

LAS

Literacy Acquisition in Schools
in the Context of Migration and Multilingualism

Comparison of Linguistic Results:
Literate structures in written texts
first graders
Germany / Turkey

Ulrich Mehlem
Yazgül Şimşek

Outline

1. Nominal Phrases as indicators of a literate text structure in typological perspective
2. Oral and written texts in German and Turkish (Germany)
3. Oral and written texts in Turkish and Kurdish (Turkey)
4. Profiles of Bilinguals in the two countries
5. Open Questions

1. Nominal elements as indicators of literate text structure

	German	Turkish	Kurdish
orate	<ul style="list-style-type: none"> - Indef. Pronoun as ref. Introduction, - marking on the verb* - ref. to context (film, hearer, speaker) 	<ul style="list-style-type: none"> -Indef. Pronoun as ref. Introduction - ref. to context (film, hearer, speaker) 	<ul style="list-style-type: none"> -DET:DEM, PRO:DX -PRO:PERS (1st mention) - marking on the verb -ref. to context (film, hearer, speaker)
neutral	<ul style="list-style-type: none"> - PRO:DEM (<i>der</i>) 	<ul style="list-style-type: none"> - DET:DEM (<i>o adam</i>) - PRO:DEM (<i>o</i>) - marking on verb 	<ul style="list-style-type: none"> - Noun (full NP)/ (DEF NP)
literate	<ul style="list-style-type: none"> - Noun (<i>geld</i>) - NP (INDEF, DEF, POSS), (<i>der Mann</i>) - PRO:PERS (recurrence) - coordinate reduction 	<ul style="list-style-type: none"> - Noun (<i>adam</i>) - NP (INDEF, POSS), - POSS NP, GEN NP 	<ul style="list-style-type: none"> - Indef. NP - Indef marker - PRO:INDEF - PRO:REC/REF - PRO:POSS, POSS³ NP

2. Oral and written texts in German and Turkish (Germany)

2.1. Written texts in German

2.1.1. Overview: German

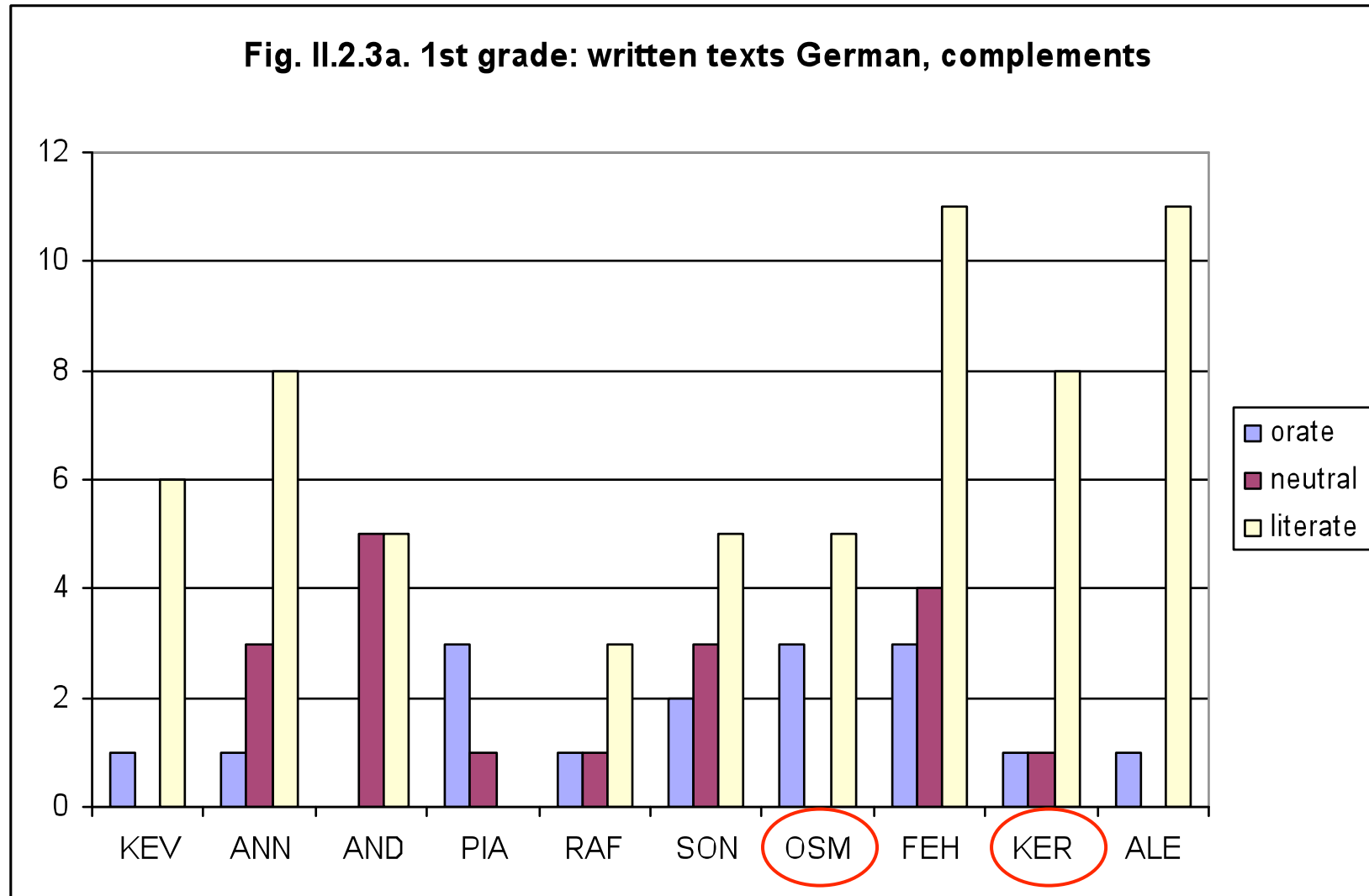
2.1.2. Two examples in German

2.1.3. Overview: Turkish

2.1.4. Two examples in Turkish

2.1.5. Comparison of German and Turkish:
complements

2.1.1. Overview of all Case Pupils

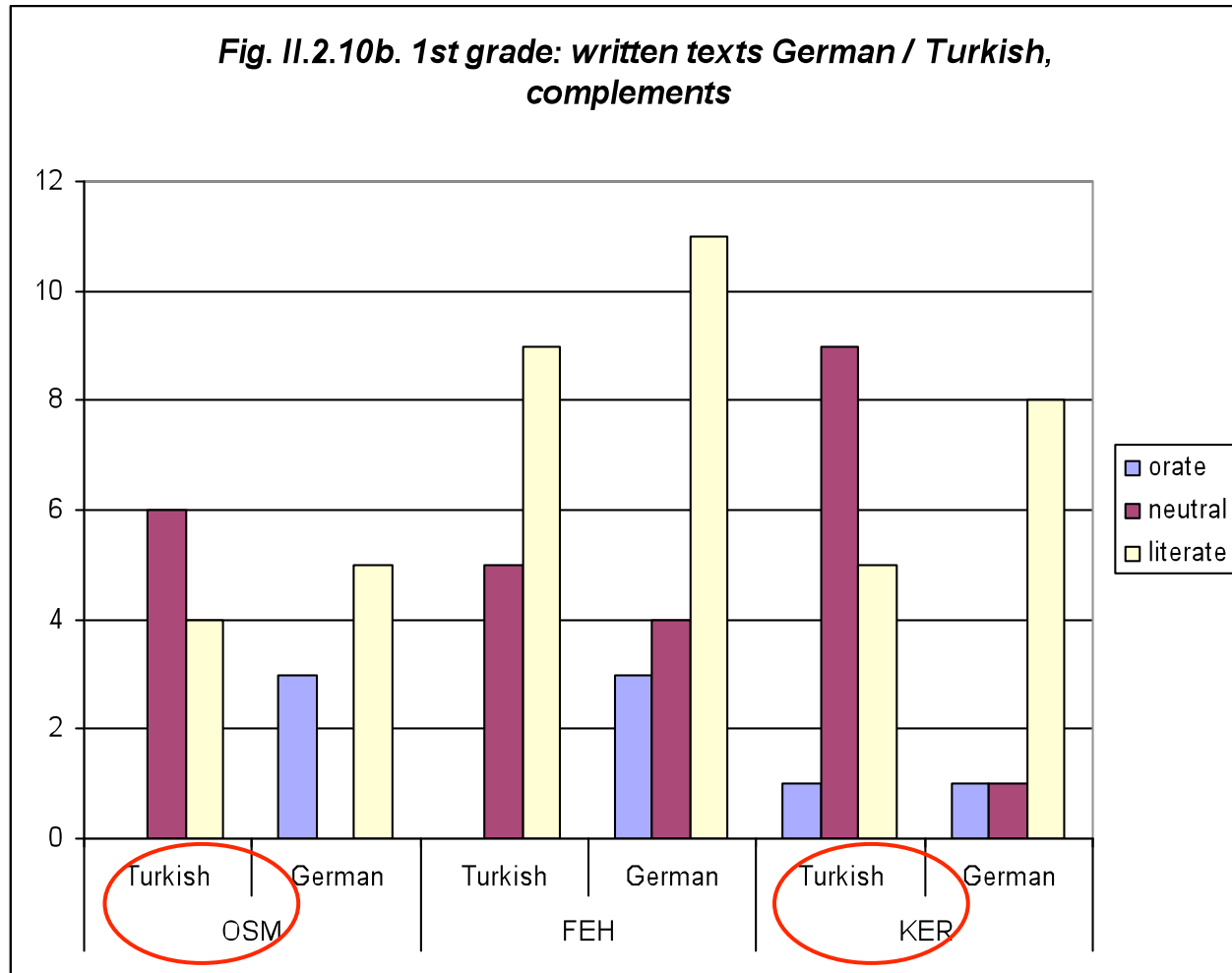


Orate: zero Marking, indefinite pronoun; Neutral: demonstrative pronoun;
Literate: lexical NP, Standard Personal Pronoun

2.1.2. Comparison of two German texts

	KER		OSM
1	da war eine frau (+) die treppe runtergegangen	1	erst ist die frau (+) gekommen.
	<i>A woman went down the stairs</i>		<i>First the woman came</i>
2	und sie (+) verlor geld	2	dann ist das geld (+) verloren.
	<i>and she lost money</i>		<i>Then the money is lost</i>
3	und zwei (-) hatten das geld gefunden	3	dann ist das man (+) gekommen
	<i>and two found the money</i>		<i>then the man came</i>
4	und der mann (+) wollte sich mit das geld dann was kaufen	4	dann haben (-) mitgenommen
	<i>and the man wanted to buy something with the money</i>		<i>then (they) took (it)</i>
5	dann wollte das mädchen (+) fragen	5	dann (-) haben gesehen (?)
	<i>and the girl wanted to ask</i>		<i>they (they) saw</i>
6	wem das geld (+) gehört	6	(-) krankenhaus gegangen
	<i>whose money it is</i>		<i>went hospital</i>

2.1.3. L1-Turkish in Germany



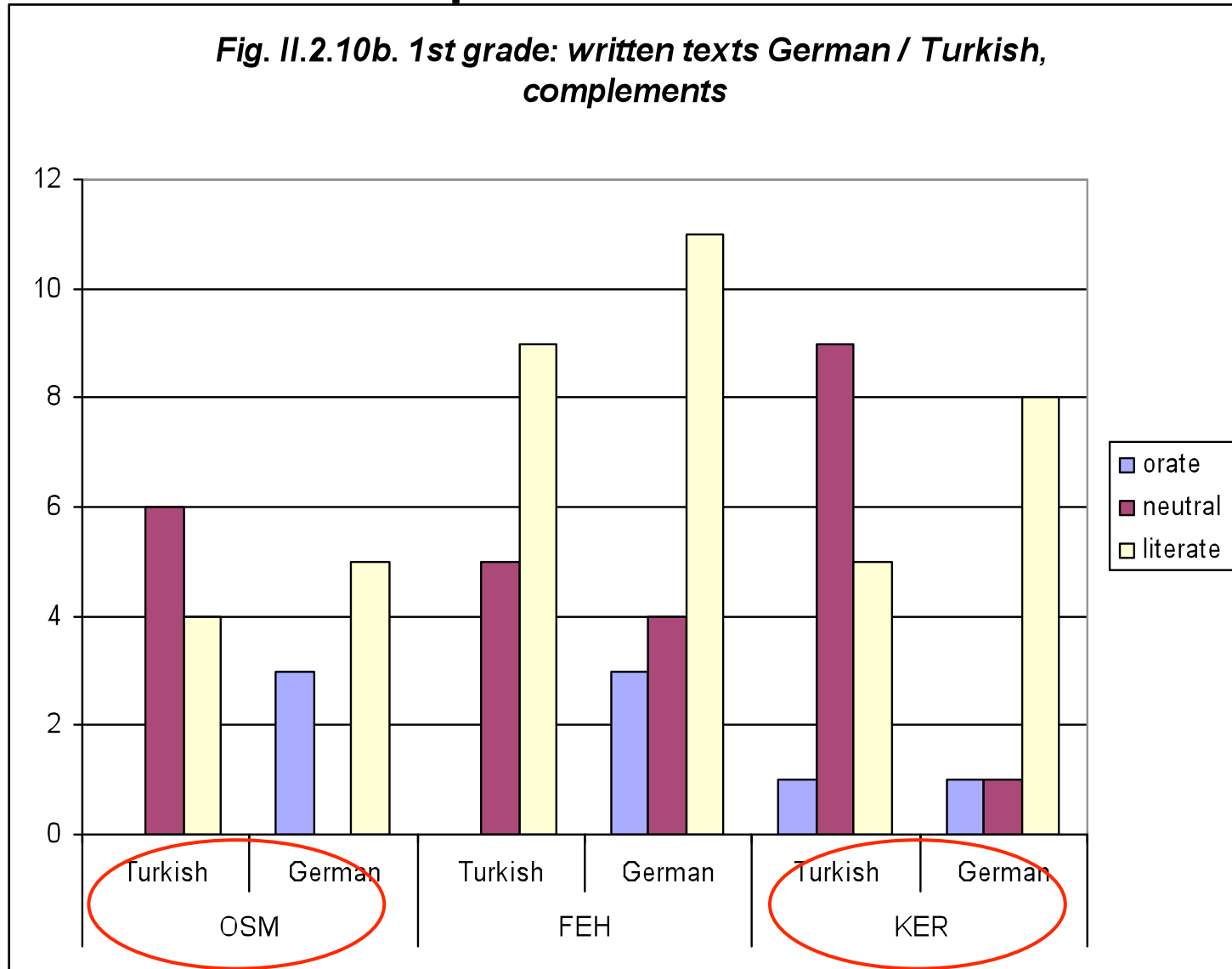
Neutral: pronoun, marking on verb

Literate: lexical NP

2.1.4. Comparison of two Turkish texts

HAS		OSM
		1 Kaden (+) gelde
		<i>Woman came</i>
		2 Para (+) döschö
		<i>Money fell down</i>
1	ordabitANE AdAM (+) ward there was a man	3 OSaman Kaden (+) biedeolan (+) Para göRdöler <i>then a man and a woman saw the money</i>
2	onar (-) they	
3	Bitane (-) istedi Para one wanted money	4 Aldelar (-) <i>they took (it)</i>
4	ondan Bischey almak istedi (-) then he wanted to by something	8

2.1.5. Comparison: German / Turkish



2.2. Transformations from speech to writing

2.2.1. Two versions in German: oral &
written

2.2.2. Two versions in Turkish: oral & written

2.2.3. Bilingual profiles (oral / written) in two
languages

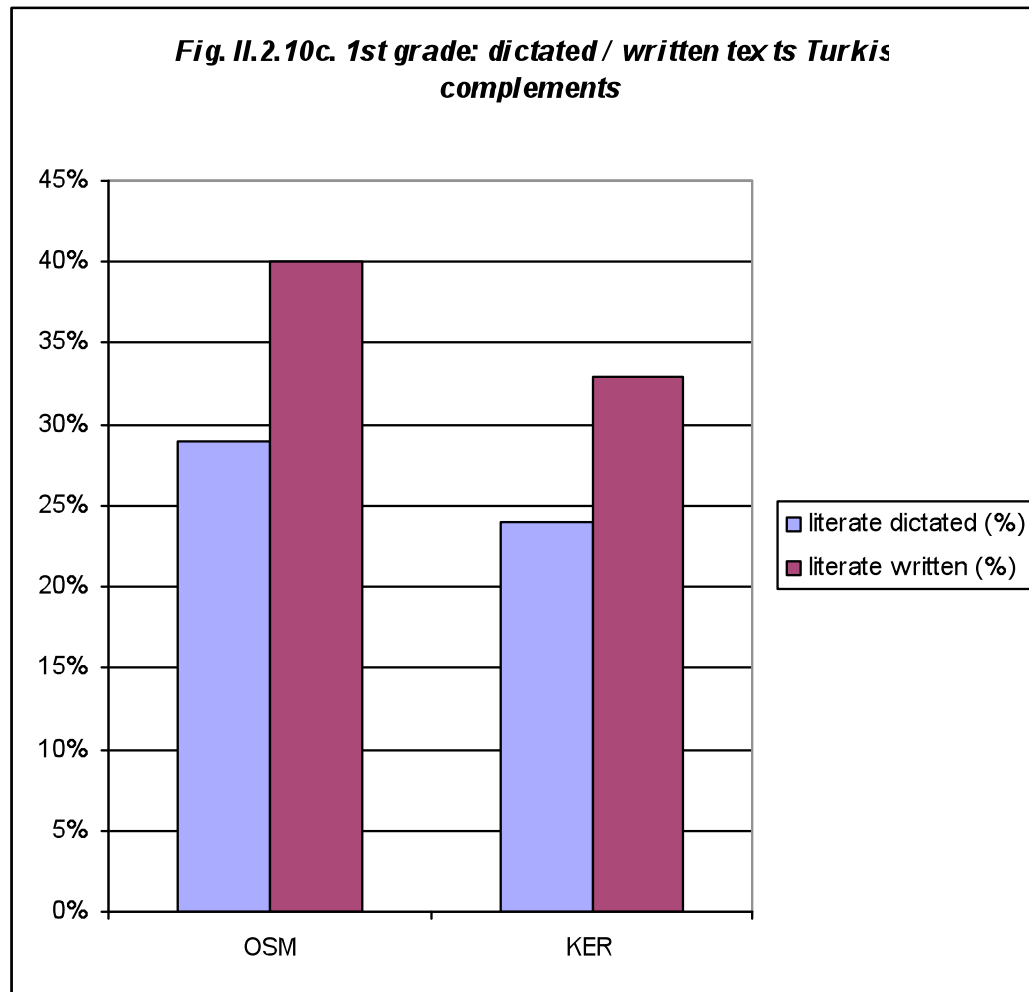
2.2.1.OSM German: dictated + written

	OSM German dictated		OSM German written
1	frau geht nach unten	1	erst ist die frau gekommen.
	<i>Woman goes down</i>		<i>First the woman came</i>
2	da fällt sein geld	2	dann ist das geld faloren.
	<i>Her money falls down</i>		<i>Then the money is lost</i>
3-5	dann / kommt / ein junge	3	dann ist das man gekommen
	<i>Then a boy comes</i>		<i>then the man came</i>
6	und der nimmt den geld	4	dann hben mitgenommen
	<i>He takes the money</i>		<i>then (they) took (it)</i>
7-8	dann / geht der zu sein frau	5	dan hbn gesehen (?)
	<i>He goes to his wife</i>		<i>they (they) saw</i>
9	da reden sie		
	<i>They are talking</i>		
10-12	dann / dann geh gehen die nach krankenhaushaus	6	krankenhaushaus gegangen
	<i>Then they go to hospital</i>		<i>went hospital</i>

2.2.1.KER German: dictated + written

	German dictated		German written
1	da war diese frau (+)	1	da war eine frau (+)
	There was this woman		
2	die (-) ist / die treppe (+) runtergegangen		die treppe (+) runtergegangen
	she went down the stairs		A woman went down the stairs
3	dann hatte sie		
4	dann wollte sie zu		
6-8	dann hatte sie (+) sein geld (+) verloren	2	und sie (+) verlor geld (+)
	then she had lost her money		and she lost money
9-10	das(-) war bei in(?) so ein papierstück (+) drinne		
	That was inside of such a paper thing		
12	dann haben zwei (-) das (-) gefunden	3	und zwei(-) hatten das geld(+) gefunden
	then two found the money		and two found the money 12

2.2.2. Comparison of two versions: Turkish



- the increase of the percentage of literate NP's in writing is comparable in both texts. OSM starts from a slightly higher level.
- the sharp differences in coherence in the texts of both students are not reflected sufficiently in the 'complement' variable, cf. the following

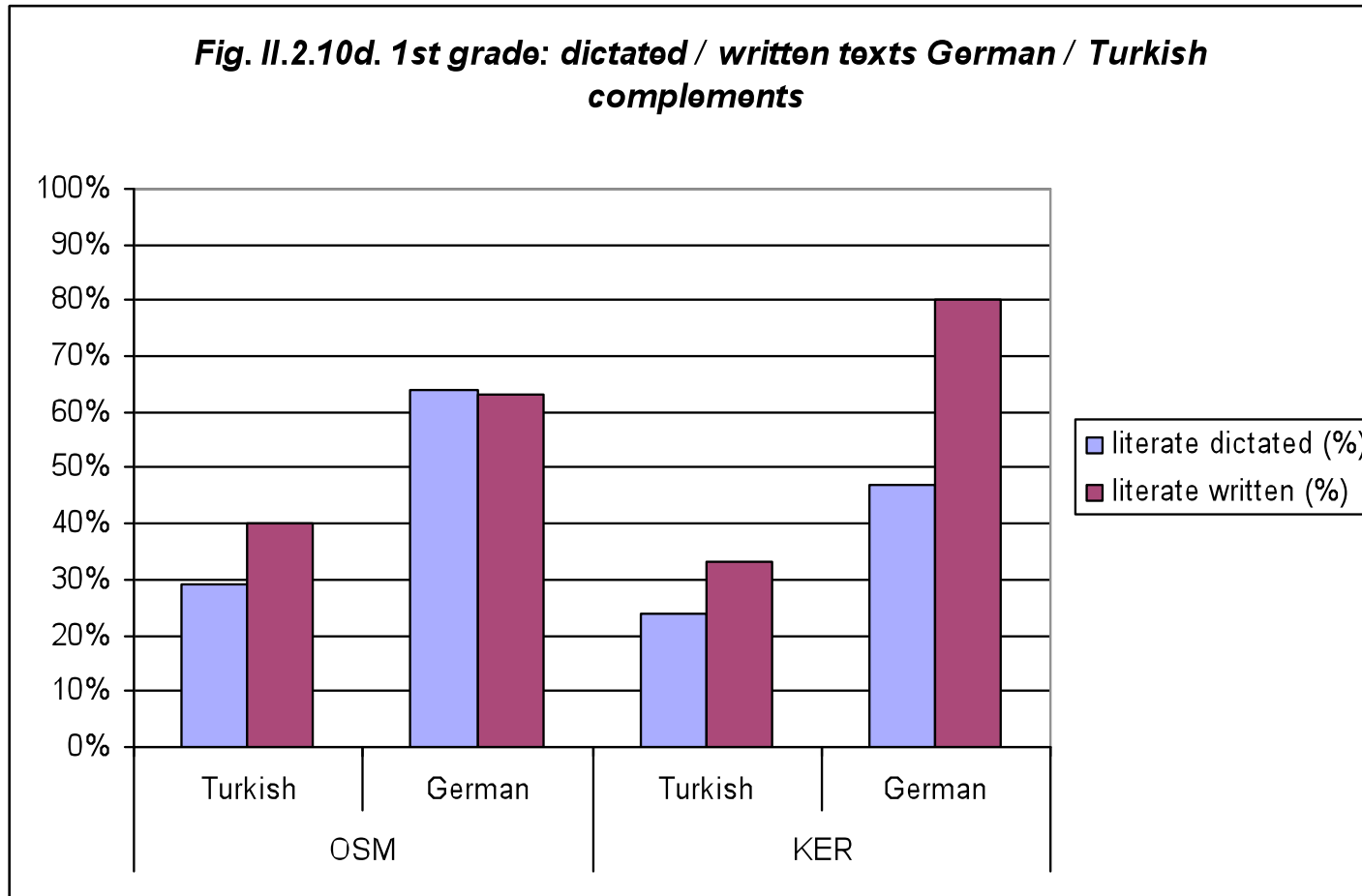
2.2.1.OSM Turkish: dictated + written

	OSM Turkish dictated		OSM Turkish written
1	şey, kadın geliyordu	1	Kaden gelde / kadın geldi
	<i>Woman was coming</i>		<i>Woman came</i>
2	o zaman, şey parası düştü	2	Paradöscho / para düştü
	<i>Then money fell down</i>		<i>Money fell down</i>
3	o zaman gitti.		
	<i>Then she went away</i>		
4	o zaman oğlanla kadın geldi.	3	OSaman Kadenbiedeolan ParagöRdöler
	<i>then a man and a woman came</i>		<i>then a man and a woman saw the money</i>
5	o zaman onu aldı, ...	4	Aldelar / aldılar
	<i>they took it</i>		<i>they took (it)</i>
7	o zaman yukarı gittiler.		
	<i>then they went upstairs</i>		
8	o zaman şey, ben alırım,		
	<i>then he [said]: I'll take (it)</i>		
9	ben şey, geri veririm söyledi.		
	<i>I'll give it back, she said</i>		

2.2.2.KER Turkish: dictated+written

1	Orda bi(r) tane adam (+) vardı. there was a man	1	ordabitANE AdAM (+) ward there was a man
2	Bitane (-) daha adam değildi. another was not a man		
3	Onlar (-) bişey (-) buldu. they found something	2	Onar (-) they
4	Orda para (+) vardı. there was money		
5	O adam (+) , o (-) istedi o parayla (+) bir şey (+) almak istedi. this man he wanted to by something with this money	3	Bitane (-) istedi Para (+) one wanted money
6	ama o (-) / INT: kadın but this / INT: woman	4	ondan Bischey (+) almak istedi (-) then he wanted to by someth.
7	Evet, ehm, o (-) söylemek istedi kimin (+). yes, ehm, wanted to say to whom (it belongs)	5	AmA. oh kadın (+) istedi ¹⁵ sormak istedi. But this woman wanted to ask

2.2.3. Comparison of four versions: German / Turkish



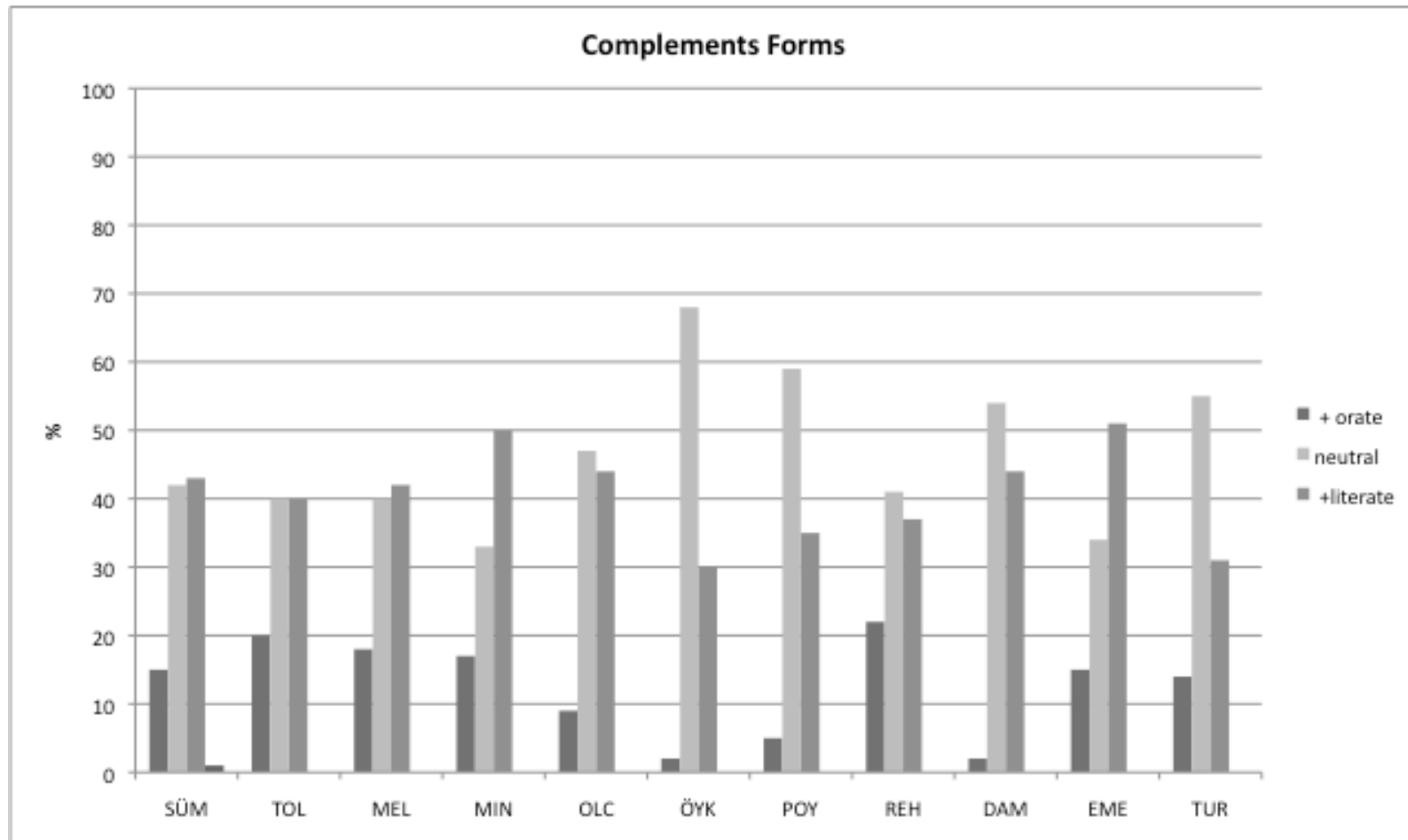
Outline: Results Turkey

- 3 Oral and written texts in Turkish and Kurdish (Turkey)
 - 3.1 An Overview: Complements in Turkish TPs
 - 3.2 An Overview: Complements in Kurdish TPs
 - 3.3 Comparison: Complements Turkish/Kurdish written
 - 3.4 Transformation from oral to written
 - 3.4.1 Transformation from oral to written
Complements in two versions: Turkish +Kurdish, dic & written
 - 3.4.2 Transformation from oral to written:
Turkish in Kurdish TPs
 - 3.5 Summary bilinguals in Turkey

3.1 An Overview: Complements in Turkish TPs

- dominance of neutral forms
- the case pupil can be divided into three groups
 - balanced abilities = $OLC^{MON/M}$, $SÜM^{MON/M}$, $TOL^{MON/M}$ and $MEL^{MON/F}$ with similar distributions of orate/literate complements forms
 - average $ÖYK^{BIL/F}$, $DAM^{BIL/F}$, $POY^{BIL/M}$
 - over 50% literate forms = $MIN^{MON/F}$, and $EME^{BIL/F}$
 - $EME^{BIL/F}$, problems with the logical order of events and organizing back-reference
 - exceptional case: $REH^{BIL/M}$

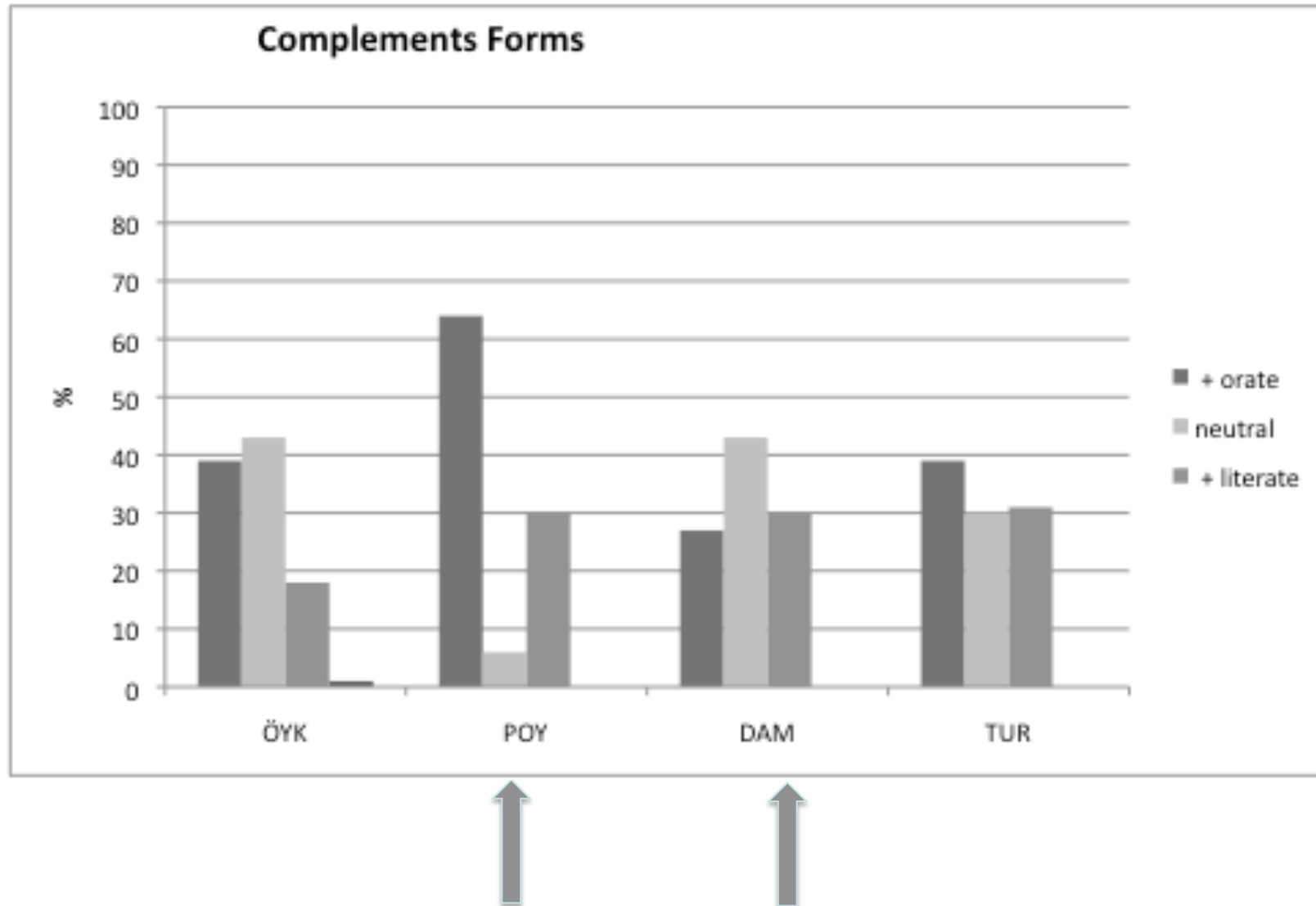
3.1 An Overview: Complements in Turkish TPs



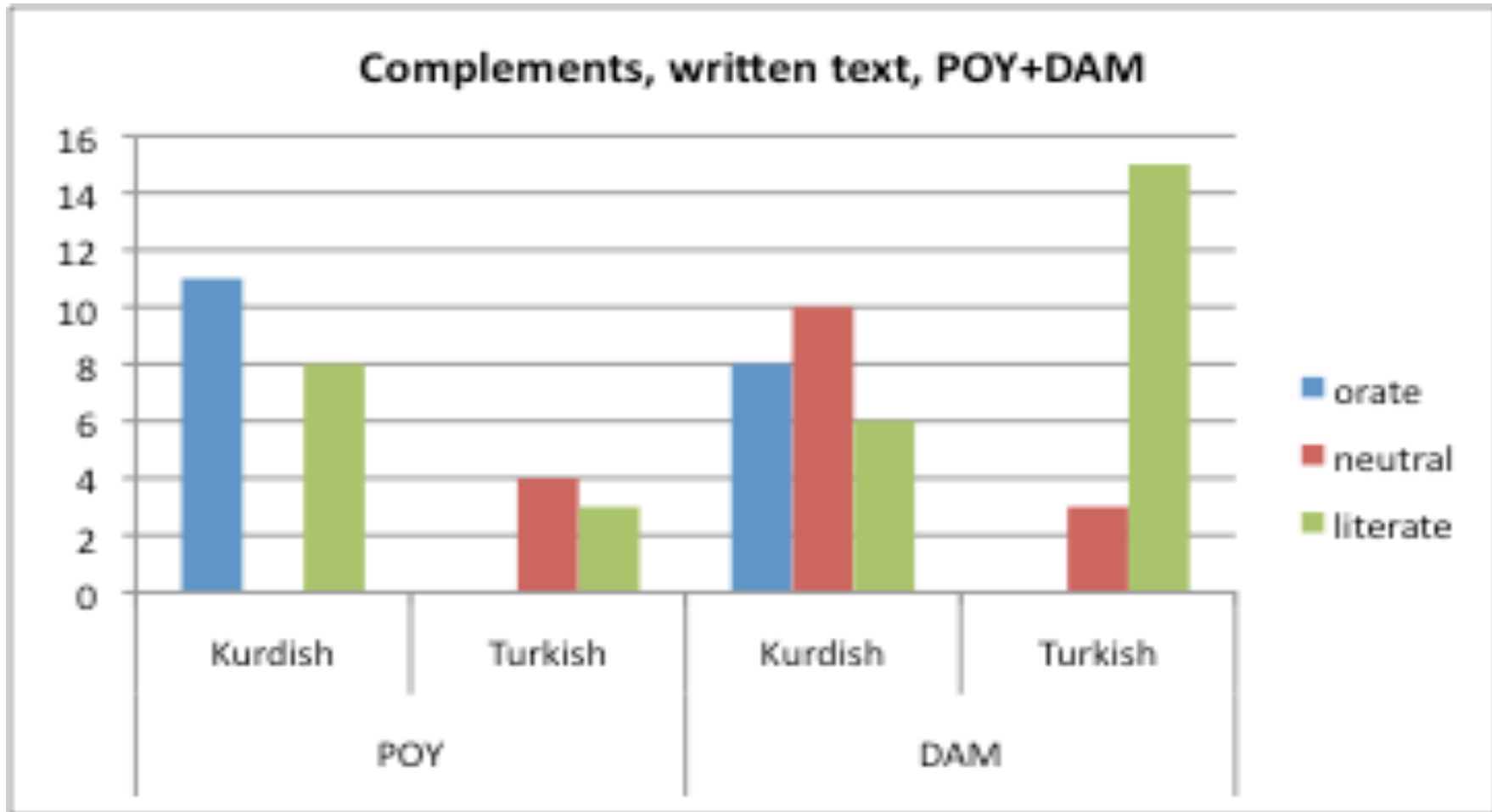
3.2 An Overview: Complements in Kurdish TPs

- NPs like *jinik* („the woman“)
 - used to introduce protagonists
 - back-references and uptakes mostly done by the use of deictic pronouns
- results:
 - POY^{BIL/M} using deictic references also in first mentions
 - ÖYK^{BIL/F} employs nearly 40% orate forms
 - DAM^{BIL/F} and TUR^{BIL/M} most balanced
 - TUR^{BIL/M} using the most literate structures
 - containing correct indefinite nominal phrases like *jinikek* (“a woman”) with the obligatory indefinite marking *-ik/ek*

3.2 An Overview: Complements in Kurdish TPs



3.3 Comparison: Complements in Turkish/Kurdish written



3.4 Transformation from oral to written: Overview Turkish

- Turkish
 - development in this category throughout the school-year
 - + literate NPs in TPs of Test II are higher in percentage
 - amount of +literate lexical NPs in written TPs is higher (DAM)
 - amount of + literate NPs is lower in written TP (EME)
 - average (POY, TOL)
 - REH = the only bilingual not able to write in Turkish

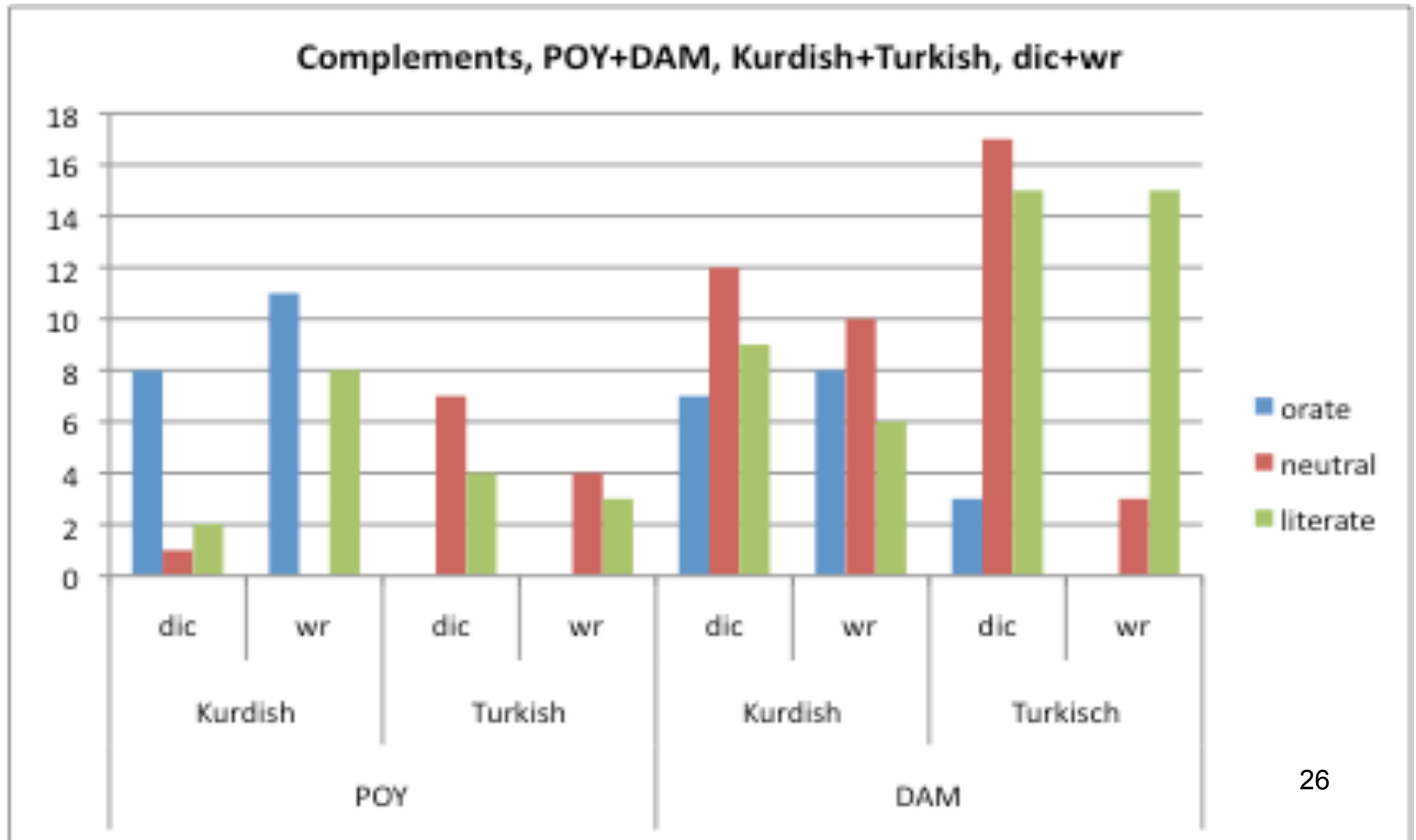
3.4 Transformation from oral to written: Overview Kurdish

- two general tendencies in transformation from oral to written
 - a small number of lexical NPs used to refer to agents of the story
 - *keçîk/jinîk* (girl/woman), *lawîk/zilam* (boy/man), *pîrek* (old woman)
either used as definite or indefinite NPs (literate)
 - almost identical in oral/dictated and written versions in case of DAM
 - deictic pronouns used to refer to agents of the story
 - are mostly not replaced by a lexical NP in written versions
→ high percentage of orate complements in writing

Example

	POY Kurdish dictated TP		POY Kurdish written TP
1	Keçikek heya N girl-INDF EXIST exist <i>There is a girl.</i>	1	kaçık ak marduvana çu N girl-INDF N stair V go&PST <i>A girl went down the stairs.</i>
2	merdîvan çu . N stair V go&PST <i>She went the stairs.</i>		
3	Perê wî kat . N money PRO he&3SG&M&OBL V fall&PST <i>His money fell down.</i>		
4	Zılamek hat N man-INDF V come&PST <i>A man came.</i>	2	zılamak hatt N man-INDF V come&PST <i>A man came.</i>
		3	arde parakak dit. N floor N money-INDF V see&PST <i>On the floor he found a money.</i>
5	çu pere roşt . V go&PST N money V pick&PST <i>He went picked up the money.</i>		
		4	pie pirak çu ??? N old_woman V go&PST <i>An old woman went.</i>
		5	av para çaketiykı DET:DEM this N money Q why V fall-PRF CONJ that <i>"This money why did it fall?"</i>
		6	çun davaraki V go&PST-3PL ADV:DIR somewhere <i>They went to somewhere.</i>

3.4.1 Transformation from oral to written: Complements in two versions Turkish+Kurdish dic & wr



3.4.2 Transformation from oral to written: Turkish in written Kurdish

- Turkish NPs in oral TPs
 - uses of Turkish NPs the pupils seem not to know in Kurdish
 - Kurdish equivalents provided by the investigator
- Turkish NPs in written TPs
 - loans like
 - *pere* (money), *merdiven* (stairs), *kapi* (door)
 - Turkish lexical NPs like
 - *erkek* (man), *öğretmen* (teacher), *müdür* (headmaster)

Example

*DAM: peré wé ket .

N|money-EZ&M

PRO|she&3SG&F&OBL V|fall&PST

Her money fell.

*TXT: Pereve ket

N|money-EZ&M PRO|she&3SG&F&OBL

V|fall&PST

Her money fell.

*DAM: Erkek=ve pîrek hat.

N:tr|man CONJ:tr|and N|old_woman-
INDF V|come&PST

The man and an old woman came.

*TXT: yegi erkek yeri geçik

PRO:INDF|a-OBL&M N:tr|man PRO:INDF|a-
OBL&M N|Girl

One man and one girl.

*DAM: erkek gote kî ka min(.) pera.

N:tr|man V|say&PST CONJ|that

Q|where PRO|I&1SG&OBL N|money

The man said: where, me the money"

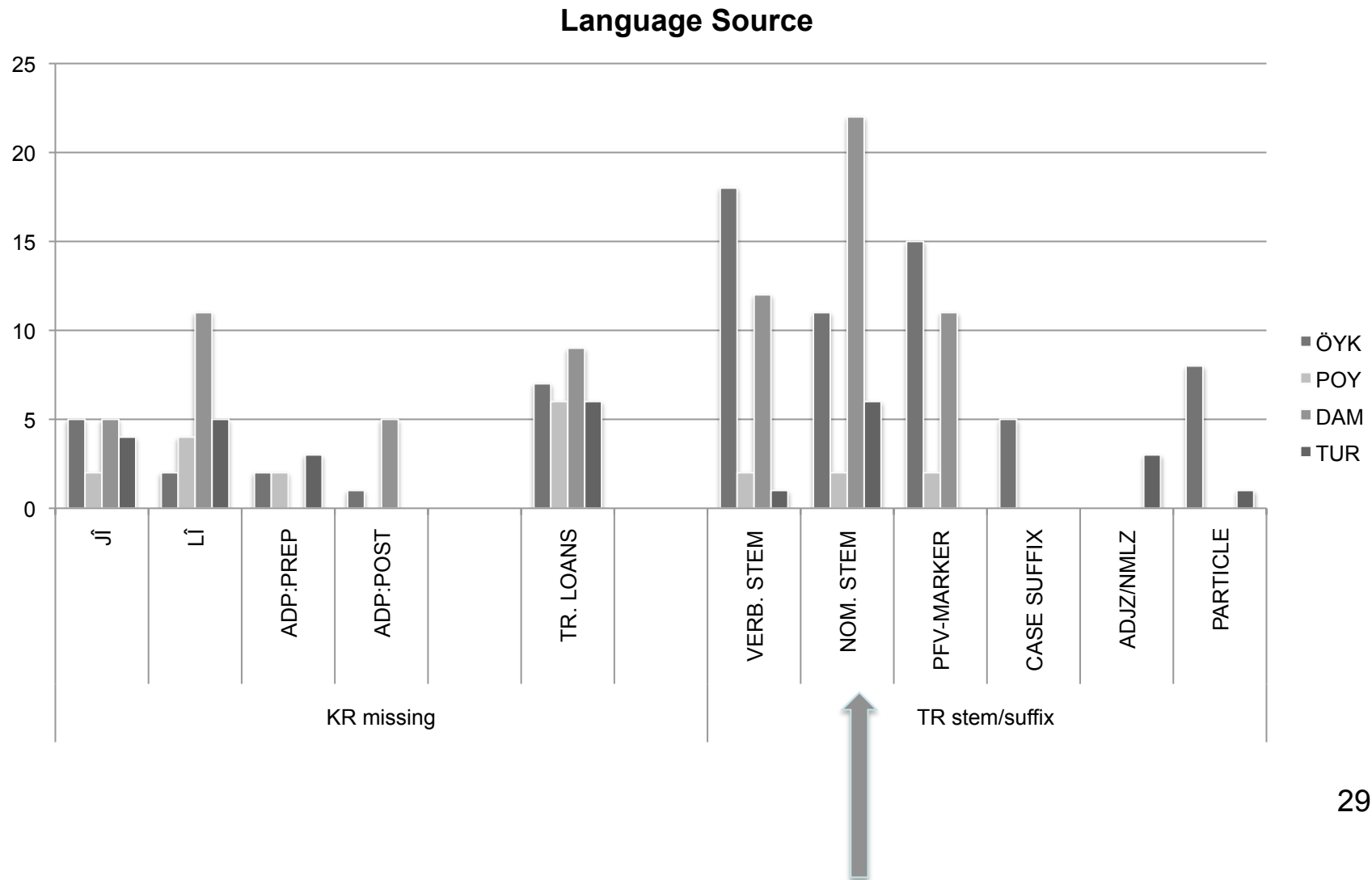
*TXT: erkek goteki kane pera

N:tr|man V|say&PST CONJ|that Q|where

N|money

The man said: „where ist he money“.

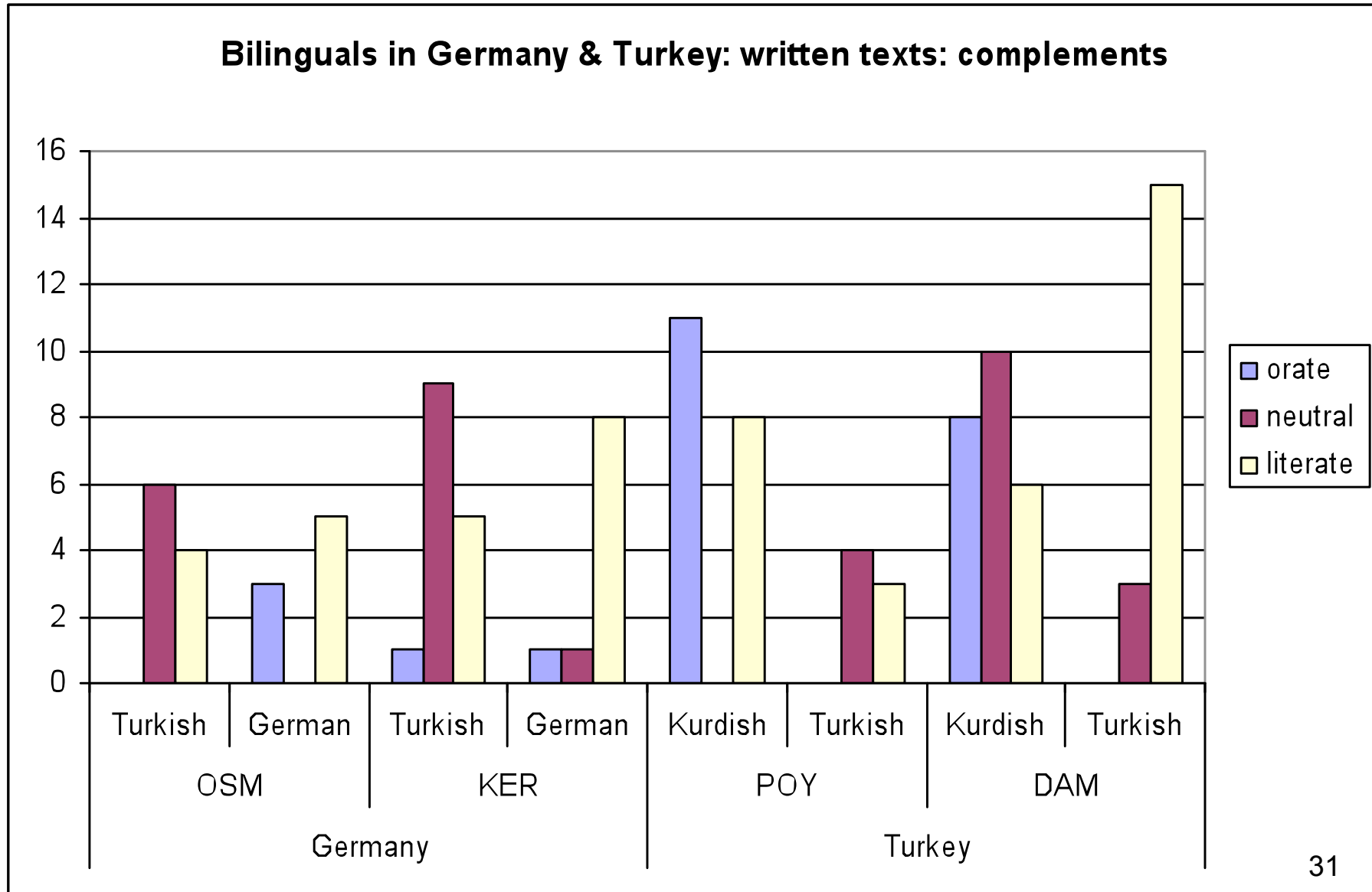
3.4.2 Turkish in Kurdish TPs



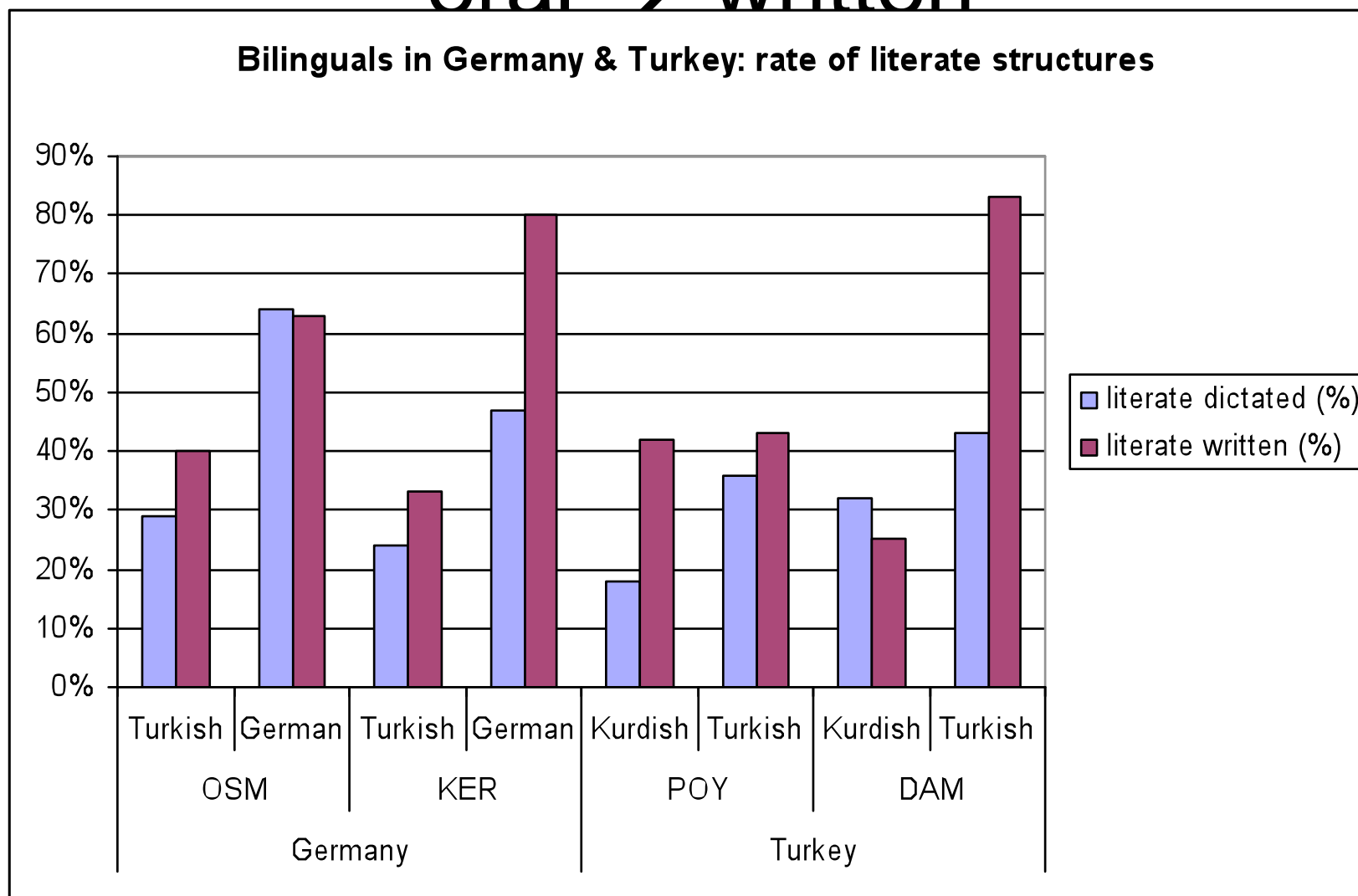
3.5 Summary bilinguals in Turkey

- Bilinguals are
 - more competent in their L2, Turkish, when they are supposed to transfer complements into written language
 - no practice in writing in Kurdish
 - gaps in the Kurdish lexicon
 - also in the written Kurdish texts the amount of orate complements is high especially in organization of uptakes
- possible influence from Turkish where marking agents on the verb is neutral

4.1. Profiles of Bilinguals: written texts



4.2. Profiles of Bilinguals: oral → written



5. Open questions

- Comparable Constellations in both countries:
 - stronger / weaker language
 - transfer L2 to L1, but smaller amount of literate structures in L1
 - transfer from L1 to L2? questionable!
- Different conditions:
text writing part of teaching in Germany, but not in Turkey: no structural difference in text writing competence
- Status of L1 in Germany less restricted than in Turkey: still for many pupils not in focus as written language (comparable to Turkey)