности, что свидетельствует о неодинаковой степени количественной редукции этих гласных, тогда как в русском языке эти гласные в безударных позициях совпадают в одном звуке и перестают различаться. Для произношения носителей литовского языка характерна недостаточная количественная редукция русского гласного /а/ (в графике «я») и незначительное сокращение длительности /у/ во всех безударных слогах.

В произношении носителей русского языка длительность гласных в безударном положении сокращается: все гласные в обоих предупредных и в заударном слогах короче соответствующих ударных. Однако в произношении русских дикторов соотношение длительности безударных гласных варьирует в зависимости от качества гласного (напр., у безударных «и» противопоставления по длительности отсутствует, безударные «е» очень незначительно различаются по длительности и т. п.).

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Интегрированный подход к обучению иностранному языку: опыт внедрения технологий Web 2.0 в учебный процесс

Указание на необходимость внедрения информационно-коммуникационных технологий (ИКТ) в современный учебный процесс сегодня можно встретить в большинстве публикаций, описывающих новые тенденции в сфере развития образования. При этом наибо-

лее интересными, на наш взгляд, представляются исследования, в которых особое внимание уделяется не только и не столько интеграции традиционных методов обучения и новейших технологий, сколько изменению самого отношения к работе с информацией.

Говоря об использовании ИКТ в преподавании иностранных языков, следовало бы остановиться на создании различных моделей дистанционного и/или смешанного обучения (blended learning). Использование виртуальной обучающей среды, наполненной необходимыми для обучения материалами и ссылками на полезные ресурсы, не просто обеспечивает интегрированный доступ учащегося к информации, но и позволяет преподавателю организовывать коммуникацию учащихся на изучаемом языке. Так, к примеру, с помощью мультимедийных ресурсов создается эффект погружения в языковую среду, а при помощи чатов (сетевых диалогов\полилогов) моделируются приближенные к реальным речевые ситуации. Однако подлинным прорывом в применении новых технологий стала реализация идеи «обучения в сотрудничестве» при помощи технологий Веб 2.0 (Web 2.0), в том числе, при помощи вики-среды (wiki). Суть этого прорыва заключается, прежде всего, в изменении роли учащегося – от простого потребителя информации к создателю т.н. «образовательного контента».

В своем докладе мы остановимся на опыте использования вики-среды в процессе преподавания РКИ в стенах Вильнюсского университета. Несомненным преимуществом данной технологии является то, что инструменты вики позволяют привлечь студентов к непрерывному процессу сотрудничества: функция поиска, отбора, обработки информации и наполнения вики-сайта контентом принадлежит всем заинтересованным в проекте участникам, благодаря чему достигается подлинная коммуникативность, являющаяся важнейшим компонентом процесса обучения иностранным языкам.

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Inside and Outside the Bubble

What is culture? Can it be taught or does it have to be lived? Can you learn a language without considering culture? If you cannot, what culture should you teach? What is „intercultural awareness“ and what can we usefully teach about it? There are many questions to be asked about culture and intercultural awareness, and in this session I will offer some thoughts on our culture models and some personal reflections on culture, cultural awareness and English language teaching from a native speaker’s and teacher’s-in-exile perspective.

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Lithuanian Learner English: the Use of Listing Connectors

University courses in English aim at academic register. Academic texts are required to be both coherent and cohesive. The proper use of linking words (connectors) plays an important role in trying to achieve the latter. Research, however, has consistently shown that non-native students tend to overuse, underuse or misuse these devices. The listing connectors are among the most overused connectors in non-native writing. The objective of this pilot study, therefore, is to determine the existence of possible correlation between students’ written assignment types and the overt marking of listing relations with the help of connectors *first of all*, *firstly*, *secondly*, *thirdly*, *what is more*, *in addition*, *furthermore*, *moreover*, and *finally*. For the purposes of this paper, two types of texts, namely, argumentative essays and summaries written by students at Vilnius University were analysed using AntConc 3.2.4w software program. The BAWE (the British Academic Written English) Corpus was used as a standard of comparison for this study. The findings of the research cast interesting insights into Lithuanian students’ English language.

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It-type directives in Linguistics MA theses: engaging the reader and positioning the writer

It is generally agreed that anticipatory it-clauses (such as *It is interesting...*, *It should be noted...*), also referred to as *It-type directives*, are an important metadiscoursal component of academic texts which helps to create interpersonal relations between the writer and the reader. Different scholars emphasize different aspects of interpersonal uses of it-clauses. On the one hand, it-clauses are considered to have the capacity to involve the reader in the discourse process and help the writers to highlight or downplay the presence of their readers in the text. On the other hand, it-clauses are regarded as a means of positioning the writer as detached and objective or as a way of reporting the stance of the writer. However, some scholars maintain that it-clauses function simultaneously at writer-level and reader-level: they allow the writer to present a depersonalized opinion and indicate to the reader that it should be perceived as objective and unquestionable; they also allow the writer to encode an evaluation which then influences how the subsequent clause is to be interpreted.

This paper analyses interpersonal functions of it-type directives in 80 Linguistics MA theses written in English L1 and L2. It has been found that it-type directives are used to address the readers and instruct them to process discourse by performing four types of acts: textual, speech, research and cognitive. At the same time, it-type directives are used to position the writer by expressing three kinds of evaluative meanings: emphasis, mitigation and attitude. The dual function of it-type directives will be discussed and illustrated by examples from the MA theses under investigation.

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Формирование межкультурной компетентности: проблемы использования инновационных методов обучения

Целью доклада является изучение возможностей и перспектив применения инновационных методов обучения в формировании межкультурной компетентности студентов высших учебных заведений, обучающихся по управленческим профилям. Достижению данной цели способствуют следующие задачи, во-первых, характеристика значения межкультурной компетентности в общей структуре компетентности выпускника университета; во-вторых, сопоставление содержания понятий межкультурной компетентности и компетенции; в-третьих, выявление особенностей межкультурной компетенции; в-четвертых, описание различных инновационных методов формирования межкультурной компетентности; в-пятых, углубленный анализ метафорической деловой игры как активного метода обучения студенческой аудитории и эффективного способа формирования успешной межкультурной компетентности.

Особенности указанного типа деловой игры связаны с применением различных метафор (поговорок, поговорок, сказок), передающих по аналогии сущность реальных ситуаций и проблем, с которыми сталкиваются на практике специалисты в области управления. Использование метафорической деловой игры способствует поиску разнообразных алгоритмов решения управленческих проблем, развитию творческих способностей участников. Преподаватель, применяя данный метод, не просто транслирует учебный материал, а выступает в качестве режиссера обучения, акцентируя внимание на активности обучаемых. Метафорическая игра позволяет выявить индивидуальные личностные и профессиональные качества студентов при решении сложных задач.

Практика проведения метафорических игр показывает, что участие в них позволяет студентам совершенствовать когнитивную и эмоциональную сферы, формируя нравственность и профессионализм будущего специалиста. Дидактическими преимуществами применения метафорических деловых игр являются развитие инициативной позиции студентов, активное усвоение учебного материала, самостоятельность и креативность в поиске решений профессиональных задач.

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Teaching English Phonology to Higher Level Students

Pronunciation teaching in ELT context is a controversial topic that involves a variety of approaches and methods. Recent research in the field ranges from discussion on whether a language should be learned with the aim of achieving native-like pronunciation or with that of attaining intelligibility to debates on pros and cons of teaching pronunciation using top-down and bottom-up approaches. Although intelligibility seems to be an attractive goal satisfying the needs of the majority of English learners, high-intermediate or advanced students usually set a more challenging goal of mastering the language at native-like level. Pronunciation appears to be one of the major issues interfering with the goal. The presentation focuses on the features of English phonology that cause difficulties for Lithuanian students whose knowledge of English is of high intermediate to advanced level. Using the methods of recorded data analysis and comparative analysis, we identify major mistakes that distort the sound of the English language and create the Lithuanian English accent. The results prove the necessity to increase students' understanding and perception of connected speech phenomena and prosodic features of the English language in order to satisfy their goal of attaining native-like pronunciation and, consequently, argue for the top-down approach to teaching English phonology.

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FREPA – A set of instruments for the development of plurilingual and intercultural competences (6th Plenary)

The presentation will present a set of tools that have been developed within the FREPA research project (acronym for *Framework of Reference for Pluralistic Approaches to Languages and Cultures*), supported since 2004 by the Council of Europe's European Centre for Modern Languages. The FREPA tools seek to facilitate learners' development and strengthening of plurilingual and intercultural competences. The tools consist of (a) a comprehensive list of descriptors operationalizing plurilingual and intercultural competences in terms of knowledge, attitudes and skills, (b) a database of teaching material for all levels of learning categorized by the descriptors and (c) a training kit for teachers. The *Framework of Reference for Pluralistic Approaches to Languages and Cultures* represents a complement to current European language policy instruments and especially to the *Common European Framework of Reference for Languages*, specifying in detail and structuring its rationale on plurilingual and intercultural competences.

Based on psycholinguistic research work on language acquisition conducted during the last decades, the FREPA project promotes *pluralistic approaches* as an essential method to develop plurilingual and intercultural competences. Today, there are at least four pluralistic approaches which are more or less established in the educational field: Intercultural Pedagogics, Awakening to Languages, Intercomprehension of Related Languages and the Integrated Didactic Approach to different languages studied. In contrast to singular approaches, which take account of only one language or a particular culture, the concept of *pluralistic*

approaches refers to didactic approaches which use learning/teaching activities involving several (i.e. more than one) varieties of language or cultures. Pluralistic approaches reject the 'compartmentalised' view of an individual's linguistic and cultural competence, assuming that this competence is not a collection of separated individual competences but a plurilingual and pluricultural, dynamically evolving competence encompassing the full range of linguistic and cultural features available to the learner. Pluralistic approaches consequently take into account all the existing competences developed by the students within or outside the educational environment, i.e. the language(s) of schooling, regional, minority and migration languages, modern and classic foreign languages.

This training opens ways for implementing pluralistic approaches in order to develop plurilingual and intercultural competence of learners of all subjects.

<http://carap.ecml.at/CARAP/tabid/2332/language/en-GB/Default.aspx>

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Концептуализация красоты в рекламном дискурсе Cosmopolitan

Современные исследователи рекламы и рекламного дискурса уже давно далеки от мнения, что функция рекламы – способствовать продаже товара. Появившись для стимулирования продаж, реклама постепенно становится «двигателем без торговли» (Левинсон), исследователей начинают интересовать ее латентные функции (М. Маклюэн), одной из которых является «создание образа жизни».

Признается также, что реклама является мощным управляющим сознанием средством, которое навязывает современному обществу (вместе с конкретными товарами) определенный образ мышления и стиль жизни. Подстраиваясь под общественные тенденции, реклама в то же время выполняет функцию формирующего потребности,

диктующего приоритеты инструмента. Исследователи Р.В. Жолудь и М.А. Беловоленко утверждают, что «феномен рекламы стал феноменом современной культуры и уже сам формирует особое культурное поле со своими общепринятыми условностями, знаками, мифологемами, символами».

Разработанные современной лингвистикой методики когнитивного анализа дискурса (Дж. Лакофф, Э. Лассан, А. П. Чудинов) позволяют достаточно успешно описывать идеологическую составляющую рекламного дискурса, или так называемый «вторичный рекламный дискурс», который в отличие от «первичного рекламного дискурса» рассказывает не о товаре, а об устройстве общества. Задачей исследования является описание когнитивных моделей женского рекламного дискурса. Под когнитивной моделью дискурса в данном исследовании понимается поддающаяся реконструкции когнитивная единица, к примеру, концептуальная метафора, оппозиция, концепт и т.д.

Материалом исследования послужили рекламные тексты (около 100) из десяти номеров журнала «Cosmopolitan» (русская версия) 2008-2013 гг. выпуска. При отборе материала важным критерием была известность рекламодателя, так как для дискурс-анализа важны не все тексты, а лишь влиятельные тексты.

В ходе исследования нами были выделены различные стоящие «за текстом» когнитивные модели. В данном сообщении мы подробно рассмотрим одну из доминирующих когнитивных моделей женского рекламного дискурса – метафорическую модель КРАСОТА – ЭТО ДВИЖЕНИЕ.

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Концепт время и способы его экспликации в рамках русскоязычного песенного дискурса на материале текстов рок-группы «Машина Времени»

Доклад посвящен описанию концепта время и способов его экспликации в рамках русскоязычного песенного дискурса (на материале текстов песен рок-группы «Машина Времени»). Выбор именно этого концепта и именно этого материала исследования не случаен.

Содной стороны, концепт время, по мнению Степанова (2001), представляет собой одно из базовых понятий культуры, особенно русской. С другой стороны, творчество группы «Машина Времени» – значимое явление российского андеграунда второй половины 20-ого века, которое действительно повлияло не только на русскую песенную культуру, но и на российскую культуру в целом. При этом концепт «время» реализуется в самом названии группы, т.е. в сильной позиции, что говорит о ключевой роли данного концепта в контексте всего творчества группы.

На первом этапе анализа для построения номинативного поля были выделены и проанализированы различные вербализаторы концепта время. Особое внимание уделяется метафорическим репрезентациям концепта, которые описываются в свете их принадлежности к циклической или линейной модели времени (например, Двигаться вдоль по одной прямой//Имя которой Время – линейная модель; но Но нет конца пути и так светла дорога//Где день родится вновь и будут песни пет – линейная модель) результатом исследования стало описание полевой структуры концепта время, т.е. были выделены ядро и периферия концепта время в концептосфере авторов текстов песен группы «Машина времени». Модель концепта время моделируется по критерию частотности того или иного семантического компонента, входящего в значения его вербализаторов. Полученные результаты сопоставляются с описанием общенациональной специфики концепта время.

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The Translation of the Poem „Metai“ by Kristijonas Donelaitis into Spanish (3rd Plenary)

The first Spanish translation of the poem „Metai“ by Kristijonas Donelaitis has appeared in print this year (Renacimiento, Sevilla, 2013). The translation into Spanish is also the first complete translation of this work into a Romance language. The presentation deals with some aspects of this translation and analyzes one important stylistic element of the Lithuanian language in detail, i.e., the use of diminutive suffixes and their derivatives, and their translation. K. Donelaitis uses a great amount of diminutive forms which contribute to expressing emotion, endearment, a special closeness to human beings and to all the creatures of the nature, and a particular compassion for the peasants whose hardships he depicts. The translation of the meanings conveyed by these suffixes is a challenge, especially when translating into languages that do not possess such a wide range of diminutive suffixes or use this morphological device very seldom. Spanish diminutive suffix derivatives are not as widely used as in the Lithuanian language, while in English there is a tendency to use other lexical means and it is more difficult to convey the lyrical nuances associated with Lithuanian diminutive forms. This presentation will examine the Spanish version of the first part of the poem, “The Joys of Spring”, as well as both translations into English of the same text (Nadas Rastenis, 1967; Peter Tempest, 1985). The comparative analysis of the Spanish and English versions can provide a more complete view of the means used by translators to convey the meanings denoted by the diminutive suffixes.

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Using an English Corpora Database to Teach Advanced Language Learners

The ways in which an English language corpora website can be utilized for teaching advanced second language learners of English are examined in my presentation. I will describe activities using Brigham Young University's (BYU) database of English corpora that I have successfully implemented in my advanced English language courses at the university level. I will first share a lesson that focuses on increasing comprehension and production of figurative language and common idioms. In addition to vocabulary development, students also increase cultural understanding, since the corpus website provides a database of authentic texts that address current issues in the target language culture. I will also explain how I have used the BYU website for creating research-based and interactive activities in a translation classroom. The database is particularly useful for examining and analyzing collocations and genre features, since written and oral texts from a variety of sources are available on the site. In addition, the historical data can be used to explore changes in language use over time. Implementing these activities not only increases students' understanding of textual features, it also introduces them to a useful tool that they can use throughout their language learning and translation careers. Finally, I will address how corpora-based activities can be used for teacher training and teacher language proficiency and cultural development.

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Bilingualism: a choice to be made

The present research focuses on parents' decision to raise children being bilingual. The decision to raise a child with more than one language, which leads to becoming bilingual at early age, in this article is considered to be not a result of environmental pressure or linguistic environment the child grows in but the conscious choice made by the child's parents. The article concentrates on three main steps in planning the child's linguistic development: the choice of the language of pre-school (kindergarten) institution, the choice of the language of schooling, and parents' choice to include non-formal language learning activities into the child's daily routine. The research states that parents' attitude towards teaching their children a non-native language depends on the linguistic group they belong to and their educational background. The results of the research confirm that although many parents' feel positive about the idea of teaching a non-native language to the child, lack of methodological knowledge how to teach a language as well as insufficient knowledge of non-native languages prevent them from or limit their ability to do so. The survey also proves that children whose parents do teach them non-native languages are more motivated and have a generally more positive attitude towards importance of knowledge, they also are more successful at school than their peers. Therefore the article concludes that careful planning of the child's linguistic development is important, thus speech development specialists together with formal educational institutions' specialists should provide more help and support for parents willing to teach their children a non-native language.

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CLIL Lesson Planning: Language Teacher's Perspective

As tandem or team teaching when a CLIL course is taught by both subject and language teachers is rarely possible, in reality it is usually done by content teachers proficient in the target language. 75 subject teachers from basic schools and gymnasiums in Lithuania participating in the CLIL project run by Vilnius university Institute of Foreign languages demonstrated that they were fully familiar with the methodology of the specific subject they teach and basic CLIL principles, however, they still needed to be aware of language sensitive methodologies, which would enable them to create meaningful learning contexts and provide their students with an opportunity for genuine interaction. CLIL course books for different subjects with specially designed tasks and ready-made lessons are still hard to find, thus the teachers usually select their own materials and face the challenge of lesson planning.

The aim of the presentation is to overview the factors to be considered by content teachers while planning their subject lessons in the target language from the language teacher's perspective. Among the issues to be discussed are anticipating language problems and planning their solutions, checking students' understanding, which also has to be planned, as well as enabling students to work at their own pace, developing students' collaborative study skills which are essential for student-centered lessons to maximize student involvement and the use of the target language for the achievement of both content and language learning aims.

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Словарь С. Палласа «Linguarum totius orbis vocabularia comparativa Augustissimae cura collecta» (1787, 1789 гг.) как источник фонетического исследования

Доклад посвящен рассмотрению того, как отразились лингвистические, в частности, фонетические представления, достигнутые мировой наукой VIII века, в первом российском многоязычном словаре под редакцией С.Палласа «Сравнительные словари всѣхъ языковъ и нарѣчій, собранные Десницею всевысочайшей особы 1787, 1789 гг.»

Уделяется внимание истории создания словаря. В частности, взглядам Кур де Жебелена (*Antoine Court de Gebelin. Monde primitive analysé et comparé avec le monde modern considéré dans l'histoire naturelle de la parole ou l'origine du langage et de l'écriture. Paris, 1775*) о единстве всех мировых языков, о роли внешнего созвучия слов.

Подробно анализируется роль Л.Бакмейстера в разработке концепции словаря и принципов представления лексических единиц, а именно его работа «Объявление и прошение касающіяся до собранія разныхъ языковъ въ примѣрахъ» (Бакмейстеръ 1773). В ней учёный обращается с просьбой сообщать ему переводы на разные языки по приложенному образцу, при этом особое внимание Бакмейстер призывает уделять записи правильного произношения фраз и слов на разных языках. Для этого предполагалось использовать французский язык «особливо для показанія выговору».

В докладе подробно описываются принципы фонетической интерпретации лексического материала, позволившие максимально адекватно, насколько этого позволяла лексикографическая наука того времени, отразить звуковой состав лексики, представленной в словаре.

На основании анализа албанской составляющей словаря подтверждается тезис о том, что приоритетным является отображение фонетического облика слова, а не его графическое изображение.

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Public directives as parallel texts (2nd Plenary)

Parallel texts have been a topic of interest in translation studies since 1958, when Vinay and Darbelnet compared texts of public road signs in French and English. From comparative linguistics attention has shifted to culture studies, bringing forward cultural aspects of parallel texts. The talk will be concerned with the conative function of public directives in English and Lithuanian. The purpose of the analysis is to reveal linguistic and cultural differences in the units of thought, with emphasis on social aspects of such texts in Lithuanian; their rise and fall will be brought to the fore to reveal social changes taking place in public communication.

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Les nouveaux défis et profits de l'enseignement FLE

Encourager nos apprenants à s'exprimer passionnément, sans frustration et se sentir à l'aise est un rêve de tout professeur. En tant qu'enseignants, nous devons assurer un enseignement qui soit adapté à leurs besoins et qui réponde à leurs attentes. En contexte universitaire, il est attendu que l'enseignant soit au fait des toutes les nouveautés pédagogiques concernant son domaine, notamment FLE. Dans cet exposé on abordera deux questions essentielles : tout d'abord on présentera la théorie du Dr. George Lozanov, médecin, psychologue et chercheur à l'Université de Sofia. Les travaux de ce chercheur porte sur l'application de la suggestion et de l'hypermnésie dans l'enseignement pour conti-

nuer ensuite sur les nouveaux outils de l'enseignement FLE, plus exactement sur le rythme, la musique, le théâtre et l'émotion dans la classe du FLE. Pour parler rapidement une nouvelle langue, il faut se rappeler comment nous avons appris notre langue maternelle : étant bébés, nous entendions des sons venant des parents, et nous les répétions en jouant avec ces sons. Puis nous avons développé notre langage en fonction de nos besoins concrets et affectifs, avec par exemple « Je veux du chocolat » ou « J'en ai ! Tu n'en as pas ? ». Ce n'est que plus tard, à partir de l'adolescence que nous avons appris à exprimer une pensée dans un langage objectif et conceptuel, comme par exemple « La France est gouvernée par un Président ». Pour apprendre une nouvelle langue nous reprenons inconsciemment la même démarche. Si le professeur arrivait à rendre cette répétition rythmique et musicale, le processus d'apprentissage serait moins ennuyeux et plus positif et il obtiendrait de meilleurs résultats.

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A Living Language: Sacral Linguistics in Social and Geopolitical Processes

The aim of the present article is to lay the foundations for a methodology which could help account for the striking yet formally inexplicable phonetic and semantic similarities across languages. Grounding our research in the mechanics of sound production, we postulate that early language, as an immediate outcome of vocal vibrations produced by the humans, was primarily emotion-driven and consequently universal. It expressed generalized ideas, or archetypes, characterized by a certain conceptual load, which are still retained across various languages. We believe that the emotion-driven part of language vocabulary is hierarchical: it is composed of “major” archetypes, i.e. archetypes identifiable across a number of languages, and “minor” archetypes, i.e. groups of language-specific archetypal words sharing the same conceptual load. We then establish a set of criteria along which

archetypal words may be identified. Our proposed hypothesis may have a broad application in all social sciences, in particular, consulting, recruiting, making prospective solutions, determining long-term developmental perspectives and ultimately, the national identity, geopolitical position, and geopolitical self-determination of a given culture.

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Les formes de travail des enseignants de disciplines non linguistiques

Avant d'aborder les différentes formes de travail en classe de DNL (discipline dite non linguistique), il est intéressant de mettre en valeur l'organisation de travail des enseignants/professeurs. Comment mieux enseigner pour motiver les élèves à acquérir des compétences communicatives nécessaires pour leur discipline ? Les professeurs se retrouvent dans une situation très particulière car ils sont spécialistes en histoire, en géographie, en chimie, en arts plastiques, ils possèdent leurs propres cultures d'enseignement mais ils n'ont pas le niveau suffisant en L2. Cependant, quelques soient leurs connaissances en langue étrangère, les enseignants EMILE ont besoin de compétences particulières pour qu'un apprentissage du contenu et de la langue se produise. En effet, les professeurs de DNL construisent l'alternance des langues en fonction des objectifs d'apprentissage et des compétences langagières des élèves.

En s'appuyant sur notre propre enquête réalisée auprès des professeurs lituaniens de DNL. Les observations et les entretiens réalisés aux cours de DNL permettent d'affirmer que les méthodes d'apprentissage/d'enseignement sont assez variées et on a également demandé aux 50 professeurs de DNL de remplir une petite enquête concernant leur pratique du travail dans leurs classes. Toutefois les professeurs de DNL recourent à la méthodologie du FLE et complètent leurs compétences. Une des formes d'enseignement/d'apprentissage est l'oral et ses formes de communication.

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Absurd in Muriel Spark's Novel Symposium

The object of this article is the expression of absurd in the novel Symposium by the Scottish author Muriel Spark. The aim of the work was to identify absurd in the novel given and determine what characteristic style Muriel Spark has expressing the manifestation of absurd. In order to achieve the aim, the theoretical background was analysed, adapted to identification of absurd in the novel and overviewed by comparison to given theory by such authors as Albert Camus, Theophile Gautier, Martin Cornwell, Martin Esslin and others. Explanations and definitions of absurd by these authors were analysed and found adapted in the novel. The analysis of the novel was concerned with findings of absurd in topics of marriage and family relationship. Irony, incongruity and satire were used to express absurd in the novel in terms of religion and the author's view towards marriage. Man's ability to avoid stated rules of religion was seen through portrayals of relationships in Symposium. Absurd relationships between family members were analysed as well. Analysis proved the fact that absurd is invisible and hidden.

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Oppositions and their Member Nominations in the Conflict Communication Discourse of Artūras Paulauskas

In modern democratic societies, political life is embodied through the actions of political parties, their duly elected leaders, and various political ideologies. In this context, political discourse, which records a variety of opinions and, frequently, their conflict, becomes an inseparable element of political culture.

Artūras Paulauskas became the acting President after the suspension of Paksas. At that moment the conflict between the former President (Paksas) and his opponents was still being widely discussed and analysed. As a result, Paulauskas treats Paksas as his opponent and aims all of his conflict communication at the predecessor and his actions. This politician's conflict communication is based on the binary WE–THEY model, where WE stands for the interim President and his supporters while THEY stands for the suspended President and his colleagues.

Moreover, Paulauskas introduces himself (WE) as a defender of freedom and a fighter against indifference, deception and the manipulation of people. Therefore, it becomes evident that negative features are attributed to Paulauskas's political opponents, who manipulate and deceive people.

The analysis of Paulauskas's texts expressing conflict with his opponents revealed oppositions and their member nominations, and it is possible to draw the conclusion that the interim President, with the help of the meanings connoted by I/WE, associates himself with the following characteristics: I am resolute, I want to save the state from its mistakes, I care about the international image of the Republic of Lithuania. At the same time, HE/THEY lie, give unsupported promises, and are credulous people who easily lose their memories of negative events.

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Digital Generation and the New Media Language

Digital technologies have created new contexts for communication. By the New Media Language we mean not only the development of new linguistic features, but the spread of different kind of paralinguistic means to communicate the content. There are many different terms that have been used alongside New Media Language to describe the emergent phenomena of changing media use. Internet language as an element of New Media Language has become the part of digital discourse, which is composed simultaneously of

elements of writing and speech. It has gained enormous popularity and has established itself alongside the standard oral and printed language forms. The paper aims at analysing the elements of New Media Language, discusses digital literacies, formation and usage of netspeak, texting, analyses the contexts in which it is being used and created as well as describes the typical users and creators of the Internet language. The analysis has revealed that texting as the centrepiece of mobile teen behaviour is not the only way of communication. They are also downloading a wider range of applications. The teenagers are the most active creators and users of netspeak and texting. They develop digital literacy and are in a way “bilingual” trying to combine both the standard and Internet forms of language for communication.

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«Враг» и «priešas» в картине мира русских и литовцев (на материале пословиц и поговорок)

Сообщение посвящено анализу содержательного наполнения ключевых для русской и литовской культур слов «враг» и «priešas». Материалом для исследования послужили русские и литовские пословицы и поговорки, методологической базой – идеи А. Вежбицей, Э. Лассан.

В первой части доклада автор делает обзор трудов предшественников и сообщает о результатах собственного исследования семантики данных слов (а также их родственных слов и синонимов). Например, в сознании литовского народа (в отличие от русского) один и тот же субъект может оказаться как другом (*draugas*), так и врагом (*priešas*); в русских текстах (в отличие от текстов на литовском языке) врагом часто именуется конкретный субъект; в текстах на литовском языке повествование о враге может быть безоценочным (что не характерно для текстов на русском языке).

Во второй части доклада автор сравнивает русскую и литовскую культуры сквозь призму пословиц и поговорок о вражде. В заключении автор говорит о перспективах данного исследования и выражает надежду на то, что полученные результаты смогут быть полезны для установления большей степени взаимопонимания между русскими и литовцами.

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Projekt-Wettbewerb „Deutsch im Studium und Wissenschaft – klipp&klar“ unter dem Aspekt der Mehrsprachigkeit und der Interkulturalität

Interkulturelles Wissen und Mehrsprachigkeit sind heutzutage gefragter denn je. Besonders in der EU bedeuten die Landesgrenzen keine Sprachgrenzen mehr und eben auch keine Kulturgrenzen. Aus diesem Grund sollte Mehrsprachigkeit und Interkulturalität auf der Tagesordnung der EU-Bildungspolitik, darunter auch Litauens, stehen, um sich besser in die multikulturelle Gemeinschaft der EU integrieren zu können. Dazu gehört ebenfalls die Durchführung fremdsprachiger und interkultureller Projekte an den Hochschulen.

Im folgenden Vortrag geht es um ein langjähriges Projekt des DAAD, des Goethe-Instituts und des Lehrstuhls für Deutsch am Fremdspracheninstitut der Universität Vilnius, das vor allem unter dem Aspekt der Förderung der Mehrsprachigkeit sowie der Erweiterung der interkulturellen Kompetenzen vorgestellt und analysiert wird.

Des Weiteren werden auch die Hauptziele und Aufgaben, das methodisch-didaktische Konzept sowie die Auswirkungen des Projekts angesprochen. Da der Projekt-Wettbewerb im Jahr 2013–2014 schon zum siebten Mal stattfindet, werden hier unter anderem auch die Erfahrungen der vorigen Jahre zusammengefasst sowie auf die zukünftigen Tendenzen hingewiesen.

Ausführlicher wird dabei auf das Finale des Wettbewerbs aus dem Studienjahr 2012–2013 eingegangen, weil es besonders erfolgreich war.

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Meeting at the Crossroads of Human Existence: Navigating Around the Potholes and the Roadblocks of Intercultural Communication

Intercultural communication is a scientific field that focuses on the interaction between both individuals and groups of individuals from different cultures, countries, language groups, and worldviews. The study of intercultural communication examines the influence of culture on **who** people are, **how** they act, **what** they feel and think, as well as, **what** they speak and hear (Dodd, 1991). As described by Vila (2005), intercultural communication may be defined as a “communicative process involving individuals from reference cultures” (p. 35) which are sufficiently different enough “to be perceived with certain personal and/or contextual barriers” needing to be overcome in order to achieve effective communication. The question is, “How do we overcome those barriers?” In today’s shrinking world, the global village is at our doorstep and the most important skills we can provide students at the university level are skills that will aid them in analyzing, accepting, and adapting to cultures other than their own. In this plenary session I will look at the three most significant aspects of intercultural communication: worldview, open mindedness, and cultural-objectivity.

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Способы реализации концепта кризис (на материале российских СМИ)

Пребывание современного общества в состоянии перманентного кризиса требует внимания к тому, каким образом современное общество говорит, и, в то же время, каким образом оно думает о кризисе. Предложенный в работе анализ способов реализации концепта «КРИЗИС» представляет собой междисциплинарный ключ к решению обозначенных выше вопросов. Данный анализ тесно связан с двумя наиболее востребованными направлениями в науке: лингвокультурологией и концептологией. Отсюда - актуальность предлагаемого лингвистического исследования.

Новизна исследования заключается в том, что предложенный анализ не ограничивается только метафорами, одним из основных способов реализации концепта «кризис», а включает и другие вербальные репрезентации концепта. Более того, концепт «кризис» до сих пор не исследовался на материалах российских СМИ. На основании описания способов вербализации концепта были выделены четыре доминирующие способа реализации концепта «кризис» относящиеся к ядру номинативного поля концепта: метафоры, синонимы (общезыковые и индивидуально-авторские), фразеосочетания, свободные словосочетания. В отдельную группу были отнесены единичные способы реализации концепта «кризис», образующие при этом периферию номинативного поля. Доминирующим способом реализации концепта кризис оказалась метафора, моделирующая нашу действительность через эмоциональное воздействие на наше мышление. Иначе говоря, это значит, что выводы, которые мы делаем на основе метафорического мышления, могут формировать основу для наших действий, нашего поведения. Понимание того, посредством каких способов реализации концепта формируются наши представления относительно таких явлений, как кризис, могут стать залогом успешного решения проблемы.

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Diversity in Higher Education: why and how to use the DIV.ED products

The term Diversity is extensively used in the European political and socio-economic discourse to speak about various dimensions of differences between individuals, social groups, communities and nations.

The growing number of the staff and student exchanges among the European universities highlights the necessity of the means to facilitate the adequate and mutually beneficial performance in the multicultural environment, be it during the university studies or beyond.

The ERASMUS Multilateral Project "Diversity in the Learning Experience in (Higher) Education" (www.diversity-ed.eu) addresses Diversity as a content to be acquired on the theoretical, knowledge - based level, and, on a more practical level, as an operating environment that sets practical problems and provides case studies to illustrate and analyze theoretical concepts.

The project partners from Austria, Belgium, Germany, Lithuania and Portugal have pooled their varied expertise - experience in Erasmus exchanges at universities, distance and blended learning, visual arts and ICT-based pedagogy – to achieve the project aims.

The workshop will focus on the diversity in higher education and the DIV. ED. products (www.diversity.ed.eu) that suggest practical ways of developing competences and skills that are needed for successful performance in intercultural environment. The participants will get access to the study materials of the 6-ECTS-Module on Diversity that is designed

for acquiring knowledge about the basic social concepts and for developing adequate awareness and attitudes in a motivating interactive way. The workshop audience will be asked to reflect on the project products (the Module and Digital stories) and evaluate them in terms of usability in various learning formats.

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L'emprunt dans le dictionnaire: invité de marque ou ennemi juré?

D'une part, tout emprunt linguistique pourrait être considéré dans le système de langue d'accueil comme une « perturbation lexicale » ou « un corps étranger », susceptible d'avoir des retombées négatives sur une collectivité. D'autre part, il est évident que des mots d'une langue contribuent à dynamiser un autre système linguistique en s'ajoutant aux ressources de celui-ci. Le but de cette communication est de décrire en grands traits le véritable rôle des emprunts dans le système linguistique du lituanien contemporain et de relever les particularités de leur description lexicographique dans les dictionnaires monolingues et bilingues d'encodage, parus après l'an 2000.

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Projekto „Integruoto dalyko ir užsienio kalbos mokymo (IDKM) plėtra ugdymo procese“ veiklų refleksija

Integruoto dalyko ir užsienio kalbos mokymo taikymas sudaro prielaidas mokytojams kūrybiškai dirbti, „aktualinti“ bei „aktyvinti“ mokymosi procesą, skatina taikyti praktinius mokymo metodus. Jis ugdo „žinių visuomenei“ reikalingus įgūdžius ir kompetencijas, vertybines nuostatas.

Tai mokymas, atspindintis ES daugiakalbystės bei tarpkultūrinio požiūrio ugdymo politiką.

Projekto tikslas: atnaujinti bendrojo lavinimo mokyklų mokymo programų dėstymo metodus, taikant integruotą dalyko ir užsienio kalbos mokymą.

Projekto uždaviniai: tobulinti mokytojų integruoto dalyko ir kalbos mokymo kompetencijas, tobulinti mokytojų integruoto dalyko ir kalbos mokymo kompetencijas, diegti integruotą dalyko ir užsienio kalbos mokymą bendrojo lavinimo mokyklose.

2011 metais prasidėję, 2013 pasibaigę turiningi, naudingi ir įdomūs dvikalbio mokymo užsiėmimai ugdė mano dalykines ir kalbines kompetencijas, lavino mokymo įgūdžius, bei vertė eksperimentuoti. Buvo labai įdomu. Tokio pažinimo džiaugsmą vainikavo turininga dviejų savaitių stažuotė NILE (Norwich Institute for Language Education) “Principles and Best Practice in CLIL”.

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To Act or Not to Act: How Coleridge Changed the Way We See Hamlet

This presentation examines the way Samuel Taylor Coleridge, the English Romantic poet, was able to recognise the hitherto neglected features of Shakespeare’s tragedy *Hamlet*. First of all, he identified with the main protagonist of the play, the Prince of Denmark, and described the unbridgeable gap between ambitions and power of imagination on the one hand, and inability to act on the other. Like Hamlet, Coleridge had “great, enormous, intellectual activity, and a consequent proportionate aversion to real action.” Aware of this shortcoming, but unable to correct it, the extremely talented and educated Coleridge presented it in fascinating detail. Second, he used his knowledge of the most influential contemporary philosophers, especially Kant, Locke and Hobbes, and the increasingly

popular psychological approach to character analysis in order to paint an internal portrait of the play's leading characters. Thus, Coleridge, ahead of his time in his comprehensive view of literature and psychology, was able to revolutionise the way critics and the audience perceive Shakespeare's most controversial and best known character.

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The Image of Leaking Narrative in Salman Rushdie's Novel Midnight's Children

The article aims at investigating the concept of a leaking narrative employed in Salman Rushdie's novel *Midnight's Children* within the theoretical framework of postmodernism. With the view to the works of Jean-Francois Lyotard, Jean Baudrillard and Ihab Hassan, the image of a leaking narrative is explored through the analysis of the portrayal of Aadam Aziz's mother, his wife Naseem and their daughter Mumtaz in the novel. The interpretation of the novel reveals the process of creating a little narrative by undermining the traditional significations attached to images and attributing multiple, often contradictory and unstable meanings to the images explored.

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Lietuvių, studijuojančių ispanų kalbą A1-A2 lygiu, klaidų analizė

Studentų, besimokančių užsienio kalbos tarpukalbės klaidų analizė yra dinaminė taikomosios lingvistikos atmaina. Jos pagrindą formuoja pozityvi prielaida, kad suklysdamas besimokantis iš tiesų išmoksta. Tai iš esmės

skiriasi nuo negatyvaus požiūrio, būdingo 50-aisiais metais vyravusiai biheiviorizmo teorijai (gretinamajai analizei), kuri suformavo gimtosios ir užsienio kalbų lyginimo metodologiją klaidoms išvengti. Manoma, kad kalbų tarpusavio sąveika yra pagrindinis klaidų šaltinis. Tačiau praktinė mokymo patirtis parodė, kad besimokantieji tebeklydavo.

1967 metais Corder pasiūlė pakeisti dėstytojų požiūrį į klaidą: užuot numačius ir išvengus klaidų, mėginti jas išanalizuoti bei padaryti teorines ir praktines išvadas. Taip atsirado tarpukalbės koncepcija – individualios kiekvienam besimokančiam savitos lingvistinės sistemos, kuriai formuoti turi įtakos gimtosios ir užsienio kalbos leksika, gramatinės normos, kitos užsienio kalbos, kurias mokosi besimokantis, komunikacijos strategijos, kurias besimokantis pasirenka lingvistinės kompetencijos stygiaus atveju.

Pranešime pateikiamos dažniausiai pasitaikančios klaidos, kurias daro studentai, studijuojantys kalbą A1 ir A2 lygiu. Jos klasifikuojamos daugiausia remiantis lingvistiniais kriterijais (fonetikos, rašybos, morfologijos, sintaksės, leksikos, logikos ir pragmatikos klaidos). Klaidų prigimtis siejama su komunikacijos strategijomis, kurios naudojamos vartojant užsienio kalbą. Šiai analizei buvo panaudoti 76 studentų, laikusių ispanų kalbos įskaitą II ir III semestru rašto, darbai. Išanalizavus klaidas, nagrinėjama jų reikšmė ir įtaka bendravimui, siūlomas būdas joms išvengti ir ištaisyti mokymosi procese, kad būtų galima kuo geriau pritaikyti analizės rezultatus praktiniame darbe.

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Projekto “Integruoto dalyko ir užsienio kalbos mokymo plėtra ugdymo procese” patirtis ir sklaida

Integruoto dalyko ir užsienio kalbos mokymas puiki idėja, skatinanti tobulėti ne tik kalbine, bet ir kultūrine prasme. Šis mokymas turi senas tradicijas Vakarų Europoje. Lietuvoje integruotas dalyko ir kalbos mokymas taikomas fragmentiškai. Todėl Vilniaus universiteto užsienio kalbų ins-

tituto projekto idėja aktualizuoti šį mokymą yra svarbi ugdymo proceso kaitai.

Projekto metu buvo siekiama tobulinti mokytojų integruoto dalyko ir kalbos mokymo kompetencijas, diegiant integruotą dalyko ir užsienio kalbos mokymą bendrojo lavinimo mokyklose.

Dalyvavimas projekte suteikė galimybę įtvirtinti užsienio kalbos įgūdžius, įgyti teorinės ir metodinės patirties reikalingos integruotam dalyko ir užsienio kalbos dėstymui. Puiki galimybė pagilinti savo žinias buvo stažuotė Vokietijoje, kurios metu dalintasi įvairialype patirtimi, dirbant komandose kuriami pamokų planai. Šios patirtys tapo motyvacija plėtoti integruoto dalyko ir kalbos ugdymo idėją mokyklose.

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Innovative On-Line Activities in ESP Courses: Serendipities for Enhancing Study Course Quality

The presentation aims to introduce some on-line activities for ESP courses and shows the affect of their introduction on the quality of study process and results in ESP (English for specific purposes) courses. Qualitative research methods are used to investigate the improvement of study process happening as the result of the introduction of on-line tools. The base of the research: the students of one HEI from Latvia (Institution A) and Romania (Institution B), who from 2008/2009 to 2011/2012 studied ESP (Business English and Sports English) with the help of such on-line tools as Glogster, Textivate, writing for Wikipedia, on-line mind-map creation. In Institution B student satisfaction level was surveyed through a 5-point Likert scale questionnaire and oral interviews. In Institution A, study results were collected in the form of student Grades in ESP course (109 students, 75 males, 34 females), and student scores in presentations according to 5 criteria (altogether 110 students, 67 males, 43 females). The results show high student satisfaction with the introduction of

innovative on-line tools: slightly satisfied: 15%, moderately satisfied: 10%, very satisfied: 58%; extremely satisfied: 15%. Qualitative analysis showed the following strengths of the introduction of on-line tools: flexibility, accessibility, availability, cooperation, novelty, variety, creativity, opportunity to be proud about the results of work, adequacy, weaknesses were due to lack of accessibility (Internet connection in my village is too slow), lack of creativity (I'm not very creative).

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SALDIVAR DASSO
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History, autobiography and tragedy in *Chronicle of a Death Foretold* (4th Plenary)

In the conception and writing of *Chronicle of a Death Foretold*, one of the most read and celebrated novels of Gabriel García Márquez, he had to remove real events and characters, historical and cultural elements, as well as certain threads of his own life, to weave them in a fictional plot of a reportage, a detective story and Greek tragedy, especially *Oedipus Rex* of his master Sophocles.

The purpose of the plenary talk in the conference at University of Vilnius, within the framework of the Linguistic, and Pedagogical Challenges in Tertiary intercultural Education Forum, will be to identify and discuss these various demons who, at one point, broke and came together giving rise to the writing of this masterful novel as well as to look at the novelistic transposition made by García Márquez in the work of creation.

Relying on illustrative images of the people of Sucre, its main square and streets, as well as of some houses and the river port of Mojana, we will try to recreate first the real events, by which the brothers Victor Manuel and Jose Joaquin Chica Salas killed his friend Cayetano Gentile Chimento on a matter of honor, on January 22, 1951. This great local historical demon, conjugating with other elements, will give rise thirty years after to *Chronicle of a Death Foretold*, the novel that, appealing to its main literary

source – *Oedipus Rex*, concludes that it is not the inexorable fatum which governs in this case the doomed fate of some men and of a society, but a collective responsibility.

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To Peer for CLIL? Why? What about? How?

The current tendency to promote university teacher's research capacities has long over-shadowed the demand for high-quality teaching in the classroom. As a result, such teachers sometimes feel inadequate and lonely as their human capital, professional intellect, creativity, innovation and teaching culture within the organization may look insignificant and not appreciated.

I will share thoughts how to boost the teacher's confidence in self and the others, and what affects such cultivated self-esteem would have once these teachers deal in modern needs-based cross-cultural training environments. My reflections will be based on experiences in the CLIL project at Vilnius University, and I will be comparing purposes and ways of collaboration between subject and language teachers in two separate educator groups, namely secondary school teachers and university teachers. Besides, I will analyze the most interesting accomplishments and I will summarise key learning experiences and make suggestions for the development of similar projects in future.

To make our experience relevant to broader contexts now, I will link my observations with the present situation in higher education where you can see a gradual shift away from traditional teaching and training methods based on conventional academic research models to unstructured, learner-centered programs which are designed to meet specific needs of learners by working collaboratively.

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CLIL Teacher: Competences and Attitudes

In 2011-2013 Foreign Language Institute of Vilnius University carried out a project „**Development of Content and Language Integrated Learning (CLIL) in Education**“ funded by the European Structural Funds and Ministry of Education and Science aimed at introducing subject teachers to the application of content and foreign language integrated learning approach in General education and Vocational training. The idea of CLIL contributes to the development of the key competences necessary for the knowledge-based society members; it shapes the participants' attitudes towards innovative and creative subject teaching, encourages them to make the study process active via the application of practical teaching methods. This method inspires teachers to develop their generic, professional and linguistic competences, enhances their teaching experience and advocates unlimited ways for creativity. The aim of the paper is to present findings of a research aimed to find out the project participants' opinions about their professional competences and attitudes to the CLIL approach at the end of the project.

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ВОЛГИНА ВИКТОРИЯ

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Прецедентные феномены сферы-источника «Литература» и «Кино»

Язык средств массовой информации на протяжении нескольких десятилетий находится в фокусе внимания представителей различных наук, в том числе и лингвистов. Особое внимание ученые уделяют

заголовкам газетных статей. Заголовок является важной частью газетной статьи, потому что он находится в сильной позиции: именно заголовок привлекает внимание читателя и влияет на то, прочитает ли он статью. Одним из способов создания привлекательного для читателя заголовка является использование отсылок к прецедентным феноменам. Такие заголовки выделяются повышенной информативностью, потому что образ прецедентного феномена несет в себе не только саму идею содержания, но может содержать и его оценку. В данном сообщении исследуются прецедентные феномены, которые сознательно используются в газетных заголовках. Материалом послужили газетные заголовки из Интернет-изданий *www.lrytas.lt* и *www.ntv.ru* за 2010-2012 г.г.

В лингвокультурологическом словаре «Русское культурное пространство» предложено определение прецедентного феномена, основой которого является определение Ю.Н. Караулова: 1. Хорошо известные всем представителям национально-лингво-культурного сообщества («имеющие сверхличностный характер»); 2. Актуальные в когнитивном (познавательном и эмоциональном) плане; 3. Обращение (апелляция) к которым постоянно возобновляется в речи представителей того или иного национально-лингво-культурного сообщества. Все тексты заголовков, содержащие отсылки к прецедентным феноменам, были распределены согласно классификации В. В. Красных, которая выделяет следующие типы прецедентных феноменов: 1. «Социумно-прецедентные — феномены, известные любому среднему представителю того или иного социума (генерационного, социального, конфессионального, профессионального и т. д.) и входящие в коллективное когнитивное пространство. 2. Национально-прецедентные — феномены, известные любому среднему представителю того или иного национально-лингво-культурного сообщества и входящие в национальную когнитивную базу. 3. Универсально-прецедентные — феномены, известные любому среднему современному *homo sapiens* и входящие в «универсальное» когнитивное пространство («универсальную» когнитивную базу).

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Student Feedback as a Tool for Measuring and Improving Study Quality

Based on the assumption that the quality of studies at university is considerably influenced by students' feedback on the teaching/learning process, the research which sought to investigate and evaluate students' attitudes toward the course unit of English for students of the programme of Studies of Medicine was carried out at the Faculty of Medicine of Vilnius University. The survey was conducted to 189 first year students at the end of the academic year by introducing a questionnaire.

This presentation tries to achieve two main aims. First, it reviews the results of the survey which reveal students' views on various aspects of this course unit, e.g. programme competences developed, learning outcomes reached, effective teaching/learning and assessment methods etc. Second, on the basis of the survey findings it provides particular considerations on how the quality of teaching English for students of the programme of Studies of Medicine might be improved.



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