

# #MUDA A AULA

**Ensino de Inglês para crianças e adolescentes: Abordagem comunicativa e dinâmicas de sala de aula**

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# What's on the agenda?



## Part 1

- Defining the importance of applying the communicative approach when teaching children and teenagers
- Classroom dynamics: What do they require? Why using them?
- *Hands-on: Running dictation*
- *Hands-on: Would I lie to you?*
- *Hands-on: Grammar race*
- *Other class dynamics*

## Part 2


- SS' Book, teacher's guide, extra resources: what is at reach
- Hands-on: Class items in SS book / putting the communicative approach into practice
- Resources other than class material: how far can/should we go?
- Putting the book away



 Communicative approach: what does it feature mostly? 

- Teaching through real-life context
- Use of target language rather than L1
- Comprehension comes naturally
- Least emphasis on grammar structure
- Learner-centred lessons

**Why have we chosen to teach through communicative approach?**

- More adapted to new generation's needs
  - The closest we can get to a “native language” environment
  - SS get to be more proactive in class
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# Classroom dynamics



## What do they require?

- Facilities (enough room, equipment available, etc)
- Number of students
- Material prepared by the teacher (handouts, cutting paper, etc)
- Instructions / Time / Purpose

## Why using them?

- To strengthen bonds between SS
- To make learning process unconscious
- To incite creativity/competition
- To relax / stimulate concentration



# Activity 1 – Running Dictation



What level(s) may it be addressed to?

How much time does it require?

What is the necessary preparation?

What skills are being developed?

What is the target language?

Any other use?



## Activity 2 – Would I lie to you?



What level(s) may it be addressed to?

How much time does it require?

What is the necessary preparation?

What skills are being developed?

What is the target language?

Any other use?



# Activity 3 – Grammar race / Long sentence race



What level(s) may it be addressed to?

How much time does it require?

What is the necessary preparation?

What skills are being developed?

What is the target language?

Any other use?

Let's have a break ;)







## Other class dynamics for beginners:



VANISHING OBJECTS GAME : Place a number of objects in front of the students. Give them a few minutes to learn the names and memorize the objects and then tell them to close their eyes. Take away one of the objects and then tell the students to open their eyes again. The first student to guess the missing object can take away an object in the next round.

THROWING THE BALL : Students in circle. A student throws the ball to another student saying a color .The student who gets the ball says an object which has that color.

This game can also be played using the alphabet .



## Other class dynamics for beginners:



STOP THE BUS: All SS need a pencil and paper to play this game. The T writes a letter on the board and shouts, “Start the bus.” The students write as many words beginning with that letter as they can think of. When one S shouts out, “Stop the bus!” everyone has to stop writing. The students get one point for each word. The student who has more words wins an extra 2 point.

MAKING WORDS GAME: Write a few random letters on the board. Have the students work in pairs/small groups to make up as many words from the letters as possible (e.g. letters: g,h,a,t,p,e,c. Possible words: cat, tea, hat, get, etc.) The team with the most words is the winner.



## Classroom Material and extra resources- Engage



- **Teacher access card** = [www.engageonlinepractice.com](http://www.engageonlinepractice.com) – create class.  
Enter online practice.
  - resources= pdf printable worksheets for extra practice at the end of each unit for grammar, reading and writing with key
  - media center= audio for the student book.
  - Activities = online practice (The same students have with their access card)
- **Student access card** = Activities ( online practice) and audio for the student book.
- **Teacher's book.**
- **Teacher's resource MultiROM.**



## Classroom Material and extra resources- Engage



- **Oxford Teacher's Club** - Register as a teacher.

Teenage learners – Engage

→ Learning resources = e-cards, wallpaper, picture dictionary, dialogues with audio, Text builder, web quest ( that last one can be photocopiable.)


→ Teaching resources= web quest teachers notes (pdf)

→ Engage competition winner : Wonders of Peru.

**iTools – Interactive Whiteboard Resources** – Once it has been installed and run for the first time, you don't need the DVD-ROM to run it again.

→ Book= student book, workbook, audio, and video.

→ Resources = printable video worksheets (pdf), video teacher's notes and video scripts.



# Classroom Material and extra resources- English File



 At students's reach:

## **Coursebook:**

- Lessons / Grammar Bank / Vocabulary Bank / Sound Bank
- Practical English / Revise & check
- Writing pages / communicative activity pages /

## **Workbook:**

- Lessons practice / pronunciation / listening / answer key

## **iTutor:**

- All Grammar, Vocabulary, Pronunciation
- Readings with audio / Listenings with tapescripts
- All video content (Practical English, Short Films, In the Street)
- Dictations

(All media content is transferable to PCs/tablet/mobile)



Classroom Material and extra resources-



## English File

### iChecker

- Audio for pronunciation and listening exercises on Workbook
- Progress Check / Challenge tests /reports for mistakes
- Useful weblinks

### Pronunciation app (paid)

### Student's website

- Extra practice of Grammar, Vocabulary, Pronunciation and Practical English
- Games
- Learning resources (other weblinks)



 Using the book as a tool for applying the communicative approach

***Take a look at the lesson given. How can the subject be presented in a communicative way?***



## Resources other than class material

How useful is it to “escape” from the book ever now and then to use extra resources?

When thinking “extra”, what first kinds of material come to your mind?

Do you usually take some time to go online during the class? How accessible is internet in your classroom?





## A few suggestions:

- On youtube:
  - ✓ Window on Britain series
  - ✓ Food Tube (Jamie Oliver's channel)
  - ✓ Howcast
- [real-english.com](http://real-english.com)
- [lyricstraining.com](http://lyricstraining.com)
- [ed.ted.com](http://ed.ted.com)
- [teachingenglish.org.uk/teaching-teens/resources](http://teachingenglish.org.uk/teaching-teens/resources)
- [htwins.net/scale2](http://htwins.net/scale2)
- Nelle Online



# Close your books!



How much of your class do you usually spend on coursebook activities?

Are you happy with this proportion?

Are there any benefits of changing the standard classroom structure (books + position of desks / teacher)?



The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

William Arthur Ward

(American Professor, 1921-2004)