

## Activities in plurilingual class

Name of the activity	Objectives	Theoretical supports	Implementation	Impact
<b>1. Parents interviews</b> <i>Interviews to get to know all parents better</i>	<ul style="list-style-type: none"> <li>- Learn about the elements that may have an impact on learning</li> <li>- Establish a relationship with parents that allows co-education</li> </ul>	<ul style="list-style-type: none"> <li>- Native languages as supports for learning the second language</li> <li>- The parents 'relation to writing and their relationship to school have an impact on those of the child</li> </ul>	<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"> <li>- Strengthened relationships with parents; valued courses and languages</li> <li>- Consolidated relationships with pupils (trust)</li> <li>- Information obtained often very different from the representations</li> </ul>
<b>2. Digital multilingual picture books</b> <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"> <li>- Establish safe conditions for pupils</li> <li>- Enhance language skills in first languages and encourage their transfer into the second language</li> </ul>	<ul style="list-style-type: none"> <li>- Interest of picture books</li> <li>- Language awareness</li> <li>- Transfer of language skills between first and second languages</li> </ul>	<ul style="list-style-type: none"> <li>- Recording of words used in class in pupils' languages with the help of parents</li> <li>- Listening to pupils' languages in class, mouthing and comparisons between languages</li> </ul>	<ul style="list-style-type: none"> <li>- Valorisation of first languages in the eyes of pupils, parents and teachers</li> <li>- Prevention of pupils mutism in French; second language acquisition support on skills already there</li> </ul>
<b>Multilingual nursery rhymes</b>	<ul style="list-style-type: none"> <li>- Learn to speak by playing with language, rhythms, sounds, gestures</li> </ul>	<ul style="list-style-type: none"> <li>- Recognition of pupils' languages (awakening to languages)</li> </ul>	<ul style="list-style-type: none"> <li>- Nursery rhymes learned from parents' mouths</li> </ul>	<ul style="list-style-type: none"> <li>- Singing in the languages of friends is like a game, but a game through which you learn to live together</li> </ul>
<b>3. Nursery rhymes workbook</b>	<ul style="list-style-type: none"> <li>- Discover the existence of different languages, through games</li> </ul>		<ul style="list-style-type: none"> <li>- The nursery rhymes workbook is a tool that allows autonomous appropriation</li> </ul>	
<b>Nursery rhymes</b>	<ul style="list-style-type: none"> <li>- Become aware that communication can pass through languages other than French</li> </ul>	<ul style="list-style-type: none"> <li>- Nursery rhymes are vectors of multiple learning and in particular language</li> </ul>	<ul style="list-style-type: none"> <li>- Nursery rhymes accompany the activities</li> </ul>	<ul style="list-style-type: none"> <li>- Singing constitutes a training to the oral language</li> </ul>
<b>4. Bags to tell</b> <i>Ritual practices around oral tales, with help to understanding by very young and allophone children</i>	<ul style="list-style-type: none"> <li>- A protocol established by the ethnolinguist Suzy Platiel: "Storytelling, a tool for education and humanity"</li> <li>- Practices used with allophones such as DULALA's "story boxes"</li> </ul>	<ul style="list-style-type: none"> <li>- Understand long oral statements</li> <li>- Build narrative skills in understanding and production (monologue type speech)</li> <li>- Develop listening and cooperation</li> </ul>	<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>
<b>5. Bags to talk</b> <i>Picture books with which pupils play freely to learn to speak with peers</i>	<ul style="list-style-type: none"> <li>- Learn and use vocabulary</li> <li>- Respect the rules of a game</li> <li>- Develop self-help and tutoring skills</li> </ul>	<ul style="list-style-type: none"> <li>- Language learning and vocabulary acquisition</li> <li>- Interest of rules games</li> <li>- peer-to-peer shoring and mediated shoring</li> </ul>	<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>
<b>6. Digital echo-albums</b> <i>Photos and recordings to verbalise around class activities</i>	<ul style="list-style-type: none"> <li>- To express oneself in a correct language, to reformulate to make oneself better understood</li> <li>- Learn to observe the language</li> <li>- Cooperate with others to learn</li> </ul>	<ul style="list-style-type: none"> <li>- The echo albums of Philippe Boisseau</li> <li>- Language shoring provides models for speech (Canut)</li> <li>- Reflexive observation of language</li> </ul>	<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"> <li>- Very high pupils motivation</li> <li>- The activity generates a finished product that can be shared</li> <li>- Emergence of language awareness among pupils</li> </ul>