



# PARENTS

Involving parents in plurilingual and intercultural education

« Guests from abroad »

## CONTEXT

Country : France

Town : Toulon

Urban environment, plurilingual town, welcoming many people « coming from elsewhere» (Toulon is a military harbor and a town made up of several families coming from different Mediterranean countries).

Some of the languages registered in the town: English, Arabian, Algerian, Tunisian, Moroccan, Berber, Bosnian, Chinese, Corsican, Spanish, French, Italian, Portuguese, Polish, Provençal, Romanian, Russian, Turkish, Vietnamese.

**Age of the involved pupils** : 3 to 6 years

**Contact** : Claude Manchet-Richerme [claudemanchet@orange.fr](mailto:claudemanchet@orange.fr)

**Involved team** : 5 school teachers (Nursery School), 1 educational coordinator, 1 researcher-teacher, parents speaking another language than the school language.

## DESCRIPTION OF THE ACTION :

**Main idea:** The class Mascot (see description card *The Travelling Mascot*) comes back to the class with a friend met during his/her travels. As this friend doesn't speak the school language, that's why one parent comes and supports him/her as a translator-mediator, because children has many questions to ask him/her and this invited person has things he/she will let them discover!

### Learning goals:

- Language : ask questions, talk about one's self, phonetic discrimination, manipulation of phonemes and syllables, of words in foreign languages, sing in a foreign
- Mobility : dance
- Becoming pupil : take his/her place in the exchanges, listen to the mates, express the own difficulty to understand, ask to repeat
- Living together: welcome a new person, ask him/her questions in order to make his/her acquaintance, to know him/her better (learn to establish connections with a new person).
- Discovering the world : countries, languages, dances, music, cultural facts (discovering cultural practices and objects)

**Languages of the sessions:** the school language(s) and another language (the language of the person the Mascot invited)



## SÉSSION 1

**Way of working :** collective

### **Description of the session**

The pupils get ready to receive the travelling mascot (learning to welcome an invited person and to get in contact with him/her and to take the initiative of asking him/her questions)

### **Role-playing**

The teacher announces to the pupils that the Mascot is coming with a friend of his/ her (specify from which country) and that today they are getting ready to welcome him/her well.

### **Research situation 1**

- Reflect together on the courtesy rituals when a new person is welcomed. Ask the children what courtesy words they know in other languages.
- Revive the courtesy words in the language of the invited person (already known if *The Travelling Mascot* module has already been done)
- Reflect on the questions one asks a child of his/age when they meet for the first time
- Decide which questions will be asked and vary the ways to ask the questions (intralinguistic variation awareness)

Examples of questions :

- How are you ? Are you well ?
- Did you have a good journey?
- How old are you ?
- Do you like our town?
- Have you got any friends here? Any relatives?
- Where do you live?
- Are you on holiday ?
- What do you like to eat?
- What do you like to play?
- What is in your rucksack?
- Learn to say « How are you ? », « Are you well? » in the language of the invited person
- If the way of counting with the fingers in the language of the invited person is different from that one that is known, alert the pupils to this problem by showing them the board of gestures to count and bring them to use these gestures up to the number 10.

### **Synthesis and consolidation**

- In groups of 2 pupils each, let them play a sketch about coming into contact with the other: « good morning » in the language of the invited person + « How are you? » or « Are you fine? » in the language of the invited person + the questions asked in French (seen in the session) + « good bye » in the language of the invited person.
- Let the pupils play the sketches in front of the class by taking the mascot and the plush animal.



# PARENTS

Involving parents in plurilingual and intercultural education

## SÉSSION 2

**Way of working :** collective for the session, in groups of 2 each for the synthesis and consolidation.

### Description of the session

The teacher reminds the pupils that the Mascot is coming with a friends of his/ hers who is surely going to ask questions about what we like or what we don't like to do, about our living habits

### Targeted competences

Talk about himself /herself, about his / her tastes, about his / her activities both as an individual person as a group member. Parler de soi, de ses goûts, de ses activités en tant qu'individu et en tant que membre d'un groupe.

Use the pronouns « I », and « we »

### Research situation 1

- Work on how to express what one likes / doesn't like to do. During the first steps « I like », « I don't like », then the ways of slightly modifying or intensifying the expressions about taste and predilections (« I love », « I like very much », « I like less »...)
- Learn to say « yes » and « no » in the language of the invited person
- Point out that the face and the body express also the pleasure or the unhappiness in doing something (shrug, pull a face, shake the head...) : lean on the smiley board.
- Learn to say « I like / I don't like » and « you like » / « you don't like » in the language of the invited person in order to prepare oneself to understand him/her and to ask him/her questions
- Ask questions with « do you like » in the language of the invited person and ans la langue de l'invité-e et permettre que la suite de la question soit dans la langue de scolarisation (awareness to code alternance phenomena of plurilingual competence. Example of question : « ti piace riding a bicycle ? »).

### Research situation 2

- Play the CD with the sound effects and let the pupils guess the childrens' activities evoked by these sounds (predictable answers : « they are playing football », « they are playing hide-and-seek », « they are playing with water
- », « ils s'amuse », « ils rient », « ils regardent un dessin animé », ...)
- Ask the pupils to prepare themselves to tell the person the mascot has invited about the preferred activities when they are at school (expression of the collective subject «we») and when they are not at school (expression of the «I»).

### Synthesis and consolidation

- In groups of 2 each, let the pupils play a sketch with questions / answers about taste, predilections, habits, activities.



**PARENTS**

Involving parents in plurilingual and intercultural education

### SESSION 3

**Way of working:** collective for the session, in groups of 2 pupils each for the synthesis and the consolidation.

#### **Description of the session**

The pupils learn to express a lack of understanding.

#### **Targeted competences**

Express his/her lack of understanding, ask to repeat

Apologize

Pay attention to the body language (non verbal)

#### **Development**

##### **Research situation 1**

- Make the pupils consider how one can tell the other kindly that he/she didn't understand what the other said (predictable answers: «Excuse me, I didn't understand, can you explain it again to me?», «Pardon, I didn't understand, can you repeat?», ...) or that he/she didn't understand well (predictable answers: «Excuse me, I didn't understand, can you repeat?», «Pardon, I didn't understand, can you tell it once again? »...)
- Make the pupils consider that both « Excuse me » and «Pardon?» sometimes precede the request
- Point out that the face and the body also express the lack of understanding (hand behind the ear, stretching out the neck, frown, etc.)
- Listen to « pardon » and «excuse me » in the language of the invited person
- Learn by heart these courtesy markers

#### **Synthesis and consolidation**

- In groups of 2, play a sketch in which one of the pupils has to apologize (because of bumping into another person, walking over another person, because of not having listened to, understood, heard ...). The pupil who apologizes complete the excuse words in the language studied during the session.

### SÉSSION 4

**Way of working:** collective for the session and as a half group for the synthesis-consolidation.

**Resource person:** a **parent** who speaks the language of the invited 'person' will be the interpreter of the invited animal.

#### **Materials to be prepared by the parent :**

- A plush animal (he/will be the invited person)
- A rucksack with objects from the country or from the region of the invited parent.



# PARENTS

Involving parents in plurilingual and intercultural education

- Examples of objects :
  - o records, albums, posters, stories, objects, wraps, flags, music instruments, games from different countries, spices, some food (pasta, rice...), photo album of the country, recipes from the world (to work on visual arts, mobility, singing,...)
  - o a cartoon with a « trans-cultural » character (like Sponge Bob!) in order to raise awareness about the links over the cultural differences and the frontiers
  - o a cartoon, specific for the country and showing a folklore character (like the Saci, a little black goblin with one leg, who comes from Northern Brazil, wears a red cap and smokes the pipe or the Djeha from Maghreb)

## Description of the session

The mascot comes to the class with his/her friend. The animal speaks to the ear of the interpreter who translates for the class.

## Targeted competences

Welcome the other, interact with him

Listen to the other

Talk about oneself

Use the pronouns «I», «you», «we»

Describe new objects (shape, stuff)

## Déroulement

### Situation-recherche 1

- explain to the pupils that the friend of the Mascot, who is arriving in a few minutes, doesn't speak the same language we speak, that is the reason why an interpreter is present.
- Discuss about the job of an interpreter : have the pupils already experimented situations in which one person is translated by another ? Have they already watched subtitled cartoons or movies?
- Explain that this friend is shy and that this is the reason why he/she will answer their questions speaking to the ear of the interpreter who is going to translate for the class
- Discuss about this problem of being shy (are there shy people in the class ? Are there people who don't dare to give a speech ? Are there people who are afraid of speaking in front of everybody?)
- Recall how one says « good morning », « thank you », «good bye » in the language of the person who is coming (see description card *Travelling Mascot*)

### Research situation 2

- Welcome the Mascot and his/her friend in the language of the friend (« good morning »)
- Express the joy of welcoming him/her
- Guess the name of the invited person (first of all in the language of education. Example : « crocodile »)
- Find the name of the invited animal in his/her language (example in Italian : « cocodrillo »)
- Ask the invited person questions (seen in session 1 of this module)
- Talk about ourselves, about what we do together at school



# PARENTS

Involving parents in plurilingual and intercultural education

- Talk about himself / herself when the invited person speaks to us

### Research situation 3

- Announce that the invited person has arrived with some presents in his/her rucksack
- Guess the content of the rucksack : with close eyes, the hand in the rucksack, the pupils describe in turn what they feel and make hypothesis about the object («the game of Kim» to appeal the sense and the word: feel, weight, general shape, smell...).
- Discover the object and guess what it is (example : if it is CD, what is on it? A movie ? Some songs ?; If it is a music instrument, have they already heard it? Have they already used it?; if it is a spice, have they already tasted it in a dish, in a recipe?; etc.)
- Thank the invited person in his/her language for each present
- Telling him/her good bye in his/her language when he/she leaves

### Synthesis and consolidation

- Tell another class what one has just lived : who came to the class, what did he/she say, what did he/she bring? (collective)
- Complete the boards by pasting the wraps, the pictures the invited person brought (1/2 group)
- Complete the corner of the objects from all over the world (1/2 group)

## SÉSSION 5

**Way of working:** collective

**Place:** mobility room, courtyard, gym, canteen

**Resource person :** the parent who came for session 4

**Description of the session :** learn a song, a counting rhyme or a dance, a game in the language of the invited person.

### Development

#### Role play

The resource person teaches the pupils a song or a counting rhyme that can be easily learnt by heart.

#### Synthesis and consolidation

Go to another class and sing, dance or play in front of the parents who have been invited to school.

#### Utilized media:

- *Les langues du Monde au quotidien, cycle 1*, with an audio CD: éd. CRDP Rennes (France).
- pictures with gestures used to count (for example, for Chines counting : [http://www.ici-chine.com/articles/voyager\\_en\\_chine/communiquer/compter-avec-les-mains.php](http://www.ici-chine.com/articles/voyager_en_chine/communiquer/compter-avec-les-mains.php))
- CD with sound effects about children's activities (games, sports, laughing...)
- CD with songs and counting rhymes in the language of the invited person
- Smiley board (emoticons) expressing satisfaction or dissatisfaction and perplexity to mark hesitation.



# PARENTS

Involving parents in plurilingual and intercultural education

## **Observed effects :**

- enhancement of family languages, that are also the languages of the child's environment
- interest of the children for languages, for the world and for the others
- decrease of the feeling of diminution du sentiment « being a stranger » felt by some plurilingual children
- better feeling of inclusion in the society of the immigrated parents
- greater interest of the child towards the family language and towards the other languages of his/her environment
- better parents / teachers relationships (building up a united educating community)

## **Difficulties noticed :**

- shyness of some parents that do not feel at ease to participate to these action, often because they do not feel at ease with the school situation (being in the class in front of a group of pupils) or because they do not feel at ease enough with the language of education.

## **Remediation to these difficulties :**

- reassure the parents about their language skills and about the development of the session (prepare it possibly together with them and provide them, if this is necessary, with a framework)
- ask the parents who feel at ease when they act in the class to reassure the other parents and to persuade them to participate to the action (parents' mediation often proves to be effective)