

ABSTRACTS

Cette section recueille, selon l'ordre d'apparition des articles, les résumés des articles en anglais.

Candy CAHUANA-VILLEGAS: *Telenovela Shadowing as a Technique for Teaching Diatopic Varieties in the SFL Classroom*

Shadowing is a technique widely used in the teaching of English as a foreign language. In Asia, particularly in Japan, it is employed as a strategy to improve pronunciation and other prosodic features that learners may find difficult to reproduce. In Spanish as a Foreign Language (SFL), although learners at different proficiency levels encounter similar difficulties, relatively little research has been conducted on the subject. In this article, the author examines the use of shadowing in SFL through telenovelas, an audiovisual resource commonly used at intermediate and advanced levels. She proposes a sequence specifically adapted to SFL, which can be implemented either in the classroom or as an autonomous learning activity. The aim is to enhance learners' sociolinguistic competence and raise their awareness of standard dialectal varieties of Spanish.

Keywords: shadowing in Spanish as a Foreign Language, SFL, SFL teaching strategies, Spanish dialectal varieties, sociolinguistic competence in Spanish

Yuliya MAYILO: *The use of literary texts in ukrainian language textbooks for french- and german-speaking learners: a historical perspective*

Learning a foreign language usually involves reading a large number of texts. Works of fiction can be used not only to reinforce reading comprehension and analysis skills while enriching vocabulary, but also for a better grasp of the ideas and cultural contexts of the society whose language is being learned. In this article, we examine how works of classical and contemporary Ukrainian literature are used for pedagogical purposes in Ukrainian-language textbooks for native speakers of French and German. The textbooks are analyzed from a historical perspective, which also enables us to trace the evolution and ways in which literary texts are used for language acquisition.

Keywords: Ukrainian as a foreign language, Ukrainian language textbook, Ukrainian literature

Olga SMOLNYTSKA: *Selected Articles and Translations by Maksym Rylsky as an Example of Innovative Language Teaching: Translation Strategies and Techniques*

The article analyzes and systematizes the translation-related, scholarly, and journalistic legacy of Maksym (Maxime) Rylsky (1895–1964), a Ukrainian poet, translator, and major cultural figure. The study focuses on the innovative methods and techniques employed by this representative of Neoclassicism, educated at a Kyiv gymnasium, highlighting his command of several languages and the ways in which he drew on this linguistic competence in his work. The theoretical principles of translation formulated by Rylsky are also examined. The study analyzes his ideas as a poet, translator, scholar, and intellectual, considering them as innovative contributions to the pedagogy of his time, the teaching of literature and languages, linguistic discoveries, and approaches to pedagogical interaction.

Keywords: translation, learning, didactics, language, literature, Neoclassicists, poetry, pedagogy

Elena SIMONATO & Irina THOMIERES-SHAKHOVSKAYA: *Étudier le russe langue d'héritage dans les pays francophones: quel cadre théorique?*

This contribution examines the adoption, within the field of language education, of the concept of heritage language, initially developed in the field of English as a foreign language teaching. Building on this conceptual transfer, it explores how linguistic research can contribute to the development of a theoretical and methodological framework suitable for the design of teaching materials.

More specifically, the study draws on research on Russian as a heritage language, particularly the work of Polinsky (2014 onwards). We hypothesize that linguists and language educators working on Russian as a foreign language in French-speaking countries, particularly Switzerland and France, can draw on this research to analyze their corpora, and that the results of these analyses can, in turn, contribute to and enrich research on heritage languages.

Keywords: Russian as a heritage language, heritage accent, Russian phonetics, language teaching, Russian as a foreign language, error analysis

Daria ZALESSKAYA: *Down with Rhyme? Jules Legras and the Aims of Poetic Translation: Between Literary and Didactic Translation*

This article examines the criteria for evaluating poetic translation through an analysis of Jules Legras's reflections and a translation practice developed in the context of teaching French as a foreign language. It argues that translation choices cannot be assessed independently of their intended purpose. An analysis of *Réflexions sur l'art de traduire* (Legras, 1939) reveals a conception of poetic translation oriented primarily toward literary aims, in which priority is given to rhythm, intonational organization, and the recreation of poetic effect, at the expense of rhyme. This approach is then compared with translations of Ukrainian poems produced for didactic purposes with Ukrainian-speaking learners. In this context, preserving rhyme serves specific objectives, including memorization, the development of phonological awareness, the observation of grammatical and lexical phenomena, and the maintenance of learner motivation. The study thus demonstrates that apparently opposing translation strategies can be equally relevant when they serve different purposes. The criteria for evaluating a poetic translation therefore appear to be closely linked to the aims of the translation and the audience for whom it is intended.

Keywords: poetic translation, Jules Legras, rhyme vs. rhythm, French as a foreign language, Ukrainian, language teaching, interculturality, poetry, French language teaching