



Konverzace v AJ?



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Ano!

Kdy?



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Kdy?

Nejlépe od 1. třídy!

Konverzace v AJ? Ano! Kdy? Nejlépe od 1. třídy!



- **Konverzace** je mezilidská komunikace, která probíhá „tváří tvář“ mezi dvěma (více) účastníky.

Co je to konverzace?



- Komunikace
- Výměna informací
- Dosažení účelu
- Získání nové informace

Kdy a jak se dítě učí komunikaci?



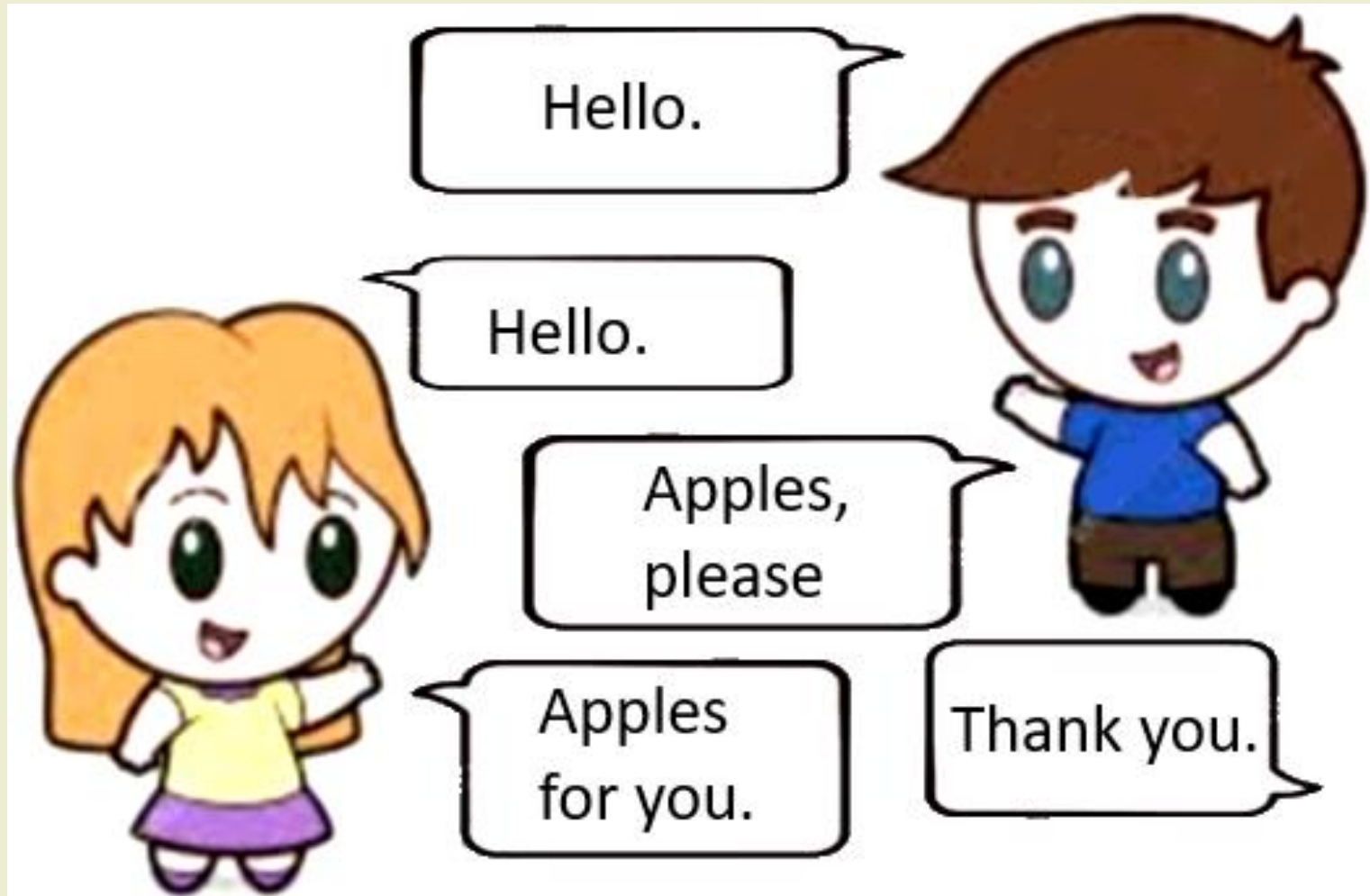
- Nápodoba dospělých
- Střídání otázek a odpovědí
- Rozumí děti otázkám a odpovědím v cizím jazyce?
- Verbální a neverbální prostředky

Kdy a jak se dítě učí komunikaci?











































































- MÁ DÍTĚ VE ŠKOLE DOSTATEK PŘÍLEŽITOSTI SE S KOMUNIKACÍ SETKAT?

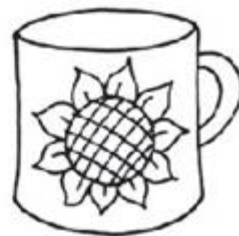
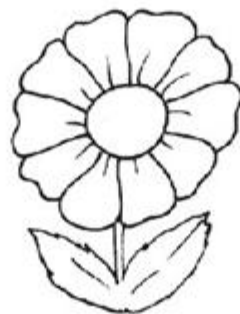
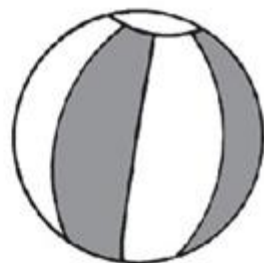
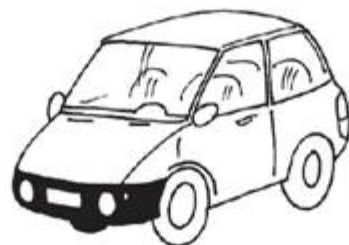
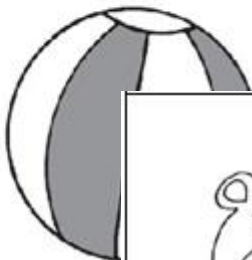
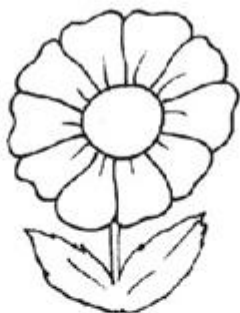
Playing, playing, playing...

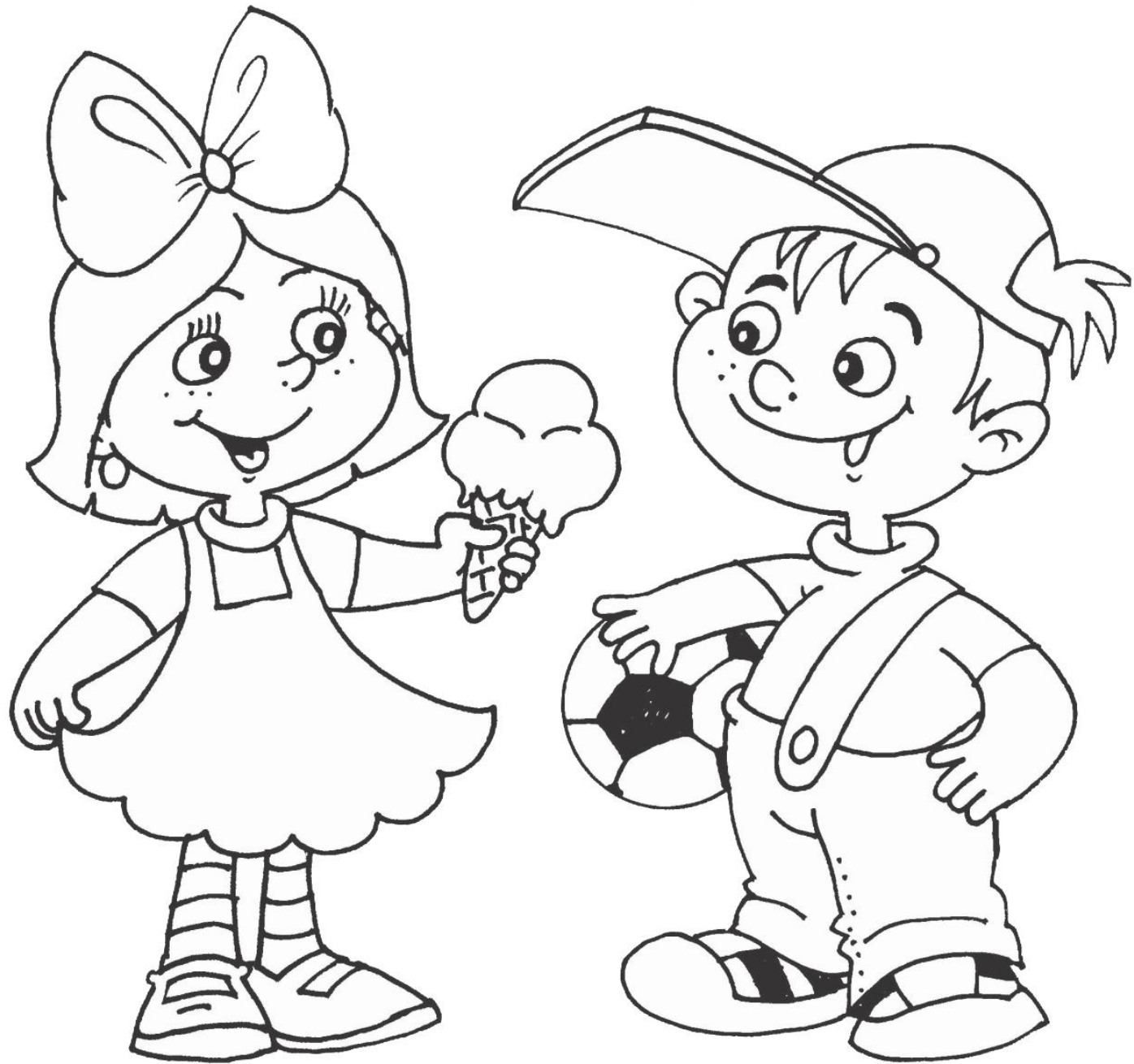


And more playing...



	☆	○	♡
●	   	   	   
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Verbální prostředky



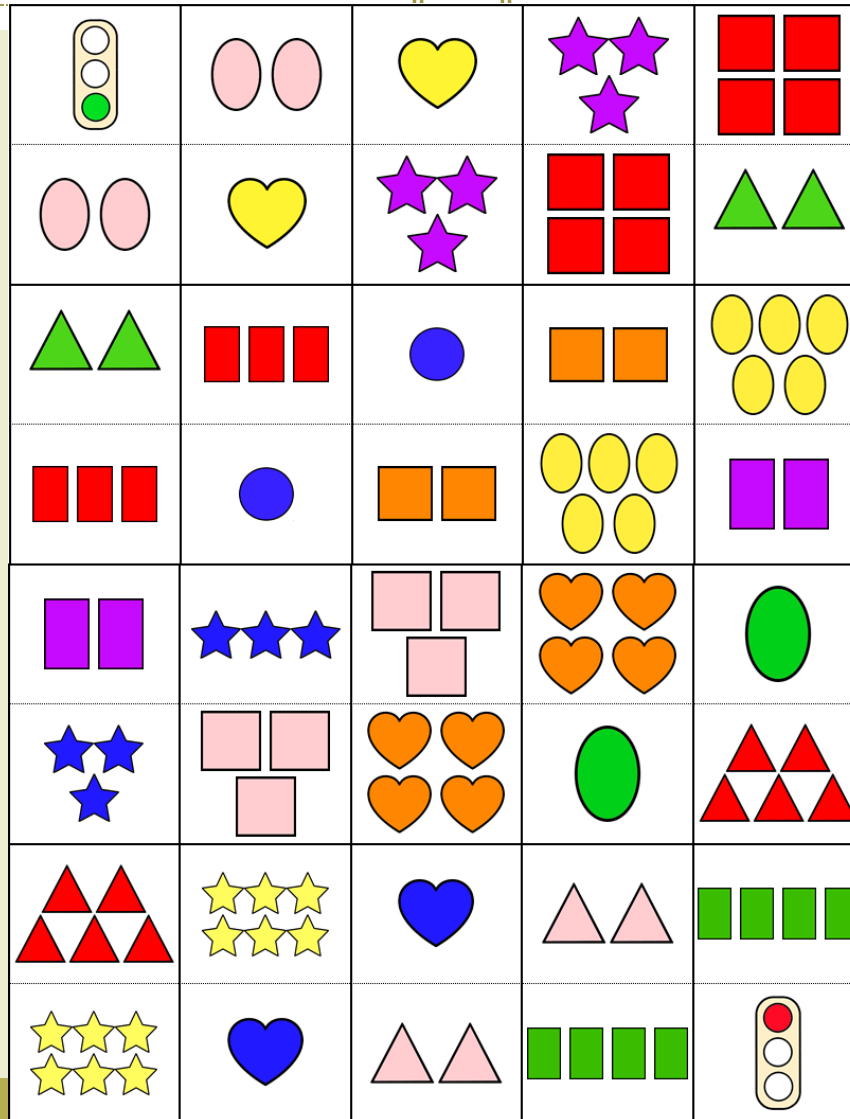
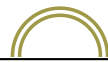
- Slovní zásoba
- Fráze
- Věty
- Otázky a odpovědi

Neverbální prostředky

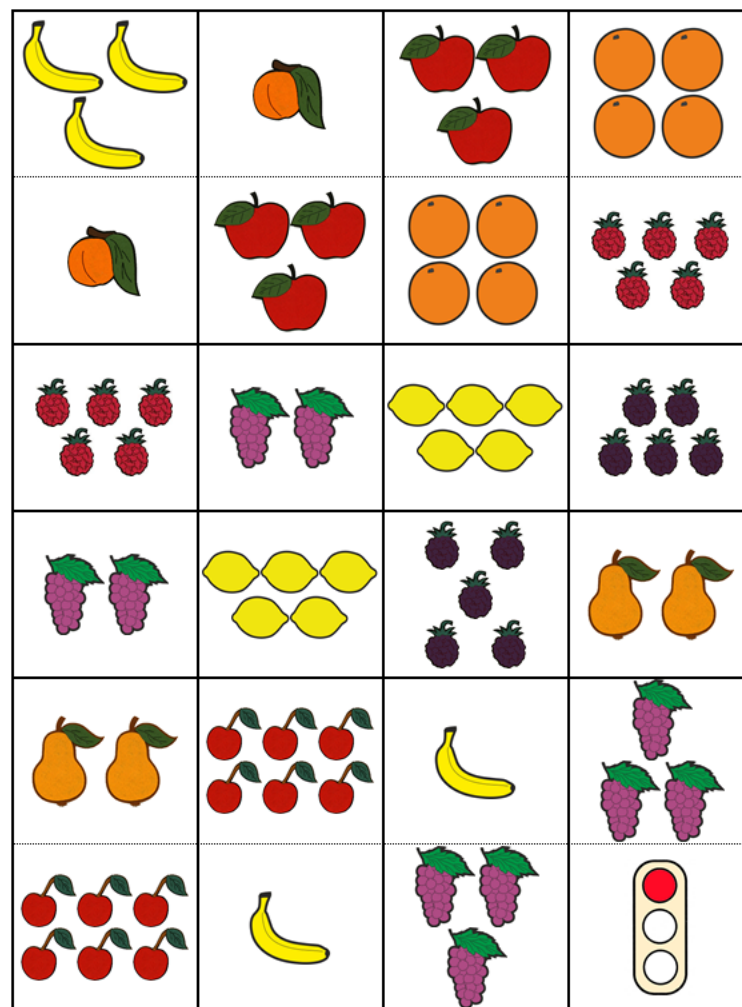
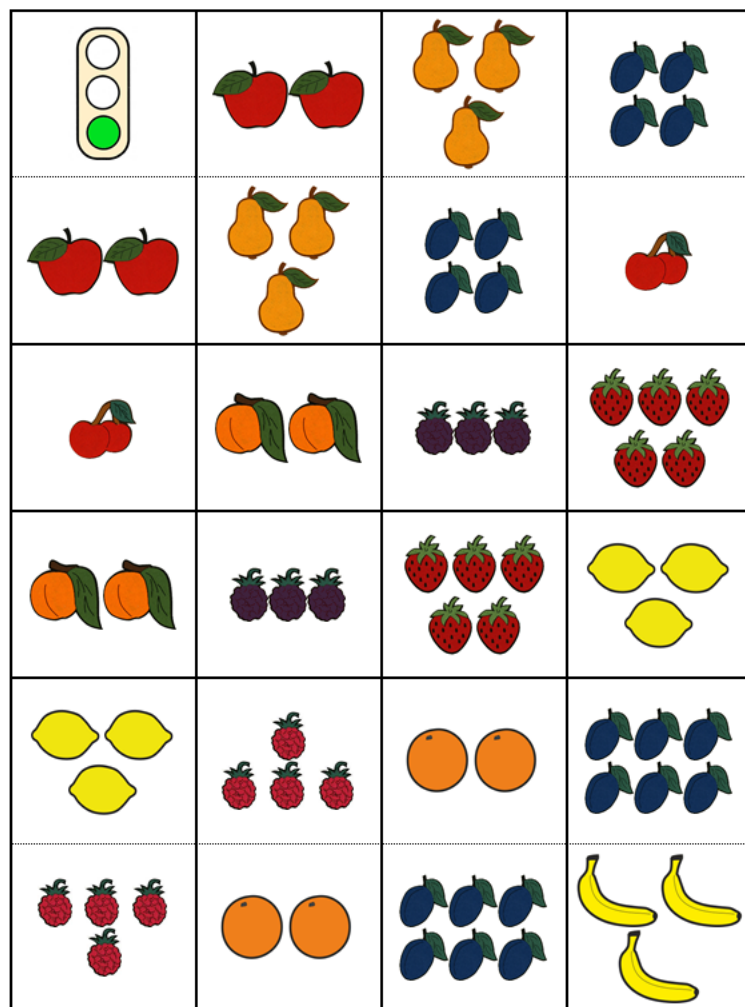


- Gesta
- Mimika
- Hlas
- Proxemika

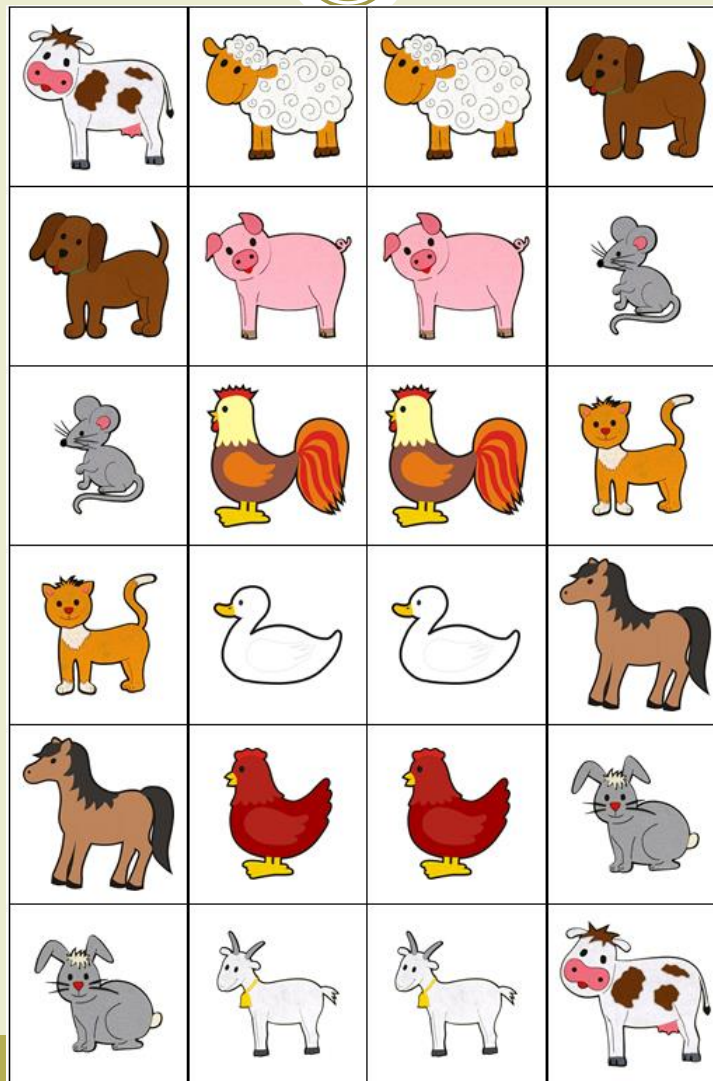
Dril...?



Dril, opravdu...?



Ještě více drilu...?



Vytváření jazykových modelů



- Routines
- Formats

Routines



- A routine is a familiar series of actions related to an established schedule.
- Aspects of a routine:
 - Familiarity builds a sense of security
 - Structure provides boundaries for regulating behaviour
 - Routines help children become more responsible, independent and confident
 - Routines provide opportunities for prediction through language
 - Routines support language development

Routines

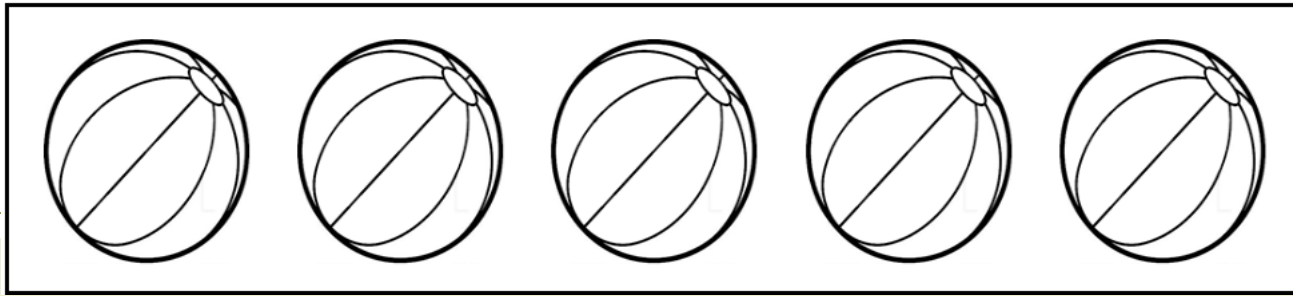


- Greetings, Hello song, asking about weather, taking attendance
- Songs or chants for transitions (Let's make a circle)
- Instructions before activities
- Praise and evaluation
- Formats

Formats



- A format is a routinized and repeated interaction in which adults and children do things together using language
 - Introductory dialogue „How are you today?“
 - Instructions



- (Children have four coloured pencils (red, blue, green and yellow) and a piece of paper with 5 balls, see above.)
- Take a blue pencil. Colour this ball in blue.
(The teacher points at the first ball)
- What colour is this ball?
(she points at the second ball in a line)
Yellow? (a child says, the teachers uses).
OK, take a yellow pencil and colour it yellow.
- Now, what colour is this ball? Red? OK, we can make it red. Take a red pencil and colour it in red.
- Now, listen, this ball is yellow. Take a yellow pencil and colour it in yellow.
No, sorry, it's not green, it's yellow. Yellow.
- Now, this ball is green! Take a green pencil and colour it in green!

Formats



- A format is a routinized and repeated interaction in which adults and children do things together using language
 - Introductory dialogue „How are you today?“
 - Instructions
 - Circle time
 - ✦ Why circle?

Why circle?



- Because we can see each other!



Circle time



- **Activities**
 - Routines (greetings, sharing experiences)
- Focused English instruction
 - Finger plays, chants, rhymes and songs
 - Using rhythm instruments
 - Sharing a story
 - Playing games (movement, cognitively challenging)
 - Relaxation activities

Circle time



- **Competencies**

- Listening
- Developing attention spans
- Promoting oral communication
- Learning new concepts and skills
- Developing emergent literacy skills
- Developing gross and fine motor skills
- Developing emotional intelligence
- Respecting others

(Taken from Sandie Mourao's course Teaching English in Pre-Primary, NILE, Norwich)

Formats



Kde využijeme modely komunikace?



- VŠUDE!!!
- Při začátku lekce, vítání, rozloučení
- Při zapisování docházky
- Při rozdávání pomůcek
- Při kreslení nebo vystřihování
- Při hraní her
- Při přechodu od jedné činnosti ke druhé (kroužek)
- Prostě při každé aktivitě, která se opakuje.

Stream of instructions



Take a piece
of paper please.

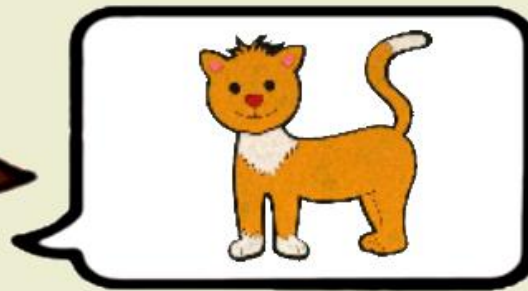
Choose one coloured
pencil and draw a ball.

Round and round
draw a ball...

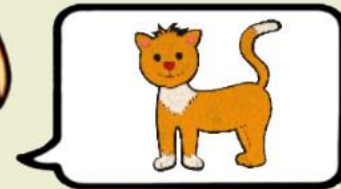
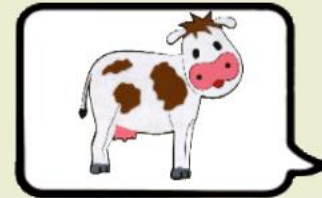
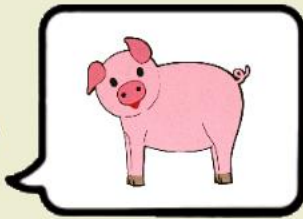
Now take a pair of
scissors and
cut the ball out.

Cut, cut, cut it out,
cut it out of paper.

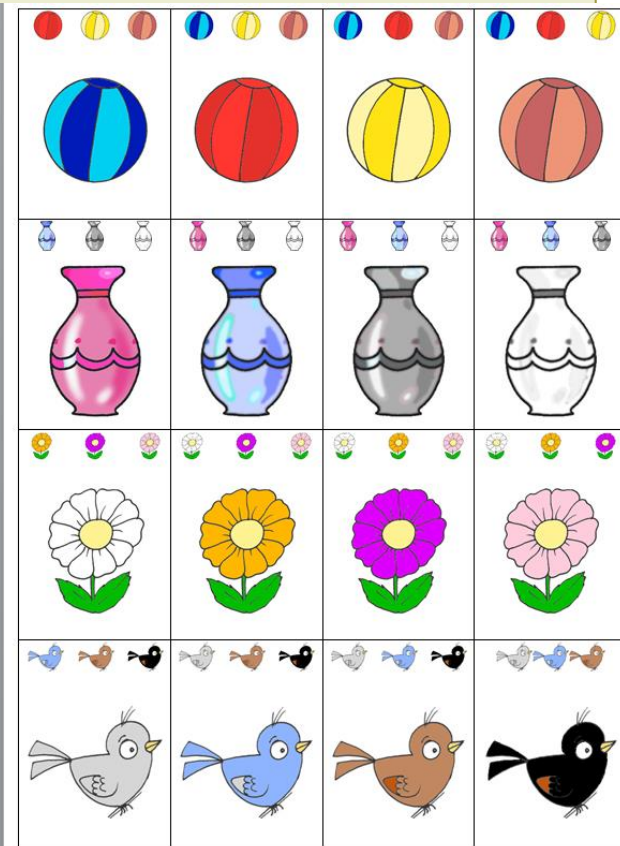
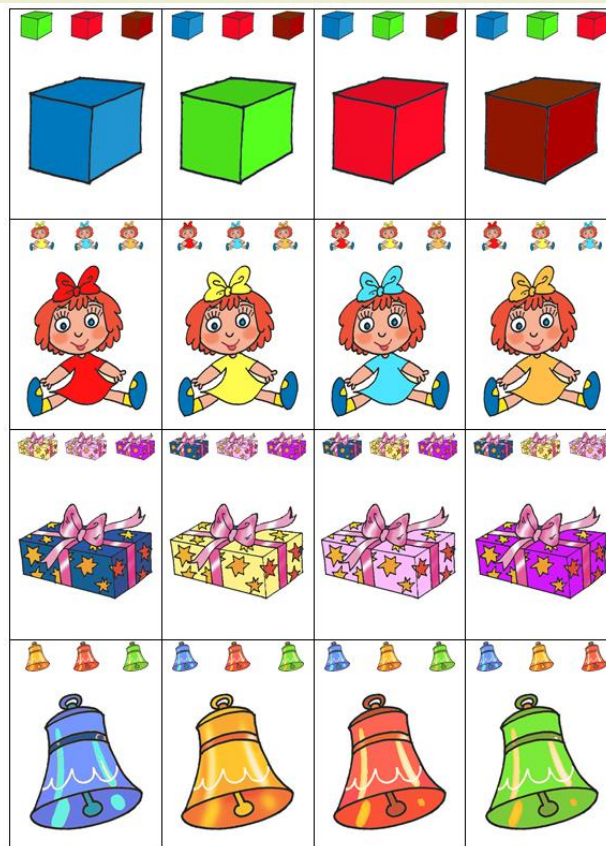
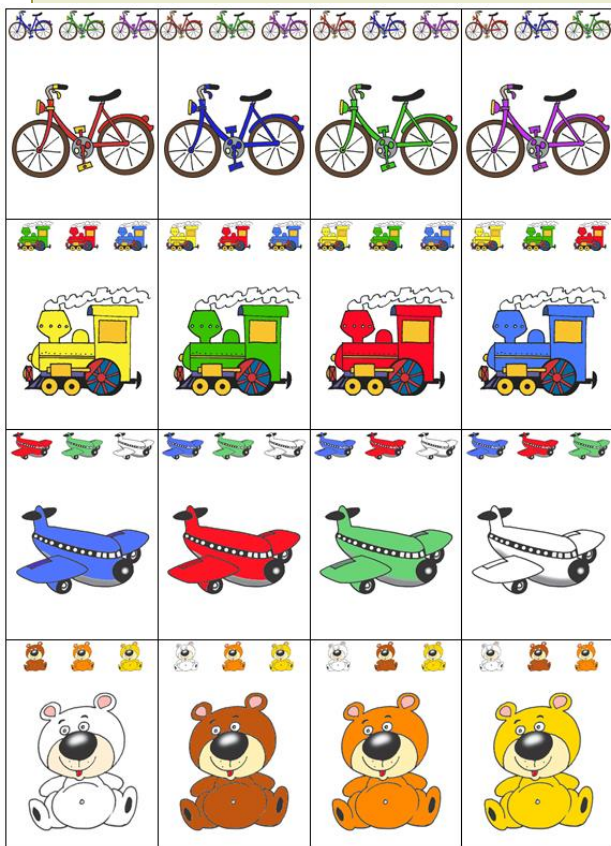
Communication game Step 1

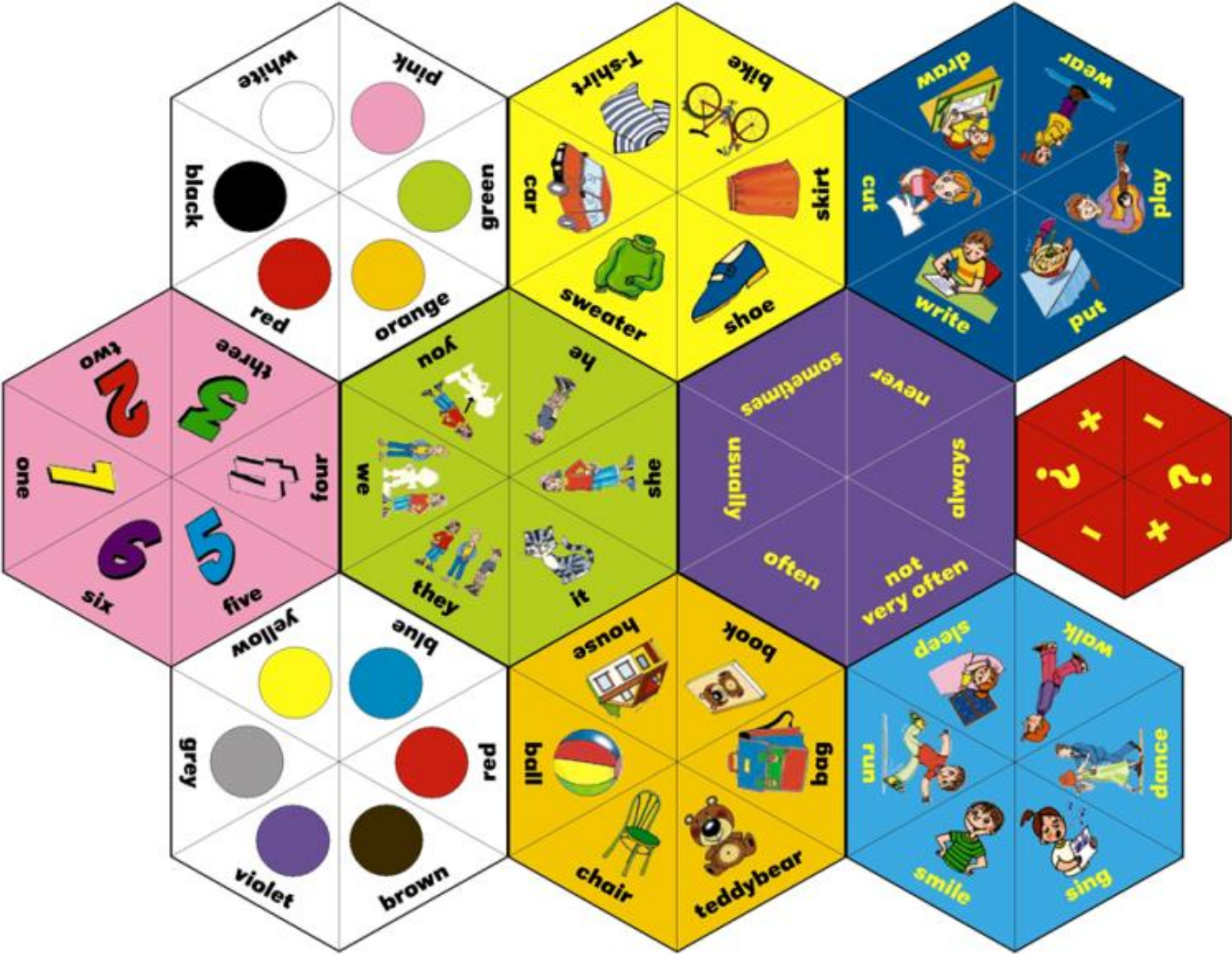


Communication game Step 2



Jak na to? Happy Family





I CAN



A kangaroo can **jump**, and I can
jump too !



A polar bear can **swim**,
and I can swim too!



A cat can **climb** trees, and I can
climb too!



A seal can **catch** the ball, and I can catch too!



A parrot can **talk**, and I can talk
too!



A penguin can **slide**,
and I can slide too!



A dog can **run**, and I can run too!



A bird can **fly**, but I can't fly!



I CAN

A kangaroo can **jump**, and I can jump too!

A polar bear can **swim**, and I can swim too!

A cat can **climb** trees, and I can climb too!

A seal can **catch** the ball, and I can catch too!





A parrot can **talk**, and I can talk too!




A penguin can **slide**, and I can slide too!



A dog can **run**, and I can run too!




A bird can **fly**, but I can't fly!




1	How many children are there in the class?	She's ten.
2	What time is it?	They're blue.
3	Where's the milk?	There are twenty.
4	Whose jacket is this?	We've got ten minutes.
5	What colour are Jim's eyes?	It's Mark's.
6	What's his name?	It's quarter past two.
7	How old is Sarah?	She's Susie.
8	How much time have we got?	It's Peter.
9	Why is Lucy happy?	It's in the fridge.
10	Who's she?	Because it's her birthday.






 can jump and climb the  (you start!)
 are tall and they eat the 







 are tall and they eat the 
 are colourful and they can fly

 are colourful and they can fly
 can't but would love to try.

 can't but would love to try.
 are  and they can swim

 are  and they can swim
 can run and they always win.

 can run and they always win.
 look like  but they are  and 

 look like  but they are  and 
 are big and snore at . (The End.)

<p>You start the trip at the train station. You get off the train and look around. The next clue is in the meadow.</p>	<p>You are in the meadow. There is a hedgehog creeping around. The next clue is on the river bank.</p>	<p>You are standing on the bank of the river. You watch eel swimming in the water. The next clue is on the bridge.</p>	<p>You are on the bridge over the river. You can see trout under the bridge. The next clue is in the cottage.</p>	<p>You are in the cottage. It's got a red roof. The next clue is in the wood.</p>
<p>You are walking through the wood. There are many interesting animals there. The next clue is on the pine tree.</p>	<p>You are sitting at the top of the pine tree. A lot of pine cones are around you. The next clue is in the castle ruin</p>	<p>You are walking around the ruin of the castle. You got the invitation from the local ghost. The next clue is at the gate.</p>	<p>You are passing through the gate. You must stop to tie your shoe. The next clue is in the tower.</p>	<p>You are standing on the top of the tower. There are swallows flying around. The next clue is on the path around the wall.</p>
<p>You are walking along the path slowly. You are very tired. The next clue is in the field.</p>	<p>You are sitting in the grass on the field. You can see nine scarecrows. The next clue is on the farm.</p>	<p>You are visiting the farm. The farmer is driving his tractor. The next clue is next to the kennel.</p>	<p>You play with the dog. You both run around the kennel. The next clue is in the stable.</p>	<p>You are in the stable. You admire the big and strong horse. The next clue is in the garden.</p>
<p>You are sitting in the garden on the bench under the big tree. The next clue is at the train station.</p>	<p>You are waiting for the train. You are buying a ticket in the ticket office. The next clue is in the café.</p>	<p>You need a nice cup of coffee so you go into the café. You sit inside and think about the pleasant trip that has just finished.</p>		

	1	2	3	4	5	6
1	Who's tall?	What's dirty?	When's Tuesday?	Who's clever?	Where's a tree?	Who's nice?
2	What's in front of you?	Who's fat?	What's wild?	Where is a boy?	What is quiet?	When's Christmas?
3	What's long?	What's on the farm?	Who is at school?	Who's in front of you?	Where's your mum?	Who is a man?
4	When are holidays?	Where is a girl?	What's new?	What's the weather like?	How old are you?	What's noisy?
5	What's wide?	How old's your friend?	When's your birthday?	Who's behind you?	Where is a man?	What's old?
6	Who's fast?	How old is your father?	Who's sad?	Where're you?	What's slow?	What's wrong?

	1	2	3	4	5	6
1	Who's tall?		When's Tuesday?		Where's a tree?	
2		Who's fat?			What is quiet?	When's Christmas?
3	What's long?			Who's in front of you?	Where's your mum?	
4	When are holidays?		What's new?			What's noisy?
5		How old's your friend?		Who's behind you?		What's old?
6		How old is your father?	Who's sad?	Where're you?		

Are you sad?		Have you got a dog?	
Is Ammy happy?		Has Mary got a sister?	
Are children in the garden?		Have the boys got a ball?	
Am I tall?		Have I got an apple?	
Are we in the cinema?		Have we got a good teacher?	
Is Ben an engineer?		Has Tom got two brothers?	
Is it small?		Has the house got a garden?	
Are they good people?		Have you got a good friend?	
Yes, I am.	Yes, I am.	Yes, I am.	Yes, I am.
No, she isn't.	No, she isn't.	No, she isn't.	No, she isn't.
Yes, they are.	Yes, they are.	Yes, they are.	Yes, they are.
Yes, you are.	Yes, you are.	Yes, you are.	Yes, you are.
No, we aren't.	No, we aren't.	No, we aren't.	No, we aren't.
No, he isn't.	No, he isn't.	No, he isn't.	No, he isn't.
Yes, it is.	Yes, it is.	Yes, it is.	Yes, it is.
Yes, they are.	Yes, they are.	Yes, they are.	Yes, they are.
Yes, I have.	Yes, I have.	Yes, I have.	Yes, I have.
Yes, she has.	Yes, she has.	Yes, she has.	Yes, she has.
Yes, they have.	Yes, they have.	Yes, they have.	Yes, they have.
Yes, you have.	Yes, you have.	Yes, you have.	Yes, you have.
Yes, we have.	Yes, we have.	Yes, we have.	Yes, we have.
No, he hasn't.	No, he hasn't.	No, he hasn't.	No, he hasn't.
No, it hasn't.	No, it hasn't.	No, it hasn't.	No, it hasn't.
Yes, I have.	Yes, I have.	Yes, I have.	Yes, I have.

Závěr:



- Komunikace vzniká samotnou přítomností dětí na lekci
- Děti se učí komunikovat nápodobou dospělých
- Děti potřebují spoustu řízených aktivit, při kterých se učí prvky komunikace
- Základem komunikace je poslech, identifikace obsahu
- Prostředkem komunikace je schopnost reakce
- Neopominutelným základem komunikace je učitel, schopný komunikaci zajistit, demonstrovat a rozvíjet
- Zabijákem komunikace je otrocká práce s učebnicí a pracovním sešitem.

Co můžeme pro děti udělat?



- Sebekriticky zajistit vlastní schopnost udržování komunikace v angličtině
(žvatlání o dění ve třídě i věcech kolem nás 😊)
- Dobrá komunikace a spolupráce s kolegy
(míněna konstruktivní domluva 😊)
- Jednotná strategie školy
(projednáno s vedením, podpora)
- Informovanost rodičů

http://www.sylviad.cz/ProStazeni/Vazeni_rodice.pdf

Použitý materiál, zdroje



- Playing with English 1

- On the Farm

www.fb.me/storybasedlearning

- Obrázky: dreamstime.com

- Routines and formats: Sandie Mourao – Teaching English in Pre-Primary course, NILE, Norwich

- Kurzy S. Dolákové

www.sylviad.cz (Kalendář akcí)