

GOBIERNO DE LA CIUDAD DE BUENOS AIRES
Ministerio de Educación
Supervisión de Idiomas Extranjeros D.D.E.E. 14 - 15
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HOJA INFORMATIVA N° 9

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A LAS CONDUCCIONES DE LAS ESCUELAS- DOCENTES DE INGLÉS

- 1- La Supervisión de Idioma Extranjero-Inglés- remite a esa instancia información sobre el 3º encuentro de capacitación en servicio para maestros de Inglés de 1º y 2º ciclo.
- 2- Se abordó el tema: Expresión Oral – “Making them speak”
- 3- **Conceptos generales:**

CARACTERÍSTICAS EVOLUTIVAS DE LOS ALUMNOS

- Espontáneos: cuanto más pequeños son menos concientes acerca del idioma que aprenden.
- Fáciles de motivar
- Entusiastas
- Ávidos de aprender cosas nuevas
- Buenos imitadores
- Responden satisfactoriamente al ritmo y la música.
- Aprenden el idioma extranjero así como la lengua materna a partir de frases significativas y colocaciones idiomáticas y no en forma fragmentada.
- Necesitan repetición, muchas oportunidades para manipular la lengua antes de poder producirla.
- Son vulnerables ante la frustración y necesitan estímulo.

CONSIDERACIONES PEDAGÓGICAS

La producción oral...

- se logra a través de un proceso de enseñanza-aprendizaje gradual. **P-P-P-** (presentación- práctica- producción)
- debe contemplar un objetivo claro y “alcanzable.”
- debe apuntar a integrar los nuevos contenidos lingüísticos con lo ya aprendido en un contexto significativo.
- requiere la planificación de una secuencia lógica y un marco de referencia concreto (framework).
- necesita preparación y práctica previa para evitar la frustración (los alumnos no deben ser forzados a hablar cuando todavía no están preparados para hacerlo.
- habilita un espacio para la reflexión y evaluación.

4- Se adjuntan secuencias, actividades y conceptos pedagógicos.

Native speakers of the language don't usually make sentences when they speak but they rather use phrases and collocations. Children learn a foreign language in a similar way as they acquire their mother tongue. They learn by "chunks" and imitate. Therefore the English teacher becomes their most significant model and the use of English during the class is a "must". He must try to avoid the use of Spanish when it's not necessary. Gestures, exemplification, visual cues are useful ways to put meaning across. Otherwise they will always demand for Spanish. When translation is needed resort to "sandwich" translation. The last version the pupils listen to should be the English one.

What's the language teacher's goal? ____ To put grammar and vocabulary in real use. In order to do this the teacher must **prepare the field**.

Focus: oral practice- practice sequence + practice framework _____ **Oral Production.**

Preparing the field.

- **Different instances of repetition** (from the book and others)
- **Opportunities to practise** (different contexts- more prompting at the beginning)
- **Framework for own production** (model on the b.b. It's a kind of gap-file or substitution table)
- **Recycling + recycling** (integrating old and new)

Better oral Production

BEAR IN MIND:

- v Respect their "silent period". Not all the children will be able to speak at the same time. They need a lot of previous input.
- v Build their confidence. If they are not ready they won't participate.
- v They like talking about their own experiences.
- v Be gentle with correction. Remember that at this stage communication is more important than accuracy.
- v Help the weak ones.
- v Praise them and make them feel that you care about them.
- v Choose "achievable" goals.
- v Avoid frustration. **"Nothing succeeds more than success."**

Activities:

- Rap:** "I like blue, I like red / I like pizza, I like bread
I don't like brown, I don't like green / I don't like coffee, I don't like tea."
Add variations. They get into groups and jot down words they hear. They Exchange words and write them down. They look for rhymes and create a new one. Bring costumes, glasses, hats or caps. Let them prepare a coreography and dance.
- Songs and chants:** "English time, English time, no more Spanish now." (music Jingle Bells)
- Visualizations:** close your eyes and imagine what you have got. Who wants to

come and talk? **Framework:** “It’s my birthday today. I’m very happy. I’ve got a new bicycle.”

- Sentence round:** pass the ball and say what you like. **Framework:** “In my free time I like watching T.V.”
- Memory game:** children are invited to say what they remember about their mates’ likes. **Extra language:** “Who remembers what X likes doing in his /her free time?” How much do you remember about your mates? Let’s see who remembers the most.
- Stop the music:** 1-set them in groups and assign them a place. 2- play the music. Each group mimes. **Framework:** “It’s Saturday. They are at... They are ...ing.”
- Miming feelings in groups:** the teacher prompts feelings and situation to each participant. **Framework:** “It’s Monday. They are at school /on the bus. They are..”
- Bar charts:** they can be used to talk about different topics. E.g. favourite food. Children write their names on a piece of paper and the name of the food they like best. Then they report the results. **Framework:** “x likes... Nobody/Everybody likes... x’s favourite food is... The most popular food is...”
- Find your twin:** The teacher prepares pairs of papers with one piece of information on each of them(name , age, hobby, etc). The teacher explains the object of the activity and hands them out. Children go around the class asking questions until they find the student with the same information: his/her twin. **Incidental language:** “Sorry” “It’s not you.” “We’re twins.” “You’re my twin.”
- Find your partner:** the object of the activity is similar but the card contains more information. E.g. Lily- 9- London – tea. When the cards are prepared divide boys and girls and change the last option for them to talk more. **Follow-up:** talk about the cards.
- Jigsaw questions:** 1- Give a set of words. (what/books/apples/when/ eat/do/Mondays/on/how many/you/every/read/? 2-Explain the activity: “You have to make the most questions you can. You can repeat words but you can’t add any new word. 3- Set a time limit. 4- Then ask them to make those questions to a mate and report his answers. “My friend eats apples for lunch.”
- Incomplete drawings:** pair activity. Cards with the same drawing with different incomplete parts. Children have to ask each other questions in order to complete their Picture. (information gap). **Task:** complete the drawing. **Oral production:** make necessary relevant questions to fulfill the task (Have you got any .../ is there a...in your picture? Where is the cat in your picture?) It’s advisable to elicit questions before the activity for them to feel confident and prevent the use of Spanish. **Follow-up:** description of the picture. **Framework:** this is a picture of the zoo. There are 2 elephants. The lion is hungry. A girl is feeding the monkeys.
- All about me projects:**
POSTER PRESENTATION. COLLAGE. POWER POINT. BLOG. GLOGSTER.
PICTURE DIAGRAMS (THE RAYS OF SUNSHINE- THE PIZZA OF MY HAPPINESS)
- Stand up and talk:** children choose a strip of paper with a topic written on it. E.g. “My family”. Children don’t have the tools to speak spontaneously so they need a framework.

“My family is big. I’ve got 5 brothers and 2 sisters. My father is a mechanic....”

□ **Drama:** 1- Drama games: they are a preparation for dramatizations. You may include feelings to add mood, gesture, movement, tone of voice and intonation to the oral production.

- *WALK LIKE A BEAR – JUMP LIKE A FROG- YOU ARE AN ANGRY TEACHER: TELL YOUR STUDENTS TO FINISH THEIR TEST-*
- *CHOOSE A PAPER FROM A BAG WITH A (HAPPY, SAD, TIRED FACE) SAY HELLO ACCORDING TO THE FACE YOU GOT.*
- *ASK STUDENTS: HOW ARE YOU FEELING TODAY? –HAPPY- WHY ARE YOU HAPPY TODAY? BECAUSE I’ M GOING TO THE ZOO. (ENCOURAGE THEM TO ACT OUT THE DIALOGUE USING THE RIGHT TONE OF VOICE. THEN ASK THEM TO CHANGE THE MOOD AND REINVENT THE DIALOGUE.*
- *WHAT HAVE YOU LOST THIS YEAR? (GENERAL QUESTION) TELL AND EXPLAIN HOW YOU FEEL ABOUT IT.*
- *FUNNY SITUATIONS: READ A DIALOGUE USING THE WRONG MOOD E.G “I’ M SAD BECAUSE I WON A MILLION DOLLARS.” (IN A SAD TONE). ASK THEM TO SWITCH TO THE CORRECT MOOD.*

2- Dramatization: situational dialogues; plays. Children can act out known dialogues from books or write their own. (parallel writing). In the case of plays you can use ready to use books or make up simple plays out of stories or traditional tales read by or told to the children. In some cases students can be invited to suggest ideas or write simple sentences to include in the script. After practising using different drama techniques mentioned above they will be ready to play roles and put up the play with music, costumes and stage decoration.

3- Suggested bibliography related to drama

- § *“Drama” Resource Books for Teachers- Series Editor: Alan Maley-OXFORD*
- § *Helbling Young Readers Series- HELBLING LANGUAGES*
- § *Storytime –Teacher’s Edition- EXPRESS PUBLISHING*