



More than one language!

Information booklet



‘More than one language!’, is about emancipation, curiosity and opening up to the world. That’s what we hope for all children!

The ‘More than one language!’ kit is a resource to inform, train and support adults who live in contact with children who are growing up with several languages such as parents, educators, teachers, speech therapists, facilitators, etc. By stimulating and encouraging discussion on the use of languages in the family and in society, the kit helps to :

- reassure parents and professionals and answer their questions
- develop parental and professional skills
- identify the conditions for early, balanced and harmonious language development in several languages
- share appropriate adaptable postures and gestures.

The aim is to support and improve the development of plurilingual skills in children growing up with several languages.

Its content

It consists of a set of 16 double-sided cards, a booklet to know more and shapes to cut out (silhouettes and comic bubbles).

The cards

Each card (A5 format, cardboard, easy to handle) illustrates one of the typical situations that children growing up with more than one language may experience in their daily lives. The scene depicted on the front of the card is used to initiate discussion, raise questions and shed light on an aspect of the issue. The graphic coding of languages is intended to decontextualize language interactions: language(s) of society, language(s) of the family. This way of presenting the different languages without mentioning specific ones makes it possible to use the resource in different countries.

On the back of the card, a quick description of the scene and a key message helps the mediator understand what is at stake and to lead the discussions. The cards are numbered arbitrarily, to make them easier to use and find.



The booklet

In the booklet, each card is described in detail, with explanations and theoretical references to help you go further and prepare a mediation session. A glossary (words in bold in the booklet) explains some important terms that are not always familiar to professionals and parents.



Cut-out shapes

Distributed to participants, they enable them to create a scene of multilingual language interaction that is not represented in the 16-card deck. This activity allows participants to share their experience or ask a question.



Its use

1) In mediation:

- With a trained mediator, the cards can be used directly: users make a free choice, the mediator distributes the cards randomly or presents them one by one to the group (10/15 people). Depending on the professional habits of the mediator, spontaneous comments or questions (e.g., What do you think of the scene? Have you experienced this scene before? Are you familiar with this situation? or the direct participation of the present people can open up the space for exchanges.
- Without a mediator, a professional in education can use the resource on his/her own. They will need to take the time to consult the booklet and prepare themselves to lead a mediation session, relying on the parents' testimonies as well as the key messages on the back of the cards.

2) In training:

For language trainers who want to integrate the child's multilingualism as a possible point of support and involve parents and professionals in a plurilingual approach, the "More than one language!" constitutes an initial training tool. The scenes depicted are all taken from the everyday reality of multilingual families with very different social and cultural backgrounds. They have been depicted very concretely so that everyone can easily identify with them. With the cards distributed in small groups, the trainees can work on questionnaires and preconceived ideas to put into perspective in order to construct new representations and project themselves onto new professional practices. The cards can also be used as a basis for role-playing, during which professionals practise dealing with the subject and using the various resources in the pack (cards, booklet, cut-outs).

Authors

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The first edition of 'More than one language' was supported by the HaBilNet network.



Presentation of the cards



1

Meal and bath

Language change according to the situation



The mother speaks two languages fluently (the language of the hosting society and her mother tongue). She speaks to her child in the language of the society during the meals but in her mother tongue when she gives the child a bath. Her child is exposed to two languages.



A same person can address their children in multiple languages depending on the situation. For the child, this is an opportunity to learn different languages.

1

Meal and bath

Language change according to the situation

A multilingual person has several languages from which she/he can choose to use depending on a number of **sociolinguistic factors** such as the participants present in the situation, **linguistic norms** or the oral production situation.

This production situation or the activities it consists of, guide the **linguistic choice** of the multilingual person. The multilingual person can, for example, choose to speak her/his mother tongue with their child during daily activities such as meals or informal conversations or, instead, choose another language for activities with a more educational aim, such as shared reading or playing games.

Children are exposed to different languages depending on the social situations which they participate in. Thus, they benefit from rich and varied linguistic stimuli, especially since the exposition differs in terms of the language used, but also regarding the **linguistic forms** they contain. Indeed, words and linguistic structures also depend on the context of production. For example, there are many more nouns in situations involving reading a book than in situations involving playing with toys, where verbs are more common.





2

At the table!

Code switching between utterances

In a multilingual context, speakers frequently switch languages in the course of a conversation. This practice of **code switching** is present between bilingual adults, but also in the discourse of bilingual parents when speaking to their very young children.

Two types of code-switching are generally distinguished: code-switching between utterances and code-switching within an utterance (see card 3).

In code switching between utterances, the speaker changes language between two successive utterances (Is it good? **Bon appétit**). This is the most frequent type of code switching in adult/child interactions. Adults use code switching between utterances to support children's comprehension from an early age, for example by translating (**Papa travaille**. Daddy's working, okay?) or teaching them vocabulary (**C'est noir**. And that's gold!).

The practice of code switching between utterances has often been thought to delay language development in multilingual children. But no negative effect of a large number of code switching between utterances has been found on children's development. On the contrary, this practice could promote vocabulary learning and support the **language development** of bilingual children (Bail et al., 2015).

2

At the table!

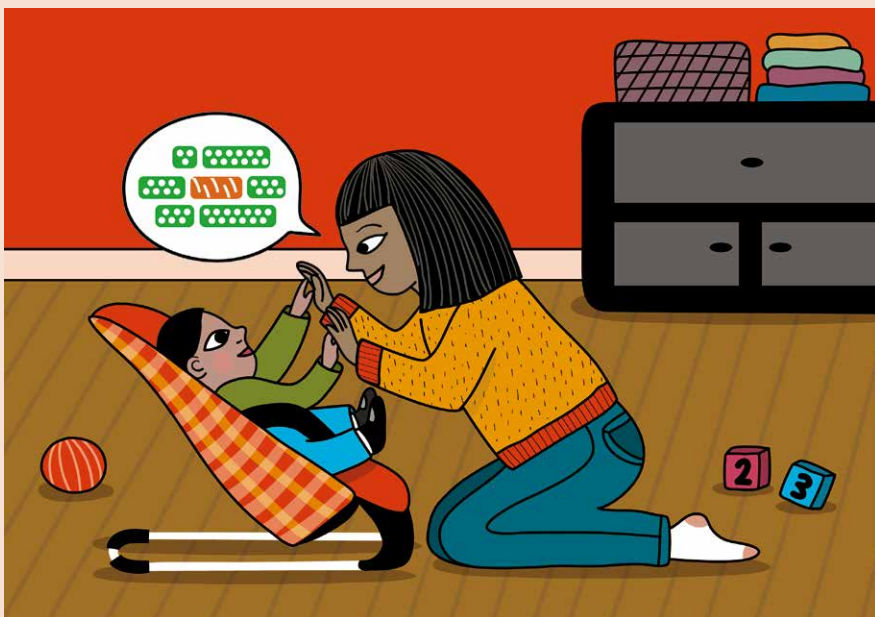
Code switching between utterances



The mother is monolingual. The father speaks two languages (the language of the mother and the language of the hosting society) fluently and uses both languages at home. He sometimes switches languages between utterances in the presence of his child.



Language switching is a common practice in plurilingual families. This does not pose a problem for children as they will be able to differentiate between languages progressively.



3

The game

Code switching within an utterance



The mother speaks two languages (her mother tongue and the language of the hosting society) fluently. She addresses the child using utterances that include words from both languages. The child is exposed to language switching within the same utterance.

Language switching within an utterance is a common practice for plurilingual families. This shouldn't be a problem for the child as it mainly involves lexical borrowings (see card 3, point of caution)

3

The game

Code switching within an utterance

In a multilingual context, speakers frequently switch languages in the course of a conversation. This practice of code switching is present between bilingual adults, but also in the discourse of bilingual parents when speaking to their very young children.

Two types of code-switching are generally distinguished: code-switching between utterances and code-switching within an utterance (see card 2).

Code-switching within an utterance (or code-mixing) is less frequent than code-switching between utterances in adult speech addressed to children. It involves using two different languages within the same utterance. This type of code-switching may respect syntactic boundaries (the little boy *était fatigué*) or not (le *petit* boy *était fatigué*). Children's words are often borrowed from one language to another (do you want your doudou = **lexical borrowing**).

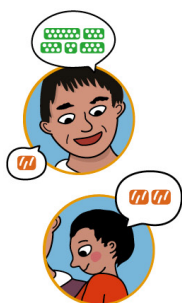
The practice of code-switching within utterances is still sometimes considered as a practice that can delay the development of language of plurilingual children. It is feared that bilingual children will mix the two languages they are in the process of acquiring. But scientific research shows no clear negative effect of mixing codes on the language development of plurilingual children.

Point of caution:

In cases of irregular code-switching, where very few syntactic rules are respected, children have difficulty integrating the rules of the languages they are in the process of acquiring, which can slow down their language development. This may be the case for children who are exposed to two or more languages by people who are still at a beginner level in one and/or the other languages.



4 At the supermarket Languages and bans



In the supermarket, a father talks to his child using the language of society, which he knows a little, whereas he could talk to him much more and much better if he used the language of his family. The father forbids himself to use a language other than the language of society in a public space.

In a public space, it is not always seen acceptable to use another language than the language of the society. Some parents prefer to use French to comply with a rule that is not spoken but that still has prohibition power. However, to explain, convince, ask for something or make a child obey, the language of the family is more precise and more effective.

4 At the supermarket Languages and bans

The choice of language used with children outside the family arises. Even when the language of the family is the most effective for communicating within the family, parents may prefer to speak the language of society in external spaces (shops, public transport, leisure activities, etc.).

This is because, depending on the status of the family language, the sociology of the family, and cultural affiliations (ethnic, religious), not all languages convey the same representations and not all languages are always 'well regarded' or welcome.

Parents therefore have different strategies, depending on their own perceptions and the perceptions of people they meet outside the family.

Sometimes, this avoids being 'noticed' and even subjected to derogatory comments from people who don't understand what's at stake in the situation and are too quick to judge.

In some cases, forcing oneself to speak the language of society leads parents to be less skilful, less relevant and less precise, because the language used is far less effective than that of the family.

This goes to the heart of 'language policy' issues, which bring together a wide range of concerns: language skills, effectiveness of communication, parental authority and a sense of belonging. Although we are no longer in the era of prohibitions displayed in public spaces, there are still implicit prohibitions that carry a great deal of symbolic weight.



5 In the playground

Exposure to and use of several languages depending on who you are talking to

Before the age of 3, multilingual children are not necessarily aware of the functional differences of the languages they use.

However, children use 'the right language' with the right person at the right time. They naturally learn to adapt to the person they are talking to, and this is one of the **psycho-social advantages** of multilingual children.

Thus, in the playground, at school, when in contact with children who speak the language of the society, a multilingual child will quickly adapt to the group and use the language that is adapted. They will occasionally use the family language for words that they do not yet know in the language of society, and it will be their friends who will gradually provide them with the vocabulary that they lack. This is the **principle of language socialization**: we learn a language in situations of social interaction, just as we learn life in society.

5 In the playground

Exposure to and use of several languages depending on who you are talking to



Families who speak different mother tongues meet in the playground. The children speak the language of the society while playing together.



Children adapt themselves to the situations they are in and choose the language needed for the communication. Diversity of languages does not contradict with being able to use a common language.





6 A new language to learn!

Language levels and uses



The family still does not have a good command of the language of the society, and at home, it is the language of the family that is used 100 % of the time. The mother is learning the language of the society in a language course for adults.

Until mastering the language of the society sufficiently, the language of the parents remains to be the most adapted and the richest one to communicate within the family.

6 A new language to learn!

Language levels and uses

When parents do not have a good command of the **language of the hosting society**, it is strongly recommended that they continue to speak in their mother tongue with their child within the family. This enables them to communicate with their children about subjects that they have little or no command of in the language of the society. They also preserve their full parental authority. Indeed, it is much too difficult to explain, suggest, discuss and also to be respected in a second language which you are not sufficiently familiar. Furthermore, if they use the language of the hosting society before mastering it well, they could expose their children to incorrect models with errors in pronunciation, vocabulary or also grammatical structures.

For children, learning will be easier: by learning to speak in a 'natural' way (inside and outside the family), **languages gradually begin to work together**. Thus, speaking the **language of the family** within the family and to the children does not mean that people are 'not interested in the language of society'. On the contrary, it encourages children's language development and makes multilingualism a shared family project.

At the same time, for better social integration and management of administrative tasks, it is important that all members of the family reach a comfortable level of the language of society in the medium to long term. There are many places in France that offer courses for adults (**ASL, OEPRE**). There are certainly some where you live too. Don't hesitate to visit them and the resources they offer.



7 At preschool

Awakening to the diversity of languages in class



In the corner of the school room, children play together in a free activity and use a language that is not that of the school to communicate among themselves. The teacher tells a story to another group in the language of the society. A third group of children listen to a song together in another language.

At school, the use of multiple languages is possible. The child thus learns that there are no forbidden languages, but that there are rules for using according to the needs and skills of each person.

7

At preschool

Awakening to the diversity of languages in class

For many parents, the language of the school will become more important than the language of the family when children start nursery school.

For teachers, the main objective is ‘mastery of the French language’, phonology, vocabulary acquisition and comprehension.

For children who grow up with more than one language, when the family language is not the same as the school language, it is important that all the languages are recognized and used in language activities so that the child progresses.

Indeed, as soon as several languages are involved, the concept of **plurilingualism** must be integrated by professionals, so that all languages take their place and work in synergy. To succeed in such a multilingual project, a partnership between professionals and parents is essential. Everyone must be recognized for their language skills and their role in the language development process. Stimulating children’s language skills is always favourable, whatever the language used, as long as it is the “best” language available at the time of the exchange.

The official instructions from French Ministry of Education support this approach. Online resources are available to help professionals (see glossary p38 onwards). The same kind of instructions should be available in other countries. Don’t hesitate to consult them.



8

In class

Languages to communicate or think

At school, the language of society is at the heart of learning: it is used to learn everything and to work with others. We also use it to learn it.

For a child who has recently arrived in the host country or who knows another family language, all languages can help her/him to understand better, think better, remember better and learn better. 'When the teacher explains something to me, I repeat it back to myself in my own language and that way I understand it better'.

That's more or less how a child who has recently arrived at school in his new country explains how he uses the family language to better understand instructions and therefore do better at school.

It's up to the child to feel free to use the best language at the right time to be the most effective and efficient. For example, when it comes to mental arithmetic, it's sometimes better to use the language you're strongest in to count, and use the language of the school to give the result!

Furthermore, the 'mental gymnastics' involved in juggling languages enable children to develop their multilingual skills to the full: switching from one language to another, being able to think and share the same knowledge in several languages, acquiring an extensive vocabulary in both languages, being able to compare the way languages work, etc. To achieve this, it is essential that the adults around the child allow, encourage and support them in this **multilingual approach**.

8

In class

Languages to communicate or think



In the classroom, a child thinks using the language of the family to better succeed in an exercise whose instructions are in the language of the society.

Languages serve as tools to communicate, but also to think. Sometimes the language of the family is more efficient than the language of the society to complete certain tasks (e.g., counting, remembering, planning, etc.)



9

At nursery school

The use of languages according to the context



When arriving at the nursery school, the child speaks to his father in the language of the family. The teacher addresses the father in the language of the society.

At the nursery school, the use of several languages is desirable. This will enhance the affective continuity between home and the nursery.

9

At nursery school

The use of languages according to the context

Some children are not exposed to the language of the hosting society until they are socialized in childcare facilities such as nurseries or day-care centres. Through their parents and family, these children are exposed to the family language that they understand and begin to master. Their socialization in an unknown language can be a real shock. Suddenly, they find themselves propelled into a new place with strangers who speak another language and with whom they no longer know how to communicate.

To avoid the negative emotional effects of the break with the mother tongue, it is therefore important that a certain **linguistic continuity** is preserved. This preservation can be achieved by parents who continue to speak the family language with their child in childcare facilities.

The staff at childcare facilities can help the children make the transition while promoting the diversity of languages and cultures. For example, if they are able to get the child to speak several languages, they can offer teaching materials in different languages, or use gestures or signs if understanding is difficult.

Living in an environment where two languages are spoken can be a difficulty for a child, but it can also be an opportunity. Continuing to speak to children in several languages can only enrich them.



10

At home

Alternating languages for a same activity, with different adults

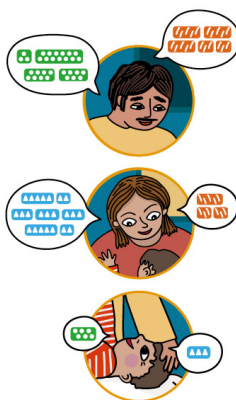
There are as many family language policies as there are families and it is also evident that, among siblings, the use of different languages varies over time. Depending on the time of the day, on the activities, on the people involved, each language is used in a particular way: sometimes in the same interaction, sometimes in a more compartmentalized way. Languages are thus transmitted to children within a socialization situation.

This is known as language socialization. While certain recommendations for use have sometimes been put forward, the principle of reality always takes precedence. Professional support for families helps to answer parents' questions, adjust family practices and thus improve children's language development.

10

At home

Alternating languages for a same activity, with different adults



The father speaks to the child in his first language during all daily activities (e.g., getting dressed, taking a bath, etc.). The mother also speaks to the child in her first language, which is not the same as the father's, during daily activities.

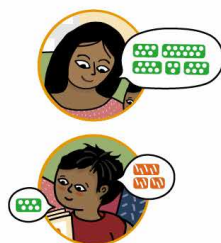
The strategy of having each parent speak in their native language with the child is possible but not mandatory.



11

Tell me a story

From one language to another to help child's language development



The parent tells the child a story in the language of the family while looking at the images and the story in a book written in the language of the society.

For the parents who are not literate, a book written in the language of the society is a very beneficial tool to support the language and to transmit knowledge. The language of the family, in this case, is the best language to transfer the adults' knowledge.

11

Tell me a story

From one language to another to help child's language development

In some families, books are not a familiar object.

Sometimes it's the migrant's background that prevents access to books, sometimes it's the parents' educational background, and sometimes it's because the family's language is not written down and the language of society is not yet known.

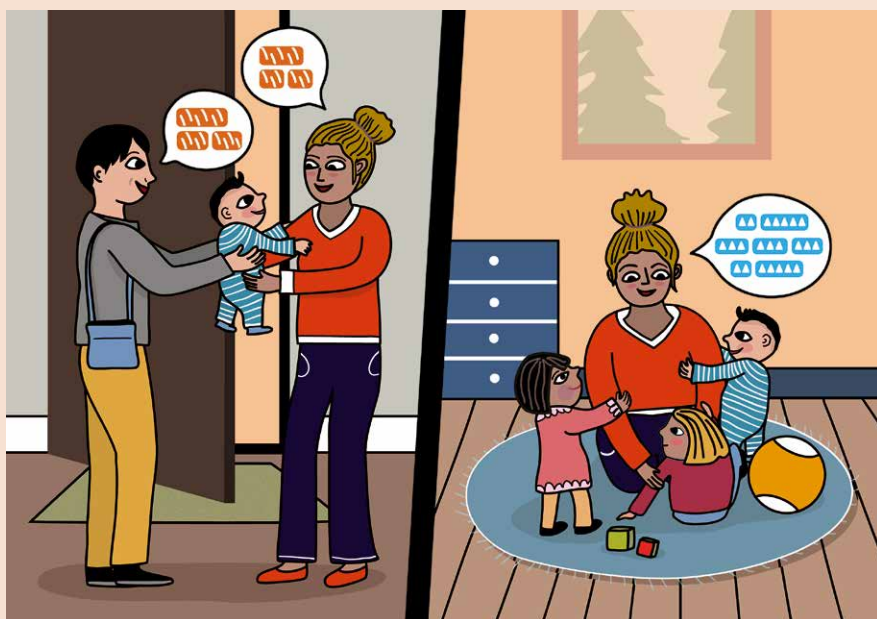
Sometimes a children's book, with illustrations but written in the language of the community, is not considered accessible by parents or professionals.

However, with a children's book, even in an unfamiliar language, it is still possible to talk to your child.

You can point to the drawings, name the characters, objects and places, say what you see and what is happening, and very often even tell the story that the adult has understood by looking at the pictures.

The question of the language used is secondary: the more children interact with books and adults who talk to them, the more they will want to go on to other books, the more familiar they will be with books... And the more parents will feel competent to accompany their children and open up the world to them. Many families need support to play their full part in their children's language education.

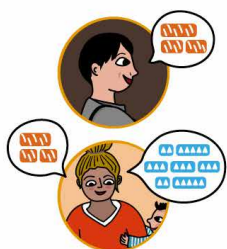
To do this, it's important to offer them time for **exolingual communication**, a space in which they can understand and integrate how the family language contributes to the development of language and therefore to success at school and in society.



12

At the nanny's

Introduction to a second language



The parents talk to the child in the language of the society and the caretaker speaks in another language.

A child who is exposed regularly to another language different that of the family will acquire that language naturally.

12

At the nanny's

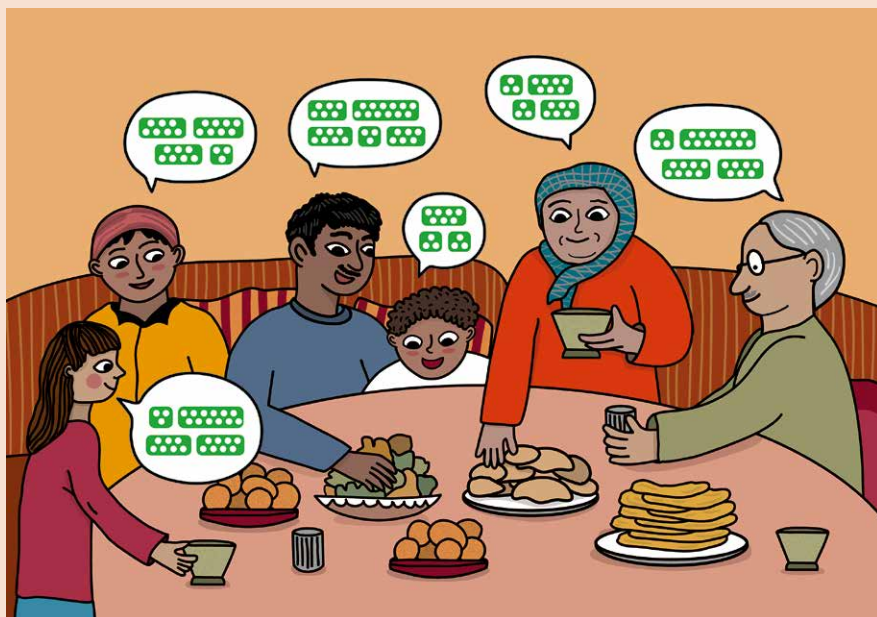
Introduction to a second language

For children to develop their language optimally, they need to be exposed to a **supportive language environment**. When children are very young, most of this language stimulation is provided by their parents, then gradually by other adults. This is the case for children who are looked after outside by nannies, who spend at least as much time with them as their own parents.

Nannies have diverse language profiles: they may be monolingual or multilingual, and may or may not share the family language(s). Choosing a nanny who speaks another language offers multiple advantages.

Firstly, it exposes the child to a second or third language from an early age. This experience facilitates the acquisition of a new language, thus avoiding learning difficulties later in life. Language immersion can also enhance children's cognitive abilities, stimulating mental flexibility and creativity.

Finally, interaction with a person of a different language and culture broadens the child's cultural and social horizons, encouraging openness towards others. And the earlier the language immersion, the more beneficial it will be for the child. In fact, it is before the age of three that a child's brain is most malleable and that learning is most natural and therefore easiest.



13

Family meal

Preserve the intergenerational link



Over a festive meal, members of all generations speak in the language of the family.

In order to preserve the intergenerational link and to transfer knowledge, the language of the family is indispensable.

13

Family meal

Preserve the intergenerational link

Parents who learn the language of the host community need time to acquire a good level of communication in that language. Children, on the other hand, need their parents to speak to them: beyond the language transmitted naturally when it is spoken in the family, it is all the knowledge about the world, the **psycho-social skills**, the know-how and the interpersonal skills of adults that language enables to be transmitted to children in the best possible way.

It is therefore essential that parental education in the home takes place in the best, most effective, most precise, richest and most spontaneous language available, even if it is not the language of society.

Children learn the language of society at school and with their peers, while parents learn it at work, in dedicated places (literacy, language courses for adults).

Languages do not have to compete with each other, they each have their role and their place, and they work in synergy: together they give everyone a chance to find their place in migration. One study shows how teaching children to read and write in their family language improves their success at school and their social integration. Using the family language, adults can support learning at school and pass on the messages that are important if they are to succeed in society.

Conversely, in some families, parents and their children no longer have any 'strong' languages in common. At several important points in the family's life, this situation reduces parental authority and penalises the child.



14

Look at the Pane!

Correct without interrupting



The child makes errors when speaking. The parents correct these errors indirectly without attracting attention on them.

It is better to correct the errors without directly signalling them but by repeating the statements of the child in the correct way or by reformulating the statements free of errors. This is a valid procedure regardless of the language chosen.

14

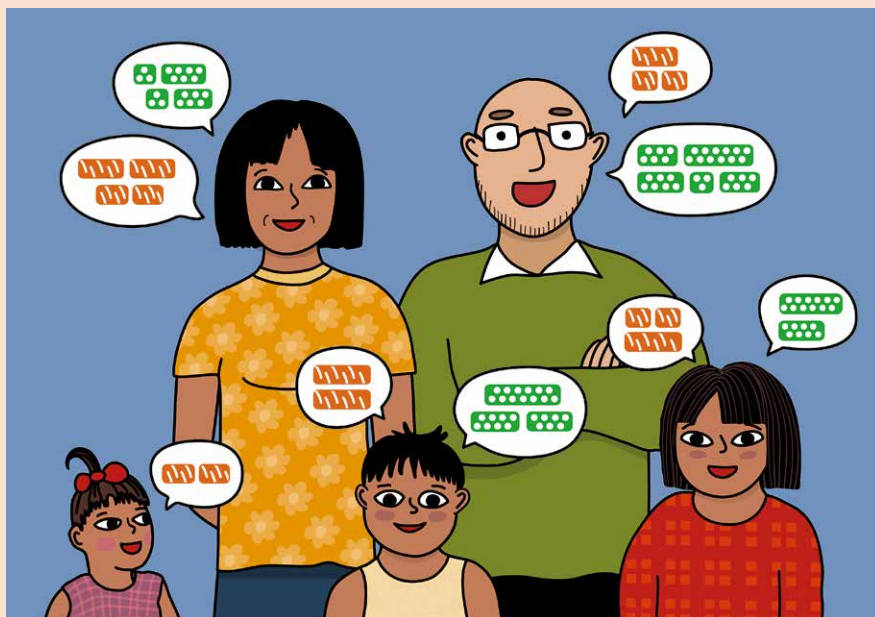
Regarde le Navion!

Corriger « en passant »

Whether children are monolingual or multilingual, they sometimes make mistakes. These errors are normal and are frequent — especially during the first 3 years of life — and are a reflection of a system in the process of being acquired.

Very young children make pronunciation errors: they simplify certain words that contain several successive consonants (**plane** becomes **pane**), shorten long words (crocodile becomes **codile**) or even replace certain sounds that are difficult for them to produce with simpler sounds (**chocolate** becomes **cocolate**). These are ways of simplifying phonological processes. They also sometimes segment words incorrectly (the word avion – plane in French) becomes navion because they frequently hear the sequence un avion with a liaison between **un** and **avion**). Among multilingual children, we also notice errors specifically linked to the acquisition of two languages. We talk about interference (**spaghetti** becomes **espaghetti**) among French/Spanish bilinguals because the sequence s+other consonant does not exist at the beginning of a word in Spanish).

These errors will disappear naturally with the **phonological development** of children. It is not useful to try to get children to produce the correct form because they are not yet able to produce it without errors. On the other hand, it is beneficial to repeat the correct form in your own speech. This makes it possible to correct the child's productions without drawing attention to the errors and without abruptly interrupting the interaction.



15

Last of siblings

Family linguistic organizations: all different!

It is also known as '**family language policy**'. In any family that uses several languages, there are implicit habits and sometimes explicit rules governing the organisation of languages. As time goes by, the influence of the school language grows within the family, particularly between the children.

Some parents are reluctant to maintain the family language, while others prefer to pass on this important socio-cultural capital to all their children.

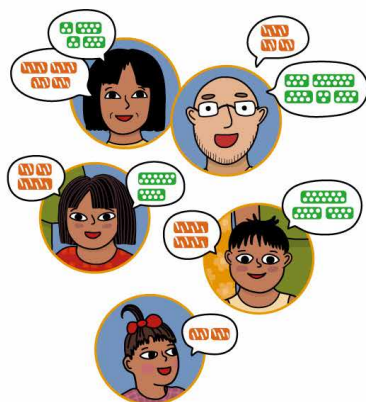
It is rare for all the children in a family to have the same skills in both languages: usages change over time.

It can even happen that the youngest child no longer understands the family language and finds himself excluded from certain conversations. For them, this is a loss that no one can measure, but which can have an effect on the way they relate to others.

15

Last of siblings

Family linguistic organizations: all different!



The language of the society and the language of the family can be used differently depending on the birth order of the children. In a family, some use both languages while some others do not.

Within the same family, it is possible that not all the children have the same language backgrounds. There are sometimes big differences in the competence levels of languages between the elder children and the younger ones. Sometimes it is even possible that the youngers do not understand the language of the family which is still an important and useful tool at home.



16

Festive meal

The diversity of languages

There are between 6,000 and 7,000 languages spoken today in just under 200 countries. Of these 200 countries, 25% have at least two official languages, and more than half the world's population - estimates currently range from 60 to 75% - speaks at least two languages.

France is far from being a monolingual country, since in addition to the official language, a dozen regional languages, some of which are very vibrant, as well as the languages of immigrants (21 linguistic groups) are spoken in France. These languages are used in both the private and professional lives. Who hasn't attended a family or professional gathering at which the people present use different languages, with some acting as interpreters for others?

Current research clearly shows that it is beneficial to speak several languages. Plurilingual people learn other languages more easily and have better social relations. Plurilingualism can even have economic advantages, as it is an asset in many professions.

Moreover, language contact and bi-plurilingual practices have always contributed to the evolution of languages.



16

Festive meal

The diversity of languages



During this intergenerational meal, the mother serves as an interpreter for family members who have no common language. The mother's companion does not master either the language of the society spoken by the daughter, nor the dialect spoken by the maternal grandparents. The grandparents are not competent in the companion's mother tongue at all, and have little command of the language of the society.

Given globalization and current population movements, there are currently more societies that are multilingual than the ones that are monolingual. The majority of their members learn several languages throughout their lives and use them depending on the context. It often happens that several languages come into contact with more or less competent speakers.

Glossary and bibliographic references

Growing up with 'more than one language' covers a multitude of situations, the categorisation of which is a real challenge. A huge number of technical terms exist and are still the subject of discussion in research. For our project, which is aimed at a wide audience, we have tried to use terminology that is both precise and accessible. In this glossary, you will therefore find the terms that we feel are important and a few references for further reading. Thank you for your kind indulgence!

General terms

- **Plurilingualism** refers to a situation in which 2 or more languages are understood and/or spoken at varying degrees of proficiency.
- **Bilingualism** refers to a situation in which 2 languages are understood and/or spoken at different degrees of proficiency.
- **Language of the society** refers to a language that is commonly understood and practiced by members of that society.
- **Language of the family** refers to the language that is used most frequently within a family for internal communication. Sometimes there are several languages commonly used in the family.
- **The reference language or L1** refers to the first language learned by a child.
- **L2** refers to the second language learnt by a child. This second language is learnt after the first language. When two languages are learned simultaneously, we speak of 2 L1s. The L2 may be the language of the school, for example.

1. Meal and bath

- **Sociolinguistic factors** are elements which influence the way a language is used in a given society. They include aspects such as social status, education, age, gender and ethnic and cultural background. Certain hierarchies of languages (number of speakers, geopolitical importance, commercial aspects, academicism, literature, etc.) sometimes mask the educational value of a language and contribute to negative representations of certain less-recognised languages.
- **Linguistic norms** are conceived as a set of rules based on usage considered as models to be followed for the practice of a particular language.
- **Linguistic choice** refers to the deliberate or unconscious decision a speaker makes when selecting a particular language to communicate in a given situation.
- **Linguistic structures** are elements of a language (such as words, sentences, conjugation rules, grammatical agreements, word order, etc.) which contribute to the construction of coherent utterances. They make up the grammar of a language.



2. At the table!

- **Code switching** is a change of language during an interaction.

Bail, A., Morini, G., & Newman, R. S. (2015). Look at the cat! Code-switching in speech to toddlers. *Journal of Child Language*, 42(5), 1073–1101. <https://doi.org/10.1017/S0305000914000695>



- **Language development** refers to the different stages through which children go in their learning of sounds, words and sentences.

3. The game

Lexical borrowing refers to taking words or expressions from one language and using them in another language.



5. At the playground

- Plurilingual children have a number of **psycho-social advantages**: cognitive flexibility, adaptability to contexts, problem-solving skills, the ability to communicate with people from different cultures and greater self-confidence. These psycho-social advantages can vary according to a number of factors, including the degree of language proficiency, the contexts in which the languages are used and individual experiences.



Lüdi, G. (2004). Pour une linguistique de la compétence du locuteur plurilingue. *Revue française de linguistique appliquée*, IX(2), 125–135. <https://doi.org/10.3917/rfla.092.0125>

- The concept of **language socialisation** helps us to understand how language learning and socialisation are closely intertwined: we learn to speak in real-life situations, with speakers who teach us how to ‘live’ and communicate (listen and speak) at the same time. When several languages are involved, teaching the child in which circumstances to speak which language is part of language socialisation.

De Houwer, A. & J. Nakamura (2022). Developmental perspectives on parents’ use of discourse strategies with bilingual children. In: Unn Røyneland & Robert Blackwood (Eds.), *Multilingualism across the Lifespan*. New York/Abingdon: Routledge, 31–55.

6. A new language to learn!

- **The language of society** refers to a language that is commonly understood and used by the members of that society.
- **ASL, OEPRE: Socio-Linguistic Workshop; Opening the School to Parents for the Success of Children**
- **The language of the family** refers to the language most frequently used within a family for internal communication.



• Synergy between languages

Making comparisons, finding analogies between languages, thinking in one language and expressing oneself in another, playing with this lexical and syntactic palette are practices for which it is necessary to put one’s languages in ‘partnership’, in synergy. The competitive logic of an overly monolingual policy is not conducive to this synergy.

Cummins proposes a model which makes success in L2 conditional on a good foundation in L1.

Cummins, J. (2001). La langue maternelle des enfants bilingues. *Sprogforum*, 19, 6.

7. At preschool

EOLE <http://eole.irdp.ch/eole/>: educational resources for the classroom
 BILEM: <https://bilem.ac-besancon.fr/>
 welcoming the child and his family
 DULALA <https://dulala.fr/>: association in favour of multilingualism



Official national education instructions:

For parents whose first language is not French, they should be reassured about their role and encouraged to use their first language for everyday exchanges. When their child brings back a book from school and tells the story they have memorized in French (or attempts to do so), while welcoming these acquired skills as an important achievement, they can absolutely comment using the language of home, question the child about details that he or she may have forgotten or that the images suggest. The same goes for the songs, nursery rhymes and poems that the child has memorized.

- “Oral at school, non native children”

http://media.education.gouv.fr/file/Langage/40/6/Ress_c1_langage_fiches-repere_456406.pdf page 10

- linguistic diversity guide at school <https://eduscol.education.fr/document/50921/download?attachment>

8. In class

Plurilingual approach, plural approaches:

Activities of awareness of languages, comparison, mutual understanding, taking into account the child's languages in his/her learning process are an important part of the plural approaches. The symbolic recognition of the importance of family languages and their mobilization in learning processes are the two main objectives of plural approaches or plurilingual approaches.



Candelier, M. (2008). Approches plurielles, didactiques du plurilinguisme : le même et l'autre. Recherches en didactique des langues et des cultures. Les cahiers de l'Acedle, 2008(5), Article 5. <https://doi.org/10.4000/rdlc.6289>

9. At the nursery

- **Plurilingual family:** heterogeneity of family linguistic situations. In the same family, siblings do not have the same linguistic experiences, as the language of the hosting society gradually enters the family space.

Read the HaBiNet blog: <https://www.habilnet.org/fr/blog/>



- **Linguistic continuity** refers to the interplay of

languages: that is to say, their simultaneous presence in different places. This tilting reduces the risk of division and separation of worlds, which can otherwise induce language inhibition and linguistic insecurity. **Linguistic discontinuity** slows down language development (weaker interactions).

Moro, M. R. (2013). Growing up in a transcultural situation.

10. At home

Harmonious development: we speak of harmonious bilingualism when the acquisition of two languages ensures the child and his/her family a certain mental and social well-being linked to the language.



<https://www.habilnet.org/fr/>

De Houwer, A. (2006). The harmonious or non-harmonious development of the child's bilingualism within the family. Language and Society, 116 29-49.

De Houwer, A. (2021). Bilingual development in childhood. Cambridge: Cambridge University Press.

Escudé, P. (2010). Origine et contexte d'apparition du terme d'intercompréhension dans sa première attestation (1913) chez le linguiste Jules Ronjat (1864-1925). In Redinter, Revista da Rede Europeia sobre Intercompreensão, n°1, décembre 2010, coordinateurs Ferrão Tavares, C. et Ollivier, Ch. 103-124

11. Tell me a story

Exolingual mediation: the use of the child's languages by a parent and an educator using the same medium, in the same place and at the same time, validates the legitimacy of each language for thinking and communicating. Exolingual mediation also makes it possible to experience a multilingual activity together (a book in the language of the society told in the family language, for example).



Jean-Luc Vidalenc

<https://padlet.com/Zateliers/la-m-diation-exolingue-xvxt5tnnhv6kecd>

12. At the nanny's

The supportive language bath refers to a language environment that supports children in their acquisitions. The speech addressed to them is adapted to their level of development and presents specific characteristics which favour their



learning such as exaggerated intonations, redundancy in content, simple sentences, long pauses, and so on.

13. Family meals

Psychosocial skills: in their article, Bankston, C., and Zhou, M., analyse the results of their study on the transmission of the family language to children in terms of two axes: that of academic success and that of psycho-affective skills. These skills constitute the core of interpersonal skills, of know-how built during migration and are useful for good social integration.



Bankston, C., & Zhou, M. (1995). Effects of Minority-Language Literacy on the Academic Achievement of Vietnamese Youths in New Orleans. *Sociology of Education*, 68(1), 1-17. <https://doi.org/10.2307/2112760>

14. Look at the pane!

Phonological development refers to the process by which children acquire speech sounds in their native language. Phonological development is essential for the comprehension and production of oral language. It also plays a crucial role in preparing people to learn to read and write as a solid command of speech sounds is necessary to decode written words.



Kehoe, M., Poulin-Dubois, D., & Friend, M. (2021). Within- and Cross-Language Relations Between Phonological Memory, Vocabulary, and Grammar in Bilingual Children. *Journal of Speech, Language, and Hearing Research: JSLHR*, 64(12), 4918-4948. https://doi.org/10.1044/2021_JSLHR-21-00176

15. Last of the siblings!

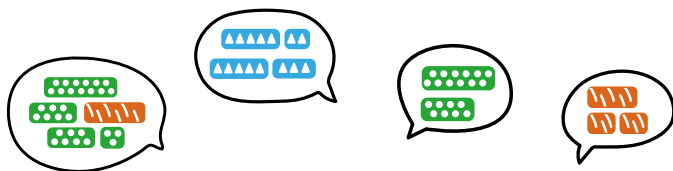
Family language policy refers to the language decisions and practices taken within a family or household with regard to the use, learning and transmission of languages. However, this policy is not always consciously adopted or negotiated within the family. Sometimes talking about it is all that's needed to help the family think it through. Parents' cafés, where this kit can be used, are a good opportunity

for parents to discuss and reflect on their language policy!

Deprez-de Heredia, C., & Varro, G. (1991). Bilingualism in families. *Childhood*, 44(4), 297-304. <https://doi.org/10.3406/enfan.1991.1985>



Notes



More than one language!

Just like sleep, food, screens and play, language is at the heart of the educational questions that parents and professionals ask themselves. When children grow up with more than one language, these questions don't always have obvious answers, so it's very interesting to be able to discuss them. Talking to other parents, specialists and professionals from childcare centres, nurseries and schools, listening to other parents' experiences and discovering what research has to offer are all opportunities to better understand the issues and advantages of a plurilingual education and to better organise the "family language policy"!

The 'More than one language' kit is designed to support a process of mediating parental knowledge and scientific knowledge on the subject. It includes cards illustrating 16 typical situations, based on parents' testimonies and scientific interviews, concerning children living in a multilingual context. With commentary, references and links for further reading, these cards are designed to help professionals and parents to better support children who are lucky enough to grow up with 'more than one language'.

On-line resources

'More than one language':

<https://digipad.app/p/586706/9e2095674c6bbe>



9 791097 542214
ISBN : 979-10-97542-21-4

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Legal deposit: April 2025 - Printed in Europe by Typolibris

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This book was supported by Habileté.



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