



Turība University

ENHANCING STUDENTS' LANGUAGE COMPETENCE APPLYING INNOVATIVE TEACHING/LEARNING TOOLS

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Vision:

Internationally acknowledged and recognizable higher educational institution of business administration



Faculties:

- Faculty of International Tourism
- Faculty of Public Relations
- Faculty of Business Administration
- Faculty of Law

Languages taught:

- EN + GE/FR/ES/RU
- EN/GE

Core values:

- Liberty
- Enterprise
- Competence



The Situation

Tu

Globalization is changing the world as we have known it

The dramatic increase in mobility and contacts

The major role of cultures and languages in successful communication

The content of the language course and the applied methodology are crucial

Communicative Language Competence (I)

- **Knowledge and skills necessary for communication** (Canale, Swain, 1980);
- **Morphology, syntax, lexis, cohesion, organization of the text** (Bachman, Palmer, 1980);
- **An ability to form and understand syntax, lexis, phonology of the language** (Tarone, Yule, 1989);
- **Use the language appropriately in the socio-cultural context and apply communication strategies in problem-solving** (Tarone, Yule, 1989).

Communicative Language Competence (II)

- **Linguistic competence** – lexical, phonological, syntactical knowledge, skills and other dimensions of language as a system;
- **Sociolinguistic competence** – socio-cultural conditions of language use;
- **Pragmatic competence** – the functional use of linguistic resources, such as production of language functions, speech acts.

(CEFR, 2001)

Features of English for Special Purposes



- **ESP is goal-oriented;**
- **ESP courses are based on stakeholders' needs analysis;**
- **Often there is a strictly specified period of the ESP course;**
- **ESP learners tend to be adults;**
- **Learners need a special professional language;**
- **In some cases a very high language proficiency level might not be required.**

Phases in ESP Development

- **First Generation** (to the middle of the 20th century);
- **Second Generation** (since the second half of the 20th century) – needs based, purpose-driven language instruction, growth in the number of language educators identifying themselves as ESP professionals;
- **Next Generation** (since late 1990ies) – moving the language learning to the real professional settings, highly specific professional context, the use of ICT tools, accessibility of materials to learners.

Current Trends in ESP

- Bringing cross-cultural and intercultural elements into ESP courses;
- Materials design – ESP teachers increasingly continue tailoring their own materials;
- An increasing trend to require incorporation of academic writing into ESP courses;
- ESP continues developing, especially in the field of specialized English discourse and the development of effective methodologies to teach it.



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Šis projekts tika finansēts ar Eiropas Komisijas atbalstu. Šī publikācija [paziņojums] atspoguļo vienīgi autora uzskatus, un Komisijai nevar uzlikt atbildību par tajā ietvertās informācijas jebkuru iespējamo izlietojumu.



Information about the Project (I)

- Project title: „Language learning opportunities - ways out of unemployment risks”.
- Project number: 2012-1-DE2-GRU06-11344 4
- Project period: 1 August 2012 – 31 July 2014.
- Project partners: EUROPANORAT Schulung - Training - Management - Consulting GmbH (Germany), GÖNEN HALK EGITIM MERKEZİ VE AKSAM SANAT OKULU (Turkey), Turiba University (Latvia), Voksenuddannelsescenter Frederiksberg (Denmark), Vilniaus verslo kolegija (Lithuania), Ekonombska šola Murska Sobota, Višja strokovna šola (Slovenia).

Information about the Project (II)

- Project aim: exchange various experiences in formal and non-formal language learning as a means of improving communication skills of target groups (people who are in a precarious situation) and broaden their horizons by helping to develop their language skills by applying innovative learning tools.
- Project common website: <http://www.language-learning-opportunities.com/>
- Latvian website: <http://llo.turiba.lv/index.php?id=2>



The Content



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LLO PROJEKTS

ES mūžizglītības Grundtvig apakšprogrammas mācību partnerības projekts „**Language learning opportunities - ways out of unemployment risks**” [Valodu mācīšanās – bezdarba riska novēršanas līdzeklis] ir projekts valodu un starpkultūru izglītības jomā.

Projekta numurs: 2012-1-DE2-GRU06-11344 4

Projekta norises termiņš: no 2012.gada 1.augusta līdz 2014.gada 31.jūlijam

Projekta pieteicējs: EUROPANORAT Schulung - Training - Management - Consulting GmbH (Vācija)

Projekta partneri: EUROPANORAT Schulung - Training - Management - Consulting GmbH (Vācija), GÖNEN HALK EGİTİM MERKEZİ VE AKSAM SANAT OKULU (Turcija), Biznesa augstskola Turība (Latvija), Voksenuddannelsescenter Frederiksberg (Dānija), Vilniaus verslo kolegija (Lietuva), Ekonomika šola Murska Sobota, Višja strokovna šola (Slovēnija).

Projekta mērķis: pieredzes apmaiņa formālajā un neformālajā valodu izglītībā, kas kalpo kā līdzeklis pieaugušo komunikācijas prasmju pilnveidei. Projekta ideja ir radusies mācību procesā nacionālā un Eiropas līmenī - labāk integrēt dažādas grupas, piemēram, riskam pakļautās sociāli nelabvēlīgās grupas un imigrantus, Eiropas sabiedrībā un, izmantojot valodas prasmes, uzlabot viņu profesionālās spējas Eiropas darba tirgū.

Sis projekts tika finansēts ar Eiropas Komisijas atbalstu. Šī publikācija [paziņojums] atspoguļo vienīgi autora uzskatus, un Komisijai nevar uzlikt atbildību par tajā ietvertās informācijas jebkuru iespējamo izlietojumu.





Study Materials



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Online Dictionaries



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VĀRDNĪCAS

Angļu valodas vārdnīcas:

- Skaidrošā angļu valodas vārdnīca „Longman Dictionary of Contemporary English” Online
<http://www.ldoceonline.com/>
- Latviešu – angļu vārdnīca. Letonika.lv
<http://www.letonika.lv/groups/default.aspx?g=2&r=10621033>
- Angļu – latviešu vārdnīca. Letonika.lv
<http://www.letonika.lv/groups/default.aspx?g=2&r=10331062>
- Angļu – latviešu, angļu – lietuviešu, angļu – igauņu, latviešu – angļu Tildes tulkotājs
<http://tilde.lv/tulkotajs>
- ECTACO Latvian English Online Dictionary. (2011) ECTACO, Inc.
<http://www.ectaco.com/Latvian-English-Dictionary/>
- ECTACO English Latvian Online Dictionary. (2011) ECTACO, Inc.
<http://www.ectaco.com/English-Latvian-Dictionary/?refid=-1>

English Modules



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English

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8. [Travelling by train](#)
9. [Travelling by air](#)
10. [Travelling by ship](#)
11. [Hotels](#)
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Additional Materials

Papildmateriāli angļu valodas apguvei

<http://www.learn-english-today.com/index.html>

<http://www.english-online.org.uk/games/gamezone2.htm>

<http://www.digitaldialects.com/English.htm>

<http://www.vocabulary.co.il/>

<http://www.englishclub.com/english-for-work/>

<http://www.manythings.org/>

<http://eleaston.com/biz/home.html>

<http://www.better-english.com/vocabulary.htm>

<http://www.manythings.org/e/vocabulary.html>

<http://gamesstolearnenglish.com/>

<http://learnenglishkids.britishcouncil.org/en/>

<http://www.tolearnenglish.com/english-games.php>

<http://bogglesworldesl.com/adultesl1.htm>

Task Pane

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- [6.uzdevums](#)
- [7.uzdevums](#)
- [Uz sākumu](#)

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- [9.uzdevums](#)
- [10.uzdevums](#)
- [Uz sākumu](#)

Gap Fill

[<=] Index [=>]

1.uzdevums

Phrasal Verbs

Fill in the gaps with the appropriate phrase: face up to, set up, get on with, turn it down, called off, fell through, come up with, go over.

You can click on the "[?]" button to get a synonym. Note that you will lose points if you ask for clues!

(Source: Vince, M. (1996). First Certificate Language Practice with key. Oxford, p.190.)

1. Mary could not [?] her colleagues, so she left the company.
2. Although the job offer was quite generous, John decided to [?].
3. Their business plan [?] very soon.
4. A year ago they decided to [?] a company, and their business is really profitable.
5. The office party was [?] because of the economic situation.
6. You will have to [?] the fact that there will be staff reduction in the company.
7. Please [?] some ideas how to promote our new product!
8. I think we should [?] the agenda of our next meeting.

[<=] Index [=>]

Matching Task (I)

| <= | Index | =>

2.uzdevums

Remuneration

Match the items on the right to the items on the left.

(Source: Jacob, M., Strutt, P. (1997). English for International Tourism. Course book. Longman, p.12.)

Check

bonus



overtime



tips



fees



perks / benefits



wages



royalties



salary



Check

| <= | Index | =>

Matching Task (II)

| <= | Index | =>

9.uzdevums

Professions

Which person would you need in each situation? Match the job with the situation!

(Source: Vince, M. (1996). First Certificate Language Practice with key. Oxford, p.190.)

Check

A radiator has burst and flooded your room

porter

You need three fillings

hairdresser

Your cat has started sneezing

lawyer

Your car makes a whistling noise

plumber

You are short sighted and get headaches when you read

vet

You need legal advice

optician

You have to carry a heavy suitcase at the airport

dentist

You want a perm

mechanic

Answering the Questions

| <= | Index | =>

3.uzdevums

Vocabulary

Choose the most appropriate option.

(Source: Vince, M. (1996). First Certificate Language Practice with key. Oxford, p.190.)

Show all questions

1 / 8



He makes his -----by doing odd jobs.

- A. ? business
- B. ? living
- C. ? work

| <= | Index | =>

Reading Comprehension

| <= | Index | =>

6.uzdevums

Covering Letters

Read the text and answer the questions. Mark if the sentences are True or False.

(Source: <http://www.myworldofwork.co.uk/content/5-things-you-should-never-include-in-a-cover-letter>)

1. Bad spelling and punctuation – There's no room for bad spelling or bad punctuation in your cover letter. Keep sentences short to avoid confused punctuation.
2. Outrageous lies – If you lie, you could miss out on a job.
3. Negativity and sarcasm – Don't criticise former employers and not the company you're applying to. Adopt a positive attitude about yourself, your previous experience and the job you are applying for.
4. Inappropriate personal details – You don't need to state your age, religion, sexual preference or political affiliations on a cover letter or CV.
5. Confused language and unnecessary waffle – Keep things clear with short sentences that tell the reader what they need to know and nothing more.

Show all questions

1 / 7

=>

Spelling and punctuation errors are sometimes acceptable.

A. ? True

B. ? False

| <= | Index | =>



Word Formation / Sentence Creation (I)

| <= | Index | =>

6.uzdevums

Polite Phrases 1

Now put the words in order to form expressions you can use when you meet someone for the first time.

When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

Check

Restart

Hint

I'm hello, Tom Wilson.

Word Formation / Sentence Creation (II)

| <= | Index | =>

9.uzdevums

Polite Phrases 4

Now put the words in order to form expressions you can use when you meet someone for the first time.

When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

Check Undo Restart Hint

I'm Tom. call me Please, Tom Wilson.

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Making a Dialogue (I)

| <= | Index | =>

5.uzdevums

Introducing 3

Read this conversation between two lawyers at a conference. Fill in the blanks with these question words: who, what, how, why, when, where.

Fill in all the gaps, then press "Check" to check your answers.



Klaus: _____ do you do? I'm Klaus Binder.

Peter: Nice to meet you. Peter Green.

Klaus: Ah! You're giving a talk on satellite launches.

Peter: That's right. _____ are you from, Mr.Binder?

Klaus: Berlin.

Peter: And _____ do you work for?

Klaus: Sky Television.

Peter: Ah, yes! You're giving a talk on transmission systems.

Klaus: That's right.

Peter: I'd like to hear it. _____ is it?

Klaus: After lunch. _____ don't you come along?

Peter: I'd like to. _____ time does it start?

| <= | Index | =>

Making a Dialogue (II)

| <= | Index | =>

5.uzdevums

Paying the Bill

Match the items on the right to the items on the left to make a dialogue.



Check

Diner:	???
Waiter:	???
Diner:	???
Waiter:	???
Diner:	???
Waiter:	???
Diner:	???
Waiter:	???
Diner:	???
Waiter:	???

Check

| <= | Index | =>

Intercultural Tasks

- [Business Etiquette text 1](#)
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Conclusion

As the created materials focus on the development of students' professional lexis and reading skills, they can be used as a source of information on pluricultural issues as well as a supplementary material to develop students' Language for Special Purposes competence.



Thank you for your attention!

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<http://llo.turiba.lv/index.php?id=2>