

WELCOME



Jamila... I don't suppose you've written anything, have you?

<https://www.youtube.com/watch?v=59ZABmeWeRs>

OCTOBER/2018





THEME: the Communicative Approach.

Audience: English Teachers

OCTOBER/2018



Escola de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

PRESENTATION

This training session has the purpose of revisiting the Communicative Approach in order to reflect on its limitations and scope.

OCTOBER/2018



Escola de Formação de Educadores da Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

GUIDELINES:

- **Welcome class! Mind your language!**
- **Reflecting about teaching practices: reactivating last proposal.**
- **Putting theory into practice.**
- **Mock class I.**
- **Participants' feedback + Explanation on the Communicative Approach**
- **Mock class II.**
- **Participants' feedback II + Principles of CLT.**
- **Hands on: planning activities.**
- **Training evaluation.**
- **Final reflection: class recall.**

POLÍTICA DE ENSINO DA RMR



CLIQUE NO LINK ABAIXO PARA FAZER O DOWNLOAD.

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

OCTOBER/2018



Escola de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

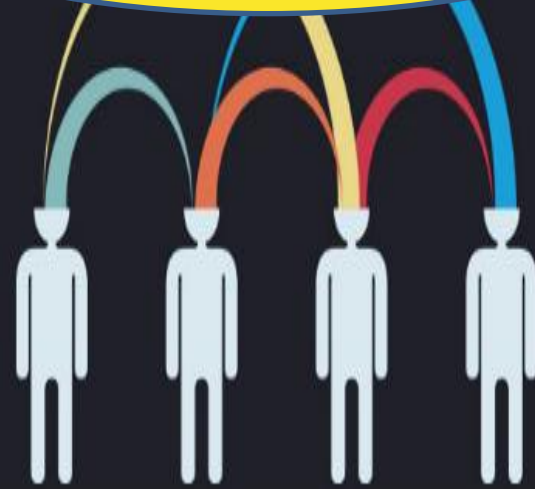
OBJECTIVES OF THIS SESSION

- **Revisit the characteristics of the Communicative Approach;**
- **Reflect on task-based learning;**
- **Expand knowledge about foreign language teaching.**

REACTIVATING OUR LAST PROPOSAL!

REFLECTIONS ABOUT OUR TEACHING PRACTICES

Did you put any of the latest session's activities in practice? If so, how did it happen?



OCTOBER/2018



Escola de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

PUTTING THEORY INTO PRACTICE

- 1) Language classes should focus on
 - a) meaning
 - b) grammar
- 2) Students learn best by using plenty of
 - a) analysis
 - b) intuition
- 3) It is better for a student to
 - a) think directly in the L2
 - b) use translation from L1
- 4) T's feedback should be given
 - a) frequently
 - b) infrequently, so Ss develop autonomy
- 5) A communicative class should give special attention to
 - a) accuracy
 - b) fluency

MOCK CLASS I

DIDACTIC SEQUENCE SIMULATION

Fonte

OCTOBER/2018



Escola de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

Drawing



OCTOBER/2018



Escola de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

Guess the place!

You can have a picnic.
You can go to the playground.
You can see a concert.

You can swim.
You can go sunbathing.
You can't go topless.

You can see plants.
You can see animals.
You can't feed the animals..

You can see paintings.
You can't touch the paintings .
You can't make noise.

Welcome to Hyde Park - London



There's a lot to do and see in London! Go to Hyde's park and amuse yourself! You can run, play sports, watch birds, have lunch at the Serpentine! If you are lucky, you can watch a concert as there are many music performances all year round. Don't worry about the children: there are playgrounds almost everywhere! Enjoy your visit!

OCTOBER/2018

What about your city?

Are there any museums in Recife? What can you do there?
Is there a zoo in the city?

Is there a beach in the city? Can you swim on it?

How many shopping malls are there?

What about parks? Are there many?



FEEDBACK

- Are the activities performed in the mock class easy to adapt to your groups? How can you do it?
- Which activities / techniques were more interesting for you? Why?
- Do you think the class matches the pedagogical purposes of the educational policies in Recife? How is it done?



What's the Communicative Approach like?

- Communicative competence.
- Pragmatic, authentic, functional use of language for meaningful purposes;
- Fluency > accuracy;
- Productive and receptive use of language;
- Unrehearsed language performance;
- Self-awareness of one's learning process.
- Teacher as a facilitator/guide.



COFFEE BREAK:



pt.vecteezy.com

OCTOBER/2018



Escola de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

MOCK CLASS II

DIDACTIC SEQUENCE SIMULATION

Fonte

OCTOBER/2018



Escola de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

Where should I go?



SEPTEMBER/2018



Escola de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

FEEDBACK

- Are the activities performed in the mock class easy to adapt to your groups? How can you do it?
- Which activities / techniques were more interesting for you? Why?
- Do you think the class matches the pedagogical purposes of the educational policies in Recife? How is it done?



The Communicative Approach Principles

Learner-Centered Instruction;
Cooperative and Collaborative Learning,
Interactive Learning.

Whole Language Education;
Content-Based Instruction;
Task-Based Instruction.

OCTOBER/2018



Escola de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

Task-Based Instruction

- Meaning is primary;
- There is some communication problem to solve;
- There is some sort of relationship to comparable real-world activities;
- Task completion has some priority;
- The assessment of the task is in terms of outcome.



HANDS ON!

Considering the approach revisited and task-based instruction, plan a lesson or a couple of activities regarding the syllabus of a group you have.



EVALUATION



OCTOBER/2018

Guess What?!



OCTOBER/2018



Faculdade de Formação de Educadores do Recife
Professor Paulo Freire



RECIFE
PREFEITURA DA CIDADE

REFERENCES:

BROWN, H. Douglas. **Teaching by Principles**: an Interactive Approach to Language Pedagogy. New York: Longman, 2001.

JOHNS, Ann M., **Genre in the Classroom**: multiple perspectives. New Jersey: Lawrence Erlbaum Associates, 2002.

MIND YOUR LANGUAGE. Acesso em 05 de set. de 2018. Disponível em: <https://www.youtube.com/watch?v=59ZABmeWeRs>

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.

RICHARDS, Jack C.; RENANDYA, Willy A. **Methodology in Language Teaching**: an anthology of current practice. Cambridge: Cambridge University Press, 2002.



Escola de Formação de Educadores do Recife
Professor Paulo Freire



PREFEITURA DO RECIFE
Secretaria de Educação
Diretoria Executiva de Gestão Pedagógica
Escola de Formação de Educadores do Recife Professor Paulo Freire
Rua Real da Torre, 299, Madalena, Recife/PE - CEP: 50.610-000
Tel: 81 3355-5851/ 3355-5856
<http://www.recife.pe.gov.br/efaerpaulofreire>