

**Sociological and ethnographic results
from LAS Turkey:
enabling and restricting potentials
of the co-constructed teaching and learning
strategies in the Turkish school**

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The logo for LAS (Literacy Acquisition in Schools) is written in a blue, hand-drawn, cursive font. The letters are slightly slanted and have a casual, artistic feel.

Literacy Acquisition in Schools
in the Context of Migration and Multilingualism

Lesson Analysis

Content of VW report

- Use of space and classroom materials
- Use of time
- Types of activities in class
- Classroom dynamics
- Teaching and learning strategies and motivational strategies
- Frame of reference to literacy

Outline

- Grade 1
 - Achievement levels
 - Social classification and permeable categories
- Grade 7
 - The lesson as a reading and answering exercise relying on a group of PUPs

Grade 1 Achievement levels

- TEA: 9th year in teaching; mid-30s
- middle of 1st semester: division of class into achievement levels
- sometimes whole class teaching, sometimes 2-4/5 different levels according to lesson content
- different tasks assigned for different levels

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Blackboard use in whole-class teaching



Blackboard use in a lesson constructed for 2 achievement levels

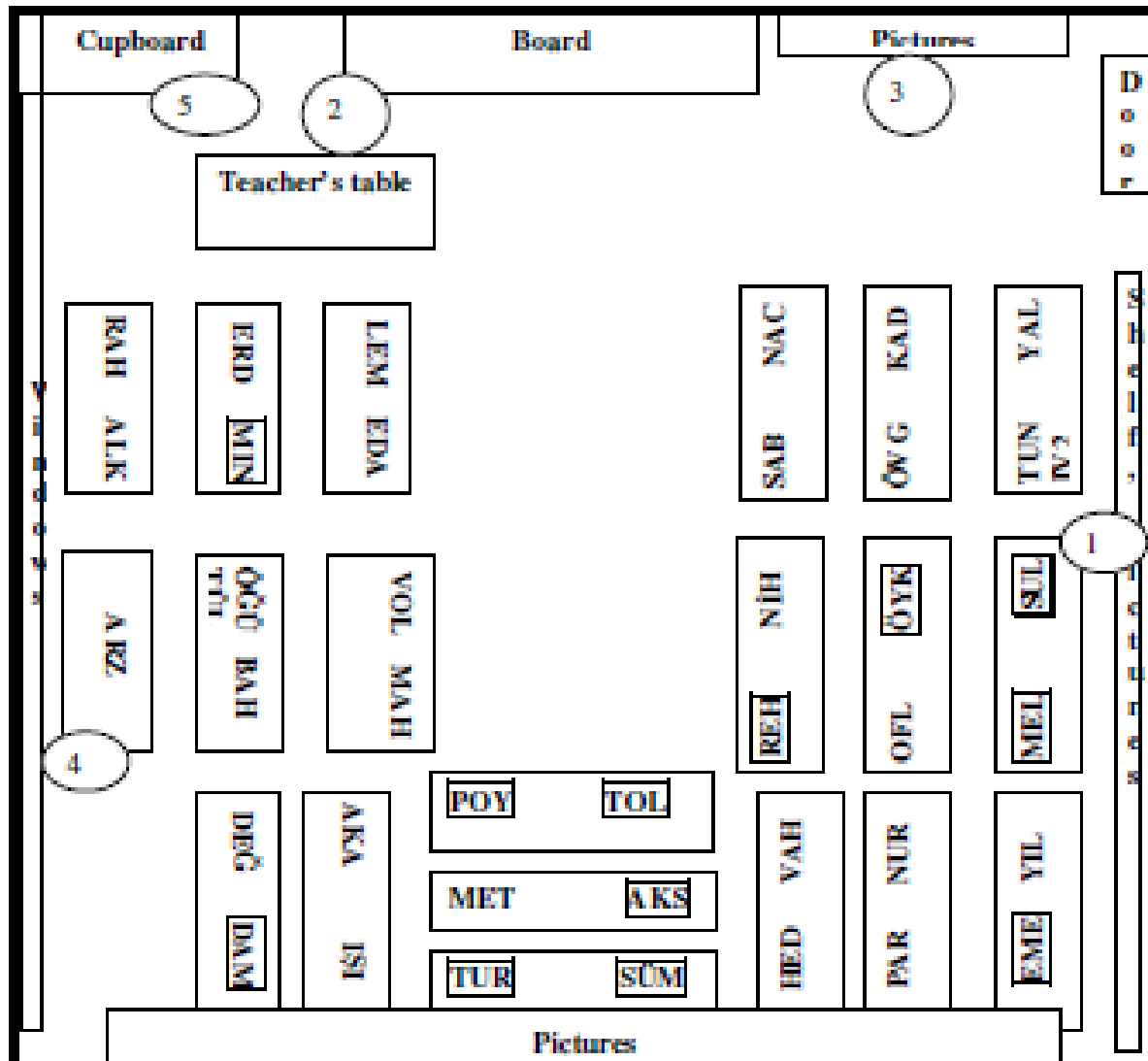


Grade 1 Achievement levels

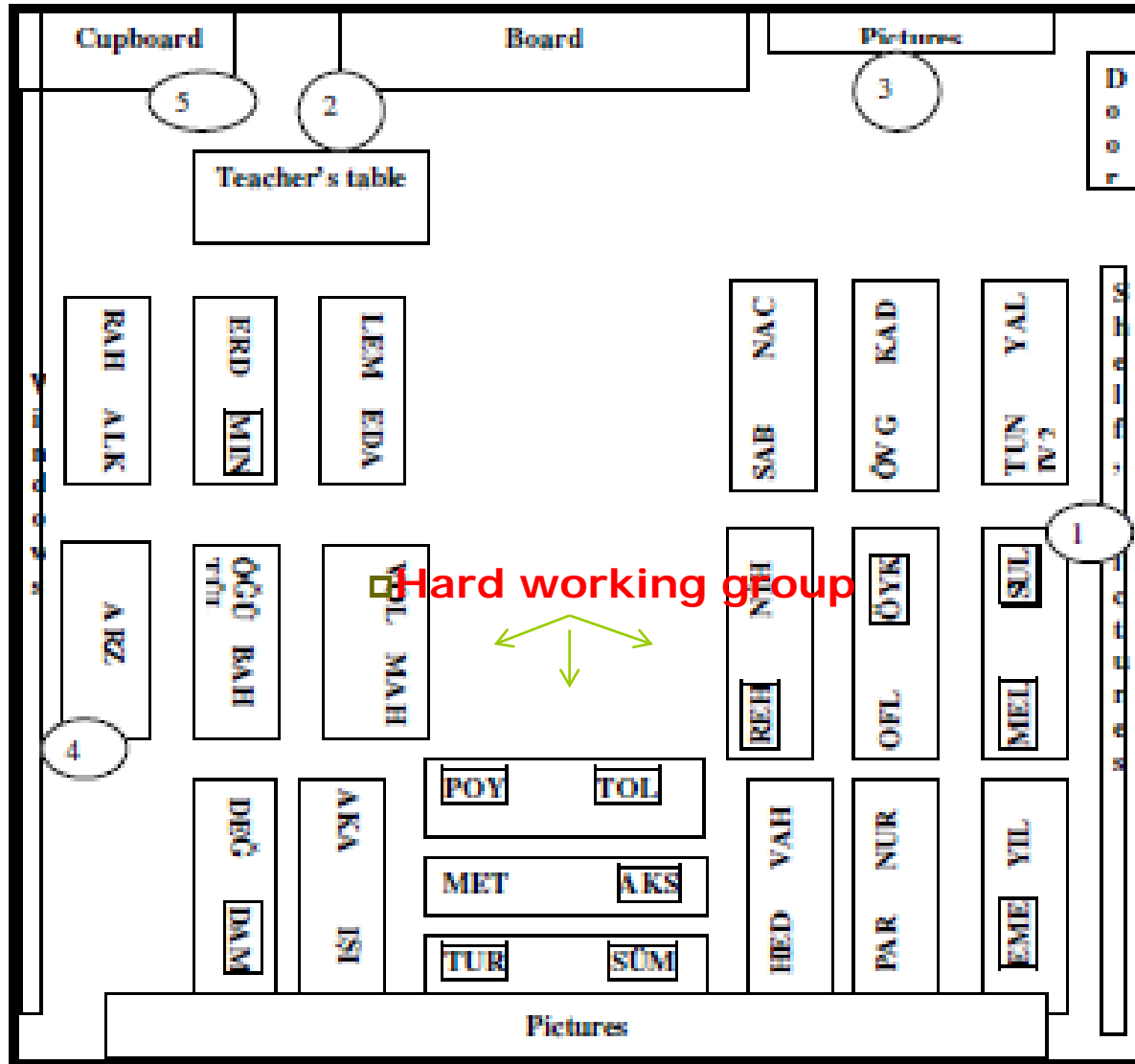
- keep track of the progress of each PUP
- change of seat
- dynamic mobility
- 'hardworking' vs 'lazy'



Seating arrangement



Seating arrangement

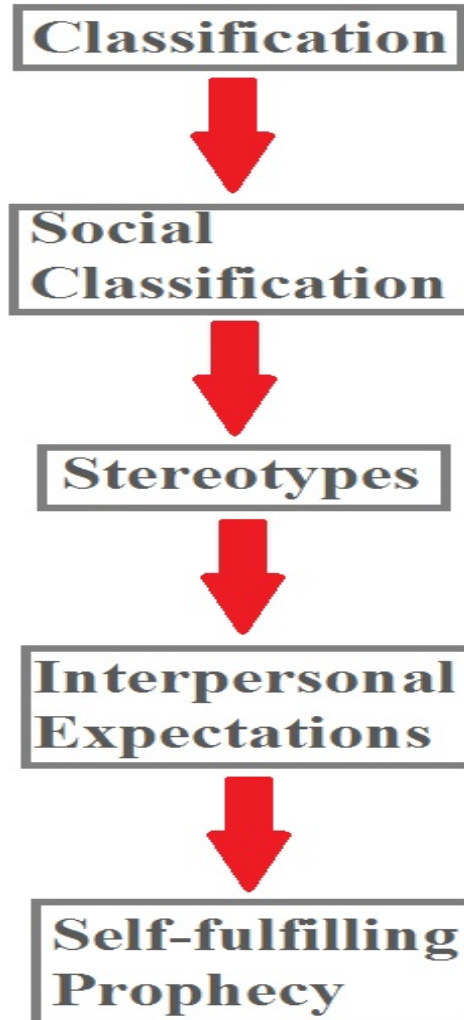


Social psychology literature

- People divide others into categories and creates stereotypes for these categories and based on those stereotypes they approach these groups according to expectations from that stereotype
- As a result, target group behaves in accordance to those expectations

- Merton, 1948; Rubovits ve Maehr, 1973; Rosenthal, 1993; Skrypnek & Snyder, 1982

Self-fulfilling prophecy



Social classification and permeable categories

- TEA often stresses that if PUPs work well they will become 'hardworking'
- Categories are not fixed and unchanging
- PUPs seem to internalise the permeability of categories → they are motivated to be promoted to the 'hardworking' group
- *'She is going to work hard and come here.'*
- RP not observed: eg. Not even one PUP is heard to say: *'I am lazy anyway.'*

Implications of this finding

- Not only what the TEA does but also how she does it
- Only this kind of longtime research could provide such a data

Discussion topics

- ❑ Needs to be further tested
- ❑ The permeable categories did not lead all PUPs to learn to read and write
- ❑ Questions to be asked: Does the construction of permeable categories enabling transition from one group to another → PUP motivation?
- ❑ What is the role of the social context in which categorisation takes place?
- ❑ My intention is neither to refute SFP approach nor to claim that labelling works well but rather highlight the role of social contexts in which categorisation takes place

Grade 7--Lesson as a reading and answering exercise relying on a group of PUPs

- TEA: mid 20s; 3rd year in teaching
- TEA's main concern in relation to the lesson content seems to be to complete the exercises and proceed to the next exercise
- TEA relies on the TEA's manual and a group of enthusiastic girls whom he favours
- Maybe based on a preconceived notion that girls are more studious and easier to handle

Girls adaptation

- ❑ This group of PUPs eagerly follows the lesson, keeps in mind where exactly the previous lesson was cut off, and abidingly raises hands to be given permission to answer the questions in the workbook
- ❑ They even know the kind of answer TEA expects, and gives the TEA what he wants in a conformist attitude.



Ethnographic example 1

- TEA: *“Write a structured composition on Republic Day holiday. The title is written in the end. We are planning introduction, development and conclusion sections. Keep your imagination wide open.”*
- All three of his guiding instructions cover a wide array of topics, yet he lists them in direct sequence and without any explanatory remarks

TEA-PUP communication

1. DER asks for clarification and for an example
 2. TEA does not answer (he is correcting exam papers)
 3. DER comes near TEA's desk to ask for clarification as he clearly has not understood what is meant
 4. TEA simply sends him back to his desk without even attending his question, responding: *"Geese! Just write!"*
 5. Consequently, DER begins to directly copy the poem in the book to his notebook
- ▣ For the PUP to fulfill the task becomes impossible

Ethnographic example 2

TEA gives a writing assignment.

*EGE : hocam bi(r) şey söyleyebilirmiyim ?

%eng: *my teacher, may I say something?*

*TEA: ses olmicak [: olmayacak] .

%eng: *no noise.*

*TEA: söyleme ya@i .

%eng: *don't tell.*

*EGE: ama yazamam hocam xx .

%eng: *but I won't be able to write, my teacher, xx*

TEA does not let EGE speak although he is insistently asking for permission to speak. As a consequence, EGE loses interest in class altogether, closes notebook and leans back in seat.

PUPs who are excluded

- ❑ As a result, PUPs feel alienated and excluded from classroom activities, and a number of PUPs even cast themselves alternative PUP roles, which imply other ways of 'being' in class: eg. making jokes about what is going on in class:
 - TEA: soru eki* ("question particle")
 - PUP: boru eki* ("pipe particle")
- ❑ Completely alienated from the actual lesson content, some PUPs follow the class as if they are watching a scene from a movie.

Conclusion

- ❑ TEA prefers to carry on class activities with a small circle of hardworking PUPs.
- ❑ TEA's pedagogical approach proves to have RP through hindering active lesson participation.
- ❑ Once scolded, and often unfairly because the teacher shows distinct disfavour for some PUPs, these PUPs lose interest in the lesson altogether.
- ❑ As TEA is primarily focused on establishing discipline and order in class, when PUPs try to relate to the lesson and ask questions with clarification purposes, TEA does not show tolerance towards many of the questions coming from these PUPs, and labels them as rambling and distracting the lesson.

Conclusion

- ❑ Interestingly enough, despite his discouraging attitude, which one would expect to result in the PUPs' refraining from asking further questions, they seem to keep a certain level of interest in the lesson.
- ❑ At times, however, the PUPs feel discouraged and stop their attempts to clarify contents.
- ❑ The education TEA himself went through
- ❑ 2004 reform: PUP-centered, activity-based
- ❑ Lack of ability to make proper use of it

Thank you
for your attention.



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