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ACT and connect for INtegration:
language learning & cultural awareness



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Theodoros Marinis, Andrea Young, Maria Zerva,
Justine Holtzweiler, Karina Al-Katauneh &
Saskia Braun

www.actintegration.eu



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ACTIN

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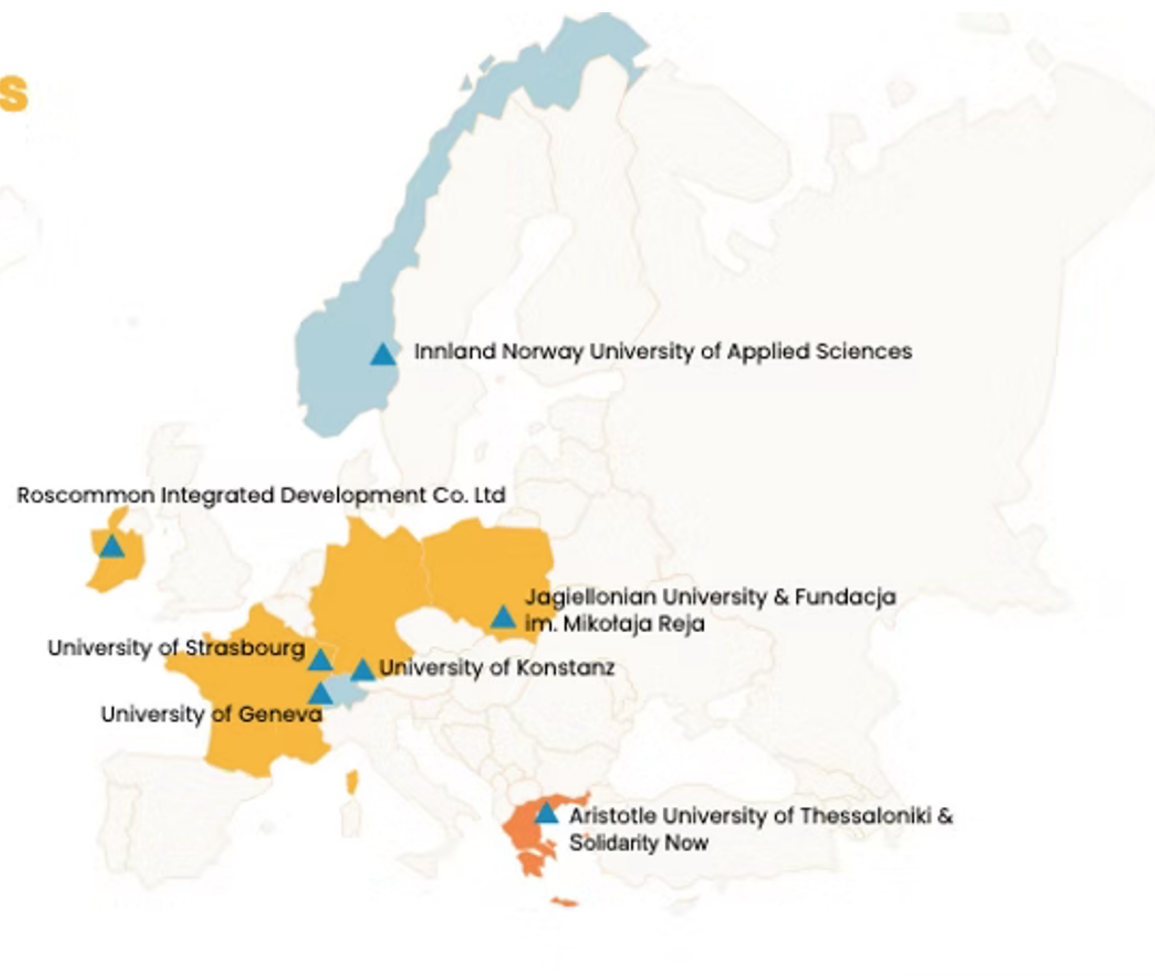
- Aristotle University of Thessaloniki

Partners

- University of Konstanz
- Jagiellonian University
- University of Strasbourg
- Roscommon Integrated Development Co. Ltd
- Solidarity Now
- Fundacja im. Mikołaja Reja

Associated partners

- University of Geneva
- Innland Norway University of Applied Sciences





Aim: support and reinforce the **integration** and **inclusion** of migrant children and adolescents in **education** and by extension in **European society** as a whole.

HOW?

- **Activities** that support **language learning** and **cultural awareness**
- Conducting **high-quality training seminars for educators** and **professionals** supporting the integration of migrants in the host countries



- Development of a **school mentoring scheme** to support **educators**
- Creating an **online open source** with **teaching and learning materials** across **different languages** and making it **accessible to everyone**
- **Organising activities** that involve **migrant families** and **local communities** that can **build strong community bonds** between migrants and locals



Activities in the domains of

Vocabulary

Grammar

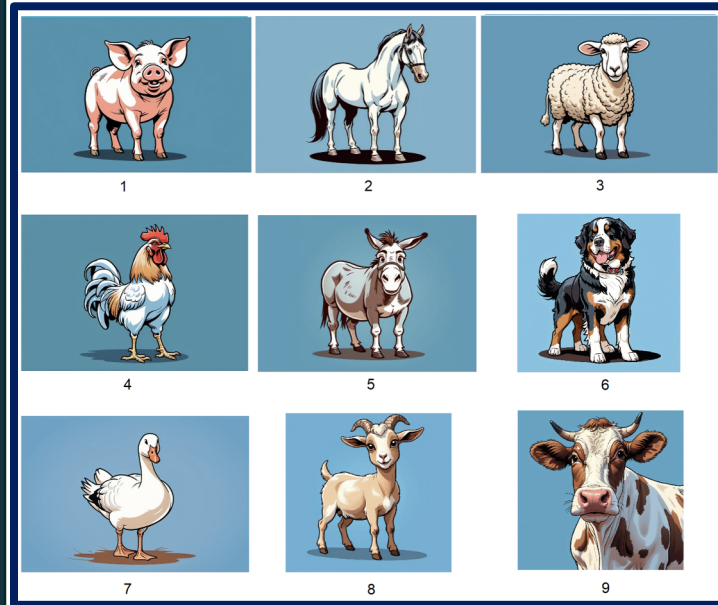
Pedagogical translanguaging



Language learning activities

Vocabulary:

FLASHCARDS



PANTOMIME



CONTEXTUAL CUES

Um uns herum gibt es jede Menge Wasser; in Flüssen, Bächen (kleinen Flüssen), in Seen und Teichen, kleinen Seen, in denen Wasser steht, als Regen, Hagel, kleine Eiskugeln, die manchmal aus den Wolken fallen, Schnee und im Meer.

Language learning activities

Grammar

Processing instruction



Was passiert? Was wird gemacht?



A

1. Die Hausaufgaben werden gemacht.



B

2. Schach wird gespielt.



C

3. Die Hände werden gewaschen.



D

4. Die Torte wird gebacken.

Dictogloss

Running dictation

werden aufgeschlagen.
Milch zu den gegeben.
Zucker und Salz werden hinzugefügt.
wird in
Die Brotscheiben in die Eier-Milch-Mischung
Eine wird
wird in die Pfanne
Die Brotscheiben
Die Brotscheiben werden von beiden
Die Ritter warm

Language learning activities

PTL

Pedagogical translanguaging



die Berufe

1. Wie heißen die Berufe? Schreibe. 
2. Wie heißen die Berufe in deiner Sprache? Frage deine Eltern zuhause und schreibe. 




der

die Lehrerin

So heißen die Berufe auf meiner Sprache:

.....

Language learning activities

LIQUIDE	SOLIDE
GAZEUX	glace 

CLIL

Content and language integrated learning

EAU



L'enseignant demande "Que devient la glace si je la mets dans ma main ?"

Les élèves répondent avec modèle : "Quand la glace fond, elle devient de l'eau."

Introduire la structure : Quand ..., alors

Objectifs : travailler les verbes "devenir " et "se transformer" et former des phrases plus complexes (structure de la démarche scientifique).

CONDENSATION



1 - Les élèves passent à la partie 4 et 5 de la fiche :

Écrire 3 phrases d'observation sous les dessins.

2 - Rédiger une mini-conclusion pour expliquer le schéma (4 phrases minimum) :

L'eau existe sous trois états...

Quand l'eau chauffe, elle devient...

Travail sur la grammaire : phrases complètes, temps présent, syntaxe simple mais correcte.

Non Formal education activities

Extracurricular activities

Aim: Acceptance, inclusion, and integration, cultural awareness, sensitivity and exchange among participants

- E.g. games, music, story narration, baking, sports
- NGOs, local organisations



Non Formal education activities

Solidarity cafés

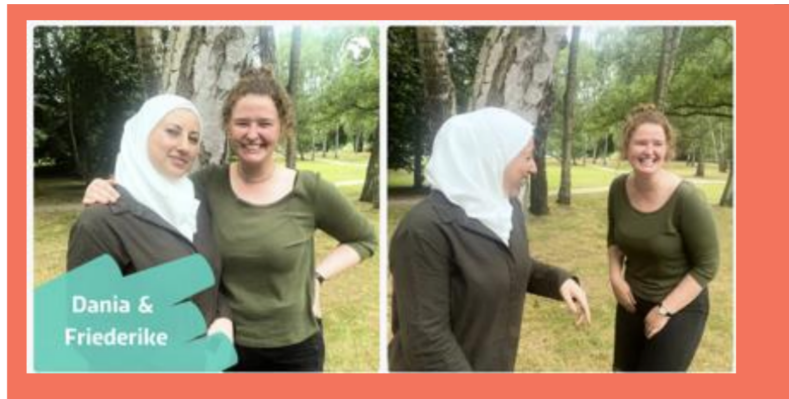
Aim: Promote social integration, provide migrants with authentic practice, social interaction, and engagement with local people, positive outcomes in language acquisition and learner's motivation



Non Formal education activities

Buddy scheme

Aim: Practicing language and familiarising with other cultures and languages in a one-to-one context.



LANGUAGE OF THE LESSON

All English Greek

AGE

All 6-9 10-12 13-15 16-18

PROFICIENCY LEVEL

All A1 A2 B1 B2

SUBJECT

All Geography & Geology
History Language
Physical Education

LANGUAGE AREA

All Active & Passive Voice
Agreement Aspect
Derivational Morphology
Determiners Pronouns

Days of Laughs: From Mall Adventures to Birthday Parties



In this English lesson, students enhance their listening comprehension, grammatical awareness, and collaborative skills through....

[View Lesson Plan](#)



The Power of Expression: How Music and Dance Connect Us



In this English lesson, students develop listening comprehension, grammar awareness, and collaborative skills through two....

[View Lesson Plan](#)



Everyday Routines



In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through....

[View Lesson Plan](#)



Books and Browsing: A look inside the Library and Bookstore



In this English lesson, students develop listening comprehension, grammar awareness, and collaborative skills through two....

[View Lesson Plan](#)



A Day at Work: Mary's Café and Ms. Smith's Classroom



In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through....

[View Lesson Plan](#)



Sharing Memories: A Picnic and a Beach Day



In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through....

[View Lesson Plan](#)



Trips



In this English lesson, students explore vocabulary related to travel and destinations while learning to....

[View Lesson Plan](#)



Professions



In this English lesson, students develop vocabulary through the use of pantomime and interactive group....

[View Lesson Plan](#)



Professions



In this lesson, learners are introduced to vocabulary about professions using visual flashcards. The teacher....

[View Lesson Plan](#)



Teacher training

Teacher training workshops

1) Theoretical and Practical Foundations

Introduction to language-sensitive teaching approaches tailored for diverse, multilingual classrooms, presentation of the project and the activities.

2) Collaborative Material Development

Joint creation of teaching materials, adapted to the specific needs of both teachers and learners.

3) Methodological Exchange after Classroom Testing

Feedback and reflection session following the trial of newly developed materials in real teaching environments.

France

9 schools, 35 teachers completed the whole training (still ongoing)
25 hours of teacher training

Germany

6 schools, 54 teachers completed the whole training (still ongoing)
36 hours of teacher training

Methodology

Co-construction and support

Co-construction of 8 types of protocols.

Support and training during three sessions.

Implementation and observation

Implementation of the chosen protocol by each teacher.

Classroom observation by two members of the team.

Data collection

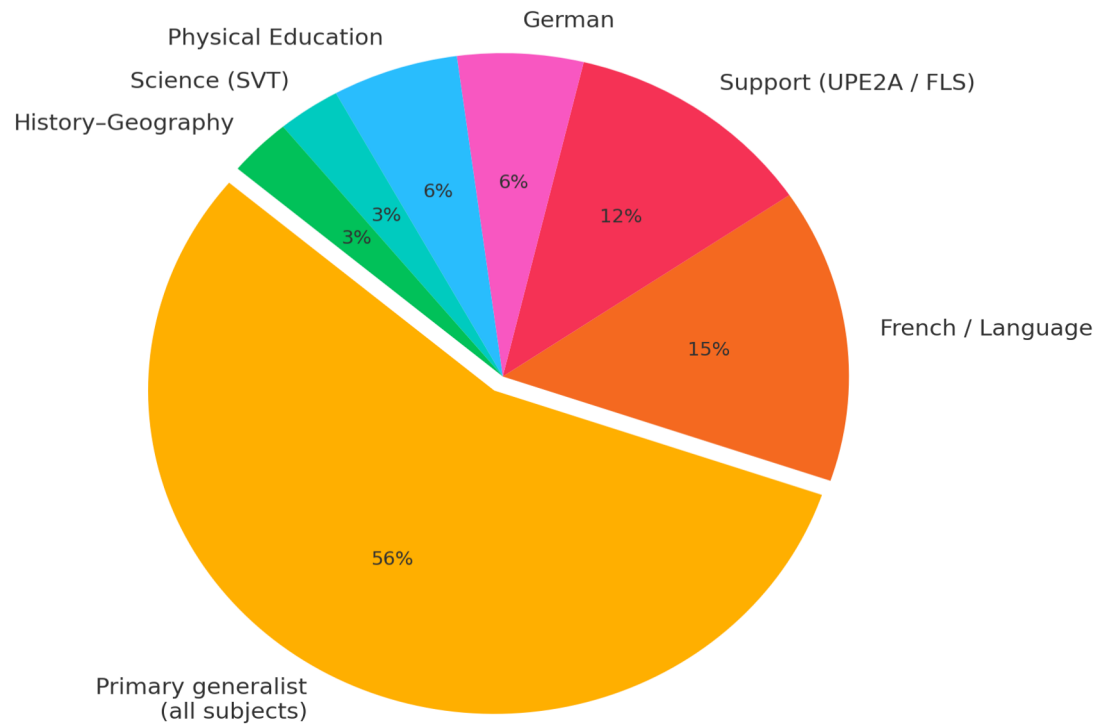
Before / after the training: online questionnaires for teachers

Around the teaching activity:

- Paper questionnaire – teacher
- Paper questionnaire – students' emotions
- Focus groups with students – feedback and discussion with teachers

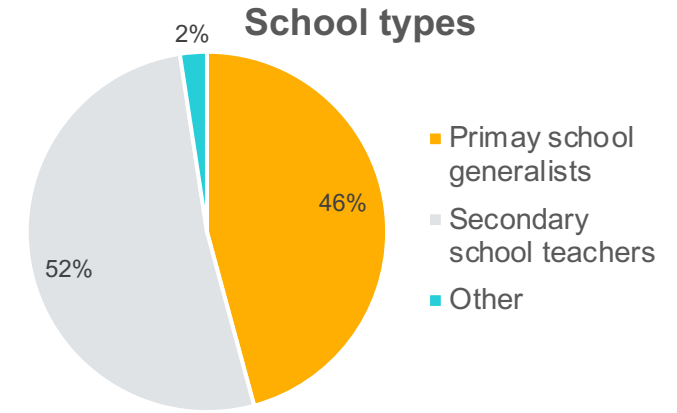
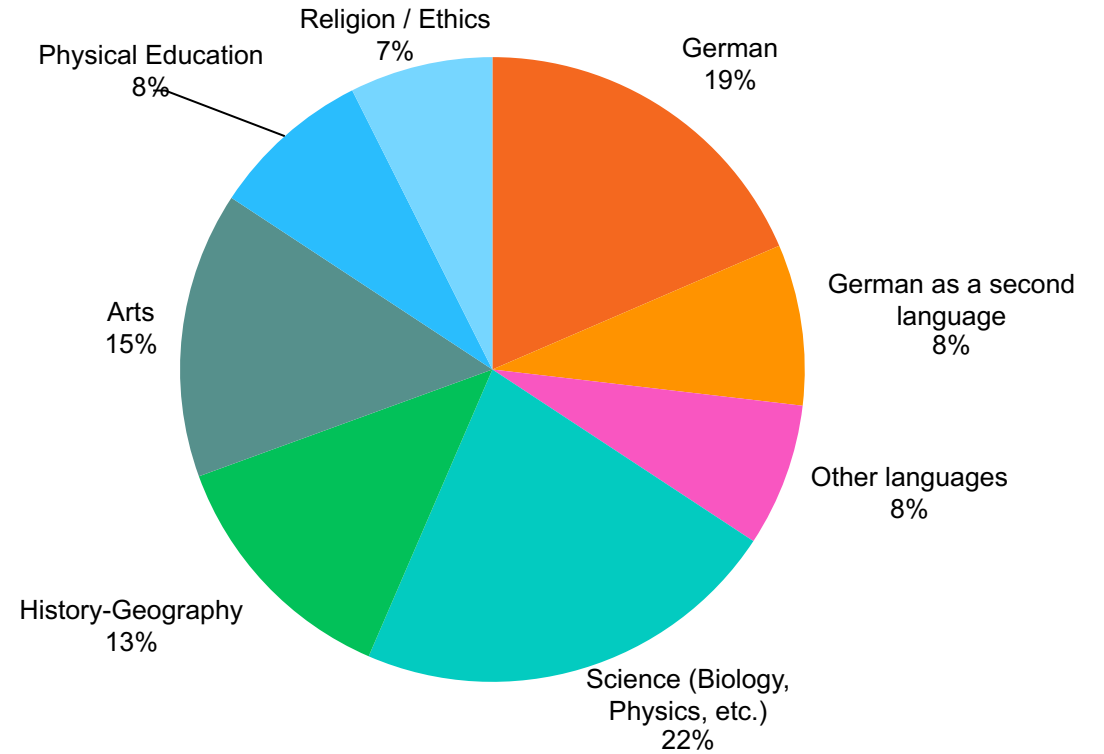
Teacher profile (primary / secondary / language specialists)

France:



Germany:

Distribution of Teaching Subjects in secondary schools (Multiple Coding)

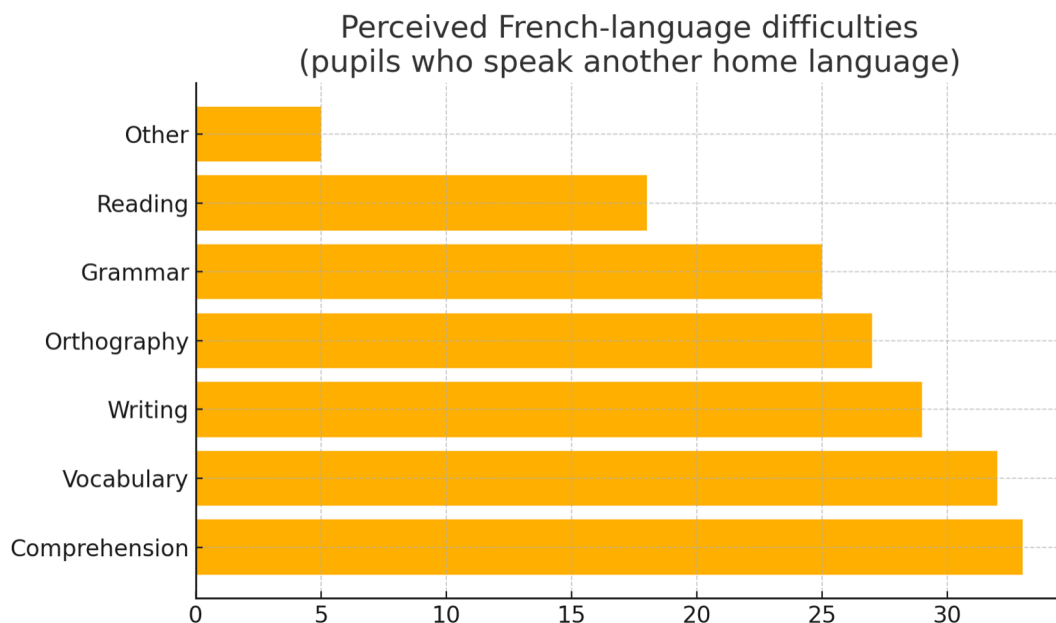


Teachers beliefs and attitudes

Perceived language difficulties

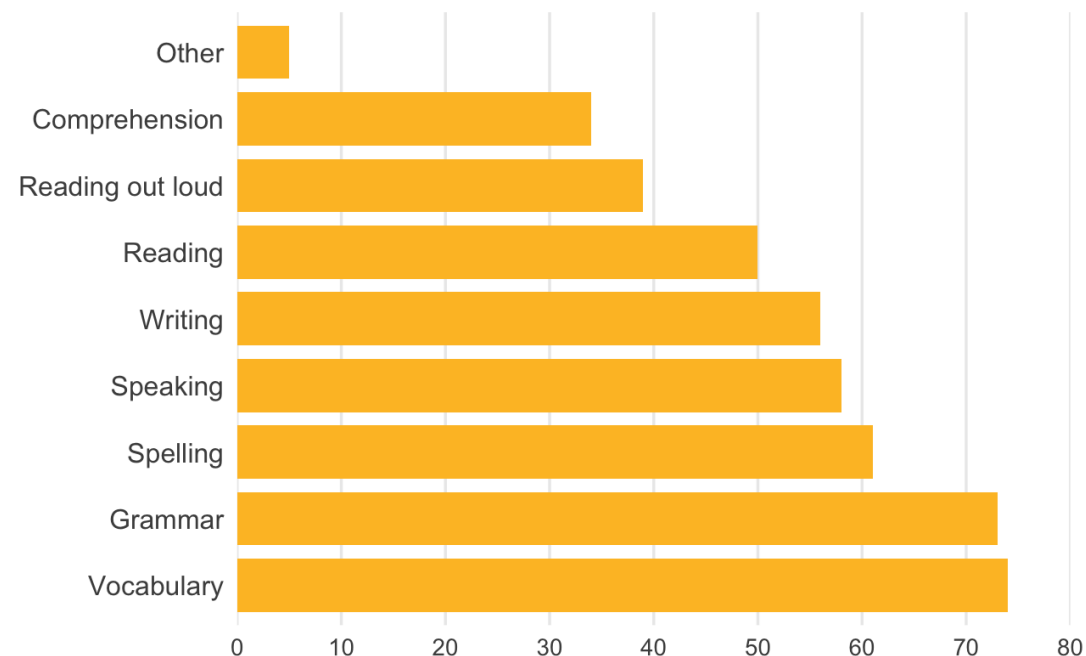
In your opinion, what language difficulties do your pupils who speak a language other than the language of education at home face? (You can tick several answers)

France:



Germany:

Perceived German-language difficulties (pupils who speak another home language)



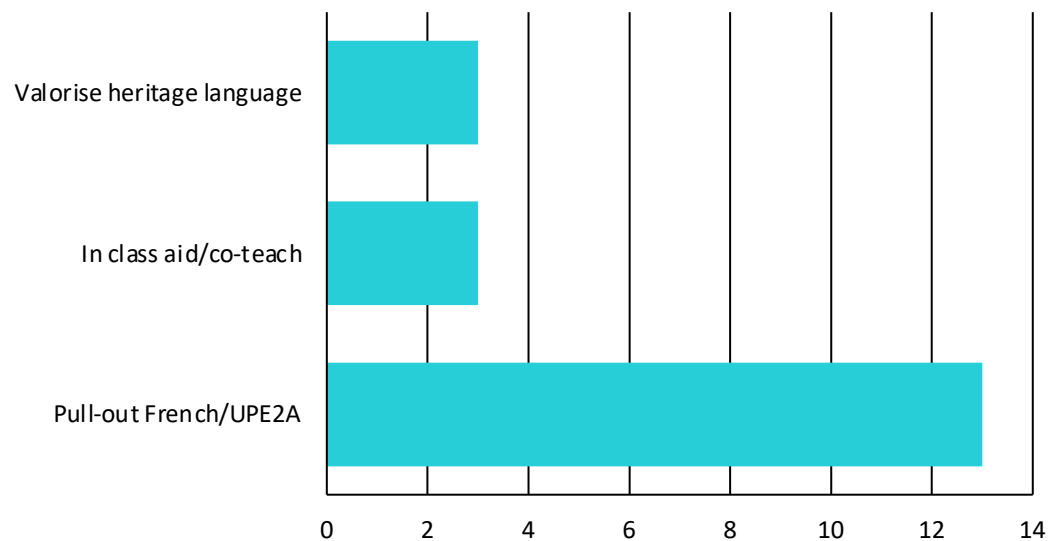
Teachers beliefs and attitudes

“Ideal welcome” for pupils with another home language

What, in your opinion, would be the ideal way to welcome students who speak a different language at home into the school?

France:

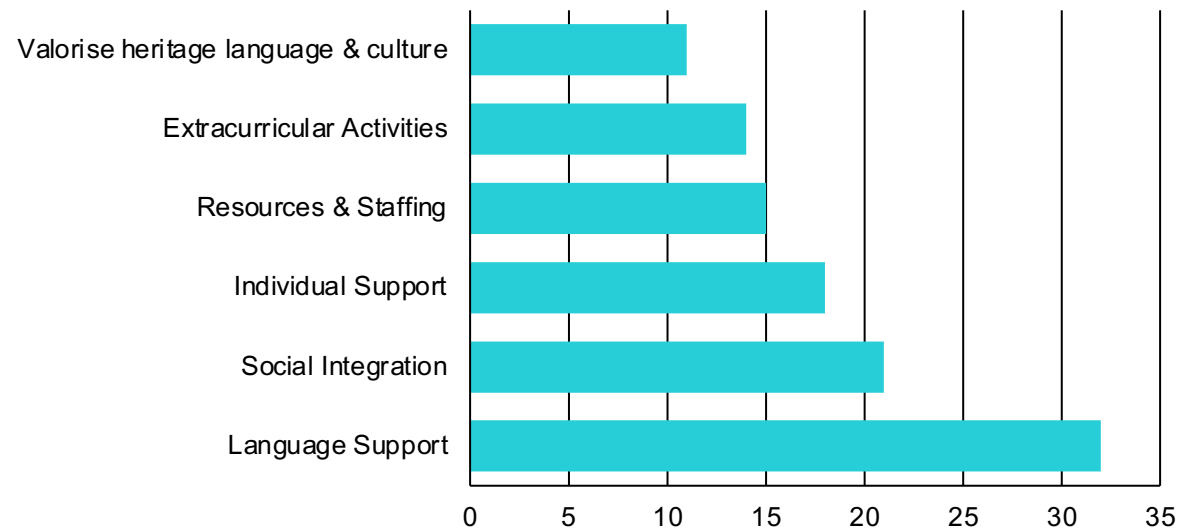
Ideal Integration Approaches (Multiple Coding)



Teachers mentioning the idea (n = 18)

Germany:

Ideal Integration Approaches (Multiple Coding)

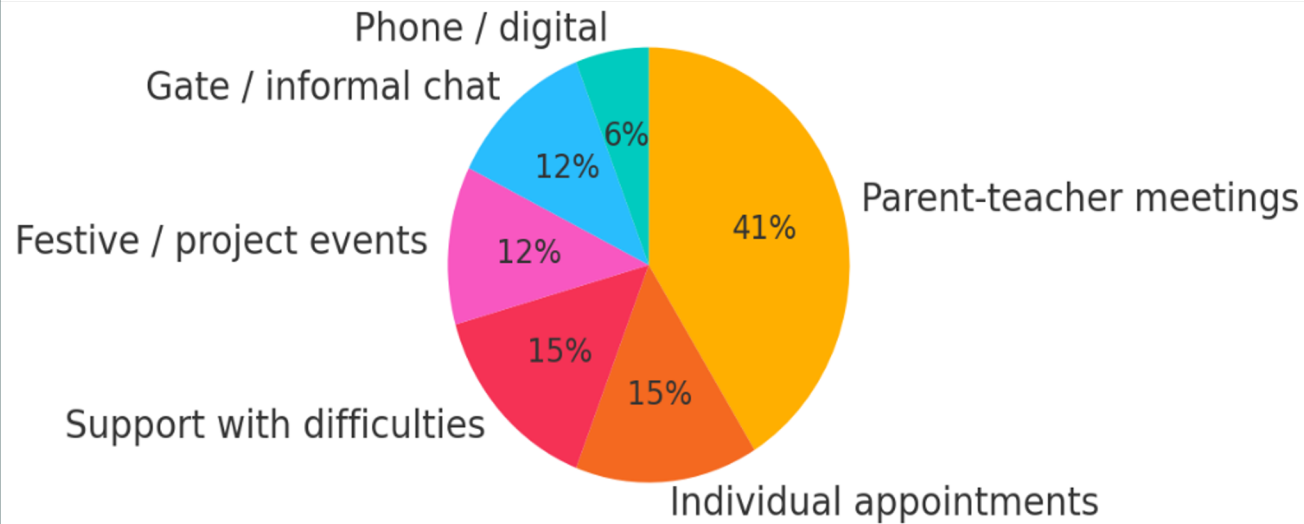


Teachers mentioning the idea (n = 48)

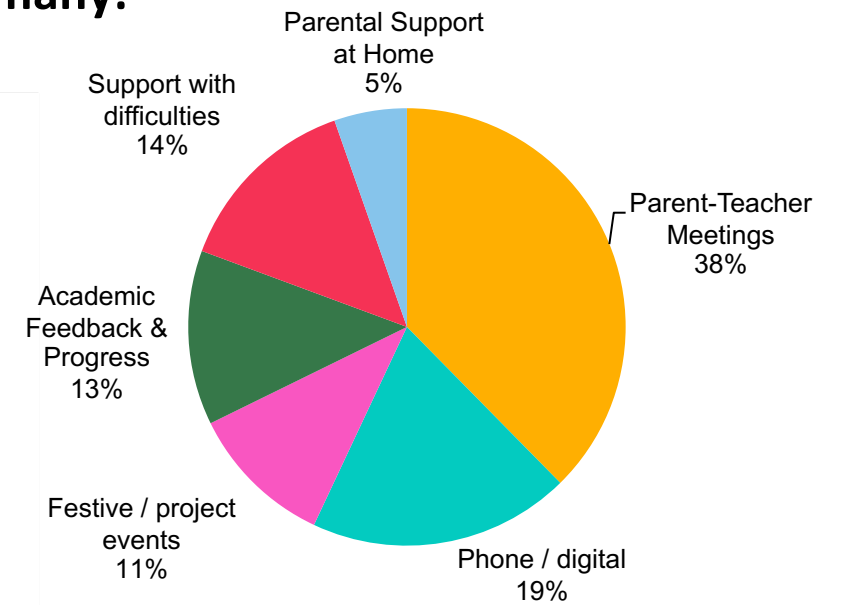
Teachers beliefs and attitudes

Contexts in which teachers meet parents

France:



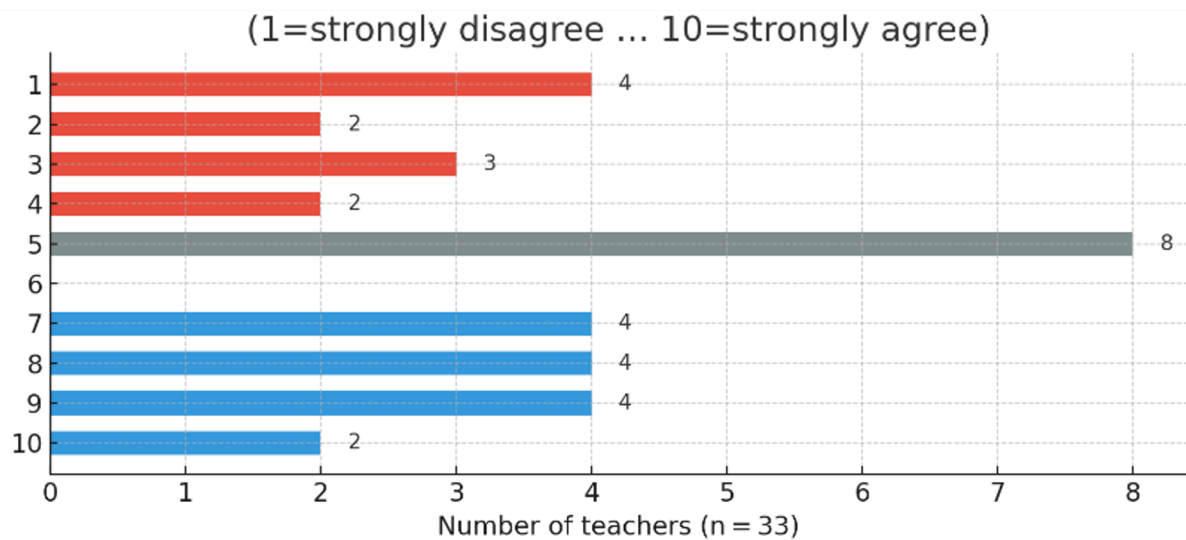
Germany:



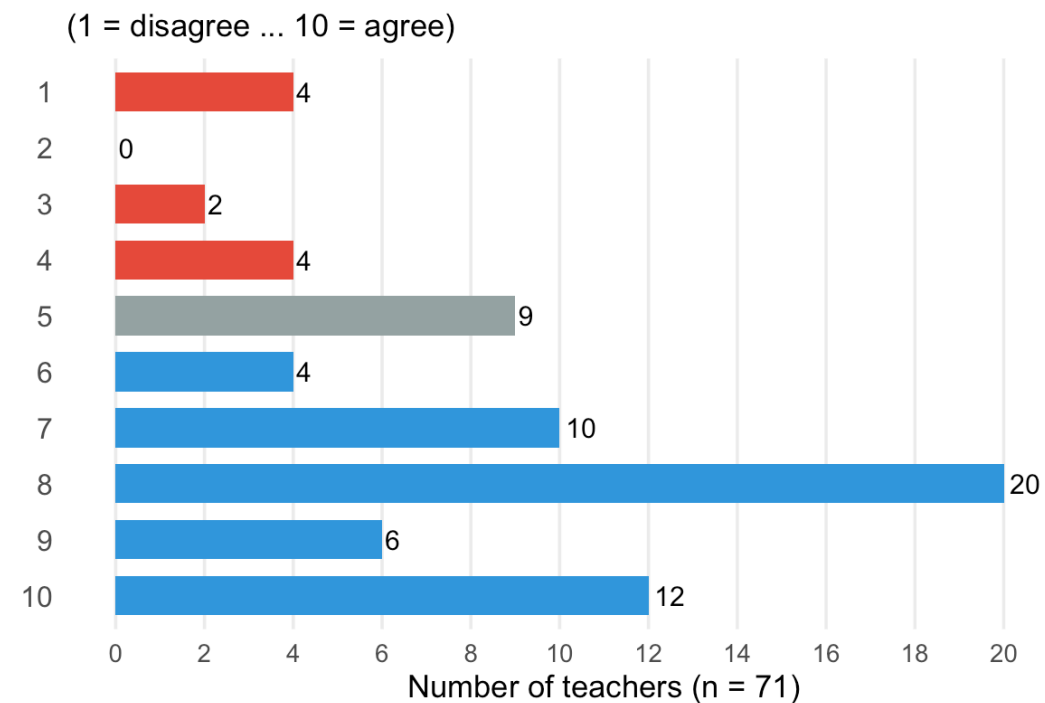
Teachers beliefs and attitudes

To what extent do you agree with the following statements: “Monolingual French/German Pupils Have A Richer French/German Vocabulary?”

France:



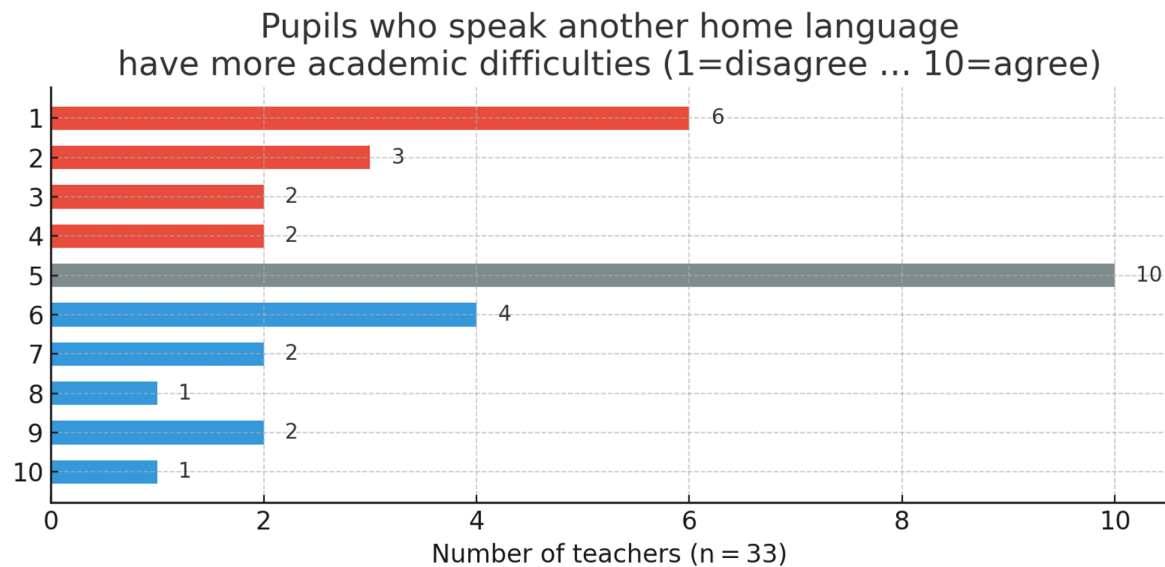
Germany:



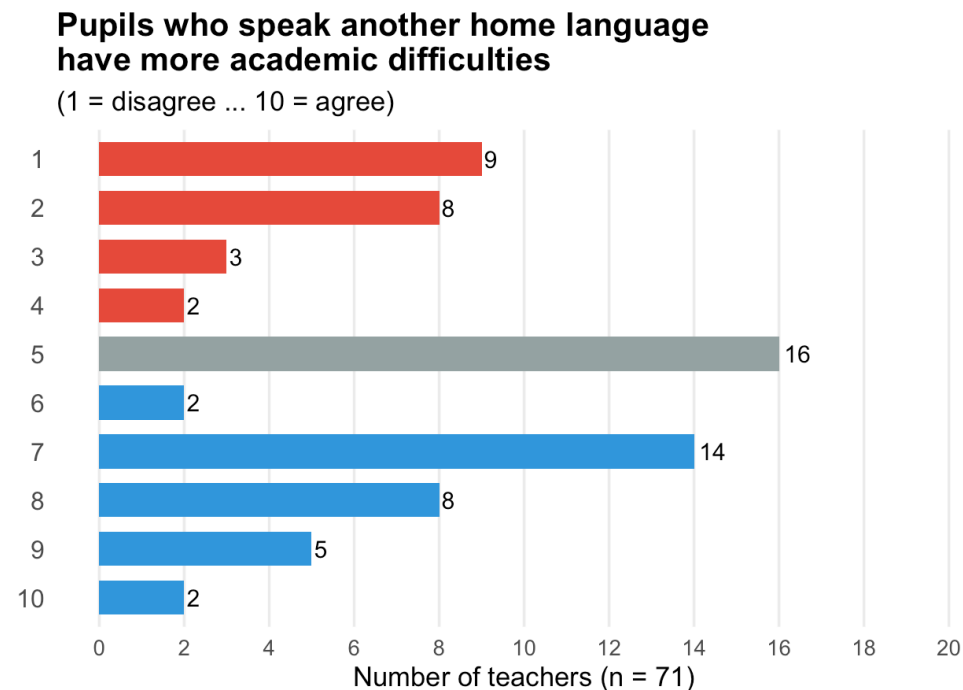
Teachers beliefs and attitudes

To what extent do you agree with the following statements: “Monolingual French/German pupils have more academic difficulties than pupils who speak another language at home.”

France:



Germany:



A focus on students

Linguistic statistics of two primary schools in Strasbourg, 2024–2025

	French only at home	French plus other language(s) at home	Other language(s) only at home	Number of different languages spoken (not including French)	Number of “allophones” receiving additional French language support
School A (16 classes, 401 pupils)	185 46 %	157 39 %	53 13 %	40	11
School B (18 classes, 427 pupils)	181 42.59%	169 39.76%	75 17.65%	55	5

A focus on students

Focus group organization

- Conducted immediately after the teaching activity
- Two key roles: a facilitator and an observer
- Systematic audio recording
- Interview guide: number and type of questions defined in advance (semi-structured)

In France :

37 focus groups

170 students (Primary and secondary)

A focus on students

Different reactions were observed depending on the type of activities carried out.

Vocabulary activities

Activities that are highly engaging and playful, focused on games and action (flashcards, pantomime, running dictation).

-> Students' reactions and emotions reflected how they felt about their participation: fun, amusing, competition, cheating, frustration, etc.

Grammar activities

Activities that require more sustained cognitive effort (dictogloss, contextual cues).

-> Students' reactions and emotions reflected their feelings about their cognitive engagement or personal preferences: "tiring," "I don't like reading," "I like reading."

A focus on students

Different reactions can be observed depending on the type of activities carried out.

PTL

These activities drew on students' more personal knowledge, which is not usually discussed at school or in the classroom (linguistic skills in a language other than the language of schooling).

-> They elicited more emotions and reactions from students: "proud," "happy to talk about my language," "it feels strange," "we're not used to it," etc.

A focus on students

Some pupils' quotes from the focus groups:

“It was informative and interesting. I really liked, um, helping others with Georgian.”

“It was fun [to introduce Japanese to others].”

“I really liked it because I got to introduce Arabic to my class.”

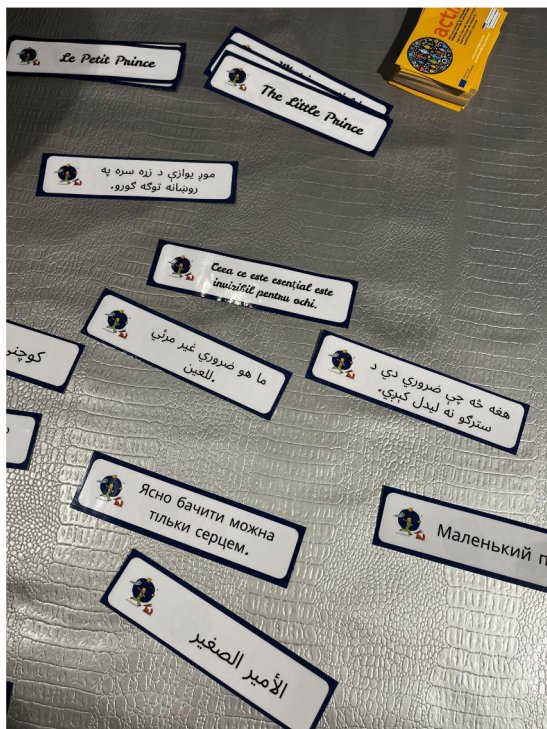
“It was surprising. Yes, it was surprising, because we had never seen that before [comparing the morphological and syntactic structures of French and Arabic].”

“For once it's my language too.”

Extra-curricular activities conducted in France

Fête des Peuples - 27.04.2025

Aim : to celebrate diversity in the Meinau neighbourhood in Strasbourg



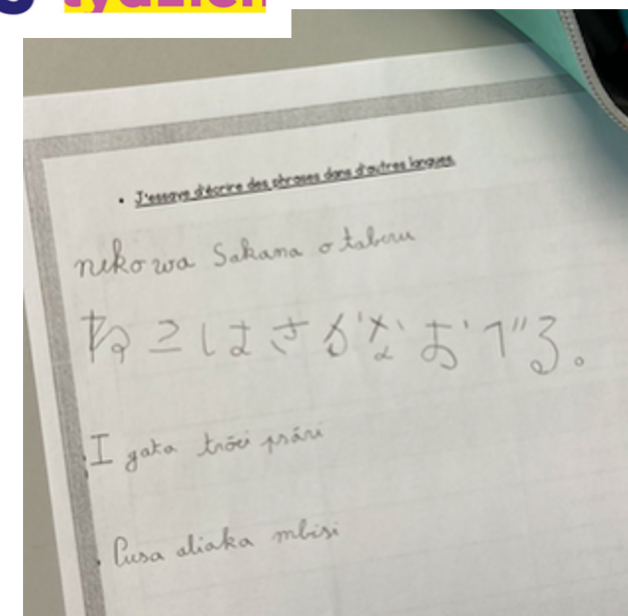
Extra-curricular activities conducted in France

Languages week - Semaine des langues 16.03.2026 - 20.03.2026

Aim : to include the parents, to draw bridges between home and school, to celebrate diversity in schools

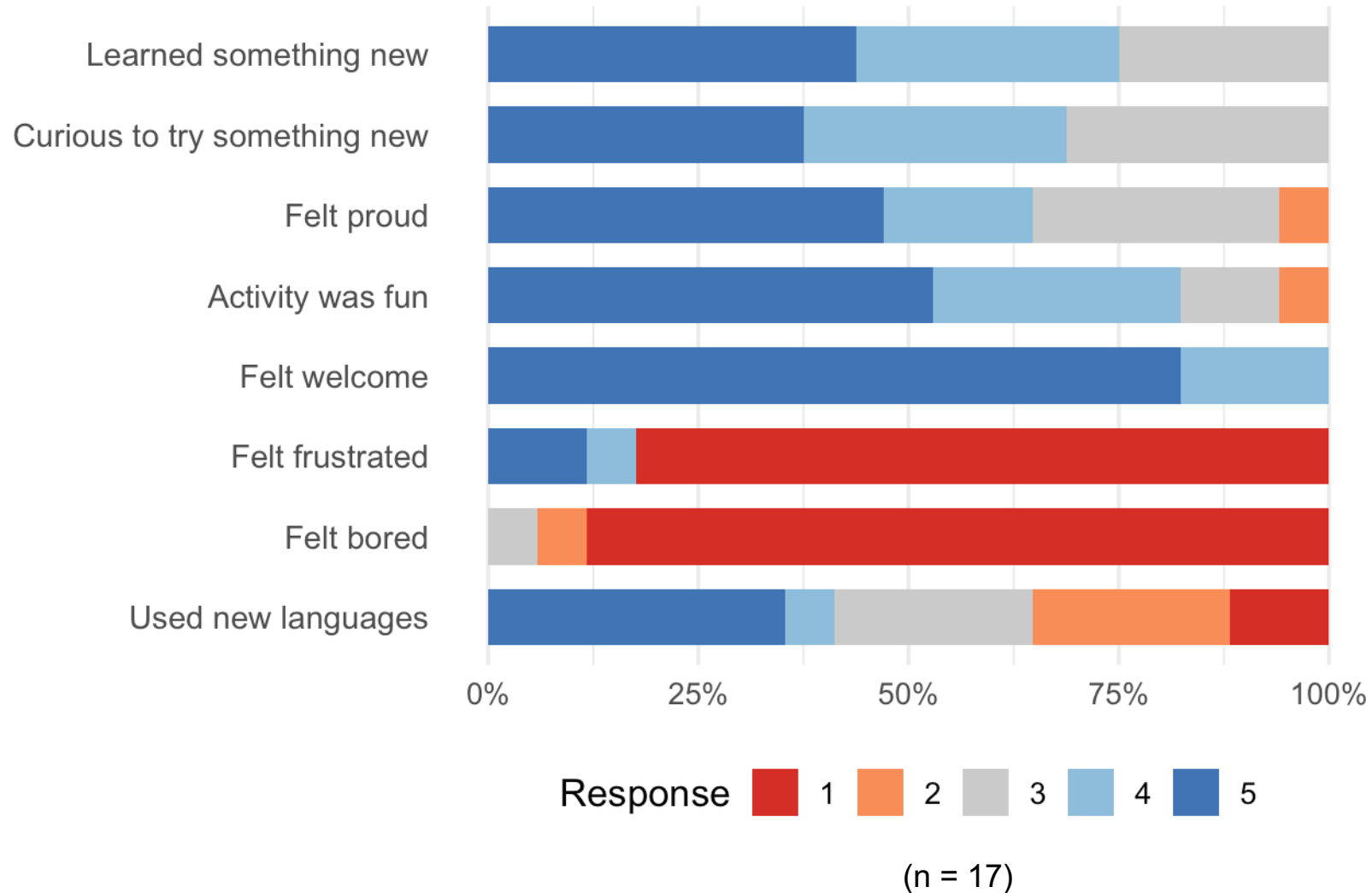
80 workshops were organized and are still being held at a primary school in Strasbourg

**SEMAINE
DES LANGUES** 11^e édition
23 - 28 mars 2026
Week tydzien



Insight into Games Night in Germany

How did you feel during the activity? (1 = not at all ... 5 = very much)



Aim: Bringing migrants and locals together in order to **build strong community bonds**

Where: Café Mondial (NGO) in Konstanz





Ongoing until September 2027:

- **Language learning and cultural awareness activities**
- **Training seminars for educators and professionals**
- **School mentoring scheme to support educators**
- **Online open source with teaching and learning materials**
- **Activities with migrant families and local communities building strong community bonds**

To be continued

