



Noi con voi



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LIM style lessons WITHOUT the LIM

Practical ideas on how to make lessons interactive when there are no digital classroom tools available

BY JOANNA CARTER



In today's workshop

- Who exactly are our modern young learners?
- Advantages and disadvantages of technology and LIM in the classroom
- Practical ways to recreate 'digital lessons' without technology
- Keeping control in the non-digital classroom



Modern day Primary students

- How do they learn about the world outside the classroom and in their homes?
- How does this affect how they behave and what they expect in the classroom?



Children at Home



Today's Primary School Children.....

DIGITAL NATIVES

have been born into a technological world

are surrounded by technological that they take
anywhere and use anytime

feel comfortable and confident using technology



Today's Adults.....

DIGITAL IMMIGRANTS

have learnt to use technology later on and are
adapting to it

TECHNOPHOBES

are afraid of technology and can't use it



Today's Teachers..... are somewhere in the middle.



What effect does technology have on children and their possible behaviour in class?

- Children are use to seeing information visually
- Children learn to receive information at a fast pace
- Children want to interact and get physically involved with their learning



Challenge for teachers

- How do we keep these visual, kinaesthetic and fast paced learners stimulated and motivated?
- Provide more technology in the classroom?
- Interactive White Board (IWB) or LIM?



A question for you!



- What do you think are the advantages and disadvantages of using a LIM in your English lessons?

Answer in the chat box



Advantages of the IWB /LIM

- Visual
- Save time
- Interactive
- Favours 'lezione frontale' or heads up approach
- Everyone engaged
- Control over class



On the other hand.....

- LIM is not the answer to all our teaching problems and challenges.
- It is not the only way to provide engaging and interactive lessons.
- It cannot provide children social, emotional, cognitive and physical experiences they require when young.



**The LIM is a great tool but if used to
much.....**



..... it's boring!



Remember!

- The LIM is not a methodology but a tool
- It cannot and must not replace traditional ways of teaching listening, speaking, reading , writing, pronunciation and grammar.
- We need to use a variety of materials both digital and non digital
- Must constantly change and mix to keep our students engaged and learning.



Remember!

It is really the teacher with his or her creativity and ability to understand the pupils that is truly the driving force behind a successful lesson.



Your reality? Don't Worry!



Jeremy Harmer

‘We need to remind ourselves constantly of the fact that many classrooms both in the ‘developing’ and ‘developed’ world do not have access to very modern technology. Yet this does not prevent students –and has never prevented students –from learning English successfully’



Let's look at.....

- how we can teach a good lesson if we DID have a IWB /LIM and apply these aspects to a **non-digital classroom**
- how to stimulate the students capacity for visual learning and interacting physically
- creating students that are always interested, always motivated and always learning!



Vocabulary Activities for Presentation and Consolidation

USING THE LIM: Vocabulary Activities

Page 15 Exercise 3

Drag the words on the picture.



- grandmother
- grandfather
- aunt
- uncle
- cousins
- brother
- sister



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Conferma

Soluzioni



NO LIM :Vocabulary Activities

Flashcards

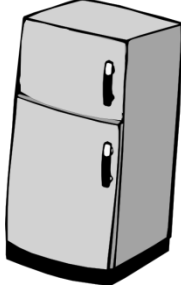
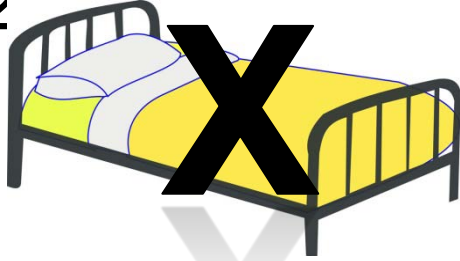
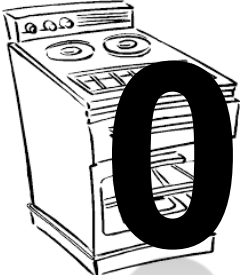

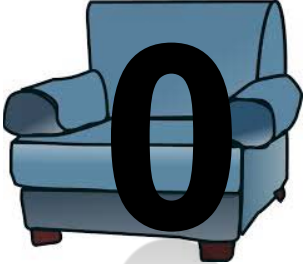

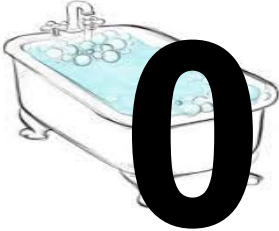
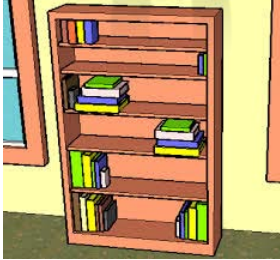

- Primary Teaching Files
- Make your own: Google images, copy it onto a word document and print it out.
- Ask your students to do this for homework, assigning them one item of vocabulary each.
- Magazine pictures cut out and stuck onto A4 paper.





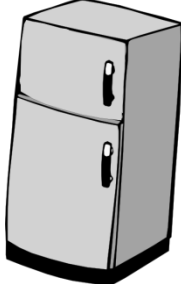






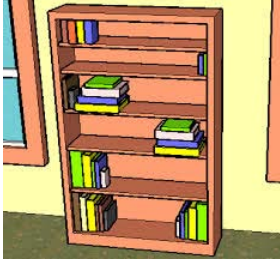

NO LIM:FLASH CARD FUN

Noughts and Crosses 0x0

1 	2 	3 
4 	5 	6 
7 	8 	9 

NO LIM:FLASH CARD FUN

Vocabulary Maths

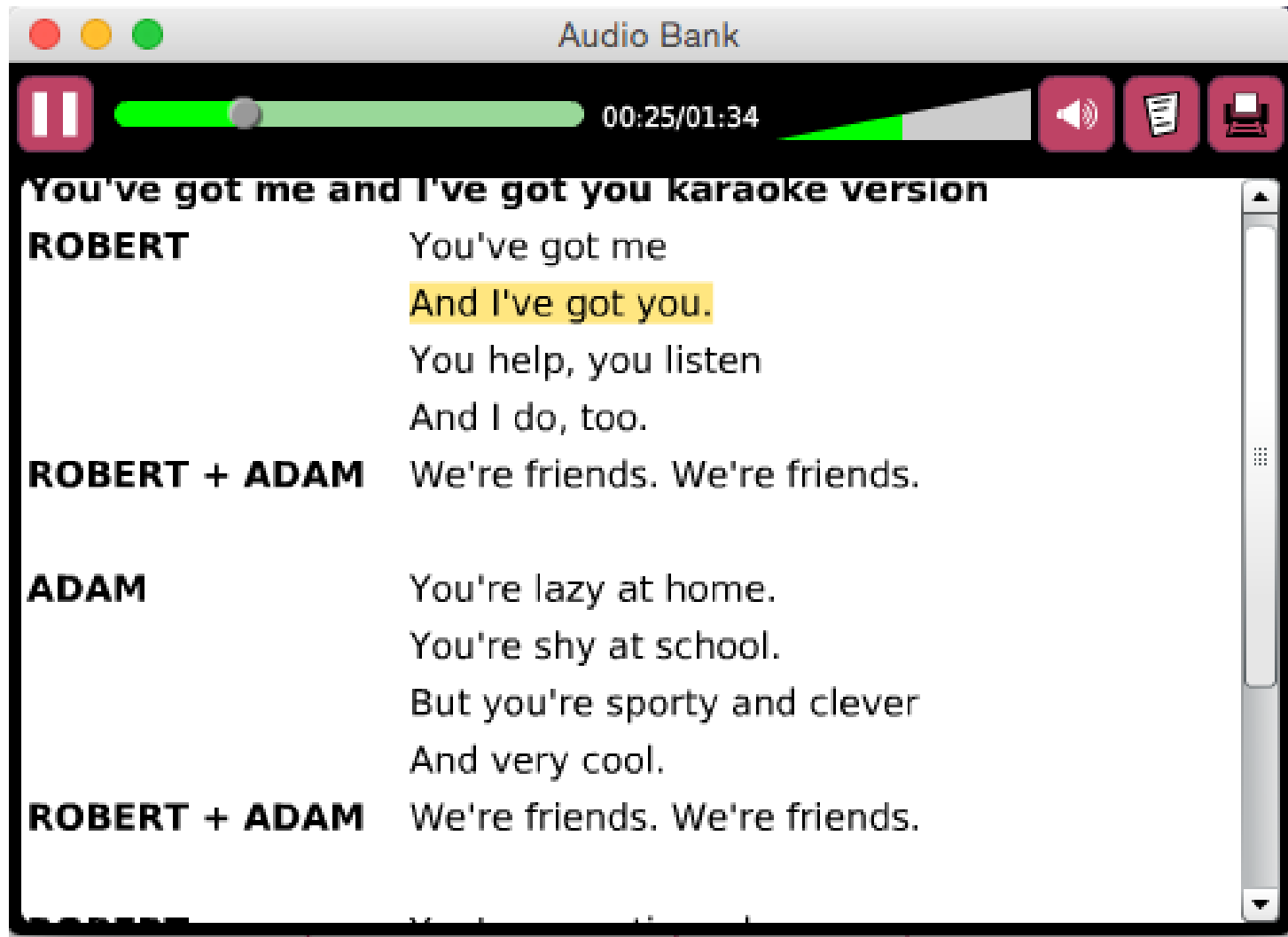
1 	2 	3 
4 	5 	6 
7 	8 	9 

SONGS

- Appeal to learners' need to interact and learn by doing
- Aid good pronunciation and the rhythm of spoken English
- Fun way to learn whole phrases



Using the LIM: Songs



The screenshot shows a window titled "Audio Bank" with a standard macOS-style title bar (red, yellow, green buttons). Below the title bar is a playback control bar featuring a pause button, a progress slider (set to 00:25/01:34), a volume icon, and icons for print and copy. The main content area displays the following lyrics:

You've got me and I've got you karaoke version

ROBERT You've got me
And I've got you.
You help, you listen
And I do, too.

ROBERT + ADAM We're friends. We're friends.

ADAM You're lazy at home.
You're shy at school.
But you're sporty and clever
And very cool.

ROBERT + ADAM We're friends. We're friends.



NO LIM: Songs

- Make a copy of the song in word
- Photocopy and cut the song into sentence strips
- Divide the class into groups
- Give each group the sentence strips of song mixed up
- Play the song on the CD
- Students work together to read, listen and reorder the song words
- Play the song many times until all students have completed
- Encourage students to sing the song line by line



Our Discovery Island Level 5

Put the lyrics in order

1. You help, you listen. And I do, too.
2. We're friends. We're friends.
3. You've got me. And I've got you.
4. You're lazy at home. You're shy at school.
5. We're friends. We're friends.
6. You're sometimes bossy but I don't mind.
7. But you're sporty and clever. And very cool.
8. We're friends. We're friends.
9. I like you because you are kind.

Correct order : 3,1,2,4,7,5,6,9,8



Dialogues

- Cartoon strip stories with dialogue in speech bubbles
- Present new language and structures
- Consolidate and practice new structures, language and vocabulary
- Reading and listening exercise with accompanying exercises
- Students can also learn the dialogues as speaking practice
- Concentrates on pronunciation, intonation



Using the LIM: dialogues

- Useful, visual and interactive way practicing pronunciation
- Dialogue can be broken into parts
- Students attention is focused to the front of the class
- Teacher has complete control over repetition and drilling of the dialogue



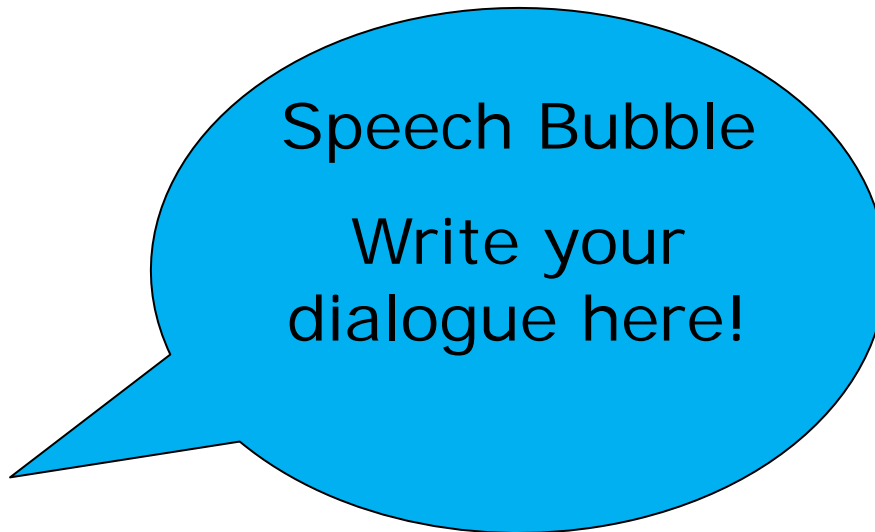
1

At Kelly's house



NO LIM: Dialogues

- Use the dialogue on the CD
- Make your own speech bubbles
- Draw speech bubbles on A4 or A3 card or paper



NO LIM: Dialogues

Using hand made speech bubbles

1. Teacher play CD. Pause after each phrase. Hold up speech bubble. Class repeat
2. Stick speech bubbles on board in order. Play CD. Point. Students repeat
3. Stick speech bubbles on board in random order. Play CD. Student comes to board to indicate phrase heard
4. Divide students into groups. Assign character to each group. Give out speech bubbles for character to relevant group. Play CD. When group hear phrase for their character, hold up speech bubble



NO LIM: Dialogues

Using hand made speech bubbles

5. Put names of characters on board. Show speech bubbles to class. Students match bubble to character
6. Make small copies of speech bubbles. Divide class into groups. Hand out speech bubbles to each group. Students listen to CD and order speech bubbles
7. Invite strong students to front of class. Assign each a character. Hold up speech bubbles. Students act their part
8. Divide the class into teams. They take turns in coming to the front to act dialogue. Assign points for best pronunciation and intonation



USING THE LIM:GAMES

- whole class
- class divided into teams
- practice spelling
- consolidate vocabulary
- practice new structures and grammars



Using the LIM: Games

Guess the word

Parola: 1/1
Punteggio: 0

Lettere sbagliate:

Help Mostra soluzioni Riprova



Using the LIM: Games



NO LIM :GAMES

- Even better without the LIM!
- Greater variety - board games, writing games, speaking games
- Greater variety of interaction patterns – pairs, small groups, whole class
- Teacher often not focus, not ‘lezione frontale’ - students have greater possibility to contribute and for longer



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Top Secret Game book

GAME 84

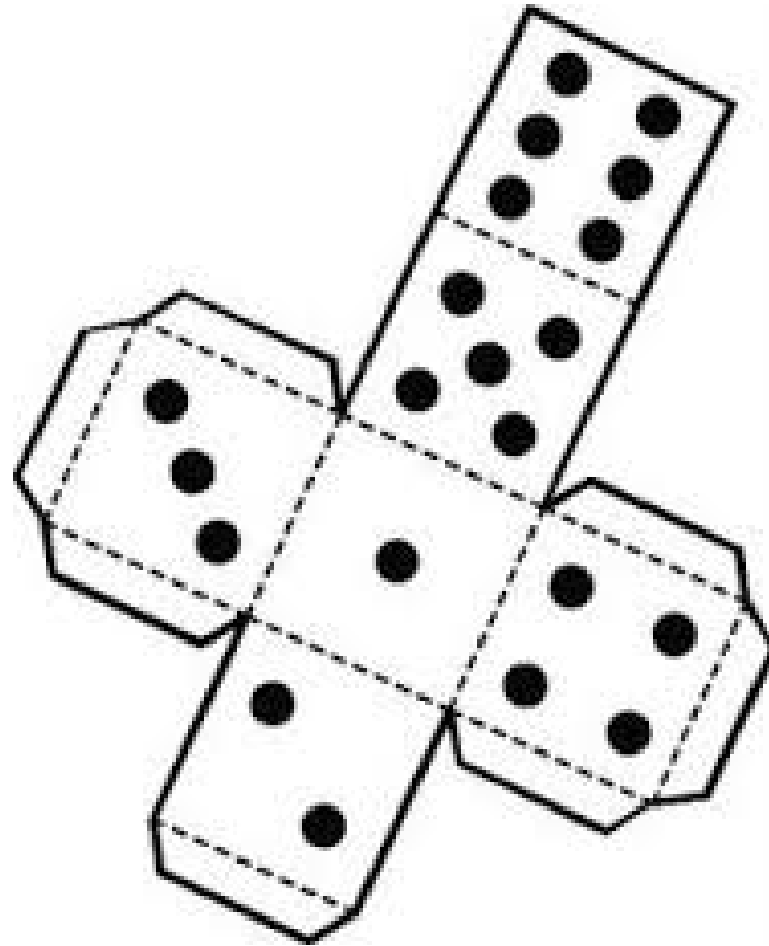
Name:
Date: Class:

THE TOY RACE

The board game 'THE TOY RACE' features a winding path that starts at a 'START' sign and ends at a 'FINISH' sign. The path is divided into several sections, each containing a different toy or game piece. The toys include a skateboard, a kite, a bicycle, a soccer ball, a doll, a robot, a video game console, a car, an airplane, a teddy bear, a tricycle, and a puzzle. The game pieces include 'STOP' signs and numbered arrows (1, 2, 3). The path is designed to be a continuous loop, with the 'FINISH' sign leading back to the 'START' sign.



Dice Template




Top Secret Game book

GAME 80

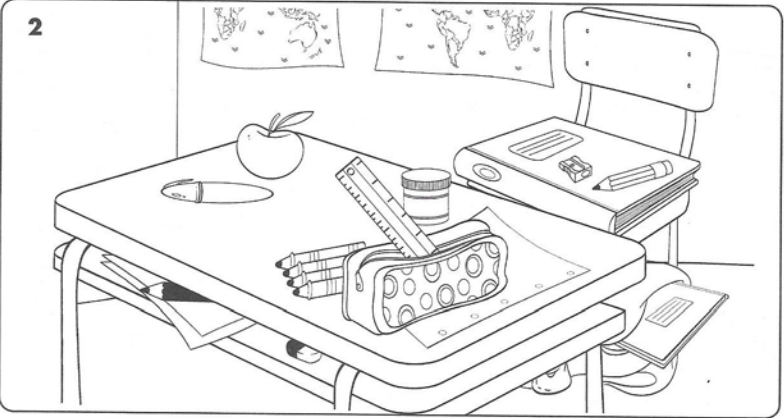
Name:
Date: Class:

TIME FOR SCHOOL

1



2



Activities without the LIM

- Require students to move
- Require different interaction patterns – pairs, groups, teams
- ESSENTIAL for interested and interactive students
- Often lesson **NOT** ‘lezione frontale’



CLASSROOM MANAGEMENT TECHNIQUES



KEEP
CALM
AND
ENGAGE



1. Set the Ground Rules

- Before beginning an activity make clear what you expect from students
- Compile some easy class rules

Class Rules

Don't shout

Talk in English

Work together

Do task well



2. Award prizes for good behaviour

- A trophy
- Points



Scoreboard on LIM

The screenshot displays a digital learning environment. At the top, a navigation bar shows 'Revision' and 'Esercizi sommativi'. A central scoreboard window is open, featuring three columns for 'TEAM A', 'TEAM B', and 'TEAM C'. Each team's score is currently '0'. Below each team's score are minus and plus buttons, and a 'Start again' button. A 'Reset all' button is located at the bottom center of the scoreboard. The background interface includes a toolbar on the left with various icons, a top navigation bar with '34' and 'Revision', and a bottom navigation bar with buttons for 'Shortcuts', 'Teachers' Resources', 'Tool Box', 'Video', 'Reference Material', and 'Help & Credits'. The main content area contains several exercises, including a table of hair types and a list of animals.

long	short	straight
curly	spiky	blond
brown		

1 Completa le frasi con le informazioni della tabella. Usa *have got* nelle forme affermativa, negativa o interrogativa e risposte brevi (cfr frasi 3 e 4).

2 Mrs Beckam scrive una richiesta di info. Completa l'e-mail.

3 Mr Brown le risponde, ma per errore descrive un'altra casa. Sottolinea e correggi le informazioni scorrette.

4 Scrivi a chi appartengono questi animali.

1 Caroline's duck

Score: 0/5

Score: 0/20

Score: 0/6

Total: 0/50

Brilliant! (40-50)

Good! (25-39)

OK! (15-24)

7 Has she got long hair?
a Yes, she have
b No, she hasn't got
c Yes, she has

Score: 0/6



Scoreboard in Traditional Classroom



3. Set Time Limits



4. Give clear instructions

- Clear and simple
- Think about instructions before you begin lesson
- Demonstrate activity with strong student
- Ask students to repeat instructions back to you



5. Start as you mean to go on!

- Don't postpone doing pairwork or group work
- Do from the beginning of the year
- Do regularly
- The more the students do an activity, the more they know what to expect



WITHOUT THE LIM

INTERESTING
INTERACTIVE
MOTIVATING
ALWAYS LEARNING



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- Gli **attestati di partecipazione** vi saranno inviati via e-mail
- Riceverete inoltre un'e-mail contenente le istruzioni per scaricare, dal sito Pearson, i **materiali** presentati oggi



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29 aprile

“Esplorare i testi, scoprirne i colori ”

Relatore: *Vincenzo Ruta*



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