

Teaching and Language Corpora

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Abstract Book

Slovenian, on the other hand, offers three possible values for the category 'number': 'singular', 'plural' and 'dual', the last of which does not appear in the other corpora.

We see interesting potential here for comparing empirically motivated morphosyntactic corpus annotations in the contrastive (Slavic) linguistics classroom. Based on the classical inventory of parts of speech and grammatical categories, we can discuss together with our students the empirical motivation for adopting specific tags in a given corpus, and in this way discover systemic differences and similarities between the (Slavic) languages. What is distinctive about this way of introducing (contrastive) theoretical linguistic issues to students is that it is based on authentic language data.

How oral history helps pupils become researchers

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1 Introduction

Linguistic varieties are complete language systems just like standard languages (cf. Kontosopoulos 1997, Ntinis & Zarkogianni 2009). Specifically for Greek, while the national curriculum (2002, 2003) promotes literacy as well as the communicative approach of language teaching in kindergarten and primary school, the teaching of dialects and dialectal variants is absent from the Greek school. Nevertheless, the teaching of different language varieties and forms of standard Greek gives pupils the possibility, on the one hand, to be acquainted with the treasures of the expressive means of their mother language as well as embody it in a broader cultural and historical context. On the other hand, dialect teaching helps pupils discover the grammatical adjacency of linguistic varieties that pupils acquire together with the standard language. Dialect teaching further facilitates the cultivation of the pupils' metalinguistic capacity, i.e. the conscious knowledge and successful manipulation of the standard language and the dialects at all their grammatical levels (phonology, morphology, syntax, semantics, pragmatics). We argue that none of the above can be achieved if there is no active interaction of pupils and educators during the educational process.

2 Aims

Aim of the project presented here is the design, construction and organization of the Digital Museum of Greek Oral History (DiMuGOHi) as a research and educational tool available to both pupils and educators. Side goals of the project are, on the one hand, the training of Primary and High School pupils on methods of language data collection and processing and, on the other hand, the collection, processing, filing, preservation, and diffusion of dialectal linguistic data which will be available in audiovisual files. DiMuGOHi will have the form of

a digital platform. It will be useful as a tool for teaching language, geography, social sciences, local history, familiarize pupils with environmental education and any topic relevant to education through dialectal speech. DiMuGOHi will a) contribute to the sensitization of pupils regarding dialectal issues, b) exempt the latter as important linguistic systems and c) investigate topics of local history (cf. Thompson 1978).

Within the context of the same project, we will proceed to the indexing and investigation of major phonetic and phonological characteristics of the cretan dialect in order to explore the ways through which specific phonetic and phonological aspects of the dialect influence speech production, word formation and vocabulary development and enrichment. The dialect of western Crete will constitute the core of DiMuGOHi, however, the museum will be designed in such a way so that it will be able to host dialectal material from various regions of Greece. In our presentation we will also display the major axes on the bases of which the platform will be designed as well as the principles underlying the suggested activities.

3 Conclusion

DiMuGOHi will contribute to the educational procedure in direct and indirect ways. A first direct outcome is pupils' sensitization regarding dialects, their linguistic properties and structural adjacency with standard Greek as well as the role of the dialects in the preservation and diffusion of local and national cultural heritage. In addition, it will accentuate issues of environmental education, social sciences, geography, local history. Some indirect outcomes are that, first, it will facilitate the improvement of metalinguistic awareness regarding the cretan dialect, second, it will enhance knowledge that the dialect has a complete linguistic system, just like the standard language, third, it will improve stylistic and sociolinguistic awareness, namely the conscious knowledge of the linguistic contexts in which dialectal material is used, and, fourth, it will preserve the linguistic treasures of linguistic varieties.

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