

Lokālvidē balstīta izglītība: kad pagasts kļūst par mācību klasi un korpus – par pagastu

Place-based education: when a parish becomes a classroom but a
corpus – a parish

In the way of finding ways of how to teach Latgalian?

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Reģionālās valodas izglītībā: no teksta līdz tekstpratībai

June 16-17, 2022, Rēzekne

Overview



Place-based Education
(PBE) and Linguistic
Landscapes (LL)



Literacy
Language corpora



Learning Latgalian:
ideas



LATGALIEŠU RAKSTU VALODA 1.-9. klasei

Mācību priekšmeta programmas paraugs

Place-based education

- **To link students' lives and their experiences to formal education** (Gruenewald, 2003; Smith & Sobel, 2010; McInerney, Smyth, & Down, 2011)
- When students are taught **literature written by local authors** and assisted to investigate **the ecology of the area** in which they live and **the stories associated with their surroundings or locality**, their **conscious level of the place increases** and they are helped to **appreciate the value of their community** and develop a sense of **stewardship** (Bishop 2004).

Place-based education

- **Experiential learning** – it connects to students' experiences in their communities
- Connects **experience** in the community to the content of the official curriculum, **linking up students to the problems and resources of their own locality**
- Use **project or problem-based learning with authentic tasks to involve students in the real world outside the classroom**

Place-based education

- 1) To reduce over-dependence on decontextualized texts and tests
- 2) To develop 21st century skills and attitudes through real-world learning experiences
- 3) To connect students in meaningful ways to the places they live, thus enhancing sense of self, community, and civic engagement.

(<https://senseofplacelearning.org/projects/>)

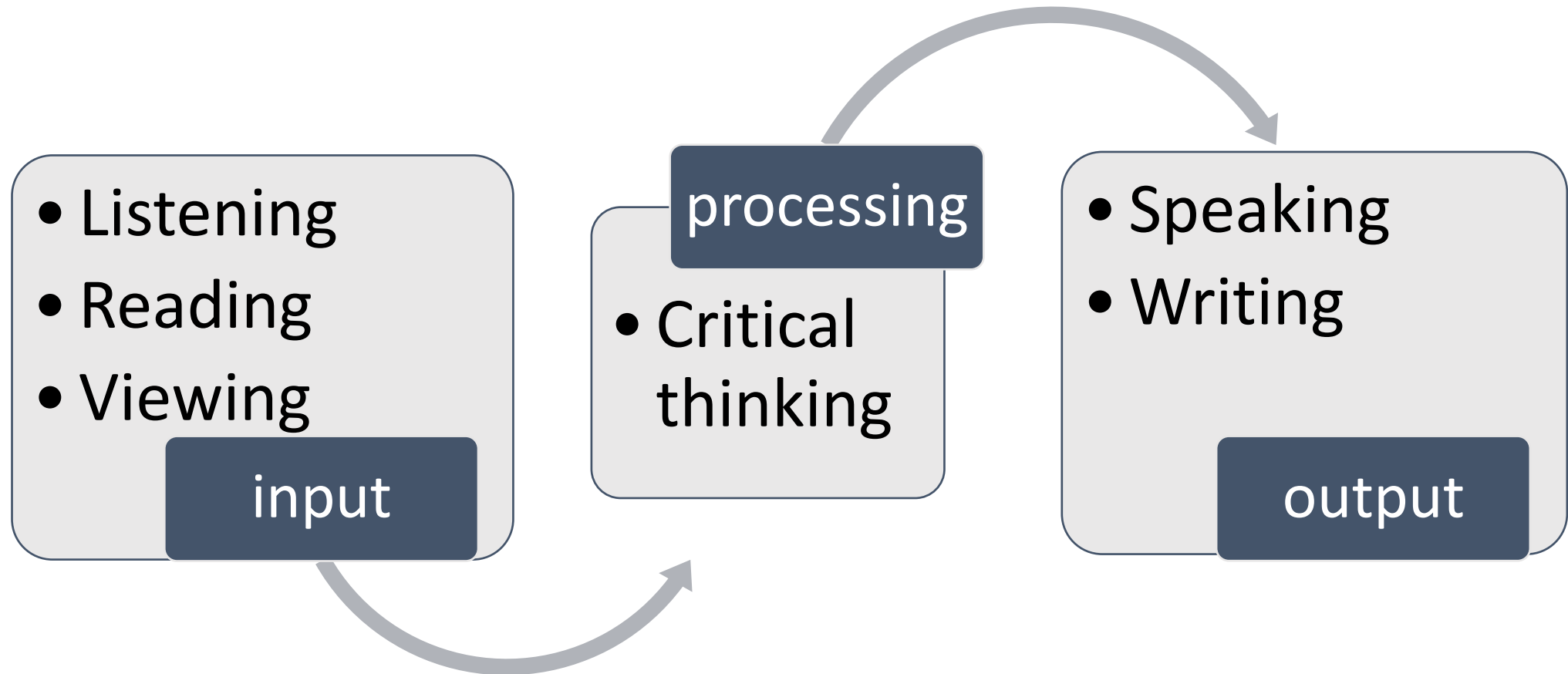
Linguistic Landscapes (LL) as a part of place-based education (case-study from Vērēmi)





Literacy

To extract meaning from the text and to convey meaning through one's own created text (in oral or written form)



Literacy: Reading, viewing, critical thinking

- How does the LL reflect languages spoken in the community?
- What can we learn about the local community from house names?
 - What stays behind house names?
 - Which stories do they tell us?
 - In which contexts are they used?
 - How are those signs created (semiotics)?
 - What is property?
 - How do house names reflect the traditional community and new-comers?

| | | | |
|----------------|----|---|--|
| House names | 39 | In Latvian and Latgalian (marked in yellow) | <ul style="list-style-type: none">- Vīteri- Veituli- Lāsumi- Bitenieki- Ozolmājas- Makašāni- Minkāni- Mortuži- Dzīpari- Kaktiņi- Filips 2- Sudrabeņi- Austrumi- Lejas 1- Olandi- Niedrītes- Atmiņas- Centrs- Ziemas Ķirši- Jāņi- Vītoli- Kaspari- Dzedāni- Svīres- Mežmaļi- Svikļi- Spieļnīki-? (271)- Melderi- Smilgāji- Kalnatūjas- Kolnīši- Saules kalni- Bārzi- Stūrīši- Alejas- Azarkrosti- Ūši- Svīres |
|----------------|----|---|--|

Content for thinking:

Place names in Latgalian

Concepts: Place, land, property, community, identity, relationship

Old members of community



New members of community

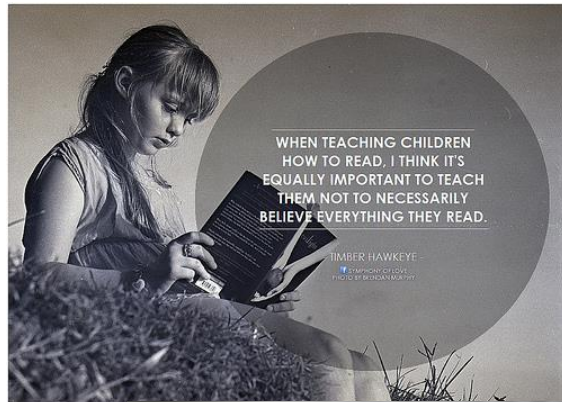


Places, communities, languages

- Place is not just some small village, it is a relationship
- Village is not just a small space unit, it is a community, relationships in the community
- Outdoor learning, exploring places, spaces, communities, identities
- Signs, languages, semiotics, meaning

What is place-based nowadays?

Literacy one generation ago



Literacy now



Bārzs (birch-tree) in Latgalian texts

CONCORDANCE



simple **bārz*** 140 (105.62 per million)



☐ Details ↓ Left context

KWIC Right context

| | | | | | | |
|----|--------------------------|--|---------|--|---------------|--|
| 1 | <input type="checkbox"/> | | doc#5 | zeņš ar svātū tālu, Kur ceļūs pīlyuguse Dīva Dālu. </s><s> Aiz cepļa aizsprausts | bārza | žogors sauss, I šudiņ vēļ iz nadorbim pruots gauss. </s><s> Bet guoja la |
| 2 | <input type="checkbox"/> | | doc#26 | ērstū, Pādejī susedi sagrīzs molkā. </s><s> Un obruļneicas naredzēs saules zam | bārzu | zoru. </s><s> Varbyut lobōk eistyn nūstōt, lzdertz buteli ols un pasavērt : |
| 3 | <input type="checkbox"/> | | doc#55 | reit Kai Dīva breinumeņš, Kū tōļōk sēt i sēt. *** Ai mīlesteiba, nu saules pīskōrīņa | bārza | pupureišam, nu leita šalteņas, kas dīdzej teirumus, nu lozdas skareņas, i |
| 4 | <input type="checkbox"/> | | doc#55 | , ladus salauzuse, Urdz, brōzmoj, grīžās eista polu straume, Uzplaukst mollēpes, | bārzūs | sulas rindžoj, I vēja syltō rūka motus maigi glauž. </s><s> Ai, tikkū atnōk |
| 5 | <input type="checkbox"/> | | doc#55 | is, Nu tevis — tu asteru dōrzs. </s><s> Kuru, pat nūglōstejūt, Tūp rūkas teiras kai | bārza | tōss. *** Na viņ slīkšņprikša teirōka palīk, kod sētnīks tū nūslauka reitā, c |
| 6 | <input type="checkbox"/> | | doc#67 | et bez gauduleiga pesimisma izskaņ rindys: „Borga zīma,/ Kūki lyuzt./ Bet jauniči | bārzi | / Dzeiveibu sveic — / Kai šyupuļa leikstis/ Zemeitei klonās./ ----/ A kuopiec |
| 7 | <input type="checkbox"/> | | doc#71 | NA-zinōšonu SA-jūtu glōzē Nūsleicinōt *** Por lītus lōšu Pošnōveibu Kod saule rīt | Bārzu | zorūs Bolti suni Gulbja dzīsmu voi Blūzu dzīd *** Vidā jūroi iz akmeņa... < |
| 8 | <input type="checkbox"/> | | doc#77 | e, Bebru leja, Lašu azars. </s><s> Pasarōda ari pazeistamōkūs kūku nūsaukumi: | bārzs | , kļovs, ūzuls, apse, eļksnis, veitūls. </s><s> Št kūki pasarōda kultā. </s> |
| 9 | <input type="checkbox"/> | | doc#90 | zori. </s><s> Zvzvzvōn, zvzvzvōna apšu lopas. </s><s> Skanskanskanskandynoj | bārzu | lopas. </s><s> Šveišveišveišveikstynoj golūtnes eļkšnīm. </s><s> Peipe |
| 10 | <input type="checkbox"/> | | doc#96 | s><s> Jumts (vīnlaiceigi ari grīsti) taiseits nu tīvu kūku i kuoršu, puorsadzūt tūs ar | bārzu | tuosem voi eglu myzom. </s><s> Ustobuos — guļamuos luovys, sūli, pla |
| 11 | <input type="checkbox"/> | | doc#96 | as beja dreizuoķ pējams, — seipūlu (cybuļu) myzom, pierts slūtu lopom, jaunajim | bārzu | i eļkšņu dzynumenim i pumpureišim, sīna smeļti. </s><s> Par ūlu kruosu |
| 12 | <input type="checkbox"/> | | doc#96 | · Lauku sāta kuortejū reizi ir kūpta i spūdrynuota, niu vēļ izpuškuota ar zaļumim — | bārza | , ūzula, cārmyuškys zorim. </s><s> Traukūs i leiguotuoju rūkuos pučis. < |
| 13 | <input type="checkbox"/> | | doc#109 | a ceļš kļjyst leidzons, pagaist mōlainī dubli. </s><s> Pteju un atsaspīžu pret boltū | bārza | stumbru, un dvēselē nūrit osora — sōleja, bet sylta. </s><s> Cik labi tīkōr |
| 14 | <input type="checkbox"/> | | doc#109 | akaļ dōrzā, nu zīda iz zīdu, koleidz skaņas apjam kūka stumbru un tīldoj augstōkō | bārza | golūtnē, blokus stroda jautrajim svīlpīnim. </s><s> Tod nu skotuves nōkū |
| 15 | <input type="checkbox"/> | | doc#129 | ātys mandragora Vēļ dzeiva. (“Zīmes”, 2005) Sāta II (Lyuzinīki) Pi ituos sātys nav | bārzu | , lte i puišu nabyus, Veiri naziņā aizīs, Pūstā i duseišonā. </s><s> Pi ituo |
| 16 | <input type="checkbox"/> | | doc#129 | ugts. </s><s> Pi ituos sātys viņ dzagiuze Nūkiukoj leidz pat solnom. </s><s> Aizīt | bārzi | kai buoleni bolti, Aizīt tuoli, par kolnu. </s><s> Nakts Šūnakt uzlēce jaun: |
| 17 | <input type="checkbox"/> | | doc#192 | /s><s> Niu īsim prīdulōja pakrieslī, izklōsim kovdri i, āsdami peirāgus, pīdzardami | bārza | sulys, prīcōsimēs par pavasari, sauleiti i jiuru.” „Nui, mameņ, nui, tēteit, c |
| 18 | <input type="checkbox"/> | | doc#219 | ražēt, ka asu latgalīte i saītūs uzdzīžu: „Lobs ar lobu sasatka” vai „Aiz azara bolti | bārzi | ”. „Sovus dorba godus asu aizvadejuse Reigā i Pīreigā, jo muns pōragri r |

Symbolic meaning of birch-tree

, a jauničs nūsleika oporā. `</s><s>` Stuosteituoja bolss puorīs palādys klīdzīnī, starka klabyņuošonā, bezdeleigu sepineišonā. `</s><s>` Vacuos sātys mandragora Vēļ dzeiva. ("Zīmes", 2005) Sāta II (Lyuzinīki) Pi ituos sātys nav **bārzu**, lte i puišu nabyus, Veiri naziņā aizīs, Pūstā i duseišonā. `</s><s>` Pi ituos sātys viņ besakūks ļaug smuordeigs i ryugts, Sytās kai kuožu stuomačs, Gaideits, bet naīlyugts. `</s><s>` Pi ituos sātys viņ dzagiuze Nūkiukoj

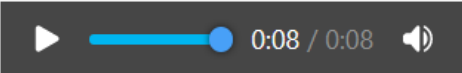







dragora Vēļ dzeiva. ("Zīmes", 2005) Sāta II (Lyuzinīki) Pi ituos sātys nav **bārzu**, lte i puišu nabyus, Veiri naziņā aizīs, Pūstā i duseišonā. `</s><s>` Pi ituc ↑ ↓

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| <input type="checkbox"/> | Token number | 174751 | |
| <input checked="" type="checkbox"/> | Document number | 129 | |
| <input type="checkbox"/> | Autors | Rancāne Anna | ⋮ |
| <input type="checkbox"/> | Avots | Susātivs. Mūsdienu latgaliešu dzejas antologeja | ⋮ |
| <input type="checkbox"/> | Nosaukums | dzejas kopa | ⋮ |
| <input type="checkbox"/> | Publicēts | 2008.gads | ⋮ |

Corpus of spoken Latgalian

(<https://mularkorpuss.rta.lv>)

| Recording | Transcription |
|---|--|
|  | <p><i>F206-1932</i>: vot partū tev baba kab pi myus labi byus kab i myus īdutu sacejom vysur  daudz cīši runoju jau atjiuku jau daudz runuot osobenno iz dačys vīna poša klusu klusu  a es ai visim runoju i suneits puorbāga kaids ta jis i ai putnenim i dzīsmi sadzīd cytu aili par putnenim  i putneni maņ dzīd iz bārza leli bārzi pi myusu tī iz bārza sēd i kai zakeits  toka zakis nalobs vysu itū ranetočka pi myusu loba taida vysu apgrauž </p> <p><i>i30-M</i>: a vysuos sātuos babu vužynoj voi tik pi jiusu beja tai ? voi vysi s - solā ? </p> <p><i>F206-1932</i>: pa vysu solu vysys lobys ni toka myusu baba mes i da cytai babai nūbraucam pavužynojam </p> |

Latgalian in comparison with Latvian: bērs

bērs*, doc.section:Daiļliteratūra 226 (18.39 per million)



| Details | Left context | KWIC | Right context |
|---------|--|-----------|---|
| ⓘ | doc#93 kaļ, kavēties nedrīkst. </s><s> Nu priekšā ieplaka, tāds kā purvelis, ar nīkulīgiem | bērziņiem | , apstītēm un melnalkšņiem. </s><s> Ap stumbriem dobuliņi. </s><s> Vietām dob |
| ⓘ | doc#93 :uši ar dzeloņstieplēm divas dobes. </s><s> Otrā galā, jau pie pašas ielas mājas, | bērs | . </s><s> Pa vidu pelēka smiltis, kur zāle nekad neauga, tikai vietumis vārga mau |
| ⓘ | doc#93 ai vietumis vārga maura stīdžiņa snaicījās. </s><s> Bedri raka starp divām lielām | bērza | saknēm — tur parasti neviens nerušinājās, nebija jābaidās, ka citi bērni atradīs. < |
| ⓘ | doc#93 atiesi tikai zila, robaina strīpa debesu malā. </s><s> Nolaidēnos pakalnos vietām | bērsu | birzis, vietām ābelēs un citos kokos ieaugušas mājas, aploki, pa govju pulciņam v |
| ⓘ | doc#93 rārdi pa vārdam, asarās žņaugdamās, Bille visu izstāstīja. </s><s> Milda paķēra | bērza | sprunguli un vilka Rodrigo pa dibenu. </s><s> Tagad viņam būs vēl viena zila strī |
| ⓘ | doc#94 ti ar tādiem pašiem vārdiem un uzvārdiem. </s><s> Šoreiz sauksim viņu par Jāni | Bērziņu | (te jāuzsver, ka jebkura sakritība ar kādu daudz maz reālu Jāni Bērziņu ir pilnīgi n |
| ⓘ | doc#94 I par Jāni Bērziņu (te jāuzsver, ka jebkura sakritība ar kādu daudz maz reālu Jāni | Bērziņu | ir pilnīgi nejauša un autora necerēta). </s><s> Jāni Bērziņu uzspīdzināja kāds ku |
| ⓘ | doc#94 daudz maz reālu Jāni Bērziņu ir pilnīgi nejauša un autora necerēta). </s><s> Jāni | Bērziņu | uzspīdzināja kāds kurdu terorists, kad mans draugs bija nosūtīts uz Turciju, lai n |
| ⓘ | doc#94 ūtīts uz Turciju, lai noslēgtu līgumu par trīs tonnu fesku iepirkšanu. </s><s> Jānis | Bērziņš | ļoti mīlēja slavu — viņam, piemēram, ārkārtīgi patika uzstāties TV; viņš par varītē |
| ⓘ | doc#94 :varīgs — daudz svarīgāk bija tas, ka uz vāka bija autora vārds un uzvārds: Jānis | Bērziņš | . </s><s> Bet Latvijā taču ir simtiem Jāņu Bērziņu! </s><s> Kurš no viņiem varētu |
| ⓘ | doc#94 autora vārds un uzvārds: Jānis Bērziņš. </s><s> Bet Latvijā taču ir simtiem Jāņu | Bērziņu | ! </s><s> Kurš no viņiem varētu būt romāna autors? </s><s> Pavīdēja pat doma, |
| ⓘ | doc#94 m varētu būt romāna autors? </s><s> Pavīdēja pat doma, ka tā saucamais Jānis | Bērziņš | ir mistifikācija — ka aiz šī vārda maskējies kāds cits, jau pazīstams autors, kurš a |
| ⓘ | doc#94 s autors, kurš ar elegantu, cienījama literāta cienīgu nevērību uzmaucis sev Jāņa | Bērziņa | masku, vienādotams sevi ar simtiem citu Jāņu Bērziņu — tāpat vien, lai pamuļko |
| ⓘ | doc#94 ērību uzmaucis sev Jāņa Bērziņa masku, vienādotams sevi ar simtiem citu Jāņu | Bērziņu | — tāpat vien, lai pamuļkotu publiku. </s><s> Ja kāds iesācējs, vārdā Jānis Bērzi |
| ⓘ | doc#94 ūrziņu — tāpat vien, lai pamuļkotu publiku. </s><s> Ja kāds iesācējs, vārdā Jānis | Bērziņš | , piepeši sadomātu rakstīt romānu, pirmais, ko viņš izdarītu, — viņš steigzīgi atbrī |
| ⓘ | doc#94 tu, arī mans labs draugs, un viņa vārds dīvainas sagadīšanās dēļ tāpat bija Jānis | Bērziņš |), kurš reiz intervijā deputātam skaidri un gaiši noprasīja: vai deputāts Jānis Bērzi |
| ⓘ | doc#94 ūrziņš), kurš reiz intervijā deputātam skaidri un gaiši noprasīja: vai deputāts Jānis | Bērziņš | vienlaikus neesot arī rakstnieks Jānis Bērziņš. </s><s> Man liekas, ka mans dra |
| ⓘ | doc#94 gaiši noprasīja: vai deputāts Jānis Bērziņš vienlaikus neesot arī rakstnieks Jānis | Bērziņš | . </s><s> Man liekas, ka mans draugs deputāts gluži vienkārši nespēja apvaldīt s |
| ⓘ | doc#94 ra anonimitāti — in viņš lenni nazinnia ka nats romāna autors neesot bet Jānis | Bērziņš | (rakstnieks) viņam esot labs draugs un ia Jānis Bērziņš (žurnālists) to vēloties, |

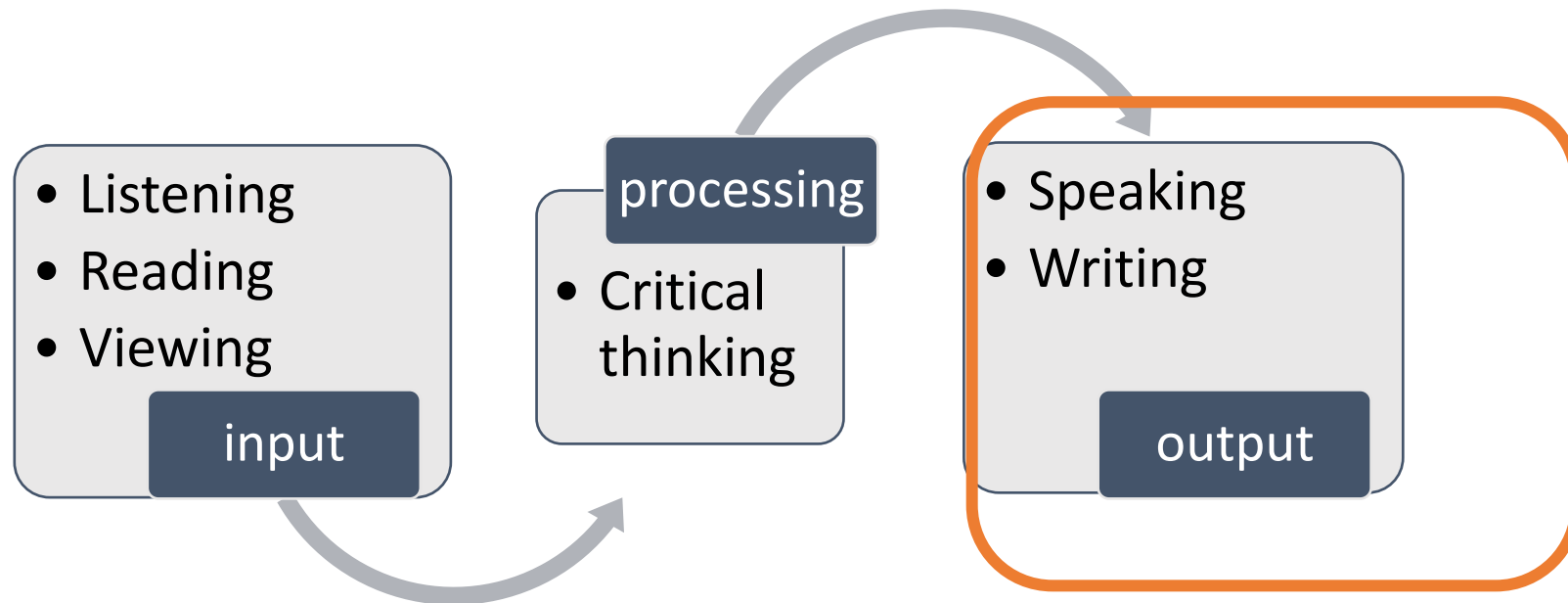
Corpus-based language learning

Opportunities to develop a 'feeling' for the language through corpus data.

Discovery learning, the opportunity to get a direct access to the data and build on their own profile of meaning (Huang 2011)

Literacy: output – creating new stories (meaning)

- Places, communities, languages – creating stories
- Embedding of space, objects, people into a new narrative (story)





Stāstu konkurss

„Bērziņš Sarkaņkalnā”

Latvijas Finiera fonda ilgtspējīgai attīstībai rīkotais stāstu konkurss “Bērziņš Sarkaņkalnā” ir noslēdzies.

Konkursa mērķi bija aktualizēt dabas vērtību apzināšanos un novērtēšanu sabiedrībā. Veicināt bērnu radošo pašizpausmi un prasmi darbos atklāt savas sajūtas par apkārtējo vidi, veicinot interesi par dabas procesiem. Bērni un jaunieši savos darbos radoši izpaudās stāstot par Bērziņa piedzīvojumiem un dzīvi Sarkaņkalnā. Katrs no stāstiem ir ļoti īpašs, lasot šos stāstus žūrija atzina, ka tajos ir ieguldīt liels darbs un izdoma, tāpēc darbus bija ļoti grūti izvērtēt.

- Linguistics
- Culture, literature, art
- History
- Economy

Content

Transversal
skills

- Information literacy
- Critical thinking
- Collaboration and communication
- Creativity and innovation
- Problem solving
- Autonomous learning
- Digital literacy

Text
sources

Methods

- LL
- Literature written by local authors
- Folk tales
- Community members (narratives)
- Language corpora

- Project-based learning
- Experiential learning (learning by doing)
- Corpus-based learning
- Problem-based learning
- Contrastive analysis (Latgalian-Latvian)

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