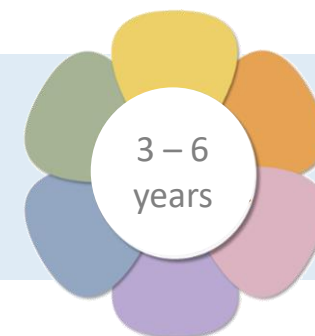


Show and tell



Context:

The European Schools(www.eursec.eu) are multilingual and multicultural institutions for pupils from all EU countries. In the nursery class of the English language section, there are most of the children (cca 25 from 30) for whom English, the language of schooling, is not their mother tongue. The teacher used method *Show and tell* during the school year, in order to record the children's progress in English.

Description:

- The teacher and the children together choose the topics for *Show and tell*. The teacher prepares a draft calendar with the topics for all children.
- *Show and tell* on various topics takes place 4 days each week and each topic lasts 2 weeks. Each child has an opportunity to join in once every two weeks. Parents are informed by the teacher about the topics and also about the date, when their child could do Show and tell. They can help his/her to prepare in advance.
- However, *Show and tell* is an opportunity, not an obligation for children to talk about specific topics. It is good especially for those, whose mother tongue is different from English, the language of schooling. If the child's communication skills in English are not good enough to explain, what he/she wants to tell, he/she can use the mother tongue, gesticulation, movement or role play. He/she can also ask the teacher or the classmates for help.
- There is always one child, who speaks and the teacher can help by asking questions. *Show and tell* is presentation, which may or may not be supported by other material eg photos, drawings, objects.
- *Show and tell* is also a chance for the other children to ask question the speaker, to react, to add their own experience on the topic.

Active language
 learning

Holistic language
 learning

Meaningful language
 learning

Focus on language
 learning as a process

Relying on linguistic
 repertoires

Examples of the topics:

- I know and can name 10 parts of my body
- My favourite breakfast
- Something I am good at
- ... etc.

Example of a dialogue:

Blake (4 and half) is numbering 10 parts of his body. As a preparation and for visualisation, he has made, together with his parents, a numbered list of his body.

T: Blake, it is your show and tell. So please, what are The parts of your body?

Blake: Number one: We have eyes to see. Number 2: We have nose to breathe and smell. Number 3. We have mouth to talk and to eat.

T: Very good!

Blake: Number 4: We have teeth to chop and to bite. Number 5: We have ears to hear... B: Number six: ---

T: Can I help? He is showing the tongue

B. Number 6 is my tongue. We have it to taste.

T: Number 7 ...

B. Number 7: We have hands to grasp things.

T: Very good! And N. 8?

B: Number 8 we have legs and foot ..., no feet! To walk and jump.

T: Very well, ve have two feet!

Blake continues and names successfully 10 parts of his body

T: 10 parts! It was a very good play! And I love very much the way you have drawn the pictures to help you! The 10 parts of your body is really good. Would somebody like to ask Blake a question? Jessica?

Jessica: Do you know another part of your body? Blake: Yes, a neck.

T: Very good! Blake, choose a friend, who will name another part of his or her body! Jimmy?

O.K.

.... discussion about the parts of the human body continues.

Show and tell

Didactic comments:

- The aim is to give children both the best communication and listening skills for their life, but also to make sure that children have well developed abilities, when entering primary school. This means that the learning environment allows all children to participate in discussions, negotiations as well as performances and teachers make sure that all children have opportunities to join it.
- The activity is recorded by an *Easi-Speak*, a simple microphone recorder. By this way, the development of the child's pronunciations and communication skills can be easily monitored.
- The records of the child's *Show and tell* activities are put on a CD to the child's portfolio. During the year, the teacher, the child and the parents are aware of what the child is already able to do/ capable of doing.

Reason for choosing the activity:

- To monitor and record the development of children's communication skills in multilingual class, where the language of schooling is not a mother tongue for many children.

Variation(s):

- Children can choose a topic by themselves
- Not only the initial speech, but also following discussion can be recorded with use of both English and children's language. Moreover, children can choose one or second according to their preference which they usually use the word.



Duration:

Continuously, during the whole school year

Pay attention to:

- Not force the child to speak, if he/she does not want, but try to motivate
- not interrupt the child when speaking either by the teacher or by the classmates.
- Teacher should listen and make corrections of the child's pronunciation and communication skills during other activities



I know 10 parts of my body!

Blake made a numbered list of parts of his body.

