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# BOOK OF ABSTRACTS

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1st Congress of Baltic Speech and Language Therapists

Multilingualism and multiculturalism: opportunities and challenges  
in a contemporary speech-language therapy

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## General Information



The Speech Therapists' Association of Latvia in cooperation with Lithuanian Logopedist Association welcomes researchers, university teachers, speech and language practitioners and students to the 1st Congress of Baltic speech and language therapists. The conference will focus on multilingualism and multiculturalism in a contemporary speech and language therapy.

This is a first congress trying to join speech therapists from Baltic countries to share ideas and practical experience. We are open for all Europe and researchers are welcome to participate with presentations in different fields of speech and language therapy.

We look forward that this event will become a tradition and we will be together in every March from year to year when Europe celebrates the day of speech and language therapy.

On behalf of the Latvian Organizing Committee

Baiba Trinite  
President of Speech Therapists' Association of Latvia

## Congress Sponsors

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## Keynote Speakers



**Ewa M. Skorek, PhD** – Doctor of Philosophy in Humanities and Education. Assistant Professor at the Faculty of Education, Sociology and Health Sciences, the University of Zielona Góra, Poland. Areas of academic interest: psychological and social aftermath of speech disorders, life quality in children with speech disorders, stuttering in pre-school and school children, articulation disorders, prevention in speech therapy, the dominance factor and learning difficulties. Author and co-author of 65 publications on education and logopaedics. Chief editor of the *Journal of Speech and Language Pathology* (<http://www.jslp.uz.zgora.pl>).



**Vilma Makauskiene, PhD**, associate professor of Siauliai University and .Stulginskis University, Lithuania. Member of Interantional Fluency Association, member of Lithuanian Individual Psychology Association, member of Lithuanian Stuttering problem club, member of Lithuanian Association of Logopedist; Representative of Lithuania in CPLOL and International Cluttering Association. Scientific interests related to Holistic approach to stuttering intervention, psychological aspects in stuttering therapy, evidence based practice.



**Ingrida Balčiūnienė, Ph D**, Lecturer at the Department of Lithuanian Language Vytautas Magnus University (Kaunas, Lithuania). Member of Association for the Advancement of Baltic Studies, International Association for the Study of Child Language, Lietuvos taikomosios kalbotyros asociacija [Lithuanian Association for the Applied Linguistics], Межрегиональная ассоциация когнитивных исследований [Interregional Association for the Cognitive Studies], International Speech Communication Association. Research interests related to first language acquisition, communicative development, caregiver-child interaction.



# **Bilingualism and Multilingualism – the Truths and Myths in the Research of Speech Therapists**

***Ewa M. Skorek***

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*University of Zielona Góra, Poland*

Introduction: We live in the world in which the society assumes the structure of a multicultural mosaic and communication comprises multilingual quotations. Migration contributes to linguistic and cultural exchange, and for numerous, contemporarily born children, multilingualism constitutes a standard, a normal situation in which they grow and develop their speaking skills by means of natural acquisition of various languages. Bilingualism and multilingualism, so far a marginal problem for parents, has recently become a social issue. *Many parents face numerous challenges:* how to bring up children in bi- or multilingual families, what to do in the situation whereby the language of the parents varies from the language used in the local environment or what to do in order not to lose one's cultural identity and yet gain the approval of the local society. Speech therapists are among the first persons the parents address, and although the problem is well recognized, it still requires constant upgrade since research in linguistics, sociology and psychology constantly verifies the state of knowledge on the impact of bi- and multilingualism on the development of children as well as further stages of life, while the widespread myths concerning multilingualism tend to be confirmed or rejected by reliable research results. The aim: the paper contains a synthetic theoretical introduction in which the author presents past and current approaches to bi- and multilingualism, its causes and types, the phenomena related to bi- and multilingualism, current research results on bi- and multilingualism as well as the author's research concerning the state of knowledge of Polish speech therapists on bi- and multilingualism.

Research methodology: the research covered 119 speech therapists who were expected to respond to a questionnaire containing true/false questions concerning bi- and multilingualism. The respondents were offered the

opportunity to reflect upon research results as well as myths while selecting true/false answers. The questionnaire covered the resource materials based on which speech therapists can extend their knowledge on multilingualism.

Results: to a certain extent, the state of knowledge of Polish speech therapists on bi- and multilingualism can be assessed as satisfactory in certain aspects, yet in others, lack of competence can be observed. Speech therapists have few opportunities to verify their views on multilingualism since, in their opinion, there are not enough resources disseminating current information concerning the issue.

Conclusions: the problem of bi- and multilingualism constitutes the subject of research in numerous academic areas, yet the intensity of research remains far from satisfactory. Furthermore, the research results are insufficiently disseminated among speech therapists who are frequently directly addressed by parents who bring up children in the conditions of a multilingual or a multicultural society.

*Keywords: bilingualism, multilingualism*

## **Assessment and the Therapy of Bilingual Children**

***Vilma Makauskienė<sup>1</sup>, Sigitas Daukilas<sup>2</sup>, Regina Ivoskuvine<sup>3</sup>***

*<sup>1</sup>Siauliai University, A.Stulginskis University, Lithuania*

*<sup>2</sup>A.Stulginskis University, Lithuania*

*<sup>3</sup>Siauliai University, Lithuania*

The increasing migration and the need of cultural competence for SLTs working with children in multicultural settings. Clinicians should understand tendencies of various cultural groups so that students and families may be viewed as individuals within the general framework of their community and culture (Coleman, 2002; Battle, 2002).

Clinicians in many countries are confronted with the need to distinguish language differences (LD) from SLI or language learning disabilities (LLD). It is common for multilingual children to be assigned as having a “speech or language disorder”. When attempting to differentiate whether children are manifesting bilingualism/multilingualism based on second language peculiarities or language disorders, it is important to have basic knowledge how various languages influence the production on the first language and to be familiar with normal process of second language acquisition (Genesee et al., 2004; Kayser, 2002). Some children may learn the second language with minimal problems and others can experience different difficulties. In this case it is important to know if a child has developed two languages simultaneously or sequentially and differentiate problems of second language acquisition from speech language disorders. Diagnostic instruments for differentiation typical development of bilingualism and speech language disorders are necessary to identify linguistically impaired children at the earliest stages as possible and provide adequate intervention. Such instruments are not yet available in some languages in the countries that do not have uniform testing materials that could be applied to assess whether the child has appropriate linguistic knowledge at the pre-school age; one of such countries is Lithuania (Ruzaitė, Dabasinskiene, 2011). Results of assessment must be reviewed or interpreted with family members and other people from children culture to gain additional knowledge about the child performance, discussed in team setting, ascertain if student’s errors are typical of other children with similar backgrounds (Goldstein, 2004; Laing, Kamhi, 2003).

*Keywords: assessment, therapy, bilingual*

# Development of Narrative Skills in a Bilingual Context: Challenges and Advantages

*Ingrida Balčiūnienė*

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*Vytautas Magnus University, Lithuania*

The complexity of factors which have an impact on (bilingual) language acquisition and the absence of acquisition standards for bilingualism lead to difficulties in assessing bilingual children with problems, thus increasing the possibility of misdiagnosis of children with language difficulties due to bilingualism, for children with SLI1 (Gagarina et al.). In the first part of the talk, I will present COST (European Cooperation in Science and Technology) Action IS0804 “Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment” which aimed at improving language assessment of minority language children. The primary objectives of the Action were as follows:

1. to disentangle bilingualism and SLI by establishing the relative contribution of each;
2. to show how SLI can be identified in both of a child's languages;
3. to explore the extent to which the manifestations of SLI are similar or different across languages in the same child;
4. to establish whether the nature and severity of SLI is affected by the child's acquisition of more than one language ([www.bi-sli.org](http://www.bi-sli.org)).

In the second part of the talk, I will focus on the narrative analysis which is increasingly considered by researchers and clinicians to be an ecologically valid way to investigate communicative competence (Gagarina et al.). During the Action, the MAIN (Multilingual Assessment Instrument for Narratives, (Gagarina et al.) was developed and piloted with more than 550 monolingual and bilingual children aged 3 to 10, for 15 different languages and language combinations. I will present briefly the methodology of the MAIN and the results of the pilot study.

The study was based on experimental data of two samples (N1=12; N2=12) which represent typically developing Lithuanian children (mean age 74 months):

1. living in Lithuania and attending state kindergarten daily;
2. living in UK and additionally to state school attending Lithuanian language tutor center (4 hours per week). The stories were recorded, transcribed and annotated using CHILDES tools. During the analysis, the main micro- and macrostructural indications (including general productivity, lexical diversity, syntactic complexity, cohesion and coherence) of the narratives were evaluated.

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The results indicated the main tendencies of Lithuanian narrative production in monolingual and bilingual samples and highlighted differences between the samples. Generally, it can be stated that Lithuanian TD monolinguals (with a few exceptions) demonstrated much better developing lexical skills and syntactic devices of story coherence in comparison to the bilinguals; however, general productivity of the stories was similar in both samples.

*Keywords: narrative skills, bilingualism*

## **Assessment of Russian-Estonian Bilingual Preschool Children**

***Merit Hallap, Moonika Raja, Maarja-Liis Rants***

*University of Tartu, Estonia*

Speech therapists in Estonia face a diagnostic dilemma which arises from similarities in the linguistic manifestations of Child Second Language Acquisition and of Specific Language Impairment (SLI). Clinicians need to be able to distinguish disorder from difference due to a child's language learning context.

**Objectives.** This study sought to examine what characteristics differentiate preschool Russian-Estonian sequential bilingual children with specific language impairment from their typically developing peers.

**Methods.** The participants of the study were 12 Russian-Estonian sequential bilingual children with SLI who were compared to age-matched typically developing Russian-Estonian bilingual and Estonian monolingual children as well as Estonian monolingual children with SLI. The assessment battery consisted of linguistic, language-based processing and non-linguistic processing tasks. As inflectional morphology is a clear area of weakness in SLI for speakers of Estonian, linguistic measures included noun and verb morphology usage tasks. Because of the limited information processing skills of children with SLI the processing-based measures were applied for the assessment. Language-based processing tasks included e.g. nonword repetition, non-linguistic processing task included the replication of a sequence of hand movements.

**Results.** The results revealed that performance on noun morphology, language-based and non-linguistic processing tasks separated bilingual children with SLI from their typically developing peers. Moreover, the findings showed that accuracy rates of bilingual children with SLI in processing tasks were comparable to those of monolingual children with language impairment. Qualitative analysis revealed similar error patterns of bilingual and monolingual children with SLI in the production of grammatical morphemes.

**Conclusions.** The present study is the first step in searching for valid assessment measures to differentiate between language impaired and typically developing Russian-Estonian bilingual children. The results indicate the potential of general information processing measures as complementary to language assessment for the identification of language impairment among bilingual children.

*Keywords: Russian-Estonian sequential bilingualism, specific language impairment, assessment*

# **The Game as a Tool for Development of the Phonemic Awareness in Bilingual Preschool Age Children**

***Tatjana Kudrova***

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*Moscow State Pedagogical University, Russia*

Summary: Ability of the child to generate speech is predetermined by a level of development of perception of speech that is phonemic processes. The role game - effective tool for development of phonemic processes at preschool children.

For speech therapy bilingualism is of particular interest, because bilingualism often becomes a cause for a specific speech errors due to interaction between two language systems, also disorders of language and cognitive development. The review of the literature in the field of phonemic processes in bilingual preschool children shows that pronunciation deficiencies are an indication of the incompleteness of the process of the phonemic building.

We conducted comparative experimental test of the phonemic processes by 5-6 years children with bilingualism and with the monolingual speech development. The urgency of our research is due to the prevailing tensions between the need of practice for an adequate assessment of the development of speech in preschool children with bilingualism, as well as the lack of adequate theoretically based practical research and methodology of speech correction.

The research consisted of three stages. The main tasks of the first stage was formatting the testing group (TG). The bilingual children of senior preschool age were tested with special developed methodology. The group was made from 28 preschool children. According to the evaluation of ENT specialist all children of the experimental group have no hearing disorders. All children have a normal intellectual development. The comparative group (CG) was made from 20 children from the senior and preparatory groups from monolingual families.

The comparative analysis of phonemic processes was conducted in preschool children with two languages and monolingual children at the second stage of the study.

An experimental correctional training with using story and role games and technical tools of training during the speech therapy sessions. was provided at the final stage of the study.

The research has revealed an insufficient development of phonemic perception in bilingual children, differentiation disorders of acoustically and articulatory far sounds, differentiation disorders of acoustically and articulatory close sounds, that were pronounced separately, also in syllables and in words. The results of study showed disorders of development of elementary and complex forms of phonemic analysis and synthesis.

Children were conditionally subdivided into two groups by results of the research:

The first group (TG) included 28 children who perceived intonation acoustically and matched it to corresponding pictures They had a slight mistakes in the reproduction of the chain of the syllables containing correlating phonemes.

The second group (KG) included 20 preschool children who received higher mean score in the experiment.

Ability to distinguish words containing, correlating phonemes acoustically, is based on the process of phonemic development of the child. Based on this statement we start our work from playing the games that aims are development of perception and differentiation of phonetic paronyms and syllables, containing oppositional phonemes.

Conclusion: the system of speech therapy work based on the games allow to a bilingual children to develop a skills to discriminate oppositional phonemes, to perceive, discriminate and pronounce the first sound in the word, to match word with the picture related to the word pronounced.

*Keywords: phonemic processes, game activity, acoustical attention, phonemic analysis and synthesis, differentiation of oppositional phonemes.*



# Reading Difficulties and Disabilities of Ethnic Minority Pupils

*Janina Kotvickaja*

*Shiauliai University, Lithuania*

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The study analyses the reasons of problematic reading of ethnic minority's pupils. They can arise from the uneven ground of language development. Qualitative research / study sought to determine ethnic minority students' reading problems.

Object of Research. Reading difficulties and disabilities of ethnic minority pupils.

Aim of Research. To find out the reading difficulties and disabilities of ethnic minority pupils.

Methods of Research: analysis of literature resources, pilot research, qualitative comparative analysis of collected data, quantitative research.

The study involved 10 pupils of 4-7 grades, (recommended by teachers) who stood out among their peers because of smaller learning achievements in reading, but they have not been marked as having the problems or difficulties in reading. The parents of those pupils are of different nationalities.

For the purpose to make a qualitative research of reading for 4-7 grades students was adopted in language writing assessment card reading evaluation criteria the Republic of Lithuania, Minister of Education and Science, 2004. August 9. Order no. ISAK-1233). The study sought to demonstrate the overall reading problems and individual trends. That is why, the comparative analysis of the errors in the reading texts (the native Russian language and the state Lithuanian language) was made to clarify:

1. Are reading errors repeated in both texts?
2. Are they doing the same number of reading errors in both texts?
3. Will the nature of reading errors discern reading difficulties or problems?

The study finds that ethnic minority's students have many and various errors in reading the texts of both the mother language - in Russian, and state language - Lithuanian. Errors consistency and continuity in both texts

suggested that students have reading disorder. These students require more detailed PPT diagnostic test to confirm the reading disorder. Significantly overweight reading texts Lithuanian language errors revealed weak, Lithuanian language reading skills.

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The study was able to show ethnic minority students of 4-7 grades reading problems in general and individual trends, reveal that a reading disorder reading errors are repeated in reading texts in Lithuanian and Russian languages, the number of errors that are similar or identical and that the reading errors of qualitative comparative analysis let to measure students' reading problems and avoid reading difficulties.

Conclusions:

1. Empirical research, based on qualitative comparative and quantitative analysis of errors made, while reading the texts in Lithuanian and Russian languages, enabled to identify the general and individual trends of reading difficulties.
2. Qualitative comparative analysis of errors made, while reading the texts in Lithuanian and Russian languages highlighted the general, characteristic patterns of reading errors made by ethnic minority pupils.
3. In case of reading difficulties, while reading texts in Lithuanian and Russian, the errors made are unstable, their frequency and type differs. All this depends on age of pupil and level of complexity of the read text.
4. In case of reading disabilities, the errors made do not depend on age of pupil and volume of the read text. Reading errors are stable, specific, their frequency and type match, regardless of the language.
5. Ethnic minority pupils with reading difficulties should be carefully monitored by School Child Welfare Commission, providing appropriate recommendations.
6. In case of signs of reading disabilities, a pupil should be assessed by Psychological Pedagogical Service, where the assistance directions of school professionals should be defined.

*Keywords: bilingualism, reading*

# **A Comparison of Speech and Language Therapy in Two European Countries: Scotland and Latvia**

***Baiba Trinite<sup>1</sup>, Jois Stansfield<sup>2</sup>***

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*<sup>1</sup> Liepaja University, Latvia*

*<sup>2</sup>Manchester Metropolitan University, United Kingdom*

Introduction: The NetQues project created country profiles, which gave comparative data on the state of SLT in each EU country. Latvia is country with a population of 2 million, with a history linking it to the USSR, but which became independent in 1991. Scotland is currently part of the United Kingdom with a population of 5.3 million. It may become independent in 2014. In the Netques survey, the data from Scotland were included in the larger UK data set. This paper presents the Latvian NetQues country profile, and Scottish data disaggregated from that of the UK plus newly collected information from both countries. It compares the state of the art in SLT in Latvia and Scotland, exploring the profession's similarities and differences in the two countries. Issues, which challenge the profession in terms of both the education of SLTs and their subsequent career opportunities, are explored and suggestions on meeting and overcoming these challenges are presented for discussion.

Method: Analysis of survey data.

Results: The analysis of data shows that main principles of organising of SLT education in both countries are quite similar (teaching areas, ECTS, levels of education). Availability of placements is an issue in both countries. While placement quality is considered important, in practice it can be less important than just getting a placement organised! Employment differs markedly between the two countries. Scotland has limited and reducing number of posts for new graduates, while graduates from Latvian SLT programmes can find a post easily. The unemployment of newly qualified SLTs is low in Latvia.

The organising of SLT service in both countries is completely different. The National Health Service in Scotland funds the majority of the SLT service. SLT service is provided by Ministry of Educational and Ministry of Health in Latvia.

Professional regulation also differs. In each country, there is increasing demand from an aging population. However, other client groups differ. For example, more Scottish SLT practitioners have been working with young offenders for the last 4-5 years. This is undeveloped area in Latvia, SLTs work in the field of dyslexia etc., which are not central to Scottish work.

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Conclusions: The NetQues project describes subject specific competences and generic competences needed in order to start to practise SLT. These competences are broadly stated to encompass the variations in practice across the EU, with the common principle of harmonization a frame of professional practice in Europe. Competences are like the bridge that connects academic education with the professional practice. This paper suggests that each study programme should be re-evaluated according to outcomes of NetQues project in order to move towards greater agreement in the organizing of SLT education in EU and sharing best practice. The challenge for all countries, including Latvia and Scotland: keep the best and change the problematic!

*Key words: NetQues, professional competences, speech and language therapy*

## **The Peculiarities of Language in Preschool Age Bilingual Children**

***Daiva Kairiene<sup>1</sup>, Diana Bimbiene<sup>2</sup>***

*<sup>1</sup> Shiauliai University, Lithuania*

*<sup>2</sup> Nursery school „Varpelis“, Pabrade, Lithuania*

The topic of children language development in bilingual environment, according to the historical circumstances, is particularly relevant in the district of Vilnius in Lithuania. Theoretical analysis of the impact of bilingualism to the children language development, allow maintain that bilingualism stimulates rather than disturbs children development. The main outcome, which has negative impact on learning of two languages at once, is phonetic, grammatical, lexical-semantic and morphological interference.

*Aim of the research* – to reveal the peculiarities of language and its learning in preschool age bilingual children.

Structured testing of children language (Gauliene, Giedriene, 2000), semi-structured interview of parents', nursery teachers' and speech and language therapists' were used aiming at identification of approach, experiences and challenges of children language learning in cases of bilingual families. Two cases of children, who was born in Lithuanian-Russian and Russian-Russian families and attend Lithuanian preschool institution were analysed.

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*The data of research shows* the following language peculiarities of preschool bilingual children: correct pronunciation of sounds; adequate skills of auditory word analysis and synthesis; bilingual ability; frequent use of Russian words; relatively narrower vocabulary of official language; irregular use of language; frequent application of Lithuanian inflections to words of native language; gesturing to express one's thoughts. In the course of the analysis, the main challenges met by parents', educators', speech and language therapists', when educating children from bilingual environment, were discovered: inability to teach the child to speak in a grammatically correct manner due to their own incompetence to do so; constant translation from one language to another. The most common difficulties of educating children are related to the: insufficient comprehension of Lithuanian; difficulties expressing oneself in Lithuanian (as official language is used only in educational institutions); avoiding communication in Lithuanian due to the inability to correctly speak the language.

*Keywords: preschool age, bilingualism, language development*

# **How do Greek Teachers Perceive Bilingualism and the Bilingual Child?**

***Maria Vlassopoulos, Stavroula Polykreti, V. Rotsika***

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*University of Athens Medical School, Greece*

Introduction: In Greece there are increasing numbers of bilingual/multilingual pupils in the school system. At present it is estimated that approximately 10% of the school population are bilingual. Although it is well documented that bilingualism may be a significant asset for the individual, these advantages should also be perceived by the majority school system, which is required to invest in raising awareness and training teachers to undertake this novel situation. If this is neglected, bilingualism/multilingualism may be viewed with mistrust which could have multiple repercussions on the bilingual child's education, as well as on his inclusion in the school system and in the majority culture.

Aim: This study investigates Greek elementary school teachers' attitudes, knowledge, as well as experience and needs in teaching bilingual/multilingual children.

Method: A sample of 240 public school teachers were asked to complete a questionnaire, which consisted of 40 items. These items were then analyzed both quantitatively and qualitatively according to three axes: 1) knowledge skills, 2) perception & attitudes, 3) needs.

Results: 194 teachers (Mean age: 41 years) completed the questionnaire. None of the teachers had undergone any specific training on bilingualism. According to the first axis, teachers showed significant gaps in their knowledge skills. Regarding their attitudes, although most are positive towards bilingualism and the bilingual child, they perceive multiple problems with teaching this population: many believe that the bilingual child is not helped in the classroom and that they usually present learning difficulties. Notably 40% believe it can be an obstacle in learning the majority language. However most of the sample

express the wish to support these children in class, and request further training on this issue.

Discussion: Even though Greek teachers may have a 'democratic' attitude towards immigration and bilingualism, as they appear willing to support these children's assimilation in the school environment, their lack of training in this specialized field shows that they base their judgments mainly on conjectures which prevent them from being effective with this population in the classroom. It is proposed that the Greek educational authorities should review school curricula and offer specialized training to teachers on this issue.

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*Key words: teachers, bilingualism*

## **Speech Disorders in Bilingual Children**

***Anna V. Kharenkova***

*Moscow State Pedagogical University, Russia*

The necessity to teach children foreign languages in addition to their native ones from an early age presents a vital problem nowadays. This topic is of great interest for speech therapists working with this category of children. The beginning of learning a second language changes the development pace of the native language. Such children can be difficult to diagnose speech pathology, which can manifest dysarthria's or alalia's components. The presence of speech disorders in their native language may entail some difficulties mastering a foreign language. Due to the early start teaching your child a foreign language therapists face two main categories of children: children with a delay in speech development who have difficulties in learning both languages and children who began to stutter. Before teaching the child a second language it is necessary to conduct a thorough diagnosis on the subject of his speech development, as well as specific indicators for the risk of stuttering: availability of a large number of disfluencies in the child's speech and his personal characteristics. The article

describes the author's personal experience when working with bilingual stammering children.

*Keywords: Bilingualism, speech disorders, stuttering.*

## **Communication Problems of Deaf Children – Bilingual Teaching of Deaf People**

***Katarzyna Kochan***

*University of Zielona Góra, Poland*

The issue of disability has accompanied humanity since its inception. Right next to the healthy part of the society there has always been living disabled people whose situation, both considering their lives and education, has been changing in the space of years. It is estimated that currently there are about one million people with hearing problems in Poland. Their hearing loss is of course different, but regardless of that it makes it difficult to function for each one of them. Most of these people can speak while using hearing aid and other devices which facilitate hearing. At the same time there are also deaf people who can only use sign language. In order to function properly in the society they require bilingual teaching. Its base is the simultaneous use of oral speech and sign language signs which increases the effectiveness of communication. To prepare a deaf child to living amongst non-deaf, it is necessary to rehabilitate and educate it since early childhood. Unfortunately, the system of educating deaf people in Poland, although there has been many crucial changes during past 20 years, is still far from perfect. This is the reason why the deaf in Poland rarely achieve educational success and as adults they perform only simple, not requiring professional skills jobs. It should be quickly introduced bilingual education of deaf children as a method of teaching. This involves the simultaneous teaching of sign language as the natural language of the deaf and the Polish language in written form, which is taught as a foreign language. This method allows for complete mastery and understanding of the Polish language



in writing, without limiting the use of sign language. It has been scientifically proven that sign language as the natural language of the deaf, gives the same opportunities as provided in hearing children. Deaf children who are taught bilingually have a greater chance of educational success and a better quality of life in the future.

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*Keywords: deaf children, bilingual teaching, communication*

## **Multilingvāla sabiedrība – riski un ieguvumi**

### **Multilingual Society – Risks and Profits**

***Sarmīte Tūbele***

*Latvijas Universitāte, Latvija*

Mērķis. Teorētiski pamatot multilingvālas sabiedrības riskus un ieguvumus un praktiski apzināt studentu viedokli.

Metodes. Zinātniskās literatūras analīze par pētāmo jautājumu; nejauši izvēlētu respondentu (studentu) grupas viedokļa noskaidrošana ar anketēšanas palīdzību

Rezultāti. Zinātniskajā literatūrā arvien vairāk tiek runāts ne vairs par bilingvālu vidi, bet par multilingvālu vidi un plurilingvālu sabiedrību. Globalizācijas procesi un tendences prasa sabiedrības locekļu noteiktas kompetences, kuru būtiska iezīme ir valodu zināšanas. Multilingvisms ir šodiena; iezīmējas tendence lietot plurilingvisma jēdzienu, kurā ir svarīgs kultūras konteksts, tajā nav galvenais akcents uz valodu kā tādu, bet vairāk uz saziņas veidošanu (žesti, mīmika, alternatīvie līdzekļi), lai veidotos metalingvistiskās kompetences. Jo lielāka nozīme tam ir tādēļ, ka Eiropas valodu saraksts ir mainīgs un nemitīgi papildinās. Eiropas Savienībā ir 28 valstis, oficiāli tiek lietotas 24 valodas, tomēr mazākumtautību valodas ir ap 60. Dalībvalstu skaits papildinās, līdz ar to arī situācija valodu ziņā ir nepārtrauktā pārmaiņu procesā.

Plašs pētījumu loks ir veltīts multilingvālas vides priekšrocību raksturojumam, kur pamatota agrīna vairāku valodu mācīšanas nepieciešamība un ieguvumi, kādi ir bērnam, kurš dzīvo šādā vidē, gan arī pieaugušajiem, kuriem Eiropas darba tirgus pieprasa valodu zināšanas. Daudz mazāk ir to viedokļu, kas šādas priekšrocības noliedz, tomēr izskan arī iebildumi. Tie saistīti ar to, ka agrīna vairāku valodu vienlaicīga apguve var radīt zināmas problēmas tad, ja bērnam ir runas un valodas traucējumi. Tad speciālisti iesaka vispirms apgūt labi vienu valodu un tad mācīties otru, lai atšķirīgo valodu likumsakarības (fonoloģiskās, gramatiskās, semantiskās) neradītu konfliktu bērna runas un valodas attīstībā.

Aptaujāto studentu viedokļi izteikti secinājumos, logopēdu viedoklis ir kategoriskāks – labi vienu valodu, tad citas; citu studentu uzskati par labu vairākām valodām agrīni un vienlaicīgi.

Secinājumi. Agrīna vairāku valodu apguve ir vēlama un veicina bērna vispārējo psihosociālo un emocionālo attīstību ar nosacījumu, ka bērnam nav runas un valodas attīstības traucējumu. Agrīna vairāku valodu vienlaicīga apguve ir riskanta, ja bērnam ir runas un valodas attīstības traucējumi; tad vēlams vispirms apgūt labi vienu valodu un tikai tad mācīties citas.

*Atslēgas vārdi: multilingvāla vide, plurilingvāla sabiedrība, runas un valodas traucējumi.*

## **Bilingvālā izglītība kā risinājums bērnam ar īpašām valodas mācīšanās vajadzībām iekļaušanai**

### **Bilingual Education as Solution for Integration of Children with Special Language Learning Requirements**

***Ērika Pičukāne***

*Latviešu Valodas aģentūra, Latvija*

Mūsdienu globalizācijas procesi rada jaunas, nepieredzētas iespējas, nodrošina dažādu kultūru dialogu, sociālo mobilitāti. Vienlaikus globalizācija

nes sevī vienādošanas draudus, nivelē atšķirības starp dažādām zemēm (KM 2011, 8). Globalizācijas kontekstā arī bērniem jāmācās pielāgoties un adaptēties multikulturālā vidē. Šajā kontekstā būtiski ir aplūkot bilingvālās izglītības pieredzi. Mūsdienų globālo norišu kontekstā mazākumtautību izglītības attīstība skatāma plašāk, jo mainīgajā pasaulē ir arvien vairāk jāsaskaras nevis ar divu valodu nesējiem (piemēram, Latvijā – latviešiem un krieviski runājošajiem), kas ir dzīvojuši vai auguši līdzīgā kultūras vidē, bet arī ar citu valodu un kultūru pārstāvjiem. Bilingvālā izglītība (kā skolēnu iekļaušanas veids uzņemošās valsts izglītības vidē un turpmāk arī sabiedrībā) vairāk ir jāskata kā metode, kas palīdz skolēnam iekļauties, bet savukārt skolotājam jābūt iecietīgam pret bērnu.

Latvijā bilingvālā izglītība pārsvarā balstās uz Kolina Beikera teoriju – valodas un satura integrēto pieeju. Ir zināma arī „pārejas bilingvālās izglītības teorija” (*Transitional Bilingual Education*), kuras pamatā ir uzskats, ka lasīšana dzimtajā valodā veicina lasīšanu otrajā valodā, savukārt dzimtās valodas prasme veicina otrās valodas prasmes pilnveidi (Cummins 1986).

Konceptuālās zināšanas, kas ir vienā valodā, palīdz izprast tās citās valodās. Ir svarīgi, lai vecāki nodrošinātu bērnam dzimtās valodas apguvi mājās, jo šobrīd, kad pasaulē pastiprinās globalizācijas tendences, Latvijas skolās ienāk skolēni ar lielu dzimtās valodas dažādību, līdz ar to skola nevarēs nodrošināt katram skolēnam viņa dzimtās valodas mācīšanu un/vai saglabāšanu. Tādējādi, kā uzskata pētniece Golubeva, atbildība tiek vērsta „uz skolēnu vecākiem kā uz būtisku dzimtās valodas un kultūras resursu” (Golubeva 2010, 9). Džims Kaminss un Merils Sveins (Cummins and Swain 1986, 100) uzskata, ka sekmīga ir tāda tālākizglītība bilingvālo mācību jautājumos, kurā tiek izstrādāti un piedāvāti paraugi un saglabātas bilingvālās prasmes sociālajai izdzīvošanai un augsta līmeņa akadēmiskajiem sasniegumiem. Savukārt Beikers (Baker 2006, 231) uzsver, ka bilingvālo mācību jautājumos svarīgi ir nevis palīdzēt veidot vienkārši „bilingvālu bērnu”, bet ietvert arī *multikulturalismu*, tā bagātinot apkārtējo vidi, novēršot minoritāšu skolēnu zemos akadēmiskus rezultātus. Pēc Beikera domām (Baker 2006, 254–255), galvenais, kam būtu jāpievērš uzmanība, ir: augsts valodu kompetences līmenis, kas nodrošina efektīvu un plašu saziņu; inkulturācija (*enculturation*) –

process, kurā indivīds tradicionāli mācās saturu, kultūru un asimilē savu praksi un vērtības; dziļāka izpratne par kultūru un vēsturi; *biliteracy*, kuru Reijess (Reyes pēc Garcia 2006, 3) skaidro kā meistarību runāt, lasīt un rakstīt divās valodās, savukārt Dvorins (Dworin pēc Garcia 2006, 3) to definē kā bērna divu valodu kompetenci.

Bieži problēmas, kas ir saistītas ar citu lingvistisko pieredzi, kļūdaini uztver ka bērna nespēju mācīties, zināšanu trūkumu vai valodas traucējumiem. Bilingvālās izglītības metodes palīdz nodrošināt visiem bērniem vienādas iespējas.

*Atslēgas vārdi: bilingvālā izglītība, mācīšanās*

## **Bilingvālu skolēnu rakstu valodas apguves problēmas un risinājumi**

### **Written Language Learning Problems and Solutions to Bilingual Pupils**

***Gundega Tomele, Anita Strazdiņa***

*Liepājas Universitāte, Latvija*

Mērķis: teorētiski un empīriski izpētīt bilingvālu skolēnu rakstu valodas apguves problēmas un risinājumus.

Metodes: zinātniskās literatūras analīze, bilingvālu sākumskolas skolēnu rakstu darbu izpēte, kļūdu analīze, aptauja.

Latvijā un pasaulē arvien aktuālāka ir divu un vairāku valodu savstarpējā mijiedarbība un ietekme uz rakstu valodas apguves procesu un mācību programmas apguvi. Ir pētījumi, kas apliecina, ka sabalansētiem bilingviem piemīt paaugstinātas metalingvistiskās spējas (Bialystok, 1988; Ricciardelli, 1993), kas veicina agrāku lasītprasmes attīstību, tādejādi nodrošinot arī labāku sekmju līmeni. Tomēr atsevišķi pētījumi norāda uz negatīvas ietekmes iespējamību mācīšanās sasniegumu kontekstā, ja bilingvāla skolēna ģimenē netiek lietota mācību valoda (Geske & Ozola, 2007). Arī skolotāji atzīmē, ka

nereti bilingvāliem skolēniem ir grūtības apgūt mācību programmu, ja ir nepietiekama otrās valodas lingvistiskā, sociolingvistiskā un pragmatiskā kompetence, nav pietiekams atbalsts ģimenē, vai ir konstatēti runas un valodas traucējumi. Veicot zinātniskās literatūras analīzi un izpētot bilingvālu skolēnu rakstu darbus, tika konstatēts, ka biežāk pieļautās kļūdas ir patskaņu garuma diferencēšanas, divskaņu rakstības, balsīgu–nebalsīgu līdzskaņu diferencēšanas kļūdas, disgramatismi, vārdu krājuma un vārdu semantiskās nozīmes izpratnes nepietiekamība. Kļūdu analīze liecina par latviešu valodas sistēmas nepietiekamu apguvi vai rakstu valodas traucējumu esamību. Salīdzinot bilingvālu skolēnu, kas apmeklē un neapmeklē logopēda nodarbības, kļūdas rakstu darbos, tika konstatēts, ka nav būtisku atšķirību to kvantitatīvajā un kvalitatīvajā aspektā. Tas varētu liecināt par bilingvisma ietekmi šo skolēnu rakstu valodas apguves grūtībās. Tomēr skolotājam logopēdam ir jādiferencē valodas attīstības īpatnības bilingvisma gadījumā un valodas traucējumi, katrā no gadījumiem realizējot atšķirīgas stratēģijas. Šobrīd Latvijā tiek plānoti atbalsta pasākumi latviešu valodas apguvei skolēniem, kuru ģimenes reemigrē, taču šī problēma būtu risināma plašāk, ietverot atbalsta programmā arī Latvijā dzīvojošos bilingvālos skolēnus, kuru ģimenēs netiek lietota mācību valoda.

Secinājumi:

1. Bilingvālu skolēnu rakstu darbos vērojamas specifiskas un noturīgas kļūdas neatkarīgi no runas un valodas traucējumu esamības.
2. Bilingvālu skolēnu rakstu valodas apguves īpatnības nereti tiek kompensētas ar logopēdiskās iedarbības palīdzību, jo to izpausmes un daļēji arī funkcionālie cēloņi (latviešu valodas fonoloģiskās sistēmas nepietiekamība) ir logopēdiskās palīdzības kompetencē.
3. Ir nepieciešami atbalsta pasākumi Latvijā dzīvojošo bilingvālo skolēnu rakstu valodas prasmju apguvei.

*Atslēgas vārdi: bilingvāli skolēni, rakstu valoda, rakstu valodas traucējumi.*

# **Mūzikas terapijas iespējas bērniem ar valodas traucējumiem divvalodības kontekstā**

## ***An Opportunities of a Music Therapy to Bilingual Children with Language Disorders***

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***Olga Blauzde***

*Liepājas Universitāte, Latvija*

Referāta mērķis ir aktualizēt mūzikas terapijas lomu bērnu valodas attīstībā un iepazīstināt logopēdijas speciālistus, kā arī visus interesentus ar mūzikas terapijas iespējam - metodēm un tehnikām, kas tiek pielietotas darbā ar bērniem ar valodas traucējumiem, kā arī sniegt piemērus, kā šīs metodes var izmantot lai atbalstīt bērnus ar valodas traucējumiem bilingvālajā vidē. Tēma ir aktuāla, jo bērni ar valodas traucējumiem veido plašu grupu no visiem tiem, kam ir attīstības traucējumi, arī Latvijā. Domājot par multikulturālo vidi, aktuāli arī izpētīt mūsdienu mūzikas terapijas iespējas un izaicinājumus daudzvalodības kontekstā.

Valoda ir ne tikai saskarsmes līdzeklis, bet arī cilvēka sociālās identitātes simbols. Vairāk nekā 7 gadus strādājot kā mūzikas terapeite, nācies novērot, ka bieži vien bērnu valodas traucējumi tiek asociēti ar nepieciešamību runāt tikai un vienīgi vienā valodā. Tomēr, pētījumi liecina, kā divvalodības vide netraucē bērniem ar valodas traucējumiem apgūt savu iespēju robežās divas valodas (Paradis, J., 2007, 2010).

Radošās mūzikas terapijas pamatā ir koncepcija par muzikālo bērnu (music child). P. Nordoff apgalvoja, ka jebkurš cilvēks ir spējīgs atsaukties uz skaņām, šis skaņas rada spēkus, kas dziļi ietekmē cilvēka psihi. Šim virzienam ir arī neirofizioloģiskais pamatojums, kur nozīmīga ir sapratne par sasaistes mehānismu starp abām smadzeņu puslodēm, rokas un mutes motorikas sasaisti, labas/kreisās rokas koordināciju un kāju motorikas attīstību. Mūzikas terapijā tas izpaužas kā mūzikas terapeita darbības sinhronizācija ar klienta/pacienta kustībām, instrumenta spēli, vokālo izteiksmi.

Metodes. Mūzikas terapijas primārie mērķi ir vērsti uz to, lai mazinātu traucējuma/saslimšanas simptomus, papildinot klasiskās ārstēšanas formas. Kā viena no terapijas sastāvdaļām ir brīvās vokālās un instrumentālās improvizācijas metode, galveno uzsvaru liekot uz valodas un elpošanas regulēšanas procesu. Speciālās brīvas improvizācijas metodes palīdz paplašināt bērna kustību koordināciju, šeit var minēt vieglas deju un kustību metodi, roku – pirkstu – plaukstu un runas motorisko kustību sinhronizācijas metodi. Metode uzmanības un dzirdes spēju vingrināšanai - vadīta instrumentāla spēle ar sinhronu dziedāšanu var attīstīt lielāku dzirdes uzmanību un panākt labākās kustības un valodas attīstības spējas. Pētījumi neiropsiholoģijā pasvītīro domu, kā bērniem ar valodas traucējumiem bieži tika konstatētas grūtības uztvert laiku un saskaņot to ar savu valodu, var būt arī grūtības skaņas apstrādes sistēmā, kas neļauj bērnam attīstīt fonoloģiskos un gramatiskos valodas elementus (Tallal, 1987).

Rezultāti. Mūzikas terapijas procesa gaitā bērnam ir iespēja izpētīt ne tikai mūzikas instrumentus un to skaņas, bet arī sevi pašu dažādā pieredzē un mijiedarbībā. Lietojot abas valodas rodas jauna pieredze - “es mijiedarbībā ar citiem”, bērns mācās ne tikai saprast, bet arī cienīt sevi un citus, mācās pārvarēt grūtības valodas uztverē (valodas nesaklausīšana, sasteigts darba ritms, nepārdomāta uzdevumu dažādība u.c.). Vokālās improvizācijas palīdz attīstīt bērna fonētisko dzirdi, teikuma struktūras izpratni. Svarīgs ir arī emocionālais fons, bērns emocionāli reaģē uz dziesmas sižeta pagriezieniem. Ar motorisko kustību un skaņu uztveres spēju apvienošanu tiek panākta uzmanības paaugstināšana, uzlabojas kustību/motorā plānošana.

Secinājumi:

1. Bērnam ar valodas traucējumiem ir nepieciešama sapratne un atbalsts, kā arī iedrošināšana, sākot vingrināties otrās valodas lietošanā.
2. Jo dabiskāka un drošāka ir otrās valodas apguves vide, jo vienkāršāka un vieglāka būs valodas apguve.
3. Mūzikas terapijas process iedrošina bērnu uz pozitīvu mijiedarbību un komunikāciju verbālā un neverbālā līmenī.

4. Mūzikas terapeitam nepieciešami veidot mūzikas terapijas procesu atbilstoši katra pacienta individuālajam spējam, rīkoties elastīgi katrā konkrētajā situācijā.

*Atslēgas vārdi: mūzikas terapija, valodas traucējumi, divvalodība.*

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## **Runas un valodas attīstība divus gadus veciem bērniem**

### **Speech and Language Development into Two Year Old Children**

***Ilze Vāciete, Natālija Ērgle, Svetlana Stepāne, Ina Kovaļeva, Kristīne Krastiņa***

*Bērnu klīniskā universitātes slimnīca, Rīga, Latvija*

Mērķis. Novērtēt 24-36 mēnešus vecu bērnu runas un valodas attīstību.

Materiāli un metodes. Pētījumā tika analizēti pirmsskolas izglītības iestādes bērni, vecumā no 24 līdz 36 mēnešiem, bez dzimuma ierobežojumiem, bez redzes, dzirdes un kustību traucējumiem. Latviešu valoda ir dzimtā valoda. Pētījumā, kā instruments tika pielietota Minhēnes funkcionālās attīstības diagnostikas metode.

Rezultāti.

1. Veiktie korelācijas aprēķini parāda, ka visciešākā saikne ir starp sapratni un sociālo vecumu, runu un sapratni, kā arī starp runu un sociālo vecumu, sociālo vecumu un patstāvību.
2. Tomēr jāvērs uzmanība uz zemāko parametru, kas atbilst tikai 26 mēnešus veca bērna aktīvās valodas attīstības līmenim, valodas sapratne atbilst 29 mēnešus veca bērna līmenim, bet sociālais vecums atbilsts tikai atbilst 22 mēnešus veca bērna līmenim, kas ir ļoti zems līmenis.
3. Būtiska korelācija 35 mēnešu vecumā (0,6 un vairāk) novērojama tikai starp šādiem parametriem: runa un sapratne (0,61), uztvere un sociālais vecums (0,64), staigāšana un uztvere (0,66), staigāšana un runa (0,7), uztvere un sapratne (0,73), uztvere un runa (0,81), runa un sociālais vecums (0,87).



Secinājumi. Pēc pētījumā iegūtajiem datiem 24-36 mēnešus vecu bērnu runas un valodas attīstība ir cieši saistīta ar valodas sapratni, sociālo attīstību, pastāvību, roku veiclību. To apstiprina veiktās korelācijas. Runas un valodas apguve labāk attīstās bērniem, kuri nelieto māneklīti vai citu priekšmetu.

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*Atslēgas vārdi: valodas sapratne, valodas uztvere, sociālais vecums, Minhenes funkcionālās attīstības diagnostika, runas un valodas attīstības līmenis.*

## **Mūzikas un valodas mijiedarbība bērna runas attīstībai**

### **The Interaction Between Music and Language in Children's Speech Development**

***Mirdza Paipare, Elīna Zarupska***

*Liepājas Universitāte, Latvija*

Ziņojumā tiks prezentētas pētnieku atziņas par mūzikas un valodas mijiedarbības procesu, par iespējamiem saskares punktiem. Šāds skatījums var būt saistošs gan mūzikas skolotāju, gan logopēdu, gan mūzikas terapeitu darbā. Tas var veicināt profesionālu sadarbību komandas darbā, lai sekmētu darbu ar valodas un runas problēmām klientiem/pacientiem.

Mērķis: noskaidrot mūzikas un valodas saskares punktus un to iespējamo ietekmi uz runas veidošanas mehānismu.

Metodes: teorētisks apskats.

Valodas un mūzikas pētnieki norāda, ka no attīstības viedokļa produktīvāk ir runu dēvēt par īpaša tipa mūziku, jo muzikālā dzirde un spējas ir svarīgākais priekšnoteikums bērna agrīnajā valodas apgūvē. (Brandt, Gebrian, 2012)

Pieaugušo vecumposmā mūzikas un valodas uztvere, analīze norit divās dažādās neiroloģiskajās struktūrās, kas daļēji pārklājas; bērnu smadzenes ir plastiskākas un funkcionāls dalījums struktūrās nepastāv. (McMullen, Saffran, 2004)

Līdz 36 mēnešu vecumam mūzika un valoda attīstās vienoti, bet pēc 3 gadu vecuma mūzikas un valodas uztverē sāk parādīties atšķirības un tās turpina attīstīties paralēli viena otrai. (Brandt, Gebrian, Slevc, 2012)

Muzikāla apmācība uzlabo bērnu spēju uztvert tādas valodā iekļautās emocijas, kā bailes un dusmas, arī bērnam nepazīstamās svešvalodās. Muzikālās spējas uzlabo arī lasītprasmes attīstību un tās ātrumu. (Deutsch, 2010)

Mūzikas melodijas ekvivalents runā ir prosodija – runas dabiskā melodija, kas ir raksturīga katrai valodai mazliet citādāka. (Deutsch, 2010) Mūzika ietekmē prosodijas uztveri, harmonizējot to smadzenēs struktūras, kas uztver no ausīm novadītos signālus un dekodē gan valodas, gan mūzikas skaņas. (Deutsch, 2010). Katrs mūzikas komponents aktivizē dažādus smadzeņu reģionus, veicinot to vienlaicīgu kvalitatīvu iesaistīšanos, kas uzlabo uztveres, domāšanas, sensomatoros procesus, un ir nozīmīga valodas un runas attīstībai. (Maryann Harman, 2008). Mūzika aktivizē abas smadzeņu puslodes, it sevišķi kreisās puslodes Broka un Vernika apgabali, kas ir vitāli lingvistiskās informācijas apstrādē. (Lawrence, 2010). Mūzikas apguve un instrumenta spēle uzlabo spēju atcerēties vārdus un ātri izšķirt un uztvert mainīgas skaņas – toņus un fonēmas, attīstot kreisās puslodes reģionus, kā arī uzlabo vispārējo smadzeņu darbības procesu ātrumu un precizitāti. (Harman, 2008)

Secinājumi: Runas apguvi nosaka cilvēka dabiskā muzikālā inteliģence, kas padara iespējamu uztvert runas intonācijas, uzsvarus, pauzes u.c. īpašības, kuras līdzinās mūzikas elementiem.

Liela loma runas un valodas attīstībā ir mūzikai, muzicēšanai un klausīšanās prasmēm.

*Atslēgas vārdi: klausīšanās, mūzika, muzicēšana, runas apguve, valoda*

# Rotaļas kā valodas attīstības veicinātājas

## Games as Tool of Language Development

*Lorita Sovāne*

*Rīgas Lietuviešu vidusskola*

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Rīgas Lietuviešu vidusskola ir viena no dvēseliskākajām un skaistākajām lietuviešu vārda nesējām pasaulē. Tajā pašā laikā vienīgā skola Latvijā, kas izglītības programmu īsteno latviešu valodā. Īstenojot mācības latviešu valodā, lietuviskais tiek saglabāts ar kultūras aktivitātēm un dažādiem projektiem. Latviešu un lietuviešu valoda kā baltu valodas ir ļoti tuvas. Rīgas Lietuviešu vidusskolā lietuviešu valodu māca no 1. klases pēc Lietuvas IM apstiprinātām programmām. Strādājot par logopēdi Rīgas Lietuviešu vidusskolā, logopēdiskās korekcijas darbā izmantoju daudzveidīgas rotaļas, lai bagātinātu un pilnveidotu valodas prasmes, kā arī pavērtu bērniem ceļu uz pilnvērtīgu attīstību.

Mērķis. Pilnveidot valodas prasmes izmantojot rotaļas.

Metodes: teorētiskās metodes: metodiskās literatūras teorētiskā analīze; empīriskās metodes: bērnu personas lietas izpēte; novērošana, darba procesa un rezultātu analīze.

Rezultāti. Apkopojot rezultātus var secināt, ka rotaļa uzskatāma par ietekmīgu valodas attīstības līdzekli, jo sākumskolas vecumposmā bērniem vadošais darbības veids ir rotaļāšanās, tāpēc mācāmās vielas apguvei un nostiprināšanai ir ieteicamas metodes ar rotaļu paņēmieniem. Šāda veida darbībai ir daudzveidīgs iedarbības spēks: skolēniem attīstās vēlēsānās darboties, pieaug aktivitāte, rodas gandarījums par paveikto, veidojas emocionāls kontakts ar pieaugušo.

Secinājumi. Balstoties uz lasīto un iepazīto pedagoģisko literatūru, izzinot valodas attīstības īpatnības sākumskolas vecumposmā, kā arī veicot logopēda ar bērnu valodas veicinošo rotaļu praktisko izpēti, kā arī bērnu novērošanu rotaļu laikā apkopotie rezultāti ļauj secināt, ka:

1. rotaļa – nodarbība, kura izpilda uzreiz vairākas funkcijas : attīstošo, apmācošo, saskarsmes funkciju ,kā arī dara bērnu dzīvi laimīgu un veselīgu.
2. rotaļa ir neatņemama bērna dzīves sastāvdaļa. Rotaļās bērns apgūst jaunas zināšanas, mācās tās ieviest praksē, viņam veidojas jaunas prasmes un iemaņas.
3. rotaļās pilnveidojas bērna izziņas darbības mehānismi, galvenie psihiskie procesi – sajūtas, uztvere, domāšana, atmiņa un iztēle – tas ir līdzeklis, lai attīstītu bērna valodu un paplašinātu priekšstatus par apkārtējo pasauli.
4. rotaļa palīdz bagātināt valodu, veicina gramatiski pareizas valodas attīstību, attīstīta prasmes veidot dialogu, veicina stāstītprasmi, komunikabilitāti.
5. rotaļā viss sarežģītāks kļūst saprotams. Tieši rotaļa palīdzēs bērnam labāk saprast apkārtējo pasauli, iegūt zināšanas, attīstīt valodu, gūt saskarsmes iemaņas. Rotaļā bērni atver priekš sevis apbrīnojamu vārdu pasauli.
6. veiksmīgi un efektīvi izvēlētam rotaļām logopēdiskajās nodarbībās ir liela loma valodas attīstības veicināšanā.
7. jo labāk skolēniem attīstīta valodas prasme, jo labākas spējas organizēties darbam, atcerēties informāciju, veidot asociācijas starp faktiem un jēdzieniem, saprasties ar dažādu tautību vienaudžiem.

*Atslēgas vārdi : latviešu valoda, lietuviešu valoda, valodas attīstība, rotaļas.*

## **Logopēdiskās mikromasāžas ietekme uz runas attīstību agrīna vecuma bērniem ar funkcionāliem traucējumiem**

### **Speech Therapy Micromassage Effects on Speech Development in Young Children with Disabilities**

***Natālija Ērgle, Ilze Blūmentāle, Ilze Vāciete, Andra Vabale, Sandra Kušķe,  
Ināra Kalēja***

*SIA „Jelgavas poliklīnika”, Latvija*

Mērķis. Izvērtēt logopēdiskās mikromasāžas pozitīvo iedarbību un ietekmi uz agrīna vecuma bērniem ar funkcionāliem traucējumiem.

Materiāli un metodes.

1. Atlases grupā tika iekļauti 40 bērni 6.-8.mēnešu vecumā, ar diagnozi funkcionālie attīstības traucējumi, kuri tika novērtēti pēc atlases kritērijiem.
2. No tiem tika izveidota pētījuma grupa, kurā pēc atlases tika iekļauti 25 bērni.
3. Tika vērtēts artikulācijas aparāta muskultūras stāvoklis pirms un pēc terapijas.
4. Tika pielietota logopēdiskās mikromasāžas tehnika, kura veicinātu artikulācijas aparāta muskuļu stāvokļa uzlabošanos. Pēc mikromasāžas terapijas 15 reizēm (trīs reizes nedēļā), tiek nozīmēts pārbaudes laiks.
5. Dinamiskai novērošanai ir paredzēti seši mēneši, tad tiek veikta atkārtota pārbaude un vēl viens logopēdiskās mikromasāžas terapijas kurss 15 reizēs (trīs reizes nedēļā).
6. Pētījums veikts bez dzimuma ierobežojuma.

Pētījumā tiek atspoguļoti divu mikromasāžas intensīvo terapijas kursu rezultāti, tiek veikta to salīdzinoša analīze, kas ļauj analizēt sasniegtos rezultātus.

1. Mēles muskuļu tonuss normalizējās 17 bērniem (85%), kas savukārt norāda uz kustību apjoma un amplitūdas palielināšanos.
2. Skaņu artikulēšanas rezultātu izmaiņas novērojamas 17 bērniem. Terapiju uzsākot, 12 bērni pamatā artikulēja tikai patskaņus, terapijas noslēgumā 11 bērni (26%) pārliecinoši gugināja, 7 bērni sākuši veidot zilbes (*pa - ta*), un 17% bērnu dažādu zilbju savienojumus.
3. Lūpu muskuļu tonusa izmaiņas tika konstatētas 18 bērniem (72%). 13 bērni (31%) izmanto savā valodā zilbes (*ma –ma, pa*), tas ļauj spriest par lūpu muskuļu tonusa normalizēšanos.
4. Hipersalivācijas normas robežas ir sasnieguši 17 bērni (81%) kas nav mazsvarīgs rezultāts.
5. Rīšanas traucējumu normalizēšanās pilnībā tika novēroti septiņiem bērniem (54%), ja aplūkojam pirms terapijas un pēc terapijas, tad no 11 bērniem (48%), kuri aizrijas dzerot pirms terapijas uzsākšanas, rezultāts palika nemainīgs tikai diviem bērniem (17%), bet uzlabojumi konstatēti 9 bērniem (36%). Pirms terapijas sākuma nespēja norīt putrveida barību bija konstatēts 12 bērniem (52%), bet pēc diviem intensīviem terapijas kursiem rezultāts palika bez

izmaiņām tikai trīs bērniem (25%), deviņiem bērniem (36%) ir manāmi uzlabojumi.

Secinājumi: Mikromasāžai ir pozitīva ietekme uz agrīna vecuma bērnu ar funkcionāliem traucējumiem artikulācijas aparāta darbību: 37  
normalizējas muskuļu tonuss; aktivizējas runas aparāts; mazinās hipersalivācija; nostiprinās orofaringeālie refleksi.

*Atslēgas vārdi: logopēdiskā mikromasāža, agrīna vecuma valodas attīstība.*

# Presentation of Speech and Language Therapy Centres in Baltic States

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## **Kaunas Speech – Language Therapy center**

**[www.logopedaslpc.lt](http://www.logopedaslpc.lt)**

*Vilma Makauskiene, Egle Buraitiene, Daiva Kiskiene, Jurate Peikauskiene, Inga Traskeviciute, Rita Kantanaviciute*

Speech – Language Therapy center (further LPC) is non profit national organisation registered in Lithuania in 2011-09-29. Identification code of this organisation in Lithuanian register is 302660937. LPC is public legal center which is regulated by Civil code by Lithuanian Republic, Low of public institutions, other lows and regulations of Lithuanian Republic.

The main aims of LPC activities are

1. to meet the public interest in providing education, training, special education, and social and psychological support services; to perform a comprehensive children's language, speech and communication, cognitive processes, in accordance with the profesinēs ethical and methodological requirements;
2. to provide individual and group speech therapy services to children and adults with a different speech, language and communication disorders;
3. to consult children and adults with different disabilities or special educational needs and their families about special education and services;
4. to organize cooperation with similar institutions in Lithuania and abroad.

Other LPC aims are:

- to develop cooperation with Lithuanian, foreign individuals and international organizations with purpose to help children and adults to integrate into society;

- to organize workshops, conferences, training courses and participate in qualification training programs in Lithuania and abroad;
- to share information about educational opportunities for children and adults with speech, language and communication disorders, to produce and sell different methodological publications.

There are 9 personnel of LPC. The partners of organization are Siauliai University, Lithuanian Association of Logopedists, portal (web site) of Lithuanian Educational Ministry [www.ikimokyklinis.lt](http://www.ikimokyklinis.lt), and other non profit and governmental national institutions which provide service for children with special educational needs and training for SLTs. governmental national institutions which provide service for children with special educational needs and training for SLTs.