Multilingual Education in the National and International Public School in Luxembourg
CONTENTS:

Part 1: Multilingualism; Multiculturalism and Identity
Part 2: Multilingualism at School (from Early Childhood to Completion)
Part 3: Digital(4)Education – ICT-Based Pedagogical Innovation
Part 4: About me
Multilingualism, Multiculturalism and Identity
Multilingualism and Cultural Independence

• A long multilingual tradition

• Multilingualism based on the geopolitical situation: located on the border of the Romance and Germanic language families

• Luxembourgish mostly used for spoken communication whereas the written function is carried out in French or German

• However, ongoing process of standardisation; Luxembourgish more and more used by authors or in short message communication
Multilingualism and Cultural Independence

- Luxembourg has a long multilingual tradition, even before becoming a true multilingual and multicultural state through immigration.
- The origin of Luxembourgish multilingualism is based on its geopolitical situation: bordered by France, Belgium and Germany, it is also located on the border of the Romance and Germanic language families.
- Historically, these larger neighbours have had an important influence on its unique language situation, especially because Luxembourgish is mostly used for spoken communication whereas the written function is carried out in French or German.
Multilingualism and Cultural Independence

- Luxembourg would have risked to be seen as a part of Germany, Wallonia (Belgium) or France, if it had focused only on one of the language families surrounding it
- Openness to all the languages of its neighbours:
  - distinctive feature of Luxembourg
  - Trilingualism consolidated in the past own cultural identity and independence
Multilingualism and Cultural Independence

• As Luxembourg has always been a very small country, it would have risked to be seen as a part of Germany, Wallonia (Belgium) or France, if it had focussed only on one of the language families surrounding it.

• Openness to all the languages of its neighbours has become a distinctive feature of Luxembourg. Trilingualism has, in an almost contradictory way, consolidated and underlined its own cultural identity and independence.
A unique and complex linguistic situation: the Tower of Babel

• Since the Language Act of 1984, three official languages:
  ➢ Luxembourgish (national language and administrative language)
  ➢ French (legal and administrative language)
  ➢ German (administrative language and language of basic literacy in elementary school)

• Luxembourgish; national language but minor role in the educational system or for administrative purposes

• Spoken communication often in Luxembourgish, whereas the written function mostly carried out in French or German

• As a result of globalization: increasing importance of English
A unique and complex linguistic situation: the Tower of Babel

• Since the Language Act of 1984, three official languages:
  - Luxembourgish (national language and administrative language)
  - French (legal and administrative language)
  - German (administrative language and language of basic literacy in elementary school)

• It is somehow contradictory that Luxembourgish as the national language only plays a minor role in the educational system

• Spoken communication often takes place in Luxembourgish, whereas the written function is primarily carried out in French or German

• As a result of globalization there is an increasing importance of English
A unique and complex linguistic situation: the Tower of Babel

Languages used at school:

• pre-primary education (age 4 to 5): Luxembourgish and recently French

• primary education (age 6 to 11):
  ➢ Luxembourgish taught one lesson per week during 6 years; language of communication
  ➢ German: language of instruction and taught as a subject
  ➢ French: taught during 6 years; during the two first years no writing; only listening and speaking
A unique and complex linguistic situation: the Tower of Babel

• secondary education
  ➢ Luxembourgish taught one lesson per week in grade 7; language of communication
  ➢ German: remains language of instruction in the lower secondary classes (3 years)
  ➢ Mathematics taught in French since grade 7
  ➢ English is introduced in grade 8
  ➢ increasing importance of French as language of instruction in the upper secondary classes (4 years)

• Vocational education (3 or 4 years): Students have to choose between German or French; English is compulsory for the Technician’s Diploma
A unique and complex linguistic situation: the Tower of Babel

• Many languages established in Luxembourg through immigration:
  - Portuguese
  - Italian
  - Languages from the Balkan States: Bosnian, Croatian, Montenegrin, Serbian, Kosovar, Macedonian, Albanian …
  - Languages from the Mediterranean region and North Africa: Moroccan, Tunisian …

• Other languages brought to Luxembourg by the employees of international companies and international policy institutions:
  - Scandinavian languages
  - Asian languages …
Multilingualism and Cultural Independence

- It is possible that a paradigm shift is just taking place: whereas trilingualism used to be a main feature of the Luxembourgish identity in the past, today the role of Luxembourgish as a national language is promoted.

- This has to do with the so-called Ausbauization of Luxembourgish:
  - the Language Act of 1984 stipulates Luxembourgish as the national language and as one of the administrative languages of the country.
  - Luxembourgish can be used in official contexts, spoken and written.

- The 1984 law accelerated a process, in which Luxembourgish is evolving from a dialect to a fully functional language.
A unique and complex linguistic situation: the Tower of Babel

• Linguistic Melting Pot: Up to 100 languages; many of them used simultaneously, side by side, together or even against each other in a very small space (2586 square kilometres)

• Almost everyone has to use several languages every day, e.g. mother tongue with family or friends, French at a restaurant, German television or newspaper, business letter in French or German, meeting where several languages are used at the same time ...
A unique and complex linguistic situation: the Tower of Babel

• Up to 100 languages are spoken in Luxembourg. They are used simultaneously, side by side, together or even against each other, and all this happens in a very small space (2586 square kilometres)

• Almost everyone has to use several languages every day: for example, you speak Luxembourgish with your family or friends, you order in French at a restaurant, watch German television, write a business letter in French or German, you take part in a meeting where several languages are used at the same time (... and sometimes you have even to prepare a presentation in English)
“Sorry for my poor English”

• Luxembourgers constantly believe that they have to apologize for their poor foreign language skills
  ➢ Luxemburgish is basically a **Moselle Franconian dialect**; in the past, it was often considered to be the idiom of lower classes and simple, uneducated people
  ➢ Native Luxembourgers understand standard German easily, almost without having to learn it. Their active use of it remains nevertheless nearly always dialectally tinted
  ➢ **German became the “natural” language of alphabetization because of its similarity to Luxembourghish**
“Sorry for my poor English”

- French was and is the prestigious language of the social elite and the dominating administrative language. That’s why even nowadays, a good command of French is acting as a “social elevator”
- A lot of native Luxembourgers feel uncomfortable with French; they have to study it, but they don’t really appreciate it
- A merely deficit-oriented evaluation system reinforces the feeling of insufficient ability of most Luxembourgers when using a foreign language, especially French or English
The “Luxembourghish Way” of Multilingualism

• For most multilingual countries, multilingualism is rather a legal or administrative reality than an everyday life fact. In those countries, life is largely dominated by monolingual practices.

• In Luxembourg, the use of multiple languages is not confined to territorial, social or professional categories – languages do not only coexists, but dynamically interact in daily use.

• Code switching and code hopping are common practice: language use may change instantly depending on the language skills of the interlocutors, the social context, the consumed media or whether the language is spoken or written etc.
“Luxembourgers” and “Foreigners”

- The term «Luxembourger» should refer also to naturalized Luxembourgers, but it mostly involves connotations of «nativeness», especially when used by the autochthonous population.

- People with a family history of migration, for example people of Portuguese origin, often continue to be considered as “foreigners” even after having adopted the Luxembourgish nationality or even if their family has been in the country for generations.

- For people with a migrant background the transition between being considered a “foreigner” or a “Luxembourger” is fluent. It might depend on their appearance, their linguistic skills, their peer groups and social contacts, their school biography and so on.
“Luxembourgers” and “Foreigners”

• In a very subtle way, Luxembourgers distinguish several degrees of national, cultural or social affiliation, in the same way as foreigners have a very differentiated perception of their own cultural and national identity.

• In such a context questions of national identity were expected to be an important concern. Hence, during the last election campaign from August to October 2018, identity issues played a major role, but according to polls, only 11 percent of the electorate believed that the question of national identity is an important one.
Language ideologies

• Trilingual language ideology:
  ➢ presents the three officially recognised languages of Luxembourg as coexisting harmoniously
  ➢ Trilingualism is experienced by some native or naturalized Luxembourgers as their true mother tongue
  ➢ the rhetoric of “trilingual Luxembourg” is used to convey a spirit of multiculturalism and is meant to support the claim that Luxembourg is a model of tolerance and harmony
  ➢ promotes an inclusive vision of the linguistic situation, in which every language should be valued and find its place

• Varieties of the trilingual ideology are generally foregrounded by people in a secure position, who are at ease with the multilingual situation because of their well-developed plurilingual skills. They are mostly highly educated and often employed in the public sector.
Language ideologies

• Nationalist language ideology:
  ➢ posits Luxembourgish as the only true language of Luxembourg
  ➢ relates to the “one nation, one language ideology”

• Varieties of the nationalist language ideology are often represented by people in a more precarious situation, e.g. young, less educated job seekers or those experiencing difficulties re-entering the job market. Older people from rural areas feeling overwhelmed by multilingualism or feeling alienated in their own country also tend to one or another variety of the nationalist ideology.

• In general, one can note a significant correlation between individual language proficiency, the degree of fluency in the three officially recognized languages, and the preferred language ideology.
Mixed ideologies

• The trilingual and the nationalist language ideologies can be considered as the two extremes in between which further positions can be identified:
  - **Multilingualism as opportunity** and personal enrichment
  - **Multilingualism as endangerment** and threat to social cohesion
  - **Multilingualism as impediment for social and career promotion for those who aren’t proficient** in the languages required by the working environment or expected by society. In fact, many Luxembourgers and foreigners are overburdened by the omnipresent and concurrent use of several languages. **Students need to learn three languages (German, French, English) at a very high level (C1) to ensure good career opportunities**
  - **Luxembourgish as the language of integration and social cohesion**
    - inclusive approach: promoting language courses for foreigners and new arrivals
    - exclusive approach: language test to get the Luxembourgish nationality (see the amendment of the Nationality Act, 2001/2008) or to gain access to public employment
Mixed ideologies

• People living and working in Luxembourg usually position themselves somewhere in between the national and the trilingual ideology
  ➢ It is, for instance, quite possible to advocate Luxembourgish as the language of integration and still support the trilingual ideology
  ➢ You may also meet a “one language, one nation” representative who considers his own plurilingual proficiency as a great opportunity, while also being proud of the migrant history of his family

• The public debate on the Luxembourgish identity and multilingualism will not fall silent in the coming years (possible paradigm change through the promotion of Luxembourgish as national language and language of integration)
… mir wëlle bleiwe, wat mir sinn: … we want to stay what we are

• **We want to stay what we are** (that is to say Luxembourgers): this line comes from a song by Michel Lentz (De Feierwon, 1859), which quickly became popular. It is an early expression of the emerging national feeling, and until today it is the national motto and common credo of all (native) Luxembourgers.

• **The occupation by the Nazis (1944-1945)** was decisive for the further development of a deep and genuine Luxembourg national feeling. In the 1941 census, most Luxembourgers responded to questions about ethnicity, nationality and language with “Luxembourger” or “Luxembourgish”. Of course, this answers did not correspond to the occupying forces’ expectations. The internationally observed and respected general strike of 1942, which cost many civilian victims, further strengthened national ideas and sentiments.
What is Identity?

• A metaphor: In your youth you buy a car. It is your first car and you love it intensely. You keep it all your life. As the car gets older and older, you have to replace parts all the time. Some you get at the scrap yard, others are made especially for your car. After a serious accident you even had to replace the engine. After 50 years there are only a few original parts left in the car. Meanwhile, you are almost 70. Is your car still the same car you bought in your early 20s?

• An analogy: At 50 we know so much more than at 25. We have made a lot of experiences, we have developed our abilities and have become more mature. And yet we believe that we are still the same person, although we sometimes may think we have become another.

• A question: The society of 1970 is no longer the society of today. In the meantime, profound changes and upheavals have taken place. And yet nothing significant has changed in terms of national identity. How is this possible?
“Luxembourgish is doing pretty well, isn’t it?”

- Today, Luxembourgish is more widely used than ever, spoken and written
- More and more foreigners would like to learn Luxembourgish - the demand for Luxembourgish courses is constantly increasing
- Luxembourgish is appearing more and more frequently in the media
- There is a animate cultural scene - writers, cabaret artists, singer-songwriters - who use Luxembourgish
- Young people use Luxembourgish in social media, chats, SMS ...
- The proliferation of the Luxembourgish language is due to immigration and cross-border workforce. Foreigners need to learn Luxembourgish to improve their job opportunities or to feel better integrated
- Through the immense presence of migrants and foreign workforce, the Luxembourgers learned to appreciate their own language
Personal conclusions

• Thesis 1: A society must constantly evolve in order to preserve its identity and character. Social change and national identity are not necessarily opposites.

• Thesis 2: Multilingual education is the best way to protect and develop the Luxembourgish language. Other languages are a valuable resource to make one's own language more expressive and competitive.

• Thesis 3: Multilingual education is one of the best ways to support and promote social values such as tolerance and peaceful coexistence.
Some Key Data of Demographic Development

• About 602,000 residents (smallest population of the EU after Malta)
• Nearly 48% of the residents are foreigners (highest proportion in the EU)
• Important population growth, driven by immigration
Some Key Data of Demographic Development

• Citizens’ composition:
  ➢ approximately 313,000 people have a Luxembourgish passport (double nationality included)
  ➢ about 290,000 people have a foreign passport (double nationality included)
    – about 96,500 Portuguese (+/- 33.5%)
    – about 46,000 French (+/- 16%)
    – about 22,000 Italian (+/- 7.5%)
    – about 20,200 Belgian (+/- 7%)
    – about 13,200 Germans (+/- 4.5%)
    – about 6,000 British (+/- 2%)
    – about 15,200 people from other European countries, mostly from the Balkan States (+/- 5.2%)
Some Labour Market Key Figures

• Luxembourg: main economic driving force of the Greater Region
  • Approx. 430,000 employees
• > 70% of employees: foreigners or cross-border commuters;
  • 42% cross-border workers: -> 220,000 cross-border workers every day
    • Origin: 53% French, 27% Belgian and 20% German
    • Belgians: higher school qualification than French or German
Some Labour Market Key Figures

- Luxembourg has become the **main economic driving force of the Greater Region** including Lorraine (France), Wallonia (Belgium), Saarland and Rhineland-Palatinate (Germany)
- The Luxembourg labour market has about 430,000 employees
- **More than 70% of employees are foreigners or cross-border commuters**; the percentage of cross-border workers is 42% resulting in 220,000 cross-border workers every day
- Today, 53% of cross-border workers working in Luxembourg come from France, 27% from Belgium and 20% from Germany.
- In general, Belgian cross-border workers have higher school qualification than French or German cross-border commuters
Some Labour Market Key Figures

• Agriculture and steel industry have been replaced by the service sector as the most decisive economic factor. Today, we can note an increasing role of the media and ICT sector.

• About one in ten employees works in the banking or insurance sector.

• The expansion of the service sector, in particular financial services and media-related business, has caused an over-representation of foreign workforce either in low-skilled jobs, especially manual work, or in highly specialized and well paid jobs.

• Luxembourgers are mainly employed in middle management and occupy administrative positions in the public service sector.
Some Labour Market Key Data

- >40% of Luxembourgish citizens employed by public institutions
  - under-represented in hotels and restaurants, building and construction or household services - sectors with relatively low salaries
- Exception: health sector
- Dominance of Luxembourgish citizens in public service sector due to selection criteria applied for recruitment
Some Labour Market Key Data

• Overall, more than 40% of Luxembourgish citizens are employed by public institutions, while they are under-represented in hotels and restaurants, building and construction or household services - sectors with relatively low salaries

• The exception is the health sector, where the public service comprises many cross-border and foreign workers

• All sectors in which the proportion of Luxembourgers is disproportionately high belong to the public service

• The dominance of Luxembourgish citizens working in the public service sector is due to the selection criteria applied for recruitment:
  - Applicants for the civil service who have not completed their schooling in Luxembourg must prove by means of a language test that they have sufficient knowledge of the three official languages of the country: Luxembourgish, German and French
Multilingualism and the Labour Market

• French: most widely used language at work, followed by Luxembourgish, German, English and Portuguese
• French: main language spoken in business life and essential for all kinds of administration
• All kind of public administrations (state, municipality, education, health sector ...): good knowledge of Luxembourgish, French and German is required
Multilingualism and the Labour Market

• As the majority of the working population consists of foreigners - living in Luxembourg or cross-border workers from France, Belgium and Germany - **French is the most widely used language in everyday business life, followed by Luxembourgish, German, English and Portuguese**

• **French is the main language spoken in business life and is essential for all kinds of administration**

• **Good knowledge of Luxembourgish, French and German is required above all in public administration, transport, communications and the media**
Multilingualism and the Labour Market

• English: lingua franca of foreign community employed by European institutions, in the banking sector, the financial industry and higher education
• French: hotel and catering sector (English increasingly required)
• Portuguese: mother tongue at work within the Portuguese community
• Portuguese people by far the largest foreign community in Luxembourg but minor role of their language in public life outside the community
Multilingualism and the Labour Market

• English is the lingua franca of the large foreign community employed by European institutions, but it is also required in the banking sector and financial industry, in the area of higher education and in the ICT business. English is spoken in meetings where people of different nationalities get together.

• French predominates in the hotel and catering sector, but English is increasingly required.

• Speaking (some) Luxembourgish is considered as being an advantage in nearly every economic sector.

• Portuguese people often use their mother tongue at work, particularly in the construction industry and in the cleaning sector, where interaction with members belonging to a different language background is often reduced to a minimum.

• Although Portuguese people constitute by far the largest foreign community in Luxembourg, Portuguese does only play a minor role in public life outside this community.
Multilingualism in daily life

• In their leisure time, Luxembourgish residents generally use their first language, especially when talking to people they are close to.

• Media – TV and radio broadcasts, magazines and newspapers – are available in all the frequently used languages in Luxembourg.

• Residents – Luxembourgers and Foreigners – use media in all the languages they are fluent in, although the personal preferences depend largely on individual language skills.
Multilingualism at School
(from Early Childhood to Completion)
## Demographic composition of the student body (2016/2017)

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Luxembourgers</th>
<th>Foreign Pupils</th>
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<tbody>
<tr>
<td>Early childhood education:</td>
<td>56.4%</td>
<td>43.6%</td>
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<td>Pre-primary education:</td>
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<td>Primary education:</td>
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<td>Special needs education:</td>
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<td>Classical education:</td>
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<td>20.1%</td>
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<tr>
<td>Modern and vocational ed.:</td>
<td>53.8%</td>
<td>46.2%</td>
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<tr>
<td>1</td>
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<tr>
<td>15</td>
<td>C2.3</td>
<td>Walschaerts</td>
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The linguistic situation in a quite ordinary elementary class (age 7)

- **6 pupils: Luxemburgish nationality** (1 native and 5 naturalized Luxembourgers)
  - 1 pupil: family tongue is Luxembourgish; other language skills of the parents: German, French and English
  - 2 pupils: family tongue is Portuguese; other language skills of the parents: French
  - 1 pupil: family tongue is Macedonian; other language skills of the parents: German, Luxembourgish (mother) and probably basic English
  - 1 pupil: family tongue is Moroccan (father) and Italian (mother); other language skills of the parents: French and basic Luxembourgish (mother)
  - 1 pupil: family tongue is Croatian; other language skills of the parents: German, some Luxembourgish and English
The linguistic situation in a quite ordinary elementary class (age 7)

• 7 pupils: Portuguese nationality; the family tongue is mostly Portuguese; other language skills of the parents: French, some parents probably basic English; one mother is native Luxembourger

• 1 pupil: Albanian nationality; the family tongue is Albanian, other language skills of the parents: German and some Luxembourgish (listening, but not speaking)

• 1 pupil: Belgium nationality; the family tongue is French; other language skills of the parents: probably some Flemish and English; the mother speaks Luxembourgish

The information about parents’ language skills is only an estimation. In general, teachers don’t know exactly which language skills the parents have and to what extent they are proficient in these languages. The assumptions above are based on teacher’s information and the general language skills of the respective population groups.
Success at school: migration background and socio-economic status

• In the first year of primary school: +/- 65% pupils with a migration background
• In total: +/- about 50% have a migration background; this proportion will increase in the future
• Among the students with migration background: proportion of second generation pupils (born and schooled in Luxembourg) is about 31%
• +/- 50% of pupils with migration background: socio-economically disadvantaged families
Success at school: migration background and socio-economic status

• In the first year of primary school, about 65% of all the pupils have a migration background (at least both parents born abroad, the pupil might be born abroad or not)

• In relation to the total number of students, about 50% have a migration background; this proportion will increase in the future

• Among the students with migration background, the proportion of second generation pupils – students who are born and schooled in Luxembourg – is about 31%

• A little less than 50% of all pupils with migration background come from socio-economically disadvantaged families
Success at school: linguistic and socio-cultural influences

• Students speaking the **same language with both parents** and having spent their **entire school career in Luxembourg**:
  - **students belonging to the Luxembourgish/German language group**: significantly higher level of academic skills than students belonging to the Portuguese or to the South Slavic language groups.
  - **only minor differences in school performance between French and Luxembourgish speaking students**
  - **socio-economic background**: few differences between Luxembourgish and French speaking pupils but major differences to the Portuguese and South Slavic language groups
Success at school: linguistic and socio-cultural influences

• The 4 most important language groups in the Luxembourgish school are:
  1. Luxembourgish/German
  2. Portuguese
  3. French
  4. South Slavic

• If only considering students speaking the same language with both parents and having spent their entire school career in Luxembourg, we can note the following:
  ➢ according to the PISA test, students belonging to the Luxembourgish/German language group demonstrate a significantly higher level of academic skills than students belonging to the Portuguese or to the South Slavic language groups. There are only minor differences between French and Luxembourgish speaking students
  ➢ as far as the socio-economic background is concerned, there are few differences between Luxembourgish and French speaking pupils. In this regard, one can find once again major differences to the Portuguese and South Slavic language groups
Cumulative effect of the cultural and socio-economic environment

• Migration background, socio-economic background and family tongue:
  • closely interlinked
  • cumulative effect on students’ academic performance
• Socio-economic background: largest influence, than language spoken at home
• Migration background: not as decisive as commonly assumed for students’ success at school
• German as the only language for basic literacy: a major reason for school failure, especially for students with a Portuguese background
Cumulative effect of the cultural and socio-economic environment

• The characteristics “migration background”, “socio-economic background” and “family tongue” are closely interlinked in Luxembourg and have a cumulative effect on students’ academic performance.

• The socio-economic background has by far the largest influence, followed by the language spoken at home. The migration background alone does not determine the students’ success at school to the extend commonly assumed.

• German as the only language for basic literacy has been flagged as being a major reason for school failure, especially for students with a Portuguese background.
How to improve the chances of success for all students?

• Implementation of the Secondary School Reform with the following main objectives:
  ➢ To confer more pedagogical autonomy and self-governance to the schools, in order
    – to improve school and teaching quality
    – to develop and sharpen their own profile
  ➢ To manage the growing cultural and linguistic diversity in Luxembourg by extending the school offer (“different schools for different students”)
  ➢ To manage the growing difference in students’ performance within the same class, due to quite varying socio-economic, cultural, national and linguistic backgrounds; e.g. by the introduction of basic and advanced courses in the subjects of language and mathematics
How to improve the chances of success for all students?

• **50% of all the lessons** available are spent on language teaching
• Rethink language education according to the following priorities:
  ➢ a holistic and continuous approach, from early childhood to completion of the school career
  ➢ multilingualism as an enrichment and a useful resource; valuing the mother tongue
  ➢ Luxembourgish as the common language of all children
  ➢ reconciliation between the individual linguistic abilities of pupils and the language requirements of the school
  ➢ a more reasonable use of instructional languages and the promotion of language even in non-linguistic subjects (“every teacher is a language teacher”)
How to improve the chances of success for all students?

• 50% of all the lessons available are spent on language teaching
• We have to rethink language education according to the following priorities:
  ➢ language learning takes place on the basis of a holistic and continuous approach in which each step results logically from the previous one, from early childhood to completion of the school career
  ➢ multilingualism is considered as an enrichment and a useful resource for further language learning; the mother tongue of each child is valued
  ➢ Luxembourgish should become the common language of all children (language of integration and social cohesion)
  ➢ the individual linguistic profile of pupils and language requirements of the school need to be better reconciled through a variety of instruments, especially in secondary education
  ➢ The use of instructional languages must be regulated more reasonably; the promotion of language learning has to take place in every subject, even in non-linguistic subjects ("every teacher is a language teacher")
Non-formal Education

• Parents: entitled to have their child aged 1-4 being taken care of in a day nursery for 20 free hours per week
• State: assumes the costs for the 20 free hours only, if parents enrol their child in a care structure that adheres to the state programme for early childhood educational care (ECEC) in Luxembourg
• Multilingual education and pedagogical quality management are key points of the Luxembourgish ECEC-concept
Non-formal Education

- An important number of the approximately 49,000 children aged 0-12 are attending crèches, day-care centres or other care structures of all kinds. They all constitute the sector of the so-called non-formal education.

- Parents get financial support by the state when their children are attending a child-care structure (the amount of the allocations depends on their earnings).

- Parents are entitled to have their child aged 1-4 being taken care of in a day nursery for 20 free hours per week, regardless of their income.

- The State assumes the costs for the 20 free hours only, if parents enrol their child in a care structure that adheres to the state programme for early childhood educational care (ECEC) in Luxembourg.

- Multilingual education and pedagogical quality management are key points of the Luxembourgish ECEC-concept.
Multilingual education as part of the ECEC curriculum in Luxembourg

- introduction of a curriculum framework and measures of quality assurance in non-formal education (local pedagogical concept, logbook and regional quality agents)
- multilingual education programme for 1- to 4-year-old children
Multilingual education as part of the ECEC curriculum in Luxembourg

• A curriculum framework and measures of quality assurance were introduced in the area of non-formal education in 2016.
• The State expect the various care structures to respect pedagogical standards and to offer a multilingual education in return for the state subsidies they receive.
• The nursery staff had to attend several sessions of professional development training.
• Each nursery must have staff who is able to speak Luxembourgish and/or French with the children.
• Furthermore each nursery had to develop a local pedagogical concept matching with its situation and the needs of the children it takes care of.
• Regional quality agents provide support and verify whether the quality standards are met and whether the multilingual education programme is implemented.
Objectives of the multilingual education programme

• Responding to the **growing cultural and linguistic diversity** in ECEC and in the Luxembourgish society

• Providing children with a solid basis for coping with the linguistic demands of the **multilingual Luxembourgish education system** and for participating in social and economic life in an **increasingly international world**

• Addressing all children and building on their **individual needs and resources**

**Distribution by first language spoken**

Figure: first language of pupils in the Luxembourgish education system
(MENJE 2017)
Main contents of the early multilingual education programme

**National framework of non-formal education**

**Programme of early multilingual education**

**Language promotion**
- Getting familiar with Luxembourgish
- Playful early contact with French
- Valuing the home languages of all children

**Educational partnership**
- Common activities with parents and children
- Regular exchanges
- Naming a parent representative / creating a parent council

**Networking**
- Collaboration with local partners, e.g. schools, social and medical services, cultural and sport associations etc.
Non-formal and formal language education

• Language teaching in pre-primary and primary school: to be based on the knowledge the children have acquired in early childhood
• Formal and non-formal language education has to complement each other
• Relevant actors: work together to prepare children for coping with the demands of a multilingual society
• Basic guidelines and methods determining multilingual education in early childhood: need to be continued in the pre-primary and primary cycles
• New approach to learn French: must also be adapted to secondary education
Non-formal and formal language education

• Language teaching in pre-primary and primary school is to be based on the knowledge the children have acquired in early childhood; a break in their language acquisition biographies should be avoided.

• Formal and non-formal language education has to interact and complement each other.

• The relevant actors must work together to prepare children as well as possible for coping with the demands of a multilingual society; therefore they need to have a shared vision of successful language education.

• The basic guidelines and methods determining multilingual education in early childhood need to be continued in the pre-primary and primary cycles.

• At a later stage, the new approach to learn French must also be adapted to secondary education.
The Luxembourgish educational system

- **Pre-primary education**: 3 years; 1 optional and 2 mandatory (compulsory schooling begins at the age of 4)

- **Primary education**: 6 years; transition procedure to secondary education; decision taken in common by class teacher and parents

- **Three levels of secondary education in the lower classes** (age 12-15)
  - Classical Education (“lycée classique”, humanistic education, grammar school; attended by about 35% of an age group)
  - General Education (secondary modern or technical school; attended by about 50%)
  - Preparatory Classes (modular system presenting various levels of difficulty; pupils prepared for vocational training; Preparatory Classes are part of the General Secondary Education; attended by about 15% of an age group)
The Luxembourgish educational system

• **Secondary education:** Classical Education
  - after 4 years, **choice of a section:** literature, mathematics, economics, arts, ICT, natural or human sciences ...
  - after **7 years:** End-of-Classical-Secondary-School Diploma; access to higher education and university studies

• **Secondary education:** General Education or Vocational Training
  - after 3 years, access to the **upper classes of General Education** only if school grades are good enough or academic skills are estimate sufficient by the class counsel
  - **several sections available:** health sector, human sciences, business sciences, engineering, architecture and design, educator, hospitality management; sustainable development ...
  - **after 7 years:** End-of-General-Secondary-School Diploma; access to higher education and university studies
The Luxembourgish educational system

• **Vocational Technician’s Diploma** (age 15-19)
  - several sections: business sciences, electrical engineering, transport and logistics, computer science, mechanics, construction, facility management ...
  - after **4 years**: Technician’s Diploma; access to higher technical studies (through preparatory courses)

• **Vocational Aptitude Diploma** (age 15-18)
  - about 100 vocations
  - after **3 years**: Vocational Aptitude Diploma; access to the Technician’s stream or Master Craftsman’s Diploma

• **Vocational Capacitity Certificate** (age 15-18)
  - mainly vocations requiring craftsmanship and less theoretical knowledge
Reception and Integration Classes

• **Reception classes** for newly arrived students
• Learning French is a priority
• After 1 or 2 years: students switch to **integration classes**
• After being schooled for several years in the lower integration classes:
  ➢ upper classes with a specific language offer
  ➢ further schooling in the Vocational Education
• Upper classes with a specific language:
  ➢ national End-of-General-Secondary-School Diploma
  ➢ International Baccalaureate
Reception and Integration Classes

- **Reception classes** for newly arrived students are offered for various age groups.
- Learning French is extremely important for newcomers, in order to be able to integrate into the job market (in the beginning 11 to 16 periods of French per week).
- After 1 or 2 years in a reception class, students switch to **integration classes**.
- After being schooled for several years in the lower integration classes, they either join **upper classes with a specific language offer** or they continue their schooling in the Vocational Education.
- Upper classes with a specific language offer may lead to the national End-of-General-Secondary-School Diploma or to the **International Baccalaureate**.
Multilingual Education in Pre-Primary Education (age 3-5)

- Luxembourgish: stepping stone to learn German
- Main objective of pre-primary education: providing every child with proficient skills in Luxembourgish for alphabetization and basic literacy in German
- Unsatisfactory outcome in French: the didactic approach to learn French needed to be reformed
- In the past learning French started in the second primary school year; now first contact in early childhood.
- In kindergarten: children keep in touch with French to continue the learning experiences in early childhood
Multilingual Education in Pre-Primary Education (age 3-5)

- Luxembourgish is considered to be the most useful stepping stone to learn German.
- The main objective of pre-primary education remains to provide every child with proficient skills in Luxembourgish so that alphabetization and basic literacy can be done in German.
- Given the largely unsatisfactory outcome in French when students leave school or give up French lessons, the didactic approach to learn French needed to be reformed.
- In the past, learning French started in the second primary schoolyear. Now the first contact takes place in early childhood.
- In kindergarten, children keep in touch with French so that the learning experiences in early childhood are not going to be lost.
Multilingual Education in Pre-Primary Education (age 3-5)

• Didactic approach for “teaching” French:
  ➢ **communicative interaction**: no formal language learning; encouraging pupils to make new linguistic experiences and to speak
  ➢ **playful contact** with French: nursery rhymes, songs, picture stories, little games; French integrated in other activities like painting, moving, dancing, doing gymnastics …
  ➢ **valuing the home tongue** of the children: encouraging pupils to use the languages they know
  ➢ **3 to 4 periods** of language activation per week *stipulated by the curriculum*

<table>
<thead>
<tr>
<th>Age</th>
<th>Cycle 1: Pre-primary education (compulsory)</th>
<th>Luxembourgish: language of communication French: increasingly encouraged through play</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cycle 1: Early childhood education (optional)</td>
<td>Luxembourgish and playful contact with French</td>
</tr>
</tbody>
</table>
Multilingual Education in Primary Education (age 6-11)

• Luxembourgish: important language of communication, but only taught for one period per week during the 6 years of primary education

• Alphabetization and basic literacy: German (also the language of instruction for other subject content learning)

• French lessons start in the 1st year of primary education instead of in year 2, as before

• French teaching:
  ➢ differs largely from previous practice
  ➢ professional development training provided for the teachers involved
Multilingual Education in Primary Education (age 6-11)

- Luxembourgish remains an important language of communication, but it is only taught for one period per week during the 6 years of primary education.
- Alphabetization and basic literacy are taught in German which becomes also the language of instruction for all the other subjects, except French.
- In order to avoid any interruption with French learning experiences during early childhood and pre-primary multilingual education, French lessons start in the 1st year of primary education instead of in year 2, as before.
- The reformed French teaching differs largely from previous practice. As it was already the case with educators and kindergarten teachers, the state put much effort into the professional development training of the teachers involved.
Multilingual Education in Primary Education (age 6-11)

• Elaboration of a new schoolbook for French teaching
• Pedagogical guide for teachers
• Web page for students, parents and teachers providing additional support and material to facilitate French lessons
• 5 activities of 10 to 15 minutes each are included in the curriculum
• French activities: integrated into other subjects, e.g. into physical education, music and art lessons; in line with activities taking place there
Multilingual Education in Primary Education (age 6-11)

- “Salut, c’est parti”: a new schoolbook has been elaborated for French teaching
- Teachers can get a pedagogical guide explaining how to implement the new method in class
- A web page for students, parents and teachers provides additional support and material to facilitate French lessons
- 5 activities of 10 to 15 minutes each are included in the curriculum
- French activities are to be integrated into other subjects, e.g. into physical education, music and art lessons, and they should be in line with the activities taking place there
Multilingual Education in Primary Education (age 6-11)

• A playful and active approach: pupils should move, sing, draw or dance while using French

• Only listening and speaking skills

• Comparative and multilingual approach to gain intercultural experience:
  ➢ family language is valued
  ➢ the linguistic and cultural identity of pupils is recognized and confirmed
  ➢ objective: becoming more receptive and open-minded to other languages

• Basic idea behind the new didactic approach: pupils already understand and speak French much better before having to develop their reading and writing skills in the 3rd year of primary education
Multilingual Education in Primary Education (age 6-11)

• A **playful and active approach is essential**: pupils should move, sing, draw or dance while using French. French should be fun. **Only listening and speaking skills are practiced**

• Thanks to a **comparative and multilingual approach**, pupils also gain precious intercultural experience:
  - they notice that their family language is valued
  - thus their linguistic and cultural identity is recognized and confirmed
  - hopefully, this makes them more receptive and open-minded to other languages

• The idea behind the new didactic approach is that pupils already **understand and speak French much better when they have to develop their reading and writing skills in the 3rd year** of primary education
Multilingual Education in Primary Education (age 6-11)

Transition to secondary education decided by the class teacher and the parents

<table>
<thead>
<tr>
<th>Age</th>
<th>Cycle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>C.4.2</td>
<td>reformed French course under construction</td>
</tr>
<tr>
<td>10</td>
<td>C.4.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>C3.2</td>
<td>French: intensification; pupils begin to read and write</td>
</tr>
<tr>
<td>8</td>
<td>C.3.1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>C2.2</td>
<td>German: language of instruction and basic literacy</td>
</tr>
<tr>
<td>6</td>
<td>C.2.1</td>
<td>French: continuation of the programme of the 1st cycle; no writing</td>
</tr>
</tbody>
</table>

The reformed French course is currently introduced in the 2nd cycle (first 2 years of primary education)
The class book for the 3rd cycle (C.3.1 and C.3.2) and all additional materials will be ready for use in September 2019. Meanwhile professional development training is offered.
Multilingual Education in Secondary Education (age 12-19)

- Luxembourgish is taught in grade 7 (age 12) for 1 year and for 1 period per week
- From grade 7 to grad 9, German is the instructional language of all non-linguistic subjects like history, geography, biology, arts ... (likewise in primary school)
- From grade 7 on, **Mathematics is taught in French in all secondary classes** (except Preparatory classes; there, German is used as in primary education)
- **English** (or Latin and Chinese) is introduced in grade 8 (apart from the Preparatory classes)
- **From grade 10 onwards** (age 15), all non-linguistic subjects in **Classical Education are taught in French**
Multilingual Education in Secondary Education (age 12-19)

- In General Education, the use of French as instructional language is increasing, but not to the same extent as in Classical Education. German remains the most widely used language of instruction, except from the economics section.
- The main difference between the Classical and the General Secondary Education is the students’ ability to cope with the linguistic demands of the three school languages (German, French, English).
- Classical students generally perform better in languages than General students. Therefore, we have introduced the possibility of learning one language – French or German – at a less demanding level also in the upper classes of General Education.
Multilingual Education in Secondary Education (age 12-19)

• Vocational Education: German or French; English is mandatory

• Very low language proficiency compared to the classical or general secondary education

• Each vocation:
  ➢ own specific language requirements
  ➢ vocational vocabulary not just limited to technical terms; students’ language proficiency needed to a certain degree to describe, explain, communicate and understand handicraft activities
  ➢ pupils need to train specific dialogues appearing at work (with customer, boss or colleagues)

• Ongoing development of a concept to bring language learning more in line with the language requirements specific to the various vocations
Multilingual Education in Secondary Education (age 12-19)

- In the vocational training classes, the linguistic skills of pupils are far less developed than in the classical or general secondary classes.

- In the first year of Vocational Education – technician’s diploma – students abandon either French or German. English is mandatory.

- In the first year of Vocational Education – vocational aptitude diploma – German predominates. Alternatively, some vocation trainings are also offered in French.

- Each vocation has its own specific language requirements. These are not just limited to technical terms. Handicraft activities must be described and explained. In each occupation typical dialogues occur, for instance with the customer, the boss or colleagues.

- In vocational education, a concept is currently being developed to bring language learning more in line with the language requirements specific to the various vocations.
Content and Language Integrated Learning: “To CLIL or not to CLIL? …”

• Subjects taught either in German or French: Luxembourg considered to be the country with the most CLIL-teaching

• At school: Luxembourgish only used in spoken communication to explain difficult facts

• No real CLIL-teaching:
  - non-linguistic subjects teachers only focus on content, not on appropriate reflection and communication of the subject content
  - as a result: memorization instead of critical thinking
Multilingual Education in Secondary Education (age 12-19)

• Except English, all the subjects are taught either in German or French. Hence, Luxembourg is considered to be the country with the most CLIL-teaching.

• At school, Luxembourgish is only used in spoken communication, for instance when the teacher has to explain difficult facts that the students might not understand if they were given only in the instructional language.

• As the teachers of the non-linguistic subjects only focus on content, one should not consider this kind of teaching as a real CLIL-teaching.
We need to think about language learning: some conclusions

• “Every teacher is a language teacher”: the necessity of to reconsider the CLIL-concept
• German OR French versus German AND French as languages of instruction: bilingual teaching in the non-linguistic disciplines?
• German-speaking and French-speaking sections with foreign language courses adapted to the section and a consistent use of the languages of instruction?
• Another use of the languages of instruction: instructional language should not prevent students from developing their subject-related skills
We need to think about language learning: some conclusions

• “Every teacher is a language teacher”: we need a new interpretation of the CLIL-concept. **Each teacher should ensure that students are able to communicate subject matter content.** Content learning should not be only about memorizing; it should mainly be about communicating content matter suitably

• German OR French versus German AND French as languages of instruction: we should consider the possibility of **bilingual teaching in the non-linguistic disciplines, mainly in Classical Education**

• We have to rethink **the use of the languages of instruction.** There are **some inconsistencies** in this regard that we must eliminate in the future, e.g. the fact that we teach mathematics in French in grade 7
“Different schools for different students” means an extended schooling offer:

- A few state schools: International Baccalaureate in English or French, General Certificate of Secondary Education and A-level possible
- September 2016; “l’Ecole Internationale Differdange et Esch” (EIDE) as the first public Accredited European School
- Three more Accredited European Schools in September 2018: part of the state school offer and free of charge
- Success story: many parents, Luxembourgers and foreigners, want to have their children enrolled in the Accredited European Schools
International Classes in the Luxembourgish Public School

• “Different schools for different students” means an extended schooling offer:
  ➢ Apart from some private schools and the two “true” European Schools, a few public
    in schools are offering international classes: International Baccalaureate in English
    or French, General Certificate of Secondary Education and A-level, for instance, can
    be obtained in some national secondary schools
  ➢ In September 2016, “l’Ecole Internationale Differdange et Esch” (EIDE) opened its
    doors. It is the first Accredited European School which is at the same time part of
    the national public schooling offer
  ➢ Three more Accredited European Schools followed in September 2018. They are all
    part of the public school and free of charge
  ➢ Success is given; many parents, Luxembourgers and foreigners, want to have their
    children enrolled in the public Accredited European Schools
Multilingual Education in National and International Classes: a Comparison

• Basic literacy in German and fixed priority for language teaching vs. different language sections in the Accredited European School

• Proficiency level of the language courses (CEFR):
  - C1 for German and French
  - B2 to B2+ for English
  - hardly any student achieves these levels at the same time in 3 languages

• Unrealistic expectations in three languages at the same time:
  - too many students without a really valuable final diploma
  - low or average proficiency level in 3 languages instead of high proficiency level in 1 or 2 languages
Multilingual Education in National and International Classes: a Comparison

• Basic literacy in German vs. different language sections in the Accredited European School: the choice of L1, L2 and L3 can be adapted to the pupil’s individual language skills in the European School but not in the national system

• In the general classes of the national system, the level of the language courses are C1 for German and French and B2 to B2+ for English but hardly any student achieves these levels

• The high and unrealistic expectations in three languages at the same time prevent too many students from obtaining a final diploma or from only focus on two languages, in order to achieve a higher level of proficiency in these languages
Multilingual Education in National and International Classes: a Comparison

• National system: not enough time left in the curricula for the *STEM*-subjects (science, technology, engineering and mathematics)
• National system: students often forced to acquire subject knowledge and skills in a language they do not master sufficiently
• In the Accredited European Schools:
  ➢ demanding subjects taught in L1
  ➢ human sciences (history, geography ...) taught in L2

The Accredited European Schools provide a model which is perhaps more suited to the needs of an increasingly international student body
Multilingual Education in National and International Classes: a Comparison

• Given the high proportion of language teaching – about 50% of the available teaching time – there is not enough time left for teaching and learning the so-called STEM-subjects (science, technology, engineering and mathematics) in the national system.

• In the Accredited European Schools, demanding subjects like mathematics or sciences are taught in L1 whereas human sciences (history, geography ...) are taught in L2.

• In the national system, students are often forced to acquire subject knowledge and skills in a language they do not master sufficiently. Not being familiar with the language of instruction is a major problem, especially in the demanding subjects.

• The Accredited European Schools provide a model which is perhaps more suited to the needs of an increasingly international student body.
Digital(4)Education – ICT-Based Pedagogical Innovation
Digital(4)Education

• Future-proof Education
  ➢ Prepare students for life in a digital society
  ➢ Improve efficiency of learning and teaching through digital tools
  ➢ Improve the competencies and orientation of Luxembourg’s workforce
Digital(4)Education

• Infrastructure
  ➢ one2one (subsidized leasing of devices (iPads or laptops))
    – 9000 iPads, in the next 2 years, over half of the students will be equipped with a personal device
    – iPad (50€/y for 4 years after that the iPad will belong to the student
      https://portal.education.lu/cgie/CLASSES-MOBILES/TARIFS)

• Digitization of Content and Digitalization of Learning Experiences
  • Learning Platforms and LMS (Learning Management Systems such as Moodle, ...), Content Creation Platforms (Smart Edu Cloud by Netex)
  • IAM (Every student, every teacher gets an UserID - IdentityAccessManagement)
  • O365 (MENJE -> Organisation license for every student and every teacher, 5 installations, 5TB)
Digital(4)Education

• ICT Skillset
  • Basic skills are developed transversally
  • Specialisation streams: Section I, Générale Informatique, Technicien Info, BTS
    Game Development, BTS Info, BTS Cloud Computing
  • Para and extracurricular coding activities
  • Initiatives to integrate Computation Thinking in curricula

• Creativity
  • Makerspaces, Student-Centered ITC activities and Events

• Security and wellbeing
  • BEE Secure
    • Cyberbullying, Safer Internet, ...
MathemaTIC

- Multilingual approach; users can switch between several languages constantly (French, English, German, Portuguese); pupils from different nations and with different linguistic backgrounds can learn together (linguistic differentiation)
- Students can learn based on individual capacity and progress; they can do tasks belonging to any schoolyear
- Explanations, questions, hints etc. are given orally and by subtitles (together or separated)
- Gamification; playful approach; varying levels, students have to manage certain tasks before they can move on to more difficult ones
- Interactive approach: even in the explanatory phase students have to get active, e.g. by drawing a perimeter. Thus, the program ensures that basic terms are transmitted through various dimensions
MathemaTIC

• Layout and presentation of the items build a pattern following the didactical principle «from simple to complex»
• Pictures, animations and graphic representations are adapted to the learners’ age
• Support and assistance: students can get hints all the time
• 3 distinct phases:
  ➢ discovery phase (explications, animations, introduction into the mathematical topic)
  ➢ recognition and comprehensive phase (students practice by doing rather basic tasks)
  ➢ application and analysis phase (students can try demanding tasks)
• Program asks the students at each level to explain and justify theirs answers
• www.mathematic.lu
MathemaTIC

A personalized learning environment to be successful in mathematics
You can wherever and whenever you want. The programme works on smartphones, tablets and PCs. You just need internet.
The Student can freely choose, which subjects, modules or Items he wants to work with. They have access to all content of the platform.
Cycle 3: grades 3 and 4
Cycle 4: grades 5 and 6
Lower classes of secondary education: grades 7, 8 and 9
Module not open yet.
Items are closed.
The student has access to the diagnostic test.
The Student passed the diagnostic test. Now the first items are open. Like in a game, the other items open, when he successfully passed the item before (80%).
Here is an example of a student, who has already worked on one module.
Here a module is finished.
Blue items: videos with interaction, new topics are explained
Red items: tasks, students can train, what they learned
Black items: problem solving, in all-day-life.

A: Discovery Phase
B: Recognition and Comprehension Phase
C: Application and Analysis Phase
The star System: In the blue items the student get a star for listening to the explanation and doing the interactions asked in those videos. When this is done, the next item will open in the module.

A items
⭐ for completion

B and C items
⭐⭐ for performance between 50 - 79%
⭐⭐⭐ for performance between 80 - 99%
⭐⭐⭐⭐ for performance between 100%
The module problem solving for grade 3 and 4. It resembles Minecraft.
Gamification: selected stars, gems, tasks are integrated in the form of games
Also the modules are shown more “kidlike”
Toolbar helps the students to work independently
For students aged 8 and 9 years, the items are more childlike.

For students at the age from 10 to 12, the layout gets more abstract.

For the students at the age from 13 to 15, the items are representing more real life.
Grâce au programme Mathématiques, les enfants du Cycle 4 peuvent réviser leur leçon et faire des exercices. (Photo Isabella Finch)
Turn the **Blue Gear** so that the **Orange Gear** makes \( \frac{3}{4} \) of a turn.
Tourne l'engrenage bleu afin que l'engrenage orange réalise $\frac{3}{4}$ du tour.
Dreh das blaue Zahnrad so, dass sich das orange Zahnrad um eine \(\frac{3}{4}\)-Drehung dreht.
Desloca a engrenagem azul para que a engrenagem laranja realize \( \frac{3}{4} \) de uma volta.
Hi! I have a party of 18 people. How many canoes do we need to cross the lake?
Bonjour! J'ai un groupe de 18 personnes. Combien de canoës faut-il pour traverser le lac?
Hallo! Wir sind eine Gruppe von 18 Personen. Wie viele Kanus brauchen wir, um über den See zu paddeln?
Olá! Tenho um grupo de 18 pessoas. Quantas canoas precisamos para atravessar o lago?

Formulário de aluguer de canoas

Pedido para 18 pessoas

- 5 pessoas
  Grande canoa

- 2 pessoas
  Pequena canoa

Reservar
Babbelbubble

- Basically a vocabulary training online platform for new arrivals or for children enrolled in the first primary school years
- 3 target languages: French, German and Luxembourgish
- 15 source languages: Albanian, Arabic, Bosnian, Croatian, English, French, German, Italian, Luxembourgish, Macedonian, Portuguese, Russian, Serbian, Spanish, Turkish, Tamil
- Instructions in the source language
- Basic principle: words are assigned to the corresponding pictorial representations
- 40 different subject areas
- Teacher can create user accounts and monitor the progress of his students
- Language skills that can be practiced and developed: reading, writing and listening
- [https://portal.education.lu/multi-script/Bestellung-Babble-Bubble](https://portal.education.lu/multi-script/Bestellung-Babble-Bubble)
iPad App: iTEO

• Destined to children aged 4 to 7 use and develop Luxembourgish, German and French
• Innovative didactic method in order to manage the diversity and heterogeneity in Luxembourgish schools
• The project first aimed at oral skill, but, given the inherent link between oracy and literacy, it was also used to contribute to the development of literacy
• The iPad App iTEO is a learning and teaching school that records and edits language
• Facilitates children’s collaborative, exploratory and open-ended language learning
• Allows them to draw on their diverse language repertoires
• https://wwwfr.uni.lu/recherche/flshase/education_culture_cognition_and_society_eccs/projects_phd_theses_and_publications/iteo_examining_the_use_of_the_app_iteo_for_teaching_and_learning_languages_in_preschools_and_primary_schools
About me
Professional Background

4 important phases in my professional life:
• Secondary school teacher for about 18 years
• Deputy headmaster of a newly founded secondary school for 8 years
• Ministry of Education and Youth since 2015 (SCRIPT)
  • Focus on language learning and curriculum development
  • One of the main contributors to the Secondary School Reform
• Coordinator in charge of a public Accredited European School since September 2018
Professional Background

• German teacher and teacher for philosophy and history in different secondary schools (lower and upper classes) for nearly 18 years
• Student counsellor for academic and vocational matters
• Member of the National Commission in charge of the syllabi for German classes
• Member of diverse working groups responsible for school development and pedagogical reforms
• From 2006 to 2007: Member of the steering group assigned to elaborate the pedagogical concept of a new secondary school; from 2007 to 2015 deputy headmaster of the Atert-Lycée which opened in 2008
Professional Background

• From 2015 until now: Staff member of the Ministry of Education (collaborator of the SCRIPT, the department for the coordination of didactic research and technological and pedagogical innovation in education)
  • Focus on language learning and curriculum development

• Since the beginning of 2016: One of the main contributors to the so-called “secondary school reform”, especially in the area of school development and organization, class structures and promotion

• Since September 2018: One of the coordinators of the newly founded “International School Junglinster” (ISJ), leading to the European Baccalaureate in a few years. The ISJ is not an independent European school but part of a national secondary school, the Lënster Lycée
Villmols merci
Thank you
Merci beaucoup
Danke
Obrigado
Grazie
Gracias
Hvala
...