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SEMANTICS OF LEXICAL UNITS AND ETHICAL VALUES' NURTURING IN LEARNERS IN FOREIGN LANGUAGE ACQUISITION

Anotacija

Tyrimo tikslas – išanalizavus pradinį klasių užsienio kalbos mokytojų praktikų darbo specifiką ir užsienio kalbos vadovėlių semantinius kalbos vienetus, atskleisti etinių vertybių plėtojimo galimybes mokantis užsienio kalbos pradinėje mokykloje.

Straipsnyje nagrinėjamas semantinių leksinių vienetų, atskleidžiančių etines vertybes vadovėliuose ir naujoviškus mokymo būdus, indėlis į mokinių gebėjimų, įgūdžių ir kompetencijos, emocinės ir estetinės patirties, savęs vertinimo, bendravimo patirties, kūrybiškumo, kultūros įvairovės supratimo ir vertinimo plėtojimą.

PAGRINDINIAI ŽODŽIAI: leksinių vienetų semantika, etinių vertybių puoselėjimas, užsienio kalbos vadovėliai, projektų tvarumas.

Abstract

The aim of the authors is to distinguish the ethical values' promotion opportunities in foreign language acquisition process at primary school by use of the synergy of the teacher trainers and the emerging teachers.

The article focuses on the semantic lexical units reflecting ethical values in foreign language text-books and innovative practices introduced with the aim to establish their input into development of learners' abilities, skills and competencies, emotional and aesthetic experiences, self-assessment, communication experience, creativity, comprehension and assessment of culture diversity.

KEY WORDS: semantics of lexical units, nurturing of ethical values in up-bringing, foreign language course books, sustainability.

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Introduction

Over the last thirty years the world has undergone social and political changes. Sharp changes in technologies and in the field of information create new opportunities and choices, yet it also brings along greater uncertainty about the future. The gap between educated, qualified people and those unable to acquire the new information is constantly becoming wider. The education system needs to follow the technological changes, thus increasing volumes of information and political changes in order to remain competitive both in the sphere of education services and in the global labour market.

In the fields of science and education cooperation between states becomes particularly topical, through which contemporary conceptions of education and science are developed. The first step in such cooperation has been the Bologna process, started on June 19, 1999, when 29 Ministers of European countries signed the Bologna Declaration. The Bologna Declaration acknowledges education and education cooperation to be the fundamentals of a peaceful and a democratic society. The European di-

mension is characterized by student mobility and cooperation between educational institutions in European study programmes. The significance of communication and foreign language acquisition skills is gradually increasing (*Bologna Declaration*, 1999).

A strategic goal for the European Union was agreed upon at the European Council meeting in Lisbon in March 2000. Lisbon Strategy is a model for European Union development, which determines the economical development of the EU until 2010. Its basic goal has been for the EU to become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with a wider variety and better jobs and greater social cohesion (*Lisbon Strategy*, 2000).

In 2003 an action plan was adopted at a sitting of the European Council on promotion of language learning, repeatedly emphasizing the significance of linguistic diversity in the European Union. All citizens of European Union countries require foreign language skills, because these skills provide citizens with the opportunity to make use of the free movement to work or to study at one of the EU member states and as such they stimulate the development of a European labour market (*Promoting Language Learning and Linguistic Diversity: An Action Plan 2004–2006*, 18).

As an EU member state, Latvia has undertaken commitments to implement the strategic goals of Lisbon. Improvement should be achieved in all fields of the system, including teacher education, integration of communication technologies, acquisition of basic skills and languages. In the past ten years increasing attention has been paid not only to the new technical possibilities, but also to new approaches and methods in language acquisition.

Aim and tasks of the research

The aim of the research on **Semantics of lexical units and ethical values' nurturing in learners in foreign language acquisition** is to distinguish the ethical value promotion opportunities in foreign language acquisition process at primary school by use of the synergy of the teacher trainers and the emerging teachers generated analyses' results of semantic units in foreign language course-books and in innovative practices.

The tasks of the research are

- to share some aspects of intergenerational cooperation and collaboration for orienteering education to sustainable development (SD)

by development of certain ethical values based on current and innovative semantic lexical units included in the primary school text books for English as a foreign language acquisition;

- to inspire the emerging teachers to enter research connected with their professional performance as means for lifelong learning; to generate sustainable development support.

Object of the research

Folk experience and ethical values are highlighted in the language of every nation, in semantic units at different levels in the language system – in words, collocations, idiomatic phrases, texts, i.e., at its lexical and syntactical level. During the time of focusing on youth and entire society's future, we have to return to the roots, when we search for the fundamental values in the language too. Nowadays many of which are characteristic not only for one particular nation, they are universal and help everyone realize their identity, develop language, develop their personalities emotionally and intellectually, evolve creative abilities, self-assessment, mutual relationships formation etc.

Alongside parents in value development, the teacher, including the foreign language teacher due to the arsenal of their educational aids, plays an essential role in value formation and development by up-bringing. Therefore, the study focuses on the semantic units (words, collocations, idiomatic expressions, phrases) reflecting ethical values in foreign language text-books with the aim to establish their input into development of learners' abilities, skills and competencies, emotional and aesthetic experiences, self-assessment, communication experience, creativity, comprehension and assessment of culture diversity for sustainable development.

Only systematic research in the contemporary learners' problems, contradictions and ethical value development in social and pedagogical aspects can advance successful professional competence and competitiveness based on the safe values for sustainability promotion in the 21st century. The research has stimulated writing of the article "**Semantics of lexical units and ethical values' nurturing in learners in foreign language acquisition.**" By establishing needs and ethical values of primary school learners' optimal development on the basis of lexical

units providing semantics for sustainability values enhancement, as well as stimulating growth of capable creative English as a foreign language (EFL) Teachers – leaders in education highlighting foreign language teaching/ learning development for teaching performance through intergenerational collaboration both in local and global dimensions. Through synergy lead the emerging EFL teachers for compulsory education schools to use appropriate text books for learners' involvement into SD for the 21st century positive values implementation in order to drive away from negative consumer society values.

Novelty and topicality

A new approach to understanding integration has emerged. Theory of integrative processes proposes four different dimensions: individual processes, interactional processes, institutional processes, social processes. These changes bring along new solutions for a more effective acquisition of foreign languages. It is crucial to link the individual and the social aspects; the linguistic, sociological and psychological aspects cannot be separated either. For the foreign language acquisition to be successful, the individual differences of each language learner are analyzed along with the acquired language skills, needs and interests.

Taking into consideration the publications analysed it can be concluded that three different approaches can be distinguished within the methodology of language acquisition: the structural approach, the functional approach and the interactive approach (*Widdowson, 1991*). One of the attempts to combine various aims of language acquisition is the integrated language acquisition approach. Language teaching covers the structural, the functional as well as the interactive approach (*Marsh, Marsland, 1999*). Models of language acquisition differ by the learning environment, programme aims, target groups and work organization. Language acquisition is both linked to issues of global nature, and to the needs, characteristics and interests of separate individuals. There has emerged a new approach to the understanding of the notion of integration, which proposes the four dimensions of the integration process: individual processes, interaction processes, institutional processes and social processes, which are mutually connected (*I. Maslo, 1996*). The new integration paradigm is the ground

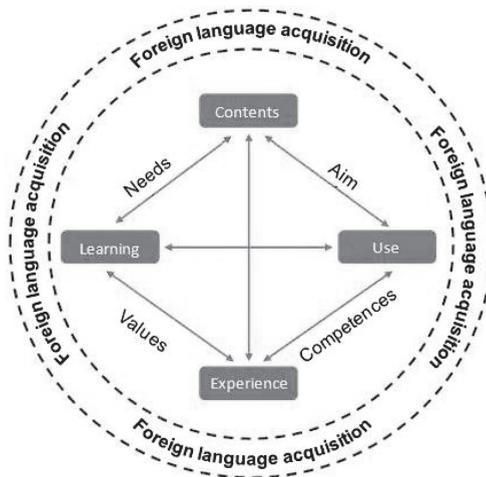
for the integration of language acquisition components in foreign language studies.

Scientists link the acquisition of language to the term of 'language skill' and they distinguish between four basic skills (speaking, reading, writing, listening). Acquisition of basic language skills cannot be identified with the help of formal linguistic test results and must be explored in a broader social context.

Improvement of student experience and content and language integrated learning are contemporary products of foreign language studies.

By revealing the correlations between language acquisition components in the process of foreign language acquisition, an integration model for the components of foreign language acquisition has been developed (see Image 1). The model reflects language acquisition components (learning, contents, use, experience) and factors of their provision (needs, values, aims and competence).

The organization of the study process (choice of the aim, tasks, type of action and study means and assessment of results) is determined by the contents. The contents of foreign language acquisition correspond to the needs of foreign language acquisition, which are determined by the basic aim. Organization of the foreign language acquisition process and



Picture 1. Integration Model of Foreign Language Acquisition (Liepa, 2011)

selection of its contents is based on the attitude to the student as an active subject of the study process. An awareness of student learning and life experience should help detect the needs and aims and to choose appropriate and significant contents.

Through foreign language studies students improve their skills to use the language in various life situations. The process of language acquisition includes actions, through completion of which students develop various linguistic and professional competences and stimulate an improvement of experience. Through the process of foreign language acquisition there develops a positive attitude to acquisition of foreign languages, of the profession, new values emerge and the student's personality develops. Language use is determined by aims of language use, communication partners and fields, which are different.

Integration of language components ensures an improvement of learning experience, particularly the development of use-speaking and writing skills.

Language learning, acquisition and use contain actions, through completion of which persons develop various competences as individual and social beings.

Methods and methodologies

The novelties of EFL teaching/learning should be focused on both for development of primary learners and their incoming teachers – the emerging EFL teachers' professional competence and competitiveness by formal and informal studies.

Educational innovation developments have entered Riga Teacher Training and Educational Management Academy due to global collaboration challenged by Erasmus Intensive Programmes (IPs) EquiTIFoLa (2009/2010), CiTiFoLa (2010/2011) and SoliTIFoLa (2011/2012). Considering current needs, knowledge, skills, attitudes, ethical values, stimulated by semantics of lexical units provided by contents, experiences gained, the Erasmus IPs actively involved both language training and pedagogy brought together and shared by educators and students of 12 pedagogical higher education institutions from 12 countries in and beyond the EU. Global learning/teaching has been discussed in master classes, work-

shops, case studies, where twelve text books for learning English were compared.

They aimed at ethical values maximizing SD to be brought into classrooms by means of semantic lexical units and innovative working methods inclusion, i.e., knowing: the principles of content-based language learning /CLIL/TiFoLa; knowing: the role of task-based activities and project work in content-based language learning; being able to: respond to feedback on their language output in English to make progress; being able to: give others feedback on their language output in English; being able to: respond to feedback on their grasp of content to make progress in English; being able to: give others feedback on their grasp of content in English; being more competent in: learning a language (English) from extended input and meaningful output; being more competent in: supporting other students in learning a language from extended input and meaningful output; how to work in ICT environment on Moodle, etc. (C.S.Crolla, SoliTiFoLa, 2012).

The global dimension has helped all the learners involved (teacher trainers, trainee teachers, teachers and schoolchildren) to enter global cooperation through intergenerational collaboration on sustainability promoting (guided by UNESCO International Symposium of the International Network for Reorienting Teacher Education towards Sustainability, 2010) semantics of lexical units on imperative current issues, think critically and creatively about local and global and explore and make sense of the contemporary and innovative issues in the world, deconstruct events and issues and consider, experience, reflect on, reconsider by self-assessment and group assessment them from a range of perspectives, thus, communicate with people from a range of generations coming from twelve different countries and cultures from the EU and even beyond, develop ethical values, self-awareness and positive attitude to difference, argue a case confronted with on behalf of themselves and others. It has helped them to reflect on the consequences of their own actions now and in the future, when accomplishing their professional mission and transforming consumer society into SD prosperity reign.

The studies based on the collaboration by researchers further our understanding on ethical values needed by contemporary learners. They reveal sustainable values cherished by the next generation. Thus the learners

of EFL taught by the emerging teachers of RTTEMA also should benefit from the joint research carried out in RTTEMA and beyond. The future teachers should start by focusing in their professional performance on such lexical units where semantics bring forth the character traits, abilities and framework enhancing sustainable development positive ethical values.

Therefore, another recent study based on a global synergy has to be maximized on as well. For upgrading and transforming the traditional ways of teaching/learning, for considering of the needs and values for knowledge, skills, attitudes and values' advancement also in primary learners by the professional competence of the emerging EFL teachers can be implemented due to collaboration in the research project that has been accomplished by Riga Teacher Training and Educational Management Academy and Education Sociology Institute of Russian Education Academy researchers in accordance with the signed contract – No 01-21/1-2010/968.

Following the contract a survey was carried out in both capitals about the contemporary learners' behaviour, self-feeling, purposefulness, determination, ambitions learning environment, social situation and the impact of socio-cultural conditions on the pupils' values in the transition period from teenage to adolescence. In Riga the survey was carried out in two selected groups of pupils: in the schools with the Latvian language instruction and in the schools with the Russian language instruction. We understand how important it is to compare the answers given by Moscow pupils with both the answers given by the pupils from the Latvian language instruction schools and the pupils from the Russian language instruction schools considering that they belong to a national minority in Latvia. Such organization of the survey provides opportunities not only to compare the existing differences and values in the pupils in the respective capitals. Moreover, it provides an opportunity to research the factor of belonging to the national majority or minority impact (Špona, Ed., 2011, 5).

In total 2932 pupils took part in the research survey, either attending the final year in the primary school (Grade 9) both in Moscow and in Riga or the final year secondary pupils attending respectively Grade 11 or Grade 12. The material obtained was divided into three basic respondent groups. One group includes 993 respondents from Moscow general education schools, the second group includes 975 pupils from Riga schools

with the Latvian language of instruction and the third group included 964 respondents from Riga general education schools with the Russian language of instruction (Špona, Ed., 2011, 6).

The survey was carried out in the schools by especially trained experts. Therefore, the pupils' self-assessment in the survey is frank and reliable enough. The survey results were analyzed sociologically, psychologically and pedagogically. As a result the book "Contemporary Pupils in Riga and Moscow" was published (Špona, Ed., 2011). Ausma Špona points out that there exists a contradiction between the obtaining of the information by the pupils' real learning activity through the school educational process and the information sources used beyond the school (Špona, 2011, 21).

For the aim of the article the authors have studied the data concerning primary learners more closely – respectively the results obtained from the learners attending the final year in the primary school (Grade 9).

The data obtained reveal the dual nature of the learner's intellectual life: a considerable gap between the information, which can be derived from the text-books, the teacher, the school lessons and the information, which the learner obtains by autonomous activities beyond the school lessons and educational process at school has appeared. Here schooling in general has encountered a significant pedagogical problem. How to organize the teaching/learning at school for giving an opportunity to share the semantic materials discovered and found out beyond the school for developing the learner's ethical values optimal for enhancement of SD by the pupils at school?

The learner, by developing his learning skills, develops the skill to analyze the information flow in the cognitive sources and makes use of it to achieve personal life ambitions and goals on the developed values. The problems of information obtaining and processing are made more complicated not only for the pupils' learning, as much of the stuff at the school lessons seem devoid of interest to them, but also the teacher is not content with the pedagogical performance activity (Špona, 2011, 21) and it also means that the text books used in primary school lack semantics of lexical units for acquiring appropriate semantic lexical units for valid verging into the society based on sustainable development belief.

Research and Discussion

RTTEMA researchers truly value discussions promoting their studies and teacher training. The authors discussed with Ausma Špona, Mara Bernarde, Elmars Vebers, RTTEMA researchers of contemporary pupils in Riga and Moscow for the book "Mūsdienu skolēni Rīgā un Maskavā" (Špona (ed), 2011). They maintain that development of pupils' purposefulness at school is connected with the pupils' skill to be aware, to set and accomplish personally significant aims. The authors of the article have witnessed in practice that purposefulness stems out of certain values, beliefs valid to the individual encounter potential development at primary school.

The comparison of the pupils' opinions about what persons should be trained by the contemporary school show that the respondents from all the pupils' groups involved into the survey find important to develop into cultural people (70%) and the people of success – i.e., those, who reach their aims in life (30%).

The results show the potential influence of belonging to a particular age group, ethnic group and different social economic, cultural environment. The learners participating in the Latvian research survey are less sure of their future plans, while the respondents belonging to the Russian research survey are – less ready to make definite decisions regarding their future plans, although, they are aware of them. The result difference in the qualities, which have to be developed by the contemporary school, is not prominent. Yet, it is more important for the Latvian groups to enter creative careers (in cases more than 50%). The respondents from Russian groups more often believe that the people, who reach their set aims in life, must be trained at school, which means they are being aware of relevant values (Bernarde, 151, 2011, in Špona (ed), Mūsdienu skolēni Rīgā un Maskavā).

The results show also the differences by gender about the future plan awareness based on certain values. More uncertain plans for their life have the respondents from the Latvian groups of boys and girls of the Latvia's research survey, higher inability to make decisions is observed in Latvia's research survey of Russian group and the girls' group of the Moscow research survey. The whole research survey displays correlation of the results: the clear awareness level of the future plans and the skill or the

absence of the skill to make decision on the future plans. The dynamics of the results compared in Form 9 and in Forms 12/11 show a tendency of 10% in Forms 12/11 to decrease the number of the adolescents, who live just for today without setting up their future plans. The result certifies the problem of purposefulness based on definite ethical values: 75% of the boys from the Latvia's research survey after graduation from Form 12 are not clearly aware of their future plans yet (Bernarde, 151–152, 2011, in Špona (ed), *Mūsdienu skolēni Rīgā un Maskavā*).

Analytical part

According to the viewpoint of promoters of sustainability values in primary learners, the learners, involved in the survey, have stated the most important: health, happy family life and material well-being. Subsequently, semantics of these lexical units learned by primary learners should be enhanced by inclusion of the appropriate ethical values.

E. Vebers' analysis of the values reveals that *health* is ranked as the top priority value by the learners of Riga. While the Moscow pupils rank health as one of the priorities.

The happy family life is ranked as the second most significant value by Riga's learners, but Moscow's learners have considered it as important as the value of health.

Material well-being is the third most important value chosen by the pupils. Moscow pupils have ranked it as the fourth most significant value in their orientation.

Such values as devoted friends and successful professional performance follow the above mentioned values. The learners have assessed as considerably less significant such values as self-dependence and independence, good relationships with parents, full-value communication with other people, opportunity to work creatively, respect by the surrounding people, development of the education level and increasing of the culture level offered by the survey (Vebers 2011, 307 in Špona (ed), *Mūsdienu skolēni Rīgā un Maskavā*).

The researcher points out those values exist by interaction with their opposites. So, e.g., fear, concern, insecurity, anxiety, despair send signals of endangered values, about the conditions, which could disturb building one's life according to decent values.

The adolescents fear of famine, poverty, unemployment, diseases. Famine and poverty cause the most pronounced anxiety and insecurity to the learners in Latvia, while Moscow's pupils fear of – various infectious diseases. The learners are concerned about their ambition in professional career, their health. They are anxious of possible failure in providing their family decently in respect of material well-being, being able to live as self-dependent lives. They fear suffering in a terrorist attack. They feel fear of death and fear of war or military threat (Vebers 2011, 308 in Špona (ed) *Mūsdienu skolēni Rīgā un Maskavā*).

In the academic year of 2012/2013 in the discussions and seminars following the discourses on the recent studies carried out by the authors at RTTEMA for activating their researches were involved: the initial teacher training students, the emerging EFL in primary school teachers, Music teachers and Dance and Rhythmic teachers (n = 60) and incoming Erasmus students (n = 10).

Global collaboration of the teacher trainers and the emerging teachers in Erasmus project IPs EquiTIFoLa, CiTiFoLa, SoLiTiFoLa was submitted to the analysis and discussion to the above mentioned groups of students at RTTEMA. The students read some samples of EquiTIFoLa, CiTiFoLa, SoLiTiFoLa teaching practice observation sheets on the project CD. Especially interested they were in a sample revealing Group 1 teaching practice at Girls' School: Topic of the class: Solidarity. Content of lesson: Station-to-station group work. Number of pupils: 29 (g). The aims for the class were quite clear and they were met really well. The students were aware of what the aim of the session was.

Teaching technique(s): The group used the station-to-station method which worked really well because the class consisted of 29 students. Dividing the class into smaller groups made it easier for the teaching group to teach and get more interaction with the students. The stations all had different themes of solidarity and seemed to cover a lot of the different aspects of the word.

Atmosphere and interaction:

The atmosphere in the class was very relaxed and the students seemed to enjoy the different stations. Some of the group members seemed to catch the student's attention easier than others, but all students participated and talked about solidarity (see Pictures 2 and 3). The interaction



Picture 4. SoLiTiFoLa 2012
(Agnes Kirici, 2012)

model of criteria, indices and levels that was developed for measurement of the emerging teachers' professional competence advancement highlighting collaboration (Ratniece 2013, 163–165). The students were advised to follow up the ongoing researches by participating in the international conferences and master classes, by reading RTTEMA scientific research papers and other research papers either in the academy library or on the internet.

The initial teacher training students and the emerging EFL in primary school teachers voiced the current necessity for using purposefully upgraded text books covering the upgraded semantics of lexical units for enhancing the ethical values cherished by SD supporters for better transforming of the out-dated ethical values in EFL classrooms. Thus, maximized positive results in primary learners could be facilitated.

Quite logically as the next decisive step in their collaboration with the initial teacher training students followed exploration of the text books for the primary learners that can be used by EFL teachers in contemporary classrooms.

The most recent text books published by both local and global publishers were reviewed by the students – emerging teachers and their educators. As one of the best text books by the majority vote was considered: “Insight” (Pre-intermediate Student’s Book) by Jayne Wildman and Fiona Beddall (ISBN: 978 0 19 4011075) published by OUP in 2013.

It was validated according to the needs and ethical values of primary learners for semantics provided by lexical units that have reached pre-intermediate foreign language users and, on the other hand, by provision of ethical values corresponding to the competitiveness needed in the 21st century labour market. How the text book covers issues on values and

perceptions, interdependence, citizenship, human rights, social justice, conflict resolution, global diversity, SD running through the lexical units and presenting the semantics in their contemporary meanings and usages.

After a closer investigation the emerging teachers confirmed “Insight” being a critical-thinking course that challenges primary students of pre-intermediate level to reach their full potential. Upgraded topics based on contemporary semantics of lexical units that inspire learners to think either more locally or globally. For example, under the title “Choices” the learners are confronted with such lexical units as “carbon footprint” and invited to make compounds nouns and adjectives such as “eco-friendly, global warming, greenhouse gases, energy-efficient.” The teenage learners are involved into stimulating topics and information rich texts inspiring further discussions (p. 30, p. 120, etc.) for real life based problem solving.

Culture texts are discussing local and global issues and are supplied with related DVD material (e.g. p. 36). Yet our emerging teachers pointed out a certain deficiency – the authors of the text book could have included a text on Latvian, Lithuanian or Estonian Song and Dance festivals.

The text book guides into language acquisition by providing syllabus that challenges learners to develop their dictionary and thesaurus skills (e.g. p. 26, p. 52), give deeper insight into using synonyms and antonyms correctly (p. 26) on traditional values and positive sustainability promoting values.

The text book involves primary pre-intermediate learners into lifelong learning based on sustainable development by Strategy boxes displayed to improve the key skills (p. 4, etc.). Writing guides foster good writing habits and also lead to positive ethical values (p. 102; p. 117 and etc.).

Solidarity and cooperation between nations and generations are approached in a multidisciplinary sense: the incorporation of education for the idea of promoting a vision of a sustainable society for all ages, thus, contributing to the development of social and civic competence required for lifelong learning for both personal and community sustainability development (for instance, pp. 12; 70; 82; 115; 120).

Deciding on upgrading semantics of lexical units was greatly stimulated when the students were offered to assess the teachers as transformational leaders and their competitiveness on the labour market in the 21st century (see Table 1). So lexical units used for assessment should be recognized

as a valuable inclusion into teaching/learning the primary learners' valid contemporary semantics. Thus, they should be led into self-assessing their own potential development for competitiveness and sustainability as well.

The above mentioned assessment involved forty nine respondents. As valid were considered forty six responses (1S programme – 21 student, 2M – 8 students, 2DR – 7 students studying at RTTEMA in Riga and 1Ps – 10 students studying at Tukums' study centre of RTTEMA). At first the students assessed the semantic lexical units for leadership traits' development individually and discussed the leadership characteristics at the seminars both in small groups and in large groups. The students compared the aspects of leadership, meanwhile considering the field of application of leadership traits. The teachers as contemporary leaders were compared to leaders in such business fields as entrepreneurship, commerce, public resource management, as well as leading artists and musicians were considered. Their own most topical lexical unit lists for the characteristics of the teachers as the 21st century leaders were created on the flip-charts consisting of eleven or twelve entries.

These lexical units were self-assessed individually from 12 points – highest rating down to 1 point – lowest rating. Each rating could be used only once. The data obtained were processed and analyzed in the respective study groups. The common results showed that the emerging specialists as the most important semantic lexical units based on sustainability values for teachers as leaders forwarded as No1 importance **professionalism of the teacher** when considered as a transformational leader. As the second most important aspect for the teacher's leadership was considered **good ability at organizing**. The third place was given to **being goal-oriented**, closely followed by the **skills to transform upgraded information**. Only then were rated such lexical units as self-confidence, loyalty, optimism, ability to make decisions, tolerance, and responsibility sharing with learners. As the least significant was rated being well-dressed. The twelfth aspect was optional for each respondent; therefore, the assessment of it varied depending on the individual values and experiences for needed semantics of lexical units.

Consequently, here appeared another idea generation asset for upgraded semantic lexical units based on ethical values for critical thinking development in primary learners. Therefore, semantics of lexical units in

the Chart 4, where the assessment is graded from 1 to 11, with the top relevance rating as 1 and the lowest importance is expressed by rating marked with 11, provide also suggested upgraded semantics of lexical units for primary learners (see Table 1).

Table 1

**Upgraded semantics of lexical units based on ethical values
for primary learners (Ratniece, 2013)**

Programme(No)/ Total Value	1S (21)	1P (10)	2M (8)	2DR (7)	Fem	Males
Good at making decisions – 4	4	8	2	5	4	3/4
Good at organizing – 2	2	2	4	2/3	2	6
Self-confident – 5	6	5	9	2/3	5	5
Goal-oriented	9	3	8	6	7	7
Optimistic	10	7	6/7	7	9	8
Loyal	8	6	6/7	4	6	2
Professional – 1	1	1	1	1	1	1
Transforming upgraded Information – 3	3	4	3	8	3	3/4
Tolerant (to mistakes, etc.)	5	9	5	9	8	9
Responsibility sharing with learners	7	10	10	10	10	11
Well-dressed, etc.	11	11	11	11	11	10

Having participated in the conferences and master classes, by extensive and intensive reading RTTEMA emerging teachers have decided on the priority need of one more semantic lexical unit for enhancing positive ethical values by teaching/learning – perceiving a difficult grammar issue – differentiation among some vital pronouns when orienting primary learners to SD. Therefore, we include it below: “This is a story about four people/students named Everybody, Somebody, Anybody, and Nobody.

There was an important job to be done and Everybody was asked to do it. Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it.

Somebody got angry, because it was Everybody’s job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn’t do it.

It ended up that Everybody blamed Somebody when Nobody did what Anyone could have done.”

The lexical unit is included in the book “Collapse. How societies choose to fail or succeed” by Jared Diamond, the winner of the Pulitzer Prize (Diamond, 2005) and in other web based sources. The authors of the article really look forward to seeing this semantic lexical unit in a primary school level text book by some young inspired emerging EFL teacher after graduation from Riga Teacher Training and Educational Management Academy.

Conclusions

Research in semantics of lexical units and ethical values based on collaboration by RTTEMA researchers further our understanding on both semantic lexical units and ethical values needed by contemporary learners of EFL in primary school.

It reveals sustainable values cherished by the next generation. Thus the learners of EFL taught by the emerging teachers at RTTEMA also should benefit from the joint intergenerational researches carried out at RTTEMA. The future teachers should start by focusing in their professional performance on such lexical units where semantics bring forth the character traits, abilities and environmental framework for enhancing sustainable development positive ethical values.

The global dimension helps all the learners involved (teacher trainers, trainee teachers, incoming Erasmus students, teachers and schoolchildren in local primary schools) to enter global cooperation through intergenerational collaboration on hot current issues, think critically and creatively about current semantics of lexical units, explore and make sense of the contemporary and innovative issues in the world, deconstruct events and issues and consider, experience, reflect on, reconsider by self-assessment and group assessment them from a range of perspectives.

It helps them to reflect on the consequences of their own actions now and in the future. They have developed their ethical values and subsequently competence through the above mentioned and linking learning/teaching to taking responsible action.

All of the learners-researchers and, in particular, the emerging EFL teachers have been participating in the local and the global studies and re-

searches as active and responsible global citizens and discovered most valid recently published text books for teaching/learning English as a foreign language to primary learners based on sustainable development semantics and values by critical thinking.

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LEKSINIŲ VIENETŲ SEMANTIKA IR BESIMOKANČIŲJŲ UŽSIENIO KALBOS ETINIŲ VERTYBIŲ UGDYMAS

Santrauka

Tyrimo tikslas – išanalizavus pradinių klasių užsienio kalbos mokytojų praktikų darbo specifiką ir semantinius kalbos vienetus užsienio kalbos vadovėliuose, atskleisti etinių vertybių plėtojimo galimybes mokantis užsienio kalbos pradinėje mokykloje.

Uždaviniai:

- orientuojantis į darnaus mokymosi švietimo strategiją atskleisti visų amžiaus kartų bendradarbiavimo aspektus plėtojant tam tikras etines vertybes, susijusias su šiuolaikiniais ir novatoriškais semantiniais leksiniais vienetais, įtrauktais į pradinių mokyklų anglų kalbos, kaip užsienio kalbos, mokymo vadovėlius;
- skatinti mokytojus mokytis visą gyvenimą užsiimant tiriamąja veikla; skatinti darnų mokymąsi.

Liaudies patirtis ir etinės vertybės išryškina kiekvienos tautos kalbą, semantinius įvairių kalbos lygmenų vienetų – žodžius, žodžių junginius, idiomą, tekstus ir t. t. – leksiniu ir sintaksiniu lygmenimis. Dirbant su jaunimu, t. y. visuomenės ateitimi, svarbu sugrįžti prie savo šaknų ieškant pagrindinių vertybių kalboje. Daugelis iš jų yra būdingos ne vienai tautai, o yra universalios ir gali padėti kiekvienam realizuoti savo tapatybę, mokytis kalbos, emociškai ir intelektualiai plėtoti asmenybę, ugdyti kūrybinius gebėjimus, savęs įsivertinimą, formuoti tarpusavio santykius ir t. t. Tėvų, kartu ir mokytojų, įskaitant užsienio kalbų mokytojus, vertybių plėtojimas, kaip priemonė pasiekti švietimo tikslus, vaidina svarbų vaidmenį formuojant ir plėtojant vertybes. Todėl straipsnyje pagrindinis dėmesys skiriamas semantiniams kalbos vienetams (žodžiams, žodžių junginiams, idiomoms, frazėms), užsienio kalbų mokymo vadovėliuose atskleidžiantiems etines vertybes, siekiant nustatyti jų indėlį į besimokančiųjų gebėjimų, žinių ir kompetencijų, emocinės ir estetinės patirties, savęs įsivertinimo, komunikacinės patirties, kūrybiškumo, kultūrų įvairovės supratimo ir vertinimo plėtojimą.

Globalus darnumo aspektas padeda visiems besimokantiems (dėstytojams, *Erasmus* studentams, mokytojams ir pradinių klasių mokiniams) įsitraukti į globalų bendradarbiavimą aptariant įvairioms kartoms aktualias temas, kritiškai ir kūrybiškai mąstyti apie esamus leksinius semantinius vienetus, paaiškinti ir suvokti šiuolaikinius ir inovatyvius pasaulio reiškinius, apsvarstyti problemas, patirtį ir dekonstruoti įvykius, apmąstyti, persvarstyti, įsivertinti ir grupuoti juos numatant perspektyvas.