

BRIDGING THE GAP: YOUNG PHILOLOGIST ACADEMY

Violeta Janulevičienė, Kristina Gedgaudaitė

Mykolas Romeris University, Institute of Humanities,
Department of Applied Languages
Ateities 20, LT-08303 Vilnius, Lithuania
Telephone (+370 5) 2714 613
E-mail: vjanul@mruni.eu; k.gedgaudaite@mruni.eu

Received on 10 October, 2012; accepted on 21 January, 2013

Abstract. *Young Philologist Academy (YPA) is a newly launched project initiated in 2011 and developed by the staff of Foreign Languages Department, Institute of Humanities. The main aim of the project is to find an effective way to promote studies of the English Philology and Linguistics among final and penultimate year high school students, to foster their creativity and critical thinking abilities and to encourage cooperation between the University staff and students. The meetings of YPA lasted from November 2011 till June 2012, all of them tackling specific English language aspects or focussing on some issues of life in the UK. Five guest speakers and twenty two staff members at the Foreign Languages Department contributed to the project.*

Over 100 students from Vilnius, Alytus, Anykščiai, Utena, and surrounding areas registered their interest in the project at the initial phase; this rather big number signalling the expressed demand for such type of learning. Throughout the duration of the project, YPA students were asked to complete several questionnaires in order to assess their own linguistic abilities and the success of the project. The findings obtained from the analysis of these questionnaires could be of interest to both university and high school English teachers as they highlight some of the needs of the English learners that a successful English language course should address. Participants' demographic data, self-assessment of their English language

skills and their expectations from YPA are discussed. The validity of the research findings is backed by statistical processing of self-evaluation data using SPSS (Software Package for Social Sciences).

Keywords: teaching/learning English, English as an extracurricular subject, Young Philologist Academy.

Introduction

Young Philologist Academy (YPA) is a newly launched project of Foreign Languages Department, Institute of Humanities at Mykolas Romeris University that was initiated in 2011. The main aim of the project is to find an engaging way to promote studies of Philology and Linguistics among final and penultimate year high school students, to foster their creativity and critical thinking abilities and to encourage cooperation between the University staff and students. Students appreciated these “taster” sessions of learning in the university setting absolutely free of charge.

A series consisted of eight monthly meetings (from November 2011 to June 2012), taking half-day each, under the title *Traveller's Notebook: Identity, Language and Culture of the UK*. The programme was designed by the staff of Foreign Languages Department and the full version of it can be found at http://www.mruni.eu/lt/universitetas/fakultetai/humanitariniu_mokslu_institutas/jaunojo_filologo_akademija/. Each meeting introduced the students to different snapshots of life in the UK that led to the creation of a single notebook at the end of the programme. The meetings consisted of three one hour long sessions in a form of lectures, group work sessions, film screenings, quizzes, guest lectures, discussions and different combinations of the above all dedicated to the issue in question. Twenty two staff members at the Foreign Languages Department contributed to the project and five guest speakers, among them HM Consul and Deputy Head of Mission at the British Embassy in Vilnius Stephen Conlon and several graduate students of the University of Oxford were invited to share their views on topics as diverse as life in the UK, challenges of interpreting and translation, British dialects and accents, and preparation for London 2012 Olympic and Paralympic Games.

Over 100 students from Vilnius, Alytus, Anykščiai, Utena, and surrounding areas registered their interest in the project at the initial phase, of which the great majority claimed that the main reason for joining the academy was the wish to improve their English language communication skills. Many respondents also indicated that they want to improve their grammar and prepare for English language examinations. At the end of the programme, several students expressed a view that the YPA provided a great chance to apply linguistic knowledge that they have gained at school and to find out many previously unknown facts.

The *aim* of this paper is to analyse in greater detail what expectations have brought the students to the academy and how/whether, these expectations have been met,

hoping that this will shed some light on how to develop the Academy programme and other similar extracurricular activities. The *novelty* of this paper is believed to be the description of a new mode of teaching/learning English by bridging the gap between high school and university studies and the research on the various aspects of the participants' data. The *innovative aspect* of the paper is highlighted by the fact that, to the best of the author's knowledge, there exist no research papers on a similar –bridging– type of learning/teaching languages.

The *objectives* of the present research are as follows: a) to offer general statistics on the YPA students background; b) to analyze their self-assessed performance in various YPA activities; c) to process the research findings statistically for developing the Academy programme in the years to come. The *respondents* of this research were over 100 YPA students over the period of eight months under continuous class supervision and assessment. The 35 written fully answered questionnaires were selected to be analyzed in detail for the paper. The *methods of research* include: 1) the administration of an extensive questionnaire after the first five meetings and at the end of the YPA activities; 2) statistical processing of the research data by using SPSS (Software Package for Social Sciences); 3) graphic display of the data; 4) analysis of students' reflections on their performance at the YPA (Appendix).

1. Situation Analysis: Pre-University Philology and Other Subject Studies in Lithuania

The YPA is an absolute novelty of its kind in Lithuania as it addresses the task to initiate students into the English philology studies systematically, in accordance with the tradition of Mykolas Romeris University (MRU). MRU stands out among the Lithuanian universities since it alone offers specialized systematic studies that enable potential students' introduction into a specific field: popular Young Lawyer, Young Entrepreneur, Young Philosopher academies, as well as Leadership and Careers academies have been successfully functioning already for several years¹.

However, there are occasional meetings dedicated to different issues of philology and linguistics offered by other universities in Lithuania: for example, since 2009, within the framework of Children University (Vaikų universitetas)² for children and teenagers (12-15 years old) of Vilnius University there were three talks concerning the language aspects: “Why do birds sing and humans speak?” (“Kodėl paukščiai čiulba, o žmonės kalba?”) by prof. dr. M. Ramonienė on 2012-02-14³, “What makes the youth language special?” („Kuo ypatinga jaunimo kalba?“) by dr. L. Vaicekauskienė on 2012-05-29⁴

-
- 1 Mykolas Romeris universitetas, n.d., Jaunojo filosofo akademija [interactive]. [accessed on 09-10-2012]. <www.mruni.eu/lt/universitetas/fakultetai>.
 - 2 Vilniaus universitetas, n.d., Vaikų universitetas [interactive]. [accessed on 09-10-2012]. <<http://www.vu.lt/lt/studijos/moksleiviams/vaiku-universitetas>>.
 - 3 Ramonienė, M. Kodėl paukščiai čiulba, o žmonės kalba? 2012-02-14 [interactive]. [accessed on 09-10-2012]. <<http://www.vu.lt/kviecia/vaiku-universitetas/ivykusios-paskaitos/item/166-ziemos-sesija>>.
 - 4 Vaicekauskienė, L. Kuo ypatinga jaunimo kalba? 2012-05-29 [interactive]. [accessed on 09-10-2012].

and “Should the Lithuanian language be preserved in the museum?” (“Ar lietuvių kalbą reikia saugoti muziejuje?”) by assoc. prof. dr. L. Vilkienė on 2011-06-21.⁵ It should be noted that the lectures of the Children University were also broadcasted live to their parents, seated in another lecture room, thus reaching a wider audience.

Kaunas university of Technology also has Children university⁶ (in 2012 talks were no longer offered as indicated on the website) and High School Students’ University. However, the latter did not include any lectures or talks on language.⁷ Vilnius Gediminas Technical University also has the School of Young Engineer solely focusing on technical matters.⁸ Šiauliai University offers tailored lectures of different general interest aspects to applicants from the schools of surrounding areas⁹. There are also several independent academies, such as National Student Academy (Nacionalinė moksleivių akademija)¹⁰, providing extracurricular activities for gifted students in sciences- Lithuanian philology included- and music. It uses distance learning to help talented youth develop their skills independently of their location or social status. Another specialised academy, with long traditions established, is the Junior physicists’ school “PHOTON” (“Fotonas”)- a “non-governmental, an extra-educational institution”¹¹, the activities of which are also carried out by means of correspondence and distance learning.

Thus, Lithuanian universities and other organizations offer quite a wide range of courses for pupils to choose from. From university perspective, such courses provide an efficient way to attract potential students from a relatively small pool of future high-school graduates in Lithuania. While attending the courses, pupils get a chance to familiarize themselves with the subject matter of their interest, the university environment and lectures. Such programmes enable high-school graduates to choose a particular subject offered by that particular university when making their university application. On the other hand, the publicity gained from offering such courses free of charge creates positive image of the university, as of an institution that aims to make a difference.

Bearing in mind the discussed review above, it seems that even though the pupils can choose from a great number of extracurricular activities offered by different universities,

<<http://www.vu.lt/kviecia/vaiku-universitetas/ivykusios-paskaitos/item/167-vasaros-sesija>>.

- 5 Vilkienė, L. Ar lietuvių kalbą reikia saugoti muziejuje? 2011-06-21 [interactive]. [accessed on 09-10-2012]. <<http://www.vu.lt/kviecia/vaiku-universitetas/ivykusios-paskaitos/item/164-vasaros-sesija>>.
- 6 Kauno technologijos universitetas, b.d., Vaikų universitetas [interactive]. [accessed on 09-10-2012]. <<http://www.vaiku-uni.ktu.lt>>.
- 7 Kauno technologijos universitetas,(b.d.), Moksleivių universiteto programa [interactive]. [accessed on 09-10-2012]. <http://ktu.lt/sites/default/files/bylos/Naujienos/moksleivių_universitetas_programa.pdf>.
- 8 Vilniaus Gedimino technikos universitetas, 2012, Jaunojo inžinieriaus mokykla 2012. Teminių paskaitų tvarkaraštis [interactive]. [accessed on 09-10-2012]. <<http://stojantiesiems.vgtu.lt/jaunojo-inzineriaus-mokykla/teminiu-paskaitu-tvarkarastis>>.
- 9 Šiaulių universitetas, 2011, Paskaitos mokiniams [interactive]. [accessed on 09-10-2012]. <<http://su.lt/stojantiesiems/kviecia/4902-paskaitos-mokiams>>.
- 10 Nacionalinė moksleivių akademija, 2012 [interactive]. [accessed on 09-10-2012]. <<http://www.nmakademija.lt>>.
- 11 Šiaulių universitetas, 2012, Neakivaizdinė jaunųjų fizikų mokykla “Fotonas“ [interactive]. [accessed on 09-10-2012]. <<http://www.fotonas.su.lt/photons.phtml>>.

the Young Philologist Academy of MRU is the only one of its kind among the Lithuanian higher education institutions, as it tries to promote studies of the English Philology and Linguistics among final and penultimate year high school students effectively and systematically. It is believed that such courses, from the learners' perspective, offer a good way to gain better understanding of the subject matter that they are interested in. Consequently, it gives high school graduates reassurance of whether this would be a right subject for them to study in future and puts them ahead of other pupils with whom they will eventually compete for university places.

2. The Results of the Research

2.1. Demographic Data, Student Self-Assessment of their English Skills and Attendance of YPA

General statistical data on the participants of the first year activities of the YPA was of great importance, as well as various aspects of their performance during the learning sessions. As mentioned above, over 100 YPA students were under continuous class supervision and assessment for the period of eight months. They were regularly asked to fill in the feed-back questionnaires. Thirty five students were randomly selected to take part in this research and their questionnaires are analysed below. Out of all the questionnaires selected, 27 were submitted by females and 8 by males. As the majority of overall participants were female, this tendency is reflected. The sample was roughly evenly spread regarding the school year.

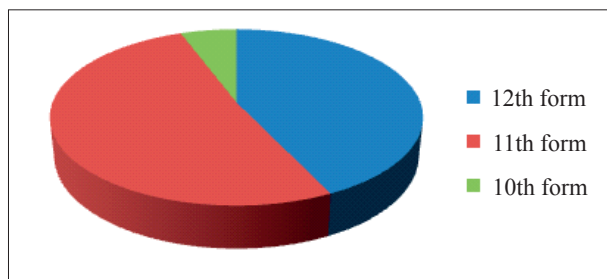


Chart 1. School year of the Participants

15 participants or 42.9 percent were 12th form pupils, while 18 or 51.4 were 11th form pupils. It has to be noted, that while initially the programme was designed only for penultimate and final year pupils, some 10th form pupils were accepted if they considered the level of their English to be sufficient. Hence 2 of the respondents or 5.7 percent were 10th form pupils. The majority of respondents came from the city of Vilnius (80 percent) while only 17.1 percent came from other cities, again reflecting the tendencies of the academy as a whole and not being a particularity to this sample. One of the respondents did not indicate the city he/she comes from.

It is interesting to note that while the main reason for joining the academy indicated by students was their wish to improve English language communication skills and prepare for their high school examinations, the majority of the YPA participants possessed excellent English language abilities already as nearly 55 % of the participants had a “very good”-9 grade in English at school. The research shows (see Table 1 below) that 17.1 percent of respondents had a grade 10 average in English at school and 54.3 percent had grade 9; while about a quarter had average English language abilities (14.3 of the respondents had grade 8 average and 11.4 – grade 7), and only one of the respondents, comprising 5.4 percent of the sample, indicated poor English language abilities (grade 5 average).

Hence, it comes as no surprise that when asked if their English language skills were sufficient to participate in YPA sessions the majority of respondents (85.7 percent) indicated that they were.

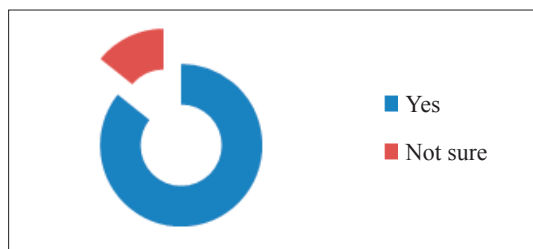


Chart 2. My level of English was sufficient for YPA activities

For a more detailed data see *Table No. 2* in the *Appendix*.

When breaking down responses in terms of gender, some interesting tendencies have emerged.

Table 1. School grade in English

		School grade in English				
		Grade 10	Grade 9	Grade 8	Grade 7	Grade 5
		Col %	Col %	Col %	Col %	Col %
Sex	Female	22,2%	55,6%	11,1%	11,1%	,0%
	Male	,0%	50,0%	25,0%	12,5%	12,5%
School year	12 th form	13,3%	60,0%	13,3%	13,3%	,0%
	11 th form	11,1%	55,6%	16,7%	11,1%	5,6%
	10 th form	100,0%	,0%	,0%	,0%	,0%
Place of residence	Vilnius	66,7%	33,3%	,0%	,0%	,0%
	Other cities	7,1%	57,1%	17,9%	14,3%	3,6%

As the sample reveals, no male students boast an excellent grade in English at school. Grade 9 “very good” was the most common for both male and female YPA participants - nearly 56% of female and 50% of male respondents claimed to have grade 9 as their average.

The research highlighted another very interesting tendency: while in 10th form it is easier to get “excellent” – grade 10 (all the 100% of the participants reported to have it) in English, the number of students who have it as their average drastically reduces to only 11% in 11th form and only a slight increase of 13% in the final year. Many different factors could be responsible for such tendency. Although unlikely, the aptitude of students might simply be lower in their penultimate year at high school. More probably, the evaluation criteria of teachers might be more rigid when national examinations are approaching. On the other hand, the fact that the programme was initially designed for penultimate and final year high school students might mean that only high calibre 10th form students applied to join the programme. However, these findings require another in-depth research to disclose the reasons behind them. Another tendency also emerges from Table 1 given above: the pupils from outside Vilnius are less likely to be assessed with the “excellent” grade, but 57% of them get a “very good” – 9 grade.

With regards to attendance of different sessions, 76.5 percent of respondents attended the first lecture; 97.1 percent attended the second; 82.4 – fourth; 70.6 – fifth; and all of the respondents – the fifth session (as this was the session when questionnaires were distributed). The finding that more of the respondents attended the second session¹² can be explained in the following way: the attendants of the first session shared their experience with their peers and those, in turn, decided to join the academy. At the same time, some of the students decided to drop out of the academy, indicating the reasons such as insufficient knowledge of English language; illness; personal circumstances. This explains why even though overall number of the participants dropped after the initial session, more of the respondents attended the second rather than the first session. This also might explain why the majority of respondents had excellent English language abilities: as all of the sessions were conducted exclusively in English, students, who felt that their linguistic abilities were insufficient, dropped out after the first session.

2.2. Student Evaluation of YPA Activities

Overall, the respondents expressed positive views about YPA sessions: when prompted to give their opinion on specific statements, the vast majority of the students (77.1 percent of respondents; see *Appendix. Table 3*) agreed that lecture materials were presented in a clear and informative manner:

12 A more detailed table on the various aspects of the attending students data is presented in *Appendix. Table 1*.

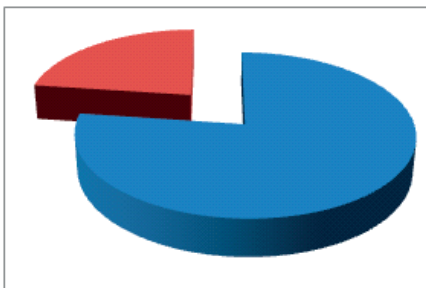


Chart 3. The materials were presented in a clear and informative way

Note: The “agree” responses are presented by blue colour pie-part, “not sure” responses – by red colour.

This is an obvious high evaluation of the YPA teachers’ efforts and an indication that they managed to present the study material and get the message intended corresponding to the students’ level of English. However, an interesting picture emerged when the same responses from different classes of respondents were processed in more detail by SPSS.

Table 2. Data on the comprehension of lecture contents

		Lecture materials were presented in a clear and informative manner	
		Agree	Not sure
		Col %	Col %
Sex	Female	85,2%	14,8%
	Male	50,0%	50,0%
School year	12 th form	73,3%	26,7%
	11 th form	77,8%	22,2%
	10 th form	100,0%	,0%
Place of residence	Vilnius	71,4%	28,6%
	Other cities	100,0%	,0%

As seen from the Table 2, there is an interesting diversion of the level of comprehension among female (85.2% of them clearly stated that they followed the lectures easily) and male respondents, of whom only 50% indicated complete comprehension of the materials presented. The 10th form school pupils and, especially, the ones from the Vilnius area, seemed to be much more confident (the full 100.0%) in how well they understood the lectures in English. 68.6 percent of the students indicated

that group work sessions were informative, useful and engaging (see *Appendix. Table 4*) and that YPA sessions provided them with a lot of useful information that they have not covered at school (75.7 percent) (see *Appendix. Table 5*). About half of the respondents – 48.6 % also agreed that YPA encouraged developing their creativity (see *Appendix. Table 6*). It would be interesting to analyse different responses based on sex, school year and place of residence of the respondents, however, this goes beyond the scope of the present paper.

When asked to compare English classes at school and at YPA in an open question, the students indicated that quite often YPA sessions were more informative than classes at school. The possible reason behind it could be that, unlike their classes at school, they concentrated solely on the issues relevant to the UK and focused mainly on group work activities. Several respondents pointed out that they particularly enjoyed learning grammar through singing. The participants also noted that another distinctive feature of the YPA classes was an extensive use of multimedia. Furthermore, the students highlighted a friendly atmosphere and possibilities to communicate both with their peers and lecturers.

As noted in the introduction, one of the aims of YPA is to promote the studies of philology and linguistics among penultimate and final year high school students. Over 62.9 percent of respondents indicated that YPA provided them with more information regarding the studies of philology and English language at MRU. However, only one third of the respondents (31.4 percent) agreed that the sessions spurred their interest in English studies at university. Nevertheless, the great majority agreed that they would recommend the lectures to their peers (79.4 percent).

2.3. Students' Reflections on Different Aspects of YPA Activities

Students' reflections are very important in the process of learning as each person thinks about his/her own performance and analyzes achievements. Such an analysis helps students and teachers to decide what strategies should be taken to improve language skills. After the last session at YPA, students were asked to write self-assessment of their performance and comments on any other aspects of YPA activities. The answers were analysed, grouped and presented in the Chart 4 (on Page 10).

Two people briefly told that everything was excellent. Five of the respondents indicated that all the information was clear, informative and engaging. One person expressed a more specified view that he/she found out a lot of interesting facts about the UK. However, one person thought that there was not enough time to grasp all the information provided, other thought that sometimes the sessions should have been more practice oriented, while another one told that he/she would have liked to learn more theoretical knowledge.

These opinions bring us straight to the core of how YPA sessions differ from English classes at school. While English teachers at school put a lot of emphasis on learning four core skills (reading, writing, listening, speaking) and grammatical structures, the goal of YPA sessions was to put the knowledge obtained at school in practice: students were given an opportunity to see what it is like to be in a university lecture (seated in

a lecture room with a lot of other students while it is the lecturer who mostly does all the talking) and discuss the ideas put forward in the lectures in small groups, using their English language skills. Only a small number of sessions were practice oriented, teaching the students grammar (6 of the respondents pointed out that they particularly enjoyed learning grammar through singing) and improving their presentation skills. Hence, different objectives of English classes at school (which the students are used to) and YPA sessions might have led to the above expressed opinions. Several responses clearly state that the YPA sessions helped one to realise that he/she wants to study philology at MRU.

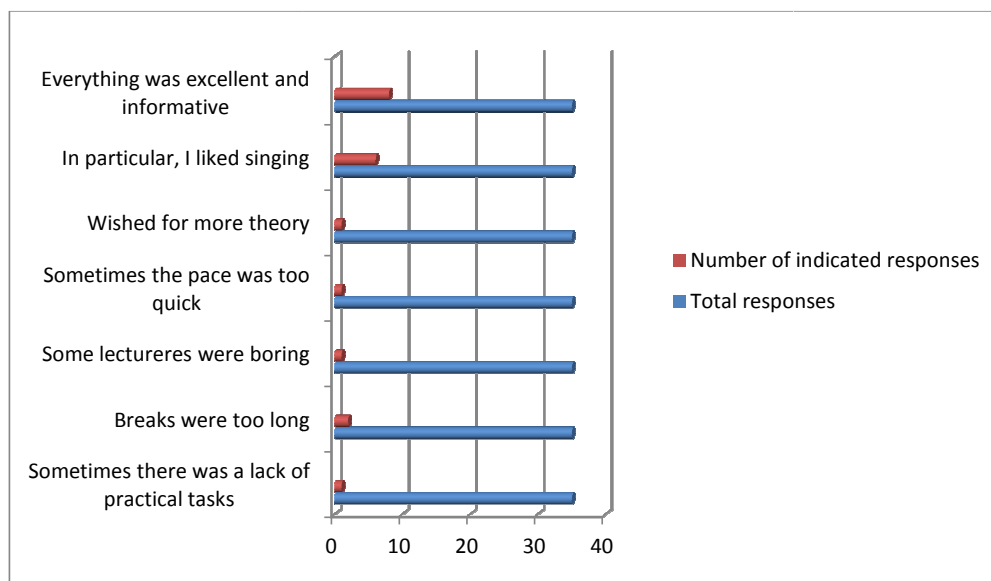


Chart 4. Students' reflections and criticism

Conclusions

The number of students (over 100 at the beginning) who have attended a newly launched pre-university programme of the Young Philologist Academy exceeded organizers' expectations and clearly signalled the need for such type of extracurricular activity. Although the programme was initially designed only for final and penultimate year pupils, it has also attracted 10th form pupils. This obviously indicates that the projection of future career starts quite early.

The majority of the YPA participants were female and the self-evaluation of their performance revealed that, on average, they have better English language abilities than male participants. The research also revealed that English language grade average tends to be lower in the final year (all of the respondents of 10th form reported on having "excellent" 10 grade average, while only 11% and 13% of the respondents had it in 11th and 12th form, respectively). Another tendency that emerged was that students from outside Vilnius were less likely to have an "excellent" 10 grade average.

Overall, the respondents expressed positive views about the YPA activities: they liked the variety of the materials and media used, enjoyed a friendly atmosphere and university experience and made use of the opportunity to put the skills gained in school into practice. The shortcomings of the programme that were indicated by the students often pointed to different aims and objectives of the YPA programme and lessons at schools.

However, even though most of the comments regarding the YPA activities were positive and the majority of students said that they would recommend the YPA to their peers, only very few of them stated that they would consider studying philology and linguistics as their degree. This finding could be interpreted as an indication of the power that the English language has obtained worldwide and the need to use every opportunity to practice one's English. Apart from the "taster" sessions revealing different aspects of linguistics and philology, the YPA also provided the pupils with an opportunity to make use their English language skills in a relaxed and friendly atmosphere, which seems to be the driving force behind its success. This could lead to the statement that, while English lessons are restricted by the curricula and have to focus on specific learning objectives and outcomes, there is a clear lack of opportunities to practice the skills obtained. The programme offered by the YPA can be thus seen as bridging the gap between theory and practice, which might be the main reason behind its evaluation as a success.

References

- Kauno technologijos universitetas, b. d., Vaikų universitetas [interactive]. [accessed on 09-10-2012]. <<http://www.vaiku-uni.ktu.lt>>.
- Kauno technologijos universitetas, (b. d.), Moksleivių universiteto programa [interactive]. [accessed on 09-10-2012]. <http://ktu.lt/sites/default/files/bylos/Naujienos/moksleiviu_universitetas_programa.pdf>.
- Mykolo Romerio universitetas, n. d., Jaunojo filosofo akademija [interactive]. [accessed on 09-10-2012]. <[ww.mruni.eu/lt/universitetas/fakultetai](http://www.mruni.eu/lt/universitetas/fakultetai)>.
- Nacionalinė moksleivių akademija, 2012 [interactive]. [accessed on 09-10-2012]. <<http://www.nmakademija.lt>>.
- Ramonienė, M. Kodėl paukščiai čilba, o žmonės kalba? 2012-02-14 [interactive]. [accessed on 09-10-2012]. <<http://www.vu.lt/kviecia/vaiku-universitetas/ivykusios-paskaitos/item/166-ziemos-sesija>>.
- Šiaulių universitetas, 2011, Paskaitos mokiniams [interactive]. [accessed on 09-10-2012]. <<http://su.lt/stojantiejiems/kviecia/4902-paskaitos-mokiams>>.
- Šiaulių universitetas, 2012, Neakivaizdinė jaunųjų fizikų mokykla "Fotonas" [interactive]. [accessed on 09-10-2012]. <<http://www.fotonas.su.lt/phonon.phtml>>.
- Vaicekauskienė, L. Kuo ypatinga jaunimo kalba? 2012-05-29 [interactive]. [accessed on 09-10-2012]. <<http://www.vu.lt/kviecia/vaiku-universitetas/ivykusios-paskaitos/item/167-vasaros-sesija>>.
- Vilkenė, L. Ar lietuvių kalbą reikia saugoti muziejuje? 2011-06-21 [interactive]. [accessed on 09-10-2012]. <<http://www.vu.lt/kviecia/vaiku-universitetas/ivykusios-paskaitos/item/164-vasaros-sesija>>.
- Vilniaus Gedimino technikos universitetas, 2012, Jaunojo inžinieriaus mokykla 2012. Teminių paskaitų tvarkaraštis [interactive]. [accessed on 09-10-2012]. <<http://stojantiejiems.vgtu.lt/jaunojo-inzineriaus-mokykla/teminiu-paskaitu-tvarkarastis>>.
- Vilniaus universitetas, n.d., Vaikų universitetas [interactive]. [accessed on 09-10-2012]. <<http://www.vu.lt/lt/studijos/moksleiviams/vaiku-universitetas>>.

JAUNOJO FILOLOGO AKADEMIJA: ATOTRŪKIO MAŽINIMAS

Violeta Janulevičienė, Kristina Gedgaudaitė

Mykolo Romerio universitetas, Lietuva

Santrauka. Straipsnyje apžvelgiama naujos 2011 m. Mykolo Romerio universitete sukurto Jaunojo filologo akademijos (JFA) programa Lietuvos kontekste ir pateikiama detali JFA veiklos bei dalyvių-respondentų atsakymų analizė. JFA – sistemingos ilgalaikės moksleivių akademijos – programą anglų kalba sukūrė Humanitarinių mokslų instituto Užsienio kalbų katedros dėstytojai. Pagrindinis programos tikslas – atrasti efektyvų būdą paskatinti 11 ir 12 klasės moksleivius rinktis anglų filologijos ir kalbotyros krypties studijas, ugdyti jų kūrybiškumą ir kritinį mąstymą bei skatinti bendradarbiavimą tarp moksleivių ir universiteto bendruomenės. Kiekvienas susitikimas buvo skirtas tam tikram anglų kalbos ar Jungtinės Karalystės kultūros aspektui. Akademijos programoje dalyvavo penki universiteto svečiai ir dvidešimt du Užsienio kalbų katedros dėstytojai.

Į akademijos paskaitas užsiregistravo per 100 moksleivių iš Vilniaus, Alytaus, Anykščių, Utenos ir šių miestų rajonų. Gausus užsiregistravusiųjų skaičius rodo didelę tokio pobūdžio mokymo(si) paklausą.

Programos metu moksleivių buvo paprašyta užpildyti keletą anketų, įvertinat savo anglų kalbos sugebėjimus ir pačią programą. Šiame straipsnyje aptariami apklausos rezultatai, tikintis, jog jie sudomins anglų kalbos dėstytojus ir mokytojus ir padės tobulinti JFA ir panašią užklasinę veiklą ateityje. Straipsnyje aptariami respondentų demografiniai duomenys, jų anglų kalbos įgūdžių įsivertinimas (self-assessment) bei JFA programos lūkesčiai. Tyrimo duomenys buvo apdoroti naudojantis SPSS (Software Package for Social Sciences) programa. Tyrimo išvalgos yra svarbios, išsiaiškinant atotrūkio tarp mokyklinio anglų kalbos kurso ir universitetinių studijų pobūdį bei priežastis ir formuluojant rekomendacijas tolesnei JFA veiklai ir Lietuvos anglų kalbos mokytojams bei dėstytojams.

Reikšminiai žodžiai: anglų kalbos mokymas/mokymasis, Jaunojo filologo akademija.

Violeta Janulevičienė, Mykolo Romerio universiteto Humanitarinių mokslų instituto Taikomosios filologijos katedros docentė. Mokslinių tyrimų kryptys: specialybės anglų kalbos mokymas(is), kognityvinė lingvistika ir leksikologija.

Violeta Janulevičienė, Mykolas Romeris University, Institute of Humanities, Department of Applied Languages, Associate Professor. Research interests: ESP teaching/learning, cognitive linguistics and lexicology.

Kristina Gedgaudaitė, Mykolo Romerio universiteto Humanitarinių mokslų instituto Taikomosios filologijos katedros lektorė. Mokslinių tyrimų kryptys: šiuolaikinė graikų kalba, graikų literatūra.

Kristina Gedgaudaitė, Mykolas Romeris University, Institute of Humanities, Department of Applied Languages, Lecturer. Research interests: modern Greek, Greek literature.

Appendix

Table 1. Attendance with demographic data

		Modules				
		UK and being British	A stop in the flow of UK current affairs	Challenge translations	I like Dickens	Time travel machine
		Col Response %	Col Response %	Col Response %	Col Response %	Col Response %
Sex	Female	73,1%	96,2%	76,9%	76,9%	100,0%
	Male	87,5%	100,0%	100,0%	50,0%	100,0%
School year	12 th form students	78,6%	100,0%	78,6%	64,3%	100,0%
	11 th form students	77,8%	94,4%	83,3%	72,2%	100,0%
	10 th form students	50,0%	100,0%	100,0%	100,0%	100,0%
City	Vilnius	74,1%	96,3%	81,5%	74,1%	100,0%
	Other	83,3%	100,0%	100,0%	50,0%	100,0%

Table 2. The self-evaluation of students' English language abilities

		My level of English was sufficient for participating at lectures/classes in English	
		Agree	Not sure
		Col %	Col %
Sex	Female	85,2%	14,8%
	Male	87,5%	12,5%
School year	11 th form students	83,3%	16,7%
	12 th form students	86,7%	13,3%
	10 th form students	100,0%	,0%
City	Vilnius	89,3%	10,7%
	Other	66,7%	33,3%

Table 3. The study materials were presented in a clear and informative way

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	27	77,1	77,1	77,1
	Not sure	8	22,9	22,9	100,0
	Total	35	100,0	100,0	

Table 4. Group work sessions were informative, useful and engaging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	24	68,6	68,6	68,6
	Not sure	11	31,4	31,4	100,0
	Total	35	100,0	100,0	

Table 5. YPA sessions provided me with a lot of useful information that I had not heard about at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	25	71,4	75,8	75,8
	Not sure	7	20,0	21,2	97,0
	Disagree	1	2,9	3,0	100,0
	Total	33	94,3	100,0	
Missing	No response	2	5,7		
Total		35	100,0		

Table 6. Exercises during group work sessions developed my creativity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	17	48,6	48,6	48,6
	Not sure	16	45,7	45,7	94,3
	Disagree	2	5,7	5,7	100,0
	Total	35	100,0	100,0	