

KOKORO lingua pilot class project for English

by native English-speaking children



GESS
EDUCATION
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2020



CONCOURS Lépine International
Paris 2018




**MINISTÈRE
DE L'EUROPE
ET DES AFFAIRES
ÉTRANGÈRES**
*Liberté
Égalité
Fraternité*



The KOKORO lingua method in a nutshell

A method based on neuroscience and linguistics, which puts **emotional learning at the heart of the program for children aged 3-8, using native speakers**: these are the children who introduce children to their native language, through weekly videos, and according to a pedagogical path defined with experts and the Common European Framework of Reference for Languages (CEFR).

KOKORO lingua in English is already present in **+9,000 classes and +400,000 children** worldwide have already adopted the program, demonstrating the universality and effectiveness of our approach in France, Switzerland, Japan and +20 other countries.

KOKORO lingua also means **+85% school re-enrolment** in the English program.

KOKORO lingua's objectives

- Reduce disparities in access to quality education for all children;
- Promote languages and their importance, and share cultural wealth;
- Offer a fun and educational approach to help children love languages.

The KOKORO lingua program

- **Trusted by the French Ministry of Education**, winner of the "Territoires Numériques Educatifs" call for tenders, for the English program in kindergarten.
- Winner of a call for tenders from the **Institut Français and official referenced resource**. KOKORO lingua has won numerous awards in France and abroad (BETT, Concours Lépine, GESS education, etc.);
- **36 English vidéos each years** on everyday themes;
- Videos lasting around **fi5 minutes**;
- **Immersion videos** (without translation), based on mimicry and repetition, to be watched 3 to 5 times a week to help concepts sink in;
- Videos animated **by native speakers**, helping children acquire an English accent and drawing on their emotional intelligence;
- **Teaching aids available** to teachers to help them reappropriate the pedagogical content of the videos.



Pilot objectives:

- **Establish early exposure to English.**
- **To provide a foundation in English for students** in Tanzania, even if the teachers do not speak English.
- **Test the KOKORO lingua program** in Tanzanian classrooms;
- **Obtain data** (qualitative and quantitative) for an analysis of the program's impact on teachers and students in Tanzania.



Method for carrying out the pilot :

- Presentation of the program to teachers via webinars.
- Testing of the KOKORO lingua platform by teachers in their classrooms, with free access for the duration of the pilot;
- **Regular viewing** of a new video each week, with each video viewed between 3 and 5 times during the week on different days. A 30 minutes exposure to English once a week won't offer any results; it's better to expose students to **10 minutes every day of the week, or at least 3 times a week** (even if they only watch part of the video).
- It's better to have fewer pilot classes and teachers who are motivated and able to set up regular viewing;
- **Data collection via questionnaires** (before, during and after the pilot).
The data will remain confidential to those involved in the pilot.



Teacher's role:

- Attend a 30-minute training/webinar (to be confirmed);
- **Create an environment** conducive to viewing: students should be able to stand up easily (ideally in a semicircle, on the floor or in chairs, not sitting behind their desks, examples below);



- **Set up a ritual** (in a time slot that suits the teacher) for this daily viewing of around 15 minutes;
- **Start the video** and **participate with the students** in the first sequence of the video (drinking water, movement and breathing), after which the teacher takes a back seat. Learning English should be done with native English-speaking children, allowing the teacher not to be the linguistic "referent" for English, so the teacher's intervention is minimal in learning English with the KOKORO lingua program;
- **Answer questionnaires** (maximum 5 minutes) before, during and after the pilot.

No need to master and/or speak English to use the program;



Devices required for each class:

- A stable, high-quality Internet connection at least 50MB;
- A screen (if possible, a video projector or large screen; if not, a small computer screen will suffice, as it's possible to watch these videos in half-groups);
- A room (classroom, room, etc.) to accommodate the children;
- Access to the KOKORO lingua platform (access details will be e-mailed to each teacher);
- A glass or flask of water for each student;
- A teacher or animator to launch the video.

Discover the KOKORO lingua method (click on the images)



Introducing KOKORO lingua



KOKORO lingua for schools in
45 seconds



KOKORO lingua at the BETT
Pavilion in London



KOKORO lingua news - 1st
French TV channel



KOKORO lingua - Cartier Women's Initiative



KOKORO Pilot in the news -
Uzbekistan

KOKORO in the classroom



Pilot Project - KOKORO in French, school in
Samarkand, Uzbekistan, April 2024



KOKORO lingua at kindergarten



KOKORO lingua in primary school

Discover the KOKORO lingua method

Teacher testimonials




Teaching English in elementary school - Testimony of Laure



English at nursery school - Barbara's story

Sandra
 "We're getting great feedback from the middle school English teachers for our students who arrived in 6th grade this year!"

Anne et Marie-Gabrielle
 "This year's results for our two kindergarten classes: the children love these daily meetings. They are making good progress and the feedback from parents is very positive. New families are amazed at their child's rapid progress, and families who have been with us for a few years ask us every year if we're going to continue next year. Feedback from teachers has also been very positive. We have appreciated the improvements made to certain lessons in terms of difficulty and length. Overall, we found the content well suited to the interests of our young students. We therefore intend to renew our two subscriptions for next year."

 **Laura Dutron** recommends KOKORO lingua.
 July 2nd, 2022

Laura Dutron (School teacher)
 I taught French to Kindergarten students for the year 2021-2022 in New Orleans, Louisiana, USA. I used the French version for one year.
 Kokoro Lingua has been a really useful tool to implement a ritualized oral time in French.

The video format is very practical (you can use a video projector or a TBI)
 The videos are played by children for children (which creates a link between the students)

The videos are always punctuated by rituals, which reassures and gives confidence to the students! I always tell parents: repetition is the key to success! Never give up!

Convinced by Kokoro, it is with joy that I will return to teaching in France next September with Kokoro Lingua "English version" so : let's try !

KOKORO lingua step-by-step method

Each video is segmented into several sections, following a progressive acquisition method adapted to children aged 3 to 8.



The child begins by drinking water, to keep hydrated and **facilitate the learning process**. Then, children are invited to reproduce an exercise that encourages **concentration and mimicry**.

The children listen to **native English speakers**, the KOKORO Kids, to **immerse** themselves in the target language on everyday themes. **Emotional child-to-child learning!**



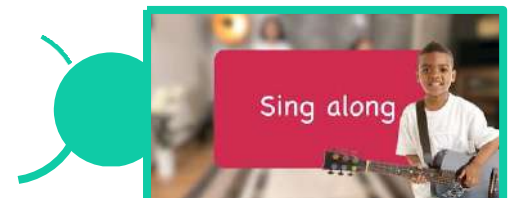
With the aim of **practicing the language**, children are invited to repeat words and/or phrases spoken by the KOKORO Kids.

Depending on the children's level, a reading section can be added to the video.



Learning through play allows children to review the video's main vocabulary without pressure!

To **help anchor** the theme through musicality, KOKORO Kids sing a song or nursery rhyme related to the theme.



A short breathing session allows children to settle down and integrate what they've just learned.

KOKORO around the world



KOKORO lingua in Europe

France



Switzerland



Italy



KOKORO lingua in Asia

Thailand



Japan



KOKORO lingua in South America

Brazil



KOKORO lingua in Africa

Ivory Coast



Mali



Multilingualism offers numerous benefits in cognitive and socio-emotional skills, influencing both brain development and brain activations (Barac et al., 2016; Della Rosa et al., 2013).

Positive impacts of learning another language

- Cognitive development (Bialystok, 2017)
- Academic performance (Marian & Shook, n.d.)
- Socioemotional development (Kuhl et al., 2014)
- Cultural understanding (Kramersch, 2014)

Being multilingual has positive effects on **cognitive functioning** beyond language processing. Multilingual children demonstrate advantages in tasks such as attention, working memory, executive functioning and problem solving compared to monolingual children (Adesope et al., 2010; Barac et al., 2016; Bialystok, 2017; Della Rosa et al., 2013; Tse & Altarriba, 2014). These improved cognitive skills are associated with higher **academic performance**, including in their first language and in math (Hartanto et al., 2018; Prior & Macwhinney, 2010).



Multilingualism has been found to be associated with increased **empathy** towards others and **cultural openness**, which are crucial skills in our globalized and diverse society (Dewaele & Botes, 2020; Dewaele & Wei, 2012).

Finally, learning a new language promotes greater understanding and appreciation of other perspectives and ways of life, thereby promoting **cross-cultural communication** and cooperation (Kramersch, 2014). Communicating in multiple languages can enhance children's communication skills, enabling them to connect with people from different backgrounds and cultures, which is especially important in today's multicultural world (Grosjean, 2010).

Learning a new language is one way to contribute to the development of more cognitively, socially and culturally competent individuals.



Language input slightly beyond children's current level is effective for learning a new language.

Learning a new language by listening and understanding new words in context is an effective way to develop language skills, especially during the first few years of language instruction (Krashen, 1985; P. M. Lightbown et al., 2002, 2013; Trofimovich et al., 2009)

Kokoro Lingua is developed so that new words and concepts are in a context simple enough that children can form a clear understanding. The level of language required is always adapted to their current level, with a slow and adapted progression.



Multimedia experience encourages generalization and effectiveness.

Language learning is a multi-faceted process, and using a variety of resources can help develop different skills, and encourages generalization of knowledge (Zhang & Zou, 2022).

Kokoro Lingua allows children to learn and consolidate their knowledge using various media. Children can learn through different video formats, practice speaking, and review and reinforce their learning offline with the pedagogical materials.



Peer-to-peer learning is an effective and low- pressure teaching method

Peer-to-peer learning can lead to improved language proficiency and communicative ability, by providing learners with opportunities to practice their language skills in a supportive and low-pressure environment (Sato & Ballinger, 2016). Étude Montreal??

Kokoro Lingua is a program entirely taught to children by children. It offers a positive environment, where children feel at ease, with content that is adapted to them, with low pressure, making it both an enjoyable learning environment as well as an effective one.



Practice and repetition are necessary to form new skills.

Learning a new language, like any other skills, necessitates practice and repetition, which allows learners to refine their skills and develop automaticity (Lightbown & Spada, 2013; Nation, 2001).

Kokoro Lingua consists of short videos that are designed to be watched multiple times, gradually encouraging learning and retention. The Kokoro Friends program encourages repetition and helps to keep the content engaging and motivating.



Learning a language should not just be about vocabulary and grammar; but also about getting accustomed to its culture.

Language learners should immerse themselves in the language culture to develop a more authentic and nuanced understanding of the new language Kramersch (2014).

Kokoro Lingua's teachers are native speakers who not only share their language, but also their culture with learners. Additionally, the **Kokoro Friends** program provides an opportunity to learn about other cultures and broaden one's horizons.

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