

Idioma estranger i la seva didàctica

TEACHING CULTURE

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GUIDELINES

- Present aspects of culture from a child's perspective
- Use authentic materials whenever possible
- Try to create or exploit authentic situations (birthday, Halloween, Christmas, St. Valentine...)
- Compare cultures (positive rather than negative/bizarre aspects)

Teaching the language:

CULTURE through:

- Rhymes, Songs and Chants
 - Drawings
 - Stories
 - Drama
- Making contact with real people
 - Projects or topics

SONGS – General issues / practicality-

Discuss:

- Do you show the children the words when you sing songs?
- How do you use song tapes in class?
- What “aids” do you use when singing songs in class?
- How do you deal with children that don't sing?
- How often do you use songs in class (every class / once a week, etc.)?
- How long do you spend on a singing activity in class?

WHY USE SONGS: complete the lists in the RP with the ones given below

- THEY TEACH CHUNKS
- TO TEACH THEIR PARENTS
- TO SHOW FOR PARENTS
- ADAPTABLE
- INTERCURRICULAR
- GOOD COOLERS, WARMERS AND FILLERS
- CULTURAL ASPECTS
- SOCIAL EDUCATION: TAKING TURNS AND CO-OPERATING
- THEY CAN BE COMPILED INTO SONG/RHYME BOOKS TO HELP CHILDREN DEVELOP GOOD STUDY HABITS

SONGS

- Why?
- How to use them?
- How to teach them?

RHYMES

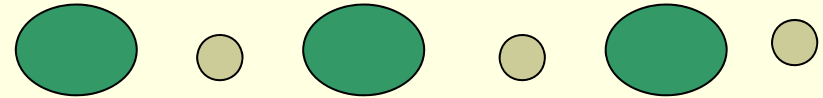
- Why?
- How to use them?
- How to teach them?

PRONUNCIATION BENEFITS

- Individual sounds and sounds in connected speech
- Stress and rhythm
- Intonation
- Ear training:
 - a) Listen and count how many times an individual sound or word occurs
 - b) Listen and discriminate by checking whether rhythmic or intonation patterns are the same or different. Example:

Insey Winsey Spider: rhythm practice (k7)

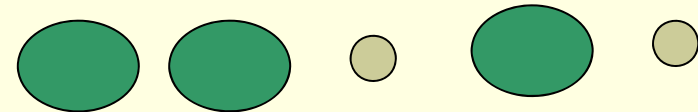
Insey Winsey Spider



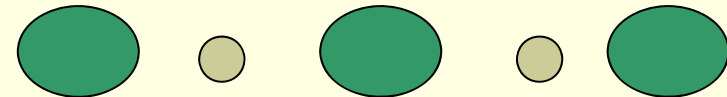
Climbing up the spout



Down came the rain and



Washed poor Insey out



Riddles and jokes: 1g practice and... thinking!

You eat me for breakfast
But first crack my shell
If I'm fresh then I'm tasty
If not – what a smell!



I'm a very big animal
You see at the zoo
I've a very nice trunk
I can squirt water through



Limericks

- A limerick has five lines, with **three metrical feet** in the first, second and fifth lines and two metrical feet in the third and fourth
- The **rhyme** scheme is usually **AABBA**
- The first line of a limerick traditionally introduces a person and a place, with the place appearing at the end of the first line and therefore establishing the rhyme scheme for the second and fifth lines.

LIMERICK: example

There once was a man from Darjeeling
Who travelled from London to Ealing
When it said on the door
'Please don't spit on the floor',
He carefully spat on the ceiling.

TONGUE TWISTERS

Red lorry, yellow lorry

She sells seashells on the seashore

*The big black bug bit the big black bear but the
big black bear bit the big black bug back.*

Jazz chants: create your own ones!

- RP jazz chants
- CD “creating chants and songs”