

iPad app iTEO: a translanguaging and learning space


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Agenda

- Luxembourg, a multilingual context
- Multilingual pedagogies, iTEO, translanguaging
- iTEO project
- Findings and conclusion



Luxembourg

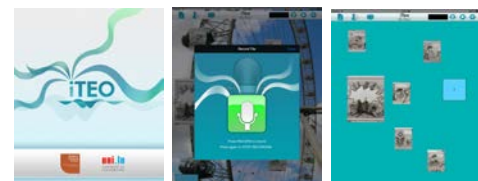



Multilingual schooling in Luxembourg


- Trilingual education system:
 - Luxembourgish at the “*précoce*”
 - German from Year 1
 - French: oral from Year 2, written from Year 3
- “Multiple multilingual education” (García & Nelson, 2011: 263)
- Monoglossic perspective (Gretsch, 2014, De Korne 2012).
- Results of longitudinal assessment studies: no equal opportunities




The iPad app iTEO



App iTEO enables users to record, listen to and edit oral text



Multilingual pedagogies and iTEO

- Dynamic view of bilingualism
- Two core pedagogical principles:
 - social justice
 - social practice (social-constructivist theories)
- iTEO
 - Voice, audience
 - Agency
 - Collaboration
 - Dialogue





Translanguaging

- Williams (2002): a *pedagogy* in Wales
- García (2009:45): "... multiple *discursive practices* in which *bilinguals* engage in order to make sense of their bilingual worlds."
- Otheguy, García and Reid (2015: 281): "the *deployment of a speaker's full linguistic repertoire* without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages."
- Li Wei (2011: 1222): a *situated holistic performance*; translanguaging space

The potential of translanguaging for learning

- Translanguaging enables young language learners to
 - Communication
 - Knowledge Construction
 - Language learning
 - identity



- When translanguaging, children:
 - Ask questions, give explanations, repeat, model, translate, paraphrase, use multimodality, hypothesize, clarify



Creese & Blackledge (2010), Esquinca, Araujo, and de la Piedra (2014), García et al. (2011), Lewis, Jones, and Baker (2012), Velasco and García (2014), Williams (2002)

The ITEO project <http://storying.bsce.uni.lu>

- Research on translanguaging practices
- Participants
 - 1 primary school class (Year 1/ 2): 1 teacher, 2 children and their friends
- Methods
 - Video-recording of activities on ITEO :
 - ◇ Of the children (6 hours)
 - ◇ With the teacher (2.5 hours)
 - Semi-structured interviews
 - ◇ With the children (1 hour)
 - ◇ With the teacher (2 hours)
- Data analysis
 - Themed-based: instances of translanguaging, potential purpose, actions



Excerpt: Aaron and Lina record a French story in Year 2 (1)

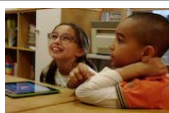


L: What should we narrate, Aaron?
 A: Go ahead.
 L: (remains silent, looks at Aaron.)
 A: *Aujourd'hui Lilli travaille*
 (Today, Lilli works)
 L: *Avec son ami Paolo*
 (With her friend Paolo.)
 A: *Paolo*.
 (...)



L: *Lilli et sa copine Sarah, uh, had a party wearing pyjamas, uh une party de pyjama*
 (Lilli and her friend Sarah had a party wearing pyjamas, uh, a pyjamas party).
 A: *Une fête... (a feast)*
 L: *Une fête, une fête au pyjama*
 (a feast, a pyjamas feast)
 A: *You can also say une boum*
 (a party)
 L: *Une boum de pyjama*
 (pyjamas party).

Excerpt: Aaron and Lina record a French story in Year 2 (2)



L: Uh, how do you say in the house?
 A: *Dans la maison*
 (In the house).
 L: *Dans la maison avec ballon et chocolat et biscuits.*
 (In the house with a ball, chocolate and biscuits.)



A: *Ballon?*
 (Ball?)
 L: *Oui.*
 (Yes). To play with.
 A: *The ball?*
 L: (nods)

Excerpt: Aaron and Lina record a French story in Year 2 (3)

A: *Uh, un ballon pour jouer, une balle aussi, et des choses pour manger, une gâteau*
 (Uh, a ball to play with, a ball as well, and things to eat, a cake)

L: *Un gâteau*
 (a cake)
 A: *Un gâteau, des biscuits et des muffins*
 (A cake, biscuits and muffins).
 L: *Et beaucoup de choses*
 (And lots of things).



Findings



Analysis of the excerpt

- Co-construction of text; equal participation
- Fluid “expert-novice” relationship
- Scaffolding strategies
- Dynamic use of Luxembourgish and of French

Analysis of the excerpt

- Translanguaging
 - Examples: You can also say *une boum*. *Oui*. *To play with*
 - Purpose: knowledge-construction (*fête, boum, dans la maison*)
- Distinct function of the languages
 - Luxembourgish: discussing content, asking for input, ensuring that the partner understands
 - French: task, checking comprehension, recasting

Translanguaging in ITEO activities in the class (1)

- Translanguaging was a normal and valued practice in the classroom (≠ Creese and Blackledge 2010; Jonsson 2013)
 - Some children record talk in their home language at home
- Analysis of the 27 ITEO video-recordings
 - 8 exercises suggested by the teacher
 - 19 child-initiated: 8 stories/reports, 10 exercises, 1 song.
- Translanguaging in 24 out of 27 events
 - Dynamic switches between Luxembourgish and either German or French.
 - Little use of home language (≠ nursery classes, Kirsch forthcoming 2016, forthcoming)

Translanguaging in ITEO activities in the class (2)

- Various purposes of translanguaging (= García and Li Wei 2014; Jonsson 2013; Creese and Blackledge 2010).
 - facilitate communication
 - construct knowledge
 - develop the linguistic repertoire
 - (≠ nursery classes, identity construction)
- Translanguaging for learning (García and Li Wei 2014; Velasco & García 2014)
 - Children can use translanguaging strategically for language learning in a multilingual context

ITEO as a tool for learning and teaching languages
ITEO as a space for translanguaging

Conclusion

- New perspectives on TL of young multilinguals in multilingual contexts classrooms
- ITEO / Cummins on how to address inequalities:
 - literacy engagement
 - identity performance
- Implementation of ITEO
 - multilingual pedagogies
 - multiple roles of the teacher (space, grouping, task, dynamic assessment)
 - role of professional development

Information about ITEO

- ITEO App: available on app store (free)
- ITEO Blog: <http://storying.bsce.uni.lu>
- ITEO short movie: <https://youtu.be/yKw5JTVJXIE>
- Website: http://www.uni.lu/recherche/fishase/education_culture_cognition_and_society_eccs/research_institutes/applied_educational_sciences_aes/aes_projects_publications/iteo_examining_the_use_of_the_app_iteo_for_teaching_and_learning_languages_in_primary_schools

Thank you! Diolch!
Merci! Gracias!

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