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**TEACHING LITHUANIAN AS A SECOND
FOREIGN LANGUAGE TO YURI FEDKOVYCH CHERNIVTSI
NATIONAL UNIVERSITY STUDENTS**

With rapid and constant growth of political, economic, cultural and professional cooperation between Ukraine and other European countries, the need for the competent specialists fluent in two or more foreign languages increases. Students' interest in the Lithuanian language and culture is stipulated by common historical, social and cultural prerequisites, as well as current realia. That is why the students of Yuri Fedkovych Chernivtsi National University choose Lithuanian as an optional course to study. Baltic Studies Centre at the faculty of foreign languages conducts practical classes of the Lithuanian language and socio-cultural seminars.

As the utmost goal of foreign language learning is the formation of the communicative competence we pay special attention to the creation of favorable conditions for those, studying the Lithuanian language and culture at our Centre.

Communicative competence, its components and the ways of formation were the subject of study of many foreign and Ukrainian scientists: D. Hymes, N. Chomsky, M.A.K. Halliday, M. Canale and M. Swain, B. Carroll, R. Gardner, P. Ur, A. Doff, H.D. Brown, J. Harmer, V. Cook, S.J. Savignon, I. Zymnia, V. Gromova. Conceptual elaborations in the sphere of foreign languages teaching are presented in the works of such scientists as S. Nikolaeva, L. Morska, I. Bim, E. Passov and others. The question concerning teaching Lithuanian as a second language for Ukrainians still needs further studies.

Communicative competence refers to a person's ability to communicate successfully. Sandra J. Savignon defines it as person's "ability to convey meaning, to successfully combine a knowledge of linguistic and sociolinguistic rules in communicative interactions" [1, p. 5].

In Common European framework of reference for languages we find the following components of the communicative competence: language, sociolinguistic and pragmatic competences [2]. Linguistic competence presupposes the knowledge about the language and the ability to apply it for

constructing meaningful messages, while pragmatic competence helps use the language appropriately, depending on a social context. Sociocultural competence is also important in terms of the ability to establish good relations with representatives of other nationalities.

Trying to find the answer to the question how to organize the process of learning Lithuanian as a foreign language effective, we addressed the research of a prominent American scientist Stephen Krashen [3]. Specializing in second language acquisition, he builds his theory on five hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the input hypothesis, the natural order hypothesis, the affective filter hypothesis.

According to the first hypothesis students benefit most from the studying process where they acquire the FL naturally, very similar to the way the mother tongue is acquired. This is why we tend to organize the studying process so that implicit rather than explicit foreign language learning prevails.

Being one of the most archaic languages and the most conservative of all living Indo-European languages, studying its grammar determines much effort on the part of the learners. Among the peculiarities of the Lithuanian language are the facts that it is highly inflected, has twelve noun and five adjective declensions, two grammatical genders for nouns (masculine and feminine), four active voice tenses and the richest participial system in active voice, which makes it challenging to acquire.

Thus, teaching Lithuanian as a foreign language to my students, I try to avoid explicit rules teaching, substituting them by learning grammar in context and organizing a natural meaningful interaction.

Interactive technologies are of great benefit here. Cooperation, discussion technologies, situational modeling in which students are involved in pairs, PRES method, simulation and role-playing help create favorable conditions for developing communicative competence of the students studying the Lithuanian language. Project technology is used for Lithuanian culture studies, which are prepared mainly in groups (for example, the topics revealing the common historic past of Ukraine and Lithuania: “Bucovina region and Lithuanians”; “Ktohyn battle and the role of J. K. Chodkiewicz”).

Still the biggest contribution to learners' Lithuanian communicative competence development are the Lithuanian language and culture summer and winter courses, organized by the Lithuanian Republic. Students acquire the Lithuanian language and culture naturally communicating with native speakers, attending University classes, visiting museums, travelling and meeting new

people. Yuri Fedkovych Chernivtsi National University students are also invited for semester studies at Vytautas Magnus University or Vilnius University.

So, in order to secure natural acquisition of Lithuanian as a second foreign language interactive technologies are practiced. To improve the language and to learn about Lithuania more, to see its customs and traditions students participate in Lithuanian language courses, organized by major Lithuanian universities.

1. Sandra J. Savignon. (1984). *Communicative competence: theory and classroom practice*: Addison-Wesley Publishing Company.
2. Common European framework of reference for languages: learning, teaching, assessment: Council of Europe (2001), Strasbourg: Language Policy Unit.
3. Krashen, S. D. (1981). *Second language acquisition and second language learning*, Pergamon Press Inc.