

PUPILS' WRITTEN LANGUAGE IN THE LATVIAN LANGUAGE AND HISTORY STATE EXAMINATIONS IN RIGA IN 2021

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ABSTRACT

The research examines pupils' text creation skills in the Latvian language and history state examinations in 2021. It compares the quality of written language in two examination papers by 15 pupils. The statistical method has been used to evaluate the types of errors in orthography and syntax and establish the frequency of the use of the language means.

Pupils' skills in orthography vary. Only 4 examination papers in Latvian and history do not contain orthographic errors. Writing complex proper names and the use of macrons cause problems for pupils. Similarly, the skills of separate spelling of some words have been underdeveloped. Also, an unjustified lack of a letter or unjustified use of it can be observed. Pupils pay more attention to orthography in the Latvian language examination.

Pupils' skills in syntax are also varied. Syntactical means used in text creation are uniform. In the Latvian language examination papers, 143 instances when coordinated parts of sentence were used have been registered; 78 such instances have been registered in the history examination. In both examinations, a connection of two coordinated parts with the conjunction *un* 'and' was used most frequently, with 78 cases in Latvian and 32 in history. Also, the participial clause, including the undecidable participle with the suffix *-ot* and auslaut *-oties*, was dominant (60% in history, 40% in Latvian). In the third part of the Latvian language examination, insertions were used more often than in the history examination, 63% and 37%, respectively. Other syntactic means were rarely used. It can be concluded that there are no significant differences in the types of orthographic and punctuation errors in the Latvian language and history examination papers; the differences are visible in the choice of language means and their quantity.

Keywords: exams, Latvian language, orthography, syntax, text.

Introduction

The ability to create “a wide variety of sentences and structural and modal constructions” (Kvašite, 2013: 190), observing the norms of orthography and punctuation, signifies the level of intelligence of each individual, a respectful attitude towards language

culture and one's own personality as a quality brand, as a value. At the end of the 12th grade, students must pass a Latvian language exam, including text creation, i.e. they must be able to create a text "in accordance with the author's communicative purpose and the requirements of the functional style and speech genre" (VPSV, 2007), using cultural or literary facts as a basis. From the point of view of language quality, the papers of the centralised examination (CE) in Latvian have been analysed several times (VISC, 2007; VISC, 2012; VISC, 2015; VISC, 2020), paying attention not only to the part of text analysis and the test of basic language skills but also analysing the quality of the essay. Today, there is a widespread opinion that students observe orthography and punctuation norms in Latvian language tests, but orthography and punctuation norms are less observed in tests in other subjects, e.g. geography, history, and economics. The authors of this study will try to test this hypothesis. The study "Pupils' written language in the Latvian language and history state examinations in Riga in 2021" is part of a larger study on the quality of pupils' written language in the Latvian language and history examinations in Latvia. The study was conducted to determine whether students, when writing CE papers in Latvian, pay more attention to spelling and punctuation than in their history CE papers.

The study aims to investigate Latvian language proficiency in text creation in the Latvian language and history CEs. The topicality of the research follows from the achievable results expressed in the Secondary Education Standard: the student knows how to choose the most appropriate and accurate means of spelling, grammar and punctuation for creating an expressive text and also knows how to observe the literary language spelling norms in the texts in all the subjects. (Standard, 2020) If students have mastered the requirements specified in the Standard, then the text created in the Latvian language and history CEs should be of high quality.

Methodology

The research uses the opinions of language didactics theory on language competence (Celce-Murcia, Olshtain, 2000; Daszkievicz, Wenzel, Kusiak-Pisowacka, 2019), Latvian linguistic studies (Blinkena, 2009; Laugale, Šulce, 2012; Nītiņa, 2013), as well as studies on Latvian pupils' language competence (Gavriļina, Špūle, 2018; Anspoka, Martena, 2021).

The article analyses 15 randomly selected works of pupils in Riga in the 2021 exam session. For the comparison to be correct, the quality of the written language was examined in both exam papers of one student – the Latvian language and history. Hence, the basis of the study is 30 papers (15 text-creation papers in Latvian and 15 text-creation papers in history). Therefore, only the works of pupils who took the history exam were selected because CE in Latvian is mandatory, and CE in history is optional. In Riga, the history exam was held in 40 schools: 29 general education schools and 11 vocational educational institutions. In secondary education institutions (high schools, state gymnasiums, French Lyceum), 12 times fewer pupils took the history exam than in

vocational education institutions (see Table 1). Unfortunately, there is no accurate data about the schools and the pupils whose papers were randomly selected, as all exam papers are coded.

The pupils' performance in the 12th-grade Latvian language and history CE was analysed, assessing spelling and punctuation errors. The 2021 CE in the Latvian language (an opinion; 250 words) and CE in history (task 3 of part 3 – an essay providing argumentation; 200 words) were selected as the source of the research. Error types in both examinations were collected and compared. In analysing the selected works, examples from pupils' examination papers are presented in italics, preserving their style, spelling and punctuation errors.

The evaluation criteria of Latvian language and history CEs papers were compared in order to find out what is common and what is different in the evaluation of the pupils' performance. After the examination of the evaluation criteria for part 3 of the Latvian language CE (Latviešu valoda, 2021), it can be concluded that pupils can receive a total of 34 points: for content (10 points), composition (7 points), language use (3 points), style (3 points), spelling and punctuation errors (10 points). It should be noted that the errors are added together in the evaluation criterion of spelling and punctuation errors (see Table 2).

The examination of the history exam evaluation criteria shows that pupils can receive a total of 12 points: for content (3 points), theory (3 points), facts (3 points), and concepts (3 points). Spelling and punctuation errors are not regarded separately, they are included in the content section (Vēsture, 2021). The criteria for spelling in the history examination are presented in a descriptive form (see Table 3): spelling rules are followed (3 points), spelling rules are followed, but there are some errors caused by inattentiveness (2 points), many spelling errors (1 point), spelling errors do not allow understanding the content (0 points).

Table 1 Number of pupils who took the history examination in Riga (2021)

Educational institutions	Number
secondary education institutions	95
vocational education institutions	1212

Table 2 A fragment of evaluation criteria in the Latvian language CE

Points	0	1	2	3	4	5	6	7	8	9	10
Errors in punct., spelling	19 or more errors	17–18	15–16	13–14	11–12	9–10	7–8	5–6	3–4	2	1

Table 3 A fragment of evaluation criteria in the history CE

Points	Content, structure, logical sequence, content's adequacy to the topic
3	The content is adequate for the selected topic. The content is structured: the text has an introduction, discussion and conclusions. The conclusions are derived from the text. Spelling rules are followed.
2	The content is adequate for the selected topic. The content is presented sequentially, but some parts are carelessly developed: the introductory part is imprecise, the conclusions are superficial and non-specific. Spelling rules are followed, but there are some careless errors.
1	The content is adequate for an aspect of the chosen topic. The content is presented chaotically, the opinion is not justified – the text retells historical facts. Lots of spelling mistakes, but the meaning of the text is understandable. The text is too general and vague.
0	The content matches the topic. Spelling errors make it difficult to understand the content. The principles of tolerance have been violated.

The description of the criteria shows that in history, spelling errors have not been divided into error types, as is the case in the Latvian language examination, where points are awarded based on the number of spelling and punctuation errors. It can be concluded that more attention is paid to the quality of spelling in the Latvian language examination. The authors of this study believe that spelling should be given more value in the history examination as well.

Results and Discussion

A written text is a logically structured, conceptually connected set of statements (VPSV, 2007), therefore writing is one of the most difficult linguistic activities to learn, as it combines several aspects – content, text type, style, spelling (Martena, Laiveniece, Šalme, 2022). Writing a text is an individual process, but the ability to choose and use diverse language means, morphological, lexical and syntactic, according to the norms of oral and written language, is one of the signs of language competence (Daszkiewicz, Wenzel, Kusiak-Pisowacka, 2019). Linguistic competence involves knowledge of the language system, including lexicon, phonology, morphology, and syntax, and the ability to use them qualitatively. An individual's attitude towards language is revealed not only by his social status, level of education, character traits, and attitude towards other people but also by the ability to express and defend their opinion and the ability to influence the opinion of others. Although it cannot be directly observed, it can be inferred from an individual's speech behaviour, speech etiquette, and level of linguistic upbringing (Celce-Murcia, Olshtain, 2000; Daszkiewicz, Wenzel, Kusiak-Pisowacka, 2019).

In the process of researching language competence, an important issue is the orthography of the text, i.e. spelling and punctuation. The ability to observe orthography and punctuation norms in the text is closely related to pupils' knowledge, skills and language culture. It can be used to judge the ability of young people to analyse, describe, reason,

and express their thoughts, opinions, and attitudes towards cultural, literary or historical facts while writing an essay in the Latvian language and history examinations.

Spelling skills

Several types of errors can be distinguished in morphology: ungrounded use of vowels or their absence, lack of consonants, words written incorrectly together and separately, incorrect use of initial capital letters in compound names, and errors in the spelling of verbs and foreign words (see Figure 1).

The number of orthography errors: 25 (41%) in the Latvian language examination and 36 (59%) in the history examination. In total, 7 pupils (47%) wrote the Latvian language examination without spelling mistakes, and 5 pupils (33%) wrote the history examination without spelling mistakes. Only 4 pupils (13%) have no spelling errors in the examination papers, neither in the Latvian language nor in the history CE, while 4 pupils (13%) made a mistake in one of the exams.

Several cases are related to the use of macrons: in three cases, unfounded use of macrons has been found, e.g. *pie dzimis*, *piemērām*, *jūtis*, while the lack of macrons can be observed in spelling the adverbs *tapēc*, *tādejādi*. The largest number of errors, 18 examples with a lack of macrons, were found in the two exam papers of one pupil, e.g. *visparīgi*, *pastavešanas*, *velme*, *brīvības*, *kultura*, *nekadu*, *ietekmejuši*, *ari*, *apkart*, etc., which shows that Latvian is not the pupil's native language. An unjustified lack of a consonant was found in the works of several pupils, e.g. *sauzemes*, *novi(r)zot*, *ekonomisk*, *sācensība*, *tirzniecība*. In the works of four pupils, there are errors in the spelling of adverbs *vēl joprojām* and *pēctam*, which should be written separately.

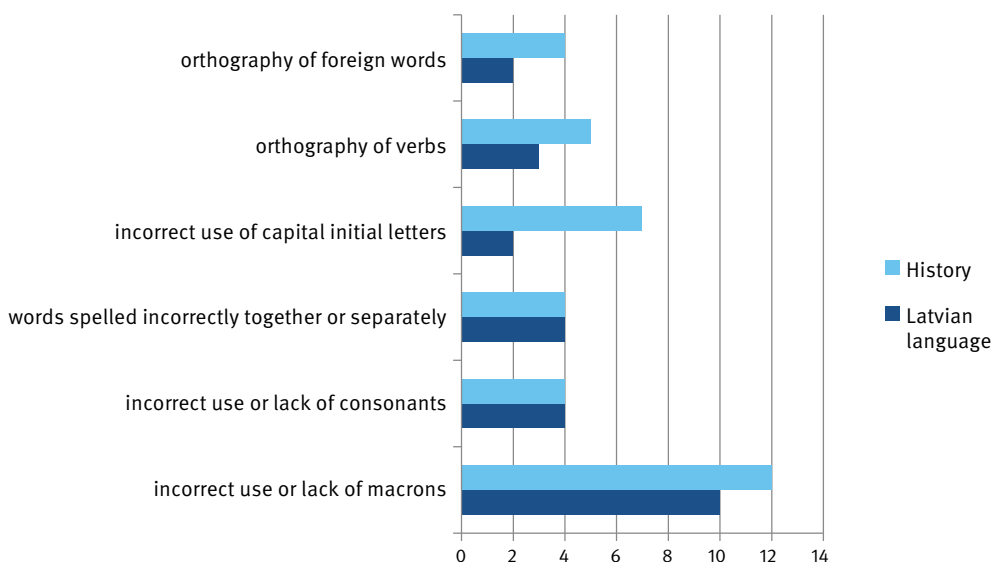


Figure 1 Types of orthography errors in Latvian language and history examinations

Various compound names are used in the history exam, especially names of historical events. Errors are observed in the use of capital letters, where students misspelt the name *Otrais pasaules karš* in 27% of cases: usually, only the first word is capitalised in historical names. It should be recognised here that there is an inconsistency in the spelling of compound names in the Latvian language if the component word is not an input word (Laugale, Šulce, 2012: 58). Both variants *Otrais Pasaules karš/Otrais pasaules karš* have been found in language practice. Under the influence of the English language, 7% of students also capitalise the ethnic name *latvieši*. Capital letters are also unjustifiably used in writing the words *polisu* and *kultūrvide*. Errors were also recorded in the spelling of verbs, e.g. *cīnījās, iznīcināt, izceļās, iepazīstās*. In 20% of cases, pupils in the history examination made a mistake in spelling foreign words *propaganda* and *ideoloģisks*.

Fewer spelling errors were found in the Latvian language examination. However, on the one hand, the number of errors in the Latvian language examination papers of 3 pupils (20%) was higher than in the essay part of the history examination. On the other hand, the number of spelling errors in the history examination papers of 6 pupils (40%) was higher than in the Latvian language examination paper (6:3). The proportion of errors in the works of two students was the same.

Syntax using skill

Several syntactic constructions have been studied in the pupils' works – coordinated parts of sentence, coordinated parts of sentence with a generalising word, participial clauses, insertions and explanatory word groups –, the frequency of their use in the pupils' works and the most frequently detected cases of errors.

The use of coordinated parts of sentence is determined not only by syntactical factors, but also by “extralinguistic factors, namely the diversity of content, thoughts and feelings to be expressed” (Nītiņa, 2013: 802). A total of 142 cases were registered in the Latvian language examination when coordinated parts of the sentence were used (see Figure 2), 78 cases in the history examination (see Figure 3). Therefore, when writing an essay in the Latvian language exam, each pupil uses an average of 9 (4 to 18) coordinated parts of sentence in their text, in the history examination – 5 (1 to 12).

In both examinations, the connection of two coordinated parts of sentence with a conjunction is used most frequently: in Latvian – 78 cases; twice less in the history examination – 32 cases. Although in both subjects, the non-conjunction of two coordinated parts of sentence (v1, v2) and the mixed connection of three coordinated parts of sentence (v1, v2 and v3) are used more, in the 2nd place in terms of frequency is a connection with a disjunctive conjunction *vai*: Latvian CE pupils used this connection of two coordinated parts of sentence in 17 cases. Other cases are sporadic. Pupils rarely use repeated conjunctions *gan–gan, vai– vai* and compound conjunctions *ne tikai v1, bet arī v2*. Although the Latvian language has a wide variety of “means of connecting coordinated parts of sentence” (Nītiņa, 2013: 801) and arrangement techniques, caution can be observed in the use of other conjunctions in pupils' examination papers.

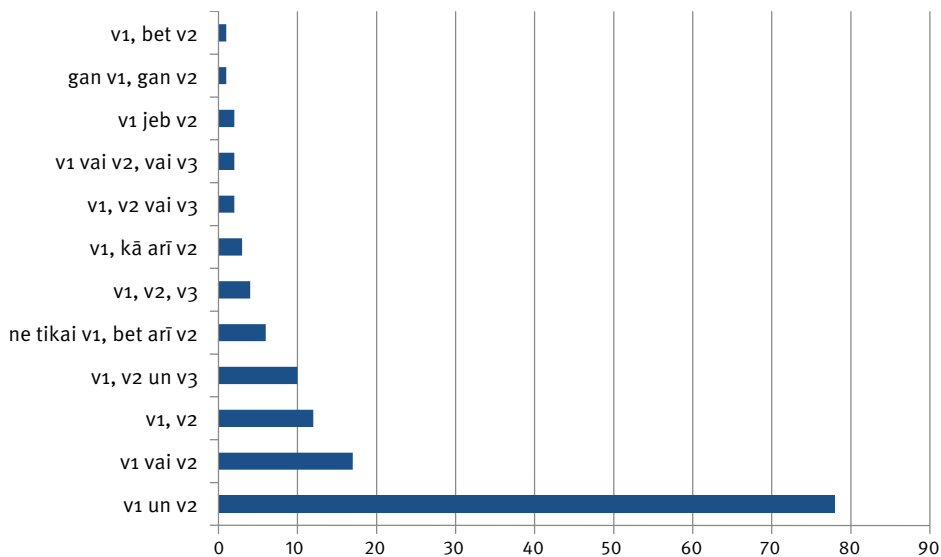


Figure 2 Frequency of use of coordinated parts of sentence in the Latvian language examination

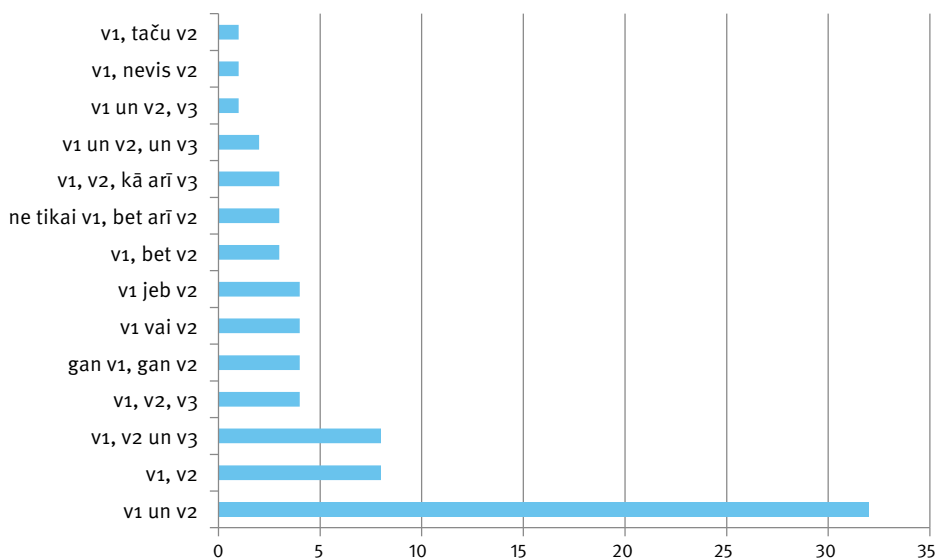


Figure 3 Frequency of use of coordinated parts of sentence in the history examination

A study of the 2018 examination essays showed that pupils make few mistakes when separating coordinated parts of sentence or sentence parts, i.e. on average, 3% of cases (Anspoka, Martena, 2021: 41). In the essays by the pupils of 2021, the number of errors in separating coordinated parts of sentence is also small, i.e. 8 cases (4 in language, 4 in history). In more essays, the conjunction's *un* function in the sentence was not recognised, and a comma before the conjunction was put without justification. These errors should be evaluated as individual cases in pupils' examination papers, not as a general trend.

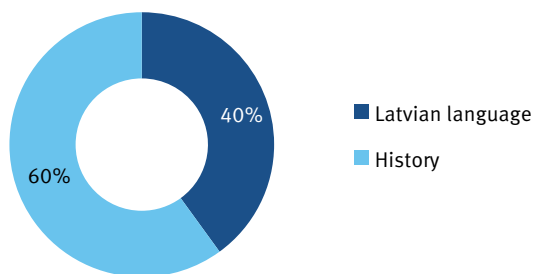


Figure 4 Proportion of the use of participial clause (-ot, -oties)

Few pupils use coordinated parts of sentence in connection with the generalising word. A total of 15 cases have been identified: 8 cases in the Latvian language CE, 7 – in the history CE. Pupils most often use the variant where the generalising word and a series of coordinated parts of sentence are connected by a comparative particle *kā* used after the pronoun *tāds*, e.g. *Izjust cieņu un apbrīnu pret apkārtējo dabu man ir iemācījuši tādi izcili objekti kā Ventas rumba, Kalves dižozols, Ķemeru tīrelis un daudzi citi dabas radīti objekti. / Pat tādas lietas kā koncerta apmeklējums, ballīte daugu lokā vai trakulīga dzīve augstskolas kopmītnēs ir mūsu personības gēnos atstātās kultūras pēdas. / To ietekmē tādi faktori kā ģimene, draugi*, etc. In such constructions, a punctuation mark should not be used before the particle *kā*; therefore, this syntactic construction has been used more frequently.

Conversely, an error was made in a very typical construction when after the generalising word, there is “a detailed list of elements or examples of this general concept” (Blinkena, 2009: 242), and a colon should be used, e.g. *Manu personību ir veidojuši šie darbi “Kalevala”, “Krietnā kareivja Šveika dēkas pasaules karā” [..]*. Similarly, coordinated parts of sentence are not separated from the generalising word and other parts of sentence by dashes if the sentence continues, e.g. *Bruņošanās sacensība un militārisma kults bija viena no galvenajām Aukstā kara izpausmēm, jo abas valstis – PSRS un ASV tērēja milzu līdzekļus kodolieroču izgudrošanā un ražošanā [..]*. After examining the number of errors in both examinations, when punctuation marks are not used correctly, it can be concluded that it is the same in each examination – 3 cases.

A participial clause is one of the syntactic constructions often used in the Latvian language. Although a participial clause can comprise four participles, only participial clauses using the undeclinable participle with the suffix *-ot* and the ending *-oties* predominate in the pupils’ examination papers. The comparison of the proportions of the use of this participial clause in both examinations (see Figure 4) reveals that it is used more often in the history CE (60% of cases) than in the Latvian language CE (40% of cases).

The study of pupils’ essay texts in 2018 concluded that in 45% of cases, punctuation marks were not used or they were used incorrectly when separating a participial clause (Anspoka, Martena, 2021: 42). In the examination papers of 2021, the error of not separating the participial clause was observed in 10% of cases; in both examinations, Latvian language and history, the number of errors is equal (3 cases in each examination), e.g. (..)

parādās jauna pasaule apgūstot vārdus – valodu. / Tīkmēr Ķīna ar abu pušu palīdzību pacēlusies sāk neatkarīgi veidot savu impēriju / (..) *atrodoties citu lielvalstu varā latviešiem sirdīs dega velme pēc brīvības / Vēlāk gan ASV atbildēja izvietojot savas raķetes Turcijā. / (..) bērna prātam attīstoties tas “uzsūc” pēc iespējas vairāk informācijas no apkārtējās vides / Noskatoties šo filmu es, protams, apbrīnoju režisores un radošās komandas darbu, kā arī šīs filmas vēstījumu un mērķi.* The reduction in the number of errors can also be objectively conditioned: the number of errors is reduced due to the range of the essay (the range of the Latvian language CE essay in 2021 was 200–250 words, and in 2018 – 350–400 words).

Other participial clauses are very rarely used. In the Latvian language CE, only three cases have been found when the semi-declinable participle with *-dams, -dama* is used as the basis of a participial clause, e.g. *Edmunds Bērzs, būdams būrī, pārdomāja pilnīgi visu savu dzīvi* (..), savukārt vēsturē – viens gadījums ar lokāmās darāmās kārtas pagātnes divdabi, piem., *Tomēr Ķīna, ar abu pušu palīdzību pacēlusies, sāk neatkarīgi veidot savu impēriju.*

Collateral participial clauses are rarely used in pupils' texts (5 cases total). They are usually connected with a cumulative conjunction *un*, e.g. *Kopumā šāda veida miers atveda uz 3. pasaules valstīm gan iznīcību, gan pārticību, novirzot varas centru no Eiropas un to globalizējot.* In a history examination paper, an error in separating collateral participial clauses was found: *Tā rezultāts ir vairāku krīžu rašanās – sākot ar Berlīni un Korejas karu, un beidzot ar Karību krīzi un Vjetnamu.*

Insertions are syntactic means of language that express “the attitude of the writer” (Nītiņa, 2013: 824). A total of 10 different insertions are used in both examination essays, as *manuprāt, piemēram, protams, pēc manām domām, no vienas puses, no otras puses, kā zināms, iespējams, pirmkārt, bez šaubām.* In part 3 of the Latvian language examination, insertions were used twice as much as in the history examination: 63% and 37%, respectively (see Figure 5).

In order to argue an opinion and emphasise the author's position, views and attitude, most often, i.e. in 45% of cases, pupils in the Latvian language CE use an inserted word *manuprāt* (see Figure 6), e.g. *Manuprāt, kultūra ir izveidojusi mani par emocionālu cilvēku, kurš vēlas palīdzēt citiem / Manuprāt, kultūra ir neatņemama daļa no jaunas personas izaugsmes procesa.* In 27% of cases, an insertion *piemēram* is used, while *protams* is used in 18%. In the history examination, the insertion *protams* is used the most; it is used in 35% of all the insertion uses in the history CE. It is used to confirm some previously known information or mood of a historical period, e.g. *Protams, ka šo 4 gadsimtu laikā Latvija ļoti izmainījās un attīstījās / Protams, ka ne viss bija tik rožaini.* To specify a historical fact or situation, an insertion *piemēram* was used in 30% of cases, e.g. *Šī cīņa izpaudās dažādi, piemēram, atomieroču ražošanā vai visuma izpētes sacensībā, kas sākās 20. gs. 60. gados / Piemēram, Krievijā vēl joprojām ir jūtama ASV nosodoša propaganda.* Since in the history examination, when writing an essay, one has to justify their opinion, the insertion *manuprāt* is used in 19% of cases, e.g. *Manuprāt, šo abu valstu centieni pārspēt vienai otru bija pārspilēti / Manuprāt, Aukstais karš ir nozīmīgs periods vēsturē* (..). The use of other insertions is insignificant.

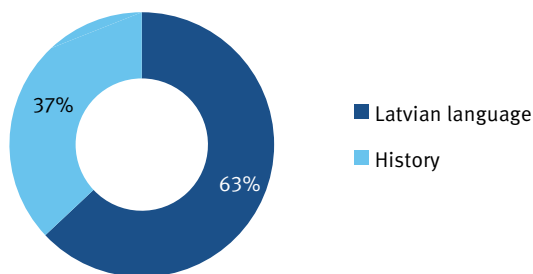


Figure 5 Proportions of insertion use

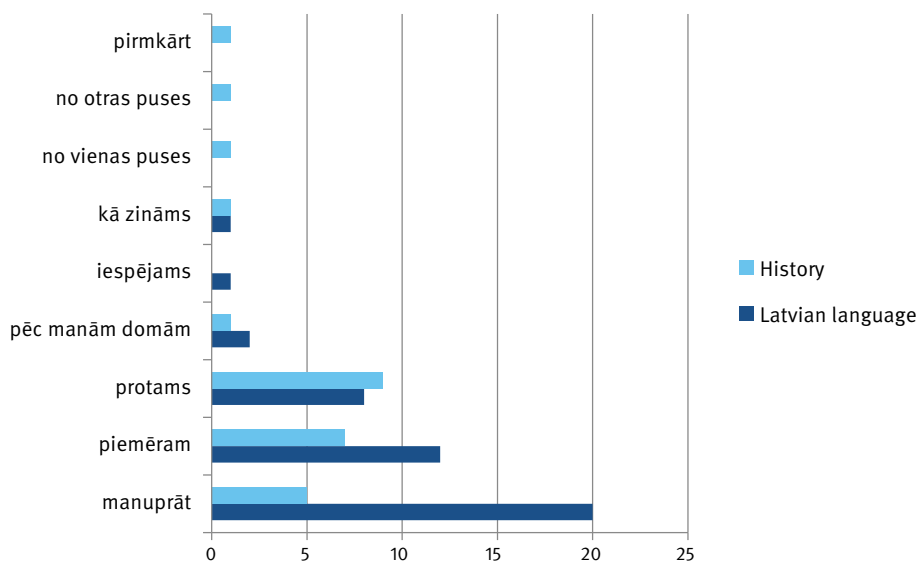


Figure 6 The frequency of insertion use in the Latvian language and history examinations

Most of the time, pupils know how to separate the insertions in the text. Only some cases have been recorded when the insertions were not separated from the rest of the sentence in both the Latvian language and history examinations, e.g. (...) *lasītājs jutīs viņam līdzī un pat iespējams sekos viņa piemēram* / *Kultūra bez šaubām ir strīdīgs jautājums* (...) / *Kā zināms dažādām valstīm un tautām tā [mentalitāte] ir dažāda* (...). In one pupil's examination papers, there is an inconsistency in the use of punctuation marks, separating the insertion *manuprāt* (in the Latvian language CE it is used 5 times: 4 times it is separated correctly, once – incorrectly; in the history CE – 1 incorrect separation of the insertion), e.g. *Manuprāt Aukstais karš bija neizbēgams*. This inconsistency certainly shows a superficial attitude towards the language rather than ignorance. A similar case can be observed with the insertion *pēc manām domām* (the insertion is separated by commas in the Latvian language CE paper, but not separated in the history CE paper).

Pupils quite successfully use insertions in their texts, especially in history essays, which “express a less important explanation or an additional remark by the author about

the content of the sentence” (VPSV, 2007: 151), e.g. (..) *no 13. gs. beigām līdz 1561. gadam latvieši atradās tiešā vācu (vēlāk – vācbaltiešu) pakļautībā / Lai gan šis process pilnībā Latvijas teritorijā tika apstādīnāts 1861. g. (dzimtbūšanas atcelšana visā Krievijas imp.), daudzi latvieši vēl pat līdz 1. pasaules kara beigām bija bezzemnieki (..) / Starp abu bloku valstīm (pārsvārā PSRS un ASV) valdīja tehnoloģiska sāncensība, lai pierādītu attiecīga režīma tehnoloģisko attīstību un pārākumu.* From the point of view of form and content, such explanations are useful, creating a good impression of the author’s knowledge.

Pupils rarely use such syntactic constructions as explanatory word groups because they have to know the language facts precisely – which introductory words should be separated from the explanatory word group and which should not. In the examination papers, there are both correctly separated explanatory words groups, e.g. *Manuprāt, kultūra, it īpaši literatūra, dzeja, mūzika un māksla, spēj mainīt cilvēka domāšanu, dzīves redzējumu un veicināt viņa personības izaugsmi / Uzskatu, ka daudzie procesi kultūrā, piemēram, tabu tēmu aktualizēšana, dzejas konceptualizācija, jāsaista ar pārmaiņām sabiedrībā / Viens no latviešu kultūras stūrakmeņiem ir dzeja, konkrētāk, Raiņa, Aspazijas, Jāņa Jaunsudrabiņa un citu autoru darbi* and sentences with errors, e.g. *Viss, kam var atrast likumus, precīzāk, likumsakarības ir kulturāls.* In history examination papers, an explanatory word group with an introductory word is used very rarely. In these cases, non-compliance with punctuation norms was usually found, e.g. *Bijušajās koloniālajās valstīs, piemēram, Francijā nav nekas neparasts sastapt neeiropēidās rases pilsoņus, kuru senči emigrējuši uz Franciju.* Explanatory word groups are a syntactic means of language that can specify a part of a broader concept, describe it, explain it, or even comment on it, thereby supplementing the content and creating an argumentative use of language.

Analysis of the ability of high school pupils to follow orthography and punctuation norms and comparison of the obtained data with previous studies (Gavriļina, Špūle, 2018; Anspoka, Martena, 2021) leads to the conclusion that the level of Latvian language competence of high school pupils has not improved much, but no negative trend can be observed. After studying the two examination papers of one student (more specifically, the essays), the authors concluded that there is no significant difference in language quality in the Latvian language paper and history paper. If the pupil knows the rules and norms of the language and follows them in the Latvian language examination, they will use these skills in both examinations. Therefore, the hypothesis that in the history examination papers, pupils will have a more superficial attitude towards language norms was not confirmed. However, another trend was revealed in the research – pupils do not choose to use diverse means of language, morphological, lexical and syntactic, in the examination papers. Instead, uniform syntactic constructions are used. And there may be a practical explanation for this – by using simpler language means, including uniform syntactic constructions, it is possible to make fewer errors and get a better result in the examination.

Conclusions

No statistically significant differences exist in the use of orthography and punctuation in pupils' centralised examination papers in the Latvian language or history in Riga. At the end of secondary school, in the examination papers of pupils in Riga, the most errors are found in the use of macrons, initial capital letters, the incorrect spelling of words together or separately, unjustified use of a consonant or its loss. The reason is both ignorance of the grammar and punctuation laws and carelessness.

Pupils' punctuation skills are solid; punctuation marks are used in both subjects' examination papers, and the number of errors is equal. In the pupils' works, uniform syntactic language means have been found, such as the connection of two coordinated parts of sentence with a conjunction *un*, the use of participial clauses with the participle *-ot*, and the use of the insertion *manuprāt*. Caution is observed in the use of more complex syntactic constructions.

It is necessary to actualise the inclusion of more complex and diverse syntactic constructions in the text structure and the possibility of awarding an additional point in the examinations in the *language use* criterion.

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