



Bilingual Literacy-activities of Migrant Minority Children in the Family

Literacy & Diversity
17th European Conference on Reading

July 31 > August 3, 2011 in Mons (Belgium)

Structure of the presentation:

History of the project – including a school- and a family study – during the last four years

Theoretical context of the study

Documents of family's interaction after picture book reading

Interviews with two children and their mothers 2009 and 2011



Situation in big German cities (Berlin, Frankfurt etc.):

- Growing amount of children with migration background in kindergarten and at school
- Over the next ten years every second primary school child will have a migration background
- Schools, where children without migration background are the minority

Big differences in children's literacy experiences when children enter school (comp. Heath 1986, Wieler 2003, Kuyumcu 2008)

One project to promote children's early literacy-acquisition:
"Kieler Modell" (Apeltauer 2008a/b)



Abb. 1: Hörstation

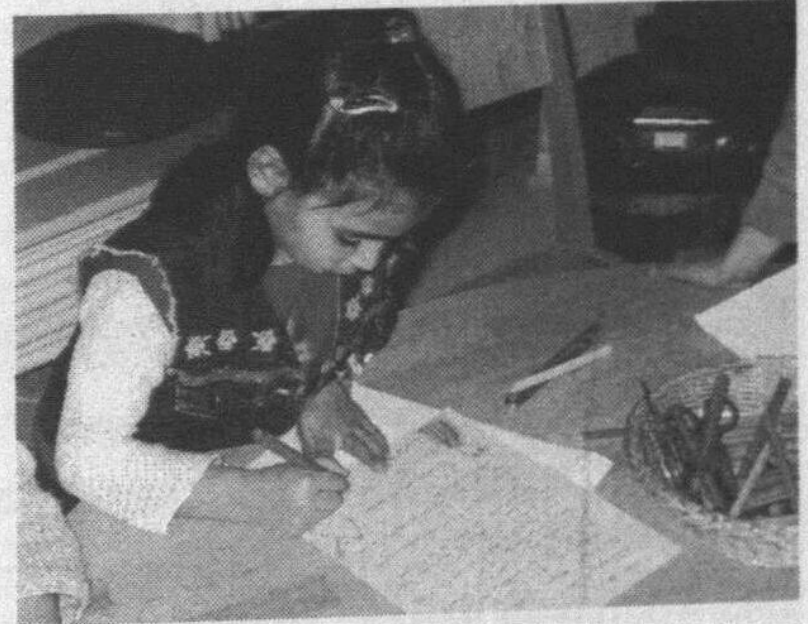


Abb. 2: Brief an ein krankes Kind wird
unterschrieben

Bilingual Literacy-activities of Migrant Minority Children in the Family



"Kieler Modell" (Apeltauer 2008a/b)

Characteristics:

- According to K. Nelson (1996), premise, that language acquisition and cognitive development are closely connected (> promotion of knowledge of the world also necessary)
- In the sense of the children's "empowerment" (Cummins 2000) their first language and culture of origin are also represented at the kindergarten
- Close cooperation between (nursery-)school and the children's families
- Language promotion by the initiation of bi-literacy(-activities) – using different media, especially bilingual audio-books
-

“Kieler Modell” refers to U. Bronfenbrenner’s (1981)
ecological theory of human development

Microsystem: immediate context of the individual

Mesosystem: relationships between family and kindergarten/school,
kindergarten/school and peer group

Macrosystem: educational system and socio-political system with its
worldviews and ideologies

The study on „Bilingual literacy-activities in the family“ –
part of a broader project, including a school-study as well

The school-study includes:

- Observations made in a classroom with a high percentage of children with migration background,
- first, second and third-graders at a primary school
- in a socially underprivileged district of Berlin

Structure of the lessons:

- Presentation of picture books (in German and in Turkish)
- Discussions by the group together with the German teacher
- Storytelling and writing activities based on the pictures in the books
- Several times bilingual books on audio cassettes were presented, once the video of a living book

Especially texts, written by the pupils

document the progress of the pupils' acquisition of the principles of
textcomposition and interpretation



In comparison family-study less successful

- Turkish texts are neglected or used for ‚teaching reading‘
- One of the parents always takes over the responsibility for the reading sessions
- Parents, who do not speak German don't use the opportunity to read in Turkish
- Most of the families ignored the possibility to arrange bilingual literacy-activities in favour of reading/talking to their children (exclusively) in German

Astonishing correlations with the insights of an earlier project

“Media Reception and Narration” (Wieler et al. 2008; Wieler /
Petzold 2008)

Possible explanations for the families' attitudes:

- Still current policies on minority language(s) and education in Germany (comp. Siebert-Ott 2006)
- Example of a secondary school in Berlin (-Neukölln), which prescribed – referring to the-time-on-task-hypothesis (Hopf 2005) – the use of only German language in the school yard



Possible explanations for the families' attitudes:

Compare J. Cummins (2008) commentary – “Total Immersion or Bilingual Education?” – on the misinterpretations of the PISA-findings and of his own ‘interdependence hypothesis’ by German researchers (Christensen / Stanat 2007; Esser 2006)

“The PISA data have been interpreted as evidence by some researchers that immigrant students should be immersed in L2-only programs. Bilingual programs that might use students’ L1 as an instructional medium for part of the school day have been dismissed as not a serious policy option” (Cummins 2008)




Possible explanations for the families' attitudes:

“In the first place, the PISA data do not address the issue of medium of instruction and thus PISA has nothing to say about this issue; second the authors misinterpret and misrepresent the ‘interdependence hypothesis’ [...], thereby claiming inaccurately that there is little research support for the theoretical underpinnings of bilingual education; third, they ignore the extensive empirical evidence that highlights the positive educational outcomes of bilingual programs for minority children” (Cummins 2008, 47f.)




Das bin ich



Ich bin: Derya Babir
und bin ein nettes und marktvirtuelles Zickzack
Mädchen. Außerdem bin ich klug und
süß. Ich arbeite mit meiner
Familie. Ich habe ein gutes Zeugnis und
ein gutes Leben.

Das bin ich

Das bin ich



Ich bin Timurcan und bin 9 Jahre alt.
Ich bin ein lustiger Junge.
Ich bin ein freundlicher und netter Junge.
Ich bin ein netter und intelligenter Junge.
Ich bin ein starker und cooler Junge.
Ich bin ein höflicher und mutiger Junge.
Manchmal bin ich ein wütender Junge.
Ich spiele gerne Fußball mit meinen
Freunden.

Das bin ich

Document about a reading session in Timurcan`s family

Please follow the transcript for the following presentation.



Commentary on the documented interaction

Comparison with the interviews in the children`s families

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Thank you very much for your attention!