Visualizing academic mobility through time/space in a primary grade classroom.

David Landis, Juldyz Smagulova
KIMEP University, Kazakhstan

Our presentation reports a case study of a boy enrolled in Kazakh and Russian medium lessons in a primary school classroom. We analyze audio-recorded instructional dialogues between him and his teacher during language and literacy lessons. Instructional dialogues represent problem-solving processes involving an expert and novice in unequal social relations. Our purposes are to probe four significant concerns for the boy and his teacher: a) what counts as an instructional practice, b) how to define ‘teacher’ and ‘learner’, c) how to understand the boy’s particular identity within the classroom community, and d) what trajectories are possible for him as a student. In order to gain insight into these concerns, we explore how teachers and students use instructional dialogues to construct cultural concepts of time/space or ‘chronotopes’ to define practices of reading and writing, literate identities, as well as success and failure with reading and writing. Based upon our analysis of interactions between the boy and his teacher, we consider the chronotope ‘adventure time’ (Bloome & Katz, 1997) as an explanation for the boy’s academic trajectory across a series of lessons and we examine how cultural practices with time/space influence the development of the boy’s communicative repertoires with literacy in the focal school classroom. Our methodology examines the instructional dialogues through the construction of transcripts organized around the use of linguistic and paralinguistic ‘contextualization cues’. These cues are significant for this study because they are connected with tangible actions and reactions. By giving attention to these kinds of cues, we seek to understand what is being accomplished from the perspective of a participant in the interaction who must also use the cues to try to reconstruct or understand what is going on.

Keywords: literacy, instruction, chronotope.