

LE PLURILINGUISME UNE RICHESSE DANS LA CLASSE

FORUM CITOYEN

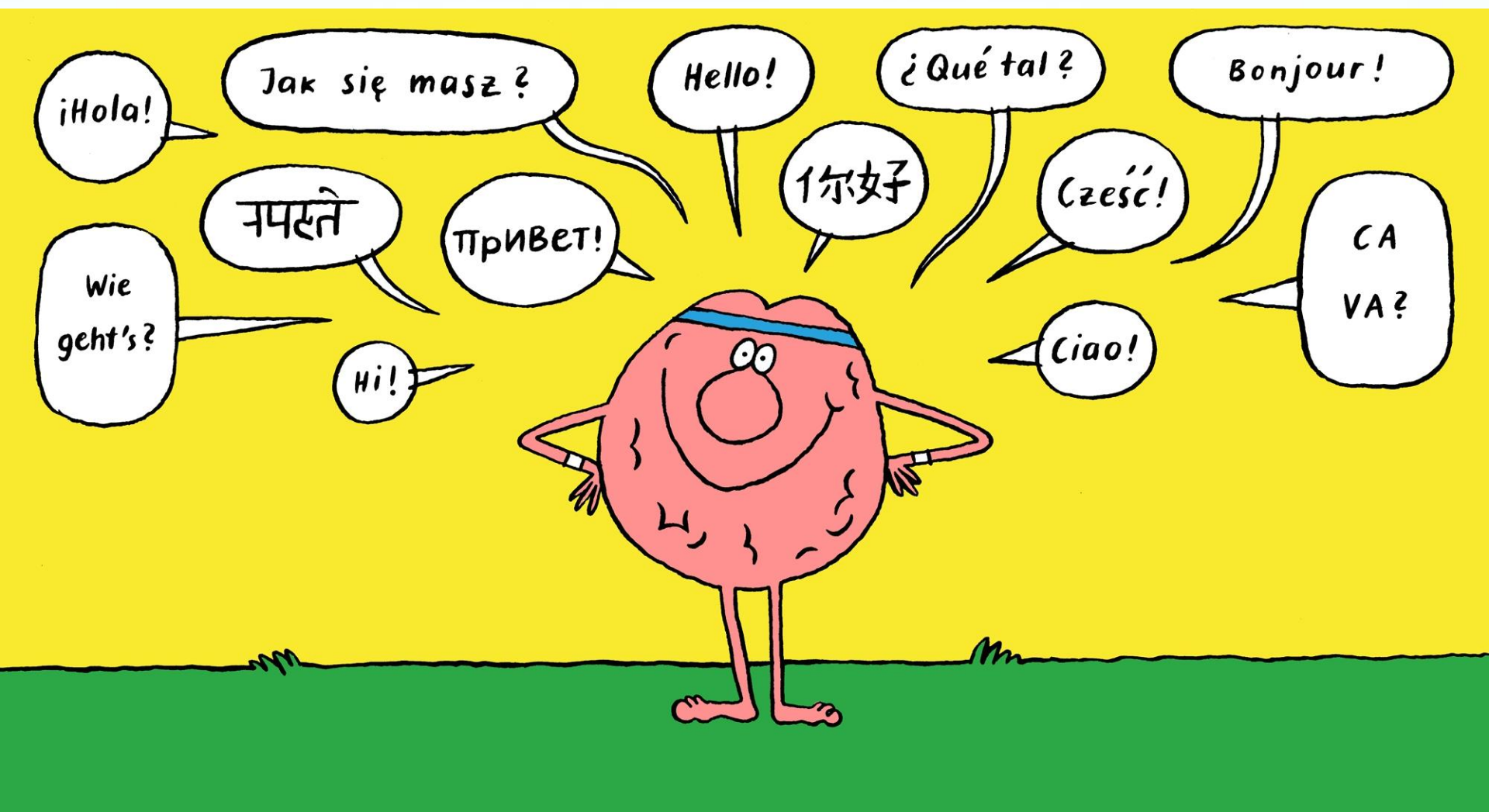
**Vivre,
apprendre
et innover
ensemble**

Paris, le 4 mars 2017

Musée de l'histoire de l'immigration

Mercè Bernaus
Emeritus professor
Universitat Autònoma de Barcelona UAB
merce.bernaus@uab.es

Martine Kervran
Maître de Conférence en Didactique des Langues
Université de Bretagne Occidentale UBO
jmkervran@wanadoo.fr



GREAT LANGUAGE GAME	GROMOLO LANGUAGE
<i>COMPARONS NOS LANGUES (EN CLASSE)</i>	MY LINGUISTIC PORTRAYAL
MAKING THE UNSEEN VISIBLE	<i>LES LANGUES DU MONDE AU QUOTIDIEN</i>



Great language game



- Amongst the thousands of languages spoken across the world, here are just eighty. How many can you distinguish between?
- <http://greatlanguagegame.com/>

GROMOLO language

Communication with a new language

- Find a partner and start a conversation with her/him in an invented language: you can just speak *gromolo*!
- DON'T use any other language!
- Help yourself with body language, voice, intonation, mimics, gestures etc.

French classroom example

- Marille
- Classroom videos : French example, extract from the DVD « Comparons nos langues » Nathalie Auger, 2005.

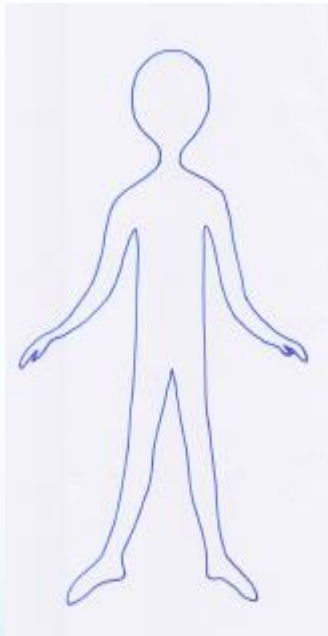
Getting to know each other: Plurilingual Repertoires

- Think of languages and dialects that you speak or any languages that are important for you for some specific reason
- Visualise your repertoire imagining that the different languages/dialects were located in different parts of your body or in a landscape. Where would you place them and why? What colours would you chose and why?
- Please explain this writing a legend.

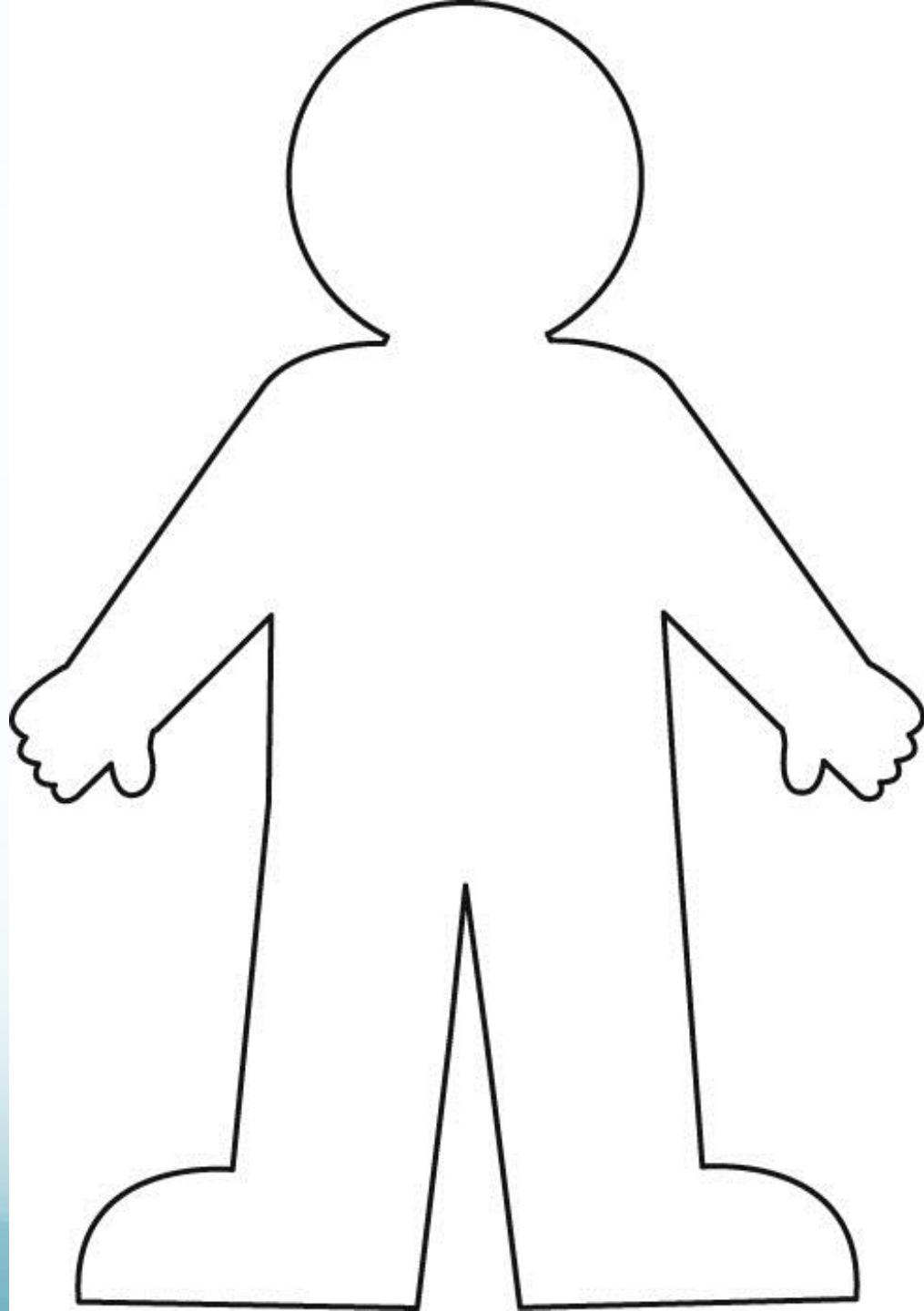


Drawing one's language portrayal

Which languages, language forms and modes of speaking are important in your life?



MY LINGUISTIC PORTRAYAL



Sharing together



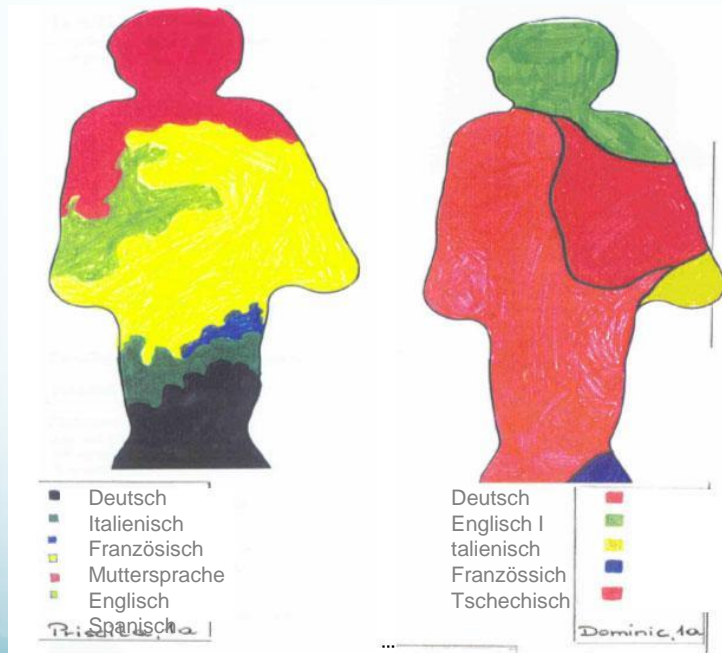
Please have a look at your portrayal in small groups, present them to each other and discuss:

- What strikes at first sight?
- Are there similarities/differences between the different portrayals?
- Why have you chosen the mentioned languages, colours, places in your body, type of exposure?
- What's the purpose of this activity? Do you do/would you do any similar activities with your classes? What would children learn from it?



Children and their languages

Holistic approach



http://www.schule-mehrsprachig.at/uploads/pics/ZRMS_Auf.jpg



[http://www.stmarien-
vs.at/Fotos/vera_sch/schrift/IMG_20151113_16
2819%20\(305x490\).jpg](http://www.stmarien-vs.at/Fotos/vera_sch/schrift/IMG_20151113_162819%20(305x490).jpg)

Name: Hannah

Sprachen: ~~Deutsch~~

~~Englisch~~

~~Italienisch~~

~~Französisch~~

~~Schwäbisch~~

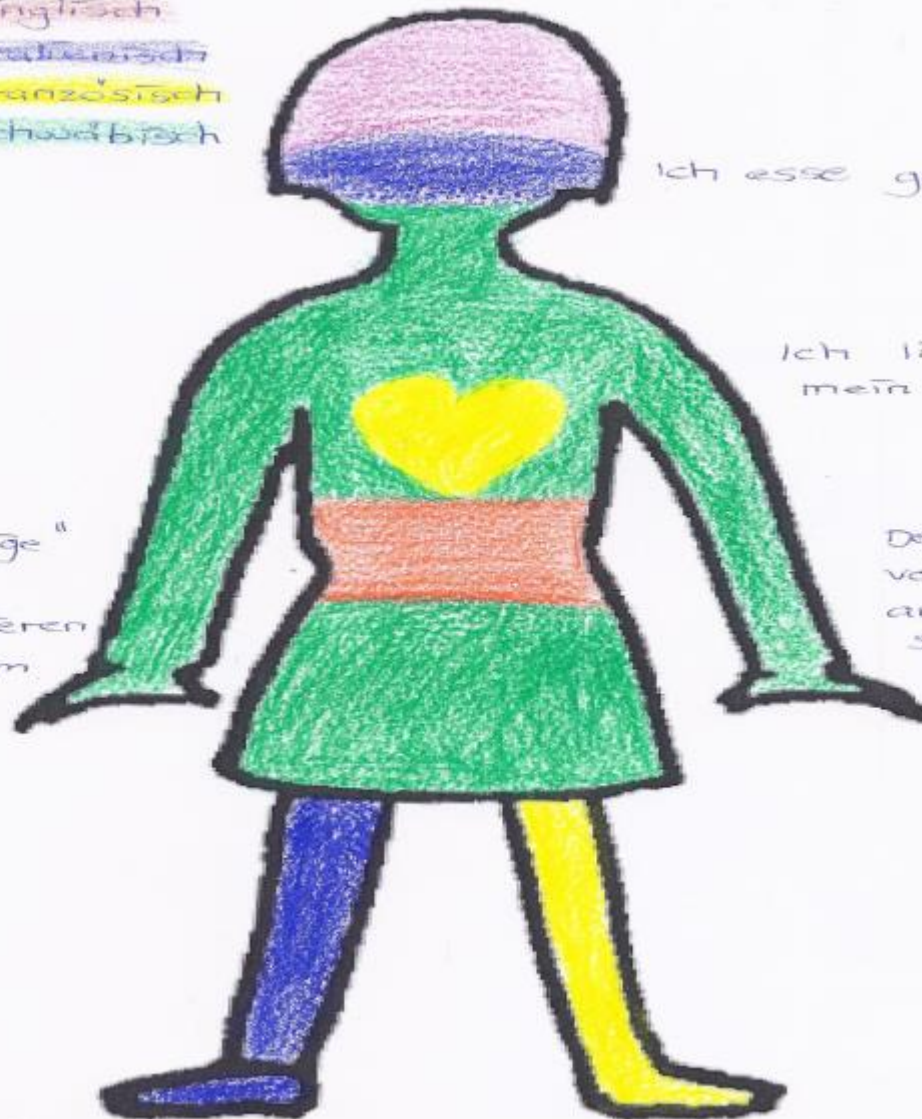


Ich esse gerne Italienisch

Ich liebe Französisch
mein Herz hängt daran

Englisch ist
eine "richtige"
Sprache um
zu kommunizieren
→ die Luft zum
Atmen

Der größte Teil
von mir hängt
am Dialekt
Schwäbisch.



Maledive : Visualising language repertoires

Mother tongue and identity

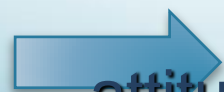


- I put English and German in the head because those are the languages that I use the most at the moment so I think mostly in those 2 languages. Spanish is in my throat because I enjoy speaking it the most. French is in my legs because I don't speak it very well anymore, but it is still somewhere. I put Chinese in my chest and heart area because that's where my feelings are, and since all my morals and rules are in Chinese, everything to do with emotional evaluation etc. is done in Chinese. (vgl. Krumm; Pong 22, 2002)

Reflective dimension of language biographical work

Various topics can be reflected:

- Emotions related to languages and cultures: affective and cultural dimension of language(s)
- Values and variations in language(s) use
- Identity formation
- Personal linguistic repertoire
- Analysis of interaction and communication in different linguistic contexts (= process)
- Metalinguistical reflection and language learning strategies
- Role of language(s) in education: teacher's language
- ...



Goal: to work on oneself positive attitudes to plurilingualism

Conclusion

- Linguistic and cultural diversity is normal!
- With our languages we associate emotions, experiences, memories and people.
- Our languages are linked closely to our (language) biography and our identity.
- In many cases we have a „Herzenssprache“; often this is our first language.
- The languages of the learners have to be taken into account: „If we ignore the languages of the learners, we ignore the kids themselves.“ (Jim Cummins)

The power of languages

1. Language(s) enable(s) children to get access to education and in turn education gives access to language(s).
2. But language(s) can also reinforce social hierarchies and enable to discriminate minorities, e.g. when the political power privileges the dominant national language or those of specific ethnic groups.

Human rights to education are violated when the child has no right to maintain his or her mother tongue and to develop it further in school.

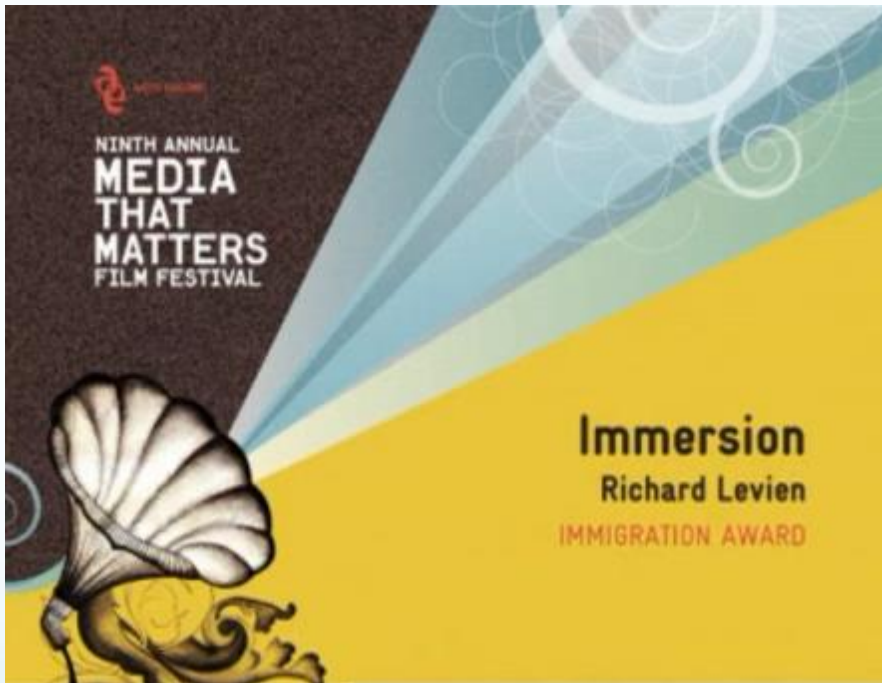


The close interweaving between languages and cultures should be emphasized in intercultural education.

Raising awareness for languages:

- stimulates the **reflection on attitudes** in social and multicultural contexts
- increases the development of adequate **pedagogical strategies for more social cohesion**

Making the unseen visible: Experiences of Moise



Observation:

- What does the teacher do?
- What does Moise feel?
- How does his family act?
- ...

Des ouvrages pour la classe

Les langues du monde au quotidien

- Trois volumes : cycle1, cycle2, cycle 3
- Consignes “clés en main”; CD



Situation - recherche : Le titre en chinois

Retrouve le mot
“rouge”

fiche-élève 2 – Séance 1

Retrouve le mot « rouge »

Retrouve le mot
“petit”

Retrouve le mot « petit »



Couleurs

蓝

绿

红

黄

黑

白

橙

桃红

Adjectifs de taille

高

稀薄

大

年轻

小

老

Situation - recherche : Le titre en chinois

Identifier, repérer, sélectionner

fiche-élève 2 - Séance 1

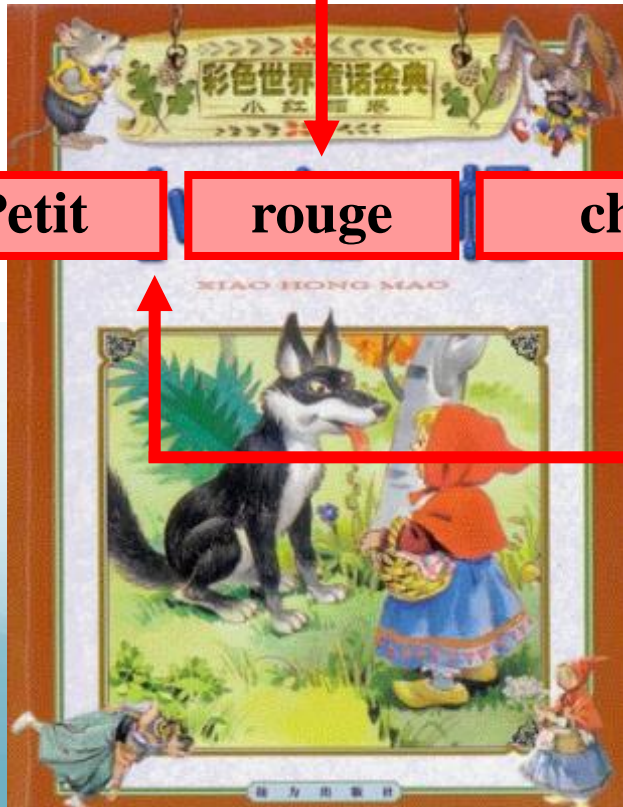
Retrouve le mot « rouge »

Retrouve le mot « petit »

Petit

rouge

chaperon



Couleurs

蓝

绿

红

黄

黑

白

橙

桃红

Adjectifs de taille

高

稀薄

大

年轻

小

老

Summarising



Tasty



Nourishing



Difficult
to
digest