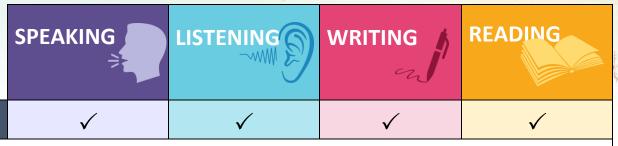
# Instructional Techniques to Promote Language Learning

Jigsaw



A **cooperative technique** that encourages learners to become experts in one aspect of a particular topic and then teach it to their base group. The various components come together to form a complete understanding of a topic and allow reading to be divided into manageable chunks and accommodated to varying language levels.

Kinesthetic sentence/word/	$\checkmark$	$\checkmark$		
letter strips	(not the focus but often used)	(not the focus but often used)	¥	¥

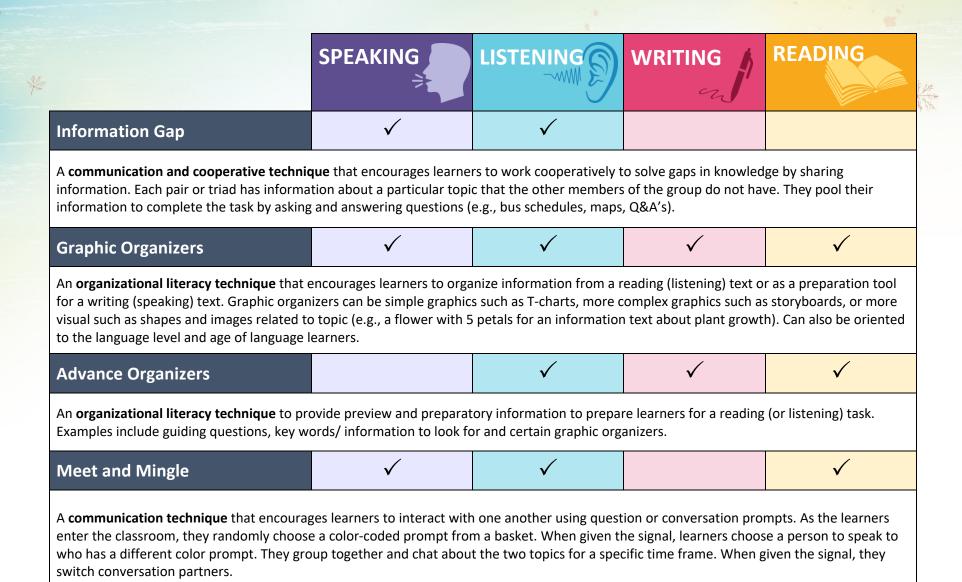
A **literacy technique** that encourages learners to physically organize letters to form a word, words to form a sentence, sentences to form a chronological/logical paragraph.

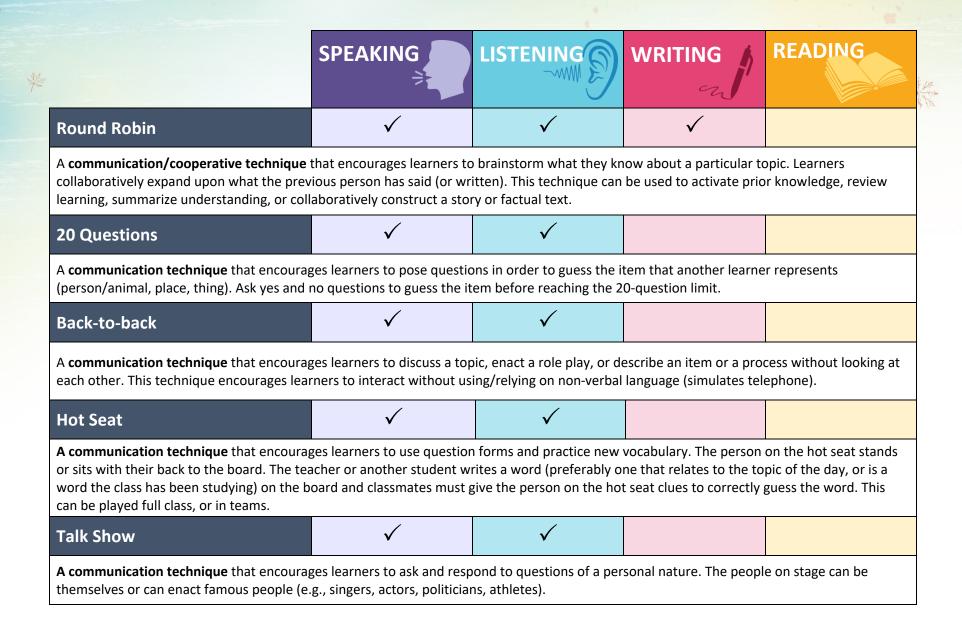
# Inside/outside Circles ✓ ✓ ✓ ✓

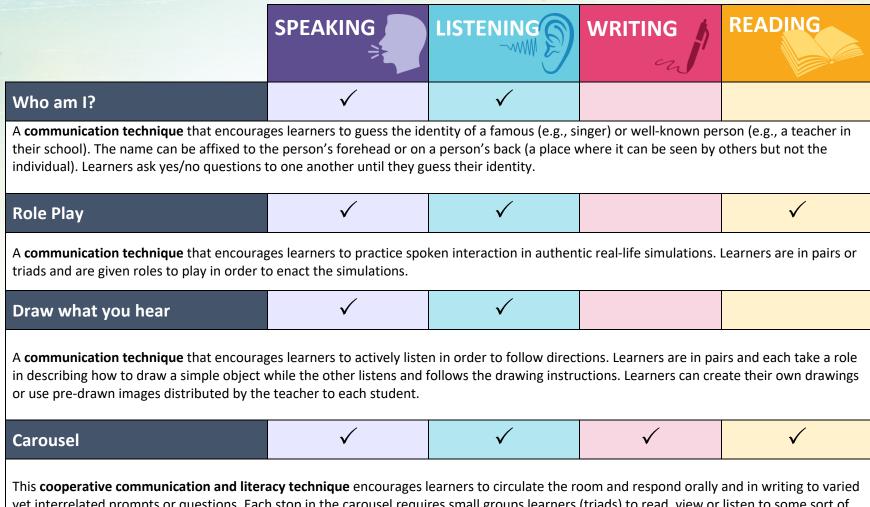
A communication technique that encourages learners to practice oral interaction (and/or review concepts) in a structured context. Learners in the inside circle receive a prompt or question on a card and address it to person facing them on the outside. When signal is given, outside circle rotates one to left. Half way through process, roles of inside and outside switch.

# Speed meeting √

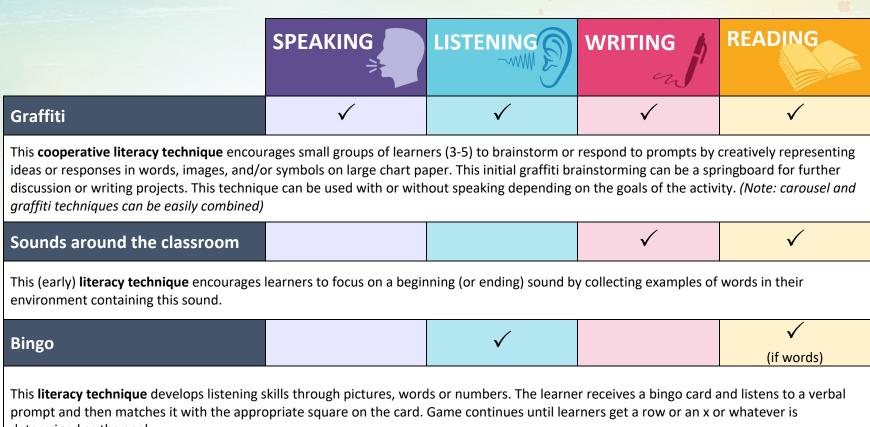
A **communication technique** that encourages learners to practice oral interaction in a structured context. Learners are standing in two lines (or sitting on opposite sides of a row of desks) and each person is given a prompt or question. Each pair starts the conversation with the row on the left and then switches after 1-2 minutes to the row on the right. When the signal is given, the row on the right moves one place/ chair to the right and a new conversation begins.







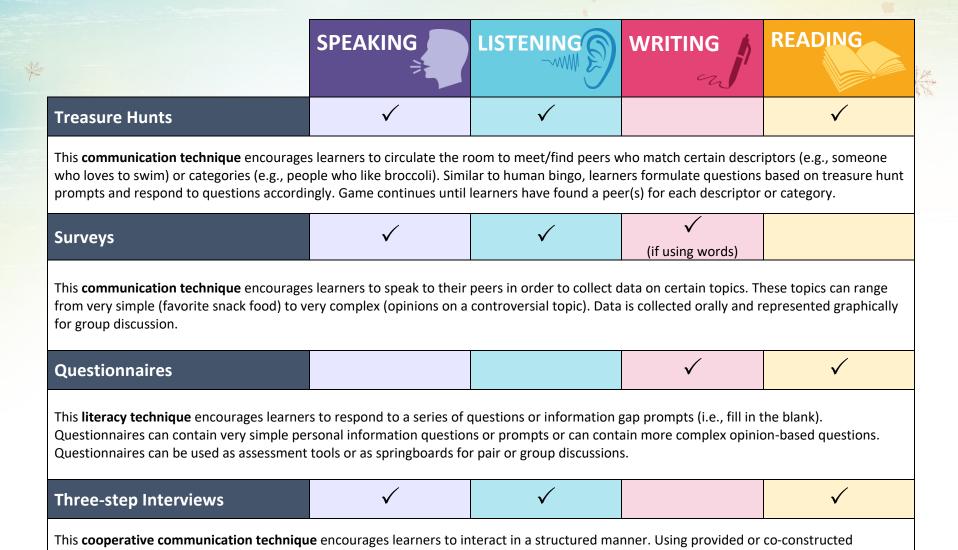
This **cooperative communication and literacy technique** encourages learners to circulate the room and respond orally and in writing to varied yet interrelated prompts or questions. Each stop in the carousel requires small groups learners (triads) to read, view or listen to some sort of visual, audio and/or textual prompt and then respond to it first orally and then to note some key words or ideas on the chart paper provided. As the groups move around the various stops, they can add to or agree/disagree with words and ideas already recorded. (*Note: carousel and graffiti techniques can be easily combined*)



determined as the goal.

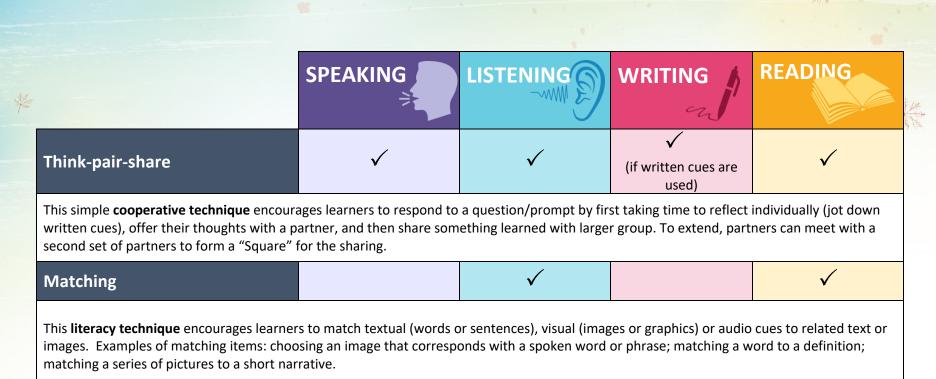
**Human Bingo** (if words)

This communication technique encourages learners to circulate the room to find peers who match the descriptor or image in a particular square. Learners formulate a question based on image or prompt in the square and if peer answers affirmatively, they sign the square. Game continues until learners get a row or an x or whatever is determined as the goal.



prompts, pair groups take turns interviewing one another and then share the information gleaned with another pair or the full group. These

prompts usually elicit a personal response to biographical information-type or opinion-type questions.



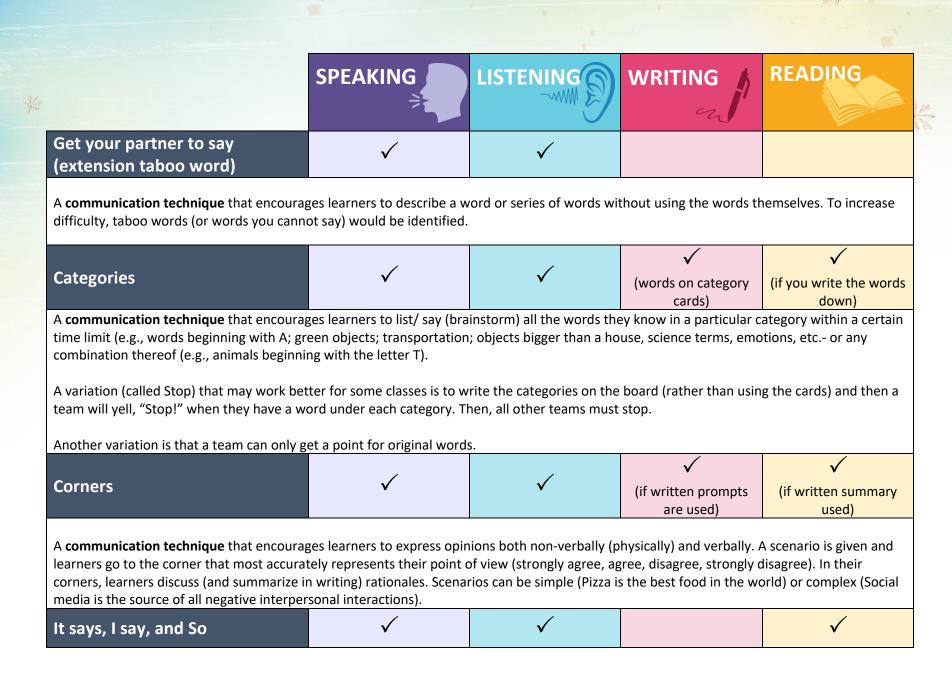
Line-ups (if talking allowed) (if talking allowed) (if talking allowed) (if written text is used)

Verbal or nonverbal **communication (or literacy) technique** that encourages learners to physically create a sequence or order. Learners can order themselves chronologically by birth month or age, alphabetically by first letters of their name or the street they live on. Learners can also be given words to physically organize into a sentence, letters into a word, sentences into a narrative, or instructions into a logical sequence.

Perfect partners
(physical matching)

(if words are used)

A **communication technique** that encourages learners to find their match (definition to word; word to picture; synonyms, category matches (both vegetables), celebrity matches (both prime ministers of countries).



This is a <b>communication and literacy technique</b> that requires students to retell [It says (what is there)], reword [I say (reword)], and find meaning [And so (what did you learn from it)].						
"On the fence"	✓	✓				
A communication technique that encoural learners need to express their opinion by slearners choose their "side", they discuss v school).	tanding on the left (for) or r	right (against) side of the	line or on the line itself	("on the fence"). After		
Four Voices	✓	$\checkmark$		$\checkmark$		
tout (noon noccoso etc.) by keeping com-	a raquiar bald cama italiai-	io como oto Tho ctivilante	rood it aloud in a	a aaab narcan anlı:		
text (poem, passage, etc.) by keeping some focusing on the font that has been assigne This is a great way to complete rigourous of	d to them. Use text enhanc	ements on computer, or		•		
	d to them. Use text enhanc content with language learn	ements on computer, or lers.	by using four differently	coloured highlighters.		
focusing on the font that has been assigne This is a great way to complete rigourous of	SPEAKING  ges turn-taking and the respect responds to a question or	ements on computer, or lers.  LISTENING  pectful sharing of ideas. Str prompt. Learners also have	WRITING  Sudents sit in a circle and ave the right to pass who	READING  d pass a talking stick en their turn comes up		

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This is a **literacy technique** wherein students look at related words and concepts (provided by the teacher or found in a text) and sort them into different categories. A word web or chart might be useful. Students can discuss their reasons for the different categories. A variation of this is called "word cycle," which is when students show relationships between and among words and diagram these relationships in meaningful ways.

## **Play with Intonation**

A **communication technique** that encourages proper use of intonation to convey meaning. The teacher writes a list of emotions that have already been introduced (such as enthusiastic, hopeful, frustrated, surprised, cautious, reluctant, etc.) on the board. Then, write a list of common sentences on the board that can convey different meanings, depending on tone (I didn't go, I just want to say one last thing, That's hard to believe, I can't help it, I don't understand, etc.). After modelling for the class, have students work in groups to practice delivering the lines with a specific emotion. Afterwards, other groups can try to guess the emotions being portrayed.

#### 5-4-3-2-1

This is a **brain break technique** to encourage movement and numeracy recognition. Students stand up and the teacher (or other leader) will have them do five different movements in descending order: Do five jumping jacks, spin around four times, hop on one foot three times, walk all the way around the classroom two times, give your neighbour one high five. Pause between each task to give students time to do it.

#### **Buzz Bottles**

This is a **brain break technique** that encourages movement, listening, and numeracy practice. Students stand in a row or circle and start counting from 1. Every word that is a multiple of 3 must be replaced by "buzz" and every word that is a multiple of 5 must be replaced by "bottles." Students who forget must sit down. The last student standing wins. Students could also play in teams. For example: 1, 2, buzz, 4, bottles, six, seven, eight, buzz, bottles, eleven, buzz, etc. This game requires some prerequisites of understanding in order to accessible to everyone. It can also be adapted (only do buzz and not bottles, etc.).

## **Would You Rather**

This is a communication technique that encourages interaction and movement. The teacher (or another student) asks a 'would you rather' question and then students show their choice by moving to one end of the room or the other. Students will discuss and then a few students

can share with the whole class. For example: Burger King or McDonald's, Basketball or Soccer, Pen or Pencil, Read aloud or Silently, Cold Weather or Warm Weather, Homework or No Homework, School 4 days a week or 5 days a week, have bright blue teeth or have bright blue hair, be able to fly or be able to turn invisible, have one eye or have two noses, have a very strict teacher but learn a lot or have a very nice teacher but not learn much, etc.

#### **Minimum**

This is a **cooperative and communication** technique that encourages vocabulary development. Start at "Level 5." Write one 5-letter word on the board ("chair"). Teams take turns to call out words that begin with the last letter of the previous word ("rabbit"). Ask for a word from each team. Word must meet the "minimum" (start with the right letter) and NOT end with "y." Students can use plurals but cannot repeat words. After five words, start a new word ("board") and go one "level" up (must start with the last letter of the previous word, and be exactly 6 letters long: "dreams"). When a team gets stumped, start a countdown from 10. If you get to zero, they are out for this level.

#### What's Missing?

This is a **cooperative and communication technique that encourages vocabulary development**. The teacher writes a theme in the middle of a bubble web on the board and then draws one line out from it and writes an example word (i.e., the theme might be winter and the first example word might be snow). Students will call out words to populate the web. When complete, students will stand and up turn around while the teacher erases one word and calls out, "What's Missing?". The first team to say the word gets a point.

(if they write their descriptions down)

## This is...

This is a **cooperative and communicative technique**. In this game, students make up a fictional character and give details like name, age, country, likes, dislikes, what she's wearing. Students can use sentence starters in order to create these descriptions. Then play True or False and students will answer based on the descriptions they have created (e.g., She lives in Vietnam).

#### **Answer My Questions**

This is a **cooperative and communication technique.** In this game, with different categories. Ask, "What Am I?" and mime an animal or job. Ask, "What am I eating?" and give verbal cues and gestures. Ask, "Where Am I?" and give description of surroundings. Ask, "Who Am I?" and give description of celebrities, superheroes, world figures, etc.). This is a great way to practice what has been taught in class. After modelled a few times by the teacher, students can play in groups, or students can take turns being the class leader.

This is a <b>brain break technique</b> that eomething made of wood) and stude	•			trait (something round,
Strikes	✓	<b>√</b>	<b>√</b>	
his is a communication technique to oard, and on 8 pieces of paper. Flip ile and students will guess the word he other team gets 1 point. Then, it	a coin or play Rock, Paper, Scisso I. The teacher can provide two cl	rs to see which team will ues. The team gets three	go first. The teacher wi	ll pull a word from the
honics Slam	✓	<b>✓</b>		
his is a <b>brain break technique</b> that ebb Cc Dd Zz. Pick two volunteers	, one from each team, and when	they're ready, produce a p	phonetic sound. The stu	dents have to race to
slam' the letters associated with the p.		<b>√</b>		

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This is a literacy technique designed to model certain tasks or strategies used by the teacher when they are reading out loud or doing another task. The teacher will share thoughts, strategies and decisions as they "think out loud." This makes thinking visible for students. **Speak Body Language** A cooperative and communication technique that is tied to cultural understanding of showing emotions. The teacher writes a list of gestures that reflect emotions on the board and demonstrates what each one looks like. Next, students in small groups will take turns performing the gestures. Then, as a class, discuss what emotions each pose communicates. You can extend the activity by having two students face each other and take turns gesturing and responding. You can extend again by asking students to create short plays to perform for the class in which they properly use Canadian cultural gestures. **Stressed Words** A communication and literacy technique that follows a teacher mini-lesson on stress at the word or sentence level. Students are given linguistically appropriate scripts. They will mark the stress in their scripts, take roles and practice reading. As they work through the scripts, you can add intonation, linking, and other pronunciation awareness activities. **Gallery Walk** A cooperative and communication technique designed to encourage interaction and consensus-building. The teacher places chart paper around the room, containing different questions or prompts. Groups of students move around the classroom to read what is on the chart paper, discuss it, and add to it. Time limits are essential. After all groups have visited all posters, the teacher will debrief with the class. **A-B Partner Teach** A cooperative and communicative technique designed to facilitate review of concepts and comprehension. The teacher prompts students beforehand that they will be responsible periodically throughout the lesson to reteach a portion of the content to a partner. Designate ahead

of time who will be Partner A and Partner B.