

Dr Constanze Weth

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PROFESSIONAL CAREER

- Since 2013 Associate Professor at the University of Luxembourg
- Since 2014 Head of the Institute for Research on Multilingualism
- 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 'Sprachfuchse' in Jena, Germany.
- 2005-2008 Research Assistant 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

RESEARCH PROJECT PARTICIPATION

CURRENT RESEARCH PROJECTS

- 2019-2022 PI of the project *GRASP: Effects of Grammatical Reflection on Spelling among multilingual pupils*. It investigates how training of syntactic manipulation and reflection enhances the spelling skills of grade 4 pupils in relation to orthographic syntactic markers that are not orally expressed, such as the capitalization of nouns in German and plural markers in French.
Funding: FNR, CORE scheme
- 2017-2021 PI 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://www.fr.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.

PAST RESEARCH PROJECTS

- 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)
- 2014-2017 PI 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.
- 2014-2017 Researcher of the school project *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.
- 2013-2016 PI 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.
- 2008-2010 Researcher of the school project *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.

SUPERVISION OF PHD RESEARCHERS

- Natalia Bîlici: *The effect of a German-French intervention program on the analysis and processing of morphosyntactic agreement for spelling* (University of Luxembourg); 12/2014-11/2018, 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); 08/2013-09/2018, VisDeM project, funding Ministerium für Wissenschaft, Forschung und Kunst Baden-Württemberg.
- Linda Brucher : *The development of orthographic practices of multilingual pupils throughout schooling* (University of Luxembourg); start 02/2017, CALIDIE project, funding FNR (PRIDE scheme).
- Katinka Mangelschots: *Spelling of German nouns: Training effects and intra-individual development throughout grade 4* (University of Luxembourg); start 04/2019, GRASP project, funding FNR (CORE scheme)
- Lisa Klasen: *Spelling of French plural: Training effects and intra-individual development throughout grade 4* (University of Luxembourg); start 04/2019, GRASP project, funding FNR (CORE scheme)
- Anne Lorenz: *Prozesse beim Schriffterwerb bilingual deutsch-französischer Grundschulkinder* [Processes in bilingual spelling acquisition, German-French] (University of Leipzig, co-tutelle); start 01/2020, funding University of Leipzig

LIST OF 10 MOST RECENT PUBLICATIONS

- Bangel, M., Rautenberg, I., & **Weth**, C. (2020) Syntaxorientierte Didaktik der Großschreibung ein Forschungsüberblick [Research report on syntax oriented didactics for capital spelling]. *Didaktik Deutsch* 48, 55-70.
- Bîlici, N., Ugen, S. & **Weth**, C. (2020). The effects of a syntactic training on multilingual fifth graders' spelling of noun capitalisation in German. *Writing Systems Research*, 1–15 <https://doi.org/10.1080/17586801.2020.1728011>
- Bîlici, N., Ugen, S., Fayol, M., & **Weth**, C. (2018). The effect of morphosyntactic training on multilingual fifth graders' spelling in French. *Applied Psycholinguistics*, 39(6), 1319–1343.
- Brucher, L., Ugen, S., & **Weth**, C. (2020). The Impact of two Syntactic versus a Lexical Training on Fifth Graders' Spelling of Noun Capitalization in German. *L1-Educational Studies in Language and Literature*, 20, 1–23.
- Dahmen, S. & **Weth**, C. (2018). *Phonetik, Phonologie und Schrift* [Phonetics, Phonology and Writing]. Paderborn: Ferdinand Schöningh (utb).
- Weth**, C., & Wollschläger, R. (2020). Spelling patterns of German 4th-graders in French vowels: insights into spelling solutions within and across two alphabetic writing systems. *Writing Systems Research*.
- Weth**, C. (2020). Schon alles gesagt zur satzinternen Großschreibung? [Has been said everything on syntactic spelling already?] *Der Deutschunterricht* 2, 44-52.
- Weth**, C. (2020). Grammatische Strukturen im mehrsprachigen Kontext sichtbar und begreifbar machen: Vorstellung des grammatikdidaktischen Materials ‚Bausteine Grammatik‘. [Making grammatical structures comprehensible. The material ‚grammar bricks‘] In M. Langlotz (Ed.), *Grammatikdidaktik – theoretische und empirische Zugänge zu sprachlicher Heterogenität* (pp. 213–236). Baltmannsweiler: Schneider.

- Weth, C. & Juffermans, K. (Eds.) (2018).** The Tyranny of Writing: Ideologies of the Written Word. (Advances in Sociolinguistics). London, Oxford: Bloomsbury.
- Weth, C. (2018).** Schriffterwerb in Luxemburg [Literacy Acquisition in Luxembourg]. In T. Lenz & I. Baumann (Eds.), Nationaler Bildungsbericht Luxemburg 2018 (pp. 142–151). Luxembourg: University of Luxembourg/SCRIPT.

LIST OF OTHER RESEARCH OUTPUT: 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.
https://script.lu/sites/default/files/publications/2019-12/Bausteine%20Grammatik_0.pdf

The complete list of all publications is available online:

https://wwwfr.uni.lu/recherche/fhse/dhum/people/constanze_weth