Emergent writing of Leslla-learners
In search of developmental patterns

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Literacy levels attained in what time?

Reading (N=234) Mean Range
• Halfway Alfa A (n=60) 864 206-2116
• Alfa A (n=71) 842 103-2786
• Alfa B (n=40) 1011 103-3870
• Alfa C/A1 (n=33) 867 155-2150

• Writing: comparable results
• Illiterates only: on average 100 hours more
• Older learners (40+): on average 150 hours more
  • Kurvers & Stockmann (2009)

Overview
• Learning to write letters
• Learning to spell in L2
• (Learning to use texttype conventions)
• Main focus:
  – Developmental patterns
    • (constructing knowledge about nature of writing and relation with speech)
    • All beginners and adult beginners L2

Learning to write
• Mutliconcept
  – Learning to use a writing tool, to create legible letters and to develop automaticity in letter formation
  – Learning to represent spoken language in writing following the orthographic conventions (spelling)
  – Learning to formulate ongoing text (composition)

Emergent writing I
The impact of exposure
(Harste, Burke & Woodward, 1982)

Fatima’s first writing exercise

Fatimah’s name

Matteus and Likrai

Prewriting exercises Alia and Boima

Jamina’s first words
Emergent writing children

- Levels in emergent writing of children
  0. Graphic action
  1. Directionality
  2. Linearity
  3. Linearity and variability
  4. Linearity, variability and recognizable patterns

(Society for Research in Child development, see also Luria)

Fatima’s first writing exercise

- Yes:
  - distinction between writing and drawing
  - Directionality, linearity and variation
  - Curves and strokes: letterlike shapes
- No:
  - Relationship between speech and writing

Emergent writing adults

0. Graphic action
1. Directionality
2. Linearity
3. Linearity and variability
4. Linearity, variability and recognizable patterns
5. (my addition): refusal most of the adult starters in my study

Early writing development Ferreiro 1 (1986;1988)

- Early differentiation
  - From figurative correspondence
  - to undifferentiated writing
  - Cognitive step 1
- Formal differentiation
  - a. minimum quantity
  - b. internal differentiation
  - c. external differentiation:
  - Cognitive step 2
- Syllabic phase:
  - relationship speech and writing, sign represents syllable
- Phonetisation phase:
  - sign represents each sound

Differentiation adults

- Early differentiation
  - From figurative correspondence
  - to undifferentiated writing
  - Cognitive step 1
- Formal differentiation
  - a. minimum quantity
  - b. internal differentiation
  - c. external differentiation:
  - Cognitive step 2
- Syllabic phase:
  - relationship speech and writing, sign represents syllable
- Phonetisation phase:
  - sign represents each sound

Observations beginning writing

- Motoric
  - Appropriate pen grip needs time (position, stability, grip)
  - Hand–eye coordination
  - Fluency of movement
- Cognitive
  - Insight in pattern/memory of shapes
  - Distinctive features of letters
  - Visual/perceptual confusions
    • Orientation (bl, nl, br, sl, after, ll, wth)
    • Order: surprises
Orientation and order

Orientation: b=d

Order: top ≠ pot

Learning to spell

beginners

Stages spelling development

(Read)

1. Pre-communicative (pre-phonetic)
2. Semi-phonetic
   - Elementary logic/letternames (U, YL)
3. Phonetic
   - one letter for each sound of a word
   - (my addition: from phonetic to phonemic)
   - (gil-gale) (boor-boos)
4. Transitional stage
5. (Correct) Orthographic stage
   - Conventional spelling

Stages Ferreiro (1986;1988)

- Pre-syllabic (formal differentiation)
  - no relationship between symbol and sound, minimum quantity, internal variation, external variation
- Syllabic
  - cognitive revolution: understanding that print represents speech:
    - one letter for each syllable (xys for caballo)
    - Transitional phase
- Phonetisation (alphabetic),
  - one letter for each sound

Stages Ehri (1998)

- Pre-alphabetic
  - arbitrary letters, no relation to sounds
- Partial alphabetic
  - based on letter names, first insight in symbol-sound relationship, if for jail, correspondence to lettername in pronunciation of word
- Alphabetical or full alphabetic
  - representing all sounds in a word with phonetically adequate letters
- Consolidated alphabetic
  - able to use patterns that correspond to syllables or onset and rime, spelling rules

Major cognitive changes

(all stage models)

- Learning that writing represents speech
- From phonetic to phonemic (abstracting from auditory perceptual strategy to other strategies)
- From phonetic/phonemic to conventional (auditory perceptual strategy, visual memory/word patterns strategies and applying rules)
Jamina 2

- One sound=one grapheme?
  - Probably not

Kwaku’s first letter

- Explanation Kwaku:
  - “I hope so everything okay”

Malika 2

- +
- 1 sound=1 grapheme
  - M
  - z/s
  - a/aa, o/oe/oo/u, e/ee/i
  - p=d=q=b

Houria

- Mac vs. k/b/m
- nd vs. n/d/b
- gw vs. g/w/b
Word spelling Houria 2

- Most consonants spelled correctly
  - Exceptions p/b, s/z, h/Ø, p/m, m/n
- Limited variation in spelling of vowels:
  - e, o, a (1x ee)
- Mainly substitutes within groups of vowels (place of artic)
  - e (e, i, ee, ie, eu),
  - o (o, oo, oe, u, eu, uu),
  - a (a, aa)
  - L1-filter?

Word spelling Khadizja 2

- All single consonants spelled correctly
- Most consonant clusters spelled correctly
  - Except -rt, -nt
- Two words not written
  - dik jeuk
- 7x vowel substitutions
  - aa → a, oo → o, oe → o
  - ee → ei

Spelling ‘errors’ monosyllabic words

- Corpus of 868 (cvc-)words
- Hardly any non-response, additions or transpositions, (1.2%)
- Mainly substitutions (383 words)
  - Initial consonants 14% (often b-p-d)
  - Final consonant 7%
  - Vowels 69%

(source: Kurvers & Van der Zouw, 1990)

Spelling ‘errors’ monosyllabic cc-words

- Corpus of 197 (cvcc/ccvc-)words
- Mainly substitutions (147 words)
  - Single consonants 6.7%
  - Consonant clusters 35.4%
  - Vowels 57.8%

Most frequent vowel substitutions
(Morrocan students)

(source: study Kurvers & Van der Zouw, 1990)
Observations monosyllabic words DL2

- All beginners (Leslla learners as well)
  - Pre-phonetic and phonetic stage
  - Perceptual confusions (orientation, order)
  - Single letter vowels > digraphs
  - (Word boundaries)
  - Consonants > Consonant clusters
  - Consonants > vowels

- Adult L2 beginners
  - Which consonants and vowels? Which substitutions?
  - L1-filter: categorisation of phonemes: r/l, h/k, m/n, o/oe/oo etc.
  - Language specific, words for nearly all DL2 learners
  - Stages?

Observation Literacy level B

- Work in progress
- Data to be analysed:
  - writing of 75 students who made the writing test at literacy level B in the Kurvers & Stockmann 2009 study.

Sample Writing task 1: completing card

--- Joop
Ik hoorde van het ongeluk. Ik hoop dat je been gauw weer beter is.

--- Joop
I heard from the accident. I hope your leg will soon be better

Sample writing task 2: dictation

- Ik bak een grote taart.
- Deze appel is lekker.
- De kinderen lopen naar school.
- Hoe gaat het?
- Hoe heet je?

- I am baking a big pie
- This apple tastes good
- The children are walking to the school
- How are you doing?
- What’s your name?

Mimount and Fariba

| Mimount 240 | ... Joop
| 50 yr | Ik hoorde van het ongeluk. Ik hoop dat je been gauw weer beter is.
| Marokko | ... Joop
| 28 yr in Neth | ...

| Fariba 248 | ... Joop
| 62 yr | Ik hoorde van het ongeluk. Ik hoop dat je been gauw weer beter is.
| Marokko | ...
| 28 yr in Neth | ...

Emine and Zarine

| Emine 157 | Beste Joop
| 44 yr | Ik hoorde van het ongeluk. Ik hoop dat je been gauw weer beter is.
| Turkije | Grooten van......
| 29 yr in Neth | van

| Zarine 258 | Das Joop
| 22 yr | Ik hoorde van het ongeluk. Ik hoop dat je been gauw weer beter is.
| Afghanistan | goed schoop
| 3 yr in Neth | van
| 11 | van Kortenhoefstraat

Ik bak en groot taart
dezelfe appel is lekker
de kinderen lopen naar school
Hoe gaat het
Hoe heet je?
Preliminary observations
(12 students)

• Phonetic (‘oegate’)
  – relation word meaning?
• Omission of vowels in unstressed syllable
  – Lekr, lakr, kindmr, apl,
• Omissions of second consonant in initial consonant clusters and of pre-final consonant in final consonant clusters (less clear thus far)
  pak, krat.

Correlations with reading

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** P<.00
(Data from Kurvers & Stockmann, 2009)

References:

• Kurvers, J. & van der Zouw (1990), In de ban van het schrift. Over analfabetisme en alfabetisering in een tweede taal. (Captivated by writing. About illiteracy and learning to read in a second language).