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INNOVATIVE LANGUAGE LEARNING/TEACHING  
PROCESS IN HIGHER EDUCATION INSTITUTIONS.  
A POLISH-LITHUANIAN COMPARATIVE STUDY

**Introduction**

A modern and challenging situation in the global world forces people to get familiar with modern technologies and integrate them into personal and professional fields. “Newly implemented technologies are referred to as a key feature of information society” (Laurutis et al. 2003). Globalisation requires individuals to use their entire potential, thus it is important to acquire specific knowledge studying at higher education institutions. To keep up with the pace of the changing environment, future professionals and students have to be properly educated in their education institutions. It is what the education system is expected to do: prepare students for their future life, and since modern technologies, social media, publicity have a huge impact on rapid changes in the modern society, IT tools have to be implemented into the teaching/learning process. These modern tools play different roles, supporting the teaching/learning process, making classes more attractive,

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giving access to information, inspiring, activating and motivating for self-studies (Baron-Polańczyk 2011, p. 6).

Qualitative knowledge is transferred by qualified teachers who have already acquired specific competences used for educational reasons. The EU documents (Council of Europe 2005; Maastricht Global Education Declaration 2002; CONCORD Statement on Development Education and Awareness Raising 2004, UNESCO Global Citizenship Education Preparing Learners for the Challenges of the XXI century 2014, Oxfam Education for Global Citizenship 2008) indicate the requirements and procedures of teachers' qualifications development. Currently, in the era of rapidly changing technologies, teachers are not considered to be passive providers of knowledge, they have to acquire and develop new competences related to IT usage and integration of media into the study process. The question is what new technologies are already used by teachers and what approach students tend to demonstrate towards them.

The object of the paper is to analyse innovative foreign language teaching/learning methods and tools and to clarify the attitude of Polish and Lithuanian students towards them, taking into consideration an expansion of the IT field, an extreme pace of information exchange due to a scientific-technological progress, and the occurrence of students' needs and wishes. This research focuses on students' and not teachers' perception of the issue (presented in other similar studies, e.g. Baron-Polańczyk 2011), as this perspective seems more innovative and also gives insight into the reality of the teaching/learning process. The above-mentioned tasks are to be fulfilled by (1) a review of scientific sources and publications on IT usage and their integration into the foreign language acquisition process and (2) an interview of students revealing their attitude to the usage of modern technologies when acquiring foreign languages, with particular attention given to English.

### **Competences of an innovative language teacher**

Teachers' competences and their constant development are key factors influencing the improvement of professional educational activity. Proper education and training provided by highly qualified teachers help students to be well-prepared for a successful performance in future professional fields. Therefore, the quality of the study process has to be increased constantly. A fast and correct reaction to real-life situations, scientific reflection of complex knowledge and newly appeared European dimensions in the education field are reasons implying an expansion of teachers' competences and an acquisition of new ones. As the aim of the education system is "to form fundamentals of independent performance in professional sphere and to pro-

mote lifelong learning skills" (*Valstybinė švietimo 2013-2022 metų strategija – National strategy of Education 2013-2022*), the teachers' role comprises an efficient distribution of information and the creation of favourable conditions for efficient cultural and structural changes that might be important for the study process. In order to achieve objectives and targets of the education policy stipulated by the Ministry of Science and Education of the Republic of Lithuania, "education institutions have to provide appropriate conditions for the development of teaching staff's professional skills and achievement of educational targets" (Garalis 2003). Similarly, an important role of IT competences is mentioned in the ordinances of the Ministry of Education in Poland, e.g. in the one issued on September 7<sup>th</sup>, 2004 (*Rozporządzenie Ministra Edukacji Narodowej i Sportu w sprawie standardów kształcenia nauczycieli*). According to them, teachers are expected to be able to use IT and implement it into the teaching process regardless of the subject taught or level of education.

The modern generation, i.e. students, are keen on technologies and their usage in their daily life, which compels teachers to review their teaching methods and transform them considering new conditions and interests of the youth. Currently it is important to know how to provide knowledge and form global skills of students, who are referred to as a *digital* generation. Herein several roles of teachers could be mentioned, such as planning, organizing, managing, controlling, supervising, assessing, etc. If the teacher has acquired the mentioned competences, it is possible to achieve positive learning outcomes and organize the study process according to all European educational requirements mentioned in EU documents regulating education policy.

Le Boterf and Sire (in Andrikiėnė, Anuėzienė 2006) note that teachers have to acquire and develop general professional and specific competences. The entirety of such competences enables every teacher to feel competent proving information, organising teaching/learning process, dealing with difficulties and managing groups of students. Following Sergiovanni (2005), several competences/abilities/traits are especially significant for the teacher's activity: attentiveness, meaningfulness, self-confidence, self-management, efficiency and obligation. However, Lėvy-Leboyer (in Andrikiėnė, Anuėzienė 2006) accentuates that the competences/abilities/traits mentioned above, that might be categorised as personal traits, are not enough for an efficient transfer of knowledge or for an implementation of the strategy of an "open" educational institution oriented towards the internationalisation and modernisation of the study process.

### **The role of computer literacy and IT in the process of the English language acquisition**

The expansion of IT potential at different stages of the education system guarantees a lifelong learning process. Information technologies comprise tools such as personal computers and other devices (smart phones, tablet computers, iPads, etc.) which could be used for searching, compiling, processing and storing information, also in the learning process. As Jurgaitis (2003) notes, the computer is referred to as a tool of intellectual processing of the acquired information, so a bigger amount of information might be stored and used for a variety of educational activities.

What is more, information has become easily accessible, which makes the learning process student-oriented, where each learner may study autonomously, without pressure and at his/her own pace. Furthermore, teaching material can be upgraded, presented in an attractive way for the demanding *digital* generation. Now, the role of the teacher is to be a mediator, i.e. an intermediary who chooses technologies and appropriate teaching materials that have to be adapted according to the subject syllabus and learners' needs and interests. That leads us to a situation in which every teacher has to choose whether to be innovative or propagate traditional learning/teaching. In addition, the education system of a given country, e.g. the Republic of Poland and the Republic of Lithuania, reviews priorities in this field where importance and benefits of integrated technologies are emphasised. Teachers' computer literacy (requirements for professional qualification) are regulated by documents, e.g. the Order of the Ministry of Science and Education of the Republic of Lithuania (A Standard of Pedagogues' Computer Literacy, 2001). This document provides stipulated requirements regarding the usage and integration of IT into the study process; teachers have to be able to: use software for learning/teaching, prepare audio and/or visual material for educational reasons, use the Internet, integrate ICT into teaching and learning process, develop the informational culture of students. It is necessary to mention that modern technologies have to be parallel with the foreign language (English) skills. These two fields demonstrate very close connectivity in teaching and learning process. As Laurutis, Gumuliauskienė and Šaparnytė (2003) conclude, English is the language of computer literacy, IT and informational society.

### **Innovative technologies – innovative language acquisition**

As Sharma and Barretto (2007) note, students may be referred to as *digital natives* or *net generation* that means the ICT world becomes a part of their lifestyle, as a majority of entertainment is based on IT. Young people feel

very comfortable sitting and surfing the Internet, playing computer games or communicating via social networks. Considering the pros and cons of such a phenomenon, it could be noted that IT gives access to the newest scientific discoveries while the Internet language, English, may be learned online and successfully used for various educational purposes. The study process can be differentiated according to the level of difficulty and learners can adapt to the teaching/learning environment (on-line, individual work at home, specially equipped rooms) and develop their own devotion and motivation to pursue personal objectives, to feel more confident talking about future plans. New technologies provide new opportunities for both students and teachers, the study process becomes more flexible, demonstrates higher quality, students are motivated by having the possibility to use their own smart phones or PCs for educational purposes and explore unknown spaces of the virtual medium. McAteer and Shaw (1995) accentuate that virtual learning/teaching process stimulates new senses and feelings.

The most popular innovative tools available for the English language acquisition may be presented and described as follows:

- *Interactive board.* A board connected to a computer and projector, it replaces an old-fashioned chalk blackboard, TV sets and even PCs, and the demonstration of video/audio material is very easy and attractive.
- *Internet diaries.* Students may improve their writing skills, while teachers may contact students and their parents and inform about progress or provide feedback.
- *Internet websites.* They provide an unlimited amount of teaching materials for teachers and students (visuals, videos, audio tracks, audio books or books in pdf format, etc.), which can develop reading, listening and writing skills. Specific websites advise teachers how to modernise their lessons, how to adapt teaching materials considering students' needs. *Specialised websites* contain many useful links to educational websites, which help to study any foreign language; *forums*, which are used for communication among native and non-native speakers; *communities* of teachers-volunteers who are engaged into online teaching. Adequately, students can get immediate feedback regarding their mistakes and spheres that need to be improved.
- *WebCT virtual learning/teaching environment.* It creates conditions for online and distant learning. A student may collaborate with others being online and get a consultation from a teacher.
- *Moodle virtual learning environment.* It allows students to be involved

into a distant and independent study environment. Teaching materials can be downloaded and students get instructions regarding their assignments. The learning process is organised in a virtual environment where the student can be autonomous, independent and self-confident. Communication between the student and the teacher is uninterrupted; on the contrary, the student has to set his/her own limits and be able to meet deadlines.

- *Interactive media.* The study process can be organised outside a usual teaching/learning environment, communication between the teacher and the student would not be limited by time, availability and place. Interactive media can be a *platform* that will be used as an educational environment for exchange of methodological aids, accumulation of multi-format information and links to the scientific sources used for the lessons and independent studies.

### **Innovative technologies: positive and/or negative?**

The Concrete Future Objectives of Education Systems (Report from Education Council, 2001) accentuates that education institutions face issues occurring due to an inefficient usage of modern technologies. Furthermore, the newest technologies are ignored or evaded by teachers due to their poor computer literacy, poor financial state of an institution and/or time-consuming process needed for an adaptation of the teaching material. Training courses of IT skills development are not promoted or they are inefficient, teachers may not find solid inner motivation to attend them and there might be a number of reasons negatively impacting teachers' qualification development in the IT field. Computer literacy is a skill that needs to be developed continuously and constantly due to rapid changes in the field.

Nevertheless, the use of IT in the acquisition of the English language requires a thorough analysis of possible problems connected with it (see Table 1).

Table 1

Issues occurring during the usage of modern technologies

Issue	Questions to be answered when dealing with the issue
Potential of foreign language learning	Is the student able to pursue learning goals related to foreign language learning? Was the student concentrated on the task/assignment? Is he/she self-motivated enough to perform the task/assignment? Does he/she perceive positive effect of modern learning and teaching methods that leads to higher results and learning outcomes?
Level of students' and teachers' computer literacy	Has the student got proper computer literacy? Does the student understand the essence of the task/assignment? Can the teacher provide correct and clear instructions?
Authenticity	Is the learning/teaching process based on reality?
Impact	Was positive experience acquired during the learning and teaching process? Has the student developed foreign language skills and were new strategies used for learning process? Was that process beneficial for both sides?
Practicality	Was the positive benefit of modern technologies perceived and exploited?

*Source:* authors' own work.

Despite the fact that the integration of modern technologies is a rather complicated process related to a number of existing or appearing issues, it is possible to presume that technologies provide confidence in any sphere if they are used efficiently. This process requires specific competences from both the teachers and students. If they are able to overpass obstacles such as professional incompetency, unwillingness to develop competences, demonstration of traditional approach to the study process, usage of traditional teaching/learning methods, lack of motivation, etc., the English language teaching/learning could be modernised and more attractive with more positive emotions and higher self-cognition. As Kavaliauskienė (2010) notes, e-learning and the integration of modern technologies is based on personal attitude and appropriate motivation.

### **Description of the study**

In the study, one hundred Polish and one hundred Lithuanian students were asked to fill in a questionnaire; the questions were asked in English to guarantee the uniformity of the questionnaire. However, in order not to limit the respondents' answers because of their possibly insufficient level of language skills, the students were allowed to provide their answers to the

open-ended questions in their mother tongue, i.e. Polish or Lithuanian; some decided to do so. The questionnaire consisted of four questions preceded by questions on the gender, age and foreign languages learnt. In the first question, the students had a choice between “male” and female”, in the second question they had to choose the age group that applied to them: “below 20”, “20-30”, “31-40”, “41-50”, “51-60” or “61+”. In the foreign language question, the respondents could choose English, German, Russian, French or specify any other language they learnt (more than one answer could be indicated here). Then, four questions related to the use of modern technologies in foreign language teaching and learning were asked. In question 1, the respondents were asked to indicate modern technologies their language teachers used, the options being: “audio files”, “Internet resources”, “online dictionaries”, “translation applications”, “interactive boards”; the students could also add other answers in the space provided. In question 2, the students were asked to state why and for what reason, in their opinion, their teachers used the technologies mentioned earlier, the options being: “homework” – for homework assignments, “entertainment” – to entertain students, and “easy use” – because such tools are easy to use. Again, the students could also include other responses in the space provided. The following two questions were open-ended ones: in question 3, the students were asked what other modern technologies their teachers should use, in question 4, they were asked to justify their choice.

### **Results of the study**

As stated earlier, the questionnaire was filled in by 100 students of the University of Zielona Góra, Poland, and 100 students of the Klaipėda University, Lithuania. In the Polish group, consisting of students of English (85) and German (15) philology, there were 27 males and 73 females; 22 students were below 20, 64 respondents were in the 20-30 group, 12 respondents were in the 31-40 group and 2 were in the 41-50 group. The data show that most respondents were young females (below 30). Among the foreign languages learnt, 99 respondents learnt English, 66 – German, 8 – Russian, 12 – French; also other languages were mentioned, e.g. Spanish – 10 and Japanese – 4. The data show that English was spoken by almost all the respondents while German was the second most popular foreign language. Also, all the respondents indicated at least one foreign language (most of the respondents, 84, indicated at least two foreign languages they studied), which suggests that they all had experience with language learning; moreover, as future language teachers they can evaluate teaching methods used in their schools.



The Lithuanian group comprised 100 respondents of English philology (plus other optional foreign language – Swedish, German, or French). 14 students were males and 86 – females; 67 students were below 20, and 33 were in the age group of 20 to 30. The students were asked about the languages they learnt and all the respondents (100) can speak English, because they study that language, and additionally, they chose one additional foreign language (18 – German, 112 – French, 12 – Swedish). Moreover, ten students indicated that they were able to speak Russian and four – Spanish.

In question 1, in which the respondents were asked to indicate the modern technologies used by their teachers, the results obtained at the University of Zielona Góra and Klaipeda University were the following<sup>1</sup>: the most popular answer was “audio files” indicated by approximately a similar number of respondents – 89 (PL) and 74 (LT), the Internet resources were indicated by 84 (PL) and a smaller number of 54 (LT) respondents, online dictionaries by 44 (PL) and 10 (LT) students; interactive boards were indicated by 31 (PL) and 5 (LT) respondents, a significantly smaller number of positive answers proves the fact that interactive boards are not popular as teachers are not accustomed to integrating them into the teaching/learning process. Translation applications were indicated by 24 (PL) and 11 (LT) students, which means that they are not particularly popular, but the students commented that “translation applications cannot translate the text correctly and it may be considered as a time-consuming process”. In addition, ten other technologies were mentioned by Polish students, the most popular ones being materials displayed with a projector, mentioned by 4 (PL) respondents and presentations mentioned by two students. As presentations are displayed with a projector, these two answers can be treated as one, being indicated by six Polish students. Lithuanian students provided more options of technologies usage, the results were as follows: multimedia projectors was mentioned by a majority of the students (74), because this method is used by both the teachers and students for presentations and other assignments or projects, teachers usually prepare slides with material to be taught to make it easier for students to understand the essence and such a material is sent to students via e-mail. 22 students indicated SANA-KO laboratory (a specially equipped room for foreign language learning). They study English and other optional languages using computers with a special programme installed. Thanks to that, students can do listening activities, watch video materials, record their own conversations and work in specially created groups. Unfortunately, the respondents did not indica-

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<sup>1</sup>Polish students are referred to as PL, while Lithuanian students as LT.

te Moodle learning environment. 7 students noted smart phones used for educational reasons, and finally, 6 students mentioned e-mails as a learning tool with which they can get information from teachers.

In question 2, the presumed reasons why these technologies were used by foreign language teachers were indicated as follows: as many as 79 (PL) and 39 (LT) respondents indicated “easy use”; “homework” was indicated by 48 (PL) and a similar number of the Lithuanian students (54), while “entertainment” was indicated 39 (PL) and 30 (LT) times. In addition, 30 other reasons were given by the Polish students, the most popular one being “to make classes more interesting/attractive; to attract students’ attention”. That answer was given by 8 (PL) and 22 (LT) respondents. The second most popular answer of the Polish students, given four times, was “to show new technologies”, whereas the Lithuanian students did not note this option. Among other answers one can cite also “to motivate students” – 2 (PL) indications, “because they are available” – 2 (PL) indications or “they help us understand the topic better” – also 2 (PL) indications. The Lithuanian students provided slightly different answers. They mentioned several reasons of technologies usage: method of communication (45 students) and sources of additional reading at home (13 students).

In question 3, which was an open-ended one, the respondents indicated over thirty new technologies that their foreign language teachers should use in the classroom. The most popular one was “films/videos”, some added “with subtitles”; that answer was given by 19 (PL) and 27 (LT) respondents. Another popular answer was “interactive boards”, given 14 (PL) times, and “games” and “quizzes” that collected ten votes (we decided to include them in one category). Among other suggestions one can find “translation applications” with 6 (PL) indications, “Internet resources” with 5 (PL) indications or “presentations” – also 5 (PL) indications. Here it is possible to continue with the options provided by the Lithuanian students: 21 students would be happy having a possibility to use smart phones during lectures; computers are desired by a majority of the students (85). Computers are used for different reasons and purposes, which cannot be denied when talking about the study process and its upgrading. Programmes for communication (Skype, Messenger) were mentioned by 19 students and several students (6) noted the usage of distant learning. That leads us to a conclusion that students have computer skills developed and they are able to use available technologies, but teachers are not so personally motivated or encouraged to apply such innovations and treat them as a professional challenge.

In question 4 where the respondents were instructed to explain why their suggestions were a good option in foreign language teaching and learning,

the most popular answers were: “modern technologies make learning/classes more interesting”, with 16 (PL) and 43 (LT) indications, “thanks to them, learning is more fun” – 11 (PL) indications, “new technologies are easy to use” – 10 (PL) and 64 (LT) indications. Some Polish students (6) observed that “thanks to new technologies, more senses are used in language learning, which improves the results”, while 9 (PL) and 81 (LT) respondents explained that “new technologies are easy to access”. Furthermore, the Lithuanian students (31) noted that by using technologies it is possible to acquire knowledge of English-speaking cultures, their traditions, and it gives a possibility to continue studies abroad. Finally, communication in foreign language with friends living abroad was mentioned by 27 students.

### **Discussion of the results**

The results of the study presented above require a more thorough discussion. First, all the respondents had experience with foreign language learning and were able to share their opinions about the use of modern technologies in that process. Then, the responses given let us conclude that foreign language teachers use modern technologies in their work, even if it is impossible to state to what extent each of the teachers a given student ever had foreign language classes with used them. However, modern technologies seem to be an important part of foreign language teaching. The most popular modern technologies used were audio files. This suggests that they are widely used by foreign language teachers, which is not surprising as listening is one of the skills that require practice when learning a foreign language. However, the popularity of audio files does suggest that teachers no longer use traditional CDs or cassettes, created for foreign language learning, but look for online files, most of which are original and destined for native speakers mainly. The fact that the Internet resources were also significantly popular seems to confirm the fact that today’s foreign language teachers search for teaching materials online, choosing original articles, films or songs and turning them into teaching materials. What is important, access to most of these materials is free, which makes them easily accessible for students, too. Again, original materials are more suitable for advanced learners, therefore they are a good option for university students. Another advantage of online materials is the fact that students learn how useful the Internet can be in foreign language learning and they may start to look for other useful tools available online on their own. In addition to that, the online content keeps changing constantly, so new materials appear incessantly, offering a wider selection of potential materials.

The greatest difference between the Polish and the Lithuanian group pertains to the use of projectors which are apparently widely used by Lithuanian foreign language teachers, while in Poland they turn out not to be particularly important in foreign language teaching. In addition, special linguistic laboratories were used by Lithuanian teachers while none of the Polish respondents mentioned them. In the Polish group, interactive boards were more popular, as well as online dictionaries and translation applications.

Question 2 shows that in the respondents' opinion new technologies are handy, easy to use, convenient for teachers and students. What is more, they make lessons more attractive, interesting, which seems to be particularly important for younger students, digital natives, who know and want to use the Internet. The fact that new technologies are also used for homework shows their usefulness: all students can watch, listen or read online content not only in the classroom, but also at home, which prolongs their exposure to the foreign language they learn. In addition, especially Lithuanian students appreciate the fact that modern technologies are a means of international communication. These results are significantly convergent with the results of other research (Baron-Polańczyk 2011) in which teachers claim to use ITs as they facilitate teachers' work and the process of teaching and learning, rendering classes more attractive and stimulating students both intellectually and emotionally.

As modern technologies are present in all aspects of today's life, in students' opinion, they should be used in language learning, too. Students find them attractive and believe that modern technologies make the learning process more interesting and more fun, which seems to be a significant value for young people nowadays.

Question 3 shows that both Polish and Lithuanian students want to incorporate technologies they use in their free time in the language classroom, in particular, they would like to watch films and play games, which seems to be a popular way of practicing language skills. In addition, interactive boards seem to be popular, which is a proof that students learn through visual materials more than audio ones. The Lithuanian respondents focus more on the equipment itself, as they largely mentioned computers and smartphones, devices that offer a vast variety of activities.

Answers given to question 4 show that the greatest advantage of new technologies is the fact that they are easy to use, young people have access to them (and know how to use them) and they render the teaching process more interesting. In addition, for the Lithuanian respondents the cultural and social background was important as thanks to modern technologies

they have access to foreign cultures and maintain relationships with friends abroad.

### Conclusions

The study conducted lets us draw a number of conclusions. First, most of the students were below 30 (86% of the Polish group and 100% of the Lithuanian group), which means that they belong to the generation of global natives for whom modern technologies are an essential part of everyday life. Then, as modern language teaching and learning is an important aspect of their lives as philology students, it seems logical that modern technologies should be implemented into the teaching process, especially of the English language that is the language that almost all the respondents learn. The answers given in the questionnaire confirm these expectations, as both Polish and Lithuanian students would like to have more new technology (computers, smartphones) and modern tools (films, audio files, multimedia presentations) used. The reasons why they appreciate modern technology being implemented into the foreign language teaching/learning process are numerous, the most important is that young people know how to use it (because they use modern tools constantly in their life), therefore, new technologies are easily accessible and attractive to use. In the students' perspective, the teaching process should be pleasant and enjoyable.

The study also juxtaposed students' expectations with the reality of foreign language teaching at university. It turned out that some modern technologies are used by Polish and Lithuanian teachers, these are mainly audio files and various online materials, as well as multimedia presentations. At the University of Klaipėda there is a language laboratory that is also used in foreign language teaching, at the University of Zielona Góra such a laboratory is unavailable. Other answers show that other tools, such as interactive boards or Moodle, are not particularly common in foreign language teaching/learning process.

The study confirms the fact that students expect modern technologies in foreign language teaching and the role of teachers is to incorporate them into the process. Unfortunately, some obstacles, such as insufficient equipment or unwillingness of some teachers, may prevent modern technologies from being used. The question that requires further reflection is what measures can be taken to render the foreign language process more attractive and, as a result, sufficient for (university) students, but this issue requires further studies as it is not an object of the present study.

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**INNOVATIVE LANGUAGE LEARNING/TEACHING PROCESS IN  
HIGHER EDUCATION INSTITUTIONS. A POLISH-LITHUANIAN  
COMPARATIVE STUDY**

**Keywords:** educational technologies, foreign language education, innovative teaching/  
learning methods.

The article reviews innovative educational technologies. A theoretical review of innovative teaching/learning methods is then juxtaposed with Polish and Lithuanian higher education reality. The aim of the survey was to find out what modern technologies are used in foreign language teaching and what modern technologies the respondents would like to have used in the foreign language classroom, and why. 100 Polish and 100 Lithuanian university students were asked to fill in a questionnaire. As digital natives, the respondents were expected to be familiar with modern technologies and willing to use them in foreign language learning. The study shows that the most popular innovative technologies among both Polish and Lithuanian students are audio files; Internet resources are also frequently used. In the Lithuanian group, projectors as well as language laboratories are popular, while in the Polish group, online dictionaries and interactive boards are commonly used. The respondents also suggested a list of technologies to implement. The results show how useful modern technologies are in foreign language teaching/learning, which requires further discussion on how to use them effectively.

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**INNOWACYJNE NAUCZANIE/UCZENIE SIĘ JĘZYKA OBCEGO  
W SZKOLE WYŻSZEJ. POLSKO-LITEWSKIE BADANIE  
PORÓWNAWCZE**

**Słowa kluczowe:** innowacyjne metody nauczania/uczenia się, nauczanie/uczenie się języka obcego, technologie edukacyjne

W artykule przedstawiono przegląd innowacyjnych metod nauczania/uczenia się języka obcego. Następnie metody te zestawiono z realiami polskiej i litewskiej szkoły wyższej. Celem badania było sprawdzenie, które z nowoczesnych technologii są wykorzystywane przez nauczycieli języków obcych, a które technologie należałoby wprowadzić i dlaczego. W badaniu wzięło udział 100 polskich i 100 litewskich studentów. Zakładano, że ankietowani, z uwagi na przynależność do pokolenia cyfrowych tubylców, będą oczekiwać ich wykorzystania na zajęciach z języka obcego. Badanie pokazało, że najczęściej wykorzystywanymi narzędziami są pliki audio i materiały pochodzące z Internetu. Ponadto wśród studentów litewskich popularne są rzutniki multimedialne i laboratoria językowe, a wśród studentów polskich - słowniki online i tablice interaktywne. Badanie pokazało, że nowe technologie są popularne i przydatne w nauczaniu języków obcych, co z kolei każe zastanowić się nad ich efektywnym użyciem.