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# The power of multilingual story-telling

**In this collection of articles**, we are pleased to share with you accounts of research projects and classroom practice from a range of different contexts that highlight the power and importance of multilingual story-telling for inclusion of EAL learners and for developing intercultural understanding. The authors show how drawing on pupils' multilingual repertoires helps to valorise children's home languages and identities.

The first article by Vally Lytra and colleagues (see pages 18-25), reports on their 'Home Language Collaborative project' in an international school setting that sought to show the value of home language teaching and learning for honouring students' linguistic repertoires and identities.

Stacie Allan and Charlotte Ryland (pages 22-25) explain the work of the Stephen Spender Trust in facilitating multilingual storytelling projects in schools in the multilingual and multicultural setting of the UK, projects which recognise the importance of storytelling for developing empathy and open-mindedness.

In the third article, Eithne Gallagher (pages 26-28) explains how she seeks to overcome barriers

to inclusion through her interlingual teaching and learning approach, an approach that is open to all languages and cultures.

On pages 29-31, Mirela Dumić reports on her collaboration in Vicky Macleory and Jim Anderson's Multilingual Digital storytelling project (see research review on pages 58-62) as a Croatian teacher, sharing how they worked with Croatian stories, producing films and bringing these stories to a wider multilingual audience.

In the final article, Leandro Paladino and Lauren Stokes (pages 32 to 35) take us to a bilingual schooling context in Argentina sharing how Lauren used a translanguaging approach with her pupils to explore story-telling as a genre.