

MARILLE: Template for practice examples

Author of this description:	
Title/ name of example: <i>Présentations autour du monde</i>	
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Example from <input checked="" type="checkbox"/> Mainstream majority language teaching <input type="checkbox"/> Special classes for non-native speakers of majority language (second language classroom) <input checked="" type="checkbox"/> Other subject: foreign language	
Type of example: <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Classroom video <input checked="" type="checkbox"/> Lesson plan/ scenario <input type="checkbox"/> Other:	
Target group (Age, type of school, languages,...):	<ul style="list-style-type: none"> - Preschoolers (age 5-6) - Young children during the first two years of primary school (about 6-8 years old).
Detailed description of example:	<p>This is a JALING 's support (Janua linguarum/the gate to languages) created in 2004 as part of the Comenius project of the European Union. It suits to young children (2 last year of kindergarten, first two years of primary education) and is an original and appropriate way to begin with language awareness activities. It is proposed with a DVD in which children present themselves and sing in their native language. Its goal is both to discover the language diversity and behaviors, to repeat and learn formulas and songs, but also to train in phonic discrimination, by comparing, identifying.</p> <p>This dual purpose seems very important at this stage of schooling, ie before the learning of written language. It can really facilitate the first distance required for the entry into writing, enabling the development of attention on the sound structure of words regardless of their meaning. Research has highlighted the link between metaphonological abilities and reading and writing. This support, by providing a focus on the structure of language including the discovery and identification of the invariants can help them to building metaphonological ability(that is to say according to Gombert (1990), the ability to identify and manipulate phonological units</p>

intentionally). It may also establish early the notion of arbitrariness of the sign.

This work of identification and comparison is made from a sentence of presentation in the language of schooling (in French). According to a rigorous process, children identify, the beginning ("hello") and the end of the statement (country's name). Then they identify the name of the language, first because of its similarity with the sound of the country's word (France/ French), then by locating its place in the statement (at the end).

They learn also to identify the name of each child just by observing that this is the only element that varies in the same sentence (same language, different name of children) and, on the contrary, the stable element is the structure "my name". According to the same research process (the child learns to make assumptions and check them), he discovers that the Japanese does not have the same syntax as in French. He finally reinvest his first knowledge about numbers when listening to foreign rhymes.

Summary:

Step 1. Introduction: knowing how to present

Step 2. Presentation in a foreign language - "hello" multilingual "

Step 3. Recognition of the country and language (1)

Step 5. Isolate the first (1) (in a language with the same syntax as the French)

Step 6. Isolate name (2) (a language with syntactic different from French)

Step 7. Counting and talking about their age in Italian

Step 9. Counting with fingers

Which aspects of knowledge, skills and attitudes relevant for plurilingualism are promoted in this example?

Knowledge and understanding (references to the CARAP)

5 Possesses knowledge about linguistic diversity /multilingualism and plurilingualism

5.1 Knows that there are very many different languages in the world

5.4. Knows that there are diverse kinds of multilingual, plurilingual situations around the world

5.6. Knows that sociolinguistic situations can be complex

5.6.1. Knows that there are often several languages used in the same country, or the same language used in several countries

5.6.1.1. Knows that language borders and national borders are not the same thing

5.6.1.2. Knows that a language and a country should not be confused

5.7. Knows that there are multilingual, plurilingual situations in one's own environment and in other places, near or far

6. Knows that there are similarities and differences between languages

6.5 Knows that there is not a word to word equivalence between languages

6.5.1 Knows that languages do not always use the same number of words to say the same thing

6.5.2. Knows that a word from the lexis of one language may correspond to two or more words in another one

6.7. Knows that the organisation of utterances may differ from one language to another

Skills (language use)

1 Can observe and analyse linguistic features / manifestations of culture in languages and cultures both familiar and unknown at different levels of familiarity

1.1 Can apply analytic processes and procedures

1.1.3. Can use already known languages as a basis for developing ways of exploring other languages and discovering their structure

1.2. Can observe and analyse linguistic form and how languages work

1.2.1. Can listen (actively) to spoken production in different languages

1.2.2. Can divide words into syllables and analyse these

1.2.9. Can apply analytical procedures to interpret the meaning, or part of the meaning, of an Utterance

2 Can recognise / identify linguistic features / expressions of culture in languages and cultures which are fairly familiar

2.1. Can recognise linguistic forms

2.1.1. Can recognise [identify] sound forms [has aural recognition skills]

2.1.1.3 Can recognise [identify] aurally a morpheme of a word of familiar and unfamiliar languages

2.3. Can identify languages on the basis of identification of linguistic forms

2.3.1 Can identify languages on the basis of phonological evidence

2.3.3.Can identify languages on the basis of known words / expressions

3 Can compare

3.1. Is familiar with and can apply procedures for making comparisons

3.2. Can perceive closeness or distance between compared sounds (can discriminate aurally).

3.2.1.Can perceive closeness or distance between simple phonetic features (sounds).

3.2.3.Can perceive closeness or distance between phonetic features at word or morpheme level.

3.2.4.Can compare languages aurally

3.4. Can perceive lexical similarities between different languages

3.4.1 Can perceive direct lexical similarities

3.4.2.Can perceive indirect lexical similarities [by identifying similarities with terms used in the same word family].

5 Can use the knowledge and skills available in one language for understanding another one and expressing oneself in it

5.1. Can use the similarities between languages as strategies for understanding and producing Language

ATTITUDES

1 Attention

1.1.Attention to language (to semiotic features) in general <valid for cultures and people, too>

1.1.2.Attention to [paying attention to] formal aspects of language and languages / viewing language as an object for reflection

2 Sensitivity

2.1.Sensitivity to one's own language and other languages <valid for language and culture>.

2.2 Sensitivity to linguistic / cultural differences°.

2.2.1.1.Being sensitive to the diversity of sound systems in languages {accented forms, graphic forms, syntactic organisation etc.}

<idem for culture: table manners, highway codes, etc.>.

2.5. Sensitivity to plurilingualism and to pluriculturality of near and far-away environments

2.5.1.Being sensitive [aware of] the linguistic diversity of society

2.5.2.Being sensitive to [aware of] the linguistic / cultural diversity of school classes

3 Curiosity / Interest

3.1 Curiosity about multilingual / multicultural environments°

3.2. Curiosity about discovering how languages work (/ one's own / others) <valid for languages and cultures>

4 Positive acceptance

4.1. To break down negative attitudes / intolerance towards what is different <valid for languages and cultures>

4.1.1.To accept that other languages may organise the construction of meaning by using phonological distinctions / syntactic structures different from those of one's own language

5 Receptiveness to diversity

5.1. Empathy [receptiveness] towards otherness (empathy towards otherness / willingness (...)) to extend a sense of empathy)

5.2.Receptiveness towards people with other languages (and their languages)

5.3.Receptiveness to languages / cultures°

5.3.1.Receptiveness towards undervalued languages / cultures {minority languages / cultures, languages / cultures of migrants

5.3.2.Receptiveness toward foreign languages / cultures taught at school

5.3.3.Receptiveness to what is unfamiliar

<valid for language and culture>

5.3.3.1 To be open to (and anticipate resistance) to what seems incomprehensible and different <valid for language and culture>

5.3.3.2.To be ready to listen to and to use sequences of sound even if the meaning is not understood

6 Respect / Esteem°

6.1.To respect differences and diversity (in a multi-ethnic environment) <valid for language and culture>

6.2.To have esteem for language / varieties of language

7 Psychological) readiness

7.1.Readiness to be involved in plurilingual/ pluricultural socialisation°

7.2.Readiness to engage with the conventions and rituals of (verbal, non-verbal) communication appropriate to a particular context

8 Motivation

8.1.Motivation to study / compare the way different languages work {structures, vocabulary, writing systems...} <valid for languages and culture>

8.1.1.Motivation to observe and analyse unfamiliar features of languages

9 Desire / willingness to engage / act

9.5. Desire to find out about other languages/ other cultures/ other peoples°

9.5.1.Desire to meet other languages / other cultures / other peoples linked to one's own personal or family history or to that of people one knows (because of the rich experience such an encounter can offer)

12 Readiness to / willingness to suspend judgment / abandon acquired viewpoints / prejudices

12.1.Being prepared to step outside one's own language and to see it from a different perspective < valid for language and culture>

12.4.Being ready to confront one's own prejudices

12.4.1.Being aware of own negative reactions to differences (across languages and cultures {fear, ridicule, disgust, superiority, etc.})

17 Assuming one's own (linguistic / cultural) identity

17.1.Being sensitive to the complex / diverse nature of the language related "relationships" which each of us has with language in general and with specific languages <valid for language and culture>

17.2.Acknowledging that one has a social identity in which the language / languages one speaks play(s) an important role <valid for language and culture>

17.2.2.Accepting a bi-, plurilingual / bi-, pluricultural identity°

19 Motivation for learning languages (language of education, foreign languages etc.)

19.1.Positive attitude to language learning (and to speakers of these languages)

19.1.1.Interest in learning the language / languages of the school <for pupils with other languages>

19.1.2.Desire to master one's first language / language of education°

19.1.3.Desire to learn other languages

Evaluation of example	Positive <ul style="list-style-type: none"> - Pupils love to discover how other children can speak especially when they see they are pupils like them - They like to pronounce all the new words and sentences. They likes new sounds. - It's a good support for the beginning of the year , in order pupils to know each other, and when you first introduce an other language in your teaching. - Il really allows to engage an debate about the different languages in the classroom and legitimate ALL. The second objective, namely the awareness of linguistic and cultural diversity, is particularly due to the presence of the video, which presents young students both near and different. The video facilitate the identification and can also allow the recognition of native languages of immigrant students. If there are foreign children or children having a foreign origin, this video could help them to participate and be an opportunity for them to show their knowledge and share it. 	Negative: <ul style="list-style-type: none"> - May be a little difficult for very young pupils (preschool), but it's easy to adapt it to their capacities. Just pick up some situations - it's a very long and rich support: don't use it all at a time.
Other comments:		