

Description of Reading Promotion Activity / Action <b>MULTILINGUAL STORY TIME</b>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> <li>• Children who grow up multilingual to come in touch with books in the multiple languages they speak, enhancing in this manner their reading stances and habits.</li> <li>• Monolingual children to experience the pleasures of reading and listening to stories in other languages.</li> <li>• The school to recognize the value of all languages and cultures, allowing in this manner multilingual students and families to become more involved in the school's reading communities.</li> <li>• To motivate and inspire families to read themselves and encourage their children to do so too.</li> </ul>
Age level (s)	4-8
Preferable number of participants	10-15
Duration	1 Hour
Setting, materials, and preparation	<p>Space: School library, or a quiet room fit for reading aloud</p> <p>Materials: Books in diverse languages</p>
Step -by-step description	<p>"Multilingual" means in this context: one of the languages spoken in your city or country in combination with the official language in the country.</p> <ol style="list-style-type: none"> <li>1. A native speaker (e.g. a family member of a multilingual student), volunteers to read or tell stories to children in their mother tongue. Images or</li> </ol>



	<p>other prompts could be used to facilitate comprehension.</p> <ol style="list-style-type: none"><li>2. S/he then comments or initiates a discussion with the children.</li><li>3. The story is then retold in translation.</li><li>4. Afterwards children are offered to paint, make crafts or sing depending on the preferences and possibilities of the volunteer reader.</li></ol>
Notes to reading promotion facilitator	<ul style="list-style-type: none"><li>• The school should constantly send the message that being multilingual is appreciated.</li><li>• It is important to establish contacts with multilingual readers and with the relevant language communities in the city. Sometimes it is difficult to reach the target group, and it is recommendable to contact the cultural associations and invite targeted groups of children, who speak the language.</li><li>• Multilingual adults receive training, get recommendations what to read and how to comment on the stories, they also have the possibility to share experience.</li><li>• It is good to organise educational events, networking meetings, and at the end of each year a small festivity for the volunteer multilingual readers.</li></ul>
Suggested follow-up actions/ activities	<ul style="list-style-type: none"><li>• Enlarging the number of languages in such events.</li><li>• Involve libraries in organizing multicultural reading aloud hours.</li></ul>
Acknowledgements	Mrs Barbara Eichinger, Chief of the Children's Department of the Main Public City Library, Vienna.
Sources	<a href="http://www.kirango.at/de/veranstaltungen/kalender/">http://www.kirango.at/de/veranstaltungen/kalender/</a>