

## **Learning08: Methodologies and Practices for Approaching Learning as a Social Phenomenon Inside and Outside of School**

Mireille Prodeau & L'Hermitte Matrand , University of Paris VIII

### **Literacy in L2, a case study of adolescents from the migration**

When in school, adolescents from migrant environments face a double challenge: socialize in the L2 community and, at the same time, into the writing practices of different discourse communities. Various studies have shown that a crucial factor into acquiring the new school practices (used in the sense of Bourdieu's social theory) is that the written language and literacy be part of the habitus of the L1 community. The linguistic socialization which enables children to become culturally and socially competent members of the L1 community provides the basis to learn both the grammar of an L2 and the culturally determined ways to use the language in new linguistic environments. Other factors such as school practice, peer relations ... may also interplay in literary socialization and literary achievements.

This talk aims at understanding the process of learning reading and writing in L2, not only meant as a cognitive process. Which factors: social, interactional, educational ... contribute to this process, knowing that originally these students are from language-cultural environments distant to both L2 and literacy?

To be able to observe this process implies to study it diachronically. The focus is on three female adolescents with the same L1 (a dialect of Arabic). Their families belong to a highly numerous community in the neighborhood and consequently at school. Two immigrated to France a couple of months prior to the observation period; the third one was schooled in France only. The observation period is of two years and the data collected includes interviews conducted in the middle of and after the observation period, videotapes of French lessons they attended with other students who had only been schooled in France, written productions in two different contexts: in a French as a Foreign Language class (for the two recently settled in France), in a regular 6<sup>th</sup> grade class to produce the adaptation of a literary text for theater (each school year these students used this collective written production for a play they acted at the end of it) and in 8<sup>th</sup> and 9<sup>th</sup> grade classes. The analysis of the written material will thus be systematically put in perspective with the discourse the various actors have above this process: students, teachers ... The method to analyze the data is qualitative and is concerned with the social construction of knowledge in a multilingual setting that tends to promote a certain monolingualism, that of academic French. (396 words)