The case of Susan 1 (English version)

1) A student's encounter with writing in upper secondary school, with particular focus on writing in social science and Danish.

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3) Writing and writer identity in upper secondary school

4) The case of Susan is part of a more comprehensive Danish writing research project Writing to Learn and Learning to Write (WLLW) (http://www.sdu.dk/en/fos) based at the University of Southern Denmark, and with the participation of Aarhus University and Roskilde University. The project positions itself within the New Literacy tradition and has developed a framework for analyzing writing events as a (negotiating) session between writing practices and writing cultures arising from youth, subjects and school respectively. The study applies identity and identification concepts (Ivanic 1998), theory of writing acts and genres (Togeby 2012, Smidt 2008, Berge 2005).

5) I will present a study of a student's (Susan) encounter with writing in her first year of upper secondary school. The study is longitudinal, ethnographic and textual, and makes use of classroom observations, interviews, student texts and talks with the student on these data. The presentation will emphasize data analysis and will provide data of different types, especially interview data, observational data, field notes and student text.

6) In particular emphasis is on Susan's relationship to writing in social science; although not one single social science text produced by Susan is included in the data. Central themes are the transition from lower secondary school to upper secondary school and social science taught in English as a CLIL subject (Content and Language Integrated Learning). The study of the transition from lower secondary school to upper secondary school is made possible by the fact that I also observed and interviewed Susan in her last year of lower secondary school. As already indicated a notable feature of the data is that Susan never handed over one single social science text produced by her to me during the first year in upper secondary school, despite the fact that she handed such texts in to her teacher. Her writing in social science in English are thus not directly represented in the study. By contrast, her writings in Danish essays and her passing's in math and science are included in the data.

7) The analyzes indicate that the transition from lower secondary school to upper secondary school can be influenced by identity and identification conflicts that lie deep in the student biography and self-understanding, which can function as a constraint to students' learning of academic writing. Furthermore, this problem can be reinforced if teaching is in English as a foreign language.

Literatur


Togeby, Ole (in press). Bland blot genrerne! - Om sprog, tekstarter og samfund.