

Aumentar las interacciones educativas y mejorar el aprendizaje

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schools

Mothers' involvement in dialogic literary gatherings in a Catalan urban primary school: Increasing educative interactions and improving learning

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This article analyses a case study on Moroccan mothers' involvement in the Dialogic Literary Gathering (DLG) in an urban primary school in Catalonia (Spain). DLG is a dialogic learning environment that improves reading skills and communicative abilities and promotes school-community links. This activity has been identified in previous European Union (EU)-funded large scale research, the INCLUD-ED project, as a successful educational action. Children's results in standardised tests reported a significant improvement in communicative skills over the academic year. The case study highlights evidences on how this action contributed to transform family interactions at home. Discussions about classic works of literature were transferred to the child-parent interactions and were part of their daily lives. According to the data analysed, this experience affected mothers' and children's motivation to read and helped migrant mothers to improve the language acquisition of the host country. Mothers confirmed becoming more able to understand the schoolwork of their children and they felt more confident to help them with their homework.

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Abstract

This article analyses a case study on Moroccan mothers' involvement in the Dialogic Literary Gathering (DLG) in an urban primary school in Catalonia (Spain). DLG is a dialogic learning environment that improves reading skills and communicative abilities and promotes school-community links. This activity has been identified in previous European Union (EU)-funded large scale research, the INCLUD-ED project, as a successful educational action. Children's results in standardised tests reported a significant improvement in communicative skills over the academic year. The case study highlights evidences on how this action contributed to transform family interactions at home. Discussions about classic works of literature were transferred to the child-parent interactions and were part of their daily lives. According to the data analysed, this experience affected mothers' and children's motivation to read and helped migrant mothers to improve the language acquisition of the host country. Mothers confirmed becoming more able to understand the schoolwork of their children and they felt more confident to help them with their homework.

Las Tertulias Literarias Dialógicas son una actuación educativa de éxito que ha demostrado su replicabilidad en múltiples contextos: durante la pandemia [mejorando el bienestar de las mujeres](#) y en las [aulas, creando sentido y transformación social entre el pueblo gitano](#), en las relaciones no violentas para [conseguir un lenguaje del deseo](#), en centro de [protección de menores](#) y un largo

etcétera que ha cambiado y mejorado las vidas de muchas personas.

En la misma línea, en el artículo [Moroccan mothers' involvement in dialogic literary gatherings in a Catalan urban primary school: Increasing educative interactions and improving learning](#), las investigadoras analizaban los efectos de la participación de 20 madres marroquíes durante 15 sesiones en las TLD .

Compartir el espacio de las TLD implicó una transformación de las interacciones que estas tenían en sus hogares, un entorno alejado y diferente del centro educativo. Hablar en casa sobre lo aprendido y debatido en las TLD en base a obras clásicas de la literatura universal consiguió traspasar el aprendizaje de dentro del aula al espacio familiar, del espacio académico al cotidiano. Por un lado, los niños y las niñas se beneficiaban del aprendizaje de sus madres ya que tenían un espejo en el que reflejarse para la lectura y un apoyo en hacer los deberes y ellas, a su vez, se veían motivadas por poder ayudarles y también ver cómo mejoraba el conocimiento de un idioma diferente al suyo.

La participación de las familias en las aulas tiene un enorme impacto social basado en evidencias científicas, tal y como se recoge en las actuaciones educativas de éxito. Lejos queda ya desbancado el mito de que las familias se deben quedar fuera del aula o que a la comunidad inmigrante no le importa ni su educación ni la de sus descendientes.