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WELCOME TO THE UNITALKS ON

Multilingual children

Today & tomorrow

— With —

Prof. Claudine Kirsch

Associate Professor in languages (FHSE)

The webinar will be recorded.



Please ask your questions in the chat.

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Emergent bilinguals in Luxembourg

- Flexible language use in early education (Luxembourgish, Portuguese, English)
<https://humanities.uni.lu/playlist/collaborative-book-reading?autoplay=1>
- Project MuLiPEC (<https://mulipec.uni.lu>)



- Felice (3), emergent multilingual, 65% of children do not speak Luxembourg as a home language
- Ms Clara, Luxembourg, experienced teacher

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Multilingual children - today & tomorrow

Agenda

1. Two misconceptions on bilingualism
2. Translanguaging
3. Bilingualism Matters @ Luxembourg



@ Kirsch - Moritz Ney

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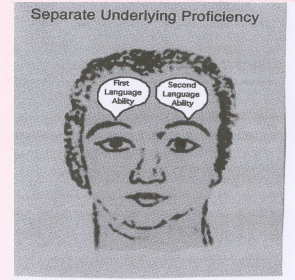
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Two misconceptions on bilingualism

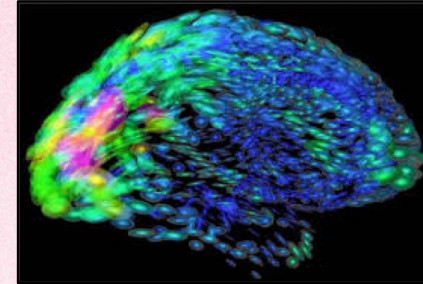
Confusion



One person - one language



Need to separate languages



Even young babies can separate languages

(Cummins, 2013; De Houwer 1999; 2009; Genesee, 2005; Hakuta; 1986; Paradis, 2006)

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@Sorace; BM

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Two misconceptions on bilingualism

~~Confusion~~



Problems at school



Mental retardation
(Goodenough, 1926)

Language delay, disorders

Similar stages and milestones of language development in bilingual and monolingual children

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@BM

Two misconceptions on bilingualism

~~Confusion~~



~~Problems at school~~



- Monolingual ideologies of society and school
- Monolingual “habitus”

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Two misconceptions on bilingualism

~~Confusion~~



~~Problems at school~~



- Bilingual children ‘notice’ how language works
- They find it easier to learn additional languages
- Early awareness of differences in perspectives
- More focused attention and ability to switch tasks
- “Bilingual/cognitive advantage” - executive function

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@Sorace; BM


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- Switching languages can be a sign of competence in both languages

	Actor	Description	Utterance (Luxembourgish, Portuguese, English)	English translation
1	Ms C	pointing	Wat ësst deen?	What does he eat?
2	F		Uvas.	Grapes
3	Ms C		Drauwen? Jo, et kënnen Drauwen sinn.	Grapes? Yes, these could be grapes.
4	F		Uva, net roud.	Grapes, not red.
5	Ms C		Nee, dat sinn d'Kiischten.	No, these are cherries
6	F	pointing	Kiischt. (...) Caracol	Cherries (...) Snail
13	Ms C		Et ass roud mat schwaarze Punkte, mee wéi heescht deen?	It is red and has black dots but what is it called?
14	F		Eu não sei o que é.	I do not know what it is.
15	Ms C		Ah, weess du et net? Dat ass en Himmelsdéierchen. Joaninha.	Uh, you do not know? That is a ladybird. Ladybird.
18	F		Another Raup. (...) En hued en coração.	Another caterpillar. (...) He has a heard.

Kirsch (2020b)

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Apart from using languages, the teacher and the child point, act out and make good use of facial expressions and tone of voice

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Grapes? Yes, these could be grapes.

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2. Translanguaging: some definitions

- Reconceptualisations of translanguaging: ‘discursive drift’ (Jaspers 2018:1)
- Translanguaging as
 - A theory of language (Li Wei, 2018)
 - A cognitive process (Lewis et al., 2012)
 - **the deployment of an individual’s unique semiotic repertoire (García & Otheguy, 2019)**
 - A practice
 - Multimodal, multisemiotic, multilingual practice (Li Wei, 2018)
 - A pedagogical practice (Lewis et al., 2013)
 - Translanguaging as a pedagogy (García et al., 2017; Leonet et al., 2017; Seltzer & García, 2019)



Translanguaging pedagogies

- Super-diversity in Europe (Vertovec, 2019) requires policy-makers and educationalists to adapt language teaching
- UN convention of children's rights (United Nations, 1987, article 29); Index for inclusion (Booth et al., 2008)
- Council of Europe: promote multilingualism & multilingual approaches to teaching and learning
- Common understanding: drawing on students' entire semiotic repertoire promotes learning
- Multilingual/ translanguaging pedagogies (García et al., 2017):
 - Challenge hegemonic practices and dominant monolingual ideologies
 - Social justice & political participation
 - A pillar of multilingual pedagogies: translanguaging
(Creese & Blackledge, 2010; Kirsch, 2017; Kirsch et al. 2020; Leonet et al., 2017; Lewis et al., 2013)

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Putting translanguaging pedagogies into practice

- *Stance*: teachers' commitment to draw on students' full repertoires and consider them as resources
- *Design*: the ways in which teachers plan to expose children to several languages through input, activities or a curriculum that enables them to connect home and school languages and cultures
- *Shifts*: unplanned and flexible language use; changes of the design to accommodate to children's needs

➤ Translanguaging should be strategic, monitored, responsible
(García, 2009; Kirsch 2020a, b; Mård-Miettinen et al., 2018)



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Translanguaging can be transformative

- For the individual, teachers and society
- Translanguaging can have a variety of functions:
 - adapt to children
 - facilitate communication
 - help children express themselves
 - improve meaning-making
 - improve academic achievements
 - value home language
 - guarantee well-being



(Esquinca et al., 2014; Garrity et al., 2015; Gort & Pontier, 2013; Gort & Sembiante, 2015; Kirsch, 2017; Palviainen et al., 2016; Velasco & Fialais, 2018; Young & Mary, 2016)

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Educational videos



This video introduces the iPad App iTEO and its development out of the programme TEO. Researchers and a policy-maker explain how iTEO facilitates language learning and the development of children's multilingual repertoires.



This video explains the concept 'storying' and shows how teachers in nursery and primary schools used iTEO to encourage children to collaboratively produce stories in several languages.



This clip, from the perspectives of the teachers and researchers, shows the ways in which children use and build on their linguistic repertoires.

Collaboration with parents and multiliteracy in early childhood education

(COMPARE 01.01.2020 – 14.06.2023)



<https://iTEO.uni.lu>

<https://mulipec.uni.lu>



Developing multilingual pedagogies



An dësem Film gesitt Dir wéi villfälteg eng Enseignante aus dem C1 Geschichten a Reimer op Lëtzebuergesch, Däitsch a Franséisch asetzt a wéi d'Kanner Geschichten an de Familljesproochen op der app iTEO erzielen.



Dësen Film illustriert wéi méisproocheg Kanner an Educatrices aus enger Crèche hire sproochleche Repertoire am Alldag asetzen, z.B. bei der Begrëssung, am Fräispiell, am Muereskrees, beim lessen oder bei Aktivitéiten.



Ce film montre comment les enfants et éducatrices multilingues utilisent leur répertoire linguistique dans différents contextes comme dans le jeu libre, dans le cercle matinal, lors du déjeuner ou dans des activités.

<https://compare.uni.lu>



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3. Bilingualism matters @ Luxembourg



- Generate high-quality research in the field of multilingualism in a range of disciplines and across disciplines
- Provide scientific knowledge, information and advice
- Inform attitudes towards multilingualism of parents and professionals in education and public sectors
- Promote multilingual education at home as well as in formal and non-formal education sectors
- Facilitate the creation of materials to support the development of multiple languages and literacies in a range of contexts
- Raise awareness of the role of multilingualism and multiculturalism in teaching and learning as well as administration at the University of Luxembourg
- Raise the visibility of researchers working in the field of multilingualism at the University of Luxembourg

<https://humanities.uni.lu/luxembourg/bilingualism-matters-luxembourg>

<https://www.bilingualism-matters.org/news/bm-luxembourg-launch>

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claudine.kirsch@uni.lu

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