

LAS

Literacy Acquisition in Schools
in the Context of Migration and Multilingualism

The results of the orate/literate analyses (Turkey)

The development of linguistic
resources in the area of syntax

Outline

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2. Overview of the test results
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 2. Syntactic structuring in Kurdish texts of bilinguals
3. Syntactic structures and genre specifics
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5. Resume: the development of syntax

1. Simple/orate vs. literate/complex syntax: 1.1. The analysis criteria

- characteristics of orate language use
 - hesitations/retraces
 - incomplete and reduced forms
 - information units without a finite verbal structure or missing obligatory constituents
 - variation of word order as a discursive information conveyance tool
 - typical structures of spoken language
 - apokoinu-constructions
 - constructions with the dummy word şey (thing)

1. Simple/orate vs. literate/complex syntax: 1.1. The analysis criteria

- simple but neutral syntax:
 - complete information units
 - units build via one finite verb
 - verb final word order (SOV)
 - simply extended units via reported speech parts
- complex syntax
 - information units extended via coordination with conjuncts
 - subordination:
 - relative clauses / conditional clauses etc
 - subordination with converbs

1. Simple/orate vs. literate/complex syntax: 1.2. The transformation of structures into written language

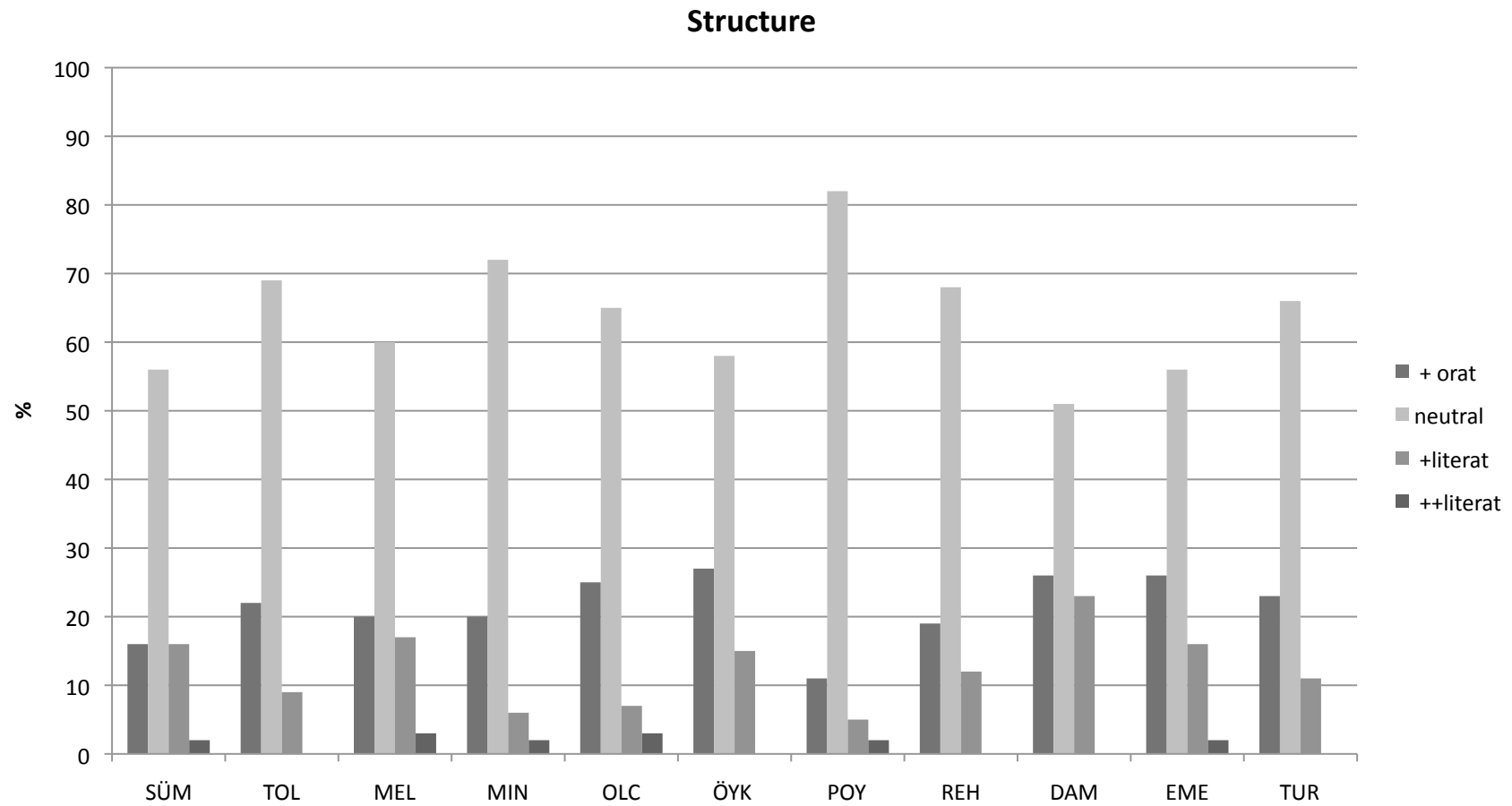
- transformation into written language
 - less use of tags and particles
 - less incomplete units
 - linking units via connectives
 - changes in word order
 - changes in lexicon
 - less use of discourse particles
 - more and more explicit information conveyance

oral version	written version
<p>Hoca Buraka kızdı .</p> <p>N:TITL hoca</p> <p>N:PROP Batuhan-DAT</p> <p>V be_angry-PST</p> <p>The teacher got angry with B.</p>	<p>Öğretmenimiz bir+kaç kez Burak'ı uyardı.</p> <p>N teacher-POSS&1PL</p> <p>QUANT:INDF several CLF time N:PROP Batuhan-ACC</p> <p>V warn-PST</p> <p>Our teacher warned B several times.</p>

2. Overview of the test results: 1st Graders

- low variability of syntactic structures in the oral and written narrations
- awareness of orate and literate language use
 - reconstruction of events via direct speech less used in the written narratives
 - expending of simple units (finite verb units) via lexical NPs
- performance in oral and written narratives:
 - mainly neutral syntactic structures and tense markings, in some cases over 90%
 - most advanced pupils: $SÜM^{MON/M}$, $MEL^{MON/F}$, $MIN^{MON/F}$ and $TOL^{MON/M}$
 - showing clear improvement from Test I to Test II

2. Overview of the test results: 1st Graders



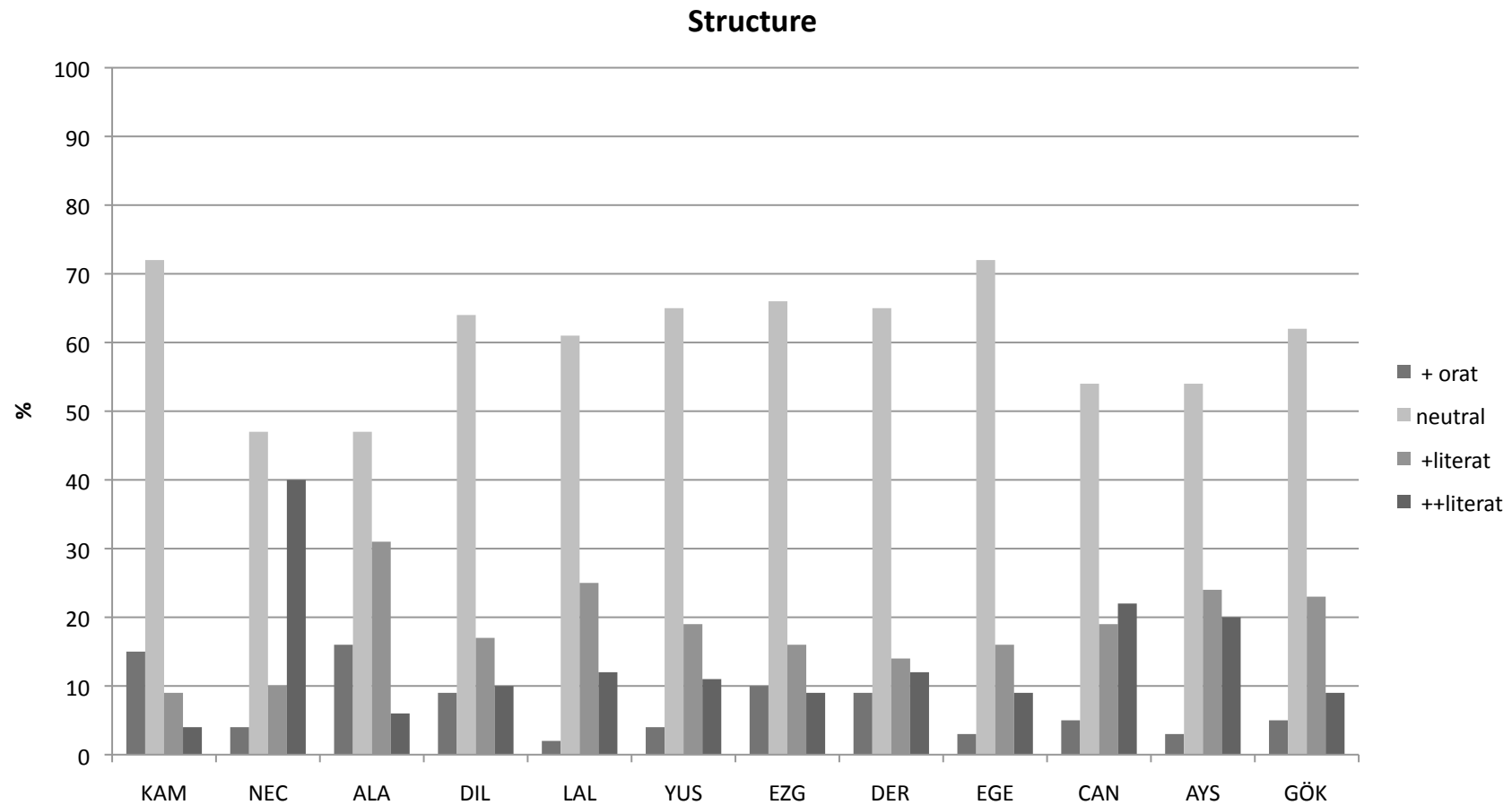
2. Overview of the test results: 1st Graders

- monolinguals and bilinguals in comparison
- monolinguals
 - lower development of narrative structuring in the oral versions
 - lower percentage of literate functional units in oral and written narratives
 - lower degree of variation in employment of connectives
 - higher percentage of literate forms of complements in the oral narratives
- bilinguals
 - slightly lower knowledge in the area of syntax
 - less use of converbs in oral narratives
 - pupils with less advanced knowledge in the area of TAM-markers
 - some cases of genre-inadequate use of tense aspect forms like *-di* and *-miş*

2. Overview of the test results: 7th Graders

- clear awareness of literate structures
- transformation of oral narration into written language goes along with more complex syntax in almost all text products of the case pupil
- amount of literate structures is depending on
 - the effort put in writing
 - the understanding of the genre
 - narratives not in all cases interpreted as reconstructing past events in detail but as evaluation and elaboration on a topic
 - instructive text product provokes more literat structures
 - in some cases still interpreted as an interactive genre

2. Overview of the test results: 7th Graders



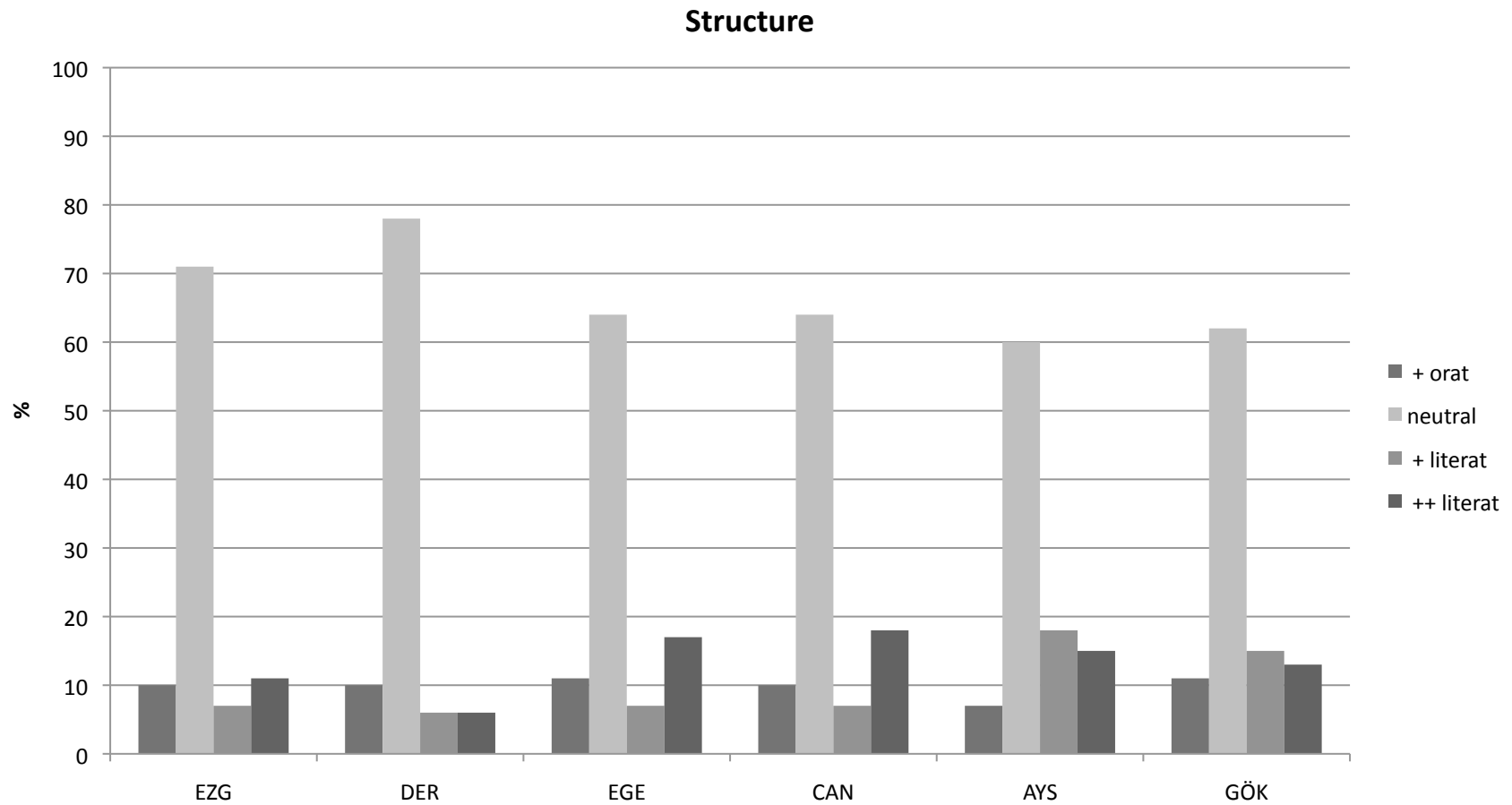
2 Overview of the test results: 7th Graders

- monolinguals and bilinguals in comparison:
- monolinguals
 - use more neutral complements than the L2 group
 - TAM-marking is depending on narration style
 - low degree of ++ syntactic units
 - connectives slightly higher than in the L2 group
 - balanced use of functional units
- bilinguals
 - use more literate complements in comparison to L1 group
 - high percentage of neutral TAM-markers
 - slightly higher percentage of neutral and ++literate syntactic structures
 - less literate connectives in comparison to the L1 group
 - less orate functional units; higher percentage of neutral units

2. Syntactic structuring in Kurdish text products of bilinguals

- mainly matrix clauses
- nearly no subordinations
- very rare occurrences of relative clauses
- low degree of word order variations
 - described as SOV but variable depending on information structuring and context
 - problematic word order in complex NPs
 - no use of ergative constructions
 - problematic order of constituents
 - main clause that precedes the subordinate clause
- extending matrix clauses via direct speech
- chaining of matrix clauses without coordinating conjuncts
 - an oral strategy also transformed in writing

2. Syntactic structuring in Kurdish text products of bilinguals



3. Syntactic structuring and genre specifics

- the complexity in syntax is depending on the pupils interpretation of the genre
- narrations
 - narrated self experiences
 - a personal view is combined with evaluative remarks
 - use of proverbs and epigraphs
- instructions
 - personal experience with the mobile phone
 - rare instances of instructing
 - evaluative/elaborative units not only in concluding text sections

3. Writing assignments in class

- rare instances of writing texts freely
 - summaries
 - compositions (essays)
- instructions given by TEA
 - instruction to plan a title, an introductory, a developing and a concluding section
 - to consider orthography rules, spelling, page structure
 - instructions on surface structure
- writing a composition = *kompozisyon* = essay
 - without explanation of the linguistic structures to be used in an essay

4. An abstract view on the results in the area of syntax: 1st Grade

- pupils perform according to their communicative interest and abilities
 - not a high percentage of differing structures in the spoken and written versions
 - total absence of complex structures like converbs in the written narrations
- pupils are not yet aware of the difference between orate/literate structures or are not yet able to perform accordingly in writing

4. An abstract view on the results in the area of syntax: 7th Grade

- a considerable influence of school
 - the instructions given in class on *writing a composition*
 - *are interpreted as 'evaluative' language use*
 - *creation of 'elaborating style'*
 - the ability of the pupil to act out the instructions given in class
- a tendency to create complexity in syntax via
 - chaining of simple and complete sentences using connecting devices
 - chaining of subordinated clauses using converbs
 - not a considerable difference between mono- and bilinguals

4. An abstract view on the results: correlation with other types of data

- performance in Turkish-class
 - good performers:
 - AYS^{BIL/F}, NEC^{MON/M} LAL^{MON/F}
 - medium performers:
 - EGE^{BIL/M}, CAN^{BIL/F}, GÖK^{BIL/M}, EZG^{BIL/F}
 - poor performers:
 - DER^{BIL/M}, KAM^{MON/M}, YUS^{MON/M}, ALA^{MON/F}
- family support for studying
 - AYS^{BIL/F}, GÖK^{BIL/M}, EZG^{BIL/F} with some literacy practice in family

5. Resume

- very individual performances and transformation strategies in narratives and instructions written by 7th Graders
- the acquisition of complex syntactic structures is depending on
 - the communicative and literacy practice
 - the knowledge about genres and texts
 - the social support during acquisition period
- the acquisition of complex syntactic structures is not
 - depending on the language background
 - but on how studious the pupils are
 - mostly girls, like AYS, NES and LAL