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Hochschule für
Technik und Wirtschaft
des Saarlandes
University of
Applied Sciences



Saarbrücker Fremdsprachentagung
Saarbrücken Conference on Foreign Language Teaching

5. Saarbrücker Fremdsprachentagung

5th Saarbrücken Conference on Foreign Language Teaching

5e Congrès sarrebruckois de l'enseignement des langues étrangères

Die Magie der Sprache

Produktivität in Linguistik und Fremdsprachenunterricht

The Magic of Language

Productivity in Linguistics and Language Teaching

La magie de la langue –

**Productivité en linguistique et
enseignement des langues étrangères**

29. - 31. Oktober 2019

5. Saarbrücker Fremdsprachentagung

Die Magie der Sprache – Produktivität in Linguistik und Fremdsprachenunterricht

29. - 31. Oktober 2019

Tagungsleitung:

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Fifth Saarbrücken Conference on Foreign Language Teaching

The Magic of Language – Productivity in Linguistics and Foreign Language Teaching

29 - 31 October 2019

Conference Chairman:

Professor Thomas Tinnefeld

Organisation Team:

Barbara Beyersdörfer

Stephanie Haldy-Schmolze

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**Professor Oksana Kutsa & Professor Svitlana Kravets
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***Developing Emotional Intelligence in the English Language
Classroom Using Technology: Challenges and Benefits***

Emotional intelligence (EQ) is becoming an integral part of primary and secondary education as well as the business world. Higher education should not be an exception in this regard which, in fact, has been concluded in the first EQ in Higher Education virtual conference (EQ.EDU Moving SEL into Higher ED; July 23, 2018). According to Goleman (2006), people with well-developed emotional habits are more successful at work and feel more satisfied because they use their intelligence skilfully. Given that higher educational institutions award academic degrees, preparing students for professional activity, EQ development in this environment is a *conditio sine qua non*.

In the past few years, numerous studies and articles devoted to EQ in education (Goleman 2006, Lantieri & Goleman 2014, Elias & Tobias 2018 et al.) and teaching English with the help of technology (Dudeney & Hockly 2007, Eady & Lockyer 2013 et al.) have been published. However, even though more recent evidence suggests developing EQ through digital methods (A. D'Amico, 2018) and incorporating EQ into language teaching (British Council), no one, to the best of our knowledge, has studied the possibility of using technology to develop EQ in English Language Classes.

Thus, in this talk, we aim to describe the ways of incorporating technology in the English language classroom with the objective of EQ being developed along other basic skills (reading, listening, speaking and writing).

The research questions for this study are the following:

- Is it possible and needed to acquire a foreign language using technology and sharpening EQ at the same time?
- Which technological activities can contribute to EQ development and language acquisition?
- What challenges may arise?

- Does the use of technology improve the process of EQ development in English Language Classes?
- In accordance with the tasks assigned, general scientific and empirical methods were used.

With the object of collecting detailed qualitative data on the aforementioned issue, a pedagogical experiment was designed and carried out by the authors at Ternopil Volodymyr Hnatiuk National Pedagogical University (Ukraine). During this talk, a set of exercises for developing first-year students' EQ in English Language Classes, using technology, will be described and the results will be presented.

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Professor Lihua Jiang (Changsha, China)

***A Comparative Study of Conceptual Love Metaphors
in German, English and Chinese***

Metaphor enjoys a long history in its evolution from early comparison, substitution and interactive theory to current conceptual metaphor, reflecting dramatic changes in people's view towards the relationship between language, mind and society. By the 1980s, the conceptual metaphor proposed by Lakoff and Johnson holds that metaphor is a way of cognition by which people understand the unknown through the known. What makes the contemporary theory of metaphor unique is the important distinction between conceptual metaphors or metaphorical concepts on the one hand, and linguistic metaphors or metaphorical expression on the other.

Due to the common cognitive basis, sub-metaphors are basically the same in different languages. Conceptual metaphors vary because of their different