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 “précocé”
  - 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 protology in Wales
- García (2009:46): “… 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

The ITED 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 iTED: 
    - 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: Alors, ça cherche Lili travaille (Today, Lilli works)
L: Avec son ami Paolo.
A: (With her friend Paolo.)
L: Go ahead.
A: Vous pouvez aussi dire 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: Ballon?
L: Oui.
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: (une gâteau, des biscuits et des muffins)
L: Et beaucoup de choses (And lots of things).
### Findings

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

### Analysis of the excerpt

- **Translanguaging**
  - Example: 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
References


Thank you! Diolch! Merci! Gracias!

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