



**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**



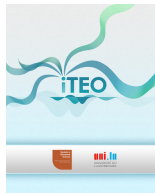


**Multilingual schooling in Luxembourg**

- 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

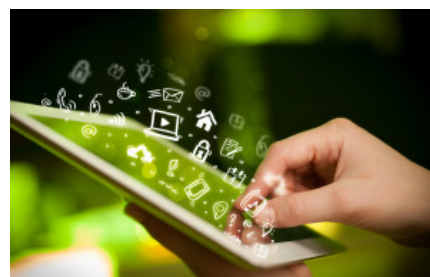
- Translanguaging
  - Examples: You can also say *une boum*. *Oui*. *To play with*
  - Purpose: knowledge-construction (*fête, boum, dans la maison*)
- Distinct function of the languages
  - Luxembourgish: discussing content, asking for input, ensuring that the partner understands
  - French: task, checking 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/yKw5ITVJXIE>
- 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](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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