



**CONFÉRENCE SUR L'ACCUEIL PAR
LES SYSTÈMES SCOLAIRES DES
MIGRANTS RÉFUGIÉS,
SUITE DU PROGRAMME EAP 2016
DU DÉPARTEMENT D'ETAT
AMÉRICAIN,
À L'ESEN
POITIERS, FRANCE
11-13 JANVIER 2017**



APPROCHE INTÉGRÉE DE L'ACCUEIL DES NOUVEAUX ARRIVANTS

APPROCHE DIDACTIQUE ET LINGUISTIQUE

MONTPELLIER



From stereotypes to migrant students



- 2002 : first study on migrant children
- CASNAV : helping immigrant and gypsy students' schooling
- Intercultural issues ? Or language education

Integration ?

- Approche intégrée de l'accueil
- **Vs** « désintégrée » ?

- Challenges ? (French and European levels)

Identifying a first challenge

- Transferring French as a second language methodology (with intercultural and plurilingual perspectives) to migrant classes
- Not general pre-service and in-service training for teachers (primary or middle-school)

French schools and multilingual challenges

- France : a state-based nation constructed around the political model of monolingualism, equality
 - Vs plurilingual context/ equity

What does everyday plurilingual language use look like in France ?

- 75 languages in France
- **Migrant languages**
- **Regional languages**
- **50% to 100 % allophons in big cities schools**

75 languages in France and at school ?

Languages learned in primary schools

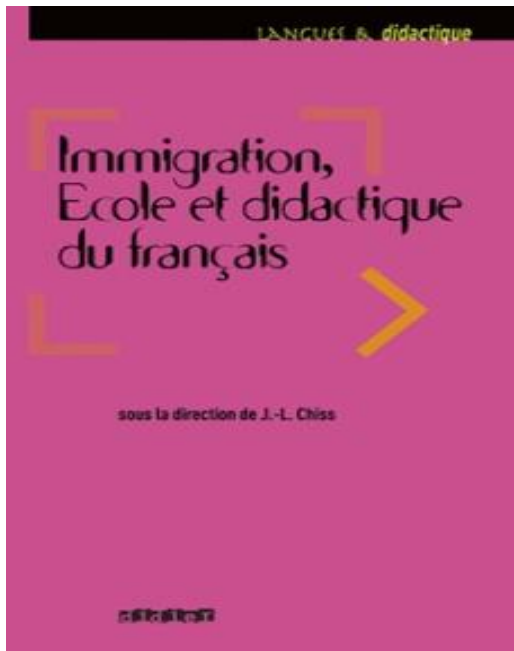
2012-2013		
Langages	Public schools	Private schools
German	6,16 %	3,38 %
English	92,83 %	96,54 %
Spanish	1,23 %	1,78 %
Italian	0,62 %	0,21 %
Portuguese	0,11 %	0,0

Other languages ?

- *A double bind: welcoming migrants and rejecting their languages*
- Learning family languages out of school curriculum

LA DIVERSITE LINGUISTIQUE

- UN FAIT : plus de 75 langues en France
- Quelle reconnaissance, utilisation ?
- Réticences : idéologies linguistiques, politiques, psycho-affectives



Plurilinguisme ?

- Plus de 5000 langues dans le monde
- La plupart des locuteurs sont plurilingues
- Le fantasme du polyglotte exceptionnel/ du bilingue parfait = addition de monolinguisms
- Stéréotypes : langues riches/pauvres ou bilinguismes négatifs/positifs
- La norme de l'Ecole

Working with gypsy students

Auger et Matheu

<http://www.revue-signes.info/document.php?id=4721>)

<https://www.ortolang.fr/market/corpora/>

VOIR LE PROJET EN LIGNE



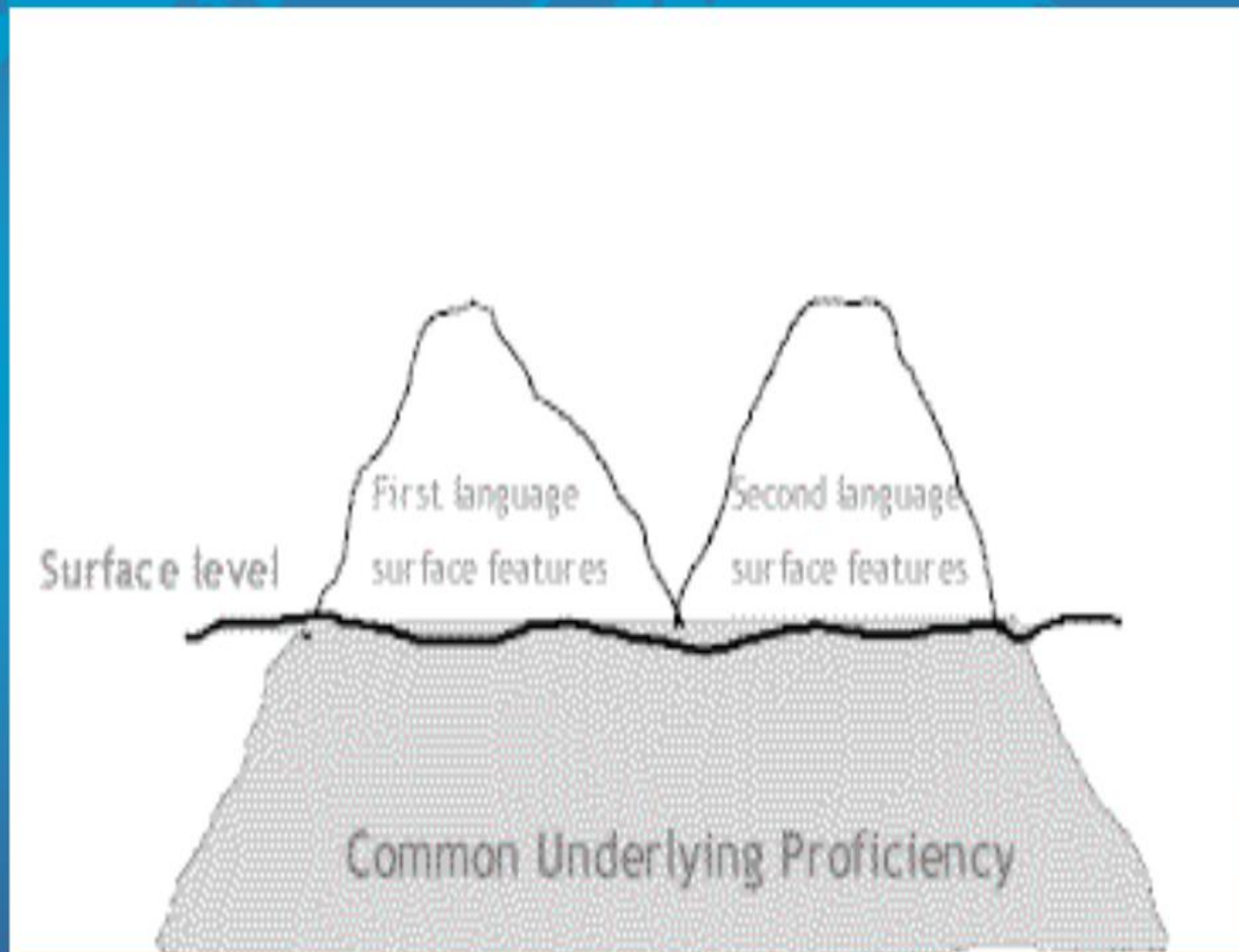
students



Rappel théorique

- L'approche de Cummins (1976, 1979, 1981, 2000) et l'interdépendance des langues (*Common underlying proficiency*).
- Principes d'"*additive bilingualism*" (Lambert, 1974) et "*additive multilingualism*" (Cenoz & Genesee, 1998, cités par Lotherington, 2008)

LA COMPÉTENCE SOUS-JACENTE ET L'HYPOTHÈSE DE L'INTERDÉPENDANCE



Different studies

- *Migrant pupils*
- *CLIL*
- *Gypsy students*
- *Roma students*

- Ten year ethnographic survey 2002-2012

- Analyzing practices and representations of languages

- Macro and micro levels

A turn in the 2000s: an attempt to change the negative image of migrant languages

- New Instructions in France : 2002, 2013
- Council of Europe : quality and inclusion in Education, the role of languages (2013)
- European commission : conferences on multilingual classes
- European parliament : a survey on migrant students'success

Stereotype and being bilingual

- A social psychologists approach (Abric, 1994).
- The stereotype of being bilingual : skills are totally equivalent and balanced. Languages are still perceived as separate, two roads that never cross.
(Dabène 1994, Heller 1996, Gajo 2001).

From mis-hearing to mis-understanding

- Interlinguistics
- Intercultural

- **Intercultural communication** provokes numerous **misunderstandings** (reinforcing stereotypes of children, their languages etc.)

Mastering French or master writting?

R. (former migrant student), 12 : *my teacher // says I don't master French*

□ Researcher : *do you speak French // sometimes outside school* ↑

□ R. : *I do*

□ Researcher : *do people understand what you say* ↑

□ R. : *they do (laughters and shrug)*

□ Researcher : *so do you think you master French in this situation* ↑

□ R. : *yes I do*

Master knowledge about French language vs valuing practicing French

- *Teacher L. 5th grade : he// he doesn't even know what is present tense/// nor futur*
- *Researcher N. : and does he use them ↑*
- *Teacher L. : yes he does ///most of the time/// but he doesn't know what a tense is*

- *Teacher J. 4th grade : she makes efforts /// she knows the grammatical rules /// she makes efforts you see*
- *Researcher N. : et elle sait les utiliser and does she know how to use them ↑*
- *Teacher J : well/// very scarcely*

Stigmatization

- Researcher : *what kind of job would like to do when you are grown up* ↑
- Migrant student T. , 8 : *me //piloting planes (laughters)/// no// too difficult for me*
- Researcher : *why not* ↑
- Migrant student T : *I'm not// we are not good here // in this class*

Using pupils' linguistics resources

A pledge for the recognition and the mobilization of the language resources of the students at school since 2004.

Classroom activities and training of educational staff in favor of a better knowledge of sociolinguistics issues have been proposed at national and European levels.

“enriching the spoken discourse of the classroom by taking advantage of its diversity and variability” (Kramsch 1993)

Deconstructing stereotypes...

- Bi-plurilingualism is not an addition of requirements (Cummins, 2000)
- Cummins' approach (1976, 1979, 1981, 2000) of *Common underlying proficiency*.
- “*additive bilingualism*” (Lambert, 1974) et “*additive multilingualism*” (Cenoz & Genesee, 1998 by Lotherington, 2008)
- A "diverse, complex, or composite and heterogeneous jurisdiction"
(Coste, Moore and Zarate, 1997/2009, p. 12).

Definition (CEFR)

"The plurilingual and pluricultural competence [...] refers to the fact individuals *do not have* a collection of communicationnal competences which are separated according to languages they speak. The plurilingual and pluricultural competence includes the whole language repertoire."

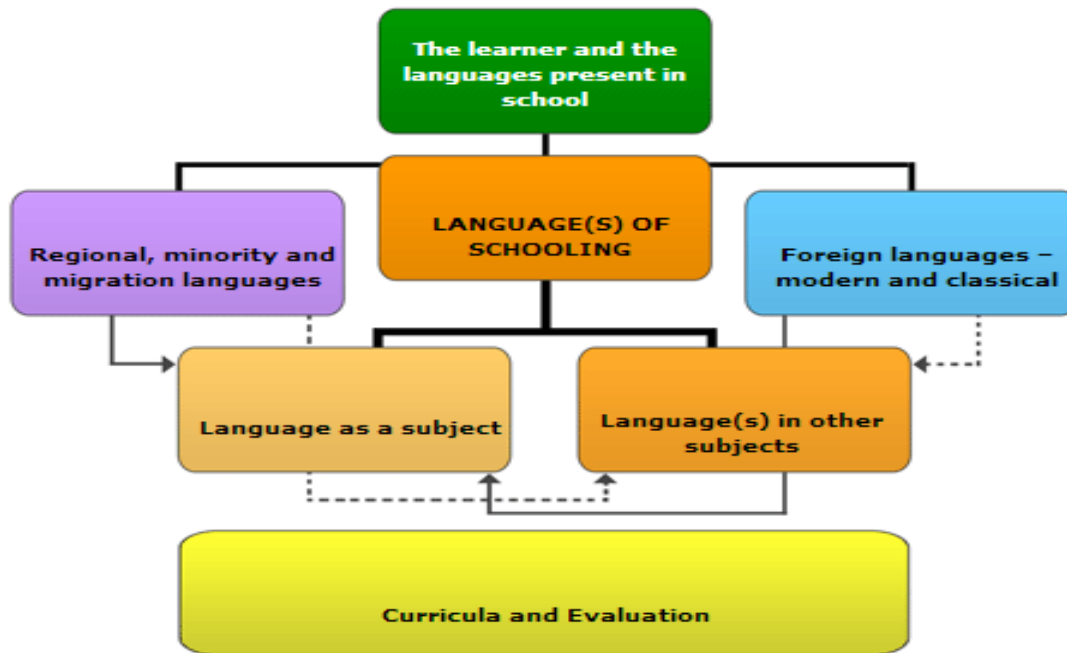
Consequences in classrooms

- *Dealing with the different languages present in the repertoire means varieties composing the repertoire are not treated in an isolated way, [...]*

(Guide for the development of Language Education Policies in Europe, p. 71)

A useful tool:

The Learners and their Languages



http://www.coe.int/t/dg4/linguistic/langeduc/le_platformintro_EN.asp?

Principles for the activities

- Each language shares **universal categories** (syntax, phonetics, lexicon, etc.) but specific actualizations (special prosody for questions, anger etc.).
- **to take advantage of one's resources and activate transfers (i.e we learn to read only once).**
- **children work at different linguistic levels**, for example: syntax, ways to write, consonants and vowels, lexicon, gender and number, gestures, phonetics.
- **Other activities in the pedagogical guide** (relationship to space and time, social representations, relationship between phones and graphs...).

Comparing our languages

26mn DVD available with English subtitles on marille website
<http://marille.ecml.at/Classroomvideos/tabid/2915/language/en-GB/Default.aspx>



European Label for innovative projects in *language* teaching and learning

<https://www.youtube.com/watch?v=3PIOPBWUe94>

Comparing languages, is it difficult ?

- Brain and experiences
- Interlanguage
- Intercomprehension between family languages
(romance, german)
- Intercomprehension according to linguistic units
(lexicon, syntax etc.)
- Comparing vs. opposing

Comparing and discussing : co-acting in the classroom

- Analyzing the discussion : cooperation / theme
 - Convergence/divergence
 - Consensus/conflict
- = task

Activities and co-action

- Social action and learning action / CEFR
- Co-action and co-construction (skills, knowledge)
- Project and temporality : past-present-future
- From an individual culture to a shared one (emergence of culture for action)

Approaches more than methods



- Confront each other and develop relationships with others
- Errors as a challenge and an opportunity

Results on pupils

- **More active** in the learning process, reinforces their **ability to observation** : analyses, making links between languages
- **Would not disadvantage those who have never gone to school** before (language awareness from the age of 3).
- Work on **similarities, differences with non metalinguistic words.**
- Work on varieties, languages to build new competences in ML to benefit all learners



Results on teachers

- **Motivation** for teachers : pupils have knowledge and competencies they can use.
- A new role : helping pupils **organizing** their knowledge

The use of migrant languages: an experiment

□ ***Interculturality***: a concept central to understanding the importance of using migrant languages

“The notion is then further expanded to include the creation of an intercultural context”, Kramsch 1993

□ ***From the positive use of intercultural contexts to the development of language and sociocultural competences***

□ ***From vertical to horizontal methodologies***

looking for links between languages and people

Integrating further more....



Extrait 1 « châtaigne »

□ EVALUATION GENRE DESCRIPTIF

L'air

G. Arcimboldo



Corpus 1

E : Non, je vous demande ce que tu, je vous demande de décrire ce tableau alors///

A : Ah

E : alors

E: Et ce que tu vois ici, comment ça s'appelle ?

E : Là

E : Une châtaigne ? Comment vous le dites vous le mot châtaigne ?

E : C'est pas une castaña ?

A : Euh si E : Voilà là vous avez une châtaigne

Corpus 2

- E : je ne comprends pas Kélian
- A : ça c'est des feuilles
- E : c'est pas des feuilles// ce sont des plumes
- A : mais oui/ mais les plumes il fait des feuilles il comprend pas
- E : non je ne comprends pas alors explique-le à quelqu'un en gitan et euh comme ça vous allez vous allez essayer de trouver d'autres mots

1er exemple

- Evaluer le genre discursif et ne pas se laisser bloquer par le lexique.
- Différentes possibilités (traduction, étayage)

De la prise en compte du plurilinguisme comme une ressource

- E : Regarde, on a ce mot
- A : Nuit
- E : Cette image alors avant de commencer, chut, à écrire nuit, je voudrais que tu regardes à la fin (elle montre la fiche)
- A : Un t
- E : Pourquoi y a un t à la fin du mot nuit ?
-
- E : Qu'est-ce qu'on pourrait faire comme autre mot ? Vous par exemple en gitan comment vous dites la nuit ?
- A : La ni[t] la ni[t]
- E : Qu'est-ce qu'on entend à la fin ?
- A : t
- E : On l'entend hein ? Bah nous en français on s'en sert. La nit, vous dites la nit, nous on dit la nuit on peut dire la nuitée aussi nuitée. Regardez je dis le mot nuitée t t tu l'entends, tu l'entends ? c'est pour ça qu'on a la toupie à la fin du mot. Quand je dis la nuit, tu l'entends le t ? la nuit, la nuit. Donc (montre la fiche), elle est là pour fabriquer un autre mot, il ne faut pas l'oublier...

Exemple

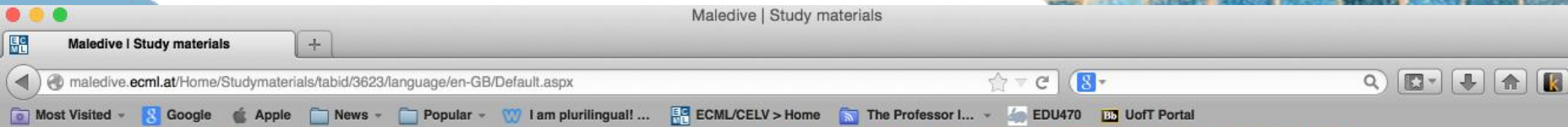
- Intérêt : avoir recours à la L1 pour travailler le rapport phonie – graphie

TRAINING ML teachers

- Maledive project : an integrated vision
- <http://maledive.ecml.at/Home/tabid/3598/language/fr-FR/Default.aspx>



MALEDIVE website



EMBRACING DIVERSITY within the LANGUAGE of SCHOOLING

Home

Approach in a nutshell Study materials

Learner profiles

Individual

Society

School

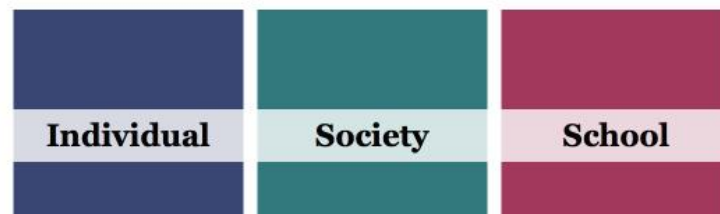
Resources and links

Feedback

Project details

Dive into the study materials

Begin your dive by getting to know the prototypes of students characterized in learner profiles. Move then to the study materials which are divided into three thematic modules. Each of them provides a different perspective to the learners and the learning environment. The perspectives overlap to some extent, because the classroom phenomena are tightly linked to all of them.



Learner profiles



Prendre conscience de son plurilinguisme (Prasad & Auger)

<http://www.iAMPLURILINGUAL.com/publications.html>



CLIL

looking at the issue from the opposite perspective

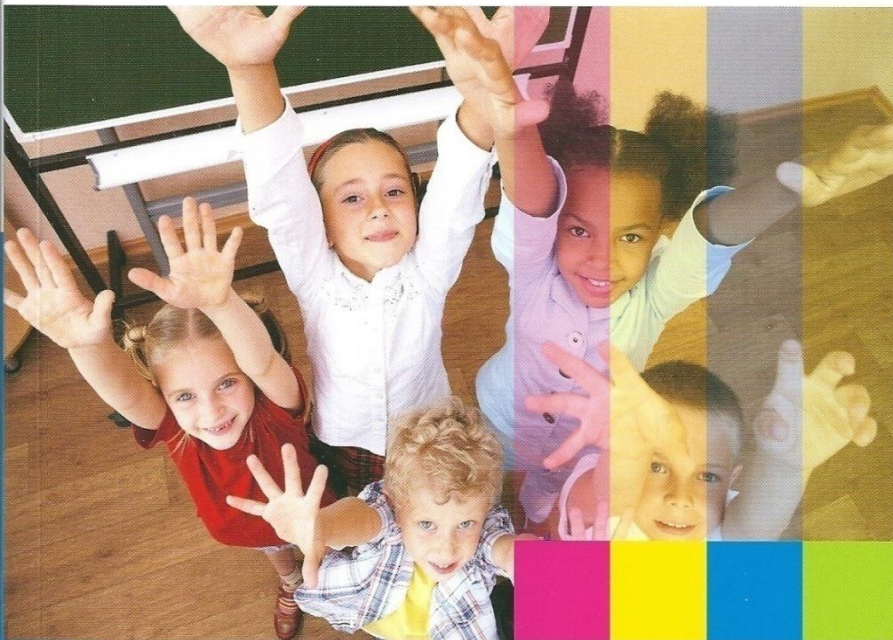
- **CLIL** stands for **Content and Language Integrated Learning**.
- It refers to teaching subjects such as science, history and geography to students through a foreign language.
- elite and bilingualism : two monolingualisms, two cultures



26 units

<http://conbat.ecml.at/>

- **primary and secondary school teachers** working with learners from different linguistic and cultural backgrounds
- **teacher trainers** looking for a training kit with very practical resources
- **educational inspectors and decision-makers** faced with accommodating diversity in the school curriculum.



Plurilingualism and pluriculturalism
in content-based teaching
A training kit

Mercè Bernaus, Áine Furlong, Sofie Jonckheere and Martine Kervran

MOTION IN THE OCEAN

Language	The word ocean
German	ozean
French	océan
Italian	oceano
Russian	океан
Danish	ocean
Deutch	oceaan
Spanish	océano
Portuguese	oceano
Swedish	ocean

Activities

- **Look at the translations of the world ocean in a few different languages and try to answer these questions**
- Can you guess why?
- Can you write the word ocean in any other language(s)? If so, add it to the list above

Storms

English word	original word
Hurricane	Kyklōma
Typhoon	津波
Tsunami	Huracan
Cyclone	台风

Languages, geography and stereotypes



- Arabic is the language of desert
- You can hear cicadas in provencal
- Spanish is a warm language

INCLURE LES PARENTS

A decorative horizontal bar at the bottom of the slide, consisting of an orange rectangular segment on the left and a larger light blue rectangular segment on the right.

Projet Erasmus+ romtels

<https://research.ncl.ac.uk/romtels/>

**Parents and
pupils working
together**



Des démarches

- Synergies **inter-langagières, intra-langagière**
- Inscription **inter- et trans- disciplinaire** des apprentissages
- Vers une **didactique intégrée et inclusive**
- Des **démarches horizontales**
Conscience langagière : améliore le développement des compétences

Conclusion : challenges for our societies and for Education



School as a place of social cohesion and recovery of multiple identities

Prepare students to live in multilingual and multicultural societies

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