

FELA Symposium
The initial teaching of literacy across
Europe
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Early Reading Teaching in Latvia

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How regular is the orthography of your language?

That is, are the relationships (correspondences) between phonemes and graphemes consistent?

Basic rule is that the **48** phonemes in Latvian are **reproduced regularly in the alphabet** consisting of **33** letters

There are some exceptions:

- *letters d+z, d+ž stand for 1 fonemes,*
- *letter o stand for 3 different phonemes,*
- *positional changes.*

Consonants

(source (here and next slides):<http://valoda.ailab.lv/latval/vispareji/fon/f5.gif>)

b	b	balss	[bals:]	[bals:]
c	ts	cepure	[cɛpure]	[tsæpurɛ]
č	tʃ	četri	[četri]	[tʃɛtri]
d	d	debesis	[debesis]	[dɛbesis]
f	f	filma	[filma]	[filmā]
g	g	glezna	[glɛzna]	[glæznā]
ģ	ʝ	apģērbs	[abģērps]	[apjæ:ɾps]
h	x	kolhozs	[kolhos]	[kolxɔ:s]
j	j	jūra	[jūra]	[jurā]
k	k	kalnā	[kainā]	[kainɑ:]
ķ	c	ķiploks	[ķipluoks]	[cipluoks]
l	l	logs	[luoks]	[luoks]
ļ	ʎ	ļaudis	[ļaudis]	[ʎaudis]

Consonants

m	m	mamma	[mamma]	[mammā]
n	n	nauda	[nauda]	[navda]
ņ	ɲ	ķnada	[ķnada]	[kɲadā]
p	p	pasauļe	[pasauļe]	[pasaulē]
r	r	rati	[ratti] vai [rat:i]	[rattī] vai [rat:i]
s	s	sirds	[sirc]	[sirts]
š	ʃ	šķiltavas	[šķiltavas]	[ʃciltavās]
t	t	tirgus	[tirgus]	[tirgūs]
v	v	vilna	[vilna]	[vilnā]
z	z	zābaks	[zābaks]	[za:baks]
ž	ʒ	žagars	[žaɢars]	[ʒaɢars]
ž	dʒ	dzirnāvas	[ʒirnavas]	[dʒirnavās]
ž	dʒ	džezs	[ʒes:]	[dʒes:]
Ņ	ɲ	runga	[runɣa]	[runɣā]
r		karš	[kaɾš]	

Vowels

i	i	vilks	[vilks]	[vilks]
ī	i:	līme	[līme]	[li:mě]
e	ɛ	egle	[egle]	[ɛglě]
ē	ɛ:	dzērve	[dzērve]	[dze:rvě]
a	a	lapa	[lappa] vai [lap:a]	[lappā] vai [lap:ā]
ā	a:	kāpa	[kāpa]	[ka:pā]
ē	æ	ceļš	[cepure]	[tsæpurě]
ē	æ:	tēvs	[tɛʊs]	[tæ:ʊs]
u	ʊ	uguns	[uguns]	[ʊgʊns]
ū	u:	trūkums	[trūkums]	[tru:kums]
o	ɔ	kolka	[kolka]	[kɔlkā]
ō	ɔ:	opera	[ōpera]	[ɔ:perā]

Diphthongs

are difficult to pronounce correctly (syllable construction, intonation)

ie	iɛ	ieleja	[ieleja]	[ielejã]
ei	ɛi	meita	[meita]	[meitã]
ai	ai	laiva	[laiva]	[laivã]
au	au	saule	[saule]	[saulẽ]
uo	uo	skola	[skuola]	[skuolã]
ui	vi	puika	[puika]	[puikã]
iu	iv	pliukšket	[pliukšket]	[pliukʃcɛ:t]
eu	eu	tev	[teu]	[teu]
ou	ou	Markovs	[markovs]	[markovs]
oi	oi	boilers	[boilers]	[boilers]

Is that true in both directions (phonemes to graphemes and graphemes to phonemes)?

- Problems with some irregularities:
 - e, ē, o, dz, dž, -n, ŕ
- Diphthongs
- Problems with intonation: [zàle], [zāle], [zâles] are homographs
- Problems with stress (generally first syllable stress, but with exceptions)
- Positional alternation

Alternation caused difficulties: voice/semivowels

- uzkāpt (z>s)
 - lauzt (z>s)
 - labs (b>s)
 - apgūt (p>b)
 - atbilde (t>d)
 - sākdams (k>g)
 - pats (ts>c)
 - spožs (žs>š)
 - sirds (ds>c)
 - celts (ts>c)
 - svešs (šs>š)
 - mežs (žs>š)
- zivs [iv>iu]
tavs [av>au]
klajš [aj>ai]
zvejnieks [ej>ei]

Does literacy teaching begin from letters, words, or texts? Why? Is this determined by the nature of the language and its orthography, or by other factors? If the latter, what are those factors?

we start with letters

<https://www.youtube.com/watch?v=W5e9GJfHC4A>

<https://www.youtube.com/watch?v=1jPD4qJDyKM>

<https://www.youtube.com/watch?v=baPsfJMekIA>

<https://www.youtube.com/watch?v=muXNKAlpa18&t=17s>

<https://www.youtube.com/watch?v=8EpmLsZtWd8>

and syllables

book vs. environment

Au au

A - U AU
 Au au
 AU - SIS
 au - sis

LAU
 LAU - KI
 lau - kā
 lau - ku

KAU
 KAU - SI
 kau - sus
 kau - sã



AUZAS

MIKS LAU - KĀ.
 A - MIS AU - SĀS.



AUNS BADA AUTO. KO NU?

* Mācies rakstīt ciparu 3!



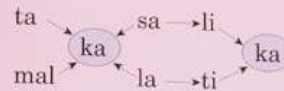
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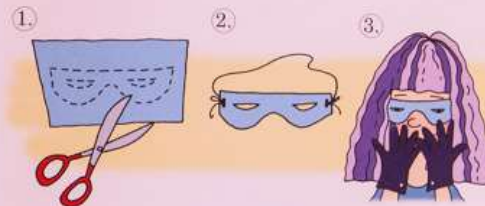


TAURE

TA ta TĀ tā TU tu TŪ tū TI ti TĪ tī
 TĀ - LIS TŪ - TA TIL - TI



AUS - MA TAI - SA MAS - KU. LŪK, TĀ!



* Atmini!

NES NASTAS PĀRI UPĒM,
 BET PALIEK TAI PAŠĀ VIETĀ.



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4 dažādu veidu burtu skaņu kartītes

Ā ā



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A4 lpp

M m



MĀKONIS



F f

F f

Ū ū



ūdens

Books & games

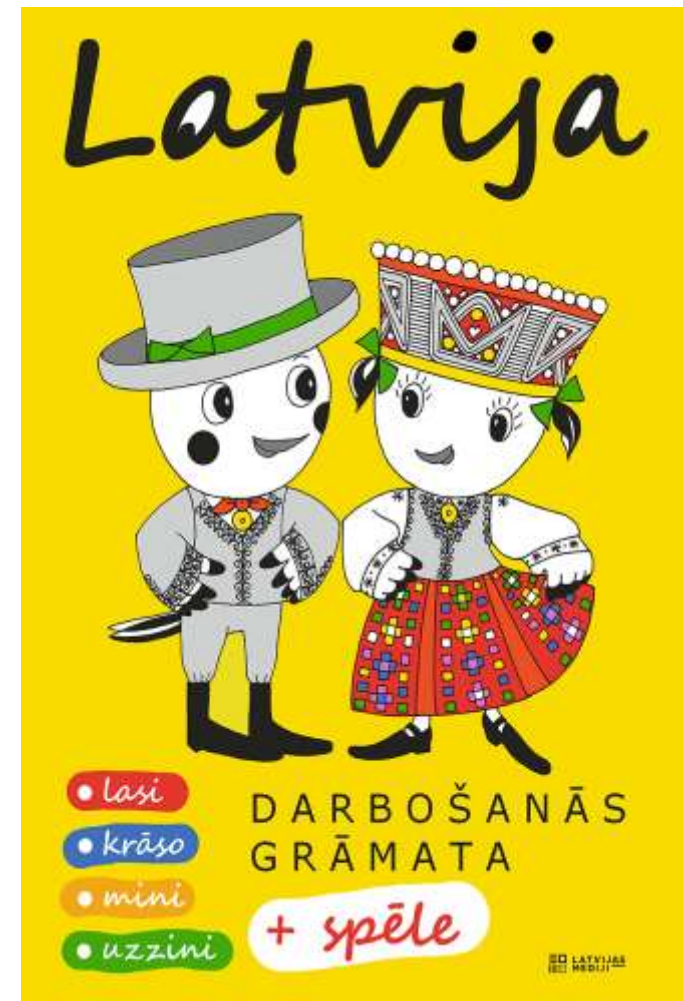
sources:

<https://dzene.com/products/macamiies-rakstit>

<http://mammafefe.lv/2015/09/11/gamatplaukts-gaila-abece/>

Is the vocabulary of initial reading books controlled for orthographic regularities so that the texts are decodable?

Supported through games with sounds & visual association



Has the picture changed significantly in recent times and, if so, why?

- Multiple media - multimodality
- Motivation
- Sounded graphics
- Games
- **Interactivity** leading to word reading
- Influences of English (and other languages)