

DETAILED PRESENTATION OF THE CLIVE

Oral practice activities in schools

by Marie-Claire SIMONIN and Nathalie THIBUR

Wednesday, March 28th – 9h / 10h30

1/ Nathalie: oral learning practices in the French school

- history of the evolution of oral language teaching:
In the French school, writing has long been predominant. Since 1970, the importance of the oral language in learning is again a subject of reflection.

- presentation of the current situation and recommendations:
The main objective of today' s nursery schools is to enable the child to move beyond the first relation to the language (oral, linked to the action and experience being lived) to a second language (structured discourse which relates the lived experience by putting it at a distance).

2/ Marie-Claire: parents interviews and multilingual nursery rhymes

- context presentation:
A nursery school (children from 2 to 5 years old) in a neighborhood with a high linguistic diversity (less than 10 per cent of children strictly French-speaking).

- presentation of the class eco-system:
Three axes: inclusion of pupils' first languages, second language learning, development of bridges between the languages involved. Among the 6 flagship activities we will choose 3 that will be described in more detail.

- parent interviews:
At the beginning of the school year, we meet all the families for an interview around 3 themes (original languages and the linguistic repertoires of the family members, the relationship with the writing and the school of the parents) with the aim of establishing a relationship with the parents allowing the coeducation, and to nourish the pupils' knowledge.

- multilingual nursery rhymes:
We ask parents to learn us nursery rhymes in their own language, thus the pupils' languages are recognised by the school and included in the life of the class.

3/ Nathalie: children's storytelling workshops

- presentation of Suzy Platiel's work, ethno-linguist and inspirer of the device:

After discovering the importance of storytelling in the education of a population of Upper Volta, she hypothesises that, in our western society, storytelling can be a powerful tool of education, humanity and construction of the social bond. She then imagines the device of the "children storytellers".

- implementation of this system in today's school:

The aim is to present the material and pedagogical organisation of a workshop, its impact in learning and socialisation, its possible extension in coeducation with families.

4/ Marie-Claire: talking bags

- storytelling bags are based on the protocol of the storytelling children's workshop.

- talking bags, in the same way as story bags are designed to allow the autonomous reiteration of an activity; they facilitate the appropriation of the second language in ritualised situations and relying on the support of peers.