

EFFECTIVE COMMUNICATION IN TEACHING LITHUANIAN LANGUAGE: A MULTICULTURAL CASE

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Abstract

Purpose – The main purpose of this interdisciplinary study is to explore the importance of communication and education mastery for the educator from the standpoint of classical rhetorical techniques and interactive methods applied to the teaching of Lithuanian as a foreign language to a multicultural group of students at Mykolas Romeris University (MRU).

The article hypothesises a strong correlation between communicative and educational approaches when teaching the Lithuanian language, and in addition highlights the peculiarities of multicultural education.

Design/methodology/approach – The paper is based on an analysis of the scientific literature concerning rhetorical persuasion techniques, on innovative language teaching methods and on the observation of student progress. Moreover, the article explores the development of the communication competence and professional knowledge of the educator, focusing on rhetorical persuasion skills and Lithuanian language teaching methods.

Finding – Through the analysis of classical rhetorical techniques, interactive teaching/learning methods and the results of student monitoring, three main conclusions emerged: for effective eloquence and communication, classical rhetorical canons as well as innovative, constructive, and interactive language teaching methods must be applied, suitable for a multicultural, contemporary group of students capable of developing their communicative and cultural competence inclusively.

Research limitations/implications – The common limitation is that the study did not include a larger and a more diverse number of participants from other multicultural groups. Prolonged and in-depth observation of multicultural groups from other higher education institutions is needed. The fact that this study is characterised by a small number of variables facilitated the analysis of the educator's communication skills and the innovative teaching methods used to target a language in one Lithuanian university:

MRU. Moreover, an exploration of core competences and requirements for educators and an analysis of multilingual learning/teaching methods applied to other multicultural groups in international higher institutions could lead to more general conceptual conclusions.

Practical implications – The findings contribute to the coherence of fundamental sciences, linguistics, rhetoric, pedagogy and communication theory, which play a paramount role in educating future leaders. The links between pedagogy and rhetoric have been known since ancient times. Moreover, enhancing the rhetorical and pedagogical knowledge of educators, based on communication mastery, educational techniques and multicultural awareness, is useful not only to professors, teachers, educators and practitioners, but also to all who are seeking to be linguistically effective, rhetorically persuasive and professionally competent in a contemporary multicultural society.

Originality/value – Although the scientific literature in this field includes a number of research studies analysing the methodology applied to develop the communicative abilities of students, this article explores for the first time the question of the educator’s mastery of communication, including parallels with rhetorical persuasion techniques, methods for teaching Lithuanian as a foreign language and multicultural awareness. The analysis of effective communication from the different standpoints of pedagogy, linguistics, ethics and rhetoric makes the research interdisciplinary, authentic, and meaningful to scholars in different areas.

Keywords: effective communication, rhetorical persuasion techniques, Lithuanian language teaching methods, multicultural case, university studies.

Research type: General review.