



*VALUE is an EU-funded project for supporting schools improve their educational processes and outcomes, through the use of multilingual practices. VALUE offers a toolkit and resources for adding value to multilingualism in formal education.*

## Valuing All Languages to Unlock Europe

**2<sup>nd</sup> Newsletter**

This newsletter provides information about the VALUE project, as well as updates on partners' work and activities and upcoming work.

### ABOUT THE PROJECT

The International Need Analysis (Intellectual Output 1) has been completely finished! The leading organization for this output was Salamanca University. The document was created in time and is composed of:

1. **National Need Analysis report for each partner:** Each partner collected evidences from their countries. Each document is the result of both desk analysis and focus groups with teachers and parents in the pilot schools.
2. **International Need Analysis report:** it summarizes similarities, differences, trends and needs across the national contexts and to place them in the wider European context. The document is organized in two sections. Part 1 provides: a) general perspective in terms of European policies and national legislation that highlight the value of multilingualism in society and in educational system, b) evidence supplied by pedagogic and linguistic research at EU and national level on the didactic implementation of multilingualism and its dissemination in schools, c) technological innovation, intercultural and multilingual didactic in formal and informal learning. Part 2 analyzes more precisely the results of the focus group organized in each country with teachers and parents in a comparative perspective, and identifies a range of best practice and recommendations for the project implementation. You can read the report [here](#).
3. **Evaluation report:** it analyses the results of the work done during the first phase of the project devoted to the development of IO1 and evaluate if the aim to support partners to

better understand their local contexts and to identify the educational needs of the different national backgrounds has been fulfilled.

In October a third partner meeting was held in Furth, Germany where the progress of the project was discussed General aims:

- creation of materials for teachers how to use digital storytelling as tool for promoting multilingualism in school education
- content and methodological preparation of school teachers for running digital storytelling workshop at school
- testing implementation of the digital storytelling as tool for promoting multilingualism in real school environment via running workshops with students and teachers

## Online Curriculum and Modules

During the last six months, the project team was very busy with creating the online course for teachers about multilingualism. ILI provided guidelines to prepare five different course modules for teachers and together with the entire project consortium, learning objectives and outlines for all modules were written. Based the guidelines and on a template made by CARDET, all partners started with the development of one of the modules in June. In August, all five modules with a lot of information, ideas for interactive elements, multiple-choice questions and examples were finalized. Until September, ILI read all the content and harmonized all parts. In October, a course contents for an online course with five big modules were finished in English.

Additionally, a total of 28 practical activities divided in seven thematic didactical units were developed by all partners to facilitate the teachers to implement multilingual and multicultural activities in class and use their new gained knowledge from the online course in practice. At the moment all the partners are busy with translating all course material into their national language.

Between December and January, the online courses in all partner languages will be available on the online project platform. To guarantee a very good quality of the teaching material, the modules will be tested by teachers soon and also different monitoring tools were elaborated by ILI to evaluate and improve if necessary all material in the testing phase. Below is a short summary of each module:

### ***CARDET (M1): “Writing systems and language families”***

This Module is dedicated to writing systems and language families. It introduces aspects of the study of language (e.g. definitions of language, language properties, differences in written and spoken language, language variation, language, change, etymology, etc.). It also provides an overview of the world languages, the writing systems, language families and their development, as

well as the future of the study of languages, with emphasis on the significance of language in our lives.

***OXFAM ITALIA (M2): “Mother tongue, 2<sup>nd</sup> language and bilingualism”***

Module 2 examines in depth the relationship between Mother Tongues (L1) and Second Languages (L2) in situations of immigration. What happens to an immigrant child’s/teenager’s mother tongue? Which processes, timing and steps are involved in the learning of an L2? How can someone become bilingual and what kind of bilingualism can develop? The Module analyses the linguistic situations/biographies present in classes and offers tools, didactic suggestions in order to work together with the children and their families, about the different linguistic repertoires.

***SPOLECZNA AKADEMIA NAUK (M3): “Elements of psycho-linguistics.”***

This part of the course is dedicated the issues related to neurological and psychological processes of language acquisition, learning new languages and disorders in a field of speech and communication. This information will help teachers to understand how and why congenital factors, individual psychological characteristics of the pupil, conditions on how the human brain functions and specificity of cognitive processes associated with language competence can influence on their work with the child and the adult student. Teachers, in a more responsible and efficient manner, can design and implement activities related to the teaching of languages and didactic work with the bilingual student and multilingual student.

***FRIEDRICH-ALEXANDER UNIVERSITY (FAU) – ILI (M4): “Multilingual approach and plurilingual didactics”***

In this module, it is tried to integrate language teaching in school and at home. Many children speak one or more different languages at home. For teachers it is necessary to understand the different concepts parents can use at home for language learning and how teachers can support the children and parents with this challenge. In addition, the integration of these children and families in school activities and communal activities is a challenge, which can be supported by teachers and a good and accepting environment in class. In this module, many good practice examples are also shown how parents and children can be integrated in the community and the advantages and challenges that arise when children speak different languages at home are explained.

***UNIVERSITY OF SALAMANCA (M5): “Tools and Resources for implementing curricula for multilingual education”***

This Module introduces teachers to multi-cultural concepts combined with language learning strategies and provides them with ideas and tools to create, publish and share activities to implement school curricula guarantying multilingual education.

## UPCOMING WORK

Concerning **IO2 (Online Curriculum and modules)**, after uploading the modules on the platform, all partners will translate them in their national language. The participating teachers from each partner country will be trained by the end of February. For this testing phase 10 teacher will be selected for each countries.

Concerning the **IO3 (Innovative learning practices adopted through storytelling)** the guidelines are almost ready, at the end of the year all partners will translate the Guideline into national languages. Between February and April teacher could download the guidelines and realize 3 workshop with their pupils.

About **IO4 (Multilingual Multimedia Exhibition)** each partner is in charge of one path for the development of online toolkit. First of all Oxfam will collect suggestion and ideas in order to create the final version of booklet (a practical leaflet for creation a multilingual exhibition) and then all partners together will develop online toolkit for teachers, students and families to add value to multilingualism.

## CONTACT US

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