The Romtels project: a project of cultural, identity, linguistic and digital mediation

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We propose to discuss four types of mediation implemented in this project:
1. Cultural mediation, the role of the work and the Paul-Valéry museum, which becomes the site of inquiry during this research project. Frédéric Miquel and Nathalie Auger
2. Mediation, an identity building tool for the parent of a Roma student. This paper will address the identity and social issue of the parent at the margin of his child's schooling. Brahim Aazoui and Christel Houée
3. Semantic mediation and social context: visible in the possibility of using the different languages ​​of the pupils' repertoire and their parents. Florence Guiraud
4. Numerical mediation allowing the identification of Romani languages ​​by the speakers themselves. Jérémi Sauvage

These different types of mediation will be illustrated by video corpus an These different types of mediation will be illustrated by video corpus and interaction transcripts.

We would like to present the Erasmus + Romtels (roma translanguaging inquiry learning space) project, in the form of a symposium, a workshop or 4 follow-up papers, on the occasion of the ACEDLE colloquium dedicated to the question of mediation. This project brings together the universities of Newcastle, Helsinki, Montpellier 3 and an association that deals with Romani children in Romania (in Oradea). The aim of the project is to develop a more open and trusting relationship between the parents of the children and the school in order to improve the experience of the school by Roma families and children in different countries: Romania, Finland , France and Great Britain. The project aims to involve Roma parents in "surveys" (Auger and Louis 2009) in conjunction with their children. These activities are conducted in such a way as to encourage language mediation in the various languages ​​known by families (translanguaging, Garcia and Wei 2014) in order to support the carrying out of surveys, to involve parents by promoting linguistic security, recognizing their quality Speakers and expertise in spoken / written family languages. The objective is threefold:
-develop more open and trusting relationships between the parents of the children and their school -foster a better understanding of children's cultural and linguistic backgrounds
- encourage the development of languages ​​and cultures.

A linguistic approach of the translanguaging type allows children to have access to the academic language (Cummins 2000) - they need to learn more about school subjects - both in their language (s) and in French . This helps children to talk about their school work both in the classroom and at home with their parents.
Surveys, in the form of a task-problem to be solved, are powerful media to support high-quality teaching and develop learning. The project aims to ensure that teachers create their own surveys in a meaningful way, according to their teaching context.
The aim is that these surveys respond more closely to the needs of the children we have just identified.

The ROMtels project also uses digital to support learning. This technological mediation makes it possible to support the use of different languages ​​(search of words in multilingual dictionaries, recording of sound texts, collaborative note taking etc.). Digital means help to solve surveys, search for relevant information, in multiple resource languages.
ROMtels will develop frameworks to better understand how our investigative activities enhanced by technology allow for the learning of translanguaging and supporting children.

Throughout the project, we document the attitudes, languages ​​of children, parents and teachers, their uses (transcriptions of data under CLAN), involvement in learning, development of language skills

Thanks to this framework for the development of experimentation in France, we have realized the following project:

 Project display
 The activity takes place in Sète between May and June 2016.
Two primary and secondary teachers in Hérault schools have in charge in their FLS classes 9 Roma pupils. Their presence in France since 2007 and the stability of the pedagogical team have made it possible to forge links with this public and with their families. Progressively a relationship of trust was established between the teachers of FLS and this community.
In order to observe as closely as possible the various forms of language mediation in the interactions within the group of learners, we have chosen an activity that is both wide and playful to federate as many people as possible within the educational community: Pupils / parents and various educational actors (teachers, CPE and social worker). Thus, on the basis of a cultural support resulting from their immediate environment: the port of Sète and through paintings painted at different times in the history of the city, an activity / investigation has been proposed. The course was held in 7 working sessions with Roma pupils and their families. These sessions include two visits to the Paul-Valéry Museum, and five sessions in class. The digital tools are used during each session (cultural mediation, the museum, communication 1).
The objectives of this activity / survey are at several levels:

-Recognizing the languages ​​involved through digital mediation (communication 4)

It is sometimes difficult for the teacher to clearly identify the mother tongues of the learners. The current research in language didactics has demonstrated this, and we know all the interest of pedagogues in recognizing these languages. In this case, by encouraging plurilingual language activities and thanks to the database provided by Newcastle, the proposed activity enabled us to identify that the everyday language used by learners in the family environment is the ursari thanks to Digital mediation. From the student's point of view, our aim is to reinforce the motivation of the learner by creating an interactive learning situation and especially in which the mother tongue is visible, its authorized practice.

Modifying Teacher Representations
As a follow-up to this activity, we wish to involve and federate other teachers from our respective schools in order to share our experiences.

Making connections with parents (identity mediation, communication 2)
The activities carried out have as objectives to involve the parents and this at several levels:

• Familiarize themselves with their children's learning environments
Bring parents into the school, which then becomes a common and known place. Their presence in class is solicited for the writing of informative texts "cartel" about each of the tables observed. This led to the joint development of plurilingual cartels (French / ursari / Romanian) between parents and pupils. These cartels are then pinned to the Paul Valery Museum in Sète next to each of the paintings studied.

• Solicit their linguistic expertise (linguistic mediation, communication 3)
Thus, although non-speakers in French, parents and with the use of different interactions in French and mother tongue, allow children to enter the academic knowledge. The psycho-affective impact of this human and linguistic encounter aims at developing students' motivation and confidence in their own linguistic and cognitive resources. The mother tongue thus recognized is asked to enter literacy and oral language, French as a language of schooling, but also in mother tongue.

 Methodology
The sessions were conducted with 9 ROMS children aged 7 to 13 years. They are all enrolled in Sète in the reception class, in the Lakanal primary school and at the Victor Hugo college. These learners arrived in France during the 2007 / .008 school year. Their material and economic situation is very difficult. Their mother tongue is the ursari, so Romanian is a second language: the language of schooling in the country of origin. Most of them were enrolled in Romania for varying periods and intermittently between 2007 and 2016, on their way back and forth with France. They therefore have some academic achievements in Romanian as a second language. In the family circle, ursari appears to be the most frequently used.
In addition, we noticed the difficulty for these families to go to their children's school. The school remains a place unknown to parents.

 Digital

In order to exploit the data collected, the digital tool (Tablet / video recording audio) are part of these activities. We will use tablets for videos and audio recordings during these 7 work sessions.

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