

Kazakh Transnational Multiliteracies – Building Intergenerational Communities of Learning

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Background

- Technology is a global communication tool that assists learning language, culture, ethnic identity, and global practices (Gee & Hayes, 2011).
- Yet some regions of Kazakhstan, high-speed internet is not consistently available

Research Problem

- How to better overcome the challenges of aligning globalized policy
- Issues with the needs and constraints of rural communities.

Preschool is the foundational stage of learning.

Kazakhstan, for preschool education, little has been done in the remote regions.

In 2014, 46.71% of Kazakhstan's population lives in a rural area (Kazakhstan Government, 2014).

There is a gap in the research of studies of rural and remote preschool in Kazakhstan.

Investigates the possibility of alternatives to construction preschools through the creation of communities of learning and digital technology.

human capital - elder socio- cultural knowledge is under-utilized as a mode for transmitting language and culture.

Aims to find alternative solutions to overcoming constraints on trilingual education and learning prevalent in rural regions.

Research Questions

- What types of practices are being engaged at the pre-school age, with whom, and using what modality?
- Can community stakeholders facilitate communities of learning through digital technology?

Multiliteracies Framework

- Beliefs on preschool aged learning and socio-cultural aspects of emergent learning.
- Notion of communities of learning and intergenerational knowledge transmission to the post-Soviet trilingual language context.
- Importance of knowledge-sharing in communities of learning

Pre-school Learning:

- Officially schooling begins at age six or seven
- Centers on preparatory for formal education not strong critical literacy practices (Anderson & Pomfret, 2004).
- Learning is NOT only a product, such as reading and writing
- Critical thinking, prediction, extending vocabulary, and story creation
- All of which can occur in the home prior to school

(Van Steensel, 2006; Galindo & Sheldon, 2012)

Multiliteracies

- Social practice that includes oral language, family involvement, and community socio-cultural interaction (Galindo and Sheldon, 2012).
- EX. Oral questions, songs, finger play and other such learning practices
- - these are the preparation for formal education (Van Steesal, 2006).
- NOT homework in reading and writing
- the oral, visual, gestural, and socio-cultural learning are the basis for critical thinking
- Emergent and foundational socio-cultural practices are learned and which additionally connect to identity construction (Van Steesal, 2006).

Knowledge-sharing

- traditionally shared from elder to younger generation (Gregory, 2012).
- learning the skills of formal education but sharing of socio-cultural knowledge.
- the knowledge the older generation has is important (Becker, 2010)
- parents often ask a question, put on voices, or elicit prediction from children when reading or telling a story (Cristancho & Vining, 2009)
- not solely knowledge-sharing but also connected to communication (Mollegaard & Jaeger, 2015).

Socio-cultural Learning

- The knowledge and cultural capital of the elder community members must not be lost as it constitutes the future socio-cultural capital.

Methodology-Research Design

- non-participatory observation methods during the weekday at public sites
- 487 observations, in 20 towns
- I made observations from Wednesday to Friday usually between 8:30am to 6pm
- This was to track daily learning practices and moments of possible learning opportunities (Abbott-Chapman & Roberts, 2015).
- Observations were spread out from December 2015 through July 2016.

Sites

- villages, and urban centers were collected
- This initial assessment stage of the study included 200 hours of non-participatory observation
- indoor and outdoor public sites such as parks, park areas near museums and government buildings, residential playgrounds, malls, large supermarkets, food courts, and skating rinks in a mall.

Investigating

- The fieldwork investigated types, interactions, and frequency of multiliteracies of pre-school children (aged 0-6) with their families in Southern Kazakhstan
- 1) knowledge sharing which includes ethnic, developmental, and social practices
- 2) socio-cultural learning which connects to identity creation
- 3) globalized entertainment practices

Five Analytical Categories

- 1) Type of practice
- 2) purpose of practice
- 3) duration of practice
- 4) frequency of practice
- 5) modality of practice

Types of Interaction

- 1) verbal- talking, singing, yelling, etc.,
 - 2) gestural- hand, body, and facial gestures
 - 3) both verbal and gestural
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- The types were divided into categories that meet developmental milestones for ages 0 through 6.

purposes practices into

- 1) Globalized entertainment
- 2) Socio-cultural learning
- 3) Knowledge sharing
- 4) no practice

Category	Type of Interaction	Example	Type of Practice	Purpose of Practice
Gestural	Pointing, touching, clapping, punching, waving, hand signals	Junkin/ Rock, paper, scissor	Socio-cultural learning	Ethnic games, songs, stories, toys, activity books, dolls, humor. Also included in this are things such as learning to greet elders or the ethnic social conventions
Verbal & Gestural	Both	Peek a Boo	Globalized entertainment	popular songs, non-ethnic games, non-ethnic humor (slapstick or funny face is done around the world, toys (non-ethnic guns or swords, non-ethnic dolls, Lego, crayons, non-ethnic colouring books, imaginary play with global characters (Ironman or X-Men)
		Tying shoe laces	Knowledge Sharing	Learning to tie shoe laces, how to hold things, putting on clothing, eating and all lessons older people model to younger people

Modality

- The modality of practice includes mobile phones, books, activity books, arts and crafts, toys, stuffed animals, action figures, and technology (Casler & Kelemen, 2007).
- access to technology to capture when I observed the use of technology such as mobile phone, game, or computer.
- If I did not observe any technology it was coded as “not seen” (NS) rather than not available.

Frequency and Duration

- Frequency of practice counted the number of verbal, nonverbal, and gestural interactions
- frequency of learning interactions
- where the interactions occurred, with whom
- what form
- access to technology.

The length of interaction was divided into time segments number 1 to 9

>under 1 minute =**1**

1-5 minutes = **2**

5-10= **3**

10-15=**4**

15-20=**5**

20-25= **6**

25-30= **7**

30-35= **8**

<Over 40 minutes =**9**

Initial findings - Types of practices

- Dependent on age of child
- The majority of participants were elder caregivers
- 90% of the non-participatory interactions occurred with young mothers.
- elder interactions engaged in cultural capital and knowledge sharing.
- Young parents predominately interacted for entertainment purposes with some knowledge sharing
- elder caregivers overwhelmingly participated in cultural learning and some entertainment purpose.

Purpose of practices

- The purpose of the interaction was
- entertainment (47%)
- cultural learning (53%)
- 142 children asked caregiver questions during their interaction
- 287 moments when games or other forms of entertainment were 132 moments of knowledge sharing observed.
- 402 socio-cultural learning observed during interactions with caregivers.
- This data suggests some form of meaningful learning is occurring

Results - Geographical Differences

- between cities and rural areas
- cultural learning & entertainment for urban participants
- also higher frequency of interaction and a wider array of types of practices.
- The rural areas DECREASE - numbers, types, and purpose of interactions.
- only 20% of the caregivers used socio-cultural learning as the purpose of an interaction - left to play with other children outside.

cultural learning gap

- Babies were often carried but we observed little tactile, visual, or gestural interaction practices.
- larger cities where the majority used cultural learning.
- a cultural learning gap between remote and rural areas and urban or larger centers.

Access to digital technology

- cell phones are available but smart phones are rare.
- -internet is not extensive but most of the homes can access satellite television.
- The majority of participants from rural regions come from lower socio- economic population and internet, digital technology was cost prohibitive (Mongolia, 2008).
- create communities of learning - modality adapted for the local region EX. utilize television and radio.

Conclusion

- initial assessment of the data reveals that attention must be directed to elder caregivers in rural areas.
- economical alternative to formal education – raise caregivers awareness of their already existing socio-cultural capital.
- rural areas they used 20% less active learning moments