



Fostering
communicative
skills in the
EFL and CLIL
classroom

Lola Reeves Garay- Abad

session 1



In this session....

- 1. Classroom management of communicative routines**
- 2. Game-based learning routines to develop communicative skills**
- 3. Adaptations to the your teaching context**

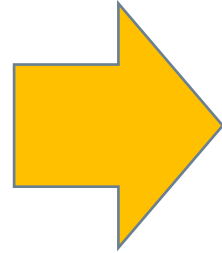
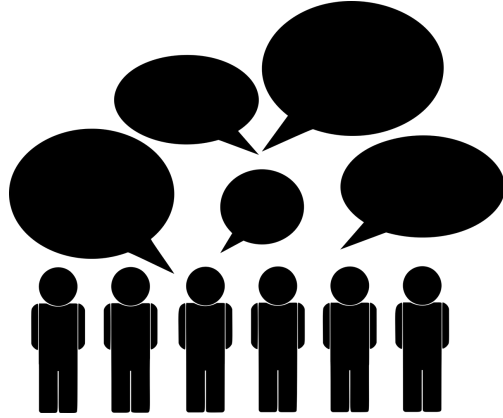
What is the aspect of classroom management and communication that interests you the most in your English and CLIL lesson?

- *dealing with multi-level classes*
- *giving instructions in English*
- *students using their first language (L1) all the time*
- *attention getters / silence routines*
- *Increasing motivation*


use the chat box



COMMUNICATION



How we SCAFFOLD activities



Use of the L1 (first language) and the use of the L2 (English)



use of the first language (L1) in the ELT class



MIX AND MATCH

90%L1
10% L2

FREE

drawing
painting
negotiating

50%L1
50% L2

SEMI-CONTROLLED

making a
poster
filling in the blanks
with their own
information

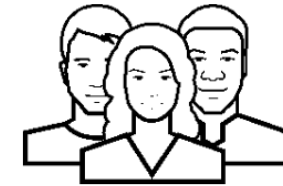
20%L1
80% L2

CONTROLLED

drilling
dictations
card games
(repetition)

L2 = English

multi-level classroom (about 4 levels)



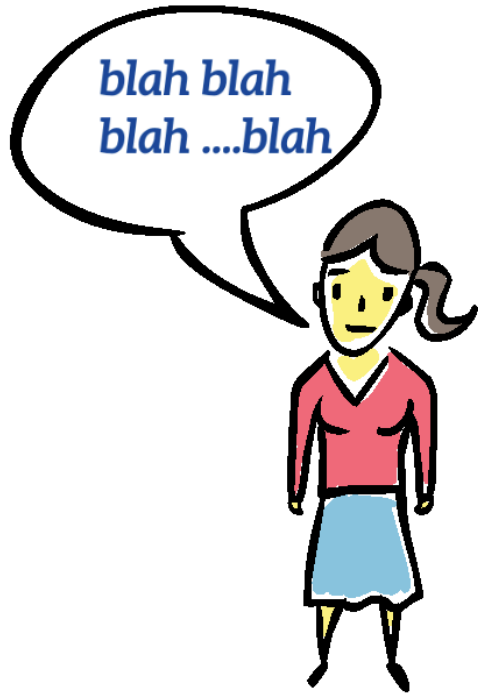
accommodations (activities)



in class

***remedial sessions
out of the class***

giving instructions



~~we
explain~~

-show/
model



- concept-
check questions



they
understand

CONTROLLED PRACTICE GAME

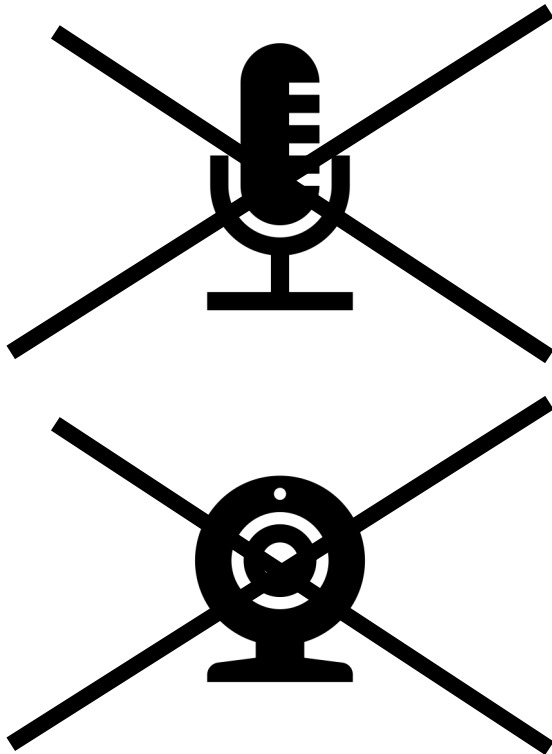
A game where learners practice new language in a limited specific form.

SEMI-CONTROLLED /FREER PRACTICE GAME

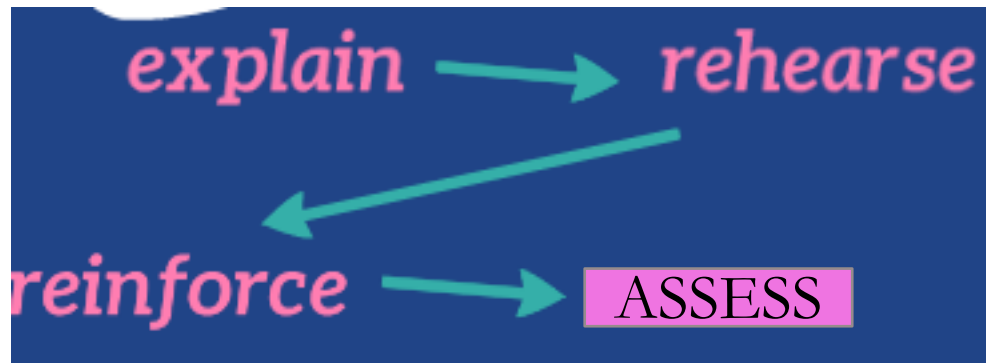
Students have the chance to personalize the language, drawing on experience, interests, and needs (initial creativity).



Classroom management and student-student interaction activities



- Welcome to part 2 and thanks for joining!
- Please remember to turn off your camera, and your microphone.
- There will be time for questions at a specific time during the webinar and at the end.
- Have pen and paper ready for notes.
- See you at 6:00 pm 😊



Attention getters

Concept-check questions

staging

Captain/monitors/secretaries

create expectation -
don't tell sts the whole activity

scaffolding



Talk-less teaching

Incidental language on the board

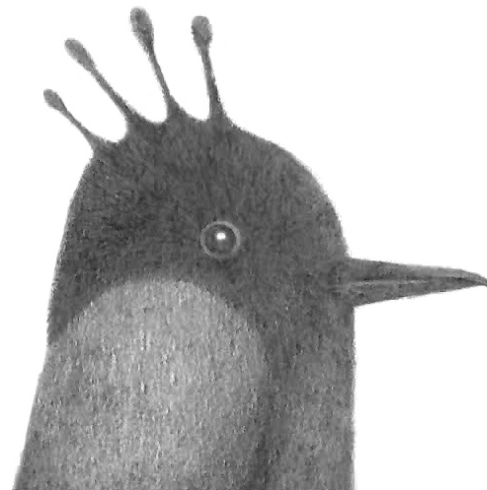
lockstep

So, let's look at this game-based learning routine.

based on
the rhyme:



Two little blackbirds
Sitting on a hill
One named Jack
The other named Jill
Fly away Jack
Fly away Jill
Come back Jack
Come back Jill





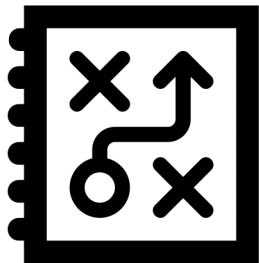
THE GOAL

- To learn a rhyme and create their own
- To consolidate vocabulary related to animals, colours, numbers, adjectives.
- To consolidate grammar structures: adjective order, actions and places.
- To work on rhyming sounds.



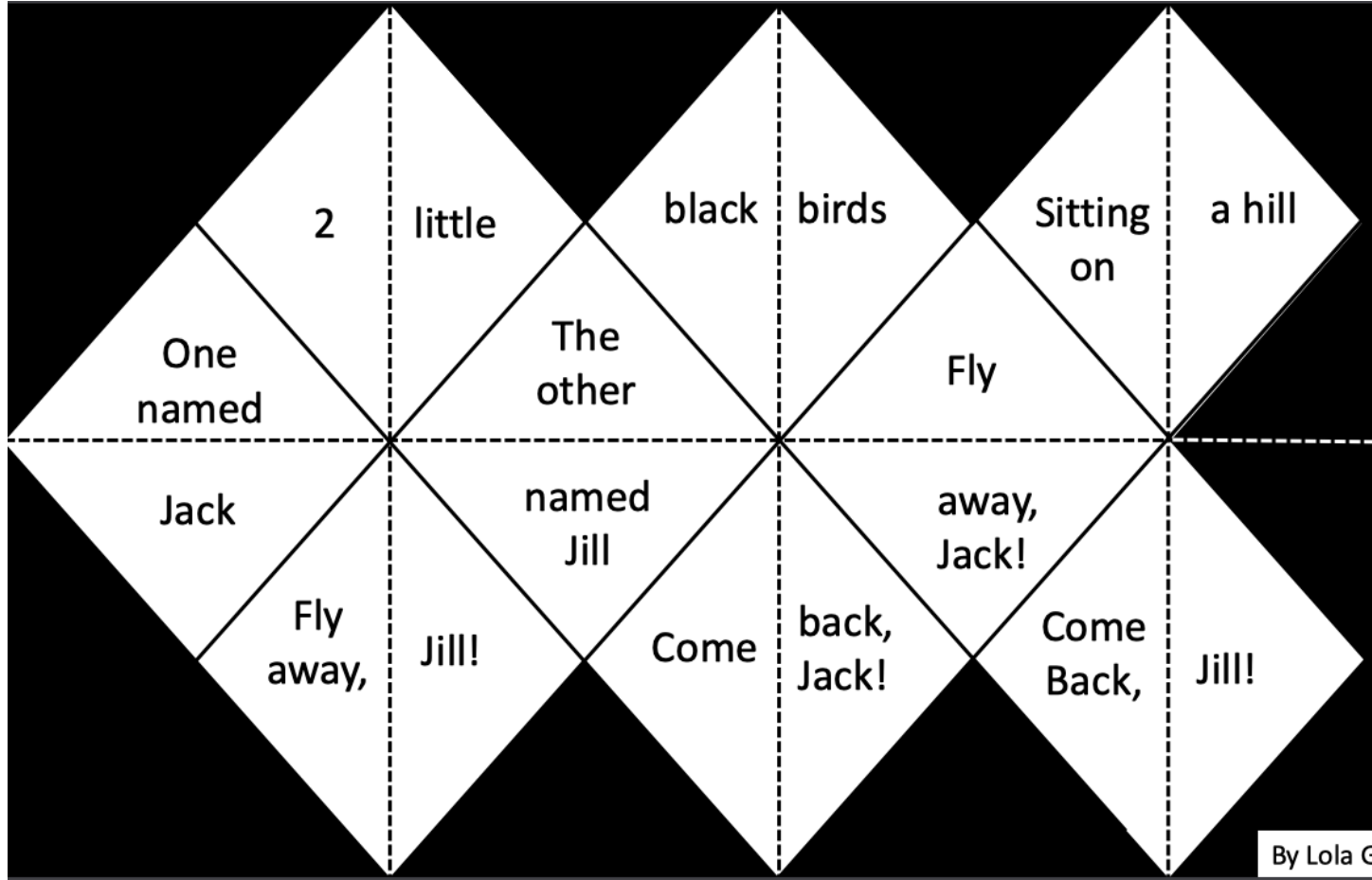
the audience:

THE STUDENTS (3RD PRIMARY)



THE activities:

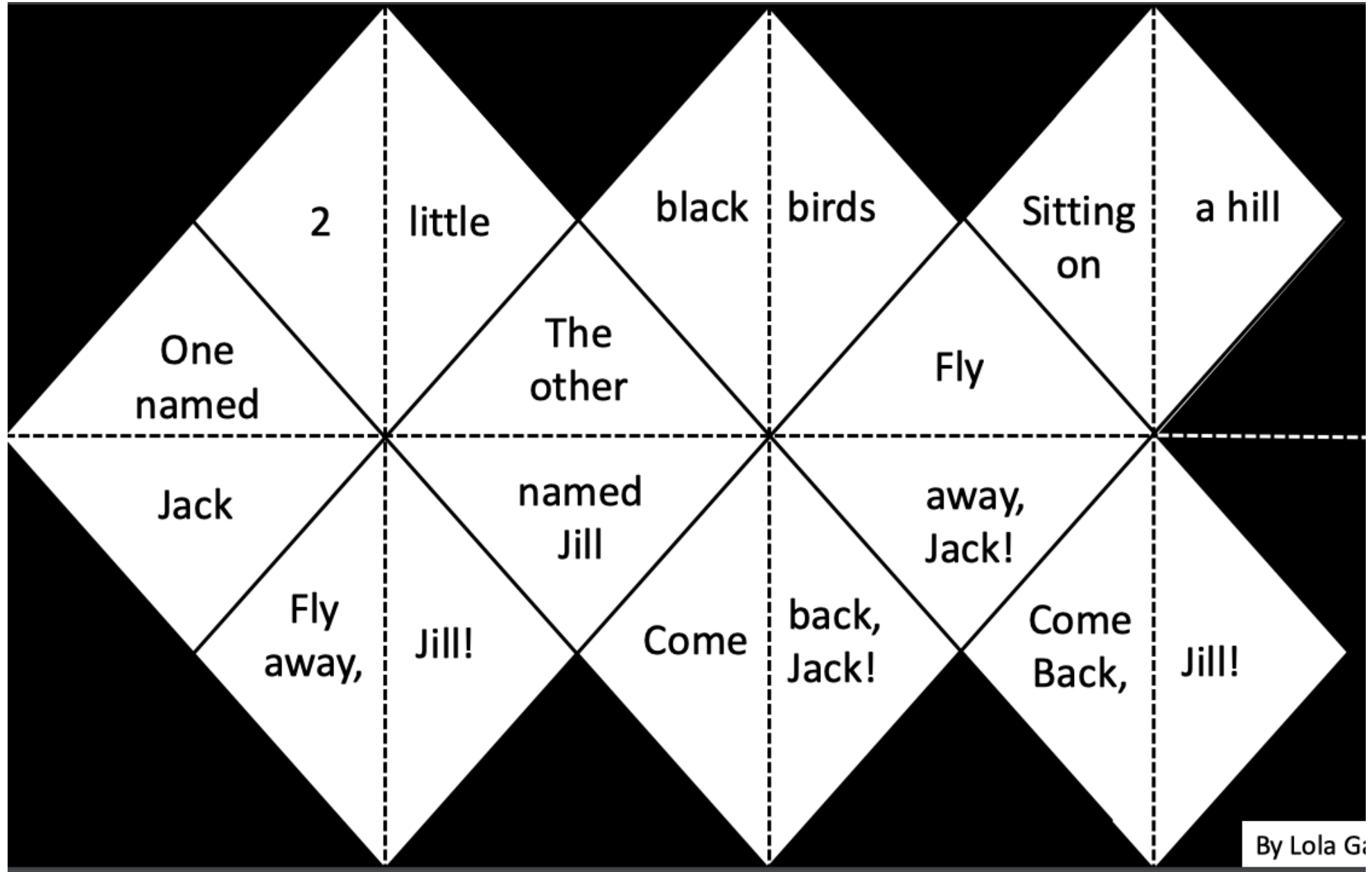
- Part 1: **JIGSAW RHYME** – intro to content – time and memory challenge
- Part 2: **DYNAMIC DICTATION** - comprehension challenge/ how many differences can you find?
- Part 3: **YOU SNOOZE, YOU LOSE!!** – pronunciation, learning the rhyme challenge
- Part 4: **MAKE A RHYME DICE** = how many variations can you create?



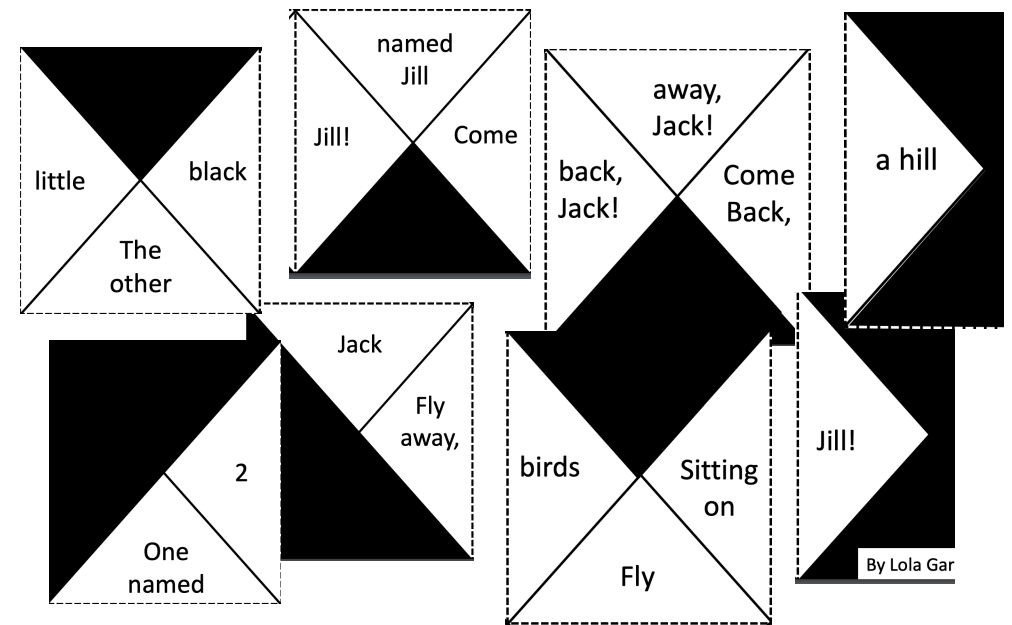
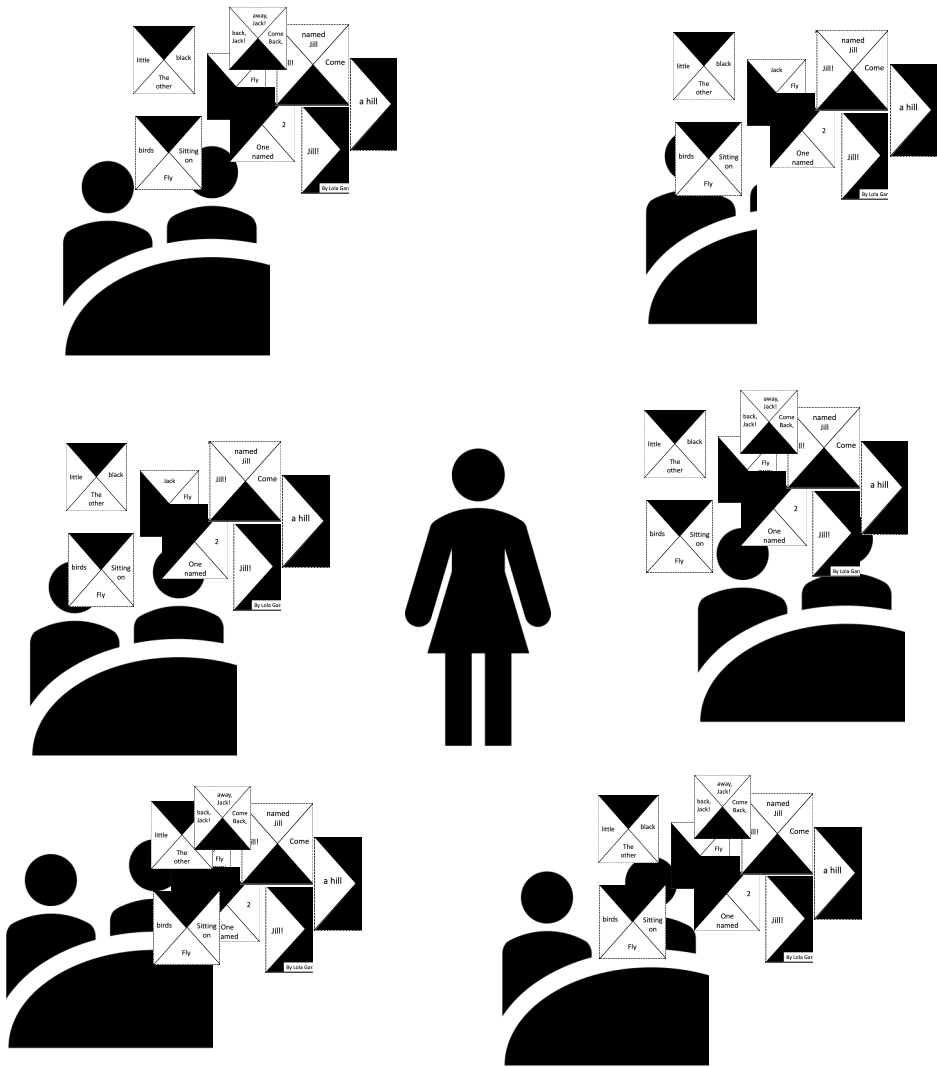
1. JIGSAW RHYME

intro to content
– time and
memory
challenge

1. Distribute
the jigsaw
rhyme

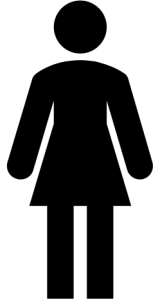


By Lola G

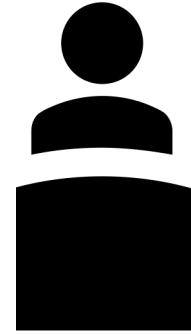
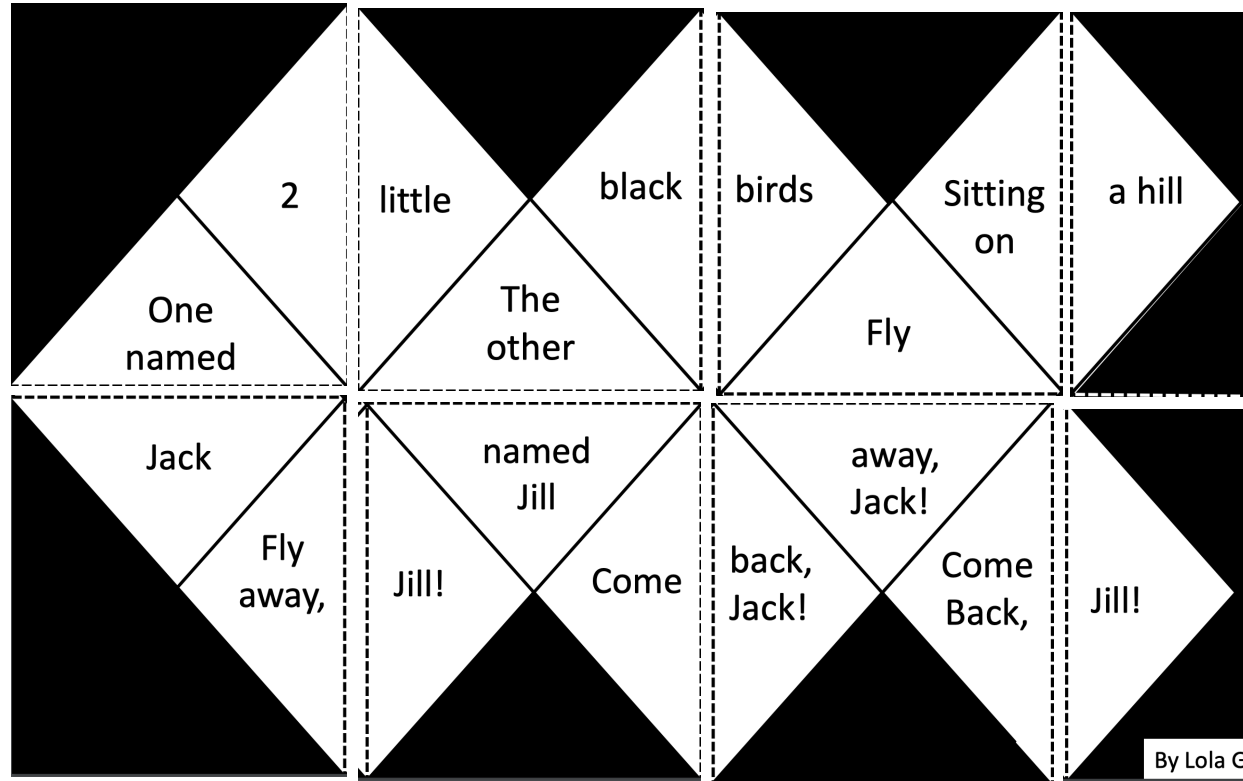


**DISTRIBUTE 1 SET PER
PAIR/INDIVIDUALLY**

**STUDENTS DO NOT
KNOW THE RHYME**



DICTATE THE RHYME TO STUDENTS

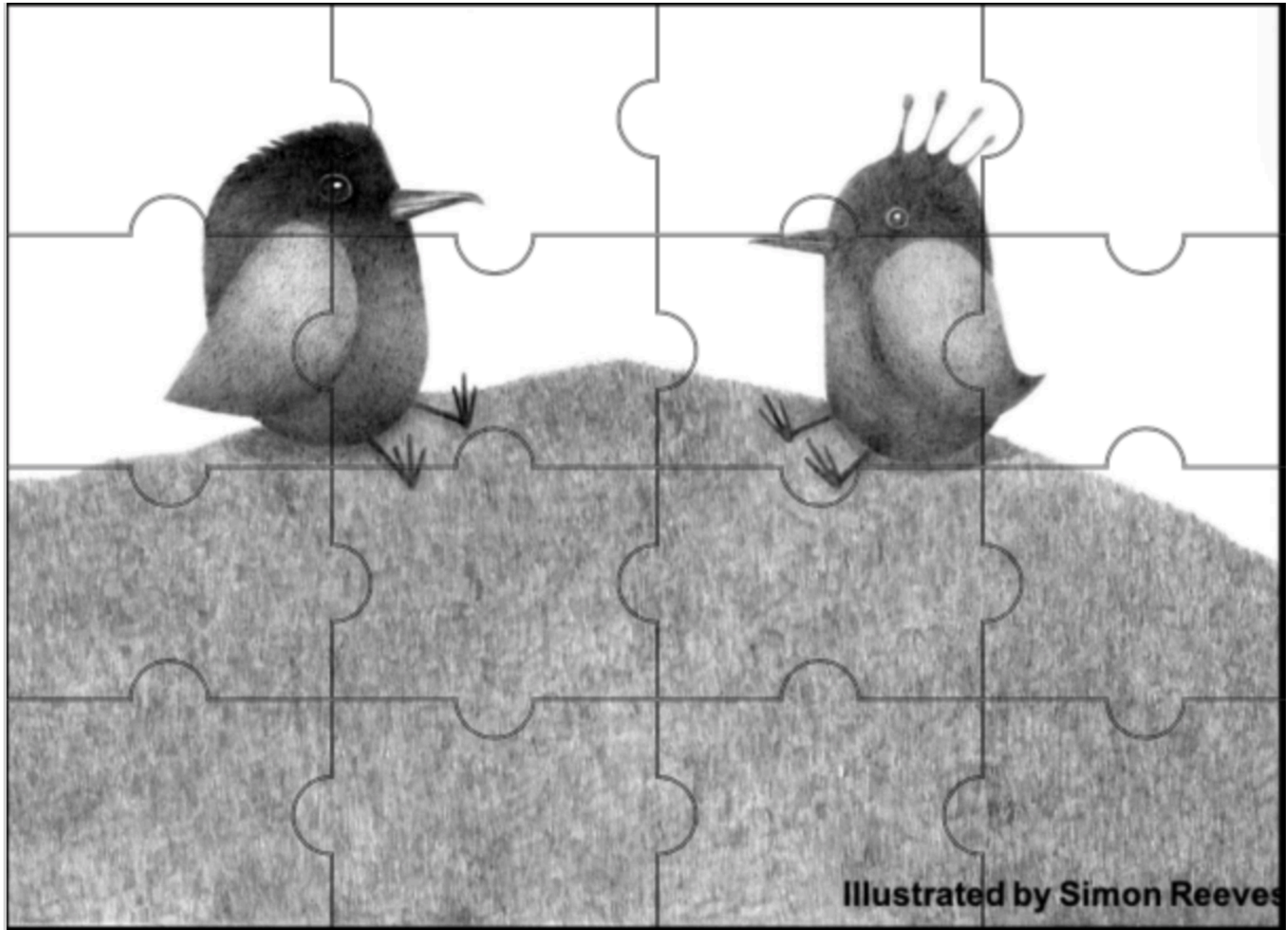


STUDENTS PUT THE PUZZLE TOGETHER BIT BY BIT

- Scaffolds students' understanding of the words
- Motivates them to say the rhyme
- Keeps students focused

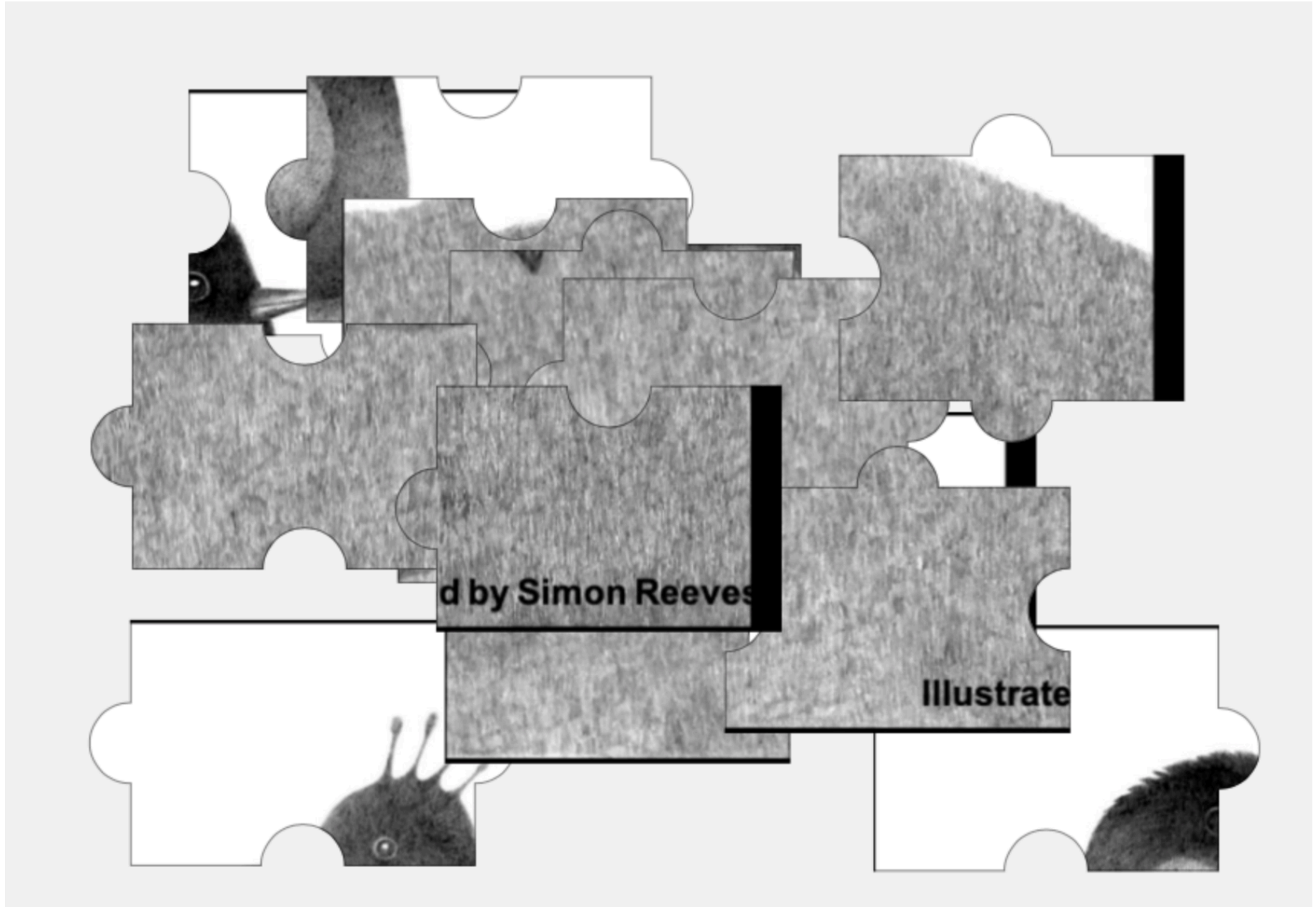
**STUDENTS GET A
PUZZLE TO PUT
TOGETHER**

**- TO RECORD
PROGRESS**



Illustrated by Simon Reeves

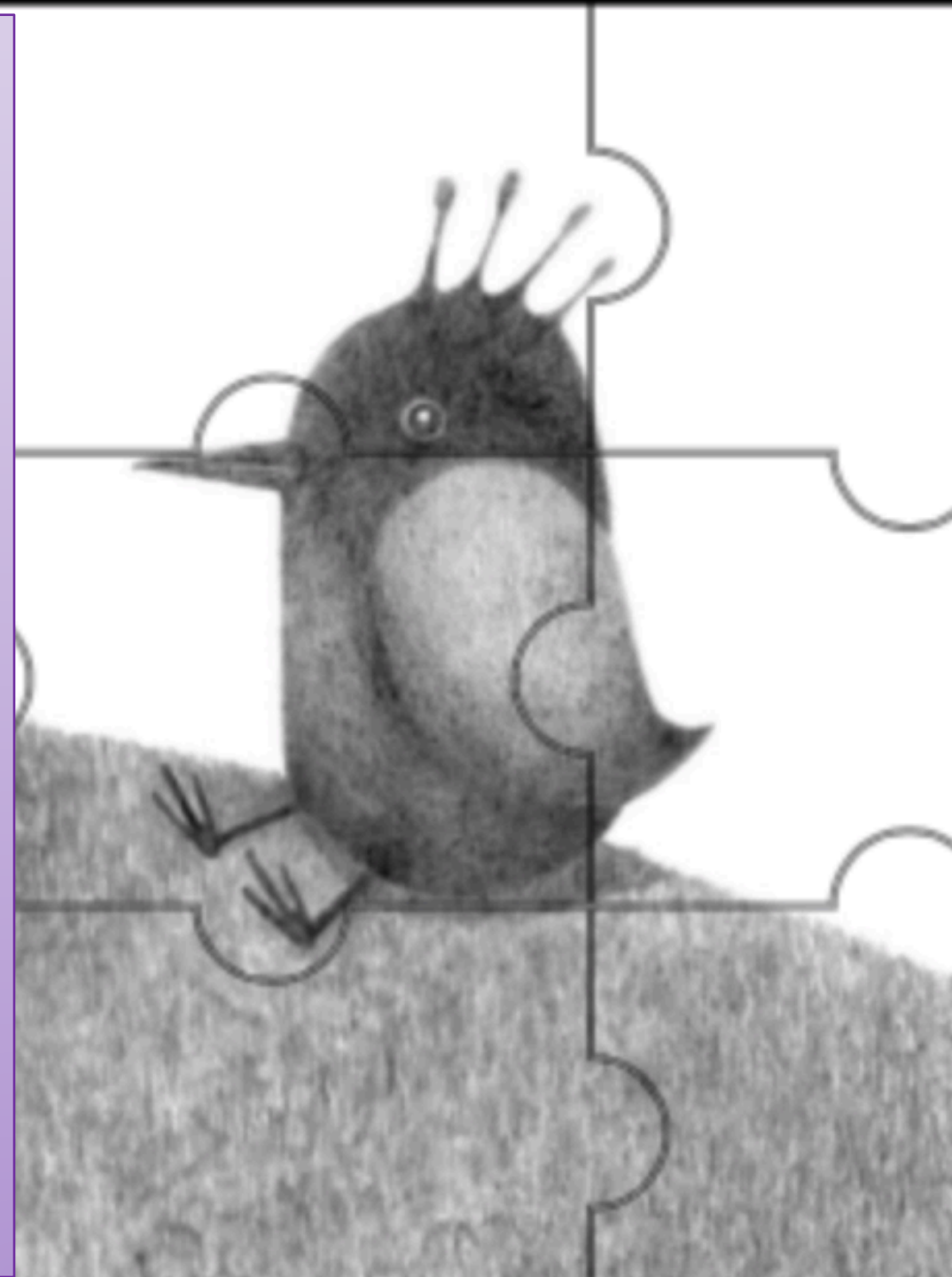
https://puzzle.org/en/jigsaw/update?p=-MLsKhRCuwu2JhD_9BEz



Recording progress

Students put a piece of the puzzle together every time students complete the following challenges:

- Complete the jigsaw puzzle from memory (3 times) = 3 pieces
- Tell the rhyme to a partner by heart (twice - 2 partners or in open class) = 2 pieces
- Translate 6 words of the rhyme into Spanish and then back into English = 6 pieces
- Write 5 words you remember from the rhyme = 5 pieces



<https://badges.forallschools.com/checklist/editRubric/a29e68d4-54b5-4aa0-83db-709bc4df6fcb/>



JIGSAW RHYME CHALLENGE

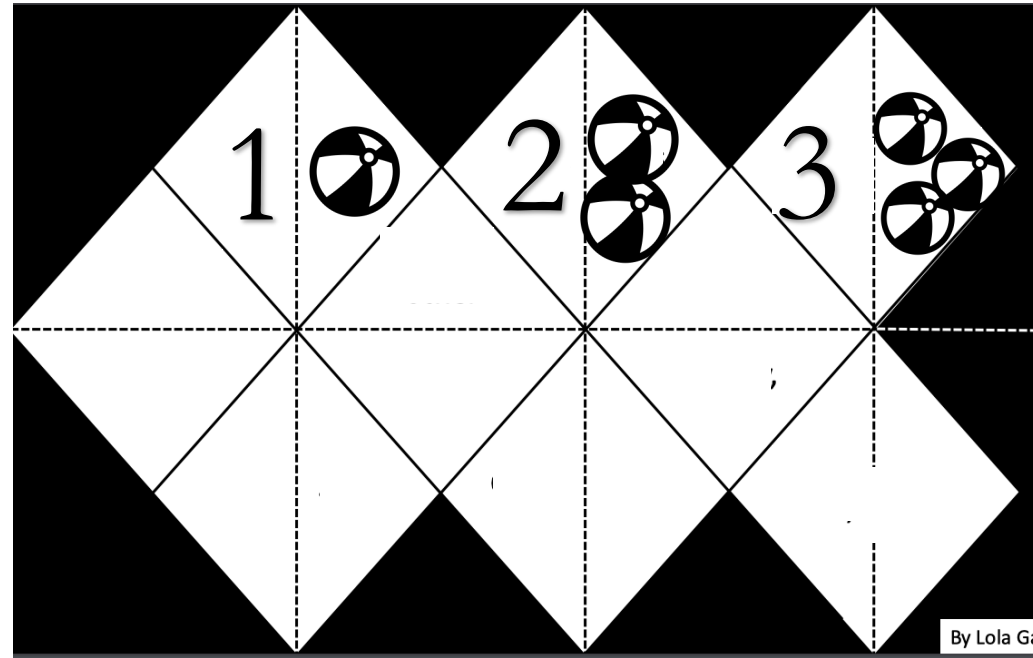
Student Name: _____ Date: _____

Items

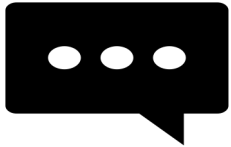
- Complete the jigsaw puzzle from memory
- Tell the rhyme to a partner or to the class by heart
- Translate 6 words of the rhyme into Spanish and then back into English
- Write 5 words of the rhyme they remember = 5 pieces



How can you adapt the jigsaw activity?



Intead of doing a rhyme I would
use it to revise numbers, because
my students are in 1st of primary and cannot read



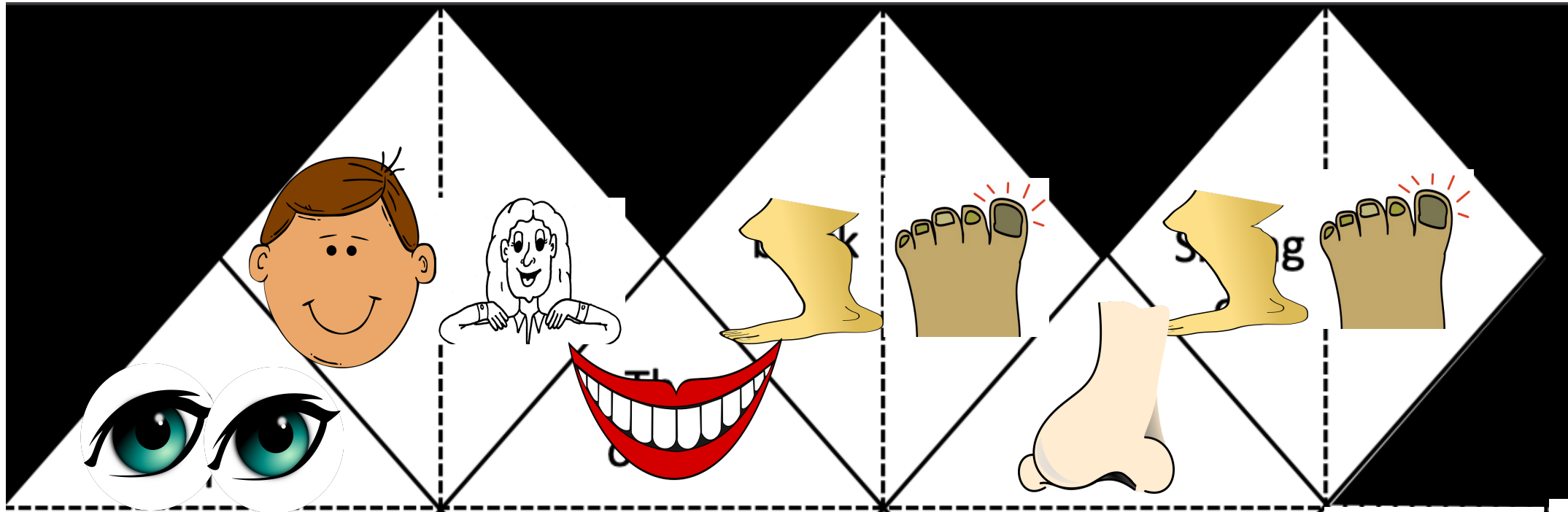
break out rooms

Your turn!

ADAPTATIONS TO OTHER LEVELS:



- Instead of using words, I would use pictures



ADAPTATIONS TO OTHER LEVELS:

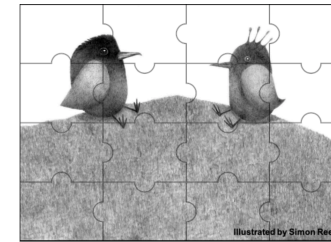


- Use it with a song
- Use it with a tongue-twister
- Use it for different subjects: arts, science, Maths
- Use with different topics: numbers, colours, synonyms, opposites, minimal pairs, verbs (past and present)

THE BALANCE AND CREATING AN EXPERIENCE

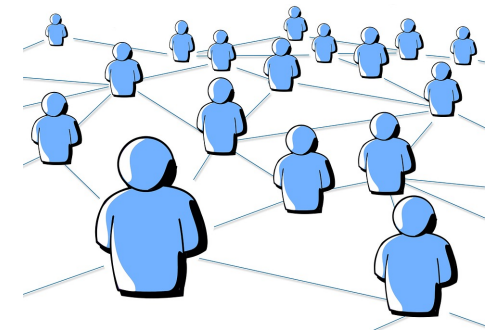
➤ BALANCE:

- ✓ Points continuously fed into the game
- ✓ The puzzle represents the point system
- ✓ The badge is the SIGNAL for reaching the objective
- ✓ Not too hard, not too easy



➤ CREATING AN EXPERIENCE:

- ✓ integrated experience = skills, content and fun
- ✓ make it social and interactive



C)
Two _____ birds,
_____ on a wall,
_____,
The other named Paul.
_____ Peter!
Fly away, _____!
_____ Peter!
Come back, _____!



D)
_____ big red _____,
Dancing _____,
One named Peter,
_____.
Fly away _____!
_____, Paul!
Come back _____!
_____, Paul!



2. LEVEL 2 DYNAMIC DICTATION

**SOCIAL
DISTANCING:**

**TEACHER-
STUDENT
DICTATION**



**SOCIAL
DISTANCING:**

**TEACHER-
STUDENT
DICTATION**

C)
Two _____ birds,
_____ on a wall,

The other named Paul.
_____ Peter!
Fly away, _____!
_____ Peter!
Come back, _____!



D)
_____ big red _____,
Dancing _____,
One named Peter,

Fly away _____!
_____, Paul!
Come back _____!
_____, Paul!



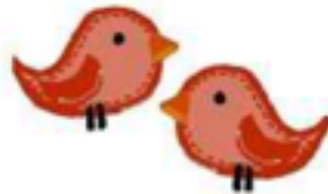
What concept-check questions for SIGNPOSTING can you ask the students when giving instructions?

- 1. Who starts? Student C or D? You or me (the teacher)?**
- 2. Are you going to listen only? Or write the words?**
- 3. Can you look at your partner's paper?**
- 4. What do you say if you can't hear the word?**
- 5. What do you say if you don't know the word?**

C)
Two Big red birds,
dancing on a wall,
One named Peter,
The other named Paul.
Fly away Peter!
Fly away, Paul !
Come back Peter!
Come back, Paul !



D)
Two big red birds ,
Dancing On a hill ,
One named Peter,
The other named Paul .
Fly away Peter !
Come back , Paul!
Come back Peter !
Come back , Paul!

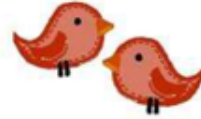


**STUDENTS COMPARE
THEIR RHYMES
/CORRECT**

**Social distance:
They compare it with the
teacher's rhyme**

How can you adapt the dynamic dictation?

C)
Two Big red birds,
dancing on a wall,
One named Peter,
The other named Paul.
Fly away Peter!
Fly away, Paul !
Come back Peter!
Come back, Paul !

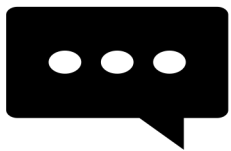


D)
Two big red birds ,
Dancing On a hill ,
One named Peter,
The other named Paul .
Fly away Peter !
Come back , Paul!
Come back Peter !
Come back , Paul!




Intead of _____ I would
_____, because

Your turn!



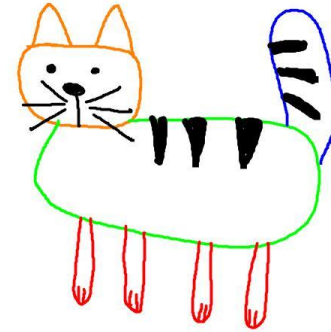
break out rooms

Some adaptations for the dynamic dictation activity

A: My  is blue.

B: My house is .

A: C A T



Students dictate the sounds: C-A-T to each other and complete the word (for CVC words). Then, they have to draw the word (the cat)

B: C A T

A: B A L L

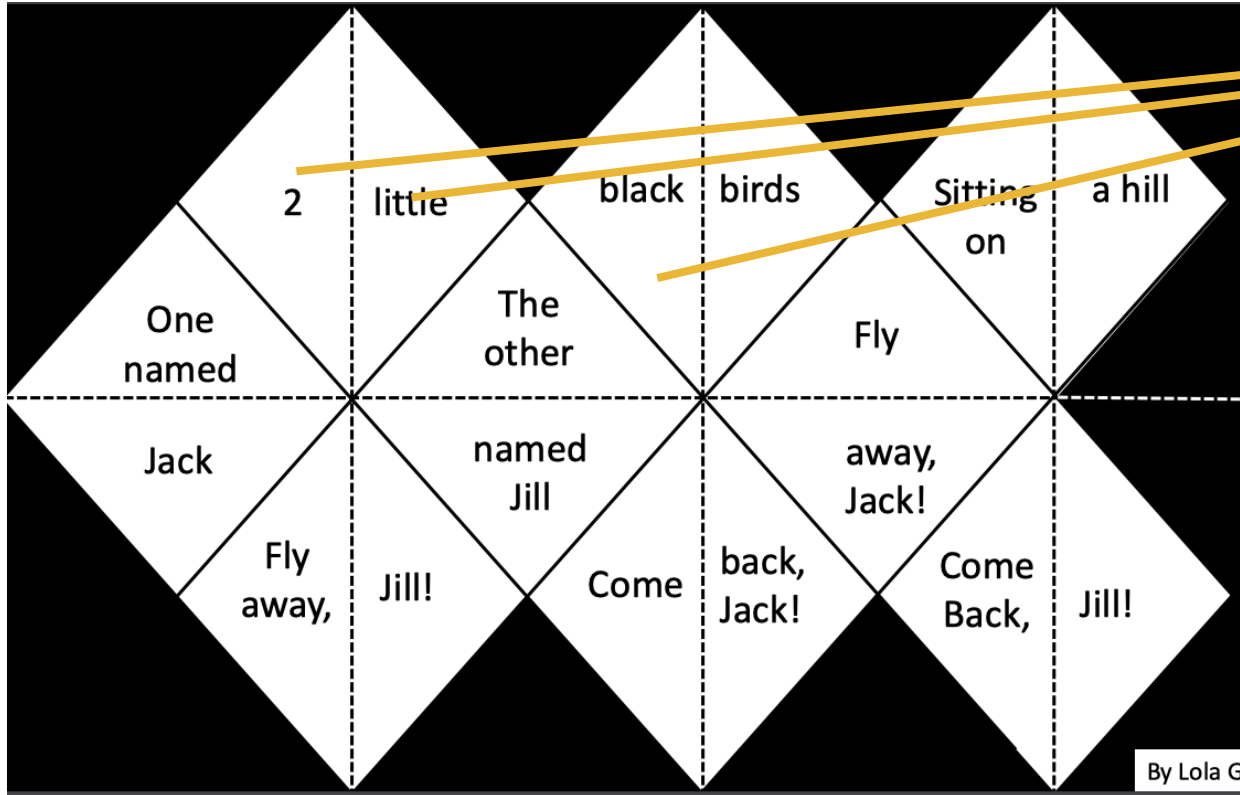


Spelling: Students spell the word. Then, they have to draw the word (a ball)

B: B A L L

PRE-SOCIAL DISTANCING





By Lola G

C)
 Two Big red birds,
dancing on a wall,
One named Peter,
 The other named Paul.
Fly away Peter!
 Fly away, Paul!
Come back Peter!
 Come back, Paul!

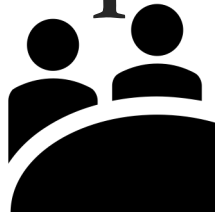


D)
Two big red birds,
 Dancing On a wall
 One named Peter,
The other named Paul.
 Fly away Peter!
Come back, Paul!
 Come back Peter!
Come back, Paul!

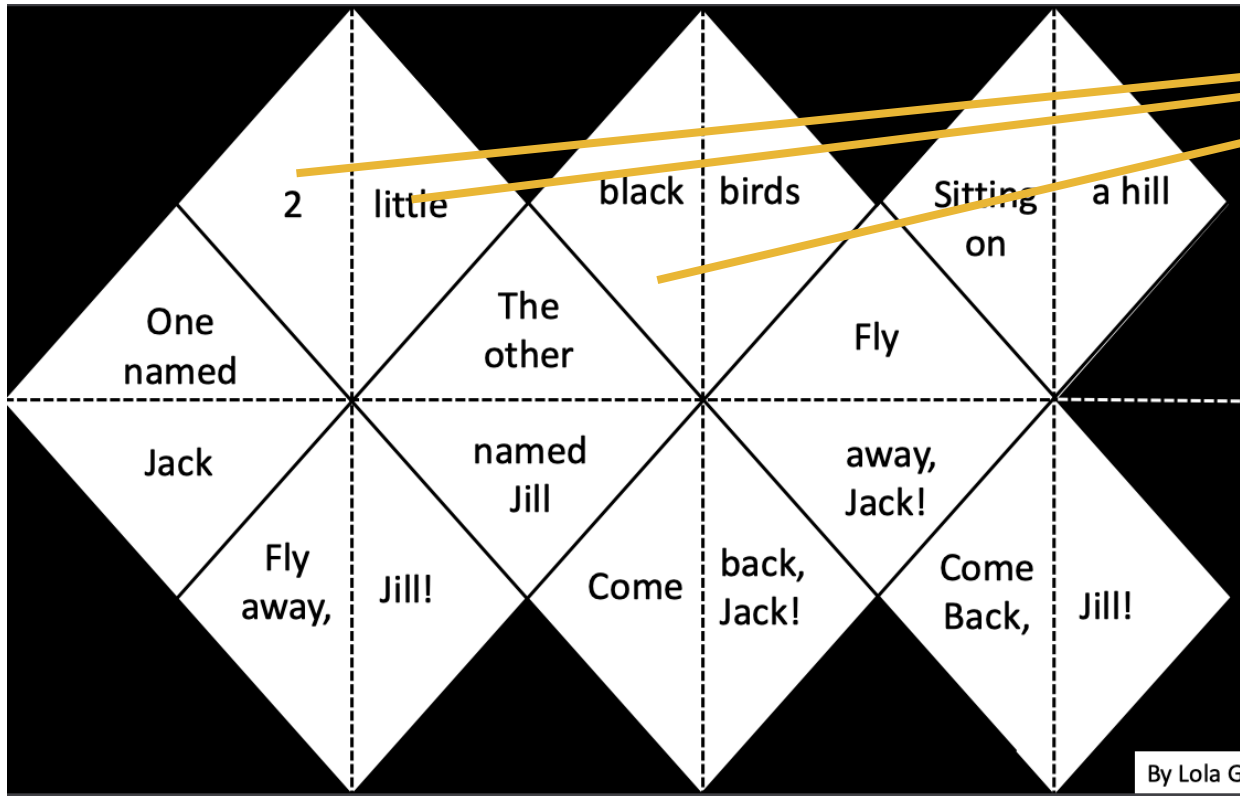


created by Lola Garay abad

Comparing and contrasting the two rhymes



How many differences can you find?



By Lola G

C)
 Two Big red birds,
dancing on a wall,
One named Peter,
 The other named Paul.
Fly away Peter!
 Fly away, Paul !
Come back Peter!
 Come back, Paul !

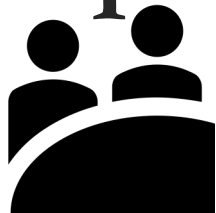


created by Lola Garay abad

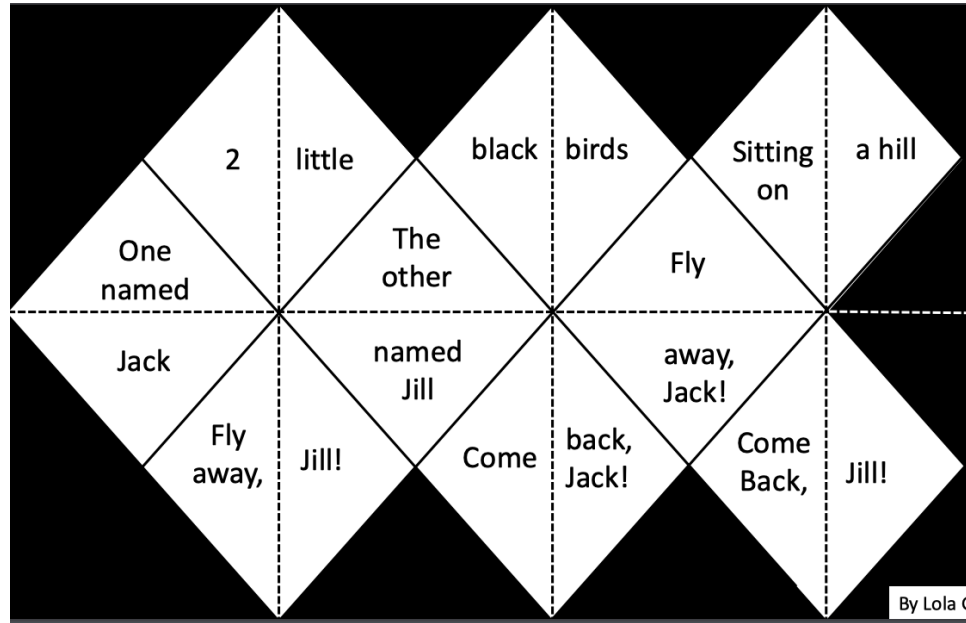
D)
Two big red birds ,
 Dancing On a wall
 One named Peter,
The other named Paul .
 Fly away Peter !
Come back , Paul!
 Come back Peter !
Come back , Paul!



Comparing and contrasting the two rhymes



How many differences can you find?



C)
 Two Big red birds,
dancing on a wall,
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Fly away Peter!
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Come back Peter!
 Come back, Paul!



D)
Two big red birds,
 Dancing On a hill,
 One named Peter,
The other named Paul,
 Fly away Peter!
Come back, Paul!
 Come back Peter!
Come back, Paul!



Comprehension Challenge

- How many birds are there in total?
- What colour are the birds on the paper?
- On the puzzle?
- What are their names?
- Where is Peter?
- Where is Jack?...etc.



COMPREHENSION CHALLENGE

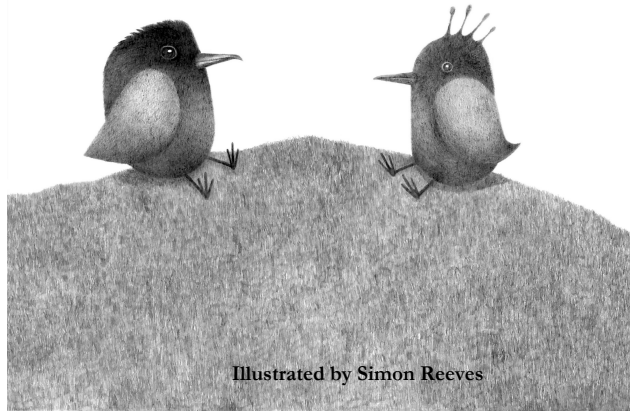
Student Name: _____ Date: _____

Items

- I found 10 differences.
- I answered all the questions correctly
- I know what "FLY AWAY" means.
- I know what "COME BACK" means.
- I know the colours of all the birds.
- I know what Paul and Peter are doing.
I know what jack and Jill are doing.

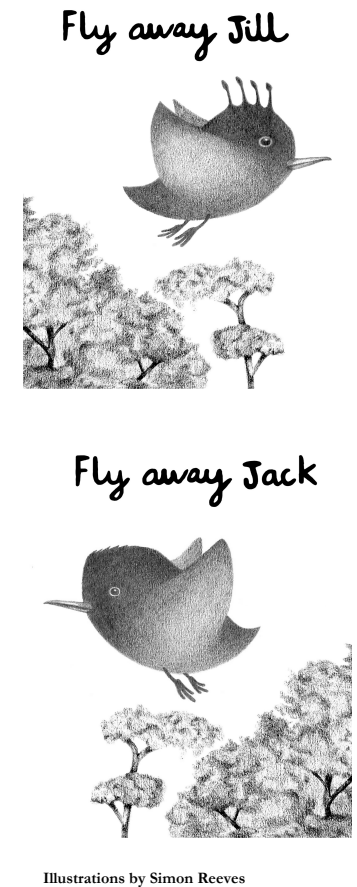


Segment the rhyme



LEVEL 3 SCAFFOLDING: SEGMENT THE RHYME

TWO	LITTLE	BLACK	BIRDS
SITTING	ON A HILL		
ONE NAMED		JACK	
THE OTHER NAMED			JILL
FLY AWAY		JACK	
FLY AWAY		JILL	
COME BACK		JACK	
COME BACK		JILL	

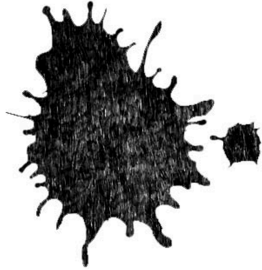


Instructions:

1. Segment the rhyme.
 - ❑ The way the rhyme is segmented depends on the linguistic objectives you would like your students to meet (see previous page).
 - ❑ In this case, the rhyme has been segmented to develop phonological awareness and to practice connected speech, as well as the pronunciation of specific consonant sounds: /h/. E.g. on a hill
 - ❑ It has also been segmented to raise awareness of structures such as: adjective order (little, black).
2. Show students how the rhyme has been segmented.
3. Practice the rhyme in open class (choral drilling)
4. Ask students to get in pairs (or individually) and to practice the rhyme orally: each student says a segment in the corresponding order.

2
Two

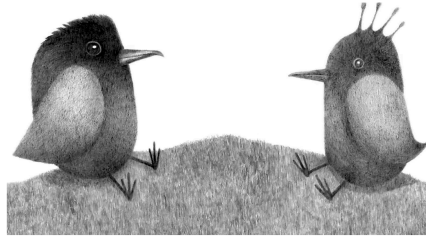
By Simon Reeves



By Simon Reeves

little

By Simon Reeves



By Simon Reeves

Level 3 game:
YOU SNOOZE,
YOU LOSE!!
(snap rhyme)

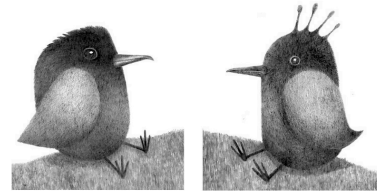
The
other
named

By Simon Reeves

Jill



By Simon Reeves



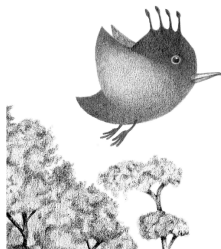
Sitting

By Simon Reeves



By Simon Reeves

Fly away



By Simon Reeves

Jack



By Simon Reeves

1
One
named

By Simon Reeves

Jack

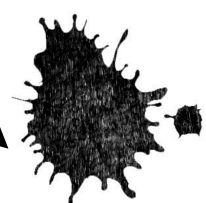


By Simon Reeves

There is a flashcard for each of the segments in the rhyme

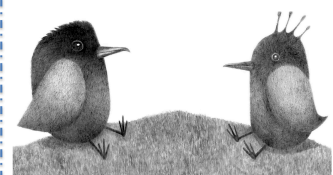
TWO	LITTLE	BLACK	BIRDS
SITTING	ON A HILL		
ONE NAMED	JACK		
THE OTHER NAMED	JILL		
FLY AWAY	JACK		
FLY AWAY	JILL		
COME BACK	JACK		
COME BACK	JILL		

2
Two



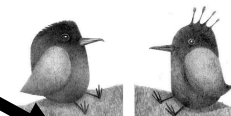
By Simon Reeves

little




By Simon Reeves

Sitting



By Simon Reeves


on a hill



By Simon Reeves

1
One
named

Jack



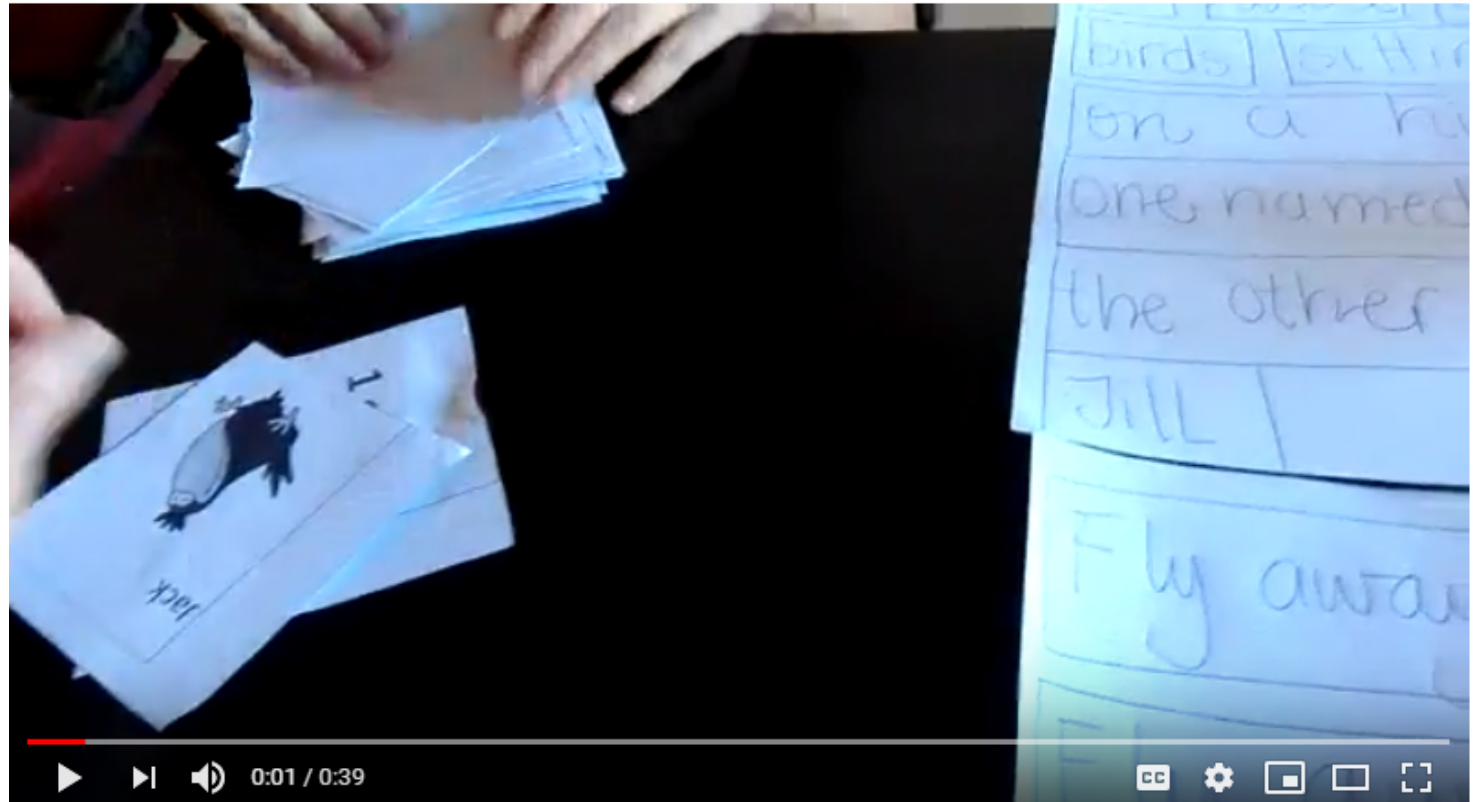
By Simon Reeves

Instructions:

1. Have flashcards prepared: it is a good idea to print out several card sets, shuffle them, and put them in a bag.
2. Prepare about 7 sets per pair (or individually), or more, if you would like the game to last longer).
3. Now that students have practiced the segmented rhyme, they are familiar with the pronunciation of words, connected speech patterns, and they have reached zero uncertainty of the meaning of the rhyme.
4. They have also practiced taking turns and are familiar with the activity dynamics.
5. Show students that there is a flashcard for each of the segments in the rhyme (see next page).
6. Ask concept-check questions to make sure they understand instructions.
7. Ask vocabulary questions to check understanding of the images and words on the flashcards.

<https://www.youtube.com/watch?v=HrUaJLmvz94&feature=youtu.be>

You
snooze,
you lose
(Snap
game)!!

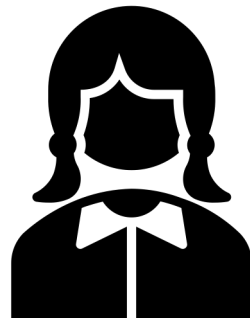


Instructions:

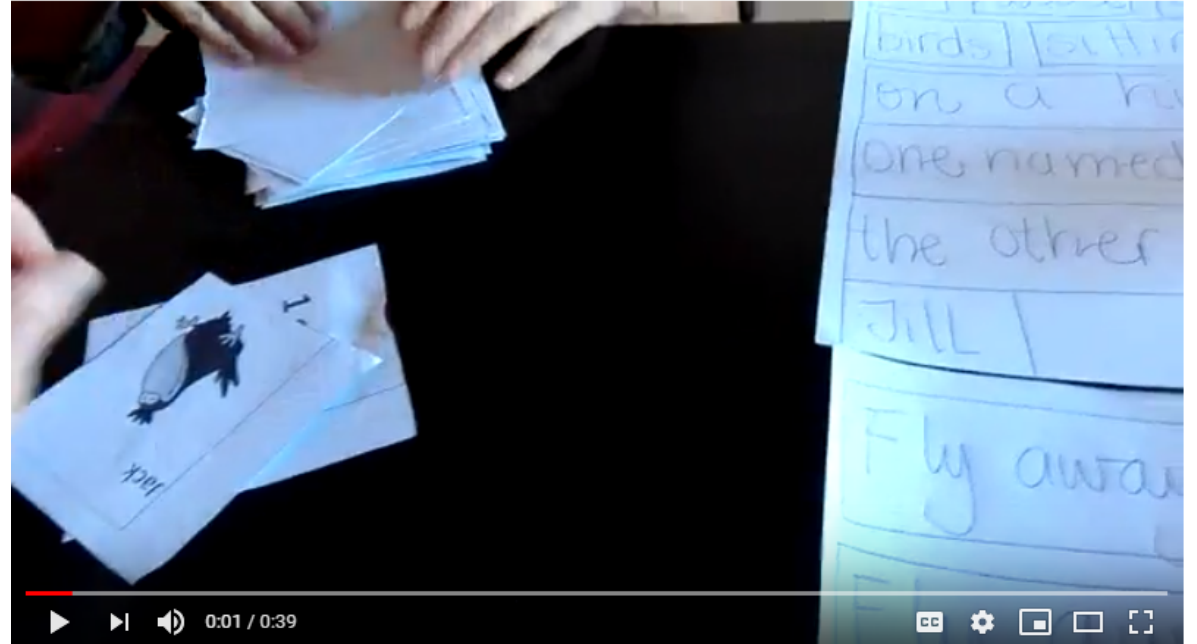
- ❑ Students have to follow the segmented rhyme and chant it while putting cards on the table in turns.
- ❑ If one of the students says a segment and it coincides with the image, she/he is the winner of that round and gives the card to the other member of the pair.
- ❑ Do an example with the students.
- ❑ Model the activity yourself with the students or have some students practice the activity together in pairs before the game starts.
- ❑ The winner is the player who gets rid of all the cards.

when social distancing....

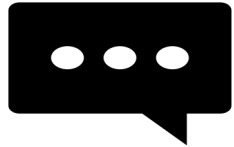
- ❑ Students can do it individually.
- ❑ They can count the times there's a coincidence.
- ❑ They put the piles they finish in different places on the table.



How can you adapt the "you snooze you lose" game?



Intead of _____ doing a rhyme _____ I would use it
to practice _____ tongue twisters _____, because



break out rooms

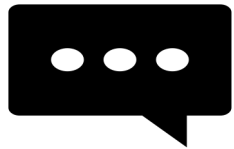
Your turn!

ADAPTATIONS TO OTHER LEVELS:



- Use the game for practicing tongue twisters, songs and other chants/rhymes.
- Use it for different subjects: Arts, Science, Maths
- Use with different topics: animals, numbers, colours, synonyms, opposites, minimal pairs, verbs (past and present), planets, etc.
- Make sure you have a sequence students can follow. For example: adjective order in a sentence, questions formation (QuASI), planets from the closest to the sun to the furthest from the sun, the alphabet, ordinal numbers, etc.

WHAT CAN I INCLUDE IN MY PROGRESS CHECKLIST FOR LEVEL 3 TO GET A BADGE?



break out rooms

LEVEL 4:
**Make a
rhyme dice**



Make a rhyme dice



Two

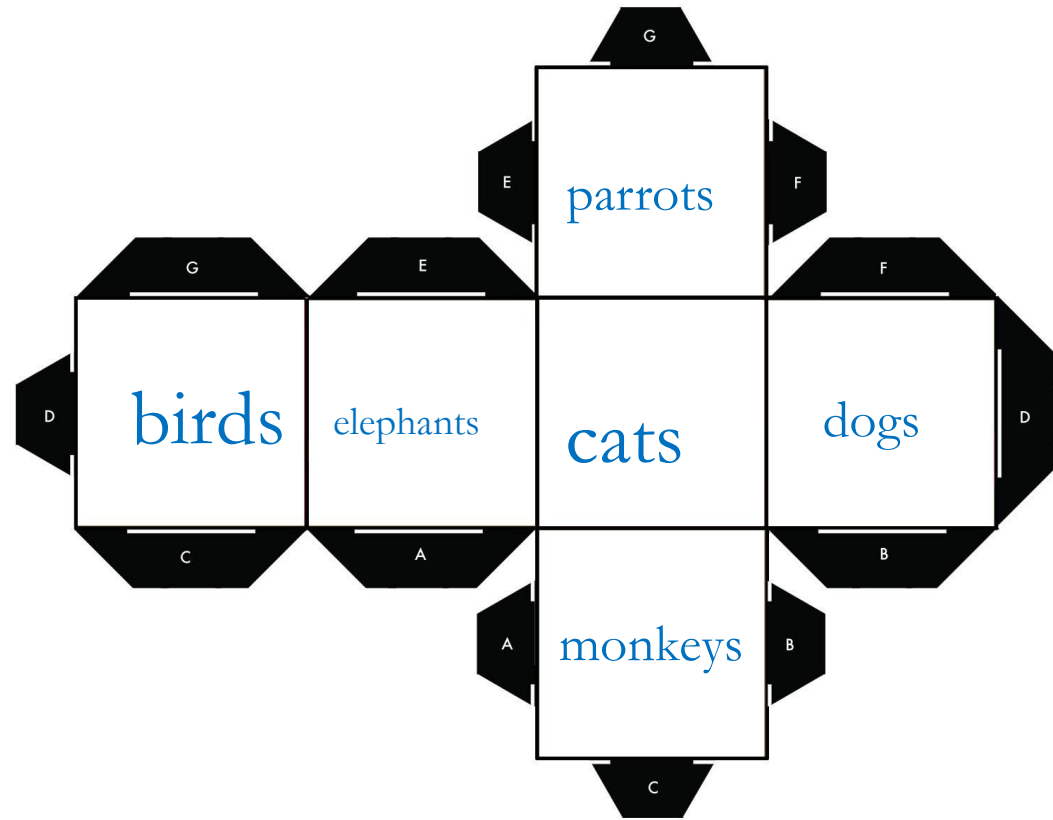
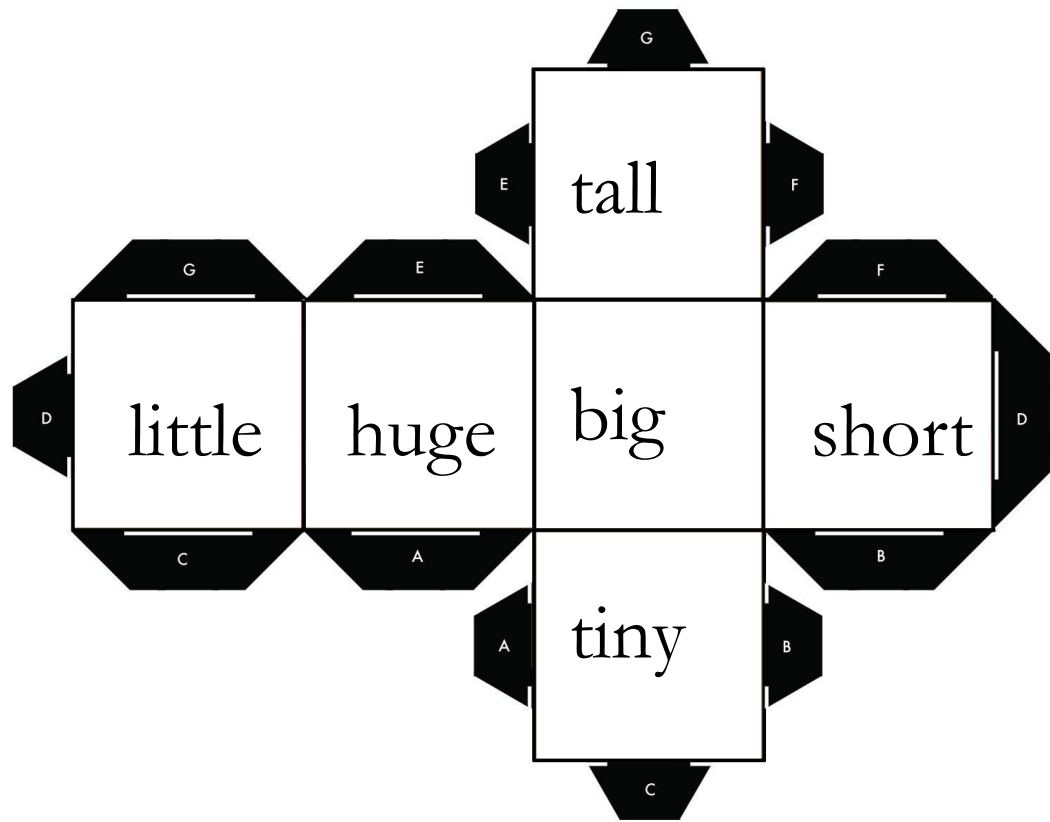
little

black

birds

sitting

On a
hill



The 6 dice have many different options so students can create their own rhyme in a scaffolded way



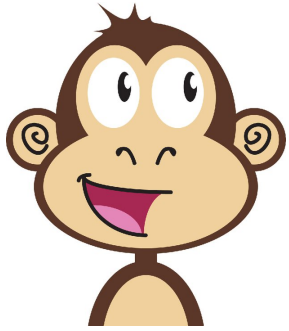
4 Little blue monkeys

sleeping on a bed

One named Pepe

Another named TED

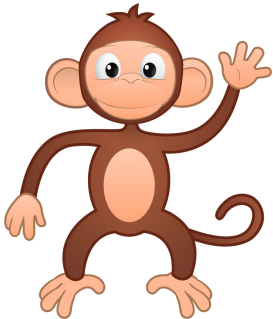
Ted Phil
Bill Mabel
Round
Claire



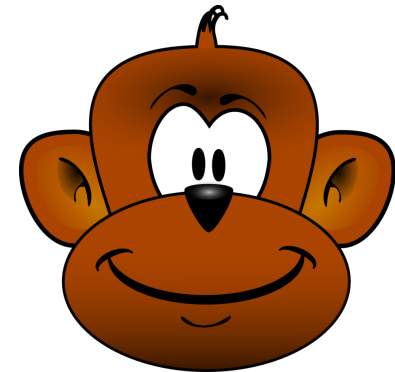
4 Little blue monkeys
sleeping on a bed
One named pepe
Another named TED



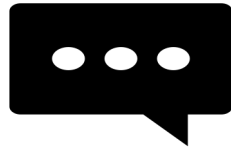
Hop **jump** **run** **walk** **skip**



Hop away Pepe
Hop away Ted
Run back pepe
Run back ted



What can students do after they finish their new rhyme?

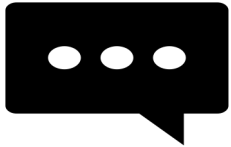


break out rooms

WHAT CAN I INCLUDE IN MY PROGRESS CHECKLIST FOR LEVEL 4 TO GET A BADGE?



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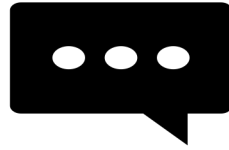
break out rooms

FOLLOW-UP ACTIVITIES:



- **Students act out their rhymes in open class**
- **The rest of the groups guess the words**
- **Students stick the rhymes on the wall, and other groups write titles (on their own paper)**
- **Students create their own dynamic dictation activity using their own rhyme**

questions to discuss



break out rooms



1. why is it important to ask concept-check questions when we gamify a learning routine?
2. why do I have to scaffold the gamified routine?
3. how does scaffolding step by step help the multi-level classroom?
4. what's the purpose of the checklists and badges?
5. Can the checklists be used as formative assessment?

THANK YOU FOR ATTENDING!



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