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NETWORK

**FOR SOCIAL AND MARKET INCLUSION
THROUGH LANGUAGE EDUCATION**

COUNTRY OVERVIEW

ON THE APPLICATION OF LESS WIDELY USED AND TAUGHT LANGUAGES

LITHUANIA

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The present document has been developed by the consortium of the **Network for Social and Market Inclusion through Language Education (SMILE)**.

This is an independent report. It does not represent a political document neither at European nor at national level. SMILE is a network that works on provisional level, looking directly into practices in order to overcome economic and social difficulties within the European Union through promotion of successful models for language learning.

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1. INTRODUCTION

The purpose of this national state of the art report is to overview the present-day situation in Lithuania regarding learning and promoting less widely used and taught languages (LWUTLs). The document is part of the complex activities, which are implemented by the partner in different European countries (Bulgaria, Spain, Germany, Italy, Lithuania, Netherland, Malta, Cyprus, Turkey, Czeck Republic, Greece, Switzerland, Latvia, Finland, Portugal). This consortium of the wide variety of countries, as a Network for Social and Market Inclusion through Language Education (SMILE), aims to gather organizations from the educational, labour and social sectors and explore in them opportunities for accommodation of LWUTLs for increasing language competences and skills in order to boost competitiveness, enhance employability and reinforce social inclusion.

The report provides an up-to-date situation of the main European policies in the field of language learning and promotion of linguistic diversity as well as specifies the meaning of the term “less widely used and taught languages” in the framework of SMILE network. The fourth part of the report contains the legislative framework of national languages policy in Lithuania including field of education (both formal and non-formal).

The following parts of the document are dedicated to the collection of good practices, their application in three sectors identified as a suitable environment for learning and promoting LWUTLs in Lithuania (migrant integration, senior citizens and adult education) as well as innovative and non-traditional methodologies for successful language learning.

2. EUROPEAN LANGUAGE POLICIES FOR LABOUR MARKET AND SOCIAL INCLUSION

The SMILE partnership has performed an analysis on several key documents published by the EU institutions and legislative bodies on the priority areas and targets for language learning and promotion on European level, with specific attention paid to the importance of languages for labour market and social inclusion.

The **Europe 2020 strategy** sets EU’s growth targets for turning the Union into a “*smart, sustainable and inclusive economy*” by the year 2020 and helping the Member States deliver high levels of employment, productivity and social cohesion. For achieving those targets the EU has sets five objectives focused on concrete actions to be undertaken at European and national levels in the areas of employment, research and development, education, climate change and energy sustainability and fighting poverty and social exclusion.

Detailed information on Europe 2020 can be found at http://ec.europa.eu/europe2020/index_en.htm

A strategic framework for European cooperation in education and training (**‘ET 2020’**), published by the Council of the European Union in 2009, focuses on four common objectives to address challenges in education and training by 2020, and namely:

- Making lifelong learning and **mobility** a reality;
- Improving the **quality and efficiency** of education and training;

- Promoting **equity, social cohesion and active citizenship**;
- Enhancing **creativity and innovation**, including entrepreneurship, at all levels of education and training

The full text of the document is available in the official EU languages at [http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52009XG0528\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52009XG0528(01))

In terms of language learning, the new **Erasmus+ programme (2014-2020)** upgrades the Barcelona objective of “mother tongue plus two foreign languages” and places an explicit accent on the importance of the key competences and skills for the needs of the labour market. The Erasmus+ language objectives cover:

- improve the level of key competences and skills, with regard to their relevance for the labour market, in particular through increased opportunities for learning mobility
- improve the teaching and learning of languages and promote linguistic diversity and intercultural awareness
- develop basic and transversal skills, including multilingualism, using innovative and learner-centred pedagogical approaches and developing appropriate assessment and certification methods

Overview of the Erasmus+ programme can be found at https://eacea.ec.europa.eu/erasmus-plus_en

The importance of languages for the labour market is further stressed in a Communication from the European Commission published in 2012 as a **Commission Staff Working Document** dealing with *Language competences for employability, mobility and growth*. According to the conclusions from the document, language competences have to foster the mobility of workers and students, improve the employability of the European workforce, be useful in real life and match labour market needs. In this respect language learning is set to support employability, mobility and growth as well as be based on the specific needs of the country and draw on best practice.

More information on <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012SC0372&from=EN>

In a document published in 2011 the **Council of the European Union** draws conclusions on language competences to enhance mobility and addresses, among others, the following recommendations to the European Commission and the Member States:

- Support mobility for language learning
- Exchange experience and best practice for language promotion for acquisition of new skills
- Promote specific language content for professional purposes (particularly in VET and HE)
- Enhance the recognition and validation of language competences acquired through non-formal and informal education
- Provide a link between VET qualifications that include language skills and the CEFR
- Provide support via EU programmes
- Support the development of teaching and learning materials for LWUTLs

The Council recognizes the following priority areas for language learning and promotion:

- Learning mobility for enhancing employability, intercultural awareness, creativity and personal development
- Good command of foreign languages as a key competence for labour market and social cohesion
- Innovative methodologies for enhancing employability and mobility of workers
- Teacher training (in particular in VET)
- Broader choice of languages, including LWUTLs and languages of neighboring countries

- Language competences of disadvantaged groups for better social inclusion and future professional development (especially children)
- Language teaching and learning for specific purposes
- Language learning throughout life, including senior citizens

The full text of the document is available at

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126373.pdf

The general conclusions on the analyzed documents can state that the importance of language competences and skills for the labour market is constantly increasing and more efforts should be put into meeting the requirements of this market by making language learning more learner-focused, practically oriented and more applicable in professional contexts. The demand and offer of language skills should therefore focus on employment-related language learning taking into consideration the fact that employers need language competences not only in mainstream languages (such as English, German, Spanish, etc.), but also in less widely taught languages needed for niche markets.

Based on the analysed documents, the SMILE network has indentified the following priority areas for promotion of LWUTLs:

- Linguistic and cultural diversity
- Neighbouring languages / Cross-border regions
- Job-specific languages
- Trade partners languages
- Mobility (for study or for work)

In this line, LWUTLs face both challenges and opportunities for increasing their role as important players in the European linguistic, cultural and socio-economic life and they should be put in the context of competitiveness, market demand, social and cultural importance.

3. LESS WIDELY USED AND TAUGHT LANGUAGES IN EUROPE (DEFINITION ADOPTED BY THE SMILE NETWORK)

For the purposes of project implementation, the SMILE partnership discussed and agreed on a common understanding of the term “less widely used and taught languages” (LWUTLs) and which languages can be included in this definition in regard to identifying opportunities and good practices for their promotion. No official and concrete definition for LWUTLs could be found in any of the analysed official EU documents. The adopted definition takes into consideration the goals of the SMILE network and its practical application with the target groups and does not represent an official statement for the meaning of LWUTLs.

Following the partner discussions on opportunities and problematic areas for promotion of LWUTLs, the following definition of LWUTLs is understood: “national, strategic, regional or minority languages” which can be addressed under the following conditions:

- Priority is given to the official EU languages, i.e. the major part of the selected good practices are focused on them.

- The European Union has 24 official languages. They are Bulgarian, French, Maltese, Croatian, German, Polish, Czech, Greek, Portuguese, Danish, Hungarian, Romanian, Dutch, Irish, Slovak, English, Italian, Slovene, Estonian, Latvian, Spanish, Finnish, Lithuanian, Swedish.
- The mainstream languages (English, German, French, Italian and Spanish) are excluded unless they provide an added value and transferability potential of good practices and methods applicable to LWUTLs. All other official languages are considered LWUTLs (within Europe).
- Regional and minority languages (including cross-border languages), such as for example Catalan in Spain and in very specific cases Italian in Switzerland, can be included when relevant to the project objectives (labour market and social inclusion) and target groups needs.
- Languages of strategic partners of the EU or with strategic importance for the social and economic development of the Union, such as for example Chinese, Russian, Arabic, etc.

Based on this definition the SMILE partners performed a research on good practices for promotion and learning of LWUTLs and their accommodation in various sectors identified as a language-friendly environment in each of the partner countries.

4. NATIONAL LANGUAGE POLICIES IN LITHUANIA

The main documents, which are dealing with the state language policy in Lithuania, are The Constitution of Republic of Lithuania, Law on the State Language, Law on the Status of State Commission of the Lithuanian Language and Law on Education. These documents regulate the use of Lithuanian language, as the state language, in various areas of public life. The use of minorities' languages – Polish, Russian and others – is regulated by the Law on Ethnic Minorities, the Constitution and Law on Education.

The representatives of Institute of the Lithuanian language emphasizes a requirement to develop a vision for integral language policy and a common integrated programme, which would contain a forecast of the prospects of all languages more actively used in the country. Failure to have such documents results in ambiguities within the status of the state language: the Constitution of the Republic of Lithuania defines Lithuanian as the only state language, whereas the Law on Ethnic Minorities points out that in the geographic areas, which are highly populated by the representatives of ethnic minorities, their national languages can be used in local public institutions and organizations next to Lithuanian. This means that bilingualism is officially legitimized by this law and completely contradicts to the status of Lithuanian language outlined in the Constitution.

Lithuania is a heterogeneous country in terms of nationalities. The biggest ethnic minorities living in the country are Polish, Russians and Byelorussians. Therefore the main law of the country (the Constitution) respects such values as multilingualism and tolerance by emphasizing that citizens belonging to different ethnic communities have a right to foster their national languages and nobody can be discriminated because of his/her language.

These ideas are reflected in the Law of Education, which regulates the use and teaching of languages in the educational system. According to this law, ethnic minorities' schools must provide education of state language as well as national languages in one of the following ways:

- Teaching pupils their national languages (Polish, Russian or Belarusian) as a subject and the rest of the subjects being taught in Lithuanian;
- Teaching all subjects simultaneously in both languages – Lithuanian and national language.

Main purpose for learning the state language as well as the national languages in the ethnic minorities' schools is to help pupils fully integrate in local society as well as help them to maintain their national languages and foster multilingualism in Lithuania.

Multilingualism is highly valued in Lithuania and is promoted for both national and international interest of the country and its citizens. Therefore people are encouraged not only to study state and national languages but other foreign languages as well. It may be said that Lithuanian society is no different from other European countries and because people are determined by global social, cultural, political and economic situations, they understand the significance of English, as a leading language of communication, in their lives as well as the lives of their children.

An official requirement of Lithuanian educational policy is for pupils in comprehensive schools to learn at least one foreign language. Current social, cultural and economic situations dictate the need to know more than one foreign language therefore most of the schools provide the possibility to learn three languages.

General Curriculum Plans for Secondary Education defines the main purposes for learning foreign languages as follows:

- The possibilities for an individual to develop mature personality;
- To explore different cultures, communicate and exchange experience with people from different countries;
- To widen linguistic horizons;
- To shape the general culture of language.

First foreign language (English or in rare cases it could be German or French) begins to be taught in the second grade (for a 7-8 years old pupils). According to the General Curriculum Plans for Secondary Education second and third foreign language can be chosen among English, French, German, Latvian, Polish, and Russian. Statistics show that majority pupils choose Russian as a second foreign language. Despite of this fact, young generation of a present-day much more often use English than Russian outside the school (films, internet, etc.), while with older people the situation is vice versa.

Schools providing vocational training pay less attention for language learning and more to the subjects closely related to profession. But since this type of schools goes under the secondary education level, they also must provide an education of foreign language and most often Russian is selected by the pupils.

Higher education institutions provide learning of foreign languages according to their specific, but in all of them English is a leading foreign language. Apart from it universities' students can also learn such less used and taught languages as Latvian, Polish, Russian, Italian, Spanish, Nordic languages (Norwegian, Swedish, Danish, Icelandic, Finish), Japanese, Chinese, Turkish and Arabic.

Non-formal education is more common among adults. Research shows that most popular subject to learn in a non-formal way is foreign languages. Even the best language instruction at school cannot provide all the

command needed in the course of life. This is why it is important to improve language skills later at an adult age. After people graduate the institutions of formal education they feel the demand to study language which was not included in the school curriculum or want to improve their skills of the first or second foreign language. The reasons for learning the language in a non-formal ways are different:

- For a better job opportunities (Nordic languages, English, German, French and Chinese);
- For travelling purposes (Spanish, Italian and Portuguese);
- For the demand from rapidly developing technologies (English);
- For a pleasure of learning a language, which one finds beautiful (Chinese, Japanese, and French).

The Ministry of Education and Science is directly responsible for the implementation and coordination of the strategy of lifelong learning. However, non-formal adult education is far from equal to formal education or vocational training. Lithuania has quite good legislative background for non-formal adult education, but unfortunately reality shows that the provisions of the laws are not being implemented.

5. GOOD PRACTICES

The SMILE partnership performed a research on successful language projects and initiatives providing innovative methods for promotion and learning of LWUTLs in situational contexts and created a database of good practices covering 34 countries. The selection of good practices was based on a set of implementation-related and content-related criteria addressing the needs of the identified sectors for accommodation of LWUTLs and the current European and national policies in the field of language learning, and namely:

- Social inclusion through Language Education
- Labour Market inclusion through Language Education
- Multilingualism
- Less widely used and taught languages
- Non-traditional methodologies for language teaching and learning
- Methodologies for language learning in situational context
- Language learning for specific purposes
- New teaching approaches for non-traditional language learners
- Language products and materials for self-study purposes
- ICT-based language learning materials
- Adaptability and transferability of methodologies for various target groups
- Innovative teacher training methodologies
- Mobility for language learning

- Recognition of language skills acquired through non-formal and informal education
- Application of the Common European Framework of Reference (CEFR)
- Linguistic diversity and intercultural dialogue
- Good practices for using languages at the work place

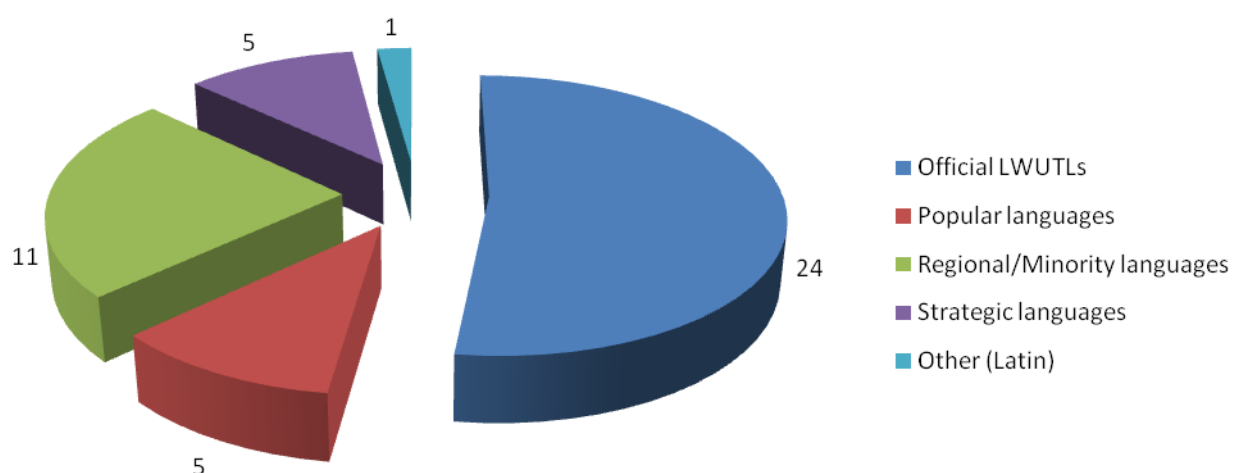
The performed research has the aim to create links between the worlds of education, training and work and identify opportunities for accommodating LWUTLs in friendly language-learning environments. The collection of good practices covers a wide variety of economic, educational and social sectors and provides working models for application of methodologies and products in practical settings. The good practices can have direct impact on a few groups of stakeholders:

- **Organisations active in the field of labour markets** –trade unions, employers associations, vocational training and education providers, prequalification providers, etc. which can become familiar with alternative language-learning methods and multilingual products for increasing competences, competitiveness and employment in various sectors and thus improve their expertise and services to people in search of better realisation on the labour market.
- **Organisations from specific economic sectors** (construction, tourism, renewable energy, environment, etc.) – They can benefit from non-traditional methods and products for situational language learning and promotion in the specific context of their field of expertise and interest. This will enhance the quality of the offered services and the qualification of the providers.
- **Organisations providing learning opportunities for people at risk of social exclusion** (migrants, people with disabilities, senior citizens, etc.) – Disadvantaged people are supported in their better integration in the society and provided with motivation for development of qualities corresponding to the requirements of the labour market
- **Organisations providing formal and non-formal language education opportunities** – schools, universities, language centres, adult education providers, vocational language education and training, wide public, etc. which are encouraged to apply the identified methodologies for situational learning of LWUTLs with their learners. Good practices providing such methodologies are available for all 4 educational sectors – school education, higher education, adult education, vocational training and education.

Currently, the database includes over 300 good practices from 34 countries and it is available on the project website www.smile-network.eu through a user-friendly search engine. The users can sort out their search preferences and search for good practices by criteria, target languages, sectors, country, key words, etc. Each practice provides information on the selected initiative, target groups and sectors concerned, objectives, methodology used, outcomes, benefits for the target groups, awards received as well as potential transferability potential.

The collection of good practices covers 46 languages which can be clustered into the following categories:

Languages covered by SMILE good practices

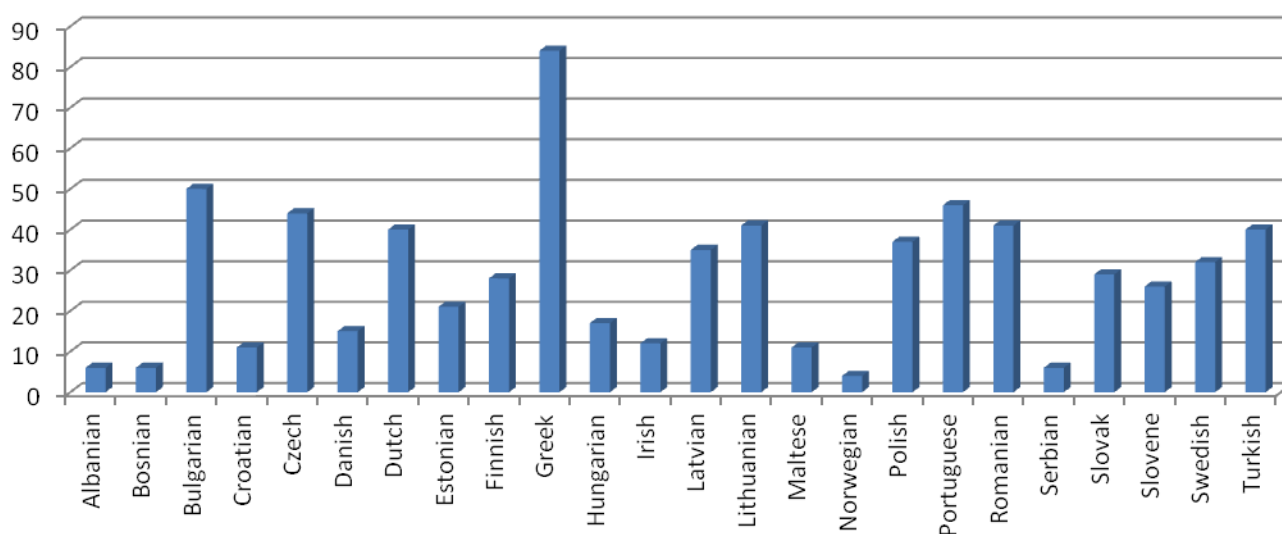


Below is a graphic representation of the separate languages included in the collection of good practices by categories and the number of practices available for each language:

➤ *Less widely used and taught languages (LWUTLs):*

The major part of the database deals with LWUTLs which represent official state languages within Europe, excluding the five mainstream languages – English, German, French, Spanish and Italian.

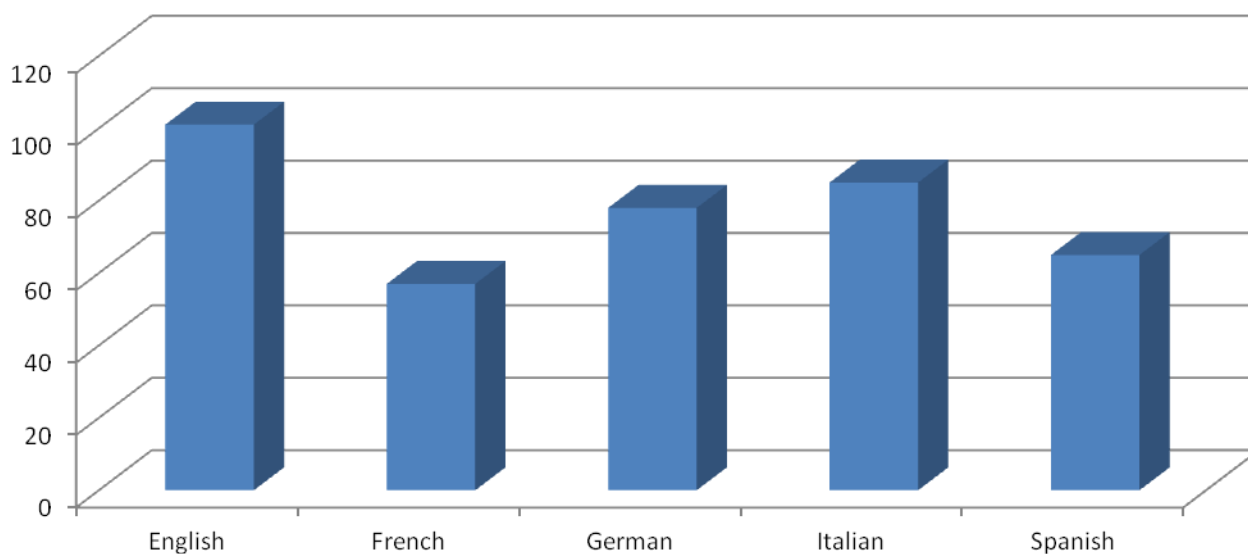
Official LWUTLs in SMILE good practices



➤ **Popular languages:**

The “popular” languages are included as part of good practices promoting LWUTLs or providing specific transferability potential which could be beneficial to the identified sectors and target groups.

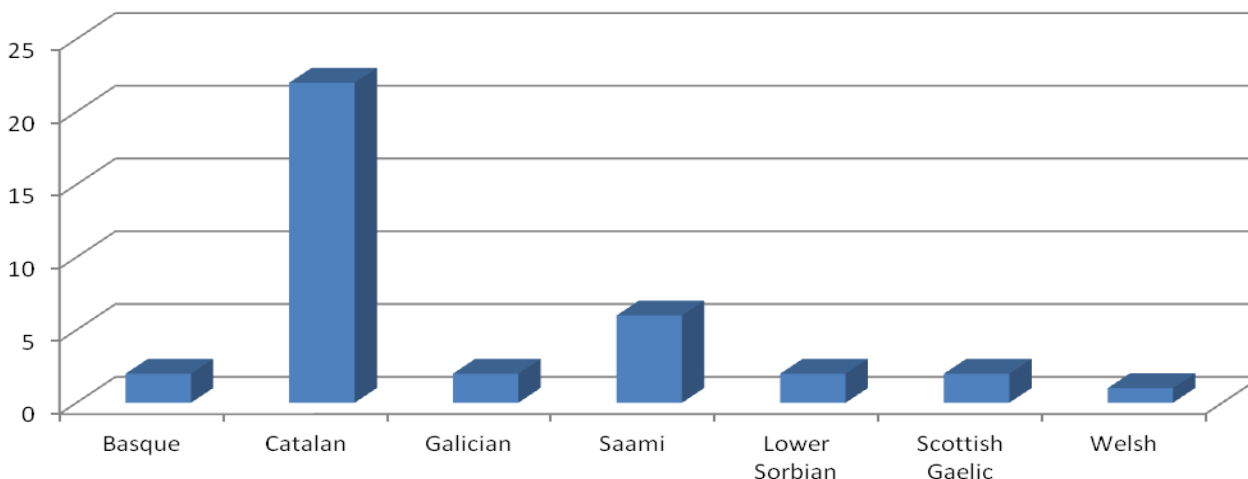
Popular languages in SMILE good practices



➤ **Regional and minority languages:**

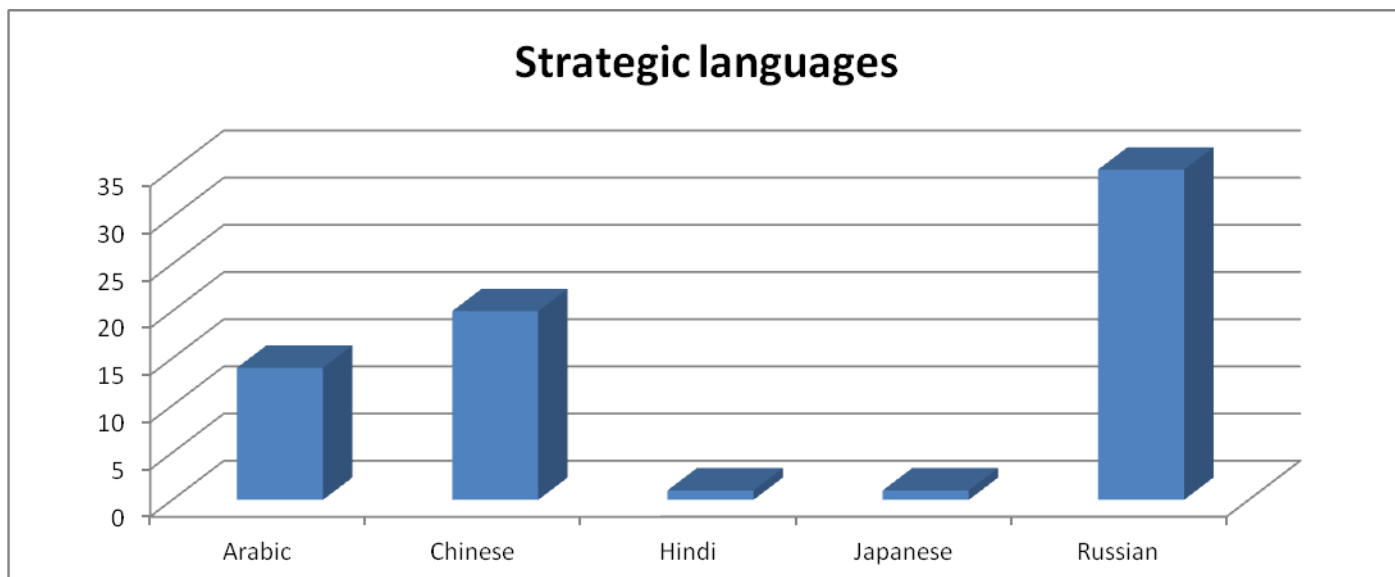
Regional and minority languages (including cross-border languages), such as for example Catalan in Spain, are included when relevant to the project objectives (labour market and social inclusion) and the target groups' needs.

Regional/Minority languages in SMILE good practices



➤ **Strategic languages:**

The strategic languages cover the languages of strategic partners of the European Union or such with strategic importance for the social and economic development of the Union, such as for example Chinese, Russian, Arabic, etc.



6. IDENTIFIED SECTORS IN LITHUANIA

The SMILE network has identified sectors which can benefit from the application of non-traditional language learning approaches focused on LWUTLs and established channels for involving stakeholders from them. Focus is put on creating opportunities for using language learning and promotion as a means of enhancing competitiveness, employability and social inclusion in different spheres through exploring and addressing specific linguistic needs.

The main sectors for accommodation of LWUTLs in Lithuania include:

- Migrant integration
- Senior citizens
- Adult education

The chosen sectors are seen as the environments where promotion of opportunities and raising motivation for language learning is really needed. They contribute to the enhancement of such priorities as social inclusion, economic growth, reduced unemployment, new and better job opportunities.

The majority of selected good practices address more than one identified sectors (migrants-seniors, migrants-adults). The provided language learning methodologies and approaches can be easily adapted and used in different sectors with various target groups. The added value of such an application is that it can provide the new ideas for the learning process, which consequently would improve the quality of learning process and increase motivation of learners.

Below is a description of the main sectors chosen in Lithuania for accommodation of LWUTLs and the target groups who can benefit from the collected good practices:

6.1. MIGRANT INTEGRATION

Migration is a present-day reality not only within European Union countries, but also in the rest of the world. For a long time Lithuania was the country, which citizens were migrating to the better economically developed countries. During the several last years Lithuania's political and economic situations have significantly improved and now the country is experiencing a migration flow of citizens from different countries (Russia, Ukraine, Belorussia, Latvia, Poland, Germany, Romania, Spain, Pakistan and Georgia). The most popular reasons of their migration are work or own business as well as family matters or studies.

The biggest challenge so far is to help migrants fully integrate in the local society, not to leave them in socio-cultural exclusion and permanent unemployment. As various issues related to the migration were increasing, different non-governmental organizations and public institutions working in the field of migrant integration realized lacking the capacity, resources and tools to implement their integration process effectively.

Language plays the most important role in the successful integration. Migrants, who are able to use the language of the host country, can receive proper quality of any public services, improve the quality of their social life and become more competitive in a labour market.

The good practices providing successful results for language learning and better social integration of migrants were collected and could be beneficial to:

- Non-governmental organizations and public institutions working in the field of migrant integration and welfare;
- Migrants (children, youngsters and adults);
- Migrant communities;
- Various language teaching institutions;
- Comprehensive and higher education institutions;
- Children residing abroad and willing to learn mother-tongue;
- Migrant children teachers of their native language.

EXAMPLE: GOOD PRACTICE FOR MIGRANT INTEGRATION



The project "Language opens any doors" aims to facilitate the integration process of the newly arrived non-EU immigrants into Lithuanian society and labour market, helping them to break the barriers of social, personal and cultural adaptation in a new environment. The aim of the project is not only to learn language (A1-B1 levels), but also provide an opportunity for migrants to acquire knowledge about Lithuanian society, history, main laws, health care, education and social security systems.

http://www.sih.lt/en/tsp_2

6.2. SENIOR CITIZENS

Lithuania (among other countries) is experiencing a phenomenon of aging society. According to the demographic research, carried out by United Nations (2013), the ageing process was one of the most distinctive demographic events of the twentieth century and became even more rapid in the twenty-first century. Seniors are important and big part of our society, therefore they can significantly contribute to social development by actively participating in lifelong learning process.

One of the common areas where older people tend to improve their skills is language learning. By getting to know a foreign language, seniors are able to involve in various social activities more actively which consequently leads to a better quality of their social life. Moreover it is believed that bilingualism may also benefit seniors' mental functioning.

Seniors most often chose English, German or French to learn. According to the learners, learning a foreign language is not only useful, but also they find the process of learning very interesting and motivating. In the context of LWUTLs it is important to emphasize that the majority of nowadays seniors know Russian quite well due to the fact that during the time of their studies and professional life Lithuania were under the influence of Soviet Union, which determined broad use and learning of Russian. Learning LWUTLs for seniors is conducive if it is connected to the learner's everyday life or personal interests – have a strong internal motivation, for example interest of traveling or having relatives or friends in other countries. Seniors in a comparison with adults, who are still actively involved in professional life, have much more time for traveling. Visiting neighboring and other countries or close people living in other countries is one of the best ways to enjoy the acquired skills of a foreign language and also to improve them. Therefore the sector of senior citizens becomes good environment for promoting and raising awareness of LWUTLs.

Usually Lithuanian seniors learn language by attending the courses organized at various educational centers, libraries, University of the Third Age. Not much information was found about the learning methods although predominant are such forms as lectures, seminars and workshops. Seniors, who obtain more advanced level of a foreign language, tend to use self-learning materials as well.

The good practice examples collected provides different ways, methods and tools for learning LWUTLs and could be beneficial to:

- Seniors;
- Various language teaching institutions working with seniors;
- Senior communities;
- Various non-governmental and public institutions working with seniors;

EXAMPLE: GOOD PRACTICE FOR SENIOR CITIZENS



Loecsen offers a method of rapid assimilation of foreign languages that can be learnt over the internet or on other mobile devices. It is intended for people who want to manage in most situations of everyday life without having to go through a lengthy learning process. The website contains real, every day, travel friendly expressions. The website helps to discover the nuances of each language. While using the website learners will be able to memorize expressions more easily through illustrations.

<http://www.loecsen.com/>

6.3. ADULT EDUCATION

Adults are considered to be the biggest group in the society, because it covers quite a wide range of age. A person of 18 years old is already considered to be an adult (a young adult) and the adulthood continues throughout studies and whole professional life of an individual. Consequently this means that the reasons for studying a foreign language are very different – professional carrier, work or studies abroad, marriage, self-improvement, travelling, etc.

In the context of labour market it is always the person with a better command of languages who is preferred because of the cultural and other knowledge language proficiency entails. If this person knows less widely used and taught language(s), he or she stands above the others. This determines that among the mainstream European languages (English, German, French, Italian and Spanish) less widely used ones are being learnt (Nordic languages, Chinese, Japanese, Portuguese, Russian, Latvian).

Adults' decision to learn a foreign language has much more solid reasoning and motivation, which arises from the personal and professional needs, comparing to children or youngsters. For the language teacher, a mature student is a challenge because adults usually do not like to waste time on things they do not feel worth the effort. In this respect LWUTLs should be brought to very practical contexts in order to benefit the learners.

As there are so many reasons, different ways and methods of learning a foreign language is requested. Furthermore, this request is even more strongly supported by the fact that adults are usually involved in a full-time studies or work, which doesn't give them a lot of for language studying. Therefore not only courses at various language teaching centers are chosen, but also distance learning and self-learning tools.

In a correspondence to what was emphasized above, good practice examples were collected, which could potentially benefit for the following target groups in the adult education sector:

- Adult learners;
- Adult learners with special needs;
- Various language teaching institutions;
- Higher education institutions;
- Bilingual families;
- Language teachers;
- Linguists;
- Travelers.

EXAMPLE: GOOD PRACTICE FOR ADULT EDUCATION



Lingu@net World Wide is a multilingual, online resource centre for foreign language learning. It provides information about, and links to good online resources from around the world relating to the learning and teaching of any modern foreign language.

Lingu@net World Wide is based on the idea that if you are learning or teaching a language you could be interested in relevant resources in any language you understand - not only the resources you can find by searching in your mother tongue.

<http://www.linguanet-worldwide.org/lnetrest/#/selectPublicLanguage/32>

7. METHODOLOGIES FOR LEARNING AND PROMOTION OF LWUTLS

Lithuanian partner of the SMILE network has identified good practices which develop and combine both innovative and traditional products and methods for promoting and learning LWUTLS in such contexts as labour market and social inclusion. Apart from a number of useful traditional resources provided, such innovative and interactive methods as language visualization, games, on-line quizzes, etc. are introduced as well.

The database of good practice examples represents a variety of sectors (among others, mainly migrant inclusion, senior citizens and adult education, which were described above) suitable for accommodation of LWUTLS. Good practice examples provide different methodologies, which are useful for different purposes and applicable for different target groups. The methodologies are applicable for different language levels and topics for reading, writing, listening or speaking, as they aim to be a supportive aid for learners of all ages involved in a lifelong learning process.

7.1. LANGUAGE LEARNING GAMES

In the case of LWUTLS the level of motivation is the key importance factor. In order to keep learners' motivation on high level and overcome the challenges faced while learning a less widely used and taught language it is believed that more relaxing atmosphere should be developed and the lessons put in much more practical forms. Games in language learning process serve the purpose of active engagement of the students in creative language use as well as provide great motivational aspects. Games, which are task-based, serve as excellent communicative activities. They offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful and enjoyable way. Since games have proven a successful method of teaching and learning foreign widely used and taught languages, they are also a useful and encouraging way of learning LWUTLS.

The benefits of using games in language learning process would be the following ones:

- promote communicative competence;
- increase learning motivation;
- reduce learning anxiety;
- integrate various linguistic skills;
- encourage creative and spontaneous use of language;
- encourages active participation of the students;
- adaptable to different age groups and mixed age groups.

EXAMPLE: GOOD PRACTICE FOR LANGUAGE GAMES



Heuropa! helps children from bilingual families to learn their second native language (Lithuanian, Polish, Czech) using a games based approach. In addition Heuropa! presents learning materials in online courses aimed at three different age groups from pre-school to young adults. And parents and teachers can set up their own courses for their children using the materials. The interactive language learning games, elaborate illustrations and imaginative stories and situations encourage learning, speaking and the retelling of stories. <http://www.heuropa.eu/english.html>

7.2. SELF-LEARNING VIA ON-LINE RESOURCES

Self-learning using on-line language learning materials has become popular way of learning a language in the modern day. There are a number of reasons for this, including study-time flexibility, a multi-faceted approach to learning and a far more affordable way to learn than attending classes. The great thing about on-line language learning platforms is that they utilize the best learning techniques and create an interactive packages for the learner. In the context of LWUTLs this aspect is especially important, because there is a lack of paper-based materials for learning less widely used languages. Meanwhile on-line resources are able to provide a big variety of methods and tools for the learners of different age groups as well as a diversity of topics for potential target groups. Materials provided in the good practice examples promotes the opportunity to learn LWUTLs corresponding the needs of the learner – whether he or she wants only to have a grasp of the new foreign language in order to manage in most common situations of everyday life or learn the language comprehensively and consistently through a lengthy learning process. The different types of didactical and self-learning materials provided are available to use with popular types of mobile devices such as laptops, tablets and smart phones.

Good practice examples collected provide ICT-based materials such as short lessons categorized by levels and topics, audio and video materials, grammar rules, dictionaries, e-books in a variety of less widely used and taught languages.

The benefits of self-learning of LWUTLs via on-line resources:

- Offer a greater flexibility, as a learner don't have to waste time and money commuting to institution organizing the courses and can choose a program that truly suits learner's interests and needs.
- A learner can continue with her/his work or studies, because there is no need to worry about fitting the classes around the schedule. Also the pace of the learning can be chosen individually according to learner's needs and abilities.
- On-line materials are great option for those students with physical disabilities, seniors who are not able to travel to traditional courses.

EXAMPLE: GOOD PRACTICE EXAMPLE FOR SELF-LEARNING VIA ON-LINE RESOURCES

**CHINESE
FOR EUROPEANS
欧洲人学中文**

"Chinese for Europeans" platform is a set of free multimedia-based educational materials for teaching and learning Chinese. The courses are designed for four target groups: entrepreneurs, tourists, students and children. "Chinese for Europeans" platform is one of a few educational platforms to learn the Chinese language which contains a complete set of multimedia and interactive materials. The project materials consist of five specified courses mainly at A0-A1 level. All educational resources available on the project website are generally designed to self-study based on ICT usage. <http://www.chinese4.eu/>

7.3 BLENDED LEARNING

Blended learning combines both traditional and non-traditional language learning methods. It provides all advantages of self-learning via on-line materials as well as participation in face-to-face lessons at the language teaching institution. This combined approach towards foreign language promotion, especially LWUTLs, could be found using on-line tests, quiz, audio books, videos, blogs, on-line glossaries, as well live students-teacher encounters in a way of formal lessons or non-formal meetings. Such incorporation is a major contributor to LWULTs learners' satisfaction and success in foreign language learning courses.

The benefits of applying blended learning methodology in practice are as follows:

- Facilitates a simultaneous independent and collaborative learning experience.
- Provides the flexibility for learners to have additional materials, which better corresponds their personal interests and special needs, outside of the available curriculum.
- The use of ICT improves access to as well as learners' attitudes towards learning LWUTLs.

EXAMPLE: GOOD PRACTICE EXAMPLE FOR BLENDED LEARNING



MIG-KOMM-EU – “Multilingual Intercultural Business Language for Europe” project provides blended-learning courses for business communication in the following languages: German, Estonian, Latvian, Lithuanian, Romanian, Slovak, Slovene, Czech and Hungarian. The courses are based on a common concept, and they consist of websites which contain the respective online-offline course. <http://www.mig-komm.eu/>

7.4 SIMULATIONS OF REAL LIFE SITUATIONS

The method for learning a foreign language, among them LWUTs, by simulating real life situations enables the learner to communicate effectively and appropriately in the various everyday life situations he/she would be likely to find himself/ herself in. During the lessons learners learn useful phrases and sayings, which they can apply straight away in the real life situations outside the classroom. The tasks given require participants to resolve a problem of some kind using their own life experience and character. Simulations are useful, motivating, engaging activities which provide incentives for learners to use the language they have learned in practical, meaningful situations. This practical aspect provided by the method of simulating real life situation is very useful for all learners of foreign languages, but it is especially important for migrants learning LWUTs, because such lessons can provide them not only with the language skills, but also the knowledge of the culture, traditions and the country itself, which language they are learning.

This kind of non-formal way of learning not only decreases the stress of the learners and creates more relaxed atmosphere for communicating and learning, but also offers opportunities for meaningful practice of language in authentic contexts. Consequently this could result in more efficient progress and personal satisfaction in the process of learning LWUTs.

EXAMPLE: GOOD PRACTICE EXAMPLE FOR SIMULATIONS OF REAL LIFE SITUATIONS

The project “Lithuanian language training and civic orientation courses for third-country nationals using real life situation simulation techniques” aims to facilitate the integration process of newly arrived non-EU immigrants into Lithuanian society through Lithuanian language skills and the increased knowledge of Lithuanian history, culture, society and legal system. The Lithuanian language training is realized both in a traditional classroom format as well as by way of interactive practical language skills training. The formal instruction programme is based on real life situation simulation techniques. During informal practical training, language club methods were implemented. <http://sih.lt/en/tspi>

7.5 AUDIO-VISUAL APPROACH FOR LEARNING LWUTLS OUTSIDE THE CLASSROOM

The use of audio-visual materials (videos, pictures, audio recordings, etc.) is a non-traditional, but very attractive and powerful method for promoting LWUTs. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of number of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively.

Audio-visual approach is very flexible regarding the learning environment, therefore it provides the possibility to learn and promote languages in very unconventional and non-traditional areas such as public transport,

public areas in town, shopping centers, etc. Moreover this aspect also contributes to the public awareness of linguistic diversity and promotes intercultural learning.

The most significant benefits of using audio-visual representations outside the classrooms in nonconventional places are the following ones:

- Wide promotion of LWUTLs including not only learners, but general public as well.
- Arousing general public's curiosity of LWUTLs.
- Might be an additional learning material for LWUTLs learners.
- Provides a flexible access to learning some basic of LWUTLs.

EXAMPLE: GOOD PRACTICE EXAMPLE FOR AUDIO-VISUAL APPROACH



The project LANGUAGE ON THE MOVE aims at people traveling to and between Baltic and Nordic countries to work, to study, to travel. In order not to get lost and feel more comfortable in a foreign country they need a language survival kit (social phrases, useful tips). These people travel by different types of public transport to reach their destinations: they use ferries, coaches, trains. So the main idea of the project is during the trip on the PT to equip them with the survival kit comprising useful social phrases and cultural tips by introducing innovative and non-traditional language teaching method. www.move-language.eu

8. CONCLUSIONS

The analysis of key documents regulating current languages policy on European level disclosed that European institutions work to promote linguistic diversity and language learning in the fields of education, social inclusion and labour market within member states. Globalisation and internationalisation pose new challenges to social cohesion, integration and professional carrier of individuals. Foreign language skills remain essential if individuals want to benefit from opportunities in employment and mobility. Multilingual and intercultural citizens, who are capable of interacting in a number of languages – not only in mainstream languages (such as English, German, Spanish, etc.), but also in less widely used and taught languages, are highly needed in a global labour market. In this respect, language learning should be more learner-focused and practically oriented.

The SMILE network adopted a definition of the term “less widely used and taught languages” (LWUTLs) and identified successful models and approaches for promotion and learning of those languages. The definition distinguishes three groups of languages relevant for achieving the network goals for reinforcing labour market and social inclusion, and namely – official LWUTLs, regional and minority languages, and languages of strategic partners of the EU. The mainstream languages (English, German, French, Spanish and Italian) are included given that they provide an added value and certain transferability potential.

The performed analysis of the documents which regulate the use and learning of Lithuanian and other languages reveal that Lithuanian society promotes multilingualism and respects such values as tolerance and solidary. Apart from Lithuanian, which is the state language, mainly used and learnt foreign language is English. Other mainstream EU languages (German and French) are also cultivated and presented in both formal and non-formal education, but their representation is much lower compared with English. In case of LWUTLs, Russian, Polish and Byelorussian have its strong ground in Lithuanian society. This is explained by several reasons: historical background of the country, ethnic composition of the society as well as economic and political ties with neighboring countries.

Lithuanians show quite a big interest in learning foreign languages, among them also LWUTLs. Usually citizens participating in formal education system learn more than 1 foreign language. Performed analysis of the key aspects of educational policy showed that the mainstream EU languages (English, German or French) are taught in comprehensive schools, meanwhile the widest possibilities for learning LWUTLs are in higher education institutions and non-formal learning centers/organizations. Both of these areas cover such fields as migrant integration, adult education and social inclusion of senior citizens, which were identified as a suitable environment for accommodating LWUTLs in Lithuania. Good practice examples of learning and promoting LWUTLs addressing the needs of the representatives of those three sectors were collected and presented in the report.

In case of migrant integration the use of successful good practice examples of learning LWUTLs (especially Lithuanian) is a significantly important support for non-governmental organizations and public institutions working in the field of migrant integration and welfare, migrants, migrant communities, various language teaching institutions, comprehensive and higher education institutions, etc. Seniors show big motivation to learn foreign languages, but mostly they choose among English, German and French. In spite of this the sector has a big potential to accommodate LWUTLs, because it can take advance of seniors’ personal motivation and interests (for example, travelling). Good practice examples provide learning resources not only for seniors, but also for senior communities, language teaching institutions and various non-governmental and public institutions working with seniors. Adult education offers a good environment for promoting and learning

LWUTLs (especially such languages as Nordic languages, Chinese, Japanese, Portuguese, Russian) because adults, who are studying or actively participating in labour market, has a strong motivation defined by the variety of personal and professional reasons (works or studies abroad, leisure, travelling, marriage, self-improvement, etc.). So language learning materials can be successfully used and adapted to different needs of wide variety of adult beneficiaries.

Good practice examples collected and represented in this report provides a variety of non-traditional and effective methods for language learning, which address the needs of the sectors identified. Successful methods for learning and promoting LWUTLs described include language learning games, on-line resources for self-learning, blended learning, simulations of real life situations, and audio-visual approach for learning LWUTLs outside the classroom. They are applicable to both formal and non-formal ways of learning and could be adaptable to meet different needs of the learners representing various target groups. The important aspects of the methods provided are their ability to increase learners' motivation and interest, to promote pragmatism and to create a relaxed and stress-free atmosphere in LWUTLs learning process.

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