

## Communicative Approach in Learning the Latvian Language as a Foreign Language

Inga Laizāne Dr.philol.  
Riga Stradins University, Latvia  
[inga.laizane7@inbox.lv](mailto:inga.laizane7@inbox.lv)

**Abstract:** In accordance to increase in the number of foreigners in Latvia, the issue of learning the Latvian language as a foreign language (*LATS*) is also raised, as well as the appropriate teaching tools and teaching methods for learning the language. There are relatively many learning tools (approximately 40 textbooks, without textbooks there are also dictionaries, dictionary, grammar and task stocks), which are based on different approaches and methods. Thinking about foreigners in Latvia highlights the needs of language learners, so the process of learning a language based on the communicative approach seems more appropriate. The purpose of the article is therefore to describe the communicative approach and its implementation in the acquisition of the Latvian language as a foreign language, which is revealed in both teaching resources and teaching work. This article is based on studies of scientific literature and analysis of *LATS* textbooks. Major studies of foreign authors on the communicative approach were selected. To justify the use of the communicative approach in the acquisition of the Latvian language as a foreign language, teaching means of learning the *LATS* have been analysed. Insufficient understanding of the communicative approach makes think that it is not suitable for the acquisition of Latvian language as a foreign language. It is falsely believed that the communicative approach does not work in the learning of grammatical languages, including the acquisition of Latvian. The communicative approach does not exclude grammar learning and grammar explanations, but must be closely associated with the communicative goal. Translation exercises in the communicative approach are also preferable and even recommended. These findings could be useful for practitioners who teach Latvian as a foreign language but do not feel safe in implementing the communicative approach.

**Keywords:** communicative approach, foreign language, Latvian language, grammar, translation.

### Introduction

Teachers and textbook authors are often questioning the best ways to teach a language, especially a foreign language. What approaches and methods would be most appropriate in learning a specific language? Can the same methods be used for learning the native and foreign language? Can the methods of learning the same language be applied to all foreign languages? These issues are topical in the acquisition of different foreign languages, for example in the acquisition of English different forms of organization of the learning process are being sought (Bojare, Ignatjeva, 2014, 42-49). In the last 50 years these issues are also topical in the learning of Latvian as a foreign language, and they are being addressed by theorists and practitioners who are engaged in the development of the linguistic direction – Latvian as a foreign language.

In recent years, the number of aliens in Latvia who learn Latvian is increasing, so there is an issue about teaching tools, as well as what approach or method in the learning process would be best. The latest study on the development of Latvian as a foreign language, including teaching tools and methodological issues, is the PhD thesis of I. Laizāne defended in 2019 (Laizāne, 2019), summarizing both researches of Latvian scientists: I. Druvieta (2003), V. Kalnbērziņa (2012), I. Vasiļjeva (2008) and researches of foreign authors: H.D. Brown (2007), G. Ellis (1996), D. Crystal (2003), D. Larsen-Freeman (2002), C. Baker, W.E. Wrigh (2017), G. Cook (2003), S. Gass, L. Selinker (2008), C. Kramersch (2016), R. Mitchell, F. Myles (2004), T.S. Rodgers (2011), L. White (2003) in the field of language acquisition. The analysis of textbooks and the insights of practitioners and theorists in the sector have been used in this article. The article focuses on learning Latvian as a foreign language from both pedagogical and philological aspects.

The idea of a quality learning process that is determined and focused on the needs of the learner is very topical. Curriculum development, including educational content and teaching methods, has been written about in relation to the education in school practice (Andersone, 2014, 15-21), and currently this issue is very relevant in the field of education in the context of the development of new educational content School 2030: National Reforms in School Education (National Reforms in School..., 2019), National Reforms in Early Childhood Education and Care (National Reforms in Early..., 2019). It influences also adult learning National Reforms in Vocational Education and Training and Adult Learning (National

Reforms in Vocational..., 2019). Foreign language acquisition can also be considered in the development of the curriculum. For a long time, the formal approach to learning the language system prevailed in the foreign language acquisition, which was also relevant in the Latvian linguo-didactics. Over time, the practice of foreign language acquisition, including LATS, developed the notion that language was necessary for the ability to communicate. Accordingly, language acquisition requires new teaching methods and educational content that meet the needs of the learner.

By studying the impact of the linguistics theories on the development of the Latvian language as a foreign language and linking it to the teaching tools of *LATS*, you can see the development of ideas, from a structural approach and a grammatical translation method to a functional and communicative approach today (Laizāne, 2019, 63). The communicative approach in learning both Latvian and other foreign languages has been lauded and criticized. However, despite criticism, the communicative approach relies on several teaching tools for learning the Latvian language as a foreign language, and some elements of this approach appear in many teaching tools intended for the acquisition of the *LATS*.

The learning of any language also includes scientific ideas of a certain era. It is important to look at how linguistic theories are integrated in the *LATS* learning. The teaching practice of *LATS* can also be linked to the acquisition of other foreign languages because the approaches and methods prevailing at different times are similar. However, it should be highlighted that comparing Latvia's situation with the experience of European countries and the USA, there is a time gap approximately 100 years (Laizāne, 2019, 45-47) in the use of specific approaches and methods. In the early stages of development, the linguistics – Latvian as a foreign language – was dominated by a structuralism approach, which was mainly practiced in the use of grammatical translation methods and audio-lingual techniques. Over time, in the practice of learning foreign languages, the structural approach to learning languages is replaced by a communication and function approach, which influences the fact that the idea of a communicative approach to learning the language is also being implemented in the teaching tools for learning the *LATS*.

The communicative approach in language learning starts to take place in the 70's of the 20<sup>th</sup> century, in terms of the functioning of the English linguistics and the development of sociolinguistics and pragmatics, which greatly increases awareness of the language and its nature.

The theory of the socio- linguist and anthropologist D.H. Hymes (1972) communicative competency theory I. Druviete (2003) extends the understanding of the language and its relationship with the conditions of communication. The theory of D.H. Hymes contributes to the emergence of a communicative approach to foreign language learning, which aims to develop the language learner's ability to use the language effectively. But the idea of natural language acquisition isn't new. An intuitive idea that language is needed has employed linguists and theorists since the end of the 19th century when the natural method was created. Later, it results in the use of a direct method that is a new view of the old ideas. The principles of the direct method provide the basis for a communicative approach to language learning, which emphasizes natural language learning. The works of many authors were used to summarize the theoretical literature on the communicative approach:

- monographs (Widdowson, 1994; Larsen-Freeman, 2002; Cook, 2003, 35-39; Rai Vishnu, 2003; Nunan, 2004; Richards, 2006; Brown, 2007, 244-248),
- works created in co-authorship (Finocchiaro, Brumfit, 1983; Richards, Platt, Platt, 1992, 65-66; Benson, Voller, 1997; Johnson, Johnson, 1999, 68-73; Richards, Schmidt, 2002, 90; Norland, Pruet-Said, 2006; Willis, Willis, 2007; Arnold, Dörnyei, Pugliese, 2015),
- academic articles and abstracts (Canale, Swain, 1980, 1-47; Hutchinson, Waters, 1984, 108-113; Swan, 1985, 2-12; Ellis, 1996, 213-218; Chen, 2003, 29-43; Belchamber, 2007; Demirezen, 2011, 57-71 Al Asmari, 2015, 976-984; Newby, 2015, 13-34; Znotiņa, Laizāne, 2019, 650; Kachmarchyk, Khrystiuk, Shanaieva-Tsymbol , 2019, 84-99).

The aim of the study is to describe the communicative approach and its implementation in the acquisition of the Latvian language as a foreign language, which is revealed in both teaching resources and teaching work.

## Methodology

When studying the theoretical literature and educational materials of *LATS*, two practical research questions are raised, which are set out in the article.

1. Can a communicative approach be used in the acquisition of grammatical languages?
2. What language teaching techniques, based on the communicative approach, can be used in the foreign language acquisition?

This article is part of a broader study (Laizāne, 2019) on the development of Latvian as a foreign language in Latvia and beyond. One of the theoretical parts of the study is related to pedagogical issues and looks at the impact of linguistic theories on the development of the *LATS*. In turn, in the practical part, *LATS* teaching products are analysed, the content of which reveals a specific method or approach in learning the language.

This article is based on studies of scientific literature and analysis of *LATS* textbooks. The main research methods are the descriptive method, which was used in the research of theoretical literature, and the content analysis, which was used for the analysis of the content of *LATS* educational materials. Major studies of foreign authors R. Belchamber (2007), H.D. Brown (2007), M. Canale, M. Swain (1980), A. Carreres (2006), S.C. Chan (2011), M. Demirezen (2011), D. Larsen-Freeman (2002), G. Ellis (1996) on the communicative approach were selected. To justify the use of the communicative approach in the acquisition of the Latvian language as a foreign language, teaching means of learning the *LATS* have been analysed.

## Results and Discussion

Henceforward the article will describe and explain the communicative approach and demonstrate the use of this approach in learning the Latvian language as a foreign language.

Studies of theoretical literature have shown that the views on the communicative approach are similar; however, authors do not always emphasize the same aspects. Three principles have been identified in order to structure these views: the language proficiency, the purpose of language acquisition, and language techniques. These principles help to structure opinions by emphasizing the most relevant information. They can also help to compare other approaches and methods for learning languages demonstrating the way in which language learning is being implemented through a specific approach or method.

### Language skills

Speaking is the most highlighted of language skills, so there are many exercises in learning that develop speaking skills. But other language skills are also being developed, and this can happen in parallel.

### Purpose of language learning

Develop the ability to communicate in different every day, working or learning situations, namely, the ability to use language in practical situations.

### Language teaching techniques

Although the process of foreign language acquisition based on a communicative approach is aimed at the ability to communicate, researchers emphasize that this goal cannot be achieved without grammar acquisition (Nurmukhanova et al., 2014, 116-122). However, in the process of grammar acquisition certain principles must be followed.

Firstly, grammar is not distinguished as a separate part of the language in textbooks.

Secondly, grammar teaching takes place indirectly, because grammar is included in any language use situation. Thus, the language learner itself can create tables inferring grammar rules. It is believed that grammar skills are developed by using language, but this does not necessarily ensure the correct use of language, which often creates errors in the learning process.

Thirdly, more difficult grammatical forms are regularly practiced and repeated, avoiding a description of their use. This means that multiple repetition exercises can be used as an aid in the learning process, but they do not have a desirable key role.

Fourthly, grammar learning is closely associated with the text material. The language learner must notice the specific grammatical form in the text, because only by the meaning of this form can you work further with learning this form. This idea is in line with the principles of the functional approach.

High importance is attached also to the textual material. The topics in the lessons must relate to the everyday needs and interests of language learners. The sequence of the study materials in the learning

process is not very strict. It may be altered for substantive, functional or meaningful reasons, according to the interests of the students.

The range of exercises used for the acquisition of the educational content can be diverse, but they must be approximated to real language situations. The lessons use exercises close to natural communication so that you can use the language in real every day conditions. To ensure communication during lessons, the classroom may use group and pair work, impromptu dialogues, role games, situation playing. Dialogues may be used in the learning process, but this should be done to highlight the communication function, not memorizing, as is the use of the audio-lingual method. Translation can be used and is even preferable and significant if it helps in the learning process.

In order to improve the learner's vocabulary and grammar skills, A. Jurčenko (2015, 423-428) recommends using an exercise-based language learning approach in the foreign language acquisition rooted in the communicative approach and strongly underlines the importance of teaching a language in the context of the use intended by the communicative approach. This indicates that much attention has been focused on the textual material and exercises for the acquisition of this material in the communicative approach.

Continuing the discussion on language teaching techniques in the communicative approach, it should be emphasized that the teaching process shall allow the use of the native or intermediate language, if necessary but within reasonable limits. The pronunciation of the language learner must be understandable and not identical to the pronunciation of the mother tongue user. Errors are allowed in the language learning process. They are positive because of the natural interest of the language learner in the learning process.

The end of the 20<sup>th</sup> century and the beginning of the 21<sup>st</sup> century are characterized by a wide debate on the meaning and role of the communicative approach in learning the language. One of the most pressing issues is the role of grammar in learning the language. It is considered that when implementing the communicative approach, grammar is not taught, but the nature of the communicative approach also includes grammar learning, but it cannot be a separate section in the textbook. Grammar teaching should be associated with real language situations. However, it raises the debate that there is too little to do with the indirect way of grammar teaching. Practitioners believe that the learning of grammatical languages, which is also Latvian, is not enough to teach grammar for only communicative purposes, so several *LATS* teachers are unable to work with the teaching tools implemented in the communicative approach (Laizāne, 2019, 114-118). However, in this case, it should be discussed as to the wrong understanding of the communicative approach, or too narrow point of view of the nature of the communicative approach, because during the implementation of the communicative approach grammar can also be interpreted and taught directly, and grammatical forms analysed, but this must be linked to the communicable objective. Grammar cannot be taught as a separate section that is completely unrelated to the purpose of communication, as is typical of the grammatical translation method. Consequently, the ambiguity that the communicative approach cannot be used in the learning of grammatical languages should be avoided.

An insufficient understanding of the communicative approach also shows that the translation exercises cannot be carried out when working on this approach, as it relates to the long-term grammatical translation method prevailing in the learning of foreign languages. However, in this case, too, a more complete understanding of translation exercises and their inclusion in the communicative approach would be needed.

Although on the second half of the 19<sup>th</sup> century, the method of grammatical translation was questioned and the translation was renounced from the process of learning foreign languages, at the end of the 20<sup>th</sup> century, a number of linguists in France and Canada began to deny total renunciation of the translation by emphasizing the usefulness of the translation in the process of learning foreign languages.

A. Mutore (2013) emphasizes that in the context of learning a foreign language the activity of translation is viewed from the didactical or pedagogical not professional point of view. Didactical translation should be understood as usage of various exercises which in the process of learning a foreign language requires transfer of a linguistic unit from one language to another. On the other hand, didactical and professional translation encompasses exercises included in interpreter training programmes with the goal of obtaining intra lingual communication skills which are based on the reflection of the idea expressed in the source language. Didactical translation is used as one of the activities to learn a foreign language; its purpose is to understand the culture of the language as well as the contextual nuances of using it. Due to globalization and increasing

use of international relations in our modern society we embark on a quest to find a compromise that would bring together translation and language didactics. They should go hand in hand in the process of learning a foreign language; however, this process should concentrate on communication aspects, not translation.

Other industry professionals (Sibbard, 1994, 9; Benson, Voller, 1997; Bialystok, 1998, 47-60; Eadie, 1999, 2-9; Seidlhofer, 1999, 233-244; Larsen-Freeman, 2002, 132; Bygate, Skehan, Swain, 2001; Richards, Rodgers, 2001; Carreres, 2006, 5; Pariente-Beltran, 2006, 30; Chan, 2011, 13-24; Leonardi, 2010; European Union, 2013; Artar, 2017; Karousou, Nerantzaki, 2020) speak in favour of the translation into foreign language learning. The translation is considered to be a useful exercise in improving the communicative approach. The importance of translation in the exercise of communication competence is also highlighted in the regulatory documents (Common European Framework..., 2001).

In the newly defended PhD thesis (Laizāne, 2019), the learning means for the acquisition of *LATS* were analysed in detail. The 60's of the 20<sup>th</sup> century has been selected as the reference point when the first textbook for the acquisition of *LATS* (Laizāne, 2019, 7) is published outside of Latvia. The thesis analyses the textbooks that have been produced both in Latvia and outside Latvia, thus producing reliable results included in this article.

In analysing *LATS* textbooks (Laizāne, 2019, 65-124), it can be concluded that certain elements of the communicative approach are found in many *LATS* textbooks. There are textbooks (Šalme, Ūdris, 1996) in which the communicative approach is incorporated alongside other approaches and methods, but the real communication-based *LATS* learning tools have been produced relatively recently. The first only communication-based learning tool for *LATS* learning is the *Latvian Language Textbook for Students* (Klēvere-Velhli, Naua, 2012). Training kits *Laipa A1* (Auziņa et al., 2014), *Laipa A2* (Auziņa et al., 2016) and *Laipa B1* (Auziņa et al., 2019) are then created. The textbook worked out by I. Kaija and I. Laizāne *Latvian Language for Dental Students* is currently in publishing house, which is a textbook for learning the professional language, based on the communicative approach. Manuscript is available for students and colleagues in Riga Stradins University e-studies platform MOODLE in Latvian and in English. Consequently, it is concluded that learning tools based on the communicative approach for the acquisition of *LATS* have only come out in the last 10 years.

In further analysis of the above-mentioned communication-based learning tools, it should be highlighted that they are in line with the principles of communicative approach in terms of both the structure of the book and the textual material, the variety of tasks and the presentation of grammar. The exercises in the books develop all language skills, but the focus is on speaking and listening skills. In turn, in terms of grammar learning, students base themselves on examples and gradually come to terms with legalities and the use of structures. For a visual grammar perception tables that practitioners do not necessarily link to the nature of the communicative approach, are also used. Several practitioners teaching Latvian as a foreign language admit that the textbooks based on the communicative approach lack a systemic grammar set that is very important in the learning of Latvian language, making it difficult to use such textbooks with beginners, particularly when assessing *Latvian Language Textbook for Students* (Laizāne, 2019, 114-117).

## Conclusions

The views of teachers, the vision of authors of textbooks and the information contained in theoretical guidelines for learning foreign languages suggest that the substance of the communicative approach has not been sufficiently understood, so perhaps not all educators can accept it and implement it in the lessons. Several *LATS* teachers point out that different types of linguistic activities are used during classes and attempts to develop all language skills, so they are not sure that it is a communicative approach or sometimes a specific approach cannot be defined, because the lesson includes different tasks, including tasks that develop grammar skills and translation, as well as reading and text analysis. This shows an incomplete understanding of the communicable approach since it includes a very rich teaching system, including grammar explanations and translation exercises, but it must certainly be linked to the communicative objective.

Thus, both research questions can be answered:

1. Communicative approach can be used in the acquisition of grammatical languages. Latvian language is also rich in grammatical forms, and it is impossible to communicate properly

without learning them, therefore it is also a concern for teachers and textbook authors who work in the field of linguo-didactics Latvian language as a foreign language. The answer is definitely 'yes' – the communicative approach can be used in the acquisition of grammatical languages, as evidenced by the LATS textbooks published in recent years. This issue has mainly arisen due to a poorly understood communicative approach.

2. The following techniques of language teaching can be used in communicative approach to foreign languages: translation, usage of different tasks, well-considered textual material, work in pairs and groups etc. When working with a communicative approach, high importance is attached to the textual material, which must meet the needs of the learner. The acquisition of grammatical forms is closely linked to the textual material, since the learner must recognize this form in the use of language so that it could be later produced in similar situations. The exercises that help to learn a specific educational content can be very diverse, including translation, as long as they are approximated to natural communication and related to the communicative purpose. Therefore, it can be concluded that in order to take a communicative approach to language acquisition, there must be a specific language learning objective. The educational content and the exercises involved in implementing this content should be carefully considered. Acquisition of the grammar content must be subordinated to the textual material. This means that the communicative approach can be used for the acquisition of different languages, but great attention must be paid to the educational content and its implementation.

## Bibliography

1. Al Asmari A. (2015). Communicative Language Teaching in EFL University Context: Challenges for Teachers. *Journal of Language Teaching and Research*, 6(5), 976-984. doi: [10.17507/jltr.0605.09](https://doi.org/10.17507/jltr.0605.09)
2. Anderson R. (2014). Curriculum as an instrument in developing teaching and learning. In V. Dislere (Ed.), *The Proceedings of the International Scientific Conference Rural Environment. Education. Personality (REEP)*, 7. Jelgava: LLU, 15-21. Retrieved from <https://lufb.llu.lv/conference/REEP/2014/Latvia-Univ-Agricult-REEP-2014proceedings-15-21.pdf>
3. Arnold J., Dörnyei Z., Pugliese C. (2015). *The Principled Communicative Approach: Seven Criteria for Success*. Germany: Helbling Verlag GmbH.
4. Artar P. (2017). *The Role of Translation in Foreign-Language Teaching*. (Doctoral Thesis, Universitat Rovira Virgili. Tarragona) Retrieved from <https://www.tdx.cat/bitstream/handle/10803/461885/TESI.pdf?sequence=1&isAllowed=y>
5. Auziņa I., Berķe M., Lazareva A., Šalme A. (2014). *Laipa A1. Latviešu valoda* [Plank A1. Latvian language]. Rīga: LVA, 2014. (in Latvian)
6. Auziņa I., Berķe M., Lazareva A., Šalme A. (2016). *Laipa A2. Latviešu valoda* [Plank A2. Latvian language]. Rīga: LVA, 2016. (in Latvian)
7. Auziņa I., Berķe M., Lazareva A., Šalme A., Vaivade V. (2019). *Laipa B1. Latviešu valoda* [Plank B1. Latvian language]. Rīga: LVA, 2019. (in Latvian)
8. Baker C., Wrigth W.E. (2017). *Foundations of Bilingual Education and Bilingualism* (6<sup>th</sup> ed.). Bristol, UK: Multilingual Matters
9. Belchamber R. (2007). The Advantages of Communicative Language Teaching. *The Internet TESL Journal*, 13(2). Retrieved from <http://iteslj.org/Articles/Belchamber-CLT.html>
10. Benson P., Voller P. (Eds.). (1997). *Autonomy and independence in language learning*. London: Longman.
11. Bialystok E. (1998). Beyond binary options: Effects of two languages on the bilingual mind. *Studia Anglica Posnaniensia*, 33, 47-60.
12. Bojāre I., Ignatjeva S. (2014). Autonomous English Acquisition in Blended e-studies for Adults for Sustainable Development: Quantitative research. In V. Dislere (Ed.), *The Proceedings of the International Scientific Conference Rural Environment. Education. Personality (REEP)*, 7. Jelgava: LLU, 42-49. Retrieved from <https://lufb.llu.lv/conference/REEP/2014/Latvia-Univ-Agricult-REEP-2014proceedings-42-49.pdf>
13. Brown H.D. (2007). *Principles of Language Learning and Teaching*. (5<sup>th</sup> ed.) White Plains: Pearson Longman.
14. Bygate M., Skehan P., Swain M. (2001). *Researching pedagogic tasks: Second language learning, teaching and testing*. London, UK: Longman.
15. Canale M., Swain M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47. doi: [10.1093/applin/1.1.1](https://doi.org/10.1093/applin/1.1.1)
16. Carreres A. (2006). *Strange bedfellows: Translation and Language Teaching: The teaching of Translation into L2 in modern languages degree; uses and limitations*. University of Cambridge: UK, 1-21. Retrieved from <http://www.cttic.org/ACTI/2006/papers/Carreres.pdf>



17. Chan S.C. (2011). A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar. *English Language Teaching*, 4(2), 13-24. doi: [10.5539/elt.v4n2p13](https://doi.org/10.5539/elt.v4n2p13)
18. Chen S.H.L. (2003). Searching the online catalog and the World Wide Web. *Journal of Educational Media and Library Sciences*, 41(1), 29-43. Retrieved from <http://joemls.dils.tku.edu.tw/fulltext/41/41-1/29-43.pdf>
19. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. (2001). Council of Europe Cambridge, UK: Cambridge University Press. Retrieved from <https://rm.coe.int/16802fc1bf>
20. Cook G. (2003). *Applied Linguistics* (2<sup>nd</sup> ed.). Oxford UK: Oxford University Press
21. Crystal D. (2003). *English as a global language* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press. doi: [10.1017/CBO9780511486999](https://doi.org/10.1017/CBO9780511486999)
22. Demirezen M. (2011). The Foundations of the Communicative Approach and Three of Its Applications. *Journal of Language and Linguistics Studies*, 7(1), 57-71. Retrieved from <https://www.jlls.org/index.php/jlls/article/view/104>
23. Druviete I. (2003). Dells Haimzs un komunikatīvās kompetences teorija. *Kentaurs XXI*(30). Rīga: Minerva, 28.-30. (in Latvian)
24. Eadie J. (1999). A translation technique, *ELT Forum*, 37(1), 2-9.
25. Ellis G. (1996). How culturally appropriate is the communicative approach? *ELT Journal*, 50(3), 213-218. doi: [10.1093/elt/50.3.213](https://doi.org/10.1093/elt/50.3.213)
26. European Union. (2013). *Studies on Translation and Multilingualism*. Luxembourg: Publications Office of the European Union. doi: [10.2782/13783](https://doi.org/10.2782/13783)
27. Finocchiaro M., Brumfit C. (1983). *The functional-notional approach: From Theory to Practice*. Oxford: Oxford University Press.
28. Gass S., Selinker L. (2008). *Second Language Acquisition: an introductory course*. New York: Routledge. doi: [10.4324/9780203932841](https://doi.org/10.4324/9780203932841)
29. Hutchinson T., Waters A. (1984). How communicative is ESP? *ELT Journal*, 38(2), 108-113. doi: [10.1093/elt/38.2.108](https://doi.org/10.1093/elt/38.2.108)
30. Hymes D.H. (1972). On Communicative Competence. In J.B. Pride and J. Holmes (Eds.), *Sociolinguistics. Selected Readings*. (Part 2) Harmondsworth: Penguin, 269-293. Retrieved from <http://www.homes.uni-bielefeld.de/sgramley/Hymes-2.pdf>
31. Johnson K., Johnson H. (Eds.). (1999). *Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching*. Massachusetts: Blackwell Publishers.
32. Jurčenko A. (2015). Applying Task-based Language Learning Method for Teaching Vocabulary. In V. Dislere (Ed.), *The Proceedings of the International Scientific Conference Rural Environment. Education. Personality (REEP)*, 8. Jelgava: LLU, 423-428. Retrieved from <https://llufb.llu.lv/conference/REEP/2015/Latvia-Univ-Agricult-REEP-2015proceedings-423-428.pdf>
33. Kachmarchyk S., Khrystiuk S., Shanaieva-Tsymbal L. (2019). Using Blended Learning Technology in Foreign Language Communicative Competence Forming of Future International Relations Specialists. *Revista Romaneasca pentru Educatie Multidimensionala*, 11(4), 84-99. doi: [10.18662/rrem/159](https://doi.org/10.18662/rrem/159)
34. Kalnbērziņa V. (2012). *Language acquisition models*. Rīga: LU Akadēmiskais apgāds.
35. Karousou A., Nerantzaki T. (2020). Phonological memory training and its effect on second language vocabulary development. *Second Language Research*. Article Number: 0267658319898514 doi: [10.1177/0267658319898514](https://doi.org/10.1177/0267658319898514)
36. Klēvere-Velhli I., Naua N. (2012). *Latviešu valoda studentiem: mācību līdzeklis latviešu valodas kā svešvalodas apguvei* [Latvian language for students: Educational tool for acquiring Latvian as a foreign language]. Rīga: LVA. (in Latvian)
37. Kramersch C. (2016). Applied linguistic theory and second / foreign language education. In N. Van Deusen-Scholl, N.H. Hornberger (Eds.), *Second and foreign language education*. New York: Springer, 3-15.
38. Laizāne I. (2019). *Latviešu valoda kā svešvaloda: lingvodidaktikas virziena attīstība Latvijā un ārpus tās* [Latvian language as a foreign language: the development of the linguo-didactic direction in Latvia and abroad]. (Doctoral Thesis. Liepājas Universitāte, Liepāja). Retrieved from [https://www.liepu.lv/uploads/dokumenti/prom/Disertacija\\_Laizane\\_2019.pdf](https://www.liepu.lv/uploads/dokumenti/prom/Disertacija_Laizane_2019.pdf) (in Latvian)
39. Larsen-Freeman D. (2002). Techniques and principles in language teaching. *Journal of English Studies*, 3(2), 277-281. doi: [10.18172/jes.83](https://doi.org/10.18172/jes.83)
40. Leonardi V. (2010). *The Role of Pedagogical Translation in Second Language Acquisition: From Theory to Practise*. Bern: Peter Lang AB. doi: [10.3726/978-3-0351-0071-6](https://doi.org/10.3726/978-3-0351-0071-6)
41. Mitchell R., Myles F. (2004). *Second Language Learning Theories* (2<sup>nd</sup> ed.). London: Hodder Arnold.
42. Mutore A. (2013). Tulkošanas aktualizēšana svešvalodas apgūvē: frankofono valodnieku skatījums [Updating Translation in Foreign Language Learning: A View of Francophone Linguists]. In D. Laiveniece (Ed.), *Zinātnisko rakstu krājumā Valodu apguve: problēmas un perspektīva, IX*. Liepāja: LiePA, 94-100. Retrieved from <https://dom.lndb.lv/data/obj/765990.html> (in Latvian)

43. *National Reforms in Early Childhood Education and Care*. (2019). Retrieved from [https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-early-childhood-education-and-care-34\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-early-childhood-education-and-care-34_en)
44. *National Reforms in School Education*. (2019). Retrieved from [https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-school-education-34\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-school-education-34_en)
45. *National Reforms in Vocational Education and Training and Adult Learning*. (2019). Retrieved from [https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-vocational-education-and-training-and-adult-learning-34\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-vocational-education-and-training-and-adult-learning-34_en)
46. Newby D. (2015). The role of theory in pedagogical grammar: A Cognitive + Communicative approach. *Eurasian Journal of Applied Linguistics*, 1(2), 13-34. doi: [10.32601/ejal.460614](https://doi.org/10.32601/ejal.460614)
47. Norland D.L., Pruetz-Said T. (2006). *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*. Westport, CT: Libraries Unlimited/Teacher Ideas Press.
48. Nunan D. (2004). *Task-Based Language teaching*. Cambridge University Press. Retrieved from <https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/Task-based%20Language%20Teaching.pdf>
49. Nurmukhanova D., Sagyndykova Zh., Līce I., Pāvulēns J. (2014). Competency – based approach to teaching foreign languages in Kazakhstan. In V. Dislere (Ed.), *The Proceedings of the International Scientific Conference Rural Environment. Education. Personality (REEP)*, 7. Jelgava: LLU, 116-122. Retrieved from <https://lufb.llu.lv/conference/REEP/2014/Latvia-Univ-Agricult-REEP-2014proceedings-116-122.pdf>
50. Pariente-Beltran B. (2006). *Rethinking translation in the second language classroom: Teaching discourse and text analysis through translation to advanced students*. (Master Thesis, University of
51. Rai Vishnu S. (2003). *A descriptive grammar of Chamling*. (PhD Thesis, University of Leiden).
52. Richards J., Platt J., Platt H. (1992). *Dictionary of language teaching and applied linguistics*. London: Longman.
53. Richards J., Schmidt R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed.). London: Pearson Education.
54. Richards J.C. (2006). *Communicative Language Teaching Today*. USA: Cambridge University Press. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>
55. Richards J.C., Rodgers T.S. (2001). *Approaches, Methods in Language Teaching: A Description and Analysis* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.
56. Rodgers T.S. (2011). The methodology of foreign language teaching: Methods, approaches, principles. In K. Knapp, B. Seidlhofer (Eds.) *Handbook of Foreign Language Communication and Learning*. Berlin: De Gruyter Mouton, 340.-372.
57. Seidlhofer B. (1999). Double standards: teacher education in the Expanding Circle. *World Englishes*, 18(2), 233-245. doi: [10.1111/1467-971X.00136](https://doi.org/10.1111/1467-971X.00136)
58. Sibbard R. (1994). The Use of Translation in Foreign Language Teaching. *Perspectives: Studies in Translation Theory and Practice*, 2(1), 9-18. doi: [10.1080/0907676X.1994.9961218](https://doi.org/10.1080/0907676X.1994.9961218)
59. Swan M. (1985). A critical look at the communicative approach (1). *ELT Journal*, 39(1), 2-12. doi: [10.1093/elt/39.1.2](https://doi.org/10.1093/elt/39.1.2)
60. Šalme A., Ūdris P. (1996). *Do it in Latvian!* Rīga: SI.
61. Vasiļjeva I. (Ed.). (2008). *Acquisition of Latvian as a foreign language at European institutions of higher education*. Riga: State Language Agency. Retrieved from [https://valoda.lv/wp-content/uploads/docs/Augstskolas\\_ACQUISITION%20OF%20LATVIAN%20AS%20FOREIGN%20LANGUAGE%20AT%20EUROPEAN%20INSTITUTIONS%20OF%20HIGHER%20EDUCATION.pdf](https://valoda.lv/wp-content/uploads/docs/Augstskolas_ACQUISITION%20OF%20LATVIAN%20AS%20FOREIGN%20LANGUAGE%20AT%20EUROPEAN%20INSTITUTIONS%20OF%20HIGHER%20EDUCATION.pdf)
62. White L. (2003). *Second Language Acquisition and Universal Grammar*. Cambridge U.K.: Cambridge University Press. doi: [10.1017/CBO9780511815065](https://doi.org/10.1017/CBO9780511815065)
63. Widdowson H.G. (1994). Aspects of language teaching. *Applied Linguistics*, 15(1), 105--107. doi: [10.1093/applin/15.1.105](https://doi.org/10.1093/applin/15.1.105)
64. Willis D., Willis J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.
65. Znotiņa I., Laizāne I. (2019). Communicative Approach in Latvian as a Foreign Language: Case of the Textbook „Latvian in Dentistry”. In International Conference on Medical and Health Care Sciences *Knowledge for Use in Practice*. Abstracts. Rīga: RSU, 650. Retrieved from [http://conference2019.rsu.lv/sites/default/files/documents/knowledge\\_for\\_use\\_in\\_practice\\_abstracts\\_rev.pdf](http://conference2019.rsu.lv/sites/default/files/documents/knowledge_for_use_in_practice_abstracts_rev.pdf)