Dalė ROIKIENĖ

Using ICT in Early English Teaching

IKT izmantošana agrīnajā angļu valodas mācīšanā

Summary

Nowadays, ICT is becoming a necessity in every sphere of activities. Information technology and computers have become an integral and necessary part of life for the majority of people. ICT gets a lot of attention in education: by using information technologies teachers are trying to achieve teaching and learning aims, improvement in students' motivation to learn, correlation between practical and theoretical knowledge. The use of modern information tools and technologies is promoted at all levels of the educational process, in teaching and learning various subjects. The **aim** of the article is to present what information technologies can be used in early English teaching.

The computer is an efficient tool, providing opportunities not only to the teacher to learn to communicate and collaborate with colleagues, specialists from various fields, but it also helps students to disclose new ways and spaces of learning, that enable them to communicate with the world and develops life-long learning skills.

Today, the role of the Internet, its impact on society is comparable to the invention of press, train, car, electricity or television. Some people compare it with the press and television which have changed human communication environment. Interactive whiteboard is a convenient combination of features of traditional board, projector and computer mouse.

Interactive whiteboard helps to integrate information technologies and extends the demonstration and computer modelling capacities, improves teacher and pupils' interaction in the classroom, increases the pace and depth of teaching, expands the arsenal of didactic methods for teaching, etc. The board can display video material, maps, presentations, websites, and at the same time write notes, mark or underline important points on the screen.

These information technologies have to be more involved into the educational process and become an integral part of the curriculum. Therefore, it is necessary to include them in the educational process and to help students develop systematic skills in using them. Of course, the results depend on the chosen software features, what students are doing with this equipment, how teachers organize and support the leaning process, whether there is sufficient access to ICT as well as on other factors (specific features of the learner's performance, the role of the teacher, grouping of students, the subject, preparedness of the teacher). Application of ICT in the educational process must be well planned and considered.

Gundega TOMELE

Correction of Children's Speech and Language Disorders at Preschool Age

Bērnu runas un valodas traucējumu korekcija pirmsskolas vecumā

Summary

The level of children's speech and language development at preschool age is the indicator of intellectual development and preparedness for studying at school. Learning disorders and the accompanying disorders are often the result of underdevelopment or disorders of an early and pre-school age language and social development. Therefore the importance of preventive measures at preschool age is considered not only as an immediate result, but also as a long-term contribution for improving and providing a child's, student's and adult's quality of life. The article describes the meaning of adjustment (correction) and preventive measures of children's speech and language disorders in primary, secondary and tertiary prevention perspective, as well as the trends of speech therapy work organization in Germany, Russia and Latvia.

The scientific researches, the conclusions of an early childhood development and speech therapy specialists confirm that it is particularly important to provide early speech and language development disorder diagnosis, as well as to provide timely, sufficient and high-quality speech and language disorders adjustment's (correction's) availability at preschool age. Analysis of the research results of Liepaja University FPSW Speech therapy centre shows that it have been found essential features that characterize the speech therapy work organization in Latvian primary educational institutions – there are a large number of children with speech and language disorders (30–60 %) and insufficient speech therapist workloads. Therefore, it is not possible to realize speech therapist's professional competences in high quality, because of what in schools increases the number of pupils with written language and learning disabilities. Therefore one of the primary measures for improvement of speech therapy work organization should be the development of mandatory regulatory documents that govern and provide the adequacy between speech therapist's workloads, the extent of their work and the number of children with speech and language disorders in the educational institution. In the year 2010th the Ministry of Education and Science has been worked out the list of recommended position items however in preschools this list and the regulations is just a recommendation not compulsory rule. An immediate measure should be the activation of primary prevention – awareness (education) of parents, school teachers and public about the basic issues of development and adjustment (correction) of speech and language disorders at the pre-school age.

The **goal** of this article is to provide information on the studies of preschool children's language development and adjustment of developmental disorders in Germany, Russia and Latvia. The article raises public, professionals' and parents'

awareness of the importance of promoting preschool children's language development and adjusting its disorders in the context of primary prevention.

Methods used for the preparation of the article – theoretical research and analysis of literature and regulatory documents, survey and document research study for obtaining the empirical data and analyzing it.

Ingēra TOMME-JUKĒVICA

Acquisition of the Latvian Language as the Second Language at Preschool Age in the 21st Century: Theory and Practice

Latviešu valodas kā otrās valodas apguve pirmsskolas vecumā 21. gadsimta sākumā: teorija un prakse

Key words: child's second language acquisition, linguistic theories, curricula, teaching aids.

Summary

With the processes of globalization and Europeazation bilingual preschool children's language has been the subject of extensive research abroad over the years. Its rising and development in Latvia is relatively recent as most of the child's language studies have been primarily concerned with the language development in monolingual Latvian children. There are no substantial studies on bilingual preschool children's Latvian language as the first and/or the second language. To research, analyze and understand the nature of the child's second language and its peculiarities, it is necessary to raise awareness about how children acquire their second language.

The article provides an overview of the 20th–21st century linguistic theories in the context of child's second language acquisition as well as raises awareness about their influence and use in a preschooler, whose second language is Latvian, learning, carrying out content analysis of the Minority preschool curriculum (with the Russian language of learning) model (Programma 2012), the Latvian language curriculum (Programma 2008) of a Riga preschool, the teaching aids kit "Tip Top" (Eglīte 2012a; 2012b), the didactic handout "Kabata" (Valdmane 2012) and Latvian as a second language learning content in lesson analysis.

The conclusion is drawn that the language research basic theoretical principles and the described language system have become an important theoretical foundation for language acquisition theories and influence the child's second language acquisition research. During the child's second language acquisition for successful learning process the theory of communicative competence and the systemic functional grammar theory are more useful as well as the usage-based theories, which emphasize general cognition processes and language acquisition mechanisms as well as the influence of the "other" language. In the preschool minority children's curricula for the second language (Latvian) and teaching materials the reflection of the theory of communicative competence is observed, in the study aid "Kabata" – the use of the systemic functional grammar theory, but in the learning process – the reflection of the behavioural theory basic principles as well as the presence of the theory of communicative competence.

In the teaching aids and learning process it is advisable more often to incorporate and activate the same language material revision in different situations and new combinations during the curriculum organization as a whole as well as in the individual topic or the lesson. Consideration must be given to more positive and negative transfer (interference) emphasis on respect. To prevent errors it is necessary to provide for and incorporate special exercises in the teaching aids as well as methodological recommendations for the Latvian language teachers. Currently, this aspect has not been sufficiently addressed.

Blāzma VIKMANE

Verbal and Nonverbal Communication in Preschool Children's Socialisation Process

Verbālā un neverbālā komunikācija
pirmsskolas vecuma bērnu socializācijas procesā

Key words: child, adult, socialisation, verbal and nonverbal communication.

Summary

During interaction among people verbal communication is seen as a key of communication, hence a socialisation agent. However, nonverbal communication is not a minor issue either, because, as in the early stages of the development of mankind, also the child's first language and communication with the surrounding people take a nonverbal form. Growing older and refining the speaking skills, the child gradually replaces the nonverbal communication with verbal.

Nowadays, nonverbal or body language – gestures, facial expressions, postures and other nonverbal communication means – is gaining more and more attention; unfortunately, more in adult interaction, for example in job interviews, but less – in communication with children.

The **aim** of the article: to draw readers' attention to verbal and nonverbal communication aspects in preschool children's socialisation.

The theoretical study describes the child's verbal and nonverbal language development from birth through different ages. According to the author, the findings of the authors included in the research: Greys Krayg and Don Bokum (Крайг, Бокум 2006), Frederick Elkin and Gerald Handel (Elkin, Handel 1984), Alla Melnik (*Алла Мельник*) (Мельник 2006) and other comply with Lev Vygotsky's (*Лев Выготский*) (Выготский 2003) cultural-historical theory and Albert Bandura's Social Learning theory ideas.

 Social interaction is one of the child's basic needs since birth. In the socialisation process the adult is the child's psychological centre performing the mediator's role between the cultural heritage of the mankind and the child. During the first year of his life the child mainly uses nonverbal means of communication: crying, facial expressions, and gestures. The child's facial expressions (smile, grimacing) reflect his emotional state, but gestures serve as the basic communication form. In using gestures, according to Alla Melnik (Мельник 2006), there is a certain sequence:

first of all, there appear gestures of self-expression, then – activity causing gestures and only after that – informative ones.

The practical study evaluated 54 preschool teachers' responses on the verbal and nonverbal communication characteristics in preschool children's socialisation. The survey among respondents demonstrates sufficient understanding of the significance of verbal and nonverbal communication in children's socialisation and indicates that younger children (under three years) use nonverbal communication in their mutual communication more often, but after the age of four, gestures and facial expressions are replaced by speech. Therefore, teachers communicating with children try to be kind, smiling, maintain eye contact often leaning down, caress and stroke the crying children and use some other nonverbal communication tools to facilitate the socialisation process.

Dina BETHERE

Using the Resources of an Interactive Board
to Improve Language Competence for Children with Multifunctional
Disorders

Interaktīvās tāfeles resursu izmantošana valodas kompetences pilnveidošanai bērniem ar multifunkcionālajiem traucējumiem

Keywords: multifunctional disorders, language competence, interactive whiteboard.

Summary

Today, modern technologies are becoming more widespread in special education area. These trends consequently have an impact on a learning process of children with multifunctional disorders.

The publication focuses on effectively using an interactive whiteboard, a technical teaching aid, in facilitating development of language competence of children with very complex special education needs. The research is closely related to a targeted approbation process of a didactic exercise system: the aim of collected data is to lay down scientifically proven methodical recommendations, verified by experience.

Scientific conclusions point out that multifunctional disorders are characterised by individually specific development constraints requiring special conditions for a language competence development process. In such cases, to provide for an effective learning process, alternative communication aids must be used, for instance, a standardised pictogram system and a method of reading symbolised words. It complements learning and social competence.

In a view of this, the Liepāja University Special Education Laboratory experts and the communication agency *Eforma* specialists jointly developed a didactic exercise system for an interactive whiteboard in order to help teachers to facilitate development of language competence of children with multifunctional disorders.

The interactive teaching aid system includes 101 easy-to-learn exercises in a form of routine to match development characteristics of the target audience. Their

form and contents are created basing on gradually increasing complexity level and providing development of various language competence aspects.

A multiperspective study has been developed for approbation of the exercise system and implemented by surveying teachers and observing children activity. The collected data prove usefulness of the methodical aids. But comments by the surveyed teachers and support needs observed during children activity show that content of the methodical recommendations for using didactic materials more effectively must focus on explaining step-by-step how to use the interactive materials and sequence of doing exercises. Therefore, teachers must first demonstrate sequence of doing exercises and it is recommended for them to establish a joint activity and communication with children. Further in a process of learning didactic materials there should be possibilities for children to learn from each other to facilitate social learning.

Daiva JAKAVONYTĖ-STAŠKUVIENĖ

Analysis of Lithuanian Language Textbooks for Third-Formers: Children's Literature Developing Students' Narrative Skills

3. klases lietuviešu valodas mācību grāmatu analīze: bērnu literatūras nozīme skolēnu tekstveides un rakstītprasmes attīstīšanā

Summary

The article explains the concept of a modern textbook, its role, requirements; and presents the findings of a qualitative research the purpose of which was to find out what pieces of Lithuanian and foreign children's literature best develop narrative skills in third-formers. The article discusses the systemised material, its selection criteria of two alternative textbooks (*Naujasis šaltinis* (Marcelioniene, Plentaite 2010) and *Pupa* (Banyte, Kuzaviniene, Vyshniauskiene 2008) to develop Lithuanian language skills, prepared according to the updated Lithuanian language curricula (Curricula 2008).

The analysis of the research data revealed that in the documents and research literature analysed the textbook is defined as an information source, whereas scholar Leonas Jovaisha refers to the textbook as the main source. The analysis of two alternative sets of textbooks for third-formers shows that students' writing skills are developed through different techniques following an original system designed by the authors. Even the selection of children's literature texts in the textbooks widely differs, with only two authors coinciding (Astrid Lindgren and Vytaute Žilinskaite), although the works chosen do not match. Half of the texts for the development of narrative skills in *Pupa* are by Lithuanian authors; the other half consists of well-known works by foreign authors of children's literature. *Naujasis šaltinis* features twice as many classical and modern Lithuanian children's literature works acclaimed by critics. The textbook *Pupa* develops story building writing skills following an easy, clear system, which covers such topics as drafting a story outline, story development, description of characters, place, time, etc. These textbooks include fewer creative

tasks and rely more on the works of other authors (children are taught to write a story according to a model). Whereas *Naujasis šaltinis* offers a wider range of tasks designed to develop narrative skills in writing, often it is asked to create a story according to a picture or a series; students are encouraged to build their own stories. This textbook focuses more on developing higher analytical and problem solution skills, discusses the deeper meaning behind a story, its essence, narrator's features, attributes, etc.

Danguolė KALESNIKIENĖ

The Quality of Lithuanian Primary Education. Standardized Programmes and Tests for Measuring Pupils' Achievements

Lietuvas pamatizglītības kvalitāte. Standartizētās programmas un testi skolēnu sasniegumu noteikšanai

Summary

The education documents in Lithuania emphasize the need for formal education quality. The article analyses the situation of primary education quality in Lithuania. Recently, the main attention has been shifted to pupils' results while evaluating the effectiveness of primary education. As the issue of pupils' achievements has become crucial, standardized tests and programmes have been created. The object of the study is pupils' achievements as an essential criterion of primary education quality. The **goal** of the study is to discuss the possibilities of applying standardized instruments in Lithuanian primary education. The methods used in the study: document, scientific literature and study result analysis, comparison and modelling. The tasks of the study are as follows: to discuss the importance of pupils' achievements in the context of primary education; to reveal the essence of standardized programme of Lithuanian language, the principles of compiling Lithuanian language tests; to discuss the possibilities and drawbacks of using diagnostic tests of Lithuanian language; to raise questions of primary education quality in the context of Lithuanian education.

A model for an effective use of standardized instruments was created, which could be applied to pupils' achievement evaluation with the help of standardized tests and would help evaluate the quality of primary education at all levels. According to the analysis of standardized testing possibilities and education documents of Lithuania, a model was created, which helps assess the quality of primary education, especially of reading and writing skills, which demonstrate the level of literacy and is a part of primary education quality assessment. An adequately applied model of standardized testing would help evaluate the quality of primary education at all levels. It is important to ensure that evaluation is supplemented with other means than just tests, which would complement the information received with the use of tests and provide information on pupils' achievement levels.

Vineta VAIVADE, Zenta ANSPOKA

Latvian Language and its Learning Competence:
Theory and Praxis

Latviešu valoda un tās mācīšanās kompetence:
teorija un prakse

Summary

Topicality of problem is defined by multiple essential 21st century demands. Nowadays there is necessity for people, who can think critically, communicate, work in a team and continue to learn for a lifetime. Main aim of education is to educate a human, who can acquire such knowledge and skills, which advance responsible attitude against himself, family, society, environment and country. To achieve this mentioned goal, learning competence is also important. It is not possible without specific knowledge and comprehension about one's needs, learning style, learning aids, and also attitude against learning as personally important and meaningful action.

Learning competence is really important in teaching languages, because language skill is an essential condition for learning competence. In learning Latvian language, equally important is not only the content of Latvian language and its acquisition measures for language competence and socio-cultural competence acquirement, but also content, which is necessary, to acquire language learning methods and methodological techniques, forms of your own work organisation. In pedagogical process of Latvian language acquisition, special attention must be dedicated to work with information, collaboration and communication improvement, each student's learning obstacles realization and cognition activity, independence and creativity.

Aim of this paper is to analyse pedagogical and psychological aspects of learning competence and evaluate Latvian language learning competence development conditions in Latvian language learning process in elementary school.

In this scientific article pedagogy, psychology, linguodidactic theories are analysed, education legislative instruments and education content documents, sets of Latvian language learning measures are analysed, results of Latvian language teachers inquiries and learning process observation results are analysed.

Acquired data testifies that in analysed education regulation and content documents sufficient comprehension about learning competence idea is not observed; learning competence content and achievable result is not precisely formulated, structured and scientifically discovered. Working with analysed Latvian language learning sets, it is not possible to fully ensure development of students learning competence, because there is a lack of learning content for student's intentional learning skills acquisition. Learning exercises are too uniform. Also results from teachers inquires testifies, that they have no full comprehension about content of learning competence and achievable results. Student's independent work is not fully provided in Latvian language learning lessons, which is one of the most important learning competence acquirement or development condition.

Reda BARANAUSKIENĖ

The Change in English Teacher Education: Historical Perspective

Angļu valodas skolotāju sagatavošanas pārmaiņas: vēsturiskā perspektīva

Keywords: Models of English Teacher Education, praxis, reflective study model, observation practice.

Summary

This article reveals some aspects of both liberal and indoctrinated processes of studies in the context of the change from the traditional *teaching* into alternative *life-long learning* paradigm in English teacher education. While implementing communicative approach to foreign language teaching and learning, as well as transferring from behaviourist and cognitive *craft* and *applied science models* into *holistic-reflective model in English teacher education,* liberalism and indoctrination are often in opposition. This confrontation is preconditioned by the social context, value system, and attitude towards preservation of culture, political, historical and ideological traditions in a certain country. Communicative approach to English as a foreign language teaching and learning emphasizes main features specific of liberal education. Its realization in any local system of schooling could change or, at least, modify students' beliefs towards language teaching and learning, provided, prospective teachers of English language are educated taking four major principles of higher education into account: democracy, dynamics, integration of theory and practice, and critical thinking or reflective thinking. Reflective model of studies in English teacher education serves as a precondition for having 'non-traditional' students on a scale and, moreover, empowers them to facilitate the change of the traditional teaching paradigm in English teacher education into the alternative life-long learning one.

Inga LAIZĀNE

**Meaning of Dative and Dative/Instrumental
in Acquisition of Latvian as a Foreign Language**

**Datīva un datīva/instrumentāļa nozīmju apguve
latviešu valodā kā svešvalodā**

Key words: dative, common form of dative and instrumental, meaning of the case, foreign speakers, Latvian as a foreign language.

Summary

The Latvian language as a foreign language is a relatively new field of Latvian language learning methodology, which started to form only in the fifties of the 20th century, so there is quite little research in this area.

Each noun in Latvian, used together with other words, obtains the form of a certain case. The case ending shows relation of the noun to other words in the sentence, hence, the case reveals syntactical functions of the noun. Teaching Latvian as a foreign language it can be observed that learners often use dative, although usually that is one of the last cases taught. Dative to foreigners is usually taught rather late, also in different teaching resources and course programmes it is one of the last cases that is acquired. However, examples, described in the article, show and prove that dative is an important case of Latvian as a foreign language and should be acquired (at least in definite constructions) already at the beginning of the Latvian language course.

The article describes which dative and dative instrumental meanings are important, teaching Latvian as a foreign language and would be acquired already at the beginner level. For this purpose, works of Latvian and foreign authors about dative and instrumental were studied. The course programme *The Latvian language* of Riga Stradins University was analysed as well in order to determine when dative and instrumental case should be started to teach. Also was analysed *Common European Framework of Reference for languages* to find out what a learner should know to reach level A1 and A2.

In research foreign language learners – the Germans, Finns, Swedes, Norwegians and English are taking part. They arrived in Latvia for concrete reason – to study medicine, and they learn Latvian at the beginner level. Sentences in the article are taken from compositions written by foreign speakers at the end of first and second semester. Together are analysed 62 sentences. Topic of the compositions was "My house" and "One day in my life".

At the end of the article, based on the examples, two tables are included, which describes the most common constructions of dative and dative instrumental.

Diāna LIEPA, Inta RATNIECE

Foreign Language Teaching Methodology, its Analysis

Svešvalodu mācīšanas metodika, tās analīze

Key words: foreign language acquisition, approach, method, integrated language acquisition, collaboration.

Summary

Education and also the language teaching methodology is based on traditions and historically gained experience, as well as on novelties (innovations). Understanding of historical experience and its analyses is of major significance in comprehension of contemporary needs and introducing of innovations. Approaches and methods have been described and analysed in works of different authors. The authors' opinions differ widely. Survey and analysis of foreign language teaching approaches and methods facilitate successful perception of current situation; foster drawing of theoretical conclusions in order to improve work performance, to help the students, trainees and colleagues to develop their foreign language acquisition process, to use the most appropriate approaches and methods in foreign language studies.

Transformations in knowledge society intervene in diverse higher education areas changing content, study process, methods used and requirements to competent professionalism in 21st century. The crucial characteristics of higher education coming forward involve "critical thinking", "life-long learning", "openness to changes", "innovations", "collaboration". Development of higher education system is influenced by both internal and external factors, among which as the most important should be considered economic, demographic and IT connected factors. The most crucial development directions in higher education include education accessible to everybody and anywhere, increase of education quality and efficiency, education appropriate for labour market, personnel development, infrastructure development, life-long learning and e-education. In order to effectively respond to the rapid changes in society and the labour market demands, new student training forms are implemented into Latvian higher education institutions as well, for instance, the English language lecturers in Ventspils University College encourage students to discuss the project management issues in English. Students in Technical Faculty at Latvia University of Agriculture study special terminology in the English language and read texts in English in their specialisation. At Riga Teacher Training and Educational Management Academy the emerging teachers of different programmes in compliance with pedagogy courses acquire various topics on pedagogy in English and participate in global projects. Innovative approaches are maximized by annual Student scientific conferences, Practice Report conferences, guest lecturer lectures and workshops.

The **aim** of the article is to describe and analyse foreign language teaching and learning theoretical basis by supplementing theory with case studies from practice. In Latvia researches have been carried out on Professional English acquisition. The researches explore definite areas, yet they are not majoring on a need of a holistic approach to foreign language studies.

Līga KĻAVIŅA

The Development of Online Teaching Materials in *Language Learning Opportunities* Project

Tiešsaistes mācību materiālu izstrāde projektā *Language learning opportunities*

Key words: online teaching materials, development, cooperation, learning.

Summary

The meaning of computer technologies is growing in all spheres of life. The new technologies come into learning and teaching environment; they improve the study process and provide the opportunity to diversify the teaching methods. E-studies become more popular, therefore the development of online teaching materials has an important role. Properly creating teaching materials the teacher can promote students' interest to master the given study subject independently.

The **aim** of the given paper is to analyze the meaning of teaching materials in online environment. The tasks of the paper: 1) to elicit the meaning learning course, if the web page of online teaching materials is readily available of online learning

environment; 2) to state the main principles of the development of online teaching materials; 3) to describe a project, within which there are created online teaching materials for mastering foreign languages.

In the given paper there was described the *Language learning opportunities* project. The lecturers of Language department of *Turiba* University participate in the given project. Within the project there are created online teaching materials for the work in auditorium and for independent work by the computer, there are offered modules for mastering foreign languages: English, French, Russian, Latvian, Spanish and German.

The author states: good results can be reached by developing online teaching materials, if online materials follow specific target and tasks, that the student must reach by mastering the given online and it is easy to go through it, if in the online study course there is available a mentor for the students, if online teaching materials are different and diverse.

Rūta ĶEMERE

Correct Assessment of German Language Skills in Multilingualism Context

Vācu valodas prasmju korekts novērtējums multilingvisma kontekstā

Key words: assessment system, assessment criteria, outcomes of national examinations, schools of German language diplomas.

Summary

Even though the number of German language learners and examinees in Latvia schools is decreasing, German takes a significant place in Latvia foreign language education. The activities of German language diploma schools or *DSD* (*Deutsches Sprachdiplom*) schools in the world, amongst them in Latvia since 1997, are an important resource of multilingualism promotion and development, which in the globalization conditions, when the geographic mobility is increasing, is able to improve the quality of society's social correlation beside the other language learning methodology and socio-culture aspects, promoting the transition from a homogenous culture and value system to culture pluralism and heterogeneity.

The article reveals the existing contradictions between German language acquisition and foreign language skills assessment in Latvia, and the implementation possibilities for their elimination. The factors in the education legislation, which have made the language skills assessment in foreign languages problematic, have been described. The assessment criteria have to be well-considered: the assessment is not only the measurement of the pupils' acquired knowledge and skills, but it also motivates or demotivates pupils to acquire foreign languages. The author is looking for opportunities to optimize the assessment system, including the usage of the German Examination (*DSD*) assessment criteria.

It is essential to provide the pupils with a possibility to acquire several foreign languages at school simultaneously, allow pupils to choose freely their first foreign

language, starting the acquisition of a foreign language already in Class 1. It is also essential to improve the pupils' knowledge and skills assessment system in language acquisition, thus promoting the motivation of language acquisition.

Марина НОВИК

Culture of Language:
the Use of Foreign Words in Writing in Native Language

Культура речи: использование иноязычных вкраплений при письме на родном языке

Valodas kultūra: citu valodu pārcēlumi rakstos dzimtajā valodā

Keywords: culture of language, foreign words, Internet written language, uncontrolled use of foreign language.

Summary

Native language is one of the fundamental cultural values. Foreign words are an important part of the vocabulary of the language. Internet written language is characterized by a variety of characteristics. A characteristic feature is the uncontrolled use of foreign language inclusions. In recent years, many young people have started without the need to use foreign words and various other languages replicas. Foreign words frequently used in quite out of place, not knowing the true meaning. In practice, the use of foreign words often observed deviations from the norm. Online foreign words untranslated in some cases be transferred to the Latvian and Russian language, leading to confusion about what the narrator really want to say, and at the expense of good and fitting words. Excessive foreign words using can contaminate foreign language.

Raises the question of the impact of foreign words to the native language (Latvian and Russian). The study determined the causes of linguistic phenomena and their impact on the culture of language.

Solveiga SUŠINSKIENĖ

Teaching for Scientific Text Reading through Integration
of Information and Communication Technology (ICT)

Zinātnisko tekstu lasīšana:
mācības, izmantojot informācijas un komunikācijas tehnoloģijas (IKT)

Key words: Systemic Functional Linguistics, Information and Communication Technologies, popular science texts.

Summary

Recent decades have witnessed the emergence of language as an integral part of science literacy. Scientific writing contains unique linguistic features such as informational density, abstraction, technicality, and authoritativeness that construe special knowledge claims. The spread of Information and Communication Technology (ICT) may prove to be one of the most pivotal factors in motivating the students to read and analyze a wide variety of scientific writings. An important proposition of foreign language teaching is the use of authentic materials.

Thus, the **aim** of the present paper is twofold: to analyze the scientific language from a Systemic Functional Linguistics (SFL) perspective and to demonstrate how ICT can raise higher education students' awareness of scientific language. The analysis is based on a corpus of articles drawn from the on-line magazine *Popular Science* (*http://www.popsci.com/*). Popular science texts are targeted to present the complicated scientific concepts in as simple way as possible for the public.

Furthermore, in the present paper, three different approaches suggested by Klaus Brandl (2002) to using Internet-based resources are presented:
1) teacher-centered, i.e. when the teacher prescreens and selects reading materials from Internet-based or other resources, designs comprehension activities, and the students conduct the assignments in their own pace;
2) teacher-facilitated, i.e. when the teacher determines a particular topic and set of goals for his/her lesson. The learner has some autonomy as the tasks provide the learner a choice in the sites he/she accesses and explores. Task types usually include comparisons, gathering factual information, descriptions, and short summaries. The teacher's role can best be described as a guide and facilitator;
3) learner-centered, when the students determine the aims themselves. In this way, the students take on the roles of self-directed learning. The teacher only gets involved in the role of a facilitator offering support and guidance throughout the process as much as necessary. The students write short essays, mini-projects that demonstrate the students' analytic skills.

Moreover, on the basis of these three types, the students analyze science popular texts within the framework of SFL, i.e. they pay attention to the above mentioned linguistic features.

By summing up, it is possible to state that science popular texts are a perfect source for content-based analysis: they are simpler in their content than academic texts, and not overloaded with complicated technicalities. Furthermore, by using ICT, namely the Internet, they are easily accessed by students.

Inga BLISKA

Secondary School Students' Lexical Competence Qualitative Aspect in French as a Third Language

**Vidusskolēnu leksiskās kompetences kvalitatīvais aspekts
franču valodā kā trešajā svešvalodā**

Summary

The article provides an insight into the study of school students' lexical competence in the process of learning French as a third language in secondary school. Lexical competence expression is viewed in three types of language activity: reading (text comprehension), writing, and speaking. The first part of the article contains a description of the study methodology, but the second part deals with the obtained data linguistic analysis. In the research issue context the author refers to the subject standard requirements in a foreign language and Council of Europe Handbook *Common European Framework of Language Learning: Learning, Teaching, Assessment.* A brief retrospective view of the history of foreign language teaching/learning with regard to acquisition of lexis is given; understanding of the concept *lexical competence* is clarified. In data acquisition and processing three research methods were used:

1) text comprehension test,
2) analysis of written assignments,
3) spontaneous speech research method – *think-aloud protocol.*

The parameters selected for data analysis are summarised in tables.

The resulting text comprehension tests gave an opportunity to analyse secondary school learners' perception process at the lexical semantic level, to evaluate their lexical knowledge and use of parts of speech. Understanding of the text semantic meaning can be promoted by homographs, internationalisms in the English and French languages, thus compensating for the learner's insufficient linguistic knowledge of French. However, errors caused by interference, which are quite common, cannot be neglected, especially in language use. Being consistent with the typological similarities and the student's awareness of the most characteristic error causes, it is possible to eliminate the objective difficulties in learning/teaching French. At one language proficiency level difference in text comprehension perception can be seen, this can be explained by individual student differences, affective factors (lack of concentration, insufficient attention span, excitement etc).

For development of lexical competence and consolidation of knowledge words should be used in word groups, they should be grouped according to their common semantic and thematic characteristics so that the associative plan should develop and expand in the student's mind as well as for the learner to become accustomed to the semantic linkage of the target language elements. Language material analysis provides understanding of how through spontaneous speech in French the learners' awareness of the world, decoding of knowledge lead to detection of intermediary language impact. The research material is sufficiently wide and representative for

obtaining objective research data. However, the number of erroneous and incomplete linguistic units is not sufficient to ensure establishment of French language acquisition problematic case register.

Олег БЕЛЯЕВ

Ethnographic Tendency in Learning French as Foreign Language

Этнографическая направленность
при обучении французскому языку как иностранному

Etnogrāfiskā tendence franču valodas kā svešvalodas apguvē

Keywords: culture, language, cultural dialogue, French Studies, French people.

Summary

The article deals with methodological issues related to the presence of French culture in practical classes of French, focusing on the fact that culture is an integral part of the language and provides complete acquisition of the French language. This type of work during classes gives students the opportunity to gain knowledge of France, including acquisition of current topics. Working with culture issues students can deepen and build systematic knowledge of the country (France), its history, geography, population, political system, literature and culture as well as help to understand the French people's specific nature, traditions and customs.

This article will first look at the French language, vocabulary and spelling nowadays. In the process of teaching students modern French there is a need to discuss also French people's character traits, beliefs and values, behaviour, sense of humour, relaxation and enjoyment, eating and drinking, health and hygiene, and government. Efficient use of culture in learning French depends on its systematic and systemic classroom practice throughout the school year.

Māra ROZENBERGA

The Spanish Language: Beginner's Challenges

Spāņu valoda:
problēmas, kas saistītas ar tās apguvi pirmajā mācību posmā

Key words: learning Spanish at a beginner's level, pronunciation and spelling, grammatical specificities, vocabulary.

Summary

Language skills are essential for exploring the culture, history and literary heritage of other nations. The Spanish language is one of the most prevalent in the world, spoken by more than 400 million people. According to Wikipedia (Spanish

language 2013) there might be around 20 million students learning it as a second or third language worldwide. During the academic year of 2012/2013 there were ~340 students learning Spanish at different levels in the University of Latvia (BA courses: modules A, B and C, MA courses: module A).

Studying any language entails grappling with its specificities. The **aim** of this article is to clarify the challenges faced by students when learning Spanish at a beginner's level and by tutors teaching it at levels A1, A1+.

These challenges can be classified as follows: 1) pronunciation and spelling (phonetics and orthography); 2) grammar; 3) vocabulary.

First chapter called "Pronunciation and Spelling" is devoted to challenges linked to the differences in pronunciation between Spanish and Latvian while offering some orthographic solutions. Considering the prevalent nature of the Spanish language in terms of its area as well as the sheer number of its speaker's variances in pronunciation are also identified between different regions of Spain and the Americas.

Second chapter named "Grammar" (subdivided in 5 parts) elaborates on the difficulties that students face when learning to utilise grammatical forms that are in contrast with those of their mother tongues – be it Latvian, Russian, English, German or French. For example: (a) the use of personal pronouns; (b) consequently the conjugation of verbs (general rules and exceptions); (c) the use of a plethora of grammatical and lexical constructions; (d) the equivalents of the verb "to be" in Spanish and other languages; (e) the use of personal pronouns in their role as direct and indirect objects.

Third chapter "Vocabulary" outlines words adopted from Latin that are utilised by other Indo-European languages, especially by languages of Roman descent including Spanish. For instance, all words with case endings in Spanish such as *-ción*, *-sión* (*comunicación*, *reservación*, *revolución*, *decision*) in English and French end with *-tion*, *-sion* (*communication, reservation* (fr. *réservation*), *revolution* (fr. *révolution*), *decision* (fr. *décision*)). However, one should beware of "false friends" that exhibit a high degree of similarity in terms of pronunciation, but have an entirely different meaning. For example, the word *large* means "big" in English, but in Spanish *largo* – it is "long"; the word *alt* means "old, ancient" in German, but *alto* is "tall" or "high" in Spanish.

Inese VEISBUKA

Phonetics in French as a foreign language classes

Fonētika frančdu valodas kā svešvalodas stundās

Key words: phonetics, phonology, French as a foreign language, framework, subject standard, curriculum standard.

Summary

The article **aim** is to clarify the role of phonetics in French as a foreign language classes, for this purpose an insight is provided into how phonetics was taught at various periods of time to the present day, *Common European Framework of Reference for Languages* has been analysed as well as its place in French as a foreign language classes in the context of Latvia, following the subject standard *Foreign*

Language and sample curricula for learning French as a foreign language. Also views of specialists in didactics and researchers on problems in teaching phonetics during French as a foreign language classes are dealt with and some suggestions are made.

Phonetics is one of those language acquisition aspects, which compared to others is allotted a modest place in foreign language classes at present, consequently also in French as a foreign language; but it is essential to receive and transmit a verbal message, likewise it facilitates acquisition of grammar and morphology and helps to avoid mistakes in orthography. Historically, phonetics has been taught using a variety of methods and approaches, but currently these methods and approaches are combined according to the students' interests and teacher's expectations. Phonology is one of the components of the linguistic competence, phonological competence is emphasised both by *Common European Framework of Reference for Languages* and the French language sample curricula in Latvia. Though the situation is gradually improving, phonetics teaching during French as a foreign language classes still involves a number of problems – insufficient teachers' readiness, deficiencies in course-books and different prejudices. It is recommended to learn the minimum phonological system, by mastering the verbal code first, to teach to articulate phonemes that do not exist in the learner's native language and to promote learner's autonomy, as well as the importance of the International Phonetic Alphabet is emphasised. Error correction depends on the language level.