



Teaching grammar with games

11th April 2019



Escola de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

PRESENTATION

Dear teachers of the Prefeitura Municipal do Recife ,

In this training session, we will address an Intensive Cycle of Thematic, whose theme of the 3rd Meeting to be held is "Teaching grammar with games" , in order to promote a discussion, tracing teaching strategies to guarantee the Learning Rights of the students.

This study is based on the Curriculum Matrix of our Education Policy.

CLASS CONTRACT

Let's make a deal t so that we make the most of this study moment?

1. Leave the cell phone on the silent mode , please. As for emergency calls and whatsapp messages , remember to only answer them outside the room and do not forget to say you need a moment outside, please.
2. Avoid distractions on WhatsApp. Use it unless it's extremely important. Enjoy this moment of sharing and caring , learning and teaching. It's part of YOUR OWN TEACHER DEVELOPMENT.
3. Share the conversations with our colleagues that flank us with in the large group.
4. Observe the schedules of this study. We think of them with much affection , for you;
5. Listen to the exhibitions of our colleague;
6. Remember to sign the frequency and get the statement;
7. This item has been reserved to add your suggestions to close our combo. What do you suggest include?



ON SILENT MODE PLEASE

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<https://goo.gl/images/N84MWq>

OBJECTIVES OF THE TRAINING SESSION

- ❖ **Reflect with the teachers whether games are effective tools when devised to explain vocabularies and they make it easier to remember their meanings.**
- ❖ **Introduce to the teachers the effectiveness of games as valuable tools to support the process of teaching and learning EFL as well as the development of a comfortable positive learning atmosphere.**
- ❖ **Encourage teachers to use more games to improve students' vocabulary acquisition and use.**
- ❖ **Experience some games which might be adapted in their teaching practice.**
- ❖ **Use some digital sources, web tools and apps in order to create games and adapt them to their students' needs.**

GUIDELINES

- 1. WELCOME**
- 2. Lead in + Teachers' presentations on previous meeting**
- 3. Class Contract**
- 4. Theme presentation:**
- 5. Games for Large Groups**
- 6. Opening Activity: Reflection on teachers' practice .**
- 7. Reading activity and feedback**
- 8. Coffee break**
- 9. Video Activity**
- 10. Hands- on activities**
- 11. Final reflections upon the session**

WARM UP

Handout sheets of paper to teachers.

Each teacher is asked to write ten words .

Trainer sets the time: 5 minutes:

Trainer collects the words and hand them out at random .

Then... let's have a surprise

REFLECTING ON TEACHER'S PRACTICE



1. How does the use of language games affect vocabulary learning?
2. Do games motivate learners to develop and focus more on learning and using words in different contexts?
3. Do games affect class discipline.

Justify your answers.

Image Credits
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BASED ON RESEARCH ...

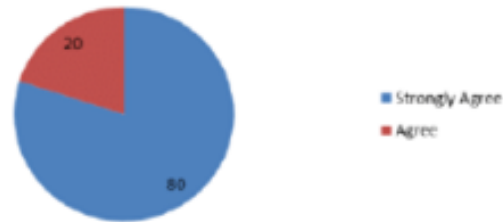
Image Credits:
Perveen, Ayesha.
(2016).

EFFECTIVENESS OF LANGUAGE GAMES IN SECOND LANGUAGE VOCABULARY ACQUISITION.

Available on

https://www.researchgate.net/publication/299632007_EFFECTIVENESS_OF_LANGUAGE_GAMES_IN_SECOND_LANGUAGE_VOCABULARY_ACQUISITION

Vocabulary games encourage and help learners to sustain their interest in second language learning



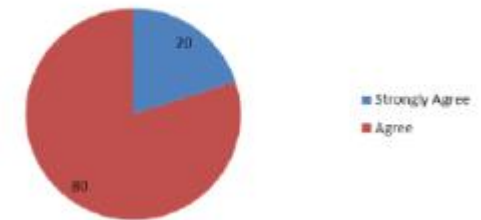
Games facilitate teachers to create meaningful and useful contexts.



Using Games create interruption in the normal routine of the language classroom.



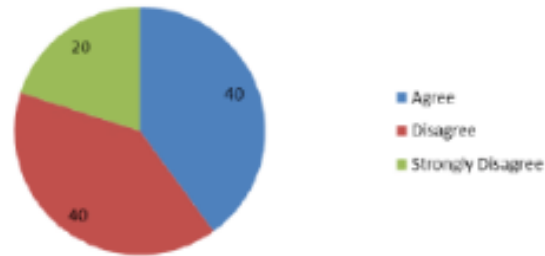
Use of games is a good classroom strategy to help students increase their vocabulary.



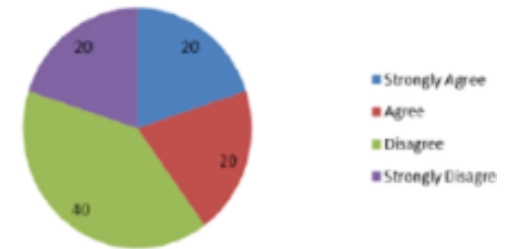
BASED ON RESEARCH ...

Image Credits: Perveen, Ayesha. (2016). EFFECTIVENESS OF LANGUAGE GAMES IN SECOND LANGUAGE VOCABULARY ACQUISITION. Available on https://www.researchgate.net/publication/299632007_EFFECTIVENESS_OF_LANGUAGE_GAMES_IN_SECOND_LANGUAGE_VOCABULARY_ACQUISITION

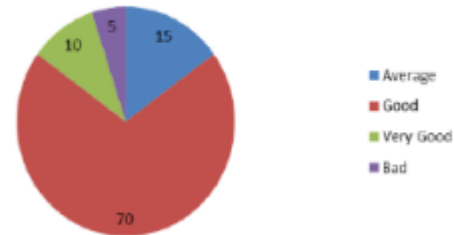
Is the classroom messy and noisy because of games?



Vocabulary games do not bring real world context to the classroom.



How was your experience of learning English vocabulary through language games?



THE EFFECTS OF USING GAMES ON LEARNING ENGLISH VOCABULARY

Activities which involve learners in thinking about the words, like using games allow learners to remember the target words more easily (Al Neyadi,2007).

Game-based learning can create a meaningful context for language learning process. After learning and practicing new vocabulary through games, students have the opportunity to use language in a nonstressful way (Uberman, 1998).

Reference: The Effects of Using Games on English Vocabulary Learning
Journal of Applied Linguistics and Language Research Volume 2, Issue 3, 2015, pp. 39-47 Available online at
www.jallr.ir ISSN: 2376-760X

THE IMPORTANCE OF USING GAMES ON LEARNING ENGLISH VOCABULARY

Games are advantageous and effective in learning vocabulary.

They are motivating because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together.

They improve students' communicative skills and they have a chance to use the target language (Sorayaie- Azar, 2012).

Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

The role of games in teaching and learning vocabulary cannot be denied.

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Available online at www.jallr.ir ISSN: 2376-760X

THE IMPORTANCE OF GAMES IN THE EFL CLASSROOM

Educational games are used frequently due to their benefits. They give students responsibility and the opportunity of being active physically and mentally, they are student-centered rather than teacher-centered, they easily grab children's attention, increase their interaction and are fun to play in the formal academic process, and socialize students. In addition, students gain or develop many skills such as taking turns, working individually and working with others as a team toward a common goal.

**Reference : The Effects of Using Games on English Vocabulary Learning
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Available online at www.jallr.ir ISSN: 2376-760X**

READING TIME - INSTRUCTIONS

Read the article and:

- 1. Share what has called your attention the most. Give your reasons.**
- 2. The article is mostly related to children . How would you adapt it to teenagers?**

Discuss your ideas with someone you haven't worked with yet. (5 minutes)

LET'S PLAY A GAME ?

Now use your cell phone to access www.kahoot.it. Copy the pin number you see on the screen and let's play a game.

The Kahoot! logo is displayed in a large, white, bold, sans-serif font with a slight shadow effect, centered on a solid orange rectangular background.

Image Credits

<https://goo.gl/images/6V8Nsi>

A 15-MINUTE BREAK

image credits

<https://goo.gl/images/y3GJPW>



image credits

<https://goo.gl/images/vitB46>



VIDEO ACTIVITY

Watch video No 1:

<https://www.youtube.com/watch?v=My74R1y5Y10>

What's the aim?

What are the steps?

How would you adapt it?

Do you think it's doable and engaging?

VIDEO ACTIVITY

Watch video No 2:

<https://youtu.be/gS2ympm4oW0>

What's the aim?

What are the steps?

How would you adapt it?

Do you think it's doable and engaging?

SOME IDEAS AND ROLEPLAY

Game 1: Memory Challenge

Source: <http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html>

Teachers are divided into pairs or small groups. Give them a time limit (e.g. 3 minutes) and ask them to write down as many words, phrases, and/or expressions as they can from the last lesson on topic X. The pair or group that can remember the most items wins.

Variation: To add a spelling accuracy component, teams can also earn an extra point for each correctly spelt item.

SOME IDEAS AND ROLEPLAY

Game 2: Last One standing

Source: <http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html>

Give the class a topic (e.g. food, clothes, animals, things in a kitchen) and ask them to stand up, in a circle if possible. Clap out a beat and say, one, two, three, followed by a topic-related word. After the next three beats, the next student in the circle gives a word related to the topic, and so it continues. Anyone who can't think of a word or repeats a word already said has to sit down and it's the next person's turn. The winner is the last one standing.

SOME IDEAS AND ROLEPLAY

Game 3: Pictionary

Source: <http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html>

Divide the class into Teams A and B. Team A sits in a group on one side of the classroom, Team B sits on the other side. One member from each team goes to the board. The teacher flashes them a word, phrase, or expression written on a piece of paper. The students have one minute to get their respective team to say the item only by drawing pictorial clues on the board. Written words, verbal clues, or gestures are forbidden. The first team to say the word scores a point.

Variation: The teams review their notes from prior lessons, and collectively come up with a list of items the other team will have to draw.

WRAPPING UP

Go to www.menti.com

and use the code

27303

Answer the questions from both slides

You're allowed to use 7 words per slide



Mentimeter

Image credits www.menti.com



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POLÍTICA DE ENSINO DA RMR



CLIQUE NO LINK ABAIXO
PARA FAZER O DOWNLOAD.

<http://www.recife.pe.gov.br/efaerpaulofreire/politica-de-ensino>

AS FOR THE NEXT MEETING...

Bring some ideas of warm-up activities to revise vocabulary with your colleagues here. they will be our lead- in for the next session .



Image credits

<https://goo.gl/images/7lj4AK>

REFERÊNCIAS

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Videos: <https://www.youtube.com/watch?v=My74Rly5Y10> & <https://youtu.be/gS2ympm4oW0>

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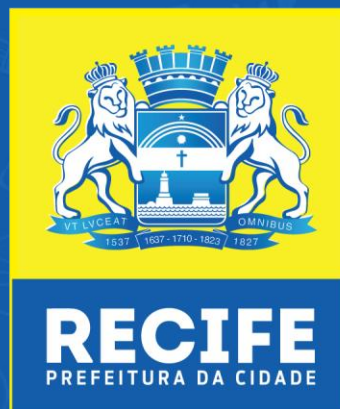
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English Language Teaching; Vol. 9, No. 7; 2016 ISSN 1916-4742 E-ISSN
1916-4750 Published by Canadian Center of Science and Education

Kahoot It <https://create.kahoot.it/>

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“A pessoa conscientizada tem uma compreensão diferente da história e de seu papel. Recusa acomodar-se, mobiliza-se, organiza-se para o mundo”

(Paulo Freire)

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