



Ca' Foscari
University of Venice
Department of Linguistics
and Comparative Cultural Studies

mile
Museums
and Innovation
in Language Education

with the collaboration of



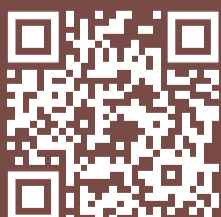
LaDiLS
Laboratorio Didattica
delle Lingue Straniere



Claudia Meneghetti & Fabiana Fazzi
Ca' Foscari University of Venice
Michela Perrotta
Peggy Guggenheim Collection, Venice

Io vado al museo: Translanguaging pedagogy across the classroom and the museum in Italy

4 June 2025
4.30-5.30 pm CET



Registration for the webinars is kindly required
by completing the google form at this link
<https://forms.gle/kRqASCzv36jdiXBo6>



Webinar Zoom link
<https://unive.zoom.us/j/86585137419>

Following the so-called multilingual turn (May 2014) there has been a growing interest in the promotion of translanguaging practices in different language learning contexts. Among such practices, arts-based activities are said to enable learners to experiment with their linguistic resources and critically reflect on how they use them (Anderson 2018), opening up “fluid and dynamic ways of being in the world” (Moore, Bradley, & Simpson 2020) and of meaning-making (Hirsu, Zacharias, & Futro 2021). In our presentation, we will show how the museum is ideally placed to promote such a transformative language learning experience by reporting on the didactic framework and main results of the project *Io vado al museo* (I go to museum). The project was initiated in 2022 through a collaboration between the Peggy Guggenheim Collection (Venice, Italy) and the MILE research group of Ca' Foscari University and continues to this day. Specifically, we will first present the pre- and post-visit translanguaging activities conducted in the classroom, as well as the translanguaging workshops held during museum visits. These activities were designed and implemented collaboratively with museum educators and teachers participating in the project. Following this, we will discuss the findings of a critical ethnographic study that investigated how translanguaging pedagogy was applied and adapted within the project, considering the interplay between school and museum contexts. Additionally, we will examine the project's impact on museum educators, students, and teachers. Different types of data, including observations, field notes, interviews, and artefacts, will be used to give a detailed account of the project dynamics and lessons learned.



Claudia Meneghetti

is a PostDoc Research Fellow in Educational Linguistics at Ca' Foscari University (Venice), where she explores innovative approaches to language education. Her research focuses on plurilingual education and L2 teaching in traditional classrooms and beyond. In 2020, she co-founded the MILE (Museums and Innovation in Language Education) research group with Fabiana Fazzi to design transformative language experiences across the framing of schools and museums.



Fabiana Fazzi

is a PostDoc Research Fellow in Educational Linguistics and Learning Coordinator of the Master Programme in Foreign Language Teaching Didactics at Ca' Foscari University (Venice). Her research interests lay in the area of: language learning beyond the classroom, multiliteracies and global citizenship skills development in an additional language, arts-based methods (i.e. digital storytelling, drama, and artistic methods), and bilingual education (i.e. CLIL). In 2020, she co-founded the MILE research group with Claudia Meneghetti, working extensively with museums to challenge western narratives and ideologies and design transformative learning experiences



Michela Perrotta

graduated in Economy and Management of Cultural Activities from Ca' Foscari University of Venice and has specialized in museum education collaborating with various museums of modern and contemporary art. In 2014, she became part of the staff of Pinault Collection, developing and implementing educational projects for youths. From June 2017, she has been working at the Peggy Guggenheim Collection, where she coordinates school programs, oversees public programs, and leads initiatives in social inclusion and accessibility.