1 The language situation in Luxembourg

At the social level
- Three administrative languages: Luxembourgish, French, German

At individual level
- 60.2% of the nursery children do not speak Luxembourgish as a home language on school entry
- 49.4% without Luxembourgish citizenship
  → Diverse linguistic landscape: L, G, F, P, I, E as well as the Balkans’ languages (MENJE 2015)

Languages in the education system

- Trilingual education system:
  - Luxembourgish at the “précoce” (3- to 4-year-olds)
  - German from Year 1 (6- to 7-year-olds)
  - Oral French from Year 2 and written from Year 3

- Emphasis on Luxembourgish in nursery
- “Multiple multilingual education”

- Results of longitudinal assessment studies: not all children have equal opportunities

The iPad App iTEO

- Project iTEO addresses the need for the development of innovative didactic methods in order to manage the diversity and heterogeneity in Luxembourgish schools
- Oracy underdeveloped in schools (space, IRE, focus on the individual)
- Relationship between oracy, literacy and general achievement (Alexander 2012, Ulich 2003, Kirsch et al. 2010)
- Inclusion, equal opportunities

2. iTEO

- The iPad App
  - Records and edits oral language
  - Automatic replay materializes language and encourages reflection on language use

- Collaborative storytelling – concepts
  - Language learning as a dynamic, social, cultural, cognitive and emotional process
  - Respect for and capitalizing on children’s linguistic background/TL as “normal”
  - Voice, audience
  - Agency, control, responsibility over the task
  - Collaboration, dialogue (Jusufi & Partner 2010, Iwasi et al. 2011)

- Children develop language and metalinguistic skills (Grenich 1994, 2014; Kirsch 2014; Kirsch & Grenich 2015; Grenich & Kirsch 2015)

http://storying.bace.uni.lu
Learning languages through storying

“It’s their (children’s) intuitive approach to all occasions. It’s the way they think.” [Paley 1991: 17]

“Telling stories, about ourselves and about others, to ourselves and to others, is the most natural and the earliest way in which we organize our experience and our knowledge.” [Bruner 1990, 122]

Storying, defined as the activity of creating, drawing, narrating, reading, writing, editing and performing stories, is a leading activity for language development (Chaiklin 2003, Newman & Holzman 1993).

It is a space for transformations of cognitive processes, subjectivities and social structures.

3. iTEO Project - methodology

Qualitative longitudinal study (2013 – 2016)

Research question (focus of the paper)
How do teachers and children use collaborative storytelling on iTEO in their daily practice?

Participants (in this paper)
1 nursery class with 2 teachers and 2 focus children

<table>
<thead>
<tr>
<th>Number of children</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with Luxembourgish citizenship</td>
<td>6</td>
</tr>
<tr>
<td>Children speaking Luxembourgish at home</td>
<td>1</td>
</tr>
<tr>
<td>Gender</td>
<td>M, M, F, F, P, A, Sp, So, Iraq</td>
</tr>
<tr>
<td>Languages spoken at home</td>
<td>L, F, P, F, M, A</td>
</tr>
</tbody>
</table>

Methods (data collected in this nursery class)

- Observation
- Video-recording of children’s collaborative storytelling
- Video-recording of activities with iTEO in class
- Semi-structured interviews with the teacher
- Semi-structured interviews with parents
- Regular conversations with the children

Data analysis

- Grounded theory
- iTEO activities; genres; languages; performances

4. Findings – Storying in the classroom

Narrating, listening, drawing, constructing, playing, dictating, reading, acting out stories

Giving children a voice through storying

Use of iTEO for storytelling

- Systematic use
- Fully integrated into classroom life
- Available to all children at all times
- Constraints regarding the organization rather than the topic
- Specific requests (e.g. listening to the story, collaboration)
- Need for differentiated support (e.g. providing feedback on the process and the product) in order to develop the children’s languages and narrative structures in Luxembourgish
Then he ate spaghetti and drank water.

A: And then he ate biscuits, drank coffee.

A: And then she connects.

A looks at many flowers.

A: The princess was in the park and where she slept. M: And then he slept. A: And then he washed himself and took a shower. M: And then A whispers to Miley. M: And then he took the shampoo. A: A stops the recording. ITEO: The princess ...
References (cont.)


Thank you for your attention!

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References


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