



*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

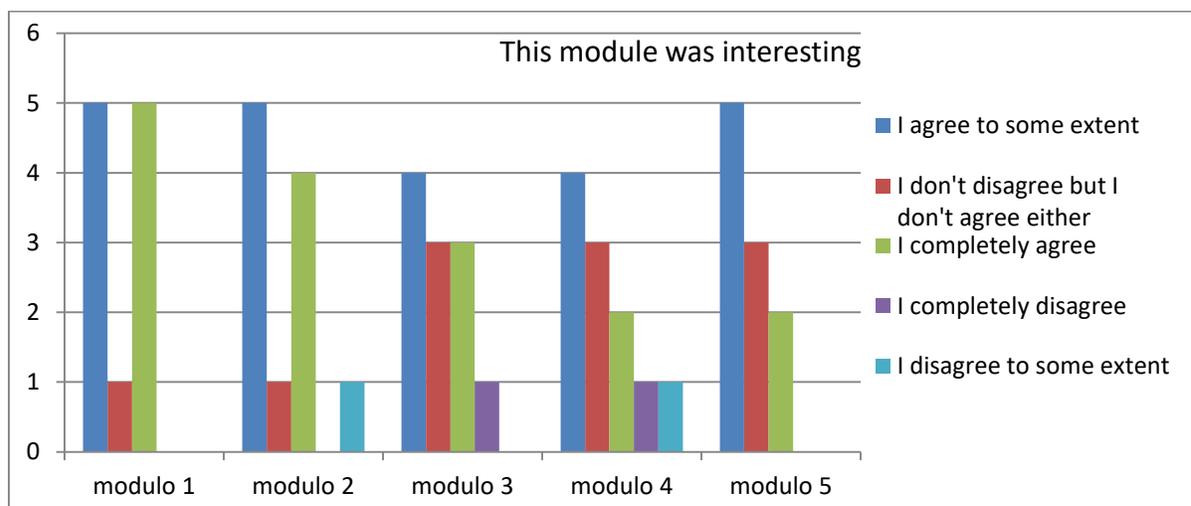
**3<sup>rd</sup> Newsletter**

Welcome to the VALUE 3<sup>rd</sup> newsletter. This time we are excited to announce different things about our project. We have tested our curriculum and our activities with about 150 teachers around Europe and received very positive feedback.

### TESTING THE ONLINE PLATFORM

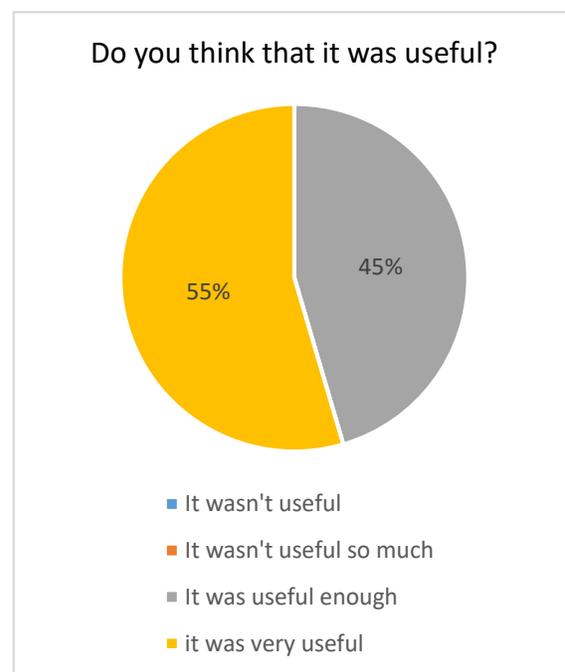
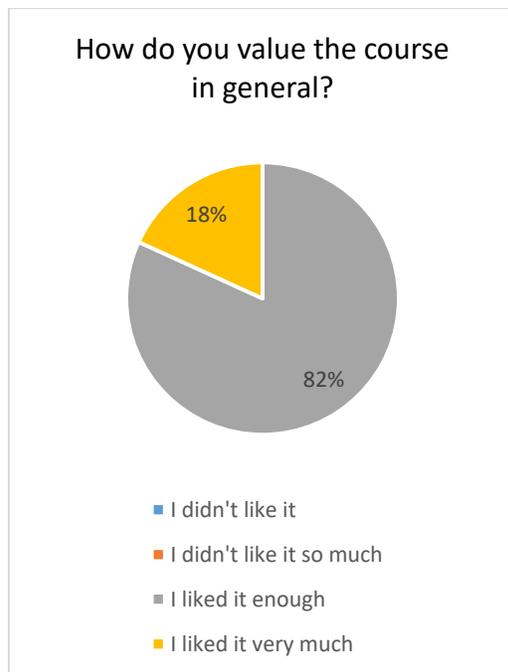
#### **OXFAM ITALIA:**

Between January and March 2017, 12 teachers done the online modules and answered to questionnaires before and after each module. Here are some of the results of the questionnaire for each module.



Teachers said they enjoyed the diversity of language, including: story, use, morphology, development, communication and multilingualism. Teachers talked about some technical problems that usually don't allowed the vision of documents and link for a rapid and easy learning. Module two about mother tongue, L2 and bilingualism was very interesting and easy to understand, thanks to new ideas for the use of instruments. Some criticisms are about the repetition of some concepts. The teachers appreciated the module mostly for its simplicity. During the realization of module three and four about elements of psycholinguistic and multilingual approach and plurilingual didactics, most teachers learned some ideas and activities for the involvement of students and parents in school activity.

The module five about instruments and resources for implementing curricula was overall perfect but, according to some teachers, some activities were not so interesting; A lot of teachers said that they had enriched their teaching skills thanks to the activities made in this project. In fact, they received some ideas to use new communication strategies during the lessons, the representations, etc. Links, activities and a lot of resources provided from web 2.0 were a big and important resource for the teachers involved.



Teachers liked all topics in particular: module two about native languages, second language, bilingualism, didactic methods, multilingual didactic methods; and module five about tools and resources for steady didactic programs through technology. Teachers were less interested about psycholinguistics, they said that a lot of topics were repetitive.

Some teachers worked 2 hours a week for five weeks for organizing meetings with children's parents to show them proverbs, assembled all materials and choose how to use them to realize the storytelling activity. Some teachers presented in class one language per month. Other teachers made all the activities proposed.

Some classes realized some billboards with foreign numbers and words, the students' parents told some fairy tales in their native language to other students.

### ***CARDET:***

In Cyprus, the Modules and activities were implemented at the hub school, as well as with some other teachers that expressed interest in participating in the project. The teachers were language teachers, foreign language teachers, art, and the teachers of the participating classrooms. All teachers had experience with multilingual students, as the school has students from different language backgrounds.

All teachers found the online modules quite interesting and educational, as they could learn information regarding important aspects of their work with their students. The students that were 10-12 years old. Their countries are: Cyprus, Russia, Bulgaria, Syria, Lebanon, and the UK. Some students come from mixed weddings, where one parent is from Cyprus and the other parent is from another country.

Storytelling was very popular among teachers, they find it as a quite powerful way of portraying meaning and communicating messages, especially when there is linguistic diversity in a classroom. Teachers had created various films through storytelling, incorporating art and language activities. All the videos are posted on the VALUE website. Students created different projects, based on different thematic areas and narrated the stories to convey the messages. Examples like clay figures, scarfs, drawings of churches (related to the heritage of Cyprus), different objects, etc. are powerful examples of storytelling.

Overall, the teachers said that the application of the different activities created a very nice environment in the classrooms and that students felt very comfortable in participating. The fact that they had to be active and creative was another factor that contributed in the successful implementation of the activities and tasks, as well as the fact that the process involved often the use of technologies.

### ***FRIEDRICH-ALEXANDER UNIVERSITY (FAU):***

In Germany, a primary school teacher who teaches the subjects' music, art, physical education, maths, German, and English run the VALUE activities. The teacher had experience with multilingual children and the school has students with many different linguistic and cultural backgrounds. The teacher used the audio activity, "Language emersion and language integrated learning: B1 Animal Sounds" and was popular with the students as they were amused and surprised. Talking about holidays in a class with multilingual children can be very interesting and it is suitable to train

language competencies like reading and speaking skills but also to work out cultural differences. Hence, the teacher chose the activity “B2 Different Holidays: Christmas” from the VALUE website.

The teacher’s overall conclusion was that there is definitely a benefit from the activities for the students as new language experiences are open to them and help them to discover the world and cultural differences which educates them to be cosmopolitan people in a united Europe.

#### ***SPOLECZNA AKADEMIA NAUK:***

In Poland, 15 people participated in piloting materials on the Value training platform. Nine of the participants completed the training. The Modules of on-line platform was taken up quite well. The teachers find them interesting and helpful. The greatest interest of the teachers enjoyed the topics that relate to the use of modern tools and web applications in multilingual education. Teachers also appreciated those parts of the course, which concerned taking actions to integrate multilingual families with the school and the local community. It is worth to mention that the teachers had to be well motivated to perform the pilot phase because the content of training is quite big and time consuming. But their opinion was quite positive and they told us that they will use the material in their work with multilingualism issues.

“Training and exercises have made me aware that raising the linguistic awareness of teachers (and students) is a very important factor in the teacher's work” – *one of the opinion of participants.*

#### ***UNIVERSITY OF SALAMANCA (USAL):***

In the increasingly globalized world, our schools receive many students for different cultural and linguistic contexts and multilingualism is becoming an inherent feature of the school education. The circumstance makes urgent to work on the aspects related to the appreciation of the mother tongue and culture so to build positive and lasting bonds between the cultural background of the children and the school learning. In this sense, the participation in the VALUE project represented both a stimulus and a support for the teachers involved in the training, offering different perspectives for working with multilingualism and integrating it into classroom programming.

For the piloting of the VALUE activities, the University of Salamanca received the collaboration of the CEIP Santa Catalina, a primary school of Salamanca (Spain), where there were involved 8 teachers and 6 groups of pupils between the ages of 9 and 12 and of its Educational Sciences Faculty with 3 future teachers attending the master degrees on school teaching (specialist in Educational counselling) and ICT education.

The implementation of the training combined face to face activities and the attendance at the online course in self-learning modality during Spring 2017. They had the possibility to navigate

through the modules and to choose the contents more interesting for them in a non-structured way. The feedback was collected by interviews with the teachers during the duration of the online course. They appreciate both the three more “theoretical” modules, where they found the contents on the project topic and in particular the inputs for the work in the classroom of the last two modules, that provided a good input for the organization of the school exhibition [Santa Catalina por el mundo](#) and their storytelling workshops [Travelling around the world](#).



“According to my personal experience, the materials and the training offered by the VALUE project helped me deal with some aspects of multicultural education, such as the work with peers who have different mother tongues, the use of technological tools that allow the realization of maps, infographics or resources for storytelling and also incorporate in the lesson plan the different ethnic, religious or cultural backgrounds and make them an educational advantage and a growth opportunity for students”, this is the testimonial of Inmaculada Hernández Martín, one of the future teachers who attended the course.

## DIGITAL STORYTELLING

The aim of Storytelling workshops and Guidelines for teachers is to promote this didactical method as a tool to be used while working in multilingual and multicultural environment. *The Guideline for multilingualism experimentation through digital storytelling* is a kind of handbook/manual for the teachers. It provides teachers with useful, clear and concise information concerning both: the digital storytelling as an effective teaching and learning method, and practical tips on the application of this method in didactical work with multilingual pupils.

Each partners’ countries performed the workshops for teachers how to use Digital storytelling in their classes/work and then the teachers worked with their pupils. They could use tools/practice/method which they could find in Guidelines. Then they shared their experiences, doubts and hopes with each other during focus groups dedicated to discuss about they experience during work in classes. Teachers emphasized that working with digital storytelling was very developing for them. It allows also a pupils to demonstrate the skills that they don’t show in regular lessons. According to teachers, this method stimulates pupil’s creativity and allows them to better know their own abilities.

The digital storytelling workshops were carried out at various levels of schools in the partner countries – in primary, lower secondary and secondary schools. Teachers and pupils implementing their projects preferred the video as a form of digital story. The subjects of the workshops as well as the topics of the stories created by pupils were optional in every partner country. The topics that were most frequently chosen: importance of diversity, cultural diversity, cultural and linguistic identity, the issue of refugees. The workshops were very positively evaluated by the pupils. They

pointed to the attractiveness of storytelling as a learning method – they liked particularly working together, making movies, being able to combine fun with learning. They stressed that digital storytelling projects facilitated their development of language skills in a much more interesting and effective way than in the classroom. Both teachers and pupils clearly expressed their willingness to implement digital storytelling projects also in the future.

Visit the VALUE website to watch storytelling videos that students from partner countries have created at <http://valuemultilingualism.org/index.php/en/elearning>.

## UPCOMING WORK

Partners have completed teacher trainings and are currently working on organizing multilingual exhibitions in their countries. Stay tuned for the upcoming news.

## CONTACT US

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