

Using Games to Improve Students' skills: Listening and Speaking

30th May 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 5th Meeting to be held is **Using Games to Improve Students' skills: Listening and Speaking**, 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.

OBJECTIVES OF THE TRAINING SESSION

- Introduce to the teachers how listening and speaking games can be used as a basis to enhance students' listening and speaking abilities as well as motivate and develop their communicative skills.
- Present ideas on how games can be used to explore listening and speaking in the wider context of language usage
- Experience the use of listening and speaking games among the participant teachers in the current training so that they experience.

GUIDELINES

1. WELCOME

2. Warm Up: two games

3. CLASS CONTRACT

4. Theme presentation:

5. GAMES FOR LARGE GROUPS

➤. OPENING ACTIVITY: Reflection on teachers' practice

6. Reading activity + feedback

7. Coffee break

9. Video Activity

10. Hands- on activities

11. Final reflections upon the session

Class Contract

Let's make a deal 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?



Image credits

<https://images.app.goo.gl/HjpG4Vi3ptPUZWYt8>

LEAD IN - LISTENING GAMES



Image credits:

<https://images.app.goo.gl/gorMXNfhEHMWX8mH6>

http://www.literactive.com/Download/live.asp?swf=story_files/match_the_sounds_US.swf

http://www.literactive.com/Download/live.asp?swf=story_files/radio_US.swf

REFLECTING ON TEACHER'S PRACTICE



Verbal _____ are great for developing _____ and _____ skills, vocabulary, thinking and reasoning _____ and even _____ skills, such as _____. And the bonus is that we need nothing but our brains and our _____ to play them!

games play speaking social abilites
voices turn taking

REFLECTING ON TEACHER'S PRACTICE

Verbal games are great for developing speaking and listening skills, vocabulary, thinking and reasoning abilities and even social skills, such as turn taking. And the bonus is that we need nothing but our brains and our voices to play them.

Source: <https://childhood101.com/learning-games-for-speaking-listening-thinking/>

THE IMPORTANCE OF COMMUNICATIVE GAMES

SOURCE: <https://files.eric.ed.gov/fulltext/EJ1124241.pdf>

1. They motivate students' speaking
2. They develop students' listening skills
3. They attract students' attention and make them interested in the lesson.

THE IMPORTANCE OF COMMUNICATIVE GAMES

4. They help them acquire the language in more natural contexts.
5. They promote interaction . Through interaction, students can build their own conversations and create meaning that they understand, and that supports and helps them.
6. Communication games provides students with opportunities for them to focus on using the language rather than talking and learning the structure of the language.

THE IMPORTANCE OF COMMUNICATIVE Games

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LET'S LEARN MORE!!!

As Peck (1978), cited in Celce-Murcia (2001), states “Activities need to be child centered and communication should be authentic. This means that children are listening or speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them to” (1978, p.139). Also, Peck (1978), cited in CelceMurcia (2001, p.139), outlines some points that the teacher should consider in the activities: a focus on meaning and value, not correctness; a focus on collaboration and social development; the provision of a rich context, and teaching the four skills through a variety of activities.

Source:https://www.academia.edu/11776157/Using_Creative_Strategies_to_Promote_Students_Speaking_Skills

VIDEO SESSION!

- Watch the video with 10 suggestions for communicative games
- Give us feedback on if and how those ideas can be adapted to your teaching reality .
- Give reasons: Why/ Why not?

VIDEO TIME



<https://youtu.be/L2gXP122pLE>



Image credits
<https://images.app.goo.gl/XMt4qJdkUjFKNUws5>

READING and DISCUSSING TIME

Reading and discussion based on the article.

<http://lucysanctuary.com/16-games-to-encourage-attention-and-listening-skills>

HANDS-ON ACTIVITIES

IDEAS:

- Tell us about
- Tic Tack Toe
- Bingo
- Listening Games
- Other (?)

Tell us about...



TELL US ABOUT

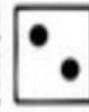
Start Here	1. You!	2. Your family	3. Pets	4. Spiderman takes you on a ride to 7	5. Mickey Mouse gives you another go!
				6. Super heroes	
24. Your favourite school subject	25. Pooh and Piglet send you to 27	26. The weather today	27. Your English teacher	7. Your town	
23. Tweety is angry. Go back to 19		28. Scooby Doo sends you to 31		8. Friends	
22. Your living room		29. Video Games		9. Zimba takes you to 13	
21. Jerry gives you another go!		30. Stop! Go back to 24		10. School	
20. What you want to be		31. Your home		11. Your bedroom	
19. TV				12. Sponge Bob gives you another go!	
18. Garfield has a stomachache. Go back to 16	17. Your favourite food	16. Sports	15. Bart got a bad mark. Go back to 11	14. Homework	13. Cartoons

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Tell Us About...



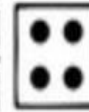
Your favorite movie and why



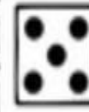
Your best friend



Your favorite game and why



How old you are/the grade you're in



One thing you do with your family



One fun place you like to go

TIC TAC TOE

Tic-TAC-toe, who can get three in a row? Take turns with your book buddy, choose a square, answer the question and put the first letter of your name on your square. First buddy with three squares in a row wins!

What was your favorite part of the story? Why?	Where does the story take place?	Name 2 characters in the story and 1 fact about them.
NAME 1 FACT AND 1 OPINION FROM THIS STORY?	WHAT WAS THE MAIN MESSAGE OF THIS STORY?	Is this story fiction or non-fiction? How do you know?
Would you want to be the main character? Why or why not?	What is 1 question you have after reading?	WHAT COULD BE ANOTHER TITLE FOR THIS STORY?

BINGO

posted a "help me choose my name!" twitter poll	has gotten stuck in a binder at least twice	has a fursona	owned a bowtie at some point	has at least one piece of clothing from the boy's section
unexpected hair in unspeakable places	posted a half hidden face/poorly lit selfie	loves shirts with printed patterns	many, many trans masc headcanons	struggles with dressing to pass vs personal style
pride flag hung up on a wall somewhere	uses "I am A MAN" Spongebob meme	Free - TRANS AS HECK & has a great smile	buttons top button, cuts off airway to look bespoke	has/is considering a trans themed tattoo
doesn't know why trans girls say "M O U T H F E E L" and at this point is too afraid to ask	"Actually, Steve Rogers is a metaphor for transitioning"	wears large-framed glasses	doesn't know how to order before & after pics	horny all the time
loved watching Mulan as a kid	blocks out dead name in every conceivable way	heavy affiliation with monster characters	quotes relatable John Mulaney jokes	complicated relationship with makeup

LISTENING GAME

Story Starter

Start a story with a phrase, "There was once a girl who..." the child must listen repeat the sentence and add to it. The adult then repeats and adds to the sentences. Then the child repeats again and adds to it.

Red Light, Green Light

Decide on an action (run, hop, skip, twirl, frog hop)

When you say red light your child must preform action. When you say red light they must stop.

AS FOR THE NEXT MEETING...

- For our next meeting, we hope you share with us some of your successful experiences based on our discussions and suggestions practiced with your students in one of your classes.

thank
you

Image credits

<https://images.app.goo.gl/ossNuor9hYMVNLmQ9>

09/06/2019



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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>

REFERÊNCIAS

RECIFE. Secretaria de Educação. Política de Ensino da Rede Municipal do Recife: subsídios para atualização da organização curricular. / Élia de Fátima Lopes Maçaira (Org.), Katia Marcelina de Souza (Org.), Marcia Maria Del Guerra (Org.). 2 ed. Recife: Secretaria de Educação, 2014.

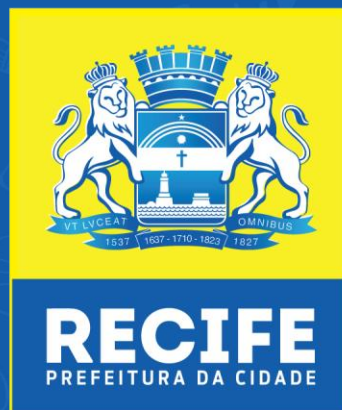
GAMES 1 and 2 :

The importance of Communicative Games Video Activity: <https://youtu.be/L2gXP122pLE>

Reading activity: <http://lucysanctuary.com/16-games-to-encourage-attention-and-listening-skills>



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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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