MARILLE: Template for practice examples

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Title/ name of example: 1. The determiner and noun gender **2. The determiner and noun gender in English**	
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Example from	☑ Mainstream majority language teaching ☐ Other subject: _____	☐ Special classes for non-native speakers of majority language (second language classroom)

Type of example: ☑ Teaching material ☐ Classroom video ☑ Lesson plan/ scenario ☐ Other:

Target group (Age, type of school, languages,…):	8 or 9 years old (3rd year of elementary school) Elementary school in a suburban area. 5 pupils have parents speaking their language of origin at home: two Moroccan, one Japanese, one Italian, one ivorian
Detailed description of example:	The nouns gender plays an important role in the grammar of some languages like in French. Most pupils think that the gender is not arbitrary, because it can refer to female or male people or animals. It is not completely untrue. But the problem is that they quickly infer that things are "normally" masculine or feminine and that every language has the same genders. This representation is an obstacle when learning other languages , like english for example. The previous didactic material called "**Fruits et légumes en tous genres**" (Limami, I. & Kervran, M. (2006). Fruits et légumes en tous genres. Le genre des mots. In M.Kervran, (Eds.), _L'observation réfléchie des langues)._ These two examples focuses on French grammar and has been conceived as a continuation of this first material. **Student Sheet 1**: "Le déterminant et le genre" (the determiner and noun gender) _The **objective** of this first work is to allow more students to pay attention to the final letters and make them consider the importance of determiners in French. Attention to the final letters will help to gender and plural_

agreements on both names and adjectives.
The steps are:
-Identify the different endings of masculine and feminine in different languages and noticing that they vary widely in French, while in some Romance languages are more stable;
- Find the stability of the "e" in the formation of the feminine from the masculine, while paying attention to changes of letters.

Student Sheet 2 : "Le déterminant et le genre en anglais" (the determiner and noun gender in English)
*The **objective** of this work is to show the gender's arbitrariness in three languages and to discover a new unknown gender in French: the neutral.*
Unlike the French and other Romance languages, pupils discover that English nouns, apparently, have no gender, or have no different forms based on gender (inflections).
The focus on pronouns gender-related inflections in English can enhance their awareness of gender and plural agreements in French.
The steps are:
- Find the masculine and feminine nouns in French and German
- Give the gender of 3 words in German and English
- Look at words in three languages. Identify the definite determiners in French, German, English and classify in two types (masculine and feminine) + a eventually a third, undetermined
- Give the differences with the French;
- Same work with English and French with undefined determiners;
- Give the gender on the basis of personal pronouns in French and in English.

A **reference sheet** allows the student to have a summary after the activity. It is an aid for teachers. In a socio-constructivist way of teaching, this tool should be built with the student.

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

Knowledge and understanding

A.6 _Similarities and differences between languages._

6.2. Knows that each language has a specific way of representing reality
6.2.1 Know that the way in which each language describes / "divides up" the world is culturally
Determined

6.3. Knows that the categories mother tongue / language of education are not defined in the same way in another language
6.3.1. Knows that some grammatical categories present in one language may be absent in another
one
6.3.2. Knows that the same word may change gender from one language to another

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

A.7 Language and acquisition / learning

7.   Knows how one acquires / learns a language
7.2. Knows that one can base language learning on similarities (of structure / discourse / pragmatic
rules)

Skills (language use)

(numbering is that of CARAP)
1. Can observe / can analyse

   1.1. Can apply analytic processes and procedures
   1.2.6.   Can observe and analyse morphological systems

2. Can recognise / identify

   2.1.2.2. Can recognise [identify] written morphemes / words in familiar and unfamiliar languages
   2.3.4   Can identify languages on the basis of grammatical markers

3. Can compare

   3.3. Can perceive closeness or distance between written forms

   3.5 Can perceive global similarities between two or more languages

   3.5.1 Can make hypotheses about whether languages are related on the basis of similarities between them

7. Ability to learn

  7.4 Can exploit transfers made – whether successful or unsuccessful – between a known language and an unknown language in order to assimilate features of the new language

Attitudes.

A.1. Attention / Sensitivity / Curiosity [interest] / Positive acceptance / Receptiveness / Respect / Valuing languages, cultures, linguistic and cultural diversity

   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 to the existence of other languages, people / to the diversity of languages, cultures, people

   2.4. Being sensitive to <both> differences and similarities among different languages <valid for language and culture>

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

   3. Curiosity / Interest

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

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>

13. Readiness to set in motion a process of linguistic / cultural decentring / relativising

13.2.1. Be ready to "decentre" oneself in relation to one's mother tongue /culture and the culture of the school°

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>
19.1.3. Desire to learn other languages

| Evaluation of example | Positive:
If students are at first very surprised and find this integrated approach at first sight "offbeat", new habits gradually settle and the detour and the circularity between languages is becoming more familiar and justified.
By putting in synergy teaching language learning, this "integrated" teaching is one way to implement the | Negative:
This experiment has generated strong reactions from some parents which fear their child will learn less French if they don't devote all the time to it!
This reaction is to link with the context of language teaching in France. Since the Revolution it is still attached to certain traditional values, very nationalistic, and at the opposite of diversity. |

	plurilingual approach"designed by the Common European Framework of Reference and the Marille project, which deals with the integration of plurilingualism into the teaching of the majority language as a subject.	
Other comments:		