Kandavas Lauksaimniecības tehnikums

Skolotāja Dace Avota

Metodiskais darbs

**MODULĀRĀS PROFESIONĀLĀS APMĀCĪBAS MODULIM “VALODAS, KULTŪRAS IZPRATNE UN IZPAUSMES”**

2019./2020. mācību gads

**TĒMA: LANGUAGES/VALODAS**

**MĒRĶIS**:

Attīstīt zināšanu sabiedrībā nepieciešamās starpkultūru zināšanas un prasmes, veicinot

izglītojamā interesi un zinātkāri par valodām un starpkultūru saziņu, pilnveidojot

izglītojamā zināšanas un izpratni par vietējo, valsts un Eiropas kultūras mantojumu un

tā vietu pasaulē, attīstot izglītojamā spēju novērtēt valodas un kultūras daudzveidību,

 nodrošinot izglītojamā spējas realizēt starptautiskās mobilitātes aktivitātes

profesionālajā jomā.

**UZDEVUMI**:

1. Veidot izglītojamā izpratni par komunikācijas veidiem un valodas apguves nozīmīgumu indivīda izziņas spēju attīstībā.
2. Attīstīt izglītojamā spēju racionāli izmantot palīglīdzekļus un mācīties valodas kā daļu no mūžizglītības.
3. Apgūt vārdu krājumu “Valodas”

**PAREDZAMAIS REZULTĀTS:**

Pēc tēmas apguves izglītojamie būs spējīgi pamatot valodas apguves nozīmīgumu izglītošanās, profesionālās pilnveides un brīvā laika pavadīšanas vai ceļošanas nolūkā.



**Why languages matter**

There are about 6 000 languages in the world. They show the diversity of our planet, the cultural heritage. A language is at the center of human activity, self-expression and identity.

WORRYING STATISTICS

5000 languages -with fewer than 100,000 speakers

3000 languages- with fewer than 10,000 speakers

51 languages -with only 1 speaker

96% of the world’s languages spoken by only 4% speakers

**When a spoken language dies, it leaves no archaeology. It is as if has never been.....**

 CAUSES OF THE DISAPPEARANCE OF A LANGUAGE

* Natural disasters
* Cultural assimilation
* Genocide
* Globalization

Make dictionaries, record histories and traditions, translate oral stories

**HOW TO SAVE**

**LANGUAGE ACQUSITION/ VALODU APGUVE**

We can not imagine our life without languages. Oxford Advanced Learner’s Dictionary (2000: 721) defines language as “the system of communication in speech and writing that is used by people of a particular country”. With the wide opportunities our contemporary world offers learning languages has become a very vital means of self- development, travelling and communicating with people not only in the home country but also with people worldwide. The process of language acquisition starts with the acquisition of native language and of other languages later on. There are some diferences between the way we acquire our first language, a second language and a foreign language. The aim of my course report is to cover the differences between acquisition of various languages giving personal examples from my personal language acquisition experience.

What is the difference between language acquisition and language learning? Many researchers (Ellis, 1985; Pinker, 1995; etc.) use both terms interchangeably. Nevertheless, acquisition might be considered more general or on a higher level in the lexicological hierarchy, as the meaning incorporates both unconscious and conscious processes, while learning is considered to refer to the latter only. Krashen (according to Gomez, 2002) characterises language acquisition as the process that occurs when we learn our first language. On the other hand, he claims that language learning is learning about a language, that is, learning about grammar rules, vocabulary, pronunciation, etc. According to Krashen (1985: 10) acquisition is the subconscious process that lead children to ‘picking up ‘their mother tongue, the result of which is subconscious language competence (a feel for what is right and what is not) , as opposed to language learningwhich denotes a conscious study of language rules , being aware of them and being able to talk about them.

Children start acquiring their first language shortly after birth. They are surrounded by people speaking the language on an everyday basis and, step by step, start to understand what is being said, use their first words, then combine them to make short sentences, which, later, become more complex and meaningful.

Later on, people acquire other languages- a second language and different foreign languages. The most important difference between these terms is that a second language is usually acquired in the environment where it is actually spoken on an everyday basis by a certain group of the population while a foreign language is most often studied outside of the natural language environment. The order of acqusitions of second language structures was discovered by the Processability theory (Pienemann ,1998, Saville –Troike ,2006: 76) which suggests that language acquisition follows the levels of language processing , from smaller units to bigger ones.

 One possible influence in the process of foreign language acquisition is knowledge of the learner’s first language. According to Klein (1986: 39), acquisition of a foreign language involves “the capacity to reorganise the language processor”, (which we used and developed while acquiring our first language), “to cope with another language”. Chomsky (1990) proposed that all languages contain common universal principles, while parameters are specificed to each particular language. This allowed linguists to introduce the concept of interlanguage., the development of the second or foreign language grammar on the basis of the first language grammar parameters.

According to Bachman’s taxonomy (1990), the target of second language aquisition is communicative competence. Communicative competence is understood as a combination of language competence and strategic competence. When learning a language we acquire first of all sounds, then words and sentence structures, which the authors (O’Grady and Archibald (2017:304) call grammatical competence .We also need to acquire textual competence to deal with larger linguitic units, called texts. To understand and produce them , we need to learn how the texts acquire cohesion (connection with the help of articles, pronouns, etc) and coherence, or rhetorical organisation (having an introduction, main body and conclusion)

If we look at each individual we have to admit that language acquisition is also an individual process. We are each learning language for our own purposes, thus selecting structures and vocabulary that suit our aims., building a language potential that is tailored to our own needs. Furthermore, we are not only using language knowledge , creating new words that are influenced by our mother tongue, our needs and language potential.

 There are certain factors which influence foreign language acquisition. One of them is motivation. If you really want and need to learn a different language , you will do anyhing to achieve your aim. Your age, memory, your personality traits are also very essential in acquiring a different language. Each learner might have different learning styles. Visual learners prefer to use their sight to receive information. Auditory learners prefer to use their hearing to receive information. Kinaesthetic learners need active movement and involvement to learn. Tactile learners like handling objects and use their touch to receive information. Sometimes people are afraid of speaking and making mistakes.

There is a term -foreign language anxiety. According to Gardner and MacIntyre (1991) it is social and situational anxiety which is caused by the language users’ inability to express themselves adequately. The success of learning depends on how the learner feels about him/herself (Bailey (1983) If they feel good , they will be motivated by their success and will go on learning. But if the learner feels unsuccessful, there are two possibilities , depending on the degree and type of anxiety: they will either try harder or abandon learning.

Any language we know opens us a new world and gives us wide perspectives. It is a precious treasure one can have. Frederico Fellini said: “ A different language is a different vision of life”. It is true . We can read books in the original language. We can freely travel and use a foreign language abroad. We can have friends from all over the world. We have insight in other countries’ culture. We do not need translation watching films in a different language. There are so many benefits we get from learning and knowing languages.

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**LANGUAGES/ ACQUSITION (VALODAS/ TO APGUVE)**

Native language/mother tongue/first language-dzimtā valoda

Foreign language-svešvaloda

Language barrier-valodas barjera

Dialect-dialekts

Accent-akcents

Slang-slengs

 Informal/colloquial-sarunvaloda

To pronounce/Pronunciation-izrunāt/izruna

Grammar-gramatika

Vocabulary-vārdu krājums

Spelling -pareizrakstība

Punctuation-pieturzīmju likšana

To translate/to interpret-tulkot

Dictionary/ to use a dictionary-vārdnīca, lietot vārdnīcu

Mistake/to make a mistake-kļūda, kļūdīties

To try *I’m trying hard-* mēģināt, censties

To successed in-gūt panākumus

To improve-uzlabot

To use-izmantot

To speak fluently-runāt tekoši

Useful/useless- noderīgs/nederīgs

Important-svarīgs

Hard/difficult-grūts

To have difficulty with-būt grūtībām ar

Knowledge of... zināšanas

Be good at.../bad at..... padoties/nepadoties

**QUESTIONS TO DISCUSS (JAUTĀJUMI DISKUSIJAI)**

* What language is spoken the most in your country?
* Do you have a second language in your country?
* How many languages do you speak fluently?
* Does your language have words adopted from English?
* Is English important for an individual in your country?
* Why are you studying English?
* What language you like speaking in?
* What language do you least like speaking in?
* What's your favorite language?
* What's your least favorite language?
* What's the strangest language have you ever head?
* Do you wish your country has another language instead of the present one?
* Can you name any languages that are no longer spoken?
* What language do the neighboring countries of where you live speak?
* What would you do if you had to travel to a country where it's people don't know how to speak neither your language nor English?
* Do you think that disappearing languages should be protected or should we just let them fade away?
* What languages are spoken the most throughout the world?
* Which do you think is the most difficult language?
* How many languages do you speak?
* Do you know anyone who is monolingual?
* Do you know anyone who is bilingual or multilingual?
* Would you like to raise multilingual children?
* Can you think of some disadvantages of being monolingual?
* Have you ever visited a society where most people speak only one language?
* Have you ever visited a society where most people speak more than one language?
* Do you think foreign language study should be required?
* Do you think foreign language study should start as early as possible, or is it okay to start later?
* Do you think all people should be required to study the same foreign language, or do you think there should be some choice?
* Why is English used in so many places?
* Do you think that a language other than English should be used as an "international language"?
* Do you think language affects thought?
* Do you enjoy studying grammar?
* Do you think studying the grammar of your native language is important?
* Do you think studying the grammar of a foreign language helps you to speak it?
* What grammar question have you had lately?
* When you study a language, do you like to study reading, writing, speaking and listening?
* Have you ever had an emotional discussion in a language that you don't speak well?
* When you learn new words, is it generally easier for you to remember "silly and useless" words, or "common and useful" words?
* If you study a foreign language, do you use a dictionary written in the language you are studying?
* Do you have a large vocabulary?
* Is increasing your vocabulary important to you?
* What techniques do you use to remember vocabulary?
* What dialects does your language have?
* Do you know the saying, "a language is a dialect with an army"? What do you think this means? Do you agree?
* When you are getting an important message for the first time, are you more comfortable hearing it, or reading it?
* Is this different for you in your native language and your second/foreign language?
* When you produce language, are you more comfortable writing it, or saying it?