



# The Deep Approach to Turkish Language as a Response to Hybridity in Immigrants' Urban Education



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# Defining Hybridity

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A term from biology, 'hybridity' originates from Latin and designated the offspring of a tame sow and a wild boar. It was transferred in semio-linguistics (Bakhtin) and in race theory in the 19<sup>th</sup> century, where hybrids were considered inferior, weak and second rate humans.

Hybridity theory was developed by Homi K. Bhabha (1994) in "The Location of Culture". The rhetoric of hybridity is now part of the sociological theory of identity, multiculturalism, and critical race theory. It is propelled under the label of Trans-Humanity, values genetic transfer and multiple identities.

We live in a changing world in which few aspects are stable and borders have been mixed, which leads to the creation of new transcultural forms (Laragy, 2008).

"The notion of hybridisation as it applies to kids in the post-modern era refers to their negotiation of the local and the global and the intrusion, imposition and inter-connectedness of these special and cultural locations" (Besley, 2002, p.10).



# Hybridity and Identity

The nation is "an imagined political community" (Anderson, 2006, p.5). Immigrants tend to lose this anchor in a specific cultural imaginary, as they become nurtured by another national imaginary. A new stability may come from their integration on new territory. This process brings some form of identity transformation, or hybridisation.

"Hybrids are not simply the cultural products of everyday interactions; they are the sources and media through which such phenomenological interactions take place" (Lull, 2001, p.157).

Hybrids are at contact zones between cultures and products of the "translation between cultures" with borderline affects and identifications (Pratt, 1993; Wolf & Fukari, 2007).

Bhabha (1994) used Lefebvre's (1964) concept of "Third Space" to define an in-between identity space, which is a space of mediation resulting from overlapping cultures.



# Teacher Education and Cross-Cultural Dialogue

Do we provide sufficient information and training on hybridity and otherness, on the situation of speakers of other languages, the reasons and consequences of migration, so teachers are able to integrate this knowledge in practice?

We do lip service, often trying to conjugate national priority and national neglect for languages and cultures.

We live in a crisis, programs need drastic improvements, often are in shambles.

Our methods are unrooted, often taught without epistemology, without contents.

Tochon, F. V. (2011). Reflecting on the paradoxes of foreign language teacher education: a critical system analysis.

*Porta Linguarum*, 15, January, 7-24.

[http://www.ugr.es/~portalin/articulos/PL\\_numero15/1.%20FRACOIS%20VICTOR.pdf](http://www.ugr.es/~portalin/articulos/PL_numero15/1.%20FRACOIS%20VICTOR.pdf)

<http://www.ugr.es/~portalin/articulos/articles-index.htm>

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Teaching cultures is often sanitized, depoliticized and stereotyped: professionalizing teachers who do not understand their own cultural identity, foreignness and otherness.



# Turkish Migration as an Example

Turkish immigration to Germany started in the 1960s. Turks were allowed to migrate as temporary workers. Many stayed. There are about 4 million Turks in Germany. Almost one million were born in Germany. Some 200,000 live in Berlin, and you can see in the streets the posters of their political representatives. Berlin has in Kreuzberg its Little Istanbul.

The second most commonly spoken language in Germany is not English, or French, or Spanish. It is Turkish.

Issues often related to mass immigration can be about language and cultural knowledge, contact and communication, marriage, labor, law, political representation, cuisine and cloth.

Patterns of discrimination maintain disadvantages of low economic and social status, restraining social advancement. Despite long-term residency, Turks continue to face hostility. There is an undercurrent of xenophobia in public opinion.



# Heritage Speakers-related Issues that Require Action in Teacher Education



*Bringing practices of the home country in the host country*

More and more teachers face diverse classes and need to adapt to students who:

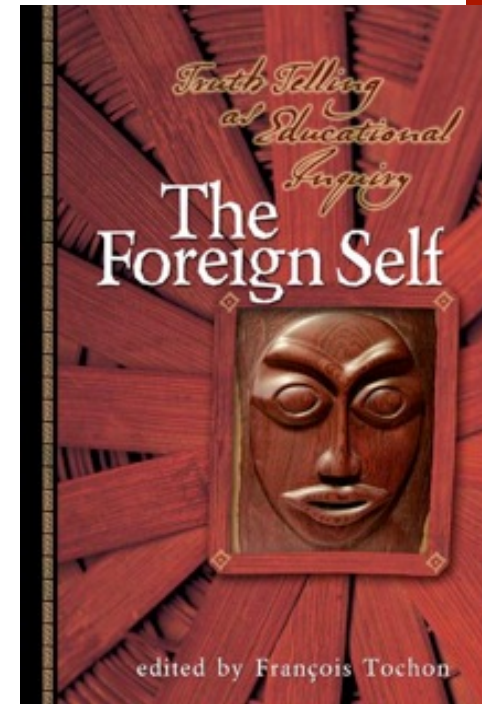
- Are part of two cultures and speak another language at home;
- Have not been given the opportunity to master reading and writing in both languages;
- Are characterized as underachievers and sometimes wrongly categorized as special students;
- Live in poverty, accumulate resentment, suffer from low self-esteem and lack motivation.

# Heritage Learners in Urban Teacher Education

Heritage learners are often taught using traditional foreign language methods, which are ineffective and insensitive to the personal identities of these students. New, deeper approaches must be developed.

The recent changes in demographics have occurred so fast that teacher education settings have rarely been able to integrate heritage language training in their curricula. Such training needs must be addressed.

Teachers need to be made sensitive to the language ideologies that are constantly reconstructed in discursive interactions that occur in education settings (Maguire & Curdt-Christiansen, 2007).





# The Missing Cross-Cultural Bridge

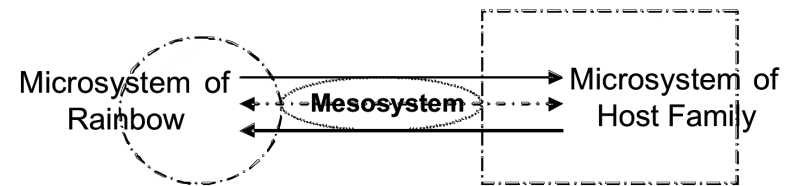
Bronfenbrenner (1991) described the need for a meso-system to bridge across cultures and ensure comprehension. Such bridge is a condition for dialogue and integration.

The creation of such bridge requires an effort from both partners in education: the migrants and the hosts.

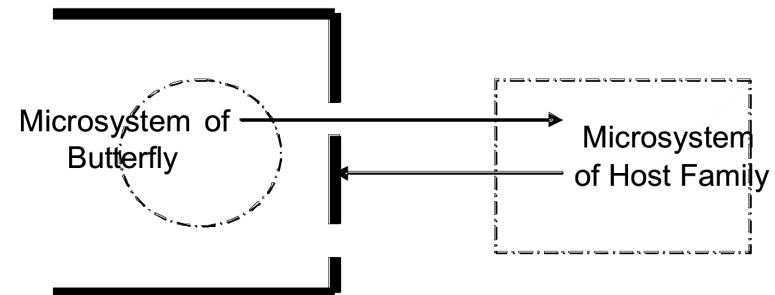
It also requires instructional materials and an approach for the persons of both host and migrant groups to access the culture and language of the other.

Karaman, C. A., & Tochon, F. V. (2007). International Student Teaching in World Language Education: Critical Criteria for Global Teacherhood. *Critical Inquiry in Language Studies*, 4(2-3), 237-264.

## Critical Criteria Help Bridge Intercultural Gap



## Critical Criteria Not Met Due to Insularity



*The need for a Meso-System of Communication*  
(Karaman & Tochon, 2007)



We need to create linguistically and culturally immersive environments for teacher education. Service learning in minority communities might be one option.



## Bridging L1 & L2, Connecting Heritage Learners and Host Speakers

Fitzpatrick (2005) notes that initiatives to address issues of hybridity that lead to underachievement should acknowledge:

- (a) the agency and voices of hybrid students,
- (b) the complexity of students' lives and environments,
- (c) the problems that create essentialist assumptions.

Teacher education programs need to inform future teachers of the diverse and complex spaces students engage with, should help them examine the influences, crossovers and underlying language politics actively, and challenge normative perspectives.



# What Would Be a Deeper Approach to Languages and Cultures

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Language methods are limited by the reference to applied linguistics. However, language is more than language.

We need to frame the approach within the broader framework of applied semiotics, which integrates cross-cultural pragmatics, the ideological impact of language policies, and action in a real environment.

The socio-cultural dimension is an inherent part of the deep approach. Such a deep semiotic approach bridges the traditional separation between language, aesthetic, and meaningful action.

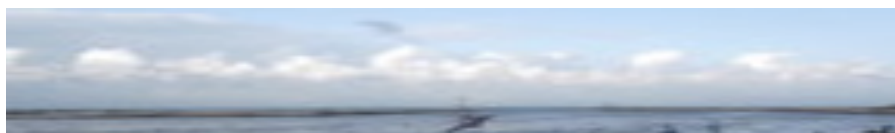


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## Deep Approach Principles

In current mainstream language education methods, the **teacher** is the curriculum builder.

In contrast, self-directed learning requires that the student become the curriculum builder on the basis of broad resources provided by the instructor, who takes a role of facilitator and gives regular and thorough feedback on writing practices and extensive reading, film watching, reflective analysis of the language and open discussion.



Current language methods often lack higher dimensions and values beyond the disciplinary, linguistic aspects being taught. Communication is taught without content.

In contrast, the deep approach to languages and cultures is transdisciplinary and based on projects. It targets ecological values that imply humaneness, social action, and intellectual and spiritual emancipation.



## Self-Directed Learning in an Open Society

Three motivational theories legitimate project-based approaches: self-efficacy theory, attribution theory, and self-determination theory.

They explain why self-directed, project-based learning can increase classroom dynamics because such projects benefit from students' intrinsic motivational impulse.

Students like to know that they are in control of the factors of their success. Their source of accomplishment is inside, not outside. It is in heavy contrast with controlled learning.

Students develop a sense of ownership over their projects. Self-determination, effort-enhancing attributions as well as a sense of self-efficacy form the ground of the new approach to language learning and cross-cultural exploration.



## Deep Approach Website

The Deep Approach to Turkish Teaching and Learning (DATTL) is a wide project to create educational material to teach Turkish world-wide with an important cultural component.

The audio and video materials used relate to the Turkic cultures and environments to help instructors teaching Modern Turkish with the context of authentic settings.

These materials aim at triggering discussion and reflection to bring awareness and a deep understanding of culture, and of intercultural and transdisciplinary issues, with a desire to change or move self and society in a positive and uplifting way.

<http://deepapproach.wceruw.org/>



## Types of Instructional Materials for a Deep Approach to Languages and Cultures

- 4 pre-intermediate, 12 intermediate and 12 advanced Topical Modules for self-directed learning on PDF files with authentic texts, literary excerpts, interviews, newspaper articles, their summaries and transcripts
- 100+ videos and movies on module topics, some with subtitles, and excerpts with transcripts and summaries
- 3 suggested structures for projects and examples in each module
- Integrated multimedia-assisted language learning (integrated vocabulary & glossary, language focus points, transcripts, cultural questions)
- Powerpoints on themes and topic history to assist group presentations for each module
- List of internet resources



*Deep Approach  
to Turkish*

## Challenges in Deep Teacher Education



Most often Turkish instructors are native speakers who did not have pedagogical training. They often have no Education background.

Their emphasis is on grammar and controlled learning rather than communication in an open approach.

They rarely have time to devote to professional development.

Participatory action research, video study groups and online forums can offer solutions.







# Deep Approach Forum

<http://deepapproach.wceruw.org/>

## Other issues

- Not all instructors are tech savvy
- Curriculum mapping is more difficult when students build up their own curriculum
- Semiotic affordance across disciplines and students' needs
- Time for projects

Tochon, F. V. (1999). *Video Study Groups for Education and Professional Development*. Madison, WI: Atwood Publishing.

Tochon, F. V., & Ökten, C. E. (2010). Curriculum Mapping and Instructional Affordances: Sources of Transformation for Student Teachers. *Transnational Curriculum Inquiry*, 7(1).

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