LAKMIDA

LITHUANIAN ENGLISH TEACHERS' AND LECTURERS' ASSOCIATION

ENGLISH ON THE THRESHOLD OF THE YEAR 2000: LANGUAGE, METHODOLOGY, MODERN TECHNOLOGIES, ENGLISH AND AMERICAN LITERATURE AND CULTURE

The 7th National Annual Conference of LAKMIDA

Programme and Abstracts

Vilnius Pedagogical University

Vilnius, Lithuania

October 22-23, 1999

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The Lithuanian English Teachers' and Lecturers' Association is grateful to the British Council, The America Center, and the Rector's Office of Vilnius Pedagogical University for their support and sponsorship of the conference.

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WELCOME TO THE 7TH NATIONAL LAKMIDA CONFERENCE

We are delighted to have this opportunity on the threshold of the new millennium to extend our warmest greetings to all members and participants of the 7th National LAKMIDA Conference.

It was an enjoyable task to prepare this handbook and to read the many submissions which our speakers are presenting. The novelty of this conference is in initiating new Special Interest Groups (SIGs) and arranging the conference programme according to presentation themes such as:

1. ELT Methodology and Learner Independence;
2. Research;
3. Literature and Culture;
4. ESP/Business/Modern Technologies; and,
5. Young Learners.

We are certain that the great variety of tasks, workshops, presentations and lectures will offer a good choice of thought-raising reflections and discussions among the participants of this forum.

In the Programme you will find the speakers' names, presentation topics and the time schedules according to the above mentioned 5 main conference themes, together with indications of breaks between the sessions. The handbook presents also the abstracts of presentations.

We hope that you will be able to meet with friends that you may not have seen for some time. We are also grateful to our sponsors for makins this Conference a reality.

May all sessions be productive, and enjoyable!

LAKMIDA Organizing Committee
President Izolda Genienė

THE 7TH NATIONAL ANNUAL LAKMIDA CONFERENCE
22-23 October 1999, Vilnius, Lithuania

Friday, October 22

8:00 - 10:00 Registration
Vilnius Pedagogical University, Ceremony Hall
10:30 - 11:00 Conference Opening Session
Vilnius Pedagogical University, Ceremony Hall

Conference opening remarks by LAKMIDA President Dr. Izolda Genienė
Greetings from the Rectorate of Vilnius Pedagogical University
Greetings from the America Center
Greetings from the British Council

11:00 - 11:30
Keynote speech: **Stasė Skapienė** (Ministry of Education and Science), EARLY LANGUAGE LEARNING CURRICULUM FRAMEWORK

11:30 - 12:00 Coffee Break
12:00 - 14:00 Plenary Sessions
Vilnius Pedagogical University, Ceremony Hall

CHAIR: Dr. Izolda Genienė (Vilnius Pedagogical University)

1. **Tuula Penttila** (FIPLV Vice-President, Finland), INTER-CULTURAL EDUCATION IN FL CLASSROOM
2. **Tim Phillips** (The British Council, Slovenia), ROLL OVER SHAKESPEARE: DRAMA IN ELT
3. **Lada Rovanova** (STU, Bratislava, Slovakia) **and Emilia Mironovova** (STU, Trnava, Slovakia), HIGHER QUALITY BY COMMUNICATION AND CO-OPERATION

14:00 - 15:00 Lunch Break
15:00 - 18:00 Working Groups

ELT METHODOLOGY AND LEARNER INDEPENDENCE (1)
Room 204
CHAIR: Ms. Birutė Bersėnienė

15:00 - 15:30 **Ina Jaškūnaitė** (Vytautas Magnus University, Kaunas), PARAMETERS OF UNIVERSAL GRAMMAR IN LANGUAGE DEVELOPMENT

15:30 - 16:30 **Hazel Slinn** (Language Teacher Training College, Walbrzych, Poland), WHERE ARE WE STARTING FROM?

16:30 - 17:00 **Jolanta Bartuškienė** (Rasa Gymnasium, Kaunas), SPECIFIC FEATURES OF STUDENTS' INDIVIDUAL LEARNING STYLES

17:00 - 17:30 **Elžbieta Kavalnienė** (Žvėrynas Gymnasium, Vilnius), DRAMA ACTIVITIES AND LITTLE TIPS FOR STARTING A LESSON

17:00 - 18:00 SIG MEETINGS

ELT METHODOLOGY (2)
Room 134
CHAIR: Ms. Nijolė Norvaišienė

15:00 - 16:20 **Thomas Ross** (Riga Teaching and Management College), DEVELOPING EMOTIONAL INTELLIGENCE AND CRITICAL THINKING

16:15 - 16:45 **Nijolė Norvaišienė** (A. Jucys Secondary School, Plungė), CREATIVE WRITING

16:45 - 17:05 **Janina Liatukaitė** (Vytautas Magnus University, Kaunas), VERBS OF BEING/HAVING IN THE PROGRESIVE ASPECT

17:05 - 17:15 **Aldona Lukoševičienė** (Rasa Gymnasium, Kaunas),

EXPANSION OF ENGLISH IN THE WORLD AND IN LITHUANIA

17:00 - 18:00 SIG MEETINGS

RESEARCH

Room 140

CHAIR: Ms. Nida Burneikaitė

15:00 - 15:30 **Inesa Šeškauskienė** (Vilnius University), AUTHENTICITY AND PLAGIARISM: IS THE FORMER OBTAINABLE WITHOUT THE LATTER?

15:30 - 16:00 **Jūratė Zdanytė, V. Raila and I. Rinkevičienė** (Kaunas University of Technology), SECONDARY AND HIGHER EDUCATION: CONTINUITY IN LANGUAGE TEACHING

16:00 - 16:30 **Erika Laima Katkuvienė** (Vilnius University), RIGHT SENTENCE, WRONG SENTENCE: PROBLEM AREAS FOR LITHUANIAN STUDENTS OF ENGLISH

16:30 - 17:00 **Valentina Udrienė** (Daukantas Secondary School, Vilnius) **and Virginija Stanevičienė** (Žirmūnai Secondary School, Vilnius), PROJECT WORK AS AN ACTIVE METHOD IN FOREIGN LANGUAGE TEACHING

17:00 - 18:00 SIG MEETINGS

ENGLISH AND AMERICAN LITERATURE AND CULTURE

Room 208

CHAIR: Ms. Nijolė Stočkuvienė (J. Jablonskis Secondary School, Kaunas)

15:00 - 15:20 **Danutė Bulzgienė** (Šiauliai Pedagogical University), THE SECOND WORLD WAR EXPERIENCE IN ENGLISH LITERATURE

15:20 - 15:40 Irma Maknevičienė (Vytautas Magnus University) TRIS MURDOCH'S IDEA OF FREEDOM

15:30 - 17:00 **David Jenkins** (Vilnius Pedagogical University), A PORTRAIT OF TWO LADIES: FILMING HENRY JAMES

17:00 - 18:00 SIG MEETINGS

MODERN TECHNOLOGIES, ESP, BUSINESS

Room 211

CHAIR: Ms. Eglė Šleinotienė

15:00 - 16:10 **Anna Wasilewska** (Technical University of Silesia), BUSINESS ENGLISH: COURSE DESIGN, FUNCTIONS, ESP VOCABULARY

16:10 - 16:30 **Audronė Auškelienė and Lora Tamošiūnienė** (Public Service Language Centre, Vilnius), DISTANCE LEARNING PROJECT

16:30 - 16:55 **Eglė Šleinotienė** (Public Service Language Centre, Vilnius), MODERN TECHNOLOGIES IN TEACHING ENGLISH (CD-ROM, INTERNET)

16:55 - 17:10 **Lilija Vilkančienė** (Public Service Language Centre, Vilnius), TACTICAL ENGLISH FOR LAND FORCES IN PEACE SUPPORT OPERATIONS

17:15 - 18:00 SIG MEETINGS

YOUNG LEARNERS

Room 131

CHAIR: Ms. Virginija Rupainienė

15:00 - 16:30 **Richard Benesevich** (NKJO/PWSZ,Walbrzych, Poland), DRAMA IN THE CLASSROOM FOR YOUNG LEARNERS

16:30 - 16:50 **Tatjana Kriliuvienė** (Laurynas Ivinskis Gymnasium, Kuršėnai), TEACHING COMMUNICATION IN "HELLO"

16:50 - 17:15 **Izolda Genienė** (Vilnius Pedagogical University), LANGUAGE LEARNING THROUGH POETRY AND ART

17:15 - 18:00 SIG MEETINGS

Saturday, October 23 Ceremony Hall

8:30 - 9:15 LAKMIDA ELECTION MEETING

Working Groups

ELT METHODOLOGY AND LEARNER INDEPENDENCE

Room 131

CHAIR: Ms. Elžbieta Kavalnienė

9:15 - 9:45 **Regina Dirvonskienė** (Baltija Secondary School, Klaipėda), DRAMA IN THE CLASSROOM

9:45 - 10:15 **Aldona Rėksnienė** (Vilnius University), YOU CAN PLACE ME BY MY SPEECH

10:15 - 10:50 **Michael Triplett** (Public Service Language Centre, Vilnius), "BUTCHERING SONGS"

ELT METHODOLOGY (2)

Room 208

9:15 - 10:15 **Tim Phillips** (The British Council, Slovenia) TEXT AND ACTION

11:15 - 12:15 COFFEE BREAK

RESEARCH

Room 140

CHAIR: Ms. Nida Burneikaitė

9:15 - 9:45 **Birutė Ryvitytė** (Vilnius University), ACTION RESEARCH IN FOREIGN LANGUAGE EDUCATION

9:45 - 10:15 **Nida Burneikaitė** (Vilnius University), IDEAS FOR RESEARCH IN LANGUAGE EDUCATION

10:15 - 10:45 **Virginija Tuomaitė and Ingrida Žindžiuvienė** (Vytautas Magnus University, Kaunas), ENGLISH FOR SPECIFIC PURPOSES

11:15 - 12:15 COFFEE BREAK

ENGLISH AND AMERICAN LITERATURE AND CULTURE

Ceremony Hall

CHAIR: Ms. Danutė Bulzgienė

9:15 - 9:45 **Auksė Markevičienė** (Vytautas Magnus University, Kaunas), AMERICAN FILMS, AMERICAN REALITY

9:45 - 10:15 **Marija Liudvika Drazdauskienė** (Vilnius University), LITERATURE IN LANGUAGE TEACHING

10:15 - 10:45 **Mark Lewandowski** (Šiauliai University; University of Southwestern Loisiana), AN EMERSONIAN LOOKS AT BARTLEBY: HOMAGE OR SATIRE?

10:45 - 11:15 **Audronė Raškauskienė** (Vytautas Magnus University, Kaunas), HOME IN ANN RADCLIFFE'S (1764-1823) NOVELS

11:15 - 12:15 COFFEE BREAK

MODERN TECHNOLOGIES/ESP/BUSINESS (1)

Room 211

CHAIR: Ms. Eglė Šleinotienė

9:15 - 10:15 **Jane Dinesen** (Niels Brock Copenhagen Business College, Danmark), ADVERTIZING, MARKETING, COMPANY PROFILES IN THE LIGHT OF PEDAGOGICAL RESEARCH

10:15 - 10:45 **Daina Valančienė** (Versmes Gymansium, Elektrenai), INNOVATIVE TELECOMMUNICATIONS PROJECT

10:45 - 11:15 **Svetlana Rašinskienė and Lina Zutkienė** (Vytautas Magnus University, Kaunas), ENGLISH FOR SPECIFIC PURPOSES

11:15 - 12:15 COFFEE BREAK

MODERN TECHNOLOGIES (2)

Room 134

10:15 - 11:15 **Agnieszka Kalyta** (Technical University of Silesia) FIRST LESSON IDEAS

YOUNG LEARNERS

Room 204

CHAIR: Ms. Virginija Rupainienė

9:15 - 9:45 **Audronė Timofejevienė** (Santara Secondary School, Kaunas) **and Rita Stoškienė** (Šiančiai Secondary School, Kaunas), LANGUAGE EDUCATION AT NILE

9:45 - 10:30 **Rita Stoškienė** (Šančiai Seconadry School, Kaunas), **Audronė Timofejevienė, Virginija Rupainienė, Irena Kubilienė,** A NEW TEXTBOOK "SCHOOL ENGLISH 1"

10:30 - 10:45 **Virginija Kvedarienė** (Jonas Biliūnas Gymnasium, Anykščiai), LEARNING FROM EXPERIENCE

10:45 - 11:15 **Irena Kubilienė** (Vilnius Pedagogical University), ACTIVITY BOOKS AND ENGLISH TEXTBOOKS

11:15 - 12:15 COFFEE BREAK

12:15 - 13:15 Plenary Session

Vilnius Pedagogical University, Ceremony Hall

Serena Yeo (British Council), LITHUANIA CROSS CULTURAL ISSUES

13:15 - 14:00 Raffle

CLOSING OF THE CONFERENCE

CONFERENCE ABSTRACTS

Auškelienė Audronė and Tamošiūnienė Lora, Public Service Language Centre, Vilnius
DISTANCE LEARNING PROJECT
We will introduce existing packages and lessons and speak on the concept of distance teaching at the Public Service Language Centre. The main issue we will address is how to make a 'screen-page' user friendly and to manage the material appropriate for learners' needs.

Bartuškienė Jolanta, Rasa Gymnasium, Kaunas
SPECIFIC FEATURES OF STUDENT LEARNING STYLE
This presentation points out strong and weak features of students' learning and considers different strategies for knowledge acquisition. The process of teaching should be organized so as to match students' learning styles. This can be achieved by providing students with an enriched learning environment and an expanded range of teaching methods, in order to satisfy learners' needs and offer them a wider range of options.
An investigation, carried out in the Kaunas Rasa Gymnasium, sought to characterize individual learning styles in the classroom from the point of view of three theories: the multiple intelligence theory, the "left and right brain" theory and the "psychological person types" theory. On the basis of findings possibilities for restructuring the teaching process may be proposed, in keeping with student differences and individual needs.

Benesevich Richard, NKJO/PWSZ,Walbyrzych, Poland
DRAMA IN THE CLASSROOM FOR THE YOUNG LEARNERS
This workshop will serve as an introduction to the possibilities of using drama as a tool for teaching English to young language learners (6 - 10 yrs.). The basic assumptions underlying this workshop are as follows:

A. Performance as language/language as a performance.

Language is one part of 'theater'. 'Performers' in any language need to develop an awareness of spatial/kinesthetic/vocal/emotional awareness to support complexities of language use, especially when drama is used in facilitating second language accquisition; and,

B. The most effective way of learning a language is within a community of speaker-performers. A co-operative, non-competitive environment which recognizes individual learning styles is a key to success.

Specific techniques (mime/movement, improvisation) and materials (text, use of music, masks, props) will be presented along with background methodology with the focus on the young language learner.

No previous performing arts background is necessary, but be prepared to come and play and have fun.

Bulzgienė Danutė, Šiauliai Pedagogical University

THE SECOND WORLD WAR EXPERIENCE IN ENGLISH LITERATURE

The situation in Europe and in the whole world today proves that the theme of war is eternal. Writers of war fiction must devise special ways of recreating collective experience for men who fight and die together.

When discussing English literature of the Second World War, we should remember that much that was commonplace in Europe and the Far East did not occur in Britain. The British mainland was neither occupied nor fought over. Britain's Jews were not deported; villages were not systematically destroyed. British war experience was less severe than that of Europe.

English authors sometimes have different attitudes to this dark period in the world's history but all of them have shown great concern about people's sufferings and fight for survival.

Burneikaitė Nida, Vilnius University
IDEAS FOR RESEARCH IN LANGUAGE EDUCATION
The talk is intended for pre-service and beginner in-service teachers of English. It will attempt to give an overview of North American TESOL research trends in the 90's and to highlight the benefits of each trend as well as its limitations. The talk is intended to familiarize beginning teachers with research possibilities and to encourage them to adopt an appropriate research approach in their own practices. It is hoped that the talk will stimulate discussion on research alternatives for Lithuanian teachers of English.

Jane Dinesen, Niels Brock Copenhagen Business Collage, Denmark
ADVERTIZING/MARKETING, COMPANY PROFILES, MANAGEMENT AND CULTURE
The presentation deals with the above given issues in the light of pedagogical approach. This will also include material findings, oral comprehension and written work to enchance understanding.

Dirvonskienė Regina, Baltijos Secondary School, Klaipėda
USING DRAMA IN LANGUAGE TEACHING
Drama is more than just doing and talking, it's about acting roles in fictional situations. It is fun! Going into a role is like putting on a mask. It both protects and liberates. From behind the mask it is easier to speak and move. Drama in the classroom works mainly through improvised role play which in form and purpose is quite distinct from acting a part on stage.
Drama is very useful while learning English literature, studying poetry, developing extra-curricular activities.

Drazdauskienė Marija Liudvika, Vilnius University
LITERATURE IN LANGUAGE TEACHING: USES AND CHALLENGES
There are two basic aspects in the employment of imaginative litera-

ture in foreign language teaching - development of student linguistic proficiency and extension of the concepts of the target language's cultural context.
While these concerns are essential in language learning, both applications may present problems. A related danger is that literature may be taken too much for granted in prescriptive treatments, whether for the development of verbal skills or for general education. The paper considers the university tradition of teaching English through literature and proposes a new method whereby reverse reasoning is used in the exploration of literature - cultural and cognitive knowledge.

Genienė Izolda, Vilnius Pedagogical University
LANGUAGE LEARNING THROUGH POETRY AND ART
In young learners' classroom learning poetry is one of important vehicles for language acquisition. In combination with the visual, poetic texts offer excellent opportunities for discussions, increasing students' vocabulary and developing their aesthetic sense.

Jaškūnaitė Ina, Vytautas Magnus University, Kaunas
PARAMETERS OF UNIVERSAL GRAMMAR IN LANGUAGE DEVELOPMENT
This paper will discuss aspects of the null-subject and head-direction as they relate to language acquisition.

Jenkins David, Vilnius Pedagogical University
''A PORTRAIT OF TWO LADIES: FILMING HENRY JAMES''
Henry James is one of the great stylists and psychological realists in English. The purpose of this workshop is to read closely his masterful 'The Portrait Of a Lady' to demonstrate how he achieves his fictional effects, then examine the novel's recent filmic adaptation starring Nicole Kidman and John Malkovich. In relating

the two works, the presentation will seek to introduce and demonstrate recent theories and applications of textual analysis and narratology.

Katkuvienė Erika Laima, Vilnius University
RIGHT SENTENCE, WRONG SENTENCE: PROBLEM AREAS FOR LITHUANIAN STUDENTS OF ENGLISH
The problem areas for Lithuanian students of English have not received sufficient attention as yet. Up to now the focus has mostly been on separate words that are confused or misused by Lithuanian learners of English. In this presentation I intend to concentrate on mistakes that occur at the level of discourse above the word level (run-on sentences, sentence frags etc.) and above the sentence level (referential issues).

Kavalnienė Elžbieta, Žvėrynas Gymnasium, Vilnius
DRAMA ACTIVITIES AND LITTLE TIPS FOR STARTING A LESSON
In my workshop I'd like to give some tips how to encourage shy people to start speaking English in the lesson. Handshakes, verbal/non-verbal meeting, making an eye contact, mirroring another person, matching dialogues, and acting out one- word phrases, putting a new meaning into intonation.

Kalyta Agnieszka, Technical University of Silesia
FIRST LESSON IDEAS
The workshop is designed for both more experienced teachers as well as those new in the profession.
I would like to present some very practical and quite adaptable icebreaking activities which can be used especially at the beginning of the new language course or school/academic year.

Kriliuvienė Tatjana, Laurynas Ivinskis Gymnasium, Kuršėnai

TEACHING COMMUNICATION IN ''HELLO 1'' (PRESENTATION OF THE SET OF THE BOOKS

The general objective of teaching a foreign language is to teach pupils to use the modern language in a number of situations in their own country and abroad so as to satisfy the communication requirements in those situations. This is the aim of my set of books "Hello 1" which I'm going to present. "Hello 1", a set of teaching aids consisting of four components, is meant for the first year of teaching English in ordinary schools. It is the first in a series of two or more such books. In order to explain ways of teaching communication skills in my textbook, I had first to consider two preliminary questions:

> How to define "communication"? My answers to this question influenced, above all, my attempts to create or choose texts, situations or activities which reflect the conditions of authentic communication;
>
> What knowledge and skills make communication possible? The answers to this question indicated what my textbook offers to the learners, if the content is to provide an accurate picture of learners' communicative ability.

Kubilienė Irena, Vilnius Pedagogical University

ACTIVITY BOOKS AND ENGLISH TEXTBOOKS

The author of the series ''RUN with FUN'' presents her activity books for the beginners (age 10) and for study year 4 and 5.

The activity books follow A. Stasiulevičiūtė's textbooks in the scope of grammatical material and compliment them with communicative activities for speaking, reading and writing.

On the other hand, ''RUN with FUN'' can be successfully used with other textbooks as acquisition is facilitated through graded difficulties and Wod Bank. Information-seeking and problem-solving tasks offer interactive possibilities. Stimulating topics are presented in units

of information for students' discussion using given phrases of discourse.

Kvedarienė Virginija, Jono Biliūno Gymnasium, Anykščiai
LEARNING FROM EXPERIENCE
'Learning From Experience' is the title of the Young Learners' Conference which is scheduled to take place in Pulawy, Poland, October 7-10. I am going to share my impressions of the conference and describe a workshop I have agreed to give there.

Lewandowski Mark , Šiauliai University (in USA: University of Southwestern Louisiana)
AN EMERSONIAN LOOKS AT ''BARTLEBY'': HOMAGE OR SATIRE
This paper will closely examine Herman Melville's short story masterpiece, ''Bartleby, the Scrivener'', a text often seen as a bridge between American Romanticism and Modernism. Even though he did not like to admit it, Melville was, to a certain extent, a product of the Transcendental movement that was very popular in New England in the two decades previous to the American Civil War. This paper will reveal the influences of Transcendentalism in ''Bartleby'', and will try to determine if Bartleby should be seen as a model ''Self-Reliant'' man, as described by Ralph Waldo Emerson, the father of the American Transcendental movement.

Liatukaitė Janina, Vytautas Magnus University, Kaunas
VERBS OF BEING/HAVING IN THE PROGRESSIVE ASPECT
Usually verbs of being/having are not used in the progressive aspect, the imperative and the passive voice, but there are some verbs of being/having which can be used in the above mentioned grammatical forms with a shift in the meaning.

Lukoševičienė Aldona, ''Rasa'' Gymnasium, Kaunas
The report is going to be on the expansion of the English language in the world and to reveal some facts which prove the same phenomenon in Lithuania. These are based on the investigation of mass media. The facts have been collected by a research group, 11th form pupils.
The intensive life of present Lithuania, its political achievements and economical progress has made Lithuania more open to the outer world and a good command of English is a must.
When searching through the newspapers and magazines you may draw the conclusion that Lithuania is undergoing a burst of enthusiasm for English language studies.

Maknevičienė Irma, Vytautas Magnus University, Kaunas
IRIS MURDOCH'S IDEA OF FREEDOM
Freedom is one of basic concerns in Murdoch's books on ethics and an important theme of her novels. In her philosophical essays Murdoch's idea of freedom emerges through her attack on Sartre's romantic promethean freedom, an attempt to correct the picture of Kantian analyses and a lively dialogue with Freud and Wittgenstein. She finds inspiration in Plato and acknowledges her debt to Simone Weil. Murdoch believes that freedom can be achieved by directing attention away from the self and concentrating on Good. Goodness as an abstraction is art; as a concrete human relationship it is love. In love freedom is defined as recognition of and attention to otherness. To achieve freedom a person has to ''unself'', to overcome egoism.

Markevičienė Auksė, Vytautas Magnus University, Kaunas
AMERICAN FILM, AMERICAN REALITY
As a developing art form or an 'overdetermined' medium, film is affected by a number of extra-cinematic factors.

American modernist and post-modernist film is a product of historical, economic, societal, ideological, and other influences.
'Independence Day' (R. Emmerich, 1996) stands as a perfect illustration of 'overdetermination' within Hollywood cinema, and at the same time gives a representative sample of the American society of the 90s.

Nijolė Norvaišienė, A. Jucys Secondary School, Plungė
CREATIVE WRITING
To write or not to write in the class? That is the question. Whether' tis better to devote class time to talking, neglecting writing, or to combine both activities And allow the student writers the pleasure of seeing their thoughts on paper? One day in the year 2000 when you find yourself with nothing at land - no computer, fax or e-mail, the only sword left is a pen - so the answer is Yes! Let the force of writing be with us in the class.

Penttila Tuula, FIPLV Vice-President, Finland
INTERCULTURAL EDUCATION IN FL CLASSROOM
I am going to tell about two classes that have had intercultural education as their theme. Both classes have worked on different projects in which they have learnt about cultures of different countries, mostly English speaking. Both classes have participated in different projects, which vary from small projects like writing a peace poem to large projects of three years like a Comenius project called "Living in a Medieval City".
The pupils use information technology (Internet, e-mail, CD-Rom, videoconferences, etc.) in finding, storing and transferring data.

Phillips Tim, The British Council, Slovenia
ROLL OVER SHAKESPEARE - DRAMA IN ELT
Drama techniques such as warming-up exercises, games and role play

are a common feature of the modern English-language classroom. In this talk I want to show how drama can enhance ELT and offer solutions to some of the common difficulties facing English teachers and learners. I will describe our experience in Slovakia, where we developed a drama approach and point out how our work has raised issues about education as a whole. I will discuss examples of drama techniques and show why you don't need to be an actor to make them work.

TEXT AND ACTION

In this workshop I will demonstrate how teachers can use a technique called 'hot-seating' to improve the effectiveness of role play in the language classroom. I will then demonstrate how this technique can be used in working with an authentic English text.

Rašinskienė Svetlana and Zutkienė Lina, Vytautas Magnus University, Kaunas

ENGLISH FOR SPECIFIC PURPOSES

The presentation will describe the teaching levels at Vytautas Magnus University and discuss pedagogical problems relating to sixth level courses that focus on English for the Environmental Sciences and English for Computer Science.

Raškauskienė Audronė, Vytautas Magnus University, Kaunas

HOME ASPROTECTIVE ENCLOSURE IN ANN RADCLIFFE'S (1764 - 1823) NOVELS

It is a common knowledge that house and home are important spacial symbols. The importance of the house and home is reflected in women's fiction where it functions as one of the main images.

The house is always central in Ann Radcliffe's fiction; she establishes the house as the focus of her story. In the description of the heroine's home, Ann Radcliffe expresses a contemporary concern

for the domesticity and the home as a place of comfort and convenience and a contemporary idealization of home as a place of harmony, a retreat from 'the world'. Moreover, Radcliffe's descriptions of place almost always have a symbolic function within the structure of her novels.

Rėksnienė Aldona, Vilnius University
YOU CAN PLACE ME BY MY SPEECH
It's quite natural that speakers learn to use language in a uniform way. However, we sould not ignore the fact that every language offers a variety of options when spoken. Most teachers of English as a foreign language are aware of changes in pronunciation and find that RP as a standard accent has slowly lost its central position and is being increasingly challenged. The presentation will overview how crossclass communication continues to influence RP.

Ryvitytė Birutė, Vilnius University
ACTION RESEARCH IN FOREIGN LANGUAGE EDUCATION
The aim of this presentation is to provide a rational for the use of action research in foreign language education. It will present principle characteristics of action research, discuss occasions when action research as a method is appropriate, trace possible stages and procedures that may be followed in an action research programme, address problems encountered by teachers doing action research and suggest solutions to these problems. Finally, it will summarise the influence of action research on the ability of individual professionals to change *what they do and how they think.*

Ross Thomas, Riga Teaching and Management College
DEVELOPING EMOTIONAL INTELLIGENCE AND CRITICAL THINKING THROUGH LITERATURE
The presentation will discuss the uses of literature as a EFL class-

room tool to develop students' critical awareness of themselves and the world around them. Strategies will be presented that helps students to interact with a literary text in a more meaningful way. The new book 'The Classroom Literature Reader' co-authored by the presenter and published by Zvaigzne press will be introduced as a source ofor new and engaging texts of literature. Practical activities will be shown that increase the students creative language ability through guided writing and reading ability through the activities focusing students on character development and thematic concerns.

Rovanova Lubica, STU, Bratislava, Slovakia, **and Mironovova Emilia**, STU, Trnava, Slovakia

HIGHER QUALITY BY COMMUNICATION AND COOPERATION

In the paper we outline how improvement of communication is reflected in increase of intensity and quality of co-operation. To demonstrate how a highly effective communication and co-operation be established, we have chosen an example from our own situation in Slovakia. Here, through a very successful ESP project and different SIGs, a number of tangible outcomes have been obtained.

Skapienė Stasė, Ministry of Education and Science, Vilnius

EARLY LANGUAGE LEARNING CURRICULUM FRAMEWORK

Early language learning is becoming part of the national foreign language learning curriculum.

The draft of an early language learning curriculum framework was developed in an attempt to satisfy parents' and students' needs to reach a higher level of language proficiency during primary and secondary education.

The draft was prepared following the main language learning

reccommendations by the Council of Europe. It consists of the following parts:

Language learning aims and objectives;
Learning/teaching approaches;
Brief descriptions of reception, interaction, production; and,
Communicative content, topics and situation.

Slinn Hazel, Language Teacher Training College, Walbyrzych, Poland

WHERE ARE WE STARTING FROM?

In 1964 John Holt (How Children Fail) suggested that in order to help someone who is lost in the forest we must start from where they are. This talk/workshop aims to help us identify where we are as teachers, in the belief that knowing this will be a good basis for deciding how best to continue our journey. It serves as an introduction to thinking about learner-centred education.

The target audience will probably be those teachers who are involved in practical language at any level.

Stoškienė Rita, Šančiai Secondary School, Kaunas, **and Timofejevienė Audronė**, Santara Secondary School, Kaunas

LANGUAGE EDUCATION AT NILE

Presenters will share their experience gained at NILE Materials Development course given by world-famous trainers Brian Tomlinson, Caroline Moore and David Hill. Participants will analyze the learning and teaching principles and will learn how to apply them in the teaching process. Presenters will demonstrate useful techniques that help to improve textbooks according to these principles. Participants will be provided with information about Norwich Institute for Language Education (NILE) that provides EFL teachers with language training and professional development through an extensive variety of courses.

Stoškienė Rita, Kaunas Šančiai Secondary School, **Audronė Timofejevienė,** Kaunas Santara Secondary School, **Virginija Rupainienė,** Kaunas Panemunė Secondary School, **Irena Kubilienė,** Vilnius Pedagogical University

A NEW TEXTBOOK "SCHOOL ENGLISH 1"

Grade 4 is the 9-10-year-old students' first introduction to English. The authors of a new textbook "School English 1" believe that the first meeting with a foreign language should be encouraging, challenging, motivating and enjoyable. The authors will share their believes and principles on which "School English 1" is based. Participants will be given ideas how to use Student's Book, Activity Book, Teacher's Book and Cassette. They will learn some games, songs and classroom activities from "School English 1" that students and teachers already enjoy!

Šeškauskienė Inesa, Vilnius University

AUTHENTICITY AND PLAGIARISM: IS THE FORMER ATTAINABLE WITHOUT THE LATTER?

The paper deals with the problem of plagiarism in university students' research papers. It sets out to examine the scope of the problem, reasons and sources of the instances of plagiarism and suggests what steps should be taken to avoid it. Teachers are also given some clues as to how to detect it.

Šleinotienė Eglė, Public Service Language Centre, Vilnius

MODERN TECHNOLOGIES IN TEACHING ENGLISH (CD-ROM, INTERNET)

The talk will touch upon some of modern technologies (CD-Rom, Internet) used in teaching English. Modern technologies provide interactive opportunities for the learner, together with instant feedback on each activity. They help teachers and students to raise their awareness, show the challenge, freedom and variety of choise. Modern tech-

nologies give the students the opportunity to consider their own language strategies in order to become more autonomous.

Triplett Michael, Public Service Language Centre, Vilnius
"BUTCHERING SONGS"
Songs are integral components of culture which can effectively be used in the ESL/EFL classroom. Sure, they are great 'fillers' but they can offer much more. We will explore and exploit different methods and techniques involving songs. We will blow the lid off those 'state' closed exercises!

Udrienė Valentina, S. Daukantas Secondary School, Vilnius, **and Stanevičienė Virginija**, Žirmūnų Secondary School, Vilnius
PROJECT WORK AS AN ACTIVE METHOD IN FOREIGN LANGUAGE TEACHING
Project work is an extended learner-centred language activity on a particular topic. It is a way of bridging the gap between the language the pupils are taught at school and the language they require in the 'real world', by 'learning through doing'.
But project work is also part of the teaching process which involves all four language skills: speaking, reading, writing and listening. The teacher's role is to successfully develop all of these skills concommitantly. The teacher must have the knowledge and skill to motivate, plan, develop and evaluate student projects.
There is no 'right' or 'wrong' approach to project work; if a project works well and encourages language learning, then it may be deemed successful.

Valančienė Daina, Versmės Gymnasium, Elektrėnai
INNOVATIVE TELECOMMUNICATIONS PROJECTS IN WHICH STUDENTS CO-OPERATE, COMMUNICATE AND ENJOY LEARNING
On the threshold of 21st century telecommunications play an increas-

ingly important role in the aid of education.
The aim of my presentation is to introduce I*EARN and emphasize its on-going international projects, project time and the ways to get involved in them. I*EARN (International Education and Resource Network) as a global telecommunications community of over 3000 schools and youth organizations in 50 countries of the world enables students and teachers worldwide to conduct collaborative projects, regardless of their level of connectivity, from the World Wide Web to electronic mail. I*EARN activities are based on the use of new technologies and project methods in the school curriculum. Participation in I*EARN presents excellent opportunities for educators and students to get involved in different types of creative networked projects, get and spread recent information, acquire supplementary materials for lessons and examinations, integrate subjects and improve the knowledge of English. Moreover, the level of student motivation and efforts increases.
What about the wonder of receiving electronic mail from Argentina, Puerto Rico, Kenya and Australia all in one night? I*EARN is an invaluable connection and you are welcome to use it.

Wasilewska Anna, Technical University of Silesia
BUSINESS ENGLISH: COURSE DESIGN, FUNCTIONS, ESP VOCABULARY
The presentation is focused on BE course design (from needs analysis, target group characteristics, native language interference and cultural awareness to skills analysis) tased on available published textbooks as well as other authentic resources in consideration of a specific character of the target group business situation. Being a part of ESP, a BE course should be focused on developing special skills and vocabulary feedback. Similarities and differences between teaching BE and general English are presented and classroom materials given.

Vilkančienė Lilija, Public Service Language Centre, Vilnius

TACTICAL ENGLISH FOR LAND FORCES IN PEACE SUPPORT OPERATIONS

The Public Service Language Centre has been working on developing a course for PfP (Partnership for Peace) officers: "Tactical English for Land Forces in Peace Support Operations. This is a joint project with NATO LANDCENT HQ, and is the first project involving a non-NATO country. The talk will include background information about the project; positive experiences; problems related with developing materials; and presentation of the coursebook and cassettes.

Zdanytė Jūratė, V. Raila, I. Rinkevičienė, Kaunas University of Technology

SECONDARY AND HIGHER EDUCATION: CONTINUITY IN LANGUAGE TEACHING

In order to achieve good results in teaching English in a higher school the appropriate level of starting the English course has to be determined.

At Kaunas University of Technology the first year students' level is determined by the standardised placement test at the beginning of the academic year. The test checks the students' knowledge of grammar and vocabulary as well as their reading skills. Judging by the results, 4th and 5th level groups are formed.

The paper deals with the analysis of the placement test results and the evaluation of the students' knowledge and skills.

Žindžiuvienė Ingrida and Tuomaitė Virginija, Vytautas Magnus University, Kaunas

DEVELOPING ORAL COMMUNICATIVE COMPETENCE THROUGH TEACHING PRESENTATIONS

Our experience has been that while the content in presentations is often valuable, it is not always presented in the most effective way.

To suggest ways in which ideas may be presented more effectively, we will cover the following: 'stage fright', choice of a topic, planning, delivery, use of equipment, evaluation of the talk, getting feedback, and improving language skills.

Yeo Serena, British Council, Vilnius
CROSS CULTURAL ISSUES
It is very fashionable these days to talk about the importance of Cross-Cultural Issues. This plenary presentation will look at some of the issues involved in this field and discuss possible approaches to the teaching of culture.

ENGLISH ON THE THRESHOLD OF THE YEAR 2000: LANGUAGE, METHODOLOGY, MODERN TECHNOLOGIES, ENGLISH AND AMERICAN LITERATURE AND CULTURE

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Kaina sutartinė