



# **Regional Study and Latgalian Language at school: Statistics, Opportunities and Reality**

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Rezekne, 02.05.2023.*

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▲ Martena, S., Marten H.F., Šuplinska, I. Latgalian. The Latgalian language in education in Latvia, 2008, 2022

Ilga Šplinska, 02.05.2023.

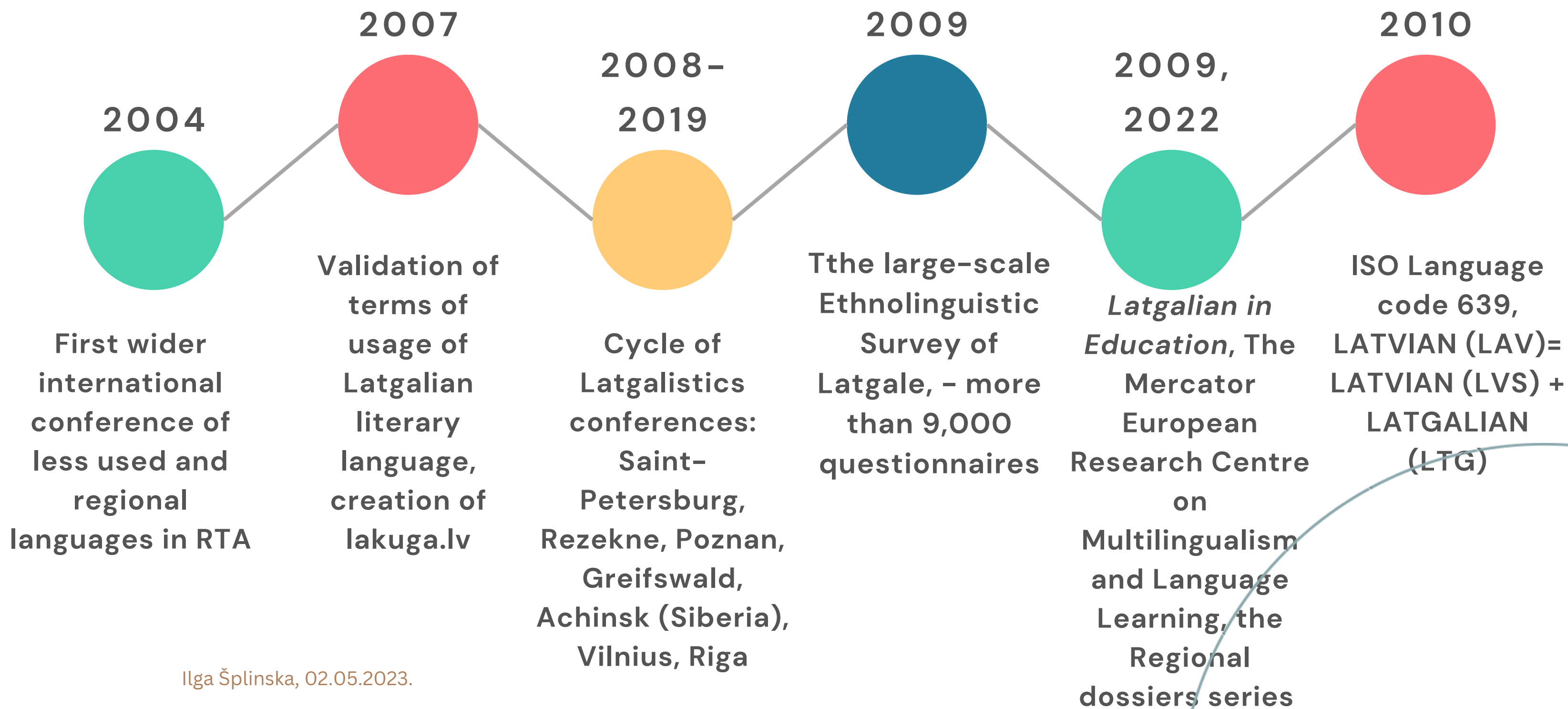
# About Me



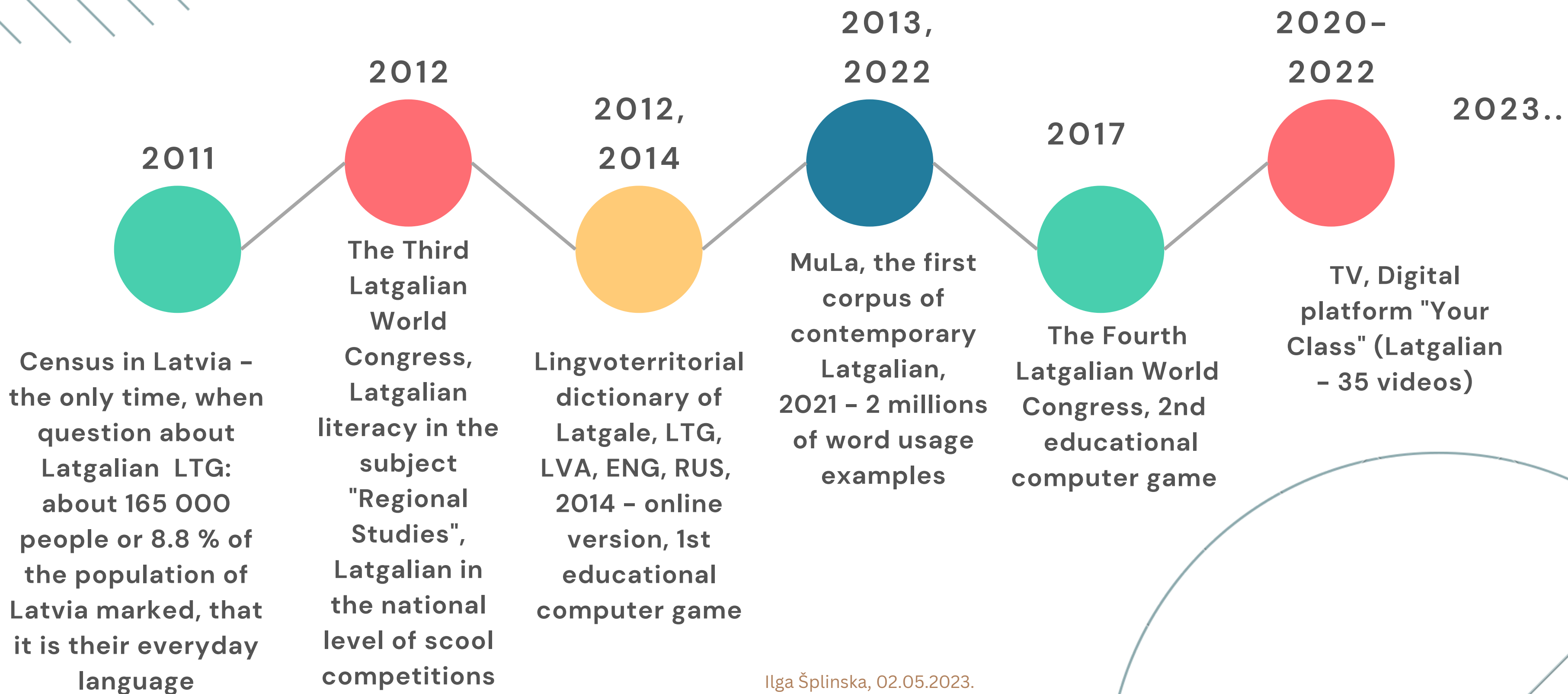
*Summer camp "Sūpluok", 2022,  
this year it will be our forth camp*

- I teach and study Latgalian language, literature and folklore (expeditions and interactive publications) since 1993. The Latgalian worldview has been explored trough creating computer games, organising workshops, publishing linguoterritorial dictionary, creating digital platform "Tava klase" and standard for subject of regional studies, working in the Ministry of Education and Latgalian Culture Association. And it all begun in Latgalian Students center in 1990.
- Mother of three: Evika (1992), Mareks (2007), Madara (2017); together wee seek the most interesting way towards education and everything that's connected to Latgalian

# INTRODUCTION



# INTRODUCTION



## Ethnicities in Latvia (LV) and Latgale (LG)

	LV 1935	LG 1935	LV 1989	LG 1989	LV 2007	LG 2007	LV 2020	LG 2020
Latvians	77.0	61.3	52.0	39.4	59.0	43.9	62.5	46.1
Russians	9.0	27.1	34.0	43.4	28.3	39.6	24.7	36.3
Belarusians	1.4	2.4	4.5	6.5	3.7	5.6	3.2	5.0
Ukrainians	0.1	*	3.5	1.9	2.5	1.4	2.3	1.3
Poles	2.6	3.5	2.3	6.5	2.4	7.1	2.0	6.4
Lithuanians	1.2	0.2	1.3	0.7	1.4	0.6	1.1	0.5
Jews	4.9	4.9	0.4	0.4	*	*	0.2	0.1
Germans	3.3	0.2	*	*	*	*	0.1	0.1
Other ethnicities	0.6	0.2	1.7	0.9	2.7	1.8	3.7	3.8

\* figure around or below 0.1; included in „other ethnicities”

**Table 3: The ethnic composition of inhabitants in Latvia and Latgale in 1935, 1989, 2007 and 2020 (in percentage; self-assessment by the inhabitants; no differentiation between Latvians and Latgalians). Source: Latvijas Statistika (Central Statistical Bureau of Latvia).**

(Martena, Marten, Šuplinska, 2021)

# Saleidzynuojumam

2021./2022. g.

**Kūpejais skolu skaits:**

675 skolys,

Latgolā 111

**Kūpejais skolānu skaits:**

217 500, nu tim

**25 756** Latgolā

2012./2013. g.

**Vysa skolu: 807**

Latgolā 125

**Vysa skolānu:**

200 706, nu tim

**16 949** Latgolā

1937./1938.g.

**Vysa skolu: 2102,**

Latgolā 728

**Vysa skolānu:**

262 647, nu tim

**82 470** Latgolā

Rēzekne, 2013. gada 30.oktobrī – 2022. gada 8.martā

(Šuplinska, 2022)

# Statistics: LTG and students

- If we take into consideration, that there are 111 schools in Latgale (general education, professional, special), then Latgalian is being taught in **18% of schools (20 schools)**, to **1,6% percent of students of Latgale (400 students)**.
  - **2001-2019: about 100 pupils annually from about 30 schools of Latgale participate in the Speech performances (Vuolyudzāni) in Latgalian.**
  - **2023 - 44 students from 20 schools.**
  - **2001-2019: about 50 students annually from about 5-10 schools of Latgale participate in the Olympiade of Latgalian language, literature, and cultural history**
  - **2023 - 35 students from 7 schools.**
- **2004-2014, 2022: about 30 students annually participated in the Latgalian summer camp *Atzolys (Growth)*.**
- **Since 2018 35 students annually participate in the Latgalian summer camp “Sūpluok” (*Together*) in Rogovka (Rezekne district).**





# Statistics: LTG and teachers

- **From 1993 to 2019** about **250 students** have passed the 12 ECTS study course on Latgalian language, literature and folklore as part of the Bachelor program of Latvian philology or history or of the teachers' programme on Latvian language and literature in **Rezekne Academy of Technologies**.
- Many of these graduates today work in media, museums, libraries and schools in Latgale.
- There are also occasional Latgalian courses as part of Latvian studies at University of Daugavpils and University of Latvia.
- **The summer school Vosorošona** (*Summer Life*) for teachers has taken place at different places in Latgale since 2000 (with some years of interruption). In latest years it is hosted in Rogovkā.

# Materials

The amount of teaching materials available for Latgalian on all levels of education is low. Where materials exist, they have been developed by teachers or academics working in the field.

<http://www.ltgasoc.lv/pakalpojumi/vuiceibu-materiali/>

## "Skreineite"

The digital ABC book "Skreineite" by linguists Juris Cibuļs and Lidija Leikuma (2014) aims to develop literacy in Latgalian. The materials are intended for studying the Latgalian written language without prior knowledge, including a primer, a workbook, and instructional materials for teachers.

## "Olūteņš"

Digital sets of teaching materials "Olūteņš" (2017) are created for 4th grade students. (authors: Lidija Leikuma, Veronika Dundure, Anna Vulāne).

# Why Regional Studies?

- **Main issue** – in times of globalisation, local culture, language, crafts values are fading. The educational system is fragmentary and is not aimed to holistic acquaintance of knowledge and skills; it is not aimed to develop personalities, because to develop one's personality, it is crucial to know the roots - local region, language and history.
- **Main aim of the subject** – to create a strong regional identity, to raise student's self-worth, to create feeling of pride and belonging in local and national level; to show, that we have our unique history and the region is still developing in all fields (including technology).
- **Indirect aim** –to raise patriotic and responsible citizens.

## Tava klase (2020 - 2022)

The platform plays important role in creation of more **equal opportunities** of education for students of specific ages in Latvia.

It is a storage of ideas, motives and structures to create a lesson, that can be used to implement competencies based educational model by finding most suitable materials for specific individuals or ages.

14 TV LESSONS HAVE BEEN CREATED FOR THE SUBJECTS  
"LATGALIAN WRITTEN LANGUAGE" AND "REGIONAL STUDIES"



### Students

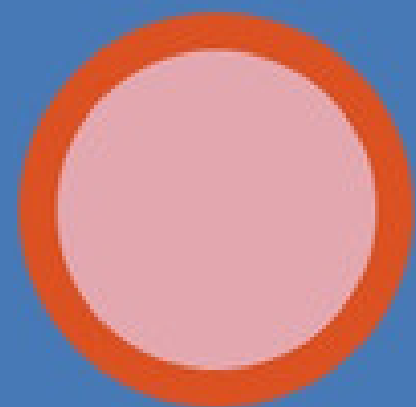
- CAN REACH ALL MATERIALS 24/7

### Teachers

- CAN PAY MORE ATTENTION TO DEVELOPMENT OF SKILLS AND ATTITUDES, HAVE MORE TIME FOR CONVERSATIONS

### Parents

- CAN PARTICIPATE IN EDUCATIONAL PROCESS
- CAN PARTICIPATE IN CREATION OF MATERIALS



# Latgalian language / regional studies for secondary school,



19 sets of materials, 2 sets of methodology

Lingvoculturology

Digital resources

Students

experience

Corpus of modern Latgalian texts,  
educational games, linguistic map

Associative, exploratory, self-  
guided learning approach;  
different studying spaces

Language in culture, culture  
in language; inner  
regularities of the language

# Looking for approach



## IT in Humanities



- Why information technologies are important in humanities? How to make them a systematic component of studying process?

## Self experience and game



- Why exactly a computer game / language corpus might be effective method in humanities education?



# Key words - game and adventure

- The rapid development of science (Information Technologies, Artificial Intelligence) was the determinant of the situation, when virtual games ousted other types of games (ludology – the study of games since 80's)
- The postmodern situation emphasises, that everything in this world can be perceived as a game
- American psychiatrist and psychoanalyst Eric Berne in his book "Games people play" (1964) has justified the models of human relations, which can be perceived as models of the game.

# Key words - game as adventure



- Principle of sense of life: the sense of human life lies on the ability to organise our life as an adventure. Those who can do it, are very rarely looking for psychological counselling (Зинкевич-Естигнеева 2006: 89).





# What hinders a person from fulfilling it?

- **When a person gets into a conflict situation, he/she is not able to solve psychological problems in 5 cases:**

1. The person does not understand at which stage of adventure or life he is at the particular moment, and what he/she should do.

2. The person does not understand that absolutely every person has his/her own unique way of life, so he/she claims someone's place in this world or copies someone.

3. The person has been bewitched, he/she is under someone's destructive influence or is experiencing a traumatic aftereffect.

- 4. The person lives "in someone else's fairy tale."**

5. The person "has stuck" in the provocative plot of his/her own fairy tale.



**Main idea** – travelling through the towns and villages of Latgale to identify the most notable distinguishing marks of these places, to learn some famous Latgalian expressions and to test own deductive abilities – the player has to show some traditions or processes sequentially.

**The game «Go there, don't know where, bring that, don't know what» (2014)**

**[www.futureofmuseums.eu](http://www.futureofmuseums.eu)**

# The computer game "Īsapazeisim!" that is modern and suitable for school youth helps to:

- 1) identify 33 persons important to Latgalian culture and history;
- 2) explore and show typical places for work and studies from the end of 19th century till beginning of 21st century, that have served as place of discoveries and achievements for the most popular scientists, artists, social workers and priests;
- 3) ascertain achievements, major discoveries and quotes of authorities;

- 4) imagine living through the lives of famous people, by recreating their hobbies.

<http://iepazisimies.rta.lv>



Lingvistiskā karte - Mozilla Firefox

latvijas karte 17.gs - Google | Lingvistiskā karte

www.lingvistiskakarte.lv/info/5

Meklēt personālijas, publikācijas, vietas, notikumus...

Latgalistika

- [„Evangēlija Toto Anno” Vilnē \(1753\)](#)
- [Ernsta Morica Arnta Greifsvaldes universitāte \(kopš 1456\)](#)
- [„Acta Latgalica” \(1965–2004\)](#)
- [Lidija Leikuma \(1954\)](#)
- [Nikole Naua \(Nicole Nau, 1962\)](#)
- [Adama Mickēviča Universitāte Poznaņā \(kopš 1919\)](#)
- [Antona Skrindas „Latvišu valodas gramatika” \(1908\)](#)
- [Pēteris Strods \(Pēteris Strods, 1892–1960\)](#)
- [„Via Latgalica” \(kopš 2008\)](#)
- [Jāzeps \(arī Jazups\) Lelis \(1927–1989\)](#)
- [Mikelis Bukāns \(Mikāls Bukāns, 1912–1977\)](#)
- [Mūsdienu latgaliešu tekstu korpus \(2012\)](#)

Latviešu rakstu valodas rašanās periods | Latviešu valodniecības agrīnais periods | Latviešu valodniecības vidējais periods | Latviešu valodniecības mūsdienu periods

10:03 25.05.2017

# Latgalistics

[www.lingvistiskakarte.lv](http://www.lingvistiskakarte.lv)

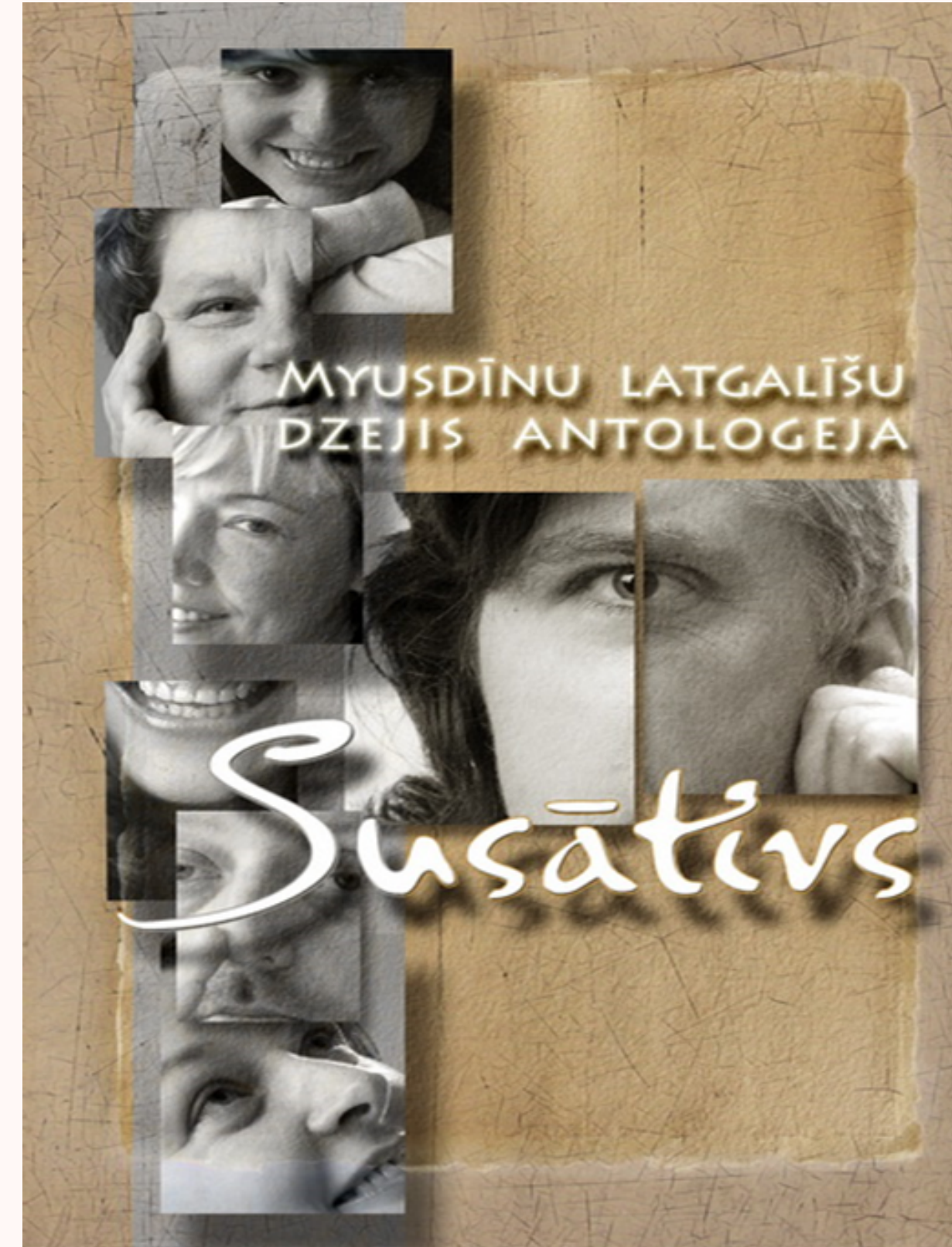
# Resources used in Regional Studies

Modern anthology of Latgalian poetry  
«Susātivs» (Šuplinska, 2008).

The book was created as a study material  
for schools.

The part of each poet consists of:

- author's poetry,
- example of author's handwriting,
- different emotional expressions of the author, captured on photos,
- worksheet with a key words for better understanding of author's poetry,
- readers page (blank) – for their reflexions, autographs, their own texts etc.



# Other digital resources:

- <https://latgalesdati.du.lv/> (the oldest resource (1993): calendar with birthdays dates, memorial dates and major events)
- [http://datatest.lnb.lv/digitala\\_biblioteka/laikraksti/index3.htm](http://datatest.lnb.lv/digitala_biblioteka/laikraksti/index3.htm) (Gaisma (1905-1906), Drywa (1908-1917), Zīdūnis (1921-1940), Latgolas Škola (1921-1938), Latgolas Vārds (1919-1940), Jaunais Vārds (1931-1940), Sauleite (1927-1940), Latgolas Bolss (1943-1944, 1955-1985), Dzeive (1948-2000))
- [www.lakuga.lv](http://www.lakuga.lv) (Latgališu kulturys gazeta)
- <http://futureofmuseums.eu/lg/> (Linguoterritorial dictionary of Latgale)
- <https://www.lu.lv/filol/latgalistica/index.htm> (translations of conference)
- <http://www.ltgasoc.lv/pakalpojumi/vuiceibu-materiali/>
- <http://hipilatlit.ru.lv/dictionary/lv/dictionary.html>
- <http://www.korpuss.lv/id/MuLa>
- <https://latvianapps.com> (Latgalian verbs)
- <https://oratastic.eu/latgalian-for-beginners/>
- <https://enciklopedija.lv/skirklis/171760-Antons-Rupainis>

# Some conclusions

- Computer tools and computer games examples show, that their usage in learning different subjects would:
  - let to decrease demarcation that is still present in perception of Latgalian and Latvian language and culture,
  - create interest among students in deeper comprehension of questions about Latgale,
  - motivate to be aware about persons own territorial identity,
  - raise interest about learning Latgalian language.

# Paļūdis par viereibu!



**I AM OPENED TO ANY:**

**QUESTIONS**

**COMMENTS**

**PROPOSALS**

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