

Digital echo - albums

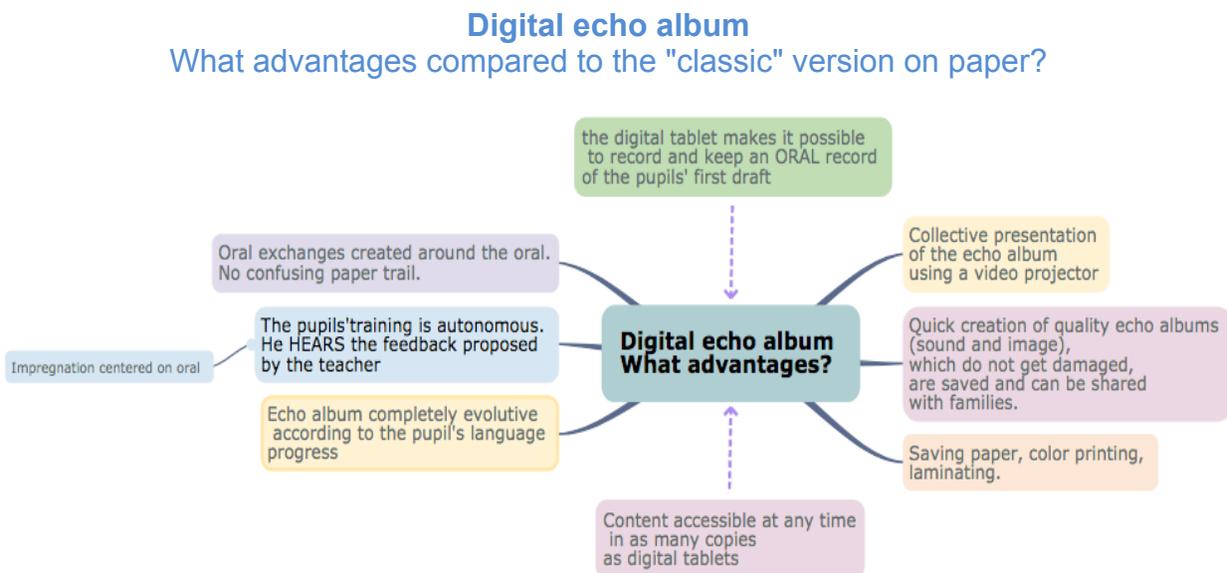
1. Objectives

- Communicate with adults and other children through language, making themselves understood
- Talk together about a situation experienced with the group, put words on actions
- Express yourself in syntactically correct and precise language. Reword to be better understood
- Practice various uses of oral language: tell, describe, evoke, explain, question, propose solutions, discuss a point of view
- Learn to observe the language: develop a reflexive attitude towards the language spoken and heard, cooperate with others to reflect on other formulations

2. Emergence of practice and theoretical support

The echo-albums were initiated by Philippe Boisseau (2005) who was a long time teacher, then re-educator and finally inspector of the National Education. He took a deep interest in the appropriation of language in nursery school. The echo-albums are based on the child's life: the child is photographed in his activities and these photos become language support. In small section, these are often personalised albums.

When the child grows up and begins to take an interest in what surrounds him, we can design echo-albums that tell the life of the class. That is the bias I chose in middle section. The use of a digital tablet for this purpose facilitates the production of the echo- album, which is then done in an immediate and interactive way.



source: on the website Eduscol: <http://eduscol.education.fr/primabord/la-demarche-album-echo-augmentee-avec-la-tablette> (consulted on 27/01/18)

To know more:

Boisseau P. (2005). *Enseigner la langue orale en maternelle*. Paris : Retz.

On the website of the Academy of Lyon, a report of a conference by Philippe Boisseau :

http://www2.ac-lyon.fr/etab/ien/rhone/ism/IMG/pdf/Compte_rendu_conf_BOISSEAU.pdf (consulted on 27/01/18)

The child learns to speak through language interactions with the adult: the "novice" child learns from the "expert" adult within a tutelary or "shoring" relationship (Bruner, 1983). For Emmanuelle Canut, the child learns at the same time to "speak and think". And in particular, "it is the syntactic functioning that allows the organisation of discourse and shores the functioning of thought (Canut, 2009, p.3). The language acquisition is not done by simple imitation (echoing repetition), but by a kind of creative imitation, an individual updating of the language of others. The acquisition of oral results from a complex socio-cognitive process: the child appropriates the syntactic patterns of the language by repeating the formulations of the adult, thus he gradually builds the syntax by appropriation of successive elements. "By verbalising in situation, the adult allows the child to make (...) hypotheses about the functioning of his language and to appropriate reasoning (...)" (Canut, 2009, p.4) This means that the adult, through his language shoring, must provide children with "models" of speech, what Lentin and Canut call "creative semantic-syntactic schemes". (...). » (Canut, 2009, p.4)

To know more:

Bruner, J.S. (1983). *Le développement de l'enfant : savoir faire savoir dire*. Paris : P.U.F.

Canut E. (2009). Apprendre à parler pour ensuite apprendre à lire et à écrire. FNAME Congress <https://hal.archives-ouvertes.fr/hal-00524227/document> (consulted on 27/01/18)

The discussion that engages in the group around what we will record in the echo-album, the listening and the recovery of the successive recordings until the formulation is suitable for all, namely the process of creation of the echo-album, can allow a structured learning of the language thanks to the support of the adult. With two additional advantages:

- Children have the opportunity to listen again to these recordings, autonomously, to appropriate them
- By working in groups on recordings, they become aware that they are learning to speak, they understand that listening language productions and observing them is an integral part of this learning, and they begin to build a reflective attitude towards language. It's about "starting to think about the language". In these situations, the pupil must shift from the use of language to take it as an object, not only to make it work but to understand how it works (see index card 1, p.6).

Source: on the website Eduscol, in an accompanying document to the 2015 nursery school programs: https://cache.media.eduscol.education.fr/file/Langage/40/6/Ress_c1_langage_fiches-repere_456406.pdf

3. Implementation

The production is infinitely simplified by the use of the book creator application, which allows to create digital books with images, writings and sounds: the echo-album can

then be created in live and very quickly with the pupils.

For example: during an activity in the motricity room, or during a visit to the library, photos are taken and, back in class, the first comments are said and recorded next to the photo. Then we can go back over it indefinitely, listening to the recordings again, discussing their relevance and repeating them until the group considers them satisfactory.

The books thus created can be placed on the class computer and listened to independently with headphones.

4. Impact

Pupils are very motivated by this type of activity, probably because it generates a tangible object that can be seen and heard. The oral language is by definition an evanescent object; thanks to the digital tablet, statements acquire a reality, a materiality that we can grasp. Moreover, it becomes possible, thanks to digital technology, to spend long minutes on the same statement, to repeat it and listen to it over and over again, without weariness on the part of the pupils (one could never repeat the same sentence up to 20 times so that the pronunciation or syntax become correct, except for the purpose of recording). They can then understand in action what it means to learn to speak. And then, over the course of the year, we observe that, in the ordinary situations of the class, the pupils start to think about their formulation while speaking, and to correct them on their own.

This type of activity develops pupils' listening and attention skills, and respect for the productions of others, all of which contribute to the creation of an object common to the group. It is striking to see that all pupils want to participate, including those who are often away from oral activities: they take longer to dare, but they end up doing so: being recorded generates a great deal of motivation. There is a change in the status of the error: corrections are not the result of the adult's judgment, they are an integral part of the normal recording process and the whole group decides whether or not to keep a statement. And then, no recording is really definitive: we can always come back and improve productions.

Finally, a digital book can be shared: with other classes, with parents, on the school blog; it is a finished product that we can be proud of.

Examples (on the Cologne nursery school's blog)

The album « Nous sommes allés au marché » (We went to the market):

<https://read.bookcreator.com/pL34gNih0TShsL5qWGPTTpXufRG2/X-W1OrR2SY6oLHrE82YClw>

The album « Le printemps » (Spring):

<https://read.bookcreator.com/pL34gNih0TShsL5qWGPTTpXufRG2/hhLYOR2-S5W-TXSMnqwFGg>