

OPORTUNIDADES DE ORO

Uso comunicativo (muy interpersonal)

Bajo este epígrafe se encuentran las estrategias de búsqueda y sistematización de expresiones lingüísticas que forman parte de la comunicación interpersonal más espontánea entre el alumnado y el profesorado, y que generalmente no se erigen como 'contenidos lingüísticos'. Se trata, como veremos en la muestra ¿?, de expresiones muy cotidianas y usuales que aparecen de forma recurrente en muchas interacciones que tienen lugar en los centros educativos. Por su espontaneidad son expresiones muy atractivas para el alumnado.

MUESTRA 8

Example of two activities including the use of PBCS

The following two activities were done with 7-year-olds as they were working on Food and Drinks in English. This was the main topic of the unit, in which some of the activities involved PBCS and some did not. Before doing these activities, the key vocabulary has been used by the children in the three school languages (English, Catalan, Spanish).

Activity 1: Trilingual flashcard game

The children have listened to and read the following chant on their textbooks (Maidment & Roberts, 2003a: 19):

*I don't like coffee
I don't like tea
I like lemonade
Lemonade for me!*

Next, they are asked to stand in lines and make six groups. The first child in each line has a flashcard and word card representing that group, as in the picture below:



The teacher calls out the names of the pictures in English or Catalan or Spanish and, when they hear their word, all the children in the group have to raise their hands. In the same position, children listen to the chant –only in English– and again they raise their picture and hands when they hear their word in the song.

Activity 2: Chant

- Once the language and the music are familiar, the children are asked to work collaboratively in a translation and singing activity. Children have an adapted version of the chant in the three languages, with blanks to include food or drink, on the board:

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They have to copy the chant in the three languages and fill in the blanks with new foods or drinks that will also be translated accordingly. They know that, afterwards, they will sing the resulting three versions of the chant in front of their classmates. The following is an example:

¡Hola! (

I don't like coffee

I don't like tea

I like fish

Fish, for me.

No me gusta el café

No me gusta el té

Me gusta el pez

pez para mí.

No me gusta el café

No me gusta el té

Me gusta el pescado.

Pescado para mí.

