

Activities in plurilingual class

Name of the activity	Objectives	Theoretical supports	Implementation	Impact
1. Parents interviews <i>Interviews to get to know all parents better</i>	<ul style="list-style-type: none"> - Learn about the elements that may have an impact on learning - Establish a relationship with parents that allows co-education 	<ul style="list-style-type: none"> - Native languages as supports for learning the second language - The parents 'relation to writing and their relationship to school have an impact on those of the child 	<p>Meeting with (the whole) family at the beginning of the school year to get to know each other around 3 themes (interview grid)</p>	<ul style="list-style-type: none"> - Strengthened relationships with parents; valued courses and languages - Consolidated relationships with pupils (trust) - Information obtained often very different from the representations
2. Digital multilingual picture books <i>Words from the languages of the pupils recorded so that they can be linked to the activities of the class</i>	<ul style="list-style-type: none"> - Establish safe conditions for pupils - Enhance language skills in first languages and encourage their transfer into the second language 	<ul style="list-style-type: none"> - Interest of picture books - Language awareness - Transfer of language skills between first and second languages 	<ul style="list-style-type: none"> - Recording of words used in class in pupils' languages with the help of parents - Listening to pupils' languages in class, mouthing and comparisons between languages 	<ul style="list-style-type: none"> - Valorisation of first languages in the eyes of pupils, parents and teachers - Prevention of pupils mutism in French; second language acquisition support on skills already there
Multilingual nursery rhymes	<ul style="list-style-type: none"> - Learn to speak by playing with language, rhythms, sounds, gestures 	<ul style="list-style-type: none"> - Recognition of pupils' languages (awakening to languages) 	<ul style="list-style-type: none"> - Nursery rhymes learned from parents' mouths 	<ul style="list-style-type: none"> - Singing in the languages of friends is like a game, but a game through which you learn to live together
3. Nursery rhymes workbook	<ul style="list-style-type: none"> - Discover the existence of different languages, through games 		<ul style="list-style-type: none"> - The nursery rhymes workbook is a tool that allows autonomous appropriation 	
Nursery rhymes	<ul style="list-style-type: none"> - Become aware that communication can pass through languages other than French 	<ul style="list-style-type: none"> - Nursery rhymes are vectors of multiple learning and in particular language 	<ul style="list-style-type: none"> - Nursery rhymes accompany the activities 	<ul style="list-style-type: none"> - Singing constitutes a training to the oral language
4. Bags to tell <i>Ritual practices around oral tales, with help to understanding by very young and allophone children</i>	<ul style="list-style-type: none"> - A protocol established by the ethnolinguist Suzy Platiel: "Storytelling, a tool for education and humanity" - Practices used with allophones such as DULALA's "story boxes" 	<ul style="list-style-type: none"> - Understand long oral statements - Build narrative skills in understanding and production (monologue type speech) - Develop listening and cooperation 	<p>Ritual introduction of "storytelling moments" 2 times a week (same days, same time) with tales with repetitive structure in order to make the children tell stories</p>	<p>Activity that uses complex cognitive processes but arouses strong motivation on the part of pupils (love of stories) and develops the ability to produce a long statement</p>
5. Bags to talk <i>Picture books with which pupils play freely to learn to speak with peers</i>	<ul style="list-style-type: none"> - Learn and use vocabulary - Respect the rules of a game - Develop self-help and tutoring skills 	<ul style="list-style-type: none"> - Language learning and vocabulary acquisition - Interest of rules games - peer-to-peer shoring and mediated shoring 	<p>Collections of images around a theme: first it is used with the adult, then comes an autonomous use by the pupils, alone or in small groups</p>	<p>Autonomy bears fruit: the rules are respected or recreated, there is mutual help and real language learning</p>
6. Digital echo-albums <i>Photos and recordings to verbalise around class activities</i>	<ul style="list-style-type: none"> - To express oneself in a correct language, to reformulate to make oneself better understood - Learn to observe the language - Cooperate with others to learn 	<ul style="list-style-type: none"> -The echo albums of Philippe Boisseau - Language shoring provides models for speech (Canut) - Reflexive observation of language 	<p>Production with pupils on a digital tablet using an application that combines photos, writing and audio recordings</p>	<ul style="list-style-type: none"> - Very high pupils motivation - The activity generates a finished product that can be shared - Emergence of language awareness among pupils