

DEVELOPING MULTILITERACIES IN EARLY YEARS EDUCATION IN LUXEMBOURG

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Early Literacy

- Early literacy experiences at home and in ECEC influence children's language and literacy development and school achievements (Farver et al., 2013).
- The type and frequency of home literacy activities depend among others on parental attitudes and expectations, which can be changed (Liu et al., 2018).

Three pillars of the Multilingual Education programme in Luxembourg

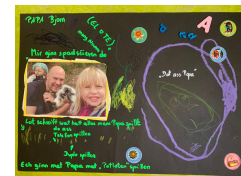
- Language education: Promoting Luxembourgish & French, valuing home languages
- Collaboration with parents
- Networking with social and cultural institutions



Research project COMPARE (2020-2023)

- It aims to develop, support & examine collaboration and multiliteracies in non-formal education.
- Mixed-method project: questionnaires, interviews, observations

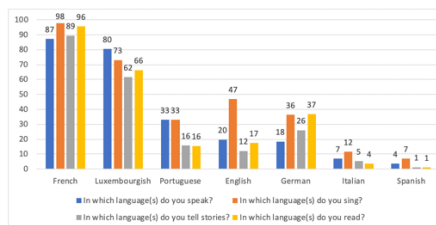
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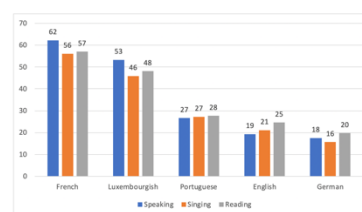
The project **COMPARE** (2020-2023) develops and supports collaboration and literacies through professional development (PD) courses, conferences and workshops, and the production of movies for PD. It investigates the ways in which educators, parents and children engage in (multi)literacy activities, the educators' and parents' perspectives on collaboration and literacies, as well as the influence of the (developing) collaboration and multiliteracies on all actors.

Multiliteracies in day-care centres: preliminary results

Educators' reported language use (in %) with children (N=452, literacy questionnaire)



Parents' language use (in %) reported by educators (N=289, collaboration questionnaire)



References:

- Farver et al. (2013). The home literacy environment and Latino head start children's emergent literacy skills. *Developmental Psychology*, 49(4), 775-91.
- Liu et al. (2018). Modeling the relationships of parents' expectations, family's SES, and home literacy environment with emergent literacy skills and word reading in Chinese. *Early Childhood Research Quarterly*, 43(2), 1-10.
- Kirsch, C. and Aleksić, G. (2021) Multilingual education in early years in Luxembourg: a paradigm shift? *The International Journal of Multilingualism*.

Conclusion: The educators tend to carry out daily literacy activities using French and Luxembourgish as well as, at times, German and English depending on the activity. The parents tend to use the same languages when they carry out activities with children in the day-care centres. Thus, they do not necessarily use their home languages. There is a danger that educators create a language hierarchy which parents reproduce.