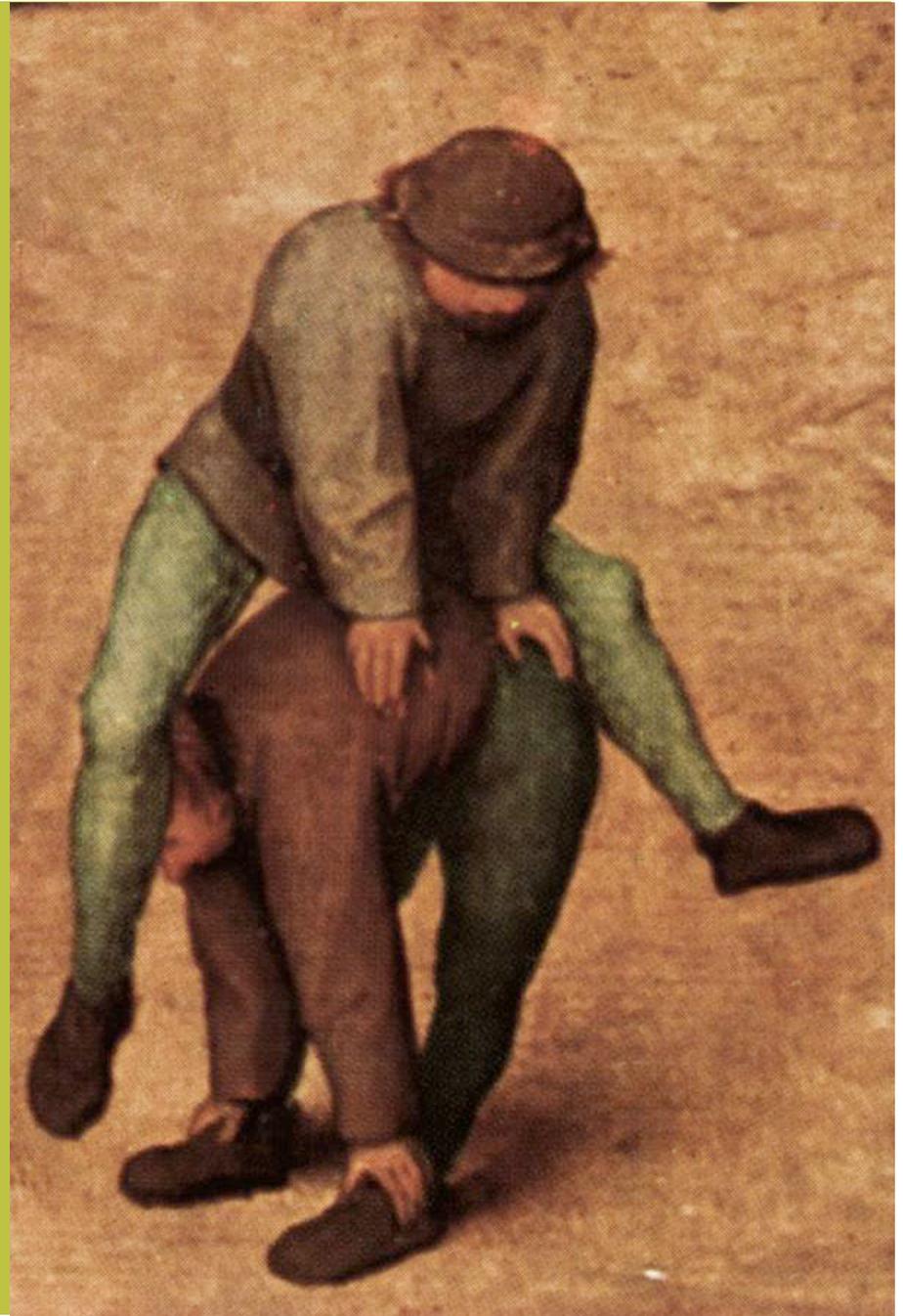


Serious Play: Games, chants and songs as pedagogical tools for the primary classroom

Dr. Ken Beatty
TESOL Professor









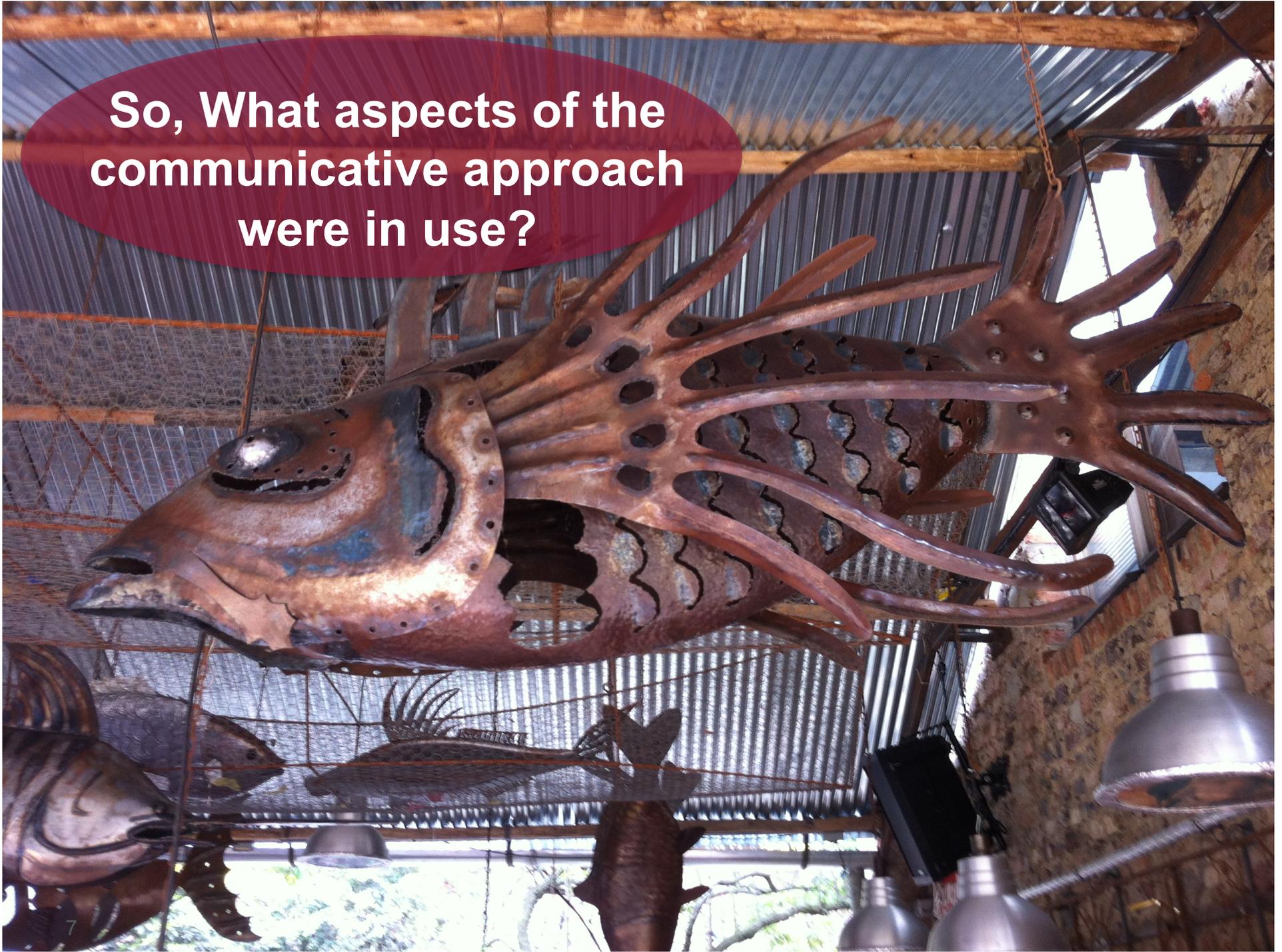
Let's play a game!

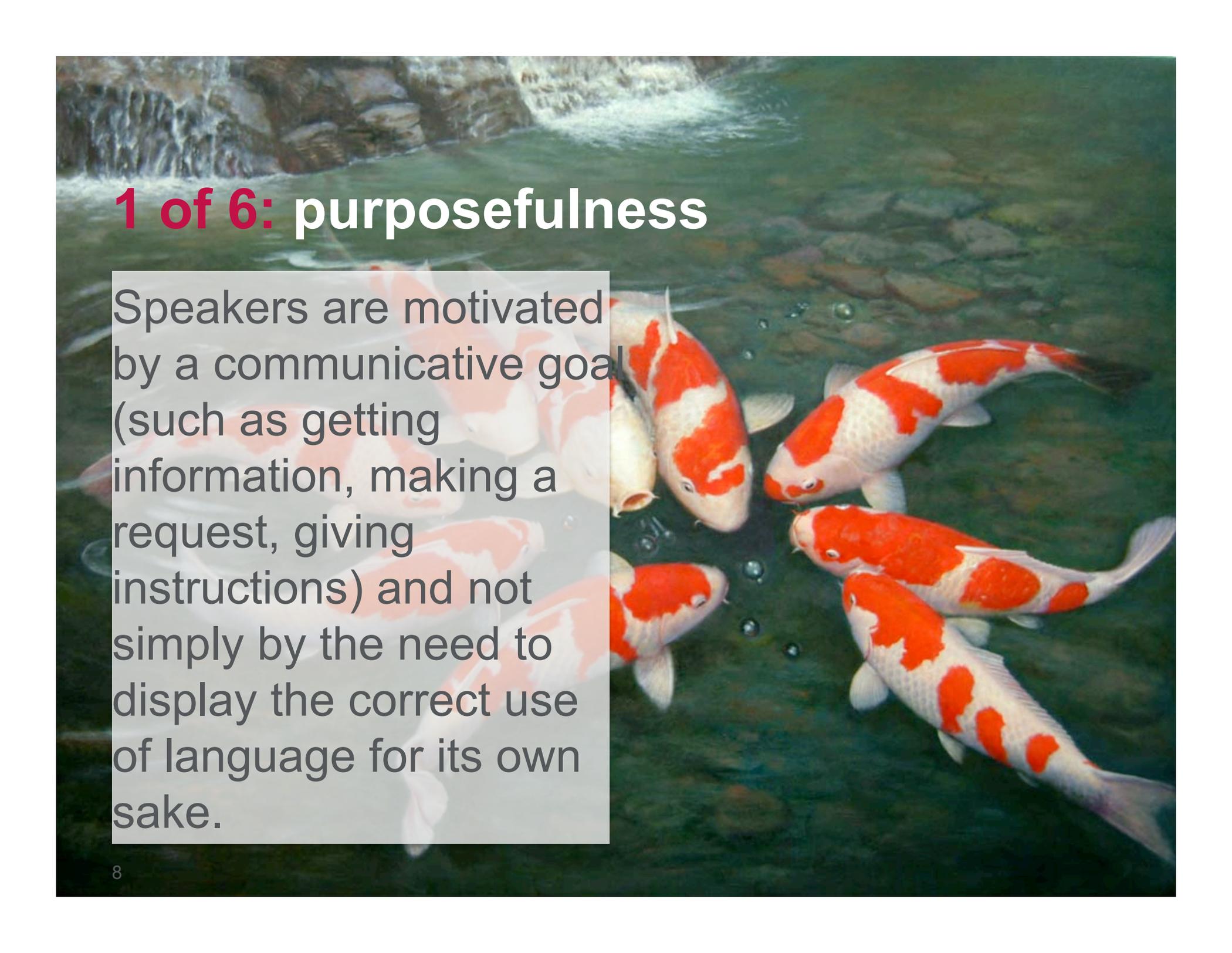
**Make a sentence from
words on separate pages.**

The game is scalable, from the word level, to sentences, to arranging paragraphs into a story.



So, What aspects of the communicative approach were in use?



A photograph of a pond with several orange and white koi fish swimming near a waterfall. The water is dark green and the rocks are brown. The waterfall is in the upper left corner.

1 of 6: purposefulness

Speakers are motivated by a communicative goal (such as getting information, making a request, giving instructions) and not simply by the need to display the correct use of language for its own sake.

2 of 6: **reciprocity**

To achieve this purpose, speakers need to interact, and there is as much need to listen as to speak.



3 of 6: **negotiation**

Students may need to check and repair the communication in order to be understood by each other.



4 of 6: **synchronicity**

- The exchange—especially if it is spoken—usually takes place in real time.



5 of 6: **unpredictability**

Neither the process,
nor the outcome,
nor the language
used in the
exchange, is
entirely predictable.



6 of 6: **heterogeneity**

Participants can use any communicative means at their disposal; in other words, they are not restricted to the use of a pre-specified grammar item.



Jazz chants

Carolyn Graham

Jazz chants: **Carolyn Graham**

- Graham realized that American jazz had parallel stress and rhythm patterns to American English.
- By exaggerating the stress and rhythm, students internalize pronunciation, vocabulary and grammar in a fun way.



Words, phrases, sentences

- They all have stress patterns that impact on meaning.
- noun verb
- REcall reCALL
- SURvey surVEY
- UPset upSET

- I love you.
- I love you.
- I love you.



Creating jazz chants

1. Have students list vocabulary items and idioms from a lesson or unit.
2. Have students arrange them according to the number of syllables per word.
3. Choose a one-syllable word, a two-syllable word and a three-syllable word to make a simple chant.
4. **bear monkey elephant**

FINANCIAL TIMES

WORLD BUSINESS NEWSPAPER

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You can make
a jazz chant
from any text.

Pockets of pain

Cheap oil is not as big a contagion threat as subprime — GILLIAN TETT, PAGE 11



The cost of cancer

Are drug prices making care unaffordable? — BIG READ, PAGE 9

Markets rocked after Swiss central bank abandons its currency cap

● Franc surges versus euro and dollar ● Striking move ahead of expected ECB bond buying

JAMES SHOTTER — ZÜRICH
ALICE ROSS — WASHINGTON
MICHAEL HUNTER — LONDON

Switzerland's central bank stunned markets in one of the most dramatic currency interventions in decades as it unexpectedly abandoned a ceiling put in place three years ago, sending the franc soaring against the euro.

The Swiss currency surged as much as 39 per cent against the eurozone currency and the dollar, one of the sharpest appreciations in recent history, after the Swiss National Bank said it would no longer maintain its Sfr1.20 cap.

The decision was not taken as part of a co-ordinated policy with other central banks, said a person with knowledge of the situation. Christine Lagarde, head of the International Monetary Fund, said: "I find it a bit surprising that he [SNB chairman Thomas Jordan] did not contact me."

The European Central Bank is next week expected to embark on a sovereign bond buying programme aimed at reviving growth and saving the eurozone from the ravages of deflation.

A launch of full-blown quantitative easing would precipitate massive demands for the Swiss franc, widely seen as one of global markets' stronger



alarming central bank officials who wanted to protect exporters. Yet the SNB has increasingly faced questions over its bloated balance sheet as its attempts to keep the franc weak resulted in a record pile-up of Sfr495bn in foreign currencies — about 80 per cent of Swiss gross domestic product.

The decision highlights the difficulties that central banks of smaller developed economies such as Switzerland and the UK face as they navigate the turbulent waters between the US Federal Reserve, which is closer to tightening monetary policy, and the ECB, which is poised to loosen it.

It also marks a volte-face for the SNB, which insisted on Monday that it remained committed to the ceiling.

'There was a degree of shock and an equal amount of horror'

London trading floor banker

Mr Jordan defended the decision, saying that once it was clear that the policy was no longer sustainable, it was important to act quickly.

Briefing

Google suspends sale of smartglasses

Google has put on hold sales of its smartglasses and reshuffled the group behind the project to put it under different management. www.ft.com/companies

BoA and Citi earnings disappoint

Bank of America and Citigroup killed any lingering optimism for Wall Street's fourth-quarter earnings season, missing analysts' estimates. — PAGE 15; BANKING MOOD TESTED, PAGE 17

Rex Features captured by Shutterstock

New York listed stock photo-provider Shutterstock has acquired Rex Features, marking its entry into editorial images. — PAGE 16; LOWBAR, PAGE 20

Catalan president calls snap election

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Agents to wage cyber war games on City

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Two killed in Belgian anti-terror raids

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Bombardier dives after profit warning

FINANCIAL TIMES

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Sleepover sales

A scheme to 'try before you buy' for hard-to-sell homes — PAGE 12

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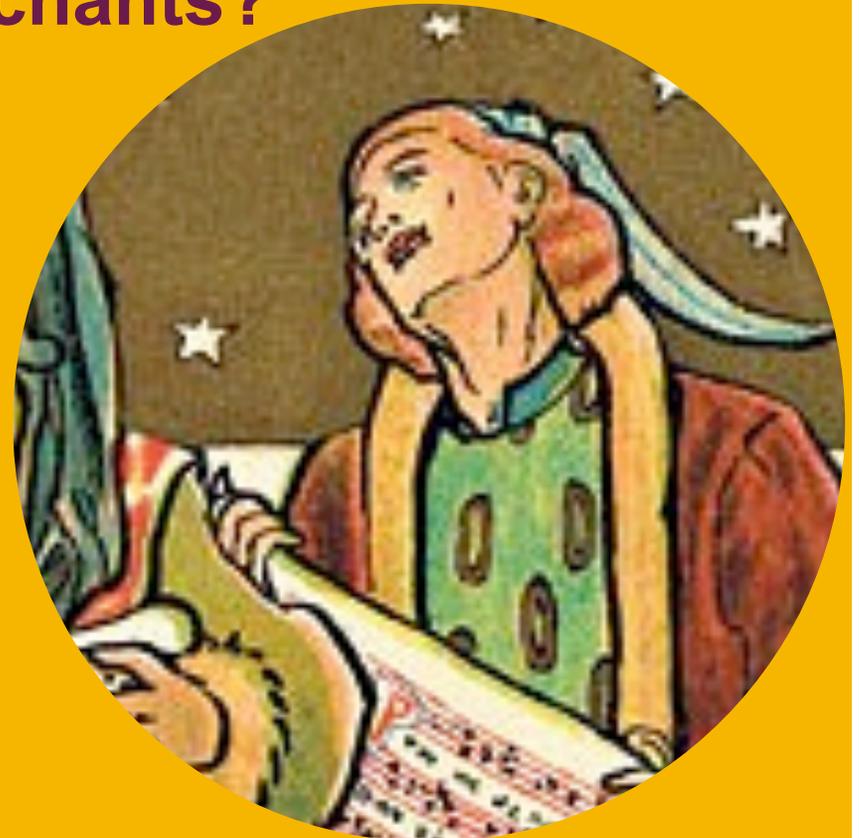
Markets rocked | after Swiss central bank | abandons currency cap



1. Discuss the context and explore idioms and vocabulary.
2. Move from group/choral practice to pair and individual practice.
3. Focus on stress, thought groups, and intonation.
4. Share the text for complex chants.
5. Mark stresses, intonation, reduced sounds, linking and blending.

Songs

How do they differ from chants?



Songs: a rationale

“The first is bottom-up processing where the listener builds up the sounds into words, sentences and meaning. The second is top-down processing where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential for developing listening comprehension” (Cullen, 1999).



Why songs?

Eken (1996, p. 46)



- To present a topic, a language point, lexis, etc.
- To practice a language point, lexis, etc.
- To focus on common learner errors in a more direct way
- To encourage extensive and intensive listening
- To stimulate discussion of attitudes and feelings
- To encourage creativity and use of imagination
- To provide a relaxed classroom atmosphere
- To bring variety and fun to learning

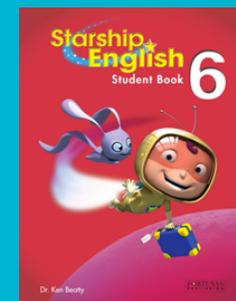
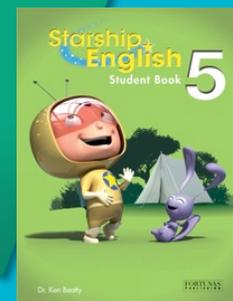
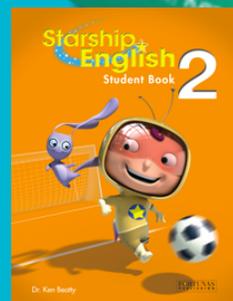
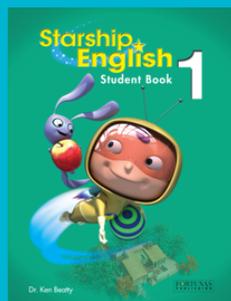
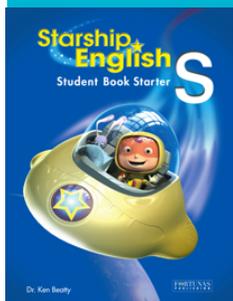


What do songs promote?

- Automaticity
- Fluency
- Pronunciation
- Stress
- Intonation
- and **Earworms**



A practical example



How many robots do you have?

Look, listen, and talk

Track
36

How many robots do you have?

One.

What color is it?

It's red.

How many dinosaurs do you have?

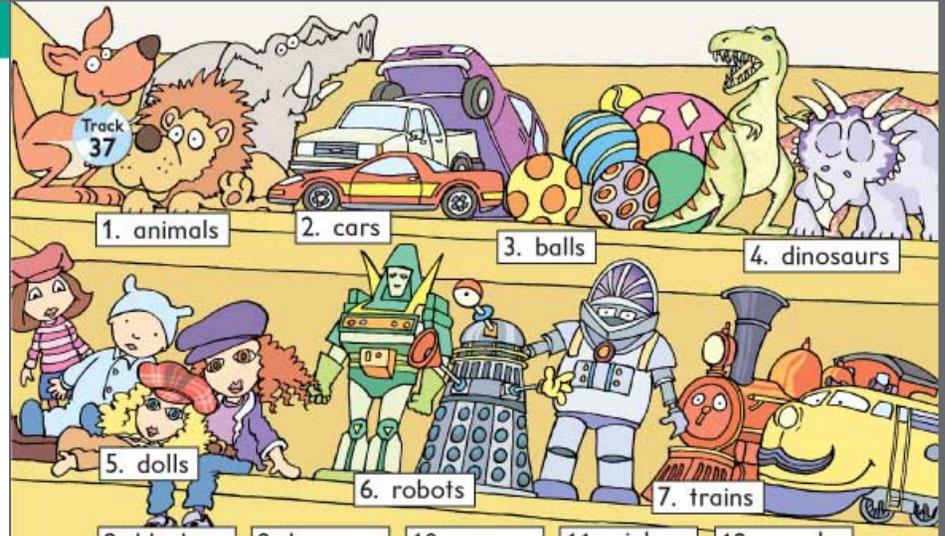
Seven.

What color are they?

They're green and yellow.

How many dinosaurs does he have?

None!



- | | | | | |
|----------|-----------|------------|----------|------------|
| 8. black | 9. brown | 10. green | 11. pink | 12. purple |
| 13. red | 14. white | 15. orange | 16. blue | 17. yellow |

Talk.

How many cars do you have?

Three.

What color are they?

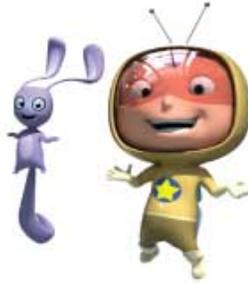
They're

Sing

Track
38



How many robots
do you have?
One, two, three.
What color are they?
They're purple.

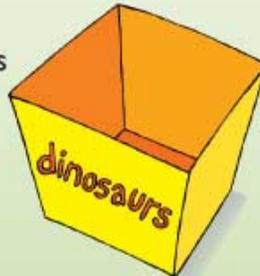


How many animals
do you have?
One, two.
What color are they?
They're brown.



How many cars
do you have?
One.
What color is it?
It's green.

How many dinosaurs
do you have?
None!



Songs can
recycle the
target
language and
structures.

Back to games ...

What else can you do?

Play and learn

How many cars do you have?

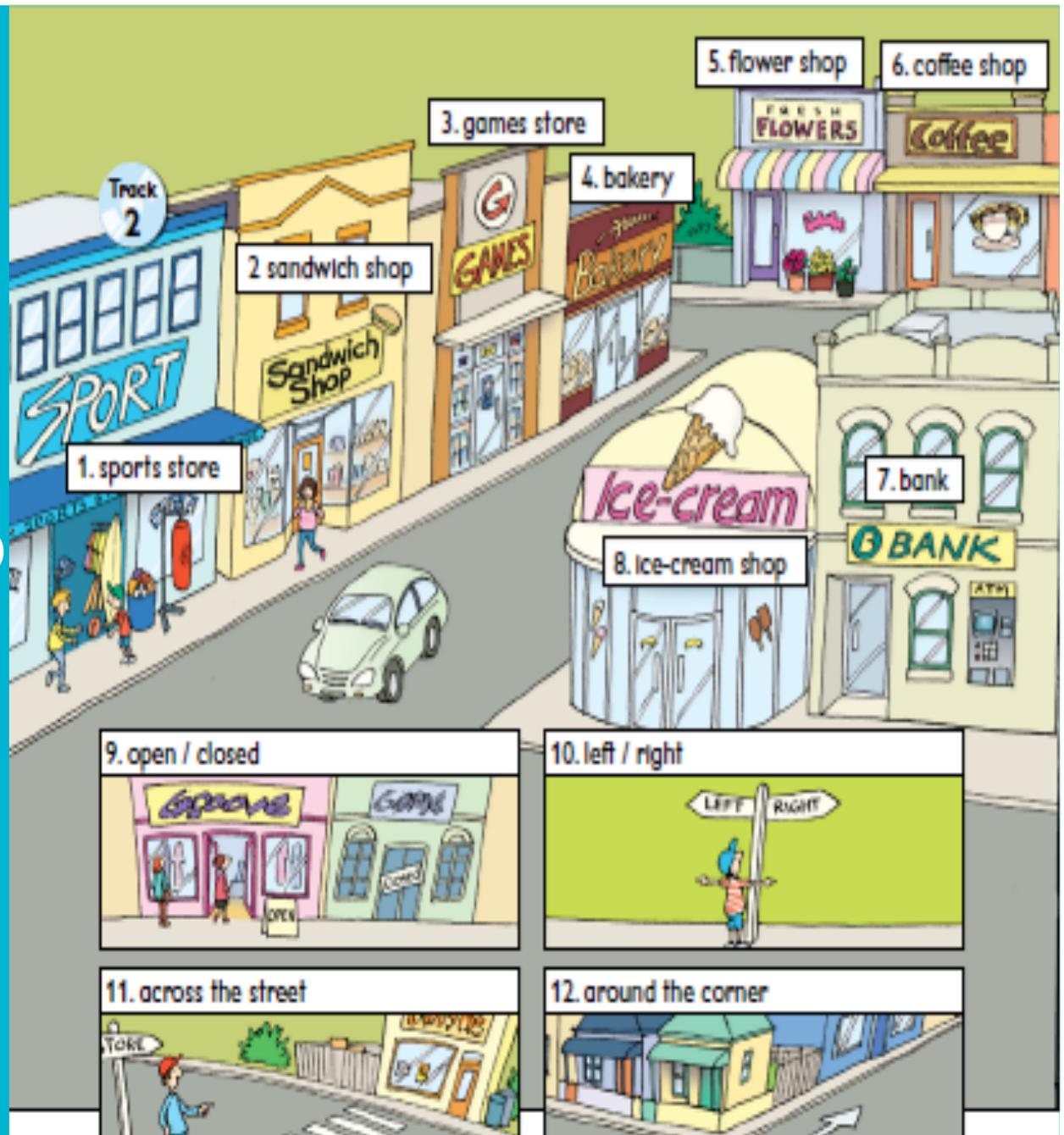
Seven.

What color are they?

They're red and black.

43

What could you do to make this task a game?



The challenge: convincing others

- Many of the advantages of games, chants and songs are clear to language teachers, but not so clear to other teachers, school administrators and parents.
- One of our jobs is to educate them to the pedagogical purposes and advantages.

Oh no! The students are having fun!





**Be the teacher who
changes attitudes!**



Questions
& ideas?

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Linked in