

Von: Vivien Heller [mailto:.....]

Gesendet: Freitag, 8. Juni 2012 20:15

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Betreff: abstract for special issue

Dear contributors to the special issue 'Learning in Context: Linguistic, Social and Cultural Explanations of Inequality',

we are glad to inform you that the editors of the journal 'Learning, Culture and Social Interaction' have considered our abstract positively! We are now asked to provide **abstracts** for each contribution. Each abstract has a max. length of **120 words**. It would be great if you could finish your abstract until **July 4th**. All abstracts will then be submitted by the editors. If the time is too short please contact me.

Attached you find the latest version of the abstract. Some of you will notice that we have slightly modified the working title of your contribution. We did this in order to stress the link to the journal's topic and to improve the coherence of the special issue. In case that you do not agree with the changes please come back to us.

You should also consider to have your abstract proof-read; the Research School (Hans-Uwe) has already contracted two offices (for proof-reading some of the dissertations) which we should also use. I will provide

the contact details and further information about the procedure next week.

Best wishes,
Vivien

Vivien Heller
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LCSI article revision

From: Astrid Weigelt |

To: lola_teodora@yahoo.com

Date: Tuesday, 28 May 2013, 12:36 AM GMT+8

Dear Maria Teodora Ping,

My name is Astrid Weigelt and I am responsible for all the articles for the Journal of Learning, Culture and Social Interaction to follow the guide lines of the Author Information.

After I looked at your article there are a few modifications you need to look at before I can submit your paper at the journals website.

Mostly you need to edit the references at the end (there are some references in the text you need to add to the reference list). You also need to add your contact information. In the version of your article I send you, you will find comments I added. They'll tell you what is missing, what needs to be added and what needs to be deleted.

Also I want you to know that I am going to register you as an author at the journals website in the next few days. You will receive an e-mail of the journal to inform you about your password. Please forward this e-mail to Vivien Heller and me. Of course we will keep this information in confidence.

Sincerely
Astrid Weigelt



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Learning in Context: Linguistic, Social and Cultural Explanations of Inequality

Several large scale studies of educational achievement have shown that educational attainment depends to a high degree on social reproduction. This holds especially for Germany in spite of considerable efforts aiming at better chances for non-privileged students (cf. Bos, Schwippert & Stubbe 2007; Klieme et al. 2010; Zöllner & Roos 2009). Thus, remedial activities focused on fostering solely students' individual competences seem not to be able to approach inequalities in this domain effectively (Cooper 2011). In order to develop interventions oriented towards broader conceptions of educational success, however, research first needs an explanatory approach from different perspectives which illuminates the linguistic, social and cultural processes in the construction of educational inequality.

The contributors to this special issue come from different disciplines such as psychology, educational science and linguistics and apply diverse theoretical frameworks and empirical approaches. In terms of the volume's coherency, they all share the assumption that linguistic and discourse competences such as argumentative skills (Kline 1998), albeit informally acquired, are key competences with respect to chances and obstacles of institutional and societal participation (cf. Quasthoff et al. 2009) Thus, the contributions investigate the dynamics of inequality by focusing on discourse- and literacy-related skills, which are passed on in milieu-specific socialization processes (see also Burleson & Applegate 1995; Cook-Gumperz 2009, 1995; Lareau 2003; Purcell-Gates 1996; Storch & Whitehurst 2001).

The special issue brings together empirical studies which explore socialization processes either in families and peer groups or in institutions, such as preschool and school. Some of the studies which focus on families as an acquisitional context aim at linking macro and micro aspects of inequality by identifying the varying social, economic and cultural resources which are available to mono- and bilingual families in different social milieus (see also Bus, Van Ijzendoorn & Pellegrini 1995; Hargrave & Sénéchal 2000; Cook-Gumperz 2006; Heath 1983, 1982). Other studies analyze acquisition processes of discourse- and literacy-related skills as such, highlighting parental involvement in homework and the underlying parental styles, communicative practices and cultural orientations. In addition, peer groups are focussed as another informal context for discourse socialization and acquisition (Goodwin & Kyratzis 2007).

Assuming that kindergartens and schools themselves are agents in the social construction of inequality (Alcalá & Martín Rojo 2010; Baquedano-López & Kattan 2008; Mehan 2000), several contributions reconstruct how teachers react to divergent communicative practices, how they instantiate language norms and provide or withhold communicative – and thus in a long term perspective: acquisitional – support.

In this way the interplay between acquisition and its contexts is examined. The theoretical gain of this special issue is a multi-faceted explanatory approach to the social construction of inequality. Furthermore, by relating insights from reconstructive as well as quantitative analyses, the volume aims at linking mechanisms and outcomes of inequality, thus providing a solid foundation for the development of future interventions.

As an audience for the proposed issue we expect scholars from the fields of educational science, (social and developmental) psychology, sociology, linguistics and language education who are interested in the role of language in educational processes. Also some practitioners responsible for educational programs might be interested.

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Abstracts

Introduction: Learning in context from an interdisciplinary perspective

Uta Quasthoff & Elke Wild

The introduction will provide a theoretical horizon for the volume's topic and its contributions by first discussing different concepts of context with respect to learning opportunities and their unequal distribution. Quantitative approaches and results from educational psychology with respect to the role of context in acquiring competences will then be contrasted with linguistic procedures in reconstructing the dynamic processes of establishing context in and through interaction. By highlighting different informal or instructional patterns in families, pre-schools and schools in their (language) acquisitional potential, theories and methods can be led together. Thus, a framework for situating the volume's contributions will be explicated.

I Families and Peers: Socialization processes as language acquisitional contexts

1 Family literacy practices and parental resources – a resource-orientated perspective

Claudia Müller

For decades research has illuminated the role of socialization in families in terms of language acquisition processes. Family language practices in particular have been considered as a meaningful prerequisite for the development of literacy. Furthermore, educational research has found that differences in family language socialization processes that equip children with divergent linguistic resources for mastering educational demands are socially determined. This contribution takes an ethnographic and linguistic in-depth look at the language practices and everyday structures of 4 migrant and non-migrant German families of different milieus. The data are longitudinal and cover the transition from preschool into school age. The findings demonstrate the complexity of family language practices and stress the necessity to take a resource-orientated perspective in both research and practice.

2 What familial aspects matter? Investigating argumentative competencies of learners at the beginning of secondary schooling in the light of family-based resources

Madeleine Domenech & Antje Krahl

Educational research usually considers familial resources like SES in terms of measurable economic and cultural capital, e.g. SES, as important predictors of children's school and linguistic attainment. This article, in addition, investigates actual parental communicative practices as an assumed relevant influence on children's competences in the field of argumentation at the beginning of secondary schooling. Individual cases from the project FAcTS¹ are analyzed using a mixed method approach: Following the microanalytic reconstruction of linguistic patterns, oral argumentative parent-child interactions at home are theoretically identified as supportive or non-supportive for children's discursive development. These results, together with data from questionnaires, are used for quantitative analysis in order to assess the explanatory power of the various familial resources for children's oral as well as written linguistic performance.

¹ Families' Support in the Acquisition of Discourse- and Text Competence in Secondary School.

3 Children's informal reasoning: The role of parenting practices and communication patterns

Grace S.E. Chng, Jelena Hollmann, Nantje Otterpohl, & Elke Wild

Research on the role of familial factors in the shaping of informal reasoning skills is scarce. These skills are integral to developing individuals who can think reflectively, critically and creatively in everyday situations. Thus the aim of this study is to investigate the role of two parenting practices, namely autonomy-support and control, on children's informal reasoning competence. Family communication patterns, that is, conversation- and conformity-orientations, are tested as mediators of these relations. The data consisted of questionnaire measures given to 665 fifth-graders and their parents. Informal reasoning was assessed by two tasks: reasons-evaluation and structure-differentiation. Results revealed significant correlations between both parenting practices and children's reasons-evaluation skills, but only conformity-orientation was predictive of reasoning. The implications and limitations are discussed.

4 Factors Affecting the Quality of Home-Based Parental Involvement in Germany and Thailand: Similarities and Differences

Sittipan Yotyodying & Elke Wild

To date, little is known about what predictor constructs contribute to differences in the quality of home-based parental instruction and how culture moderates these linkages. The aims of this study are 1) to validate the measures of the predictor constructs and two distinct kinds of parental instruction across two distinct cultures (Germany vs. Thailand) and 2) to examine the role of culture in this research framework. Two samples consist of 288 parents-child dyads from Germany and 494 from Thailand. The results reveal that in both cultures, participants conceptualized the measures and responded to the items in the same way. Parents from different cultures adopt different kinds of instruction due to variations in their motivational beliefs, role conceptions, interpersonal conditions, and family SES.

5 Construing social and communicative worlds – The role of peer-interactions in preadolescents' discursive development

Miriam Morek

For decades research has focused on the nature and variance of adult-child interactions in terms of their developmental effects on children's discourse skills. Besides, schools and other institutions of formal learning are considered to play a central role in students' language education. However, to date little is known about the ways peer-groups contribute to children's discourse acquisition. Therefore, the present study investigates the social interaction in preadolescents' peer-groups. 12 German-speaking cliques from different milieus were videotaped during diverse communicative settings with varying degrees of formality. The study draws on methods of conversation analysis and interactional sociolinguistics. Findings demonstrate the diversity of students' communicative practices and interactional patterns in their peer-groups and suggest different degrees to which peer-interactions may foster children's discourse development.

II Preschool and schools: Institutional learning contexts

6 Discourse practices in family dinner talk and classroom discourse: a contextual comparison

Vivien Heller

The present study investigates the interplay of communication, socialization practices and educational opportunities by reconstructing the discourse practices of the same children in two different contexts, family dinner talk and classroom interaction. From a rich corpus of naturally-occurring interactions of eleven children before and after school enrollment, two contrasting cases are selected for presentation. The micro-analytic reconstruction demonstrates how discourse practices are socio-culturally situated and differ in terms of communicative genres, topics and argumentation practices both between families and contexts. When divergences in teacher-student interactions are not bridged by communicative investments of the teacher, children lack the external resources necessary for utilizing discourse as a means of learning both from a microgenetic and ontogenetic perspective.

7 Group interactions in Dialogic Book Reading Activities as a language learning context in preschool

Maria Teodora Ping

This paper discusses specific group interactions in dialogic book reading activities as a context for second language learning in preschool. Five native-German speaking preschool teachers were observed and videotaped while reading a picture book to several 3-6 year old immigrant children in a small group reading situation. The data analysis method employed was qualitative content analysis. The study revealed that group interactions varied considerably, but could provide potential opportunities for preschool children to learn language. In addition, during the dialogic book reading activities, the preschool teachers employed various instructional strategies at different linguistic and cognitive levels as learning input to the children. Thus, the study adds to our understanding of language promotion in preschool settings and is eventually applicable to teachers' training.

8 Does there exist a language-based social disadvantage in solving testitems?

Anke Walzebug

In Germany, there is evidence that performance at school depends to a high degree on students' socioeconomic status (SES). In an attempt to explain this finding, this contribution adopts a sociolinguistic point of view: The language used at school contains specific speech variants that differ from the language experiences of low SES children. It is language skills – predominantly learned within families, their social strata and cultural rearing – that control the chances of successful participation in school. This article focuses on German items in reading comprehension tests to discuss students' sociolinguistic preconditions with respect to their performance and to identify challenge-determining characteristics in those testitems that are more difficult to handle for students of low SES than for high SES students.

9 Cultural Brokers: How Immigrant Youth in Multicultural Societies Navigate and Negotiate Their Pathways to College Identities

Catherine R. Cooper

A crucial indicator of immigrant youth's incorporation is their educational success, but the *academic pipeline problem* reveals disproportionate numbers of immigrant youth leaving school prematurely. Scholars trace roots and remedies of this problem to *capital*, *alienation*, and *challenge*. *Social capital* theories point to cultural reproduction: children of college-educated parents are most likely to develop college-based identities. *Alienation* theories suggest immigrant parents dream of children's school success, but poverty and discrimination dim these hopes while children develop marginalized identities. Finally, such *challenges* can motivate youth's succeeding on behalf of their families, building college identities by navigating across worlds as cultural brokers. I consider studies with U.S.-Mexican immigrant youth, parallels and contrasts to European research, and research-practice-policy linkages in multicultural societies.

III Discussion by Matthias Grundmann

Biographical statements of the proposed guest editors

Professor Uta Quasthoff is a linguist. She received her degrees (Ph.D. 1972 and *Habilitation* 1979) from the Freie Universität, Berlin, where she also taught until 1982. Later she became a Heisenberg fellow with the German National Science Foundation (DFG). She taught linguistics and language education - *inter alia* - at the University of Bielefeld, the University of Vienna, the University of Cologne and – from 1994 to 2009 – at the University of Technology, Dortmund. She is currently speaker of the international and interdisciplinary “NRW Research School” *Education and Capabilities*, hosted by the Universities in Dortmund and Bielefeld and conducting several third party funded research projects. She has conducted research projects, often in interdisciplinary contexts, and published books and numerous articles in the fields of language acquisition, discourse analysis, classroom interaction, qualitative methodology, socio- and psycholinguistics, and multilingualism. In the last 10 years, one of her special fields of interest has been the interdisciplinary combination of linguistic research on language and discourse acquisition with educational research.

Vivien Heller was a teacher in special and inclusive schools where she focused on the promotion of communicative competence. As a development worker for the Gesellschaft für Internationale Zusammenarbeit she built up community-based early and special education programs and conducted pre- and in-service training for teachers in Vietnam. She received a grant from the international Research School *Education and Capabilities* and obtained her doctorate in linguistics from the University of Technology, Dortmund, on the basis of the thesis “Children’s communicative experiences in family and school: fits and gaps.” Currently she holds a position as a scientific coordinator at the Research School Education and Capabilities and works as a post doc in two interdisciplinary research projects, dealing with family support in the acquisition of argumentative competence and linguistic and disciplinary cultural norms in classroom interaction. Her teaching focusses on the field of interactional (socio)linguistics, especially mono- and multilingual discourse socialization and acquisition and classroom discourse. Methodically, she specializes in reconstructive methods, Conversation Analysis, and ethnography. She taught at Kiel University, Hue University (Vietnam), University of Technology Dortmund and Lüneburg University.

Brief details about the contributors

Grace S.E. Chng is a research psychologist at the Research School "Education and Capabilities", Bielefeld University, Germany. She is a full member of the Educational and Child Psychology Division of the British Psychological Society and the European Association of Developmental Psychologists. Her research interests include family influences, specifically parenting beliefs and practices, on child development.

Catherine Cooper is professor of Psychology and Education at the University of California, Santa Cruz. Her work focuses on how youth forge their personal identities by coordinating cultural and family traditions with those of their schools, communities, and work. She developed the Bridging Multiple Worlds theory to trace how youth bridge across their worlds in ways that reflect individuality and connectedness in their identities, relationships, and achievements. She conducts several research projects examining the links across family, school, peer, and community worlds and academic achievement in ethnically diverse communities.

While studying Linguistics, Didactics, German and French Studies at Humboldt-University and Cornell University *Madeleine Domenech* got interested in rather basic questions of second language acquisition, assessment and teaching. She is currently working on her PhD-Thesis at the Research School Educap, investigating the acquisition of written argumentative skills by learners with German as a Second Language with special consideration of the interplay between different familial and linguistic resources.

Jelena Hollmann is a research associate at the department of educational psychology. Her current research interests focus on the question how pressure influences behavior. Specifically, she is exploring parents' goals, appraisals and emotions and their contribution to parenting. Other research interests include influences of the family context on children's informal reasoning.

Antje Krah is research assistant in the project "FACTS - Families' Support in the Acquisition of Discourse- and Text Competence in Secondary School". Her research interests include language acquisition, conversation analysis, and argumentation studies.

Miriam Morek holds a post-doc position in the research project "DisCo – DIScourse practices of children in diverse COntexts" funded by the German National Science Foundation, which investigates preadolescents discourse practices and contextualization competencies in families, peer-groups and at school. She received her PhD in linguistics from the Faculty of Cultural Studies at University of Technology, Dortmund, on the basis of her thesis "On giving explanations: Children's everyday experiences in family interactions and classroom discourse". Her interests in research and teaching include discourse analysis, sociolinguistics, classroom discourse, youth language, language acquisition, literacy and writing development.

Claudia Müller is a post doc of the international Research School *Education and Capabilities*, University of Technology, Dortmund and University of Bielefeld (Germany). She received a doctorate in linguistics from the University of Technology, Dortmund (thesis: "narrative skills of mono- and multilingual (pre-) school children with respect to family literacy

experiences”). Her research interests are sociolinguistics, language acquisition, second language acquisition, literacy, narratives, language didactics and qualitative methods.

Nantje Otterpohl is research assistant in the Department of Educational Psychology at the University of Bielefeld. She teaches courses on learning and motivation. Her research interests include the influence of the family context on children's informal reasoning and emotion regulation in children and adolescents.

Maria Teodora Ping's fields of expertise are Educational Sciences and Applied Linguistics, particularly Foreign and Second Language Learning. She is currently teaching at the Faculty of Teacher Training and Education of Mulawarman University, Indonesia while at the same time serving as the executive secretary of the Language Centre of the University.

Anke Walzebug, M.A. Educational Science, is scholarship holder at the Research School „Education and Capabilities“ and research assistant at the Institute for School Development Research (University of Technology Dortmund, Germany). Her research interests include language acquisition, large-scale-assessments, curriculum development as well as issues of educational inequality.

Elke Wild is head of the department of Educational Psychology at the Bielefeld University and the associated counseling center for families dealing with school-related problems and decisions of their offspring. After studying educational science and psychology at Marburg University, she completed her graduate theses (in 1995) as well as her habilitation (in 1999) at Mannheim University. Her research projects are mostly interdisciplinary and address determinants and consequences of teaching and learning motivation in formal institutional (primary, secondary and tertiary education) as well as non-formal settings (parental involvement in schooling).

Sittipan Yotyodying received his doctorate in psychology (with an emphasis on educational psychology) from the Faculty of Psychology and Sports Science, Bielefeld University, in the framework of the International Research School “Education and Capabilities”. His research interests include self-determination theory, parental involvement, and cross-cultural educational psychology.

Completion of the first draft

A complete first draft should be available in January 2012.