



**Networking the
Educational World:
Across Boundaries for
Community-building**

ELS 3 PORQUETS: A plurilingual tale. Experiences and perceptions of teachers, pupils and families involved in a project to maintain heritage languages at home and school.

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Introduction: the NEW ABC project

The NEW ABC project carried out nine innovation actions in nine EU countries aimed at enhancing the inclusion of refugee and migrant children and young people into host societies through education.



- Participatory Action Research (PAR);
- Domain: Migration-05-2018-2020
- Call: H2020-SC6-MIGRATION-2018-2019-2020
- 13 teams
- 9 countries (Italy, Belgium, Cyprus, Finland, France, Poland, Portugal, Spain, UK)
- 9 innovation actions based on co-creation.



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The NEW ABC 9 innovation actions:



Empowering young translators



The adventures of the Little Prince in the World



Teacher training and family involvement in pluralistic approaches to language education



Mentorship for a better integration



Empowerment of unaccompanied migrant minors through multimodal co-creation in situations of errant mobility



My ideal school; the school I would like



Together we learn our worlds



Self-expression through Poetry



International migrations & (im)mobilities: offline/online practices, identities, agency and voice of youth within temporary reception centres



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Teacher training and family
involvement in pluralistic approaches
to language education



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UNIBO / UNITO (Italy –
2020/2021) →
UAB (Catalonia, Spain -
2022/2023)

Activities were conducted at
the Institute School EL VIVER in
the metropolitan area of
Barcelona with a significant
presence of children -and
families- from migrant
backgrounds or belonging to
different ethnic minorities.



The action aimed to:

- raise awareness of teachers, students and families about the benefits and educational outcomes of a plurilingual pedagogy;
- empower families in children's school education, building a transversal plurilingual learning environment, which can support the use and enhancement of pupils' plurilingual repertoire;
- support teachers in developing effective practices for the use and valorisation of pupils' plurilingual repertoires.



How did we achieve these aims?



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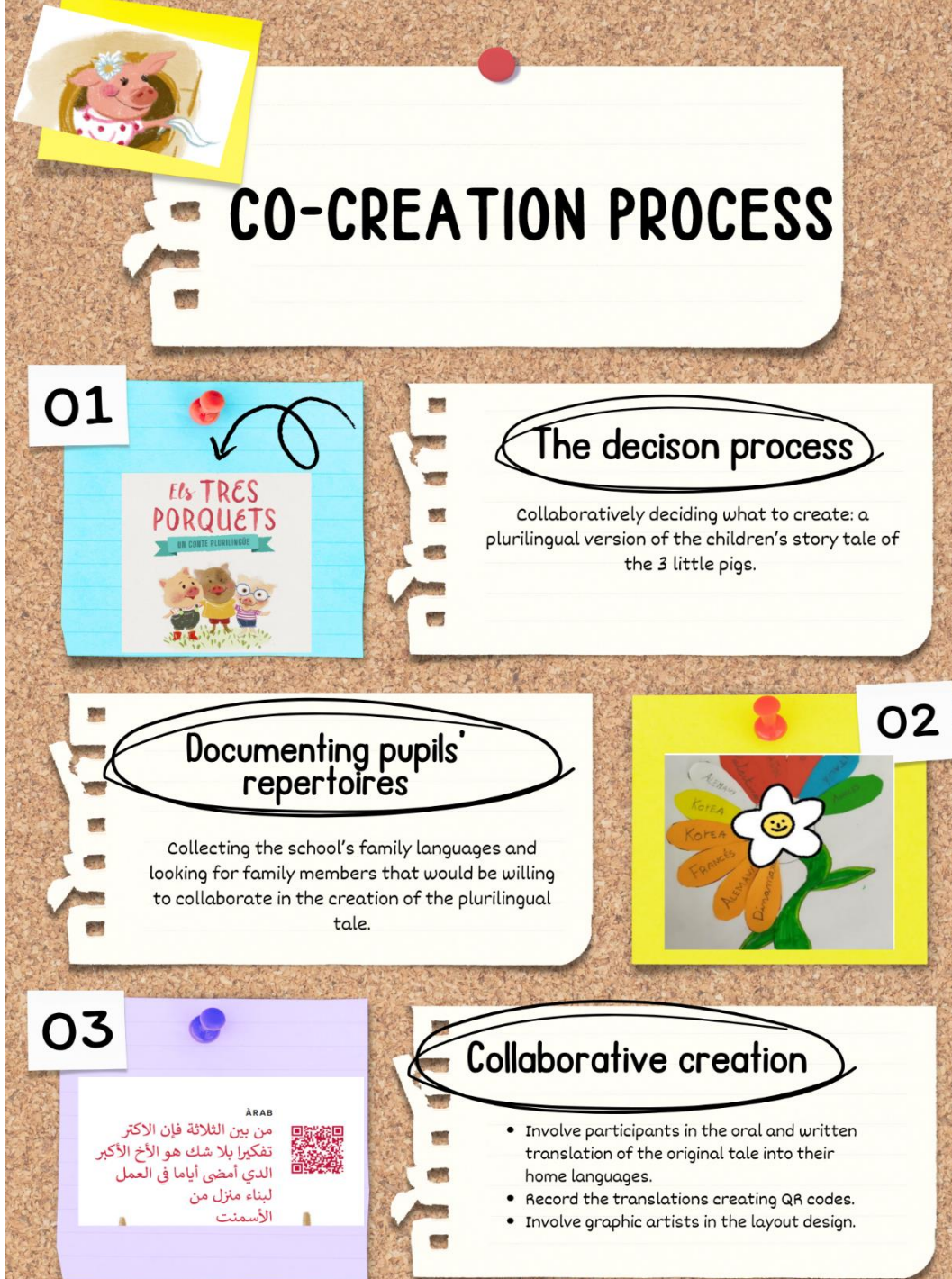
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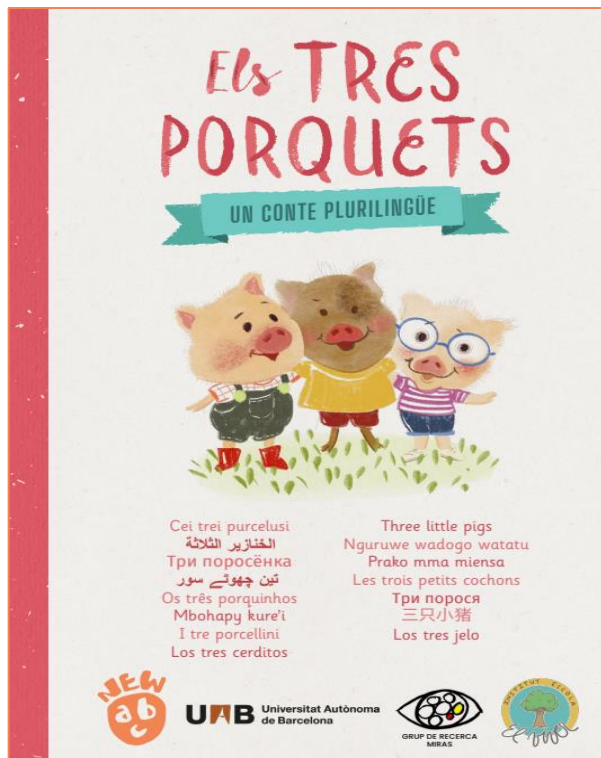
The collaborative creation of 'The 3 little pigs'



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The final product: A plurilingual multimodal tale in 12 languages



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Including families

- Plurilingual reading sessions on families' day led by parents and teachers:



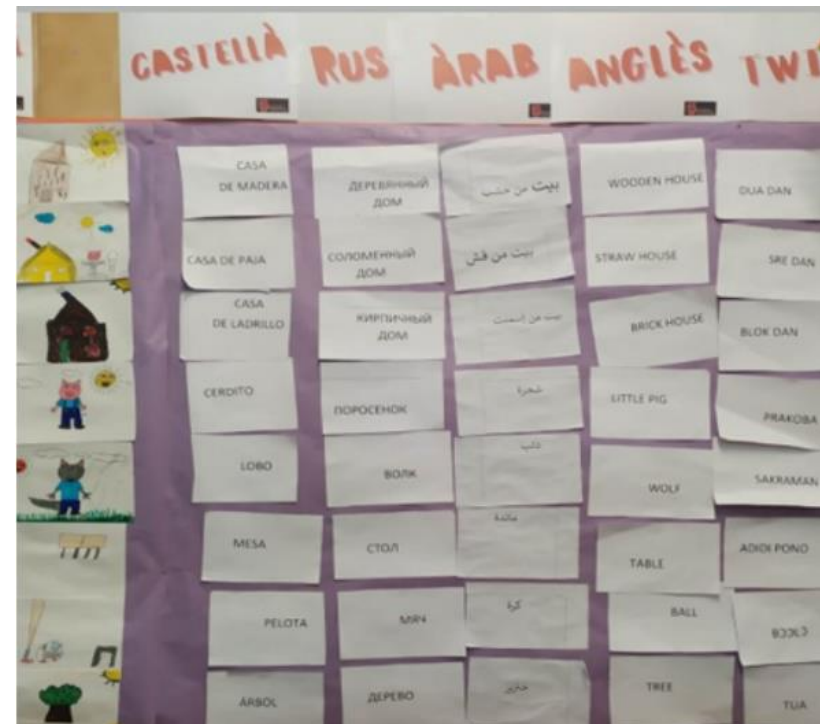
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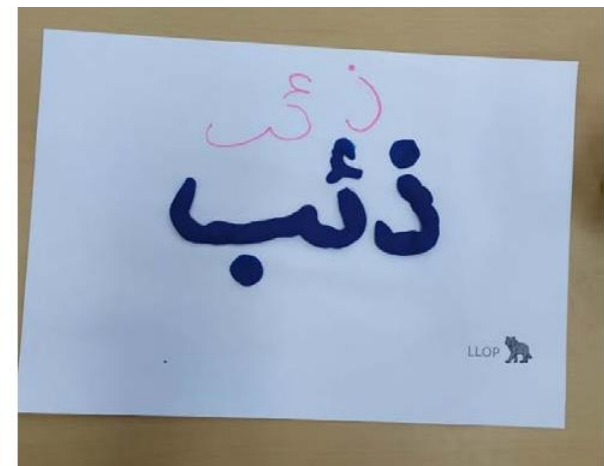
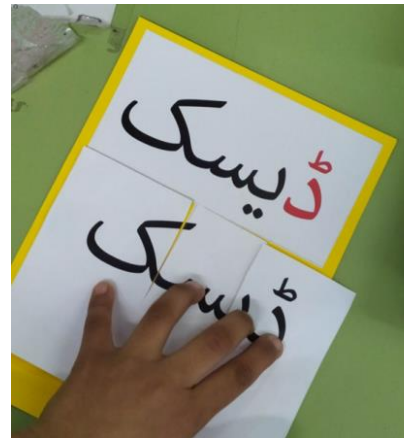


Including families

- Co-creation of a plurilingual visual glossary by parents:



- [illegible]



Including families

- Celebration of Sant Jordi, a Catalan literary festivity:



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Pedagogical resources: Activity handbook

Wrap-up of the action



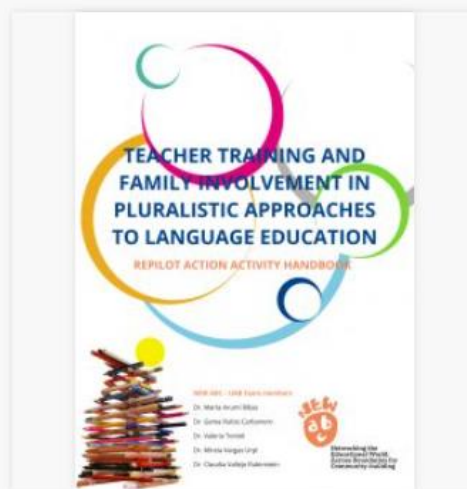
Testing country
Spain



Type of action
At-school activities



Children age
Groups of all school
stages: pre-primary,
primary, secondary



Download the handbook to learn how
this repilot action was implemented

Activities you will find in this
handbook:

- *Presenting the action to school teachers and headmaster*
- *Introducing teachers to plurilingual didactics*
- *Exploring the linguistic diversity of our group*
- *Observing the school's routine*
- *Presenting the project through our language biography*
- *Involving families in a plurilingual project*
- *International Mother Language Day (21st February)*
- *Sant Jordi and San Martino and follow-up activities*
- *Rubbing-up our actions*
- *Closing and dissemination*



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Results. Pupil's perceptions

— Boy - 7 years old | L1: Guarani

"I would like to play games in Guarani and in other unknown languages. I have enjoyed using my mother tongue"

— Girl - 7 years old | L1: Moroccan Arabic (G = girl / R = researcher)

R: *"Of all the things we did with [name of fellow researcher], what did you like the most?"*

G: *"The story of the little pigs because I used to read it when I was little and now I remember it"*

R: *"And did you like doing it in all the different languages?"*

G: *"Yes, because it makes me feel happier"*



Results. Pupil's perceptions

— Girl - 7 years old | L1: Urdu

*"She would like to use more Urdu when she is in the playground playing with her friends."
(referring to what another girl thinks).*

— Girl - 11 years old | L1: Moroccan Arabic

"I thought it was good to use my home language in this activity because it reminds me of my family"

— Girl - 9 years old | L1: Arabic

"Using the home language is good because you learn more. I would like to use the home language more in class"



Results. Teacher' perceptions

Source: final focus group

Teachers highlighted that the opportunity to give voice to different languages and cultural features changed the classroom patterns of participation.

Children who usually intervened less and had limited proficiency in Catalan were able to participate proudly and to share aspects of their home languages and family cultural backgrounds.



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Results. Parents' perceptions

'It's cool this activity because it's like discovering a world. I didn't know there was Twi, and I didn't know there was Moldovan'.

'I found out that Arabic is written from right to left, and I'm very happy!'



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Final reflections

Linguistically inclusive initiatives are crucial in making teachers, families and pupils aware of their affordances for personal and educational development and for promoting awareness, empathy, intercultural dialogue, families' engagement and critical and metalinguistic reflection.

Involving stakeholders as leading agents of these initiatives ensures the sustainability and replicability of the actions in the future and expands their potential for transformation.



References

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Thank you

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