

# Correspondency / Exchange program

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20-05-2006

## INTRODUCTION

The Correspondency project is a cultural exchange between students between 5<sup>th</sup> and 8<sup>th</sup> standard attending the tuition classes in Thazhanguda and students of the same age studying English in the College Les Salieres of the French Isle of Re. Two French teachers (teaching History and English) are following the project in France. The program intends to promote cultural exchange through the exchange of letters (individual or group letters) as well as to serve as an excuse to motivate the students to learn English in a more exciting way. Hopefully it can also create a platform from which to develop similar cultural exchange programs in the future.

## OBJECTIVES

### **Cultural exchange and reinforcing identity**

#### Promote exchange of culture

The idea of this correspondency is promoting cultural exchange, a sharing of cultures and cultural identities, helping the students express themselves through aspects of their culture, their country, village and every day life.

#### Communication as a creative exercise in sharing and tolerance

Before anything we have to teach these children to want to learn English, to overcome their insecurities and to motivate them to understand that they CAN learn quickly, enough to communicate with children of their age in another fisherman village across the world. To simply enjoy sharing their similarities and their differences.

### **Learning English in a different way**

The correspondency is done in English. This project aims also at motivating the French and Indian children to improve their communication skills in this language<sup>1</sup>.

### **Creating a platform for similar cultural exchange programs in the future.**

In the long term, this first program could be a test for the implementation of other more elaborate cultural exchange programs in the future.

## PROGRAM

For now, the Exchange program will run at the group level, individual correspondence being not realistic at this juncture.

In order to enhance the children's motivation, the program will be organised in an interesting way and be as less academic as possible<sup>2</sup>.

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<sup>1</sup> Tamil children are shy to communicate in English and some of them even afraid. When they go in 11<sup>th</sup> std, they usually choose Topics depending on if it is taught in English or in Tamil. Sometimes, even if they are interested in a Topic, if it is taught in English they will not take the course.

<sup>2</sup> The children have to understand that learning English can be a fun, creative and dynamic process, and not only an exercise in grammar and syntax. In the context of a rigid Indian educational system that is more theoretical than practical when it comes to English, little room is left for imagination and creativity. The children need to feel it is OK to make mistakes and that learning is a flexible process.

Content & Agenda		Resources required
<p><b>General knowledge and English communication classes</b></p> <p>&gt; General knowledge about Europe and the world, provided in Tamil with most important words given in English</p> <p>&gt; English basics for communication (i.e Answer the phone, introduce yourself, explain directions, basics of correspondancy...)</p>	<p>1 hr every 2 weeks</p> <p>1 hr every 2 weeks</p>	<p><u>Support material to be used by teachers</u></p> <ul style="list-style-type: none"> <li>- Spoken English / general knowledge / basics of communication manuals (i.e Kumatham Book)</li> <li>- Tutorial CDs</li> <li>- Simple videos</li> <li>- Comics</li> <li>- Material send by French teachers (see "cultural exchange development" below)</li> </ul> <p><u>Material for children</u></p> <ul style="list-style-type: none"> <li>- Manuals of basic English (i.e "Rapidex")</li> </ul>
<p><b>Theme targeted activities<sup>3</sup></b></p> <p>&gt; Every month, one theme will be chosen by the children (i.e marriage, fishing, recipies) from which the following program can be organised:</p> <p>&gt; Spoken English introduction sessions (vocabulary, building of simple sentences around the theme)</p> <p>&gt; Simple texts linked with this theme will be studied</p> <p>&gt; Before the workshop starts, one session can be organised on the specificities of the Tamil culture as compared to the western one<sup>4</sup>. French coordinators will come and participate in the session, giving a lecture about the theme and animating a debate with the Tamil children.</p> <p>&gt; Simple workshops linked with the theme<sup>5</sup>: writing a letter (simple article directly in English OR more elaborate letter, written in Tamil and translated in English with the children), video, photo, multimedia, drawings... All workshops will not necessarily be sent to France. They will start with a group brainstorming session.</p> <p>&gt; For the workshops that we will send to France, we will write a group letter with the children giving details about the workshops and everyday normal corresp info.</p>	<p>1 hr</p> <p>2 - 3 hrs</p> <p>1 hr</p> <p>4 - 5 hrs</p> <p>1 - 2 hrs</p>	<ul style="list-style-type: none"> <li>- Spoken English teacher will make research on Internet &amp; books to find simple texts that can illustrate the chosen theme</li> <li>- Material sent by French teachers (sea "cultural exchange development" below)</li> <li>- Lectures by French coordinator will have to be well prepared and well documented.</li> </ul>
<p><b>Implementation of one annual workshop</b></p> <p>The workshop will be done in collaboration with french children, both (Indian and French) groups of children will create their share of the workshop and in the end of the year, the full workshop will be assembled and displayed in France and in India.</p> <p>The goal of this workshop is to gather the children of both groups around this common workshop and maintain their motivation equal through out the year.</p>	<p>Full week work around the workshop theme then 1 hr every 2 weeks</p>	<p>Material to be adjusted according to workshop</p>
<p><b>Special sessions</b></p> <p>&gt; Debriefing sessions after the reception of a workshop from France.</p>		<p>Material to be adjusted.</p>

A proper english program must be followed, so that classes do advance in a direction that will propel the childrens' english skills, even if it is in a relaxed and easy going fashion. But we must maintain a certain flexibility in the way we convey these skill, so that we do not repeat what they already get at school. We promised the children something special and different, an opportunity to make friends and have fun through english and we must stay true to this promise.

Correspondency calls for an adaptation of the formal academic programs to different formats and forms of communication.

<sup>3</sup> I.e Cooking, festivals, myth, arts and crafts, music and dance, film, food, or history, as well as themes like the monsoon, festivities, sports, or the latest Tamil blockbuster...

<sup>4</sup> French children, notably, must understand the difference of context, Indian children living in a poor and remote village. Tamil children will probably have difficulty to apprehend our consumerist culture, or will see it with envy. We need to be carefull to give both groups of children the full picture of their respective culture, without miserabilism and highlighting the dangers as well as he positive aspects of each of them.

<sup>5</sup> It is important to make the children think about what is the specificity of their culture in order to make them transmit it to the other group of children.

> Special lectures inviting external people		
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## PROGRAM EXTRA DETAILS

### Cultural exchange development

It is important to have a common exchange strategy with the French teachers in Re to make sure both programs will grow together, rather than having separate activities that we try to adjust to the other groups of children afterwards.

The exchange can include the following components:

> A common annual workshop

> Propose the french teachers to gather cultural material in English (newspaper articles, french poetry, french cooking recipies...) and send it to us and vice versa. This material will be used for the content of the theme targeted activities and the general knowledge classes. This material has to illustrate both cultures and allow the children to have an insight about them.

> Exchange things or objects representative of each culture (cultural exchange by means other than writing or illustrating graphically): I.e Send spices, Indian Gods laminated pictures...

> ...

### Issue

French children will probably have less time to prepare the workshops as the Exchange program will be organised during their normal school hours.

### Involvement of families in program

> Parents can be invited to give lectures or to participate in workshops (i.e Galette des Rois [French cake] workshops > invite the Indian mothers to learn about french cooking and viceversa!)

> Children will bring back some of the workshops to their houses to share them with their families (i.e They'll bring back the Galette des Rois)

## ENHANCE TAMIL CHILDREN'S MOTIVATION AND ATTENDANCE

### Workshop organisation

Children will be divided into three or four groups with one group leader. Each team will have its own name and preferably will remain the same throughout the year.

When it is relevant, the team will decide together what they want to achieve with the workshop, interacting with the teacher.

At the end of the workshop, the best group will receive a Cup that will stay with the group until the next workshop.

### Contractualisation of the Tamil children

One side objective of this project is to responsablise the children around this program and make sure they come regularly to the Program.

We need to create a group (ideally well balance between boys and girls and of the same age group).

- An attendance list will be taken. Once a group is well established, refuse external children and focus on the appointed ones. The children will have to sign at the beginning of every class.
- We will reward the children who will have come every week days on Friday with a Cricket picture (try to think about something maybe more subtil, or linked with western culture).
- Children will be involved in the decision making (choice of workshop, choice of themes...). On this basis, they will be required to come regularly.

### **Organise an end of year field trip to enhance children's motivation**

- A tour can be organised with the children regularly coming to the Program exchange. It will be organised with the children and will happen after the annual workshop is finished.

The tour will have to be related to the exchange (i.e a collection of natural species found in the south Indian mountain, a herbal book will be set up and sent to France, or a photography book about animals, trees, flowers...)

## **STAFF**

### **Tamil staff**

One experienced English teacher + one assistant required

#### Teacher profile:

- Teacher must have the energy and enthusiasm to lead such a big and varied group of young children.
- Excellent English skills and ability to teach spoken English

#### Animators

For the running of the workshops, we can consider asking some of the Alternative Educ animators to participate.

### **Coordination with the tuition classes**

#### Content

- English teacher should be able to adjust his teaching to the content of the classes given during normal tuition by other teachers.

#### Organisation

- The tuition teachers must remind the students to attend the spoken English classes the next day.

## **BENEFICIARIES**

### **French children**

- Around 30 children in 5e (12 – 13 years old)

### **Tamil children**

- Around 30 children from 6<sup>th</sup> to 8<sup>th</sup> stds (10 – 13 years old).

Issue: Consider the difference of maturity between children, Tamil children may seem childish to French children because they are not used to writing in the western alphabet.

## **MATERIAL**

Materials for the spoken English classes will have to be stored in the Center, since the government classroom we are using is only accessible for giving class.

### **Material to be provided for the children**

- Notebooks & pencils

## Pedagogical material

English text books for different levels (to be determined: 5<sup>th</sup> to 8<sup>th</sup> ?)

## AGENDA

### French and Tamil school years

		Feb.	Marsh	April	May	June	July	August	September	October
Tamil Nadu	6 – 8th stds	School		Test	Holidays	School				
France	5 <sup>e</sup>	School				Holidays		School		

### Yearly agenda

<b>June</b>	<p><u>Tamil school year starts</u></p> <ul style="list-style-type: none"> <li>- End of first week of June, announcement about the Exchange Program starting next monday</li> <li>- Tamil program starts second week of June, yearly program announced</li> <li>- Level assessment of the children<sup>6</sup></li> <li>- First theme targeted set of activities organised (Think tank with the children then spoken English sessions + thematic workshop)</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>- Tamil group well settled and established/ regular attendance (a group of 30 children should be fixed and new admissions refused as far as possible).</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>- Mid August: Nangal team and Tamil children work on three proposals of annual workshop</li> <li>- Two thematic workshop should be ready to send to France</li> </ul>
<b>September</b>	<p><u>French school year starts</u></p> <ul style="list-style-type: none"> <li>- Mid September, French teachers inform French children about program exchange</li> <li>- Nangal team proposes the three annual workshops to French teachers</li> <li>- Feedback from French children about which workshop they ... have chosen, adjustment of the annual workshop with Nangal team.</li> </ul>
<b>October</b>	Exchange/correspondency begins:
<b>November</b>	<ul style="list-style-type: none"> <li>- French children work on the annual workshop + theme targeted workshops (in relation with their normal school year program)</li> <li>- Tamil children follow the above mentioned program: alternance of theme targeted activities (spoken English + small workshops), general knowledge and communication skill development and annual workshop</li> </ul>
<b>December</b>	
<b>January</b>	
<b>February</b>	<ul style="list-style-type: none"> <li>- Annual workshop finished. Nangal will have one month to consolidate the full workshop.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>- End of March, annual workshop displayed first in Thazhanguda</li> <li>- Tamil children go on field trip.</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>- pictures and letters about the field trip sent to France</li> </ul>
<b>May – June</b>	<ul style="list-style-type: none"> <li>- Annual workshop sent to France and displayed in the College of St Martin</li> <li>- Annual and thematic workshop done by the tamil children during the year can be linked with the Summer Camp activities organised in May.</li> </ul>

<sup>6</sup> Small test will be conducted at the beginning of the year. The English teacher will have to adjust his teaching according to the level of the children. The difference of level will also have to be considered.

## **Weekly & daily agenda**

From Monday to Friday from 6'30 pm to 8pm

## **ROOM FOR IMPROVEMENT (IN THAZHANGUDA)**

### **Organise direct contact between the French and Tamil children**

By internet chat, telephone...

### **Enhance the relationships between our different activities**

I.e Tutions, Bridge Class, Saturday pedagogical activities and Summer camp

### **Implicate parents in workshops / classes**

### **Develop children's computer skills**

In the mid term, this correspondency project can be used as a platform for teaching the children simple computer skill, as to in the future dynamize the correspondency program through internet by emails.

English Tutorials can be taught with the help of computers. Children will get familiar with computers while learning English in a leisure manner at the same time.

### Issues

- Organise classes for the students, given we will not have one computer available for every student
- The level of English would probably not be enough even to understand the menus of the simples text editor.

### **Start an individual exchange**

Probably not realistic before we get more experience and knowledge about the children's level of English.

## ANNEXE 1 - Status of main issues encountered during the test implementation phase (March 2006 - April 2006)

### Issues regarding Tamil children

Issue	Details	Problem solving
Difference of English level of the Tamil children		
Gender issue	Much more girls are motivated to come, very few boys were coming regularly	
Random attendance		<ul style="list-style-type: none"> <li>- Hook them by making the experience rewarding, so they're truly interested in coming every day</li> <li>- Create a positive group dynamic, make them feel a part of something as a team</li> </ul>
Punctuality		
Lack of confidence and language insecurity	<p>Many of the children are insecure in general, in a classroom dynamic, as if they believed there is only one correct way of doing or saying things.</p> <p>Many of the children are frustrated or unmotivated, because they associate English to people who seem very far from their reality.</p> <p>Many of the children are shy or insecure about English because their level is very low. Very few can construct simple sentences or think of words to describe their reality. Some have difficulties even writing the letters properly.</p>	
Difficulty to conceptualize and transmit their genuine culture	<p>The children have difficulty to realize completely how to focus their messages, probably because they don't have the distance to realize the uniqueness of their culture or the culture of France, and because they are not accustomed like we are in Europe to the concept of writing letters to someone.</p> <p>Consequently, this objective must be stressed to them, and underlined constantly, as it is the basis of the project, independently from the specific contents of one letter.</p>	

### Issues regarding French children

Issue	Details	Problem solving
Maintaining the French students interest	<p>After elaborating the first group letter to be sent to France, we realize that to a 11-13 year old European child the aesthetic of the letter might seem childish or under aged. The handwriting is clumsy and irregular, words sometimes are not separated by space, and there are no photographs or elaborate visual design elements. In Europe, through media, we are used to a certain aesthetic, and to simple notions of composition and design that the children in Thazhanguda simply overlook. The Tamil language responds to a different logic from a linguistic point of view, and has a completely different alphabet, making it more difficult for a Tamil child to write English than for a French child, who is already familiar with the letter signs and can maintain his own handwriting.</p>	<p>Discuss with the teacher there a strategy for helping the students understand this circumstance. Trying to have the French children try to copy simple words written in Tamil, before seeing the letter we've sent them, might help them understand and not lose respect for the Indian children.</p>

### Issues regarding Tamil & French timetables

Issue	Details	Problem solving
Different school year between France and Tamil Nadu, India	Cf Time frames	- Explain the problem to both groups of children
Group exchange versus individual exchange	Individual exchange is resting exclusively on children's motivation and is very likely to stop after the program is finished. But if the children are willing to communicate individually, they should be allowed to do so.	<ul style="list-style-type: none"> <li>- Organise group exchange</li> <li>- Facilitate the individual exchange of the most motivated children but don't organise their correspondancy</li> <li>- Even if we do begin with a group letter format, it IS relevant to give these letters faces and names so that the french students can see who they are talking to, to personalize the group letters as much as possible.</li> </ul>

## ANNEXE 2 - DIFFERENT POSSIBLE WORKSHOPS

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### « FIRST THINGS TO KNOW ABOUT INDIA AND THAZHANGUDA, AN ALPHABET IN ENGLISH »

The first letter has been organised in the form of a giant alphabet in english. Each children chose a representative beginning with one of the english alphabets 26 letters. The title of the alphabet announces that there are 247 letters in the Tamil alphabet. Then under each word, on a card, they drew their representation of the word, and below it a sentence using this word, which we had to help them with (meaning that we asked them what they wanted to express, then they told us in Tamil, then we translated it into english on the board making sure they understood, and then they copied the english sentence at the bottom of the card. The cards were finally taped together to acquire the form of a giant poster, including a map of india and its neighboring countries and Thazhangudas place on the map.

### « A DAY IN THAZHANGUDA » or « A SCHOOL YEAR IN THAZHANGUDA »

We create a map of Thazhanguda marking the important town elements (gov school, Education center, reconstruction site, provisional shelter, temple, food stands, rickshaw stop, sea, lagoon, etc) and we associate the houses of each student with a photo we've made of each, to indicate where they live. Then on a seperate poster sheet, we will write altogether a description in english of the daily routine in the village, or what the children would do in the village during one full day with their favourite Tamil movie supertar (another option to motivate the kids, so that the description isnt only about routine and they can give it a little more imagination)

### « SYMBOLS »

Indian culture, reflected in everyday life, customs and beliefs, is very simbolic and paradoxal. Their way of thinking can be surprising and beautiful for its simultaneous complexity and simplicity. What do everyday things symbolize to the children ? Fire, water, the sea, dance, animals, flora, etc.

### « HOW THEY IMAGINE FRANCE or the rest of the world»

Thazhanguda is in fact a small village and it is difficult to find indians even in much larger towns that have had the opportunity to travel or reflect about other cultures beyond stereo types and preconceptions taught to them by elders who also may not have ever traveled. This could provoke interesting feedback from the correspondents in France, and a funny reaction probably, if the children in Thazhanguda were to recieve a similar unprecise description about them, from way beyond. Only have to be a little carefull not to insult anyone or hurt anyones pride with this preconceptions.

### « WHERE DO BASIC PROVISIONS AND SERVICES COME FROM »

Connected with idea number 4, to have the children describe where and how they get their water, electricity, transportation, sports items, food, housing, schooling, entertainment (including media), clothes... could provide an interesting constrast with the children of Re.

### « TELLING A STORY BASED ON INDIAN MYTH »

### « ABOUT ANIMALS AND FOOD »

### « ABOUT SONG AND DANCE »

Through indian films (a huge industry) these children learn elaborate coreographies that they are proud to show. They learn the songs from the movie before the movies even come out, because distributors air them on radio as a form of promotion. Thair great fans of media, just as children are in europe, however the aesthetic and the values the media portrays can differ considerable from those in Europe.

### «WHAT SUMMER VACATION IS LIKE »

This is a society where leasure doesnt' dominate, as it does in Europe, where we have all kinds of services and activities available. The kind of things people do on their « free time » can be very different.

## ANNEXE 3 - Mailing costs

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Due to current problems with the Speed Post to France, Airmail seems to be the quickest option. These are the options I obtained from the post office.

### LETTERS AIRMAIL ( up to 5kg)

500 g	:: 227 Rs-
1000 g	:: 454 Rs-
1500 g	:: 808 Rs-
2000 g	:: 908 Rs-

### - PARCEL AIRMAIL

5 kg	:: 1705 Rs-
10 kg	:: 3005 Rs-
15 kg	:: 4305 Rs-
20 kg	:: 5605 Rs-

### BOOK POST AIRMAIL

500 g	:: 127 Rs-
1000 g	:: 245 Rs-
1500 g	:: 383 Rs-
2000 g	:: 463 Rs-
3 kg	:: 694 Rs-
4 kg	:: 894 Rs-
5 kg	:: 1084 Rs-

## ANNEXE 4 - Attendance data Tamil children March - April 2006

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1st day of class (thurs 16-03-06)

12 girls attended on their own. No boys.

2nd day of class (fri 17-03-06)

40 children attended including 12 boys, but only 5 showed up on time on their own, Padhu had to walk the village to recruit the rest.

3rd day of class (tues 21-03-06)

30 children attended (10 boys) but Padhu again had to collect them around the village, and many arrived too late to participate actively in the class activity.

4th day of class (wed 22-03-06)

24 girls (no boys) showed up on their own, Padhu did not have to collect them.

Some children did not come because, they said, they had to study for the coming school exams.

5th day of class (thurs 23-03-06)

Practically the same group of children showed up again, this time including 3 boys. All came on their own and most of them on time.

**FRANCE**

**French teachers**

Christine Cano (English teacher) – [mccanno@club-internet.fr](mailto:mccanno@club-internet.fr)

Stephane Campes (History teacher) – [stelau.campes@club-internet.fr](mailto:stelau.campes@club-internet.fr)

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**INDIA**

**Nangal current adress (march 2006)**

Meera Youth Camp  
PERIAMUDALIARCHAVADY  
Auroville, 60501  
KOTTAKUPPAM (Villupuram disctrict)  
TAMIL NADU  
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**Nangal / IDES coordinators**

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## ANNEXE 6 - All Tamil standards' agenda

		Feb.	Marsh	April	May	June	July	August	September	October
Tamil Nadu	8 <sup>th</sup> & 9 <sup>th</sup> std.	School		Test	Holidays		School			
	10 <sup>th</sup> std.	School	Test	Holidays		School				
	11 <sup>th</sup> std.	School		Exams	Holidays		School			
	12 <sup>th</sup> std.	School	Exams	Holidays		School				
	Eng. Med.	School		Test	Holidays		School			
France	School						Holidays		School	

## ANNEXE 7 - Simplified project proposal to French teachers

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20-06-2006

Christine, Stéphane,

Nous venons de faire une petite reunion avec Stéphane à la suite du mail que nous a envoyé Marie-Christine la semaine dernière.

Première remarque que nous a inspiré ce mail : ce projet d'échange doit être réaliste et relativement facile à mettre en place. Nous comprenons bien que vous avez des obligations quant à votre propre programme scolaire et que ce projet, même s'il peut être très riche vient probablement en surplus sur votre programme.

Nous avons donc essayé de réfléchir à un projet plus simple à mettre en place au collège, qui pourrait s'inscrire facilement dans le cadre de vos cours.

Cet échange pourrait s'orienter autour de trois axes :

- Un projet d'échange culturel collectif qui se développerait de manière organisée tout au long de l'année
- Un échange individuel avec les enfants les plus motivés
- Echange de matériel éducatif entre les professeurs de France et nos coordinateurs.

Vous trouverez en fichier attaché une petite proposition que nous espérons intéressante à la fois pour vous et pour nous. J'appellerai Christine quand vous l'aurez lue afin que nous en discutons.

### **LE PROJET COLLECTIF**

L'idée est ici de faire réfléchir les enfants aux particularités de leur culture et de la faire communiquer aux groupes de l'autre pays. Nous avons reçu il y a peu la visite d'un Educateur des CEMEA avec qui nous travaillons qui nous faisait remarquer que les projets de correspondance échouent souvent faute de motivation de part et d'autre : passées les premières lettres de présentation, les enfants n'ont plus rien à se dire.

Le but de ce projet collectif serait de fédérer les enfants des deux cotés du globe autour d'un objectif commun et de les faire échanger de manière riche afin d'encourager leur compréhension mutuelle.

Au vu de l'email de Christine, nous devons cependant revoir le contenu de cet échange et mettre en place un programme simple à développer et qui puisse s'insérer facilement dans vos cours respectifs.

Nous vous proposons ici un projet concret qui je pense peut être réalisable.

### **Contenu de l'échange**

Le projet collectif pourrait être de monter une petite exposition comparant divers aspects des cultures indiennes et françaises, en s'appuyant sur les exemples de Thazhanguda et de l'île de Ré.

Cela peut être mis en place très simplement par le biais de petits exposés réalisés tout au long de l'année par nos enfants respectifs, qui pourraient être suivis de petites séances de question / réponses, le tout étant consolidé à la fin de l'année en vue de présenter une petite exposition en Mars / Avril en Inde, dans notre Centre Educatif, puis en Juin en France dans le Collège de St Martin. Outre l'intérêt de l'échange, les enfants seront probablement très fiers d'exposer leur travail à leurs camarades du Collège et du Centre de Thazhanguda.

Par souci de réalisme, nous avons tenté de réfléchir à la manière dont vous pouvez mettre cela en place dans le cadre de vos cours (en nous basant sur nos expériences respectives du Collège, qui ne remonte finalement pas à si loin que ça ;-). Bien entendu, ce n'est qu'une tentative de projection, vous être bien plus compétents pour décider comment organiser un tel type de projet, mais elle peut vous aider à comprendre où nous voulons en venir :

### **Organisation**

Nous pourrions essayer tout d'abord de mettre d'accord les enfants indiens sur 4 ou 5 thèmes qu'ils souhaiteraient développer et présenter aux autres enfants et assembler dans une expo par la suite. Ces thèmes viseraient à comparer un aspect de leur culture, mode de vie : Par exemple : La mer, les activités économique de l'île de Ré / Thazhanguda (pêche, cultures...), les fêtes française / indiennes, la cuisine, la faune de l'île de Ré / Thazhanguda, la flore, la culture (film, musique, danses...), la religion...

Les enfants pourraient ensuite tout au long de l'année constituer des petits dossiers / exposés, en anglais, simples et visuels (du type du petit panneau de présentation sur l'île de Ré que vous m'avez remis avant que je parte en Inde) que nous enverrons ensuite aux enfants de l'autre pays.

Par exemple:

Si l'un des thèmes choisis par les enfants est « Les activités économique ». Vous pourriez demander à vos enfants de former plusieurs groupes et de travailler chacun de leur côté à réunir un petit peu de matériel sur une partie du thème (i.e l'un sur la culture de la vigne, l'autre sur les huitres, l'autre sur le tourisme et un dernier sur la pomme de terre) qu'ils rassembleront ensuite et commenteront à l'aide de petits textes en Anglais.

Si ce n'est pas réaliste de mobiliser les enfants ainsi, chacun des groupes pourrait choisir un des quatre thèmes et faire un exposé complet sur un des thèmes. Chacun des enfants co-réaliserait ainsi un exposé sous forme de panneau explicatif dans l'année.

De notre côté, nous effectuerons le même travail, en parallèle.

A la fin de l'année nous réunirons les panneaux explicatifs produits en Inde et en France. Ils fourniront le contenu de l'exposition.

### **Interaction entre les enfants**

Il serait intéressant d'arriver à faire réagir les enfants au fur et à mesure de l'envoi des exposés / panneaux thématiques. L'idée ici est de mettre des visages sur ces exposés, et de faire prendre un aspect plus personnel à cet échange.

On pourrait organiser cet échange au moyen de différents médias : vidéo, webcam, email collectif (si les deux premiers ne sont pas réalisables).

Par exemple:

Quand nous recevons en Inde un exposé, disons sur le thème des festivités françaises, nous présentons cet exposé ici aux enfants indiens, puis nous les faisons se questionner sur les différences avec leurs fêtes à eux. Nous recueillons les questions et nous demandons aux enfants de passer un par un devant la caméra (mon appareil photo numérique en fait :-)) en posant chacun une question (aidé si besoin par l'un de nos coordinateurs). Nous vous envoyons ensuite la vidéo. Vous pourriez ensuite procéder de même en répondant aux questions (Christine si c'est plus simple) et en faisant poser des questions à vos enfants, auxquelles nous répondront ensuite au moment du prochain envoi...

Nous pouvons aussi essayer de mettre en place le même système mais en direct, au moyen d'une webcam. Mais nous devons tester si c'est faisable, les connections étant relativement mauvaises ici.

Nous recueillerons au fur et à mesure les questions et réponses sur chaque thème et nous les exposeront à côté du panneau correspondant pendant l'exposition.

Ce projet collectif est de loin le plus intéressant. Si vous avez idées et suggestions à ce propos elles sont les bienvenues bien sur...

### **ECHANGE INDIVIDUEL**

Le problème de l'échange individuel se situe autour du niveau d'anglais, de nos enfants pour le moins. Cependant, si nous mettons ce projet d'échange de groupe en place, nos enfants prendront plus confiance en eux et je suis à peu près certain que les meilleurs seront intéressés pour communiquer de manière individuelle.

### **ECHANGE DE MATERIEL PEDAGOGIQUE**

Il serait intéressant je pense que nous puissions nous envoyer au fur et à mesure de l'année et du thème étudié du matériel représentatif de chacun de ces thèmes.

Par exemple, si le thème est « Les festivités », nous pourrions vous envoyer quelques articles de journaux, des photos... sur les grands rassemblements religieux indiens, sur la fête des Couleurs, la fête des Lumières... comme vous pourriez nous envoyer de votre côté des Contes de Noël par exemple ou des œufs de Pâque (si cela tombe au bon moment :).

Chacun de notre côté, ensuite, nous pourrions utiliser ce matériel pour illustrer les cours que nous donnons aux enfants.