

WELCOME



<https://www.youtube.com/watch?v=SaCheA6Njc4>

SEPTEMBER/2018



Escola de Formação de Educadores do Recife
Professor Paulo Freire



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PRESENTATION

This training session has the purpose of revisiting the Audiolingual Method and Suggestopedia in order to reflect on its limitations and scope.

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GUIDELINES:

- **Welcome class! Baroque Music!**
- **Participants' feedback II + Explanation on Suggestopedia.**
- **Reflecting about teaching practices: reactivating last proposal.**
- **Hands on: planning activities.**
- **Is listening teachable?**
- **Training evaluation.**
- **Mock class I.**
- **Final reflection: How do you use songs in your class?**
- **Participants' feedback + Explanation on the Audiolingual Method**
- **Mock class II.**

POLÍTICA DE ENSINO DA RMR



CLIQUE NO LINK ABAIXO
PARA FAZER O DOWNLOAD.

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

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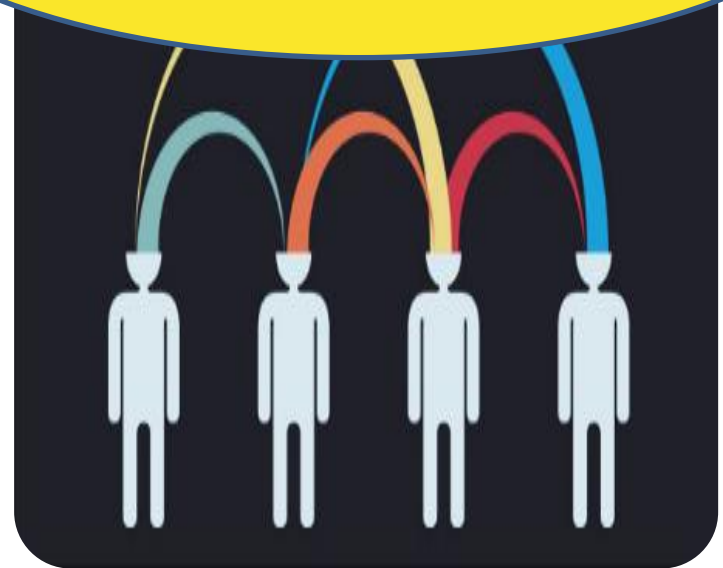
OBJECTIVES OF THIS SESSION

- Revisit the characteristics of the Audiolingual Method and Suggestopedia;
- Reflect on how and why to teach listening;
- 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?



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Is listening teachable?



- 1) Do we learn to listen to a foreign language or develop it naturally?
- 2) What listening needs do your learners have? What do you do to meet those needs?
- 3) What do you think are second language learners' greatest difficulties with listening?
- 4) How did you improve your listening?

MOCK CLASS I

DIDACTIC SEQUENCE SIMULATION

Fonte

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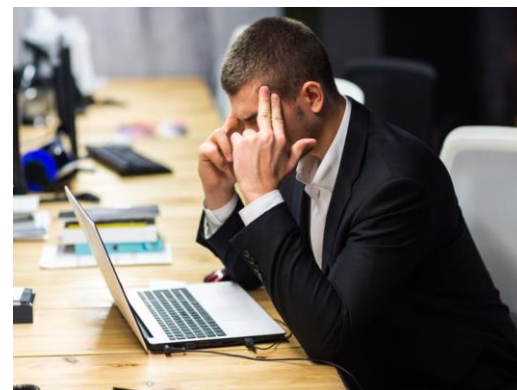


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Yesterday I...



Yesterday I...

Yesterday I woke up late. My alarm went off at 8 A.M. but I turned it down. I slept for one more hour and got up at 9 o'clock. I stepped one foot at a time and stretched my body. I went to the kitchen and boiled water to make some coffee. I drank my coffee and read some news on the phone. I decided to go to the beach, so I brushed my teeth, put on my swimsuit and left home. On the way to the beach, I listened to Norah Jones, one of my favorite singers. The tide was low so I entered the water although I am really afraid of sharks. At midday, I went back home. I cooked lunch and ate it at 1 P.M. After that, I felt sleepy but I couldn't go to bed because I had to finish today's training session. So I spent all afternoon revising my lesson plan and planning other activities. In the evening I had to go to Fundaj-Derby to my course on Educational Public Policies. I presented a conference on the effect of full-time schools with four classmates. The teacher liked our work and graded us with an A. I arrived home at 10 P.M. I was completely tired. I took a shower and went to bed thinking of our meeting today.

Verbs

turned
boiled
decided
listened
entered
presented
graded
arrived

stepped
stretched
brushed
cooked
liked

wake
go
sleep
drink
read
feel
can
spend
have
be
take

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 Suggestopedia like?

- State of relaxation;
- Giving over of control to the teacher;
- The role of music;
- Memorization;
- Vocabulary;
- Role-plays;
- Students should be as 'childlike' as possible;
- Passive role of students.



COFFEE BREAK:



pt.vecteezy.com

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MOCK CLASS II

DIDACTIC SEQUENCE SIMULATION

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That's all you need!



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That's all you need!

- Good morning.
- Hello! Would you like to have the cleanest house in town?
- Yes, of course I would.
- Then you need the amazing Hoover vacuum cleaner!
- No, I don't!
- What?! Why not?
- Because my husband does the cleaning in our house.
- Oh...



FEEDBACK

- Are the activities performed in the mock class easy to adapt to your groups? How can you do it?
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The Audiolingual Method

- 1) New material is presented in dialogue form;
- 2) There is dependence on mimicry, memorization of set phrases, and over-learning;
- 3) Structural patterns are taught using repetitive drills;
- 4) There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation;
- 5) Vocabulary is strictly limited and learned in context;
- 6) There is much use of tapes, language labs, and visual aids;
- 7) Great importance is attached to pronunciation;
- 8) Very little use of the mother tongue by teachers is permitted;
- 9) Successful responses are immediately reinforced;
- 10) There is a great effort to get students to produce error-free utterances.

Is listening teachable?

- Pre-listening

Set context. Create motivation.

- Listening

Extensive listening (followed by questions on content, attitude)

Preset task / Preset questions

Intensive listening

Checking answers

- Post-listening

Examining functional language

Inferring vocabulary meaning



HANDS ON!

Considering revisited and the reflection on teaching listening, plan a lesson or a couple of activities regarding the syllabus of a group you have.



EVALUATION



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Teaching listening through songs



<https://www.youtube.com/watch?v=tO4dxvguQDk>

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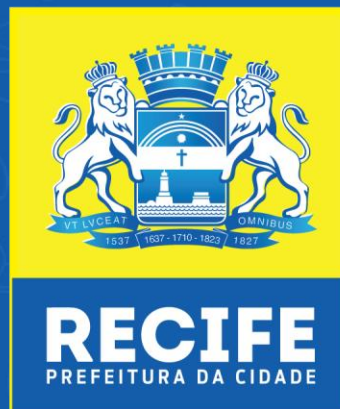
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