



## **The Strengthening Potentials of (Bilingual) Fictional Stories for Migrant Minority Children's Literacy acquisition**

**Literacy & Diversity**  
**17th European Conference on Reading**

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

## Structure of the presentation:

- Theoretical context of the study
- Documents of classroom-interaction and pupils' written texts
- Comparing view to the family study

Since PISA strong efforts to reinforce literacy-acquisition by migrant minority children (Gogolin 2004)

„Literacy“:

- Children's ability of learning to read and write
  - Participation in conversations about books and other media
  - Reading comprehension
  - Picture-storytelling
  - Attitude towards reading
  - Ability to express book- and mediarelated experiences through writing
- (Ulich 2003)



Perspectives on spoken and written language:

Medial presentation vs. **conception** (Koch / Oesterreicher 1994)

Language in the classroom (-discourse) in general is literacy-oriented  
(Cummins 2006) and decontextualized,

closely connected to the specific literacy of the respective subjects  
(e.g. „mathematical literacy“)



## Studies and didactic projects focussing on Story-Telling

- combine ‚Literacy‘ and ‚Orality‘: Professional narrators tell fairy-tales to immigrant children (Wardetzky / Weigel 2008)
- integrate children`s experiences with old and new media in literacy-activities (Wieler 2008; Dehn 2008)  
„Narrative patterns as a diving-board to literacy“ (Weinhold 2005)
- – in respect to migrant minority children – recommend literacy activities in both their second language and in their mother tongue (Apeltauer 2006; 2008)

## The project presented:

- 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 disadvantaged 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 of the books
- Several times bilingual books on audio cassettes were presented, once the video of a living book

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Document about a reading session

Please follow the transcript for the following presentation.





## Pupils' reactions during the reading session

Plenty of suggestions about the possible meaning of the word creation

„SLEEP LOUSE“:

Caterpillar – grasshopper - a lice, who sleeps - a louse, who sleeps –  
an ant

Especially the older ones react delighted and interested to the  
presentation of the Turkish text





Story-telling: „What did you like best about this story?“

- Still very limited possibilities especially of the younger pupils to articulate their impressions of a book in German
- Most of the pupils' utterances remain on a level of referring or describing
- At the same time considerable sensitivity for the plot of the story (20) and its humoristic aspects (32)
- Moreover, pupils show interest in the phenomenon of fictionality



Texts, written by the pupils one year later

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

- Temporal structure
- Combination of different narrative threads
- Dialogic sequences with direct speech
- Interest for the motivation and inner perspectives of the two protagonists of the story and for the development of their relationship

The pupils' texts show once more

„How the process of writing with its necessity to articulate mental representations in a very conscious and explicit way, can attribute to their exploration and structuring much more than spoken language“  
(Dehn 2010) [transl. P. W.]









## Characteristics of the classroom-interaction

- Very engaged participation of quite a lot of pupils
- Many valuable commentaries interpreting the literary text
- Efforts to (re)formulate one`s one interpretative standpoint more clearly
- Cautious attempts to formulate the applicability of the literary text to the pupils` own live

Temporary result of the presented project: First evidence of a  
successful intervention-school-study



## Comparing view to the family-study

- Reading sessions in the families differ considerably
- Turkish texts are neglected or used for ‚teaching reading‘
- Always one of the parents takes over the responsibility for the reading sessions
- Parents, who do not speak German don`t use the opportunity to read in Turkish

Hints to the „Secret life of languages“ (Brizić 2006)

Consequences:

Necessity to get insights into the parents' language biography and their proficiencies (incl. literacy) in their first and second language



Need of a theoretical framework which includes the childrens' L1/L2- (literacy) acquisition at school and in the family:

- Micro-Level: children's linguistic starting point in the country of immigration
- Meso-Level: teaching/transmission of language(s) at school and in the family
- Macro-Level: macro-conditions for language acquisition in the country of immigration and in the country of origin

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Thank you very much for your attention!