

# Planning and building environments promoting multilingualism in children



# Some history...



The project started in the 2012/13 school year. Firstly, it was directed at the teacher of municipal, state and state-recognised preschools through an educational test.

The aim was to promote a multilingual and educational project about multilingualism in the schools of the area, by building in each section involved a multilingual educational environment to enable the development of skills in children.

Since September 2013, the project has acquired a new strength and has become a distinctive sign of a widening educational and experimental path, developed through the scientific consultation of prof. Martin Dodman.

**21 municipal preschools** involved with 159 teachers

**14 state schools between pre and primary schools** with 54 teachers

**2 state-recognised preschools and 1 primary school** with 6 teachers

[illegible]

[illegible]

How to overcome the traditional idea of English course, and promote the idea that languages are not only something to learn but to also something one can learn with?

Due to the recent migration waves, two needs emerge: that to train multilingual individuals able to overcome these challenges and the other to build multilingual learning environments able of doing so



# A methodological approach



Sul tappeto sono  
disposte quattro file di  
cerchi colorati, di colori differenti per  
ogni riga: rosso, giallo, blu e verde.  
noi chiameremo le parti del corpo e i colori  
i bambini dovranno posizionarsi sul colore  
con la parte del corpo giusta.

TWISTER  
CON  
COLORI

[illegible]

**Language and learning:** multilingualism strengthens even more the malleability of a baby's brain by stimulating the development of his/her overall intelligence

[illegible][illegible]

# The benefits of multilingualism



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## Language and integration

"Being multilingual allows people to get in touch with cultural diversity, to know and respect the values and customs of others, to share experiences lived in other communities, to recognise the existence of a common human heritage and available to everyone".

*Martin Dodman*



# Building multilingual environments



# The alternance of languages in the curriculum





# Contents of the curriculum



My body and myself (how it is, body and expressions, motor and sport activities ...) parts, actions, movements, hygiene, nutrition, identity, growth ...

My environments and I (my day, my personal history, historical periods, my school, my territory, my global world ...) time (linearity, cyclicity, duration, succession ...), space (position, orientation, organisation , paths, maps ...), shape, size, quantity, number, causality, changes, evolution ...

The others and I (my family, my friends, my social groups, my multicultural world ...), interactions, rules, sharing, respect, diversity ...

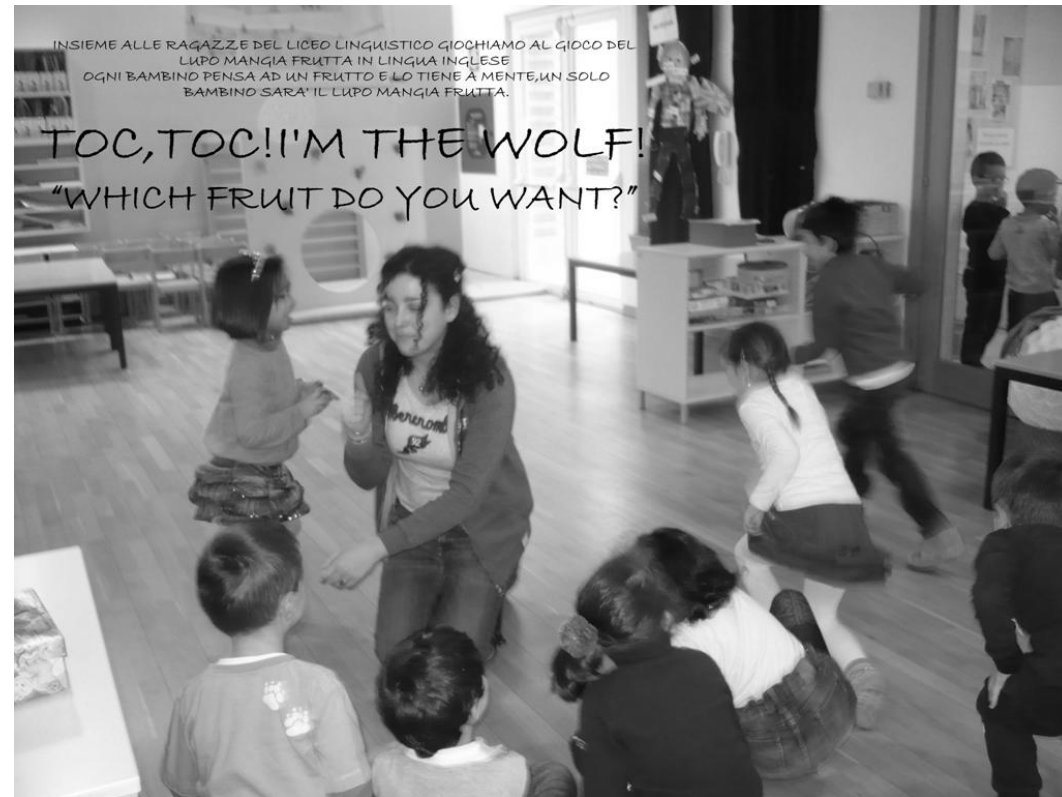


[illegible]

The methodology makes the learning of many languages a richness linked to the ability to access more language codes, a way of being, living and conceiving the world. Thus, possessing 2 of them (language codes) means to learn and have more points of views to interpret the reality and the existence.

# Working methods

All the curriculum activities such as routine (snacks, meals, bath, getting dressed, sleeping ...), structured activities (reading, songs, motor activities, painting, manipulation activities, trials, research, problem solving ...) and free play can be conducted entirely or partially in one or more languages.



[illegible]

“if you have finished your snack go on the carpet”

[illegible]

# Acting

Actions like moving (yourself/one thing), choosing, combining, grouping, merging ... items according to different criteria.

## Language

## Using different types of language:

- body: movements / facial expressions, gestures, moving some parts of the body or the whole body ...
- spoken: sounds, songs ...
- visual: scribbles, graphic representations, drawings ...
- human: (proto) words, phrases ...



[illegible]

## Type of activity:

## Description of the activity:

## When:

## Language phrases:

## Indicators of competence:

[illegible]

Thanks to the meeting with prof. Dodman who has accompanied this path to overcome fears of languages, it also gave value to other widespread skills among our teachers such as relationship ability, educational and didactic capacity, playing along etc.

[illegible]

## Two-year project with a:

- Basic course
- Advanced course

**Methodology:** Training/intervention and supervision in the classroom

## Structure of intervention:

- Training in methodology
- Processing scripts to experiment
- Comparison with colleagues and experts in the work done
- Comparison with an expert in the direct observation in your own class during the day-to-day development of the activity
- Courses to support the knowledge of English (for teachers)

[illegible]

School year 2013/14	Teachers	Schools	Sections/classess	Pupils
Preschools	78	22	59	1573
Primary schools	18	9	14	448
Total	102	31	77	1925

School year 2014/15	Teachers	Schools	Sections/classess	Pupils
Preschools	85	25	60	1500
Primary schools	17	6	17	425
Total	96	31	73	2021



[illegible]

## Events:

## 2 public initiatives addressed to parents and teachers

## 2 seminars: multilingual citizens in multilingual environments

## Publications:

# "Who speaks two languages lives two lives"

# "Designing and building environments promoting multilingualism in children"

# "Pass me the Red"

[illegible]

- [illegible]

[illegible]

- He/she uses words from a language other than the Italian learnt at the preschool
- He/she shows curiosity about different languages and cultures
- He/she asks for books, games, etc. in a language other than the Italian
- Other (specify)

Other (specify)

[illegible]

- Annual educational project
- School pedagogical project
- Pedagogical project of the nursery schools and preschools of the municipality of Ravenna



[illegible]

- Multilingualism is not necessarily the learning of English - or another language - but to have a dialogue conceptually with another language code.

- It is a democratic path because it brings the project of multilingualism to all children to overcome the differentiation between those who were in the English lesson and who did not want or could not join it.

[illegible]

## Bibliography:

*"Chi parla due lingue vive due vite"*

*"Passami il red"*

# Publications by the Pedagogical Coordination of the Municipality of Ravenna