

## **Dr Constanze Weth**

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### **CAREER DEVELOPMENT**

#### **PROFESSIONAL CAREER**

Since 2014 Head of the Institute for Research on Multilingualism  
Since 2013 Associate Professor at the University of Luxembourg  
2008-2012 Senior Researcher (Akademische Rätin) at the University of Education Freiburg, Germany (Institute of Romance Languages)  
2007-2008 Project Developer and Program Manager of the pilot project 'Sprachföchse' in Jena, Germany.  
2005-2008 Research Assistant to Trudel Meisenburg at the University of Osnabrück, Germany (Institute of Romance Linguistics)

#### **ACADEMIC CAREER AND QUALIFICATIONS**

2007 PhD in Linguistics at University of Osnabrück, Germany. Title 'Mehrsprachige Schriftpraktiken in Frankreich: eine ethnographische und linguistische Studie' [Multilingual literacy practices in France: an ethnographic and linguistic study]  
2002-2005 PhD student of the Doctoral School Migration in Modern Europe, Institute for Migration and Intercultural Studies (IMIS) at the University of Osnabrück, Germany (DFG grant)  
1996-2001 MA in Cultural Studies and French Language Studies at the Humboldt University Berlin, Germany

## SELECTED PUBLICATIONS

### IN PSYCHOLINGUISTICS (AS SENIOR AUTHOR)

- Bilici, N., Ugen, S., Fayol, M., **Weth, C.** (submitted). The Effect of Morphosyntactic Training on Multilingual fifth graders' Spelling in French. *Journal for Applied Psycholinguistics*
- Bilici, N., Ugen, S., Fayol, M., **Weth, C.** (submitted). Pluralisation Patterns and Learning Trajectories in French as a Second Written Language. *Journal for Learning and Instruction*.

### IN SOCIOLINGUISTICS

- Weth, C.** & Juffermans, K. (Eds.) (2018). *The Tyranny of Writing: Ideologies of the Written Word*. (Advances in Sociolinguistics). London, Oxford: Bloomsbury.
- Weth, C.** & Juffermans, K. (2018). *The Tyranny of Writing in Language and Society*. In C. Weth & K. Juffermans (Eds.). *The Tyranny of Writing: Ideologies of the Written Word*. London, Oxford: Bloomsbury.
- Weth, C.** & Bunčić, D. (2016). Occitan: 'Classical' and 'Mistralian' spelling. In Daniel Bunčić. *Biscriptality a sociolinguistic typology* (pp. 290-296). Universitätsverlag Winter.
- Weth, C.** (2015). Orthographic competence among multilingual school children: writing Moroccan Arabic in France. *International Journal of Multilingualism*, 12(2), 196–209.
- Weth, C.** (Ed.) (2010). *Schrifterwerb unter den Bedingungen von Mehrsprachigkeit und Fremdsprachenunterricht [Writing acquisition under the conditions of multilingualism and foreign language classrooms]*. Special Issue. *IMIS-Beiträge*, 37
- Weth, C.** (2008). *Mehrsprachige Schriftpraktiken in Frankreich. Eine ethnographische und linguistische Untersuchung zum Umgang mehrsprachiger Grundschüler mit Schrift. [Multilingual writing practices in France. An ethnographic and linguistic study about how primary school children use writing]* Stuttgart: ibidem-Verlag.

### IN APPLIED LINGUISTICS

- Dahmen, S. & **Weth, C.** (2018). *Phonetik, Phonologie und Schrift [Phonetics, Phonology and Writing]*. Paderborn: Ferdinand Schöningh (utb).
- Weth, C.** (2016). Bilinguisme et bilittéracie [Bilingualism and biliteracy]. In J. Erfurt & C. Hélot (Eds.), *L'Education bilingue en France: Politiques linguistiques, modèles et pratiques* (pp. 565–577). Limoges: Lambert-Lucas.
- Weth, C.** (2015). *Schrifterwerb in Frankreich [Spelling acquisition in France]*. In C. Röber & H. Olfert (Eds.). *Schriftsprach- und Orthographieerwerb: Erstlesen und Ersts Schreiben* (pp. 86-98). Hohengehren: Schneider.

### DIDACTIC MATERIALS

- Weth, C.** (2017) *Bausteine Grammatik: Material zum Erforschen von Wörtern und Sätzen [Brik grammar: Didactic materials for exploring words and phrases]*. Luxembourg: Ministère de l'Education nationale, de l'Enfance et de la Jeunesse / Université du Luxembourg

The complete list of all publications is available online:

[http://wwwfr.uni.lu/recherche/flshase/education\\_culture\\_cognition\\_and\\_society\\_eccs/people/constanze\\_weth](http://wwwfr.uni.lu/recherche/flshase/education_culture_cognition_and_society_eccs/people/constanze_weth)

## RESEARCH PROJECT PARTICIPATION

### CURRENT RESEARCH PROJECTS

- 2017-2021 Principal Investigator of the project *The development of orthographic practices of multilingual pupils*, research axis *Language Learning and Achievement* of the Doctoral Training unit *Capitalizing on Linguistic Diversity (CALDIE)*  
The doctoral training unit focuses on the fundamental question of how learners' linguistic repertoires interact with their learning. ([https://wwwfr.uni.lu/recherche/flshase/education\\_culture\\_cognition\\_and\\_society\\_eccs/doctoral\\_training\\_unit\\_calidie](https://wwwfr.uni.lu/recherche/flshase/education_culture_cognition_and_society_eccs/doctoral_training_unit_calidie))  
Funding: Fonds National de Recherche Luxembourg (FNR), PRIDE scheme, Chief Investigator A. Hu, total €2.2 M
- 2014-2021 Principal Investigator, *Morphosyntactic Spelling (MorphoSyn)*  
The project is investigating how explicit teaching of morphological and morphosyntactic structures in these written language(s) enhances pupils' morphological and morphosyntactic processing skills, thus improving and spelling at the word and sentence levels. The project is partially integrated into the CALIDIE doctoral training unit.  
Funding: University of Luxembourg, €185 700
- 2014-2017 Principal Investigator with M Böhm (PH Karlsruhe), *LitCo – Literacies in Contact*  
The research network LitCo has been exploring the use of written language in multilingual settings. The major goal of LitCo is to bring about a change of perspective in current fields of studies and to systematically relate multilingualism to literacies. (<http://litco-network.org/>)  
Funding: German Research Foundation (DFG), Research network scheme, €60 994
- 2014-2017 Principal Investigator *Apprentissage langagier de tous les élèves de l'école et cohérence verticale entre tous les cycles* [Language learning of all school pupils and coherence of language education across primary school].  
Collaborative research within the 'Plan de Réussite Scolaire' [Plan for scholarly success] of the primary school Dellhéicht, Esch-sur Alzette, Luxembourg. The Bricks Grammar (Bausteng Grammatik) has been developed within the context of the project (<http://orbilu.uni.lu/handle/10993/32821>)  
Funding: SCRIPT/Ministry of Education Luxembourg, €4 000.
- 2017-2019 *Making Literacy Meaningful (MLM)*  
The project Making Literacy Meaningful is developing practical skills in the area of language and literacy development, with a specific focus on multilingual and multicultural classrooms. (<http://euliteracy.eu/>)  
Funding: European Union (ERASMUS+ scheme)

## PAST RESEARCH PROJECTS

- 2013-2016 Principal Investigator with P Gretsch (PH Freiburg) of the projects *German Grammar* within the Doctoral School *VisDeM – Visualisierung im Deutsch- und Mathematikunterricht* [Visualization in the German and Mathematics classroom].  
Visualization in the German and the mathematics classroom (VisDeM) is an interdisciplinary graduate school at the University of Education Freiburg (Germany). It aims at finding answers to the overarching question how learning processes regarding abstract concepts can be fostered by means of subject-specific multimodal representations.  
Funding: Ministerium für Wissenschaft, Forschung und Kunst Baden-Württemberg, FUN Kolleg scheme, total €1.6M.
- 2008-2010 Principal Investigator *Bilingualer Schulversuch Müllheim* [Bilingual school experiment Müllheim]  
The study examined the learning and teaching processes of French (L2, L3) and German (L1, L2) during primary school. The project was part of the school project *Mehr Sprache und Kultur* of the Michael-Friedrich-Wild Grundschule Müllheim, Germany.  
Funding: Ministerium für Kultus, Jugend und Sport Baden-Württemberg,
- 2007-2010 Principal Investigator *Sprachfuchse*  
The pilot project Sprachfuchse ('language cub') was developed and implemented in cooperation with the local associations AWO, ASB, Quer-Wege and Kindersprachbrücke. It aimed to develop language and literacy skills of Five-year-old children in eight kindergartens in Jena. The evaluation of the pilot project was positive and the project, therefore, consolidated.  
Funding: Town of Jena, €400 000.

## SUPERVISION OF PHD STUDENTS

- Linda Brucher: *The development of orthographic practices of multilingual pupils throughout schooling* (University of Luxembourg); start 02/2017, CALIDIE project, funding FNR (PRIDE scheme)
- Natalia Bilici: *The effect of a German-French intervention program on the analysis and processing of morphosyntactic agreement for spelling* (University of Luxembourg); start 12/2014, funding University of Luxembourg
- Laura Hahn: *Analyse grammatikdidaktischer Visualisierungen in DaM und DaZ Lehrwerken* [Analysis of visual representations in German grammar text books] (University of Education Freiburg, Germany, co-tutelle); start 08/2013, VisDeM project, funding Ministerium für Wissenschaft, Forschung und Kunst Baden-Württemberg

### **LEADERSHIP POSITIONS**

- Since 2014 Head of the Institute for Research on Multilingualism, ECCS, University of Luxembourg
- 2014-2018 Head of the Cluster Multilingualism across Schooling and Tertiary Education, integrated within the Research Priority Education of the University of Luxembourg
- 2008-2010 Director of the E-Learning MA Didactics of Foreign Languages at Elementary/Primary school – E-LINGO (French section), University of Education, Freiburg

### **REVIEW ACTIVITIES**

- BMBF (Bundesministerium für Bildung und Forschung), Germany;
- DFG (Deutsche Forschungsgemeinschaft), Germany;
- Expert Reviewer for the International Journals Written Language and Literacy, International Journal of Multilingualism, Computer Speech & Language.

### **MEMBERSHIPS**

- European Literacy Network (ELN) - EU funded COST Action program
- SIG Writing - Special Interest Group of the European Association for Research in Learning and Instruction (EARLI).
- Deutsche Gesellschaft für Sprachwissenschaften (DGFS) [German Association for Linguistics]
- Deutsche Gesellschaft für Fremdsprachenforschung (DGFF) [German Association for Foreign Language Learning]
- Symposium Deutschdidaktik [Association of German language didactics]

### **CURRENT TEACHING (LUXEMBOURG)**

- BScE - Bachelor of Educational Sciences
- Master in Learning and Communication in Multilingual and Multicultural Contexts
- Master in Secondary Education
- Teacher Training at the National Institute for Teacher Training in Luxembourg (IFEN)