

Games as tools in promoting an effective learning environment in Pre-Primary CLIL classrooms

Thematic Workshop EAN

25th International Symposium on Theoretical and Applied Linguistics



About us

Cyprus CLIL Coordinating Centre

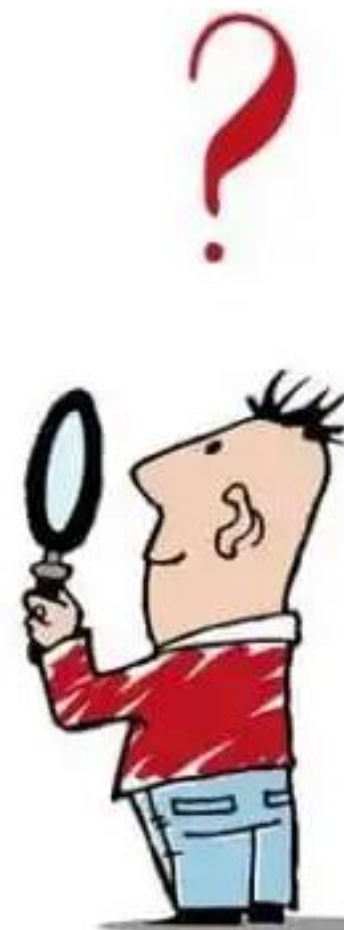


The screenshot shows the homepage of the Cyprus CLIL Coordinating Centre website. At the top left is the logo for CLIL Coordinating Centre Cyprus, with the text 'CLIL' in large, colorful letters and 'Coordinating Centre Cyprus' below it. To the right of the logo is a language dropdown menu set to 'English (UK)'. Below the logo is a navigation menu with links for 'Home', 'CLIL Centre', 'CLIL in Cyprus', 'Training', 'Updates', 'Blog', and 'Contact Us'. A search bar is located to the right of the navigation menu. The main content area features a large photograph of five children sitting on the floor, smiling and playing with several large, colorful hula hoops. Below the photograph is the heading 'Cyprus CLIL Coordinating Centre' followed by a welcome message: 'Welcome to the website of the Cyprus CLIL Coordinating Centre. Here you can find information about the CLIL Coordinating Center's activities as well as general information about the CLIL approach and its implementation in Cyprus. The website aims to support schools and teachers who are implementing or are interested in implementing the CLIL approach.'

Our mission

- Network
- Train & Support
- Educational materials
- Grants
- Inform
- Partnerships
- Research

So... What is CLIL?



It takes 2 to tango! It takes 2 to CLIL!



CLIL (Content and Language Integrated Learning) is a form of dual-focused learning where the focus is both on content and on language.

'CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language'.

Marsh, David. 1994. Bilingual Education & Content and Language Integrated Learning. International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua) University of Sorbonne. Paris.

CLIL Implementation models in Cyprus Pre - Primary education

Model 1

CLIL showers

Model 2

Teaching a specific subject through the medium of the foreign language

Model 3

A combination of the two models

The importance of play

- Play is for the child, from the moment of birth, the natural way of learning and development... In a Pre-Primary Education curriculum, emphasis should be given to play, since this is the main medium for the holistic development of the child.” (*Cyprus Pre-Primary Education Curriculum, 2020*).

... and games are part of play!

The importance of games

Games

are defined in the

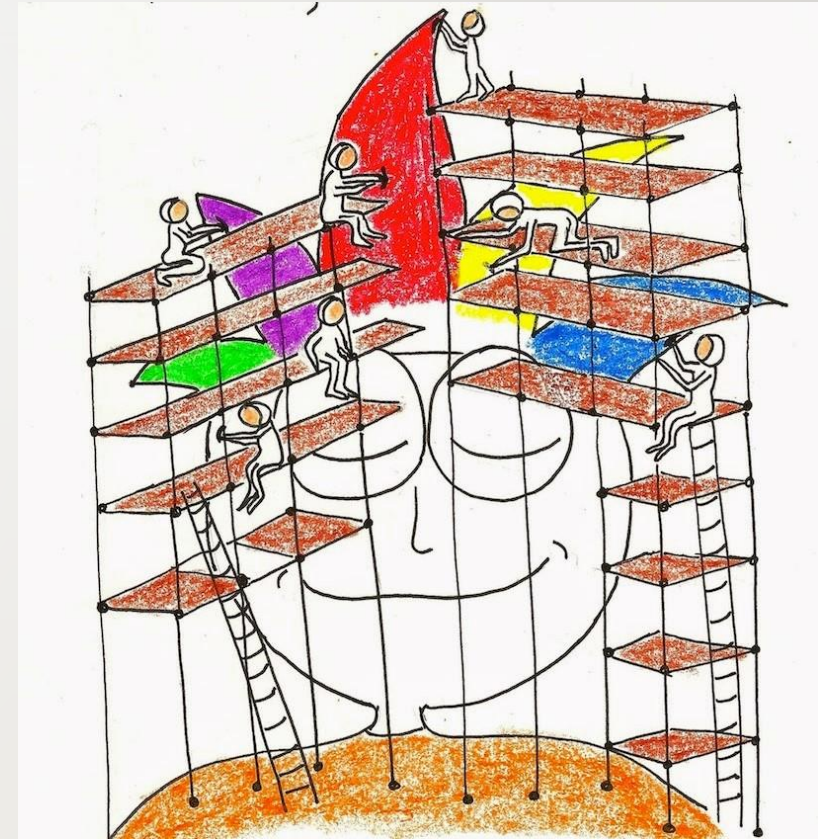
Oxford English Dictionary as...

“an activity that you do to have fun,
often one that has rules and that
you can win or lose”

“A game is a structured form of play,
usually undertaken for entertainment
or fun, and sometimes used as an
educational tool ”

Some key CLIL techniques for scaffolding in Pre-Primary classrooms

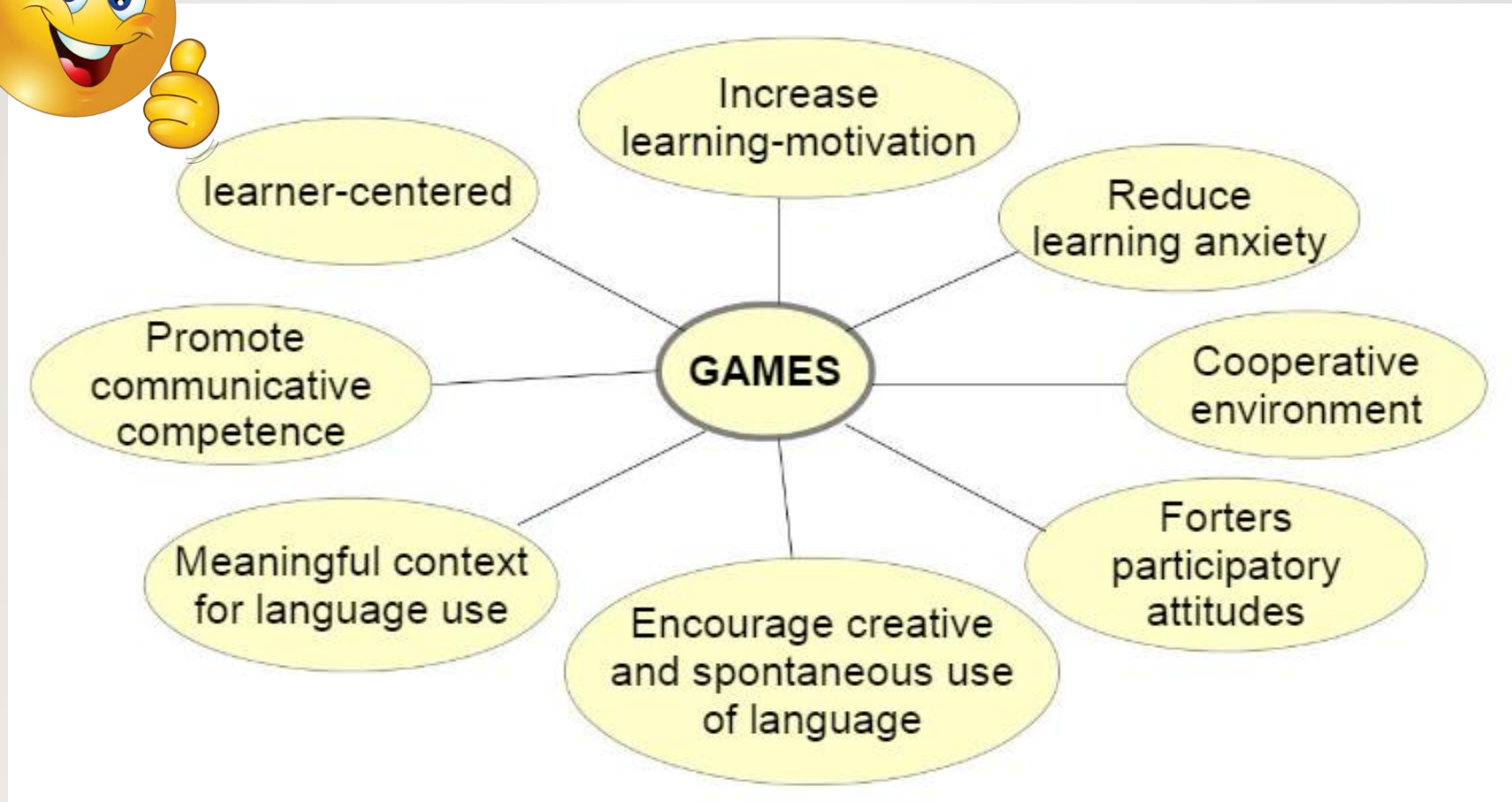
1. Use of visual aids and props / realia - A picture is worth a thousand words
2. Animated gesturing - use of the whole body to convey nuanced meaning. Show and tell- Show and do-role playing -visual input
3. Use of technology
4. Gradual constructing of concepts
5. Repetition
6. Utilization of children with competences/ skills either in language or content
7. Whole class participation
8. Pre-teaching vocabulary/ creating useful language "banks"
9. Active and Collaborative learning
10. Use of tools such as routines, arts & crafts, songs , rhymes, chants, storytelling and games



... games are a great tool to promote language learning in Pre-Primary CLIL classrooms because in our experience...



Benefits of using games



Factors to consider before using games

Learners' characteristics:

- age, proficiency level, interests, interpersonal relationships, learning styles / multiple intelligences, learning rhythms

Didactic purposes:

- educational meaning- games should be connected to real life situations and language
- our expected learning outcome – reading, speaking, writing and listening skills

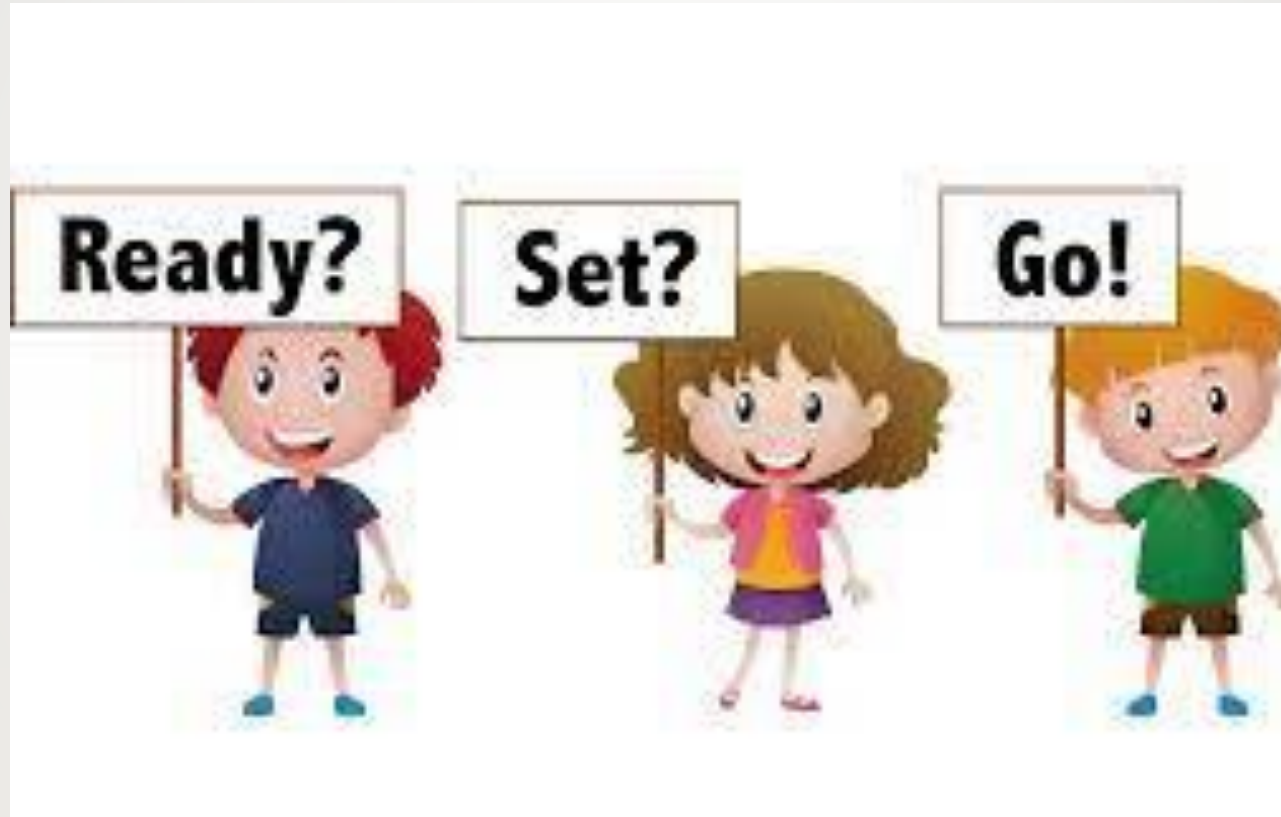
Time Factors - Moment/day of the week:

- stir/settle
- Release anxiety, routines, beginning - ending of day

At the end, it all comes to this!



It's time to play some games!

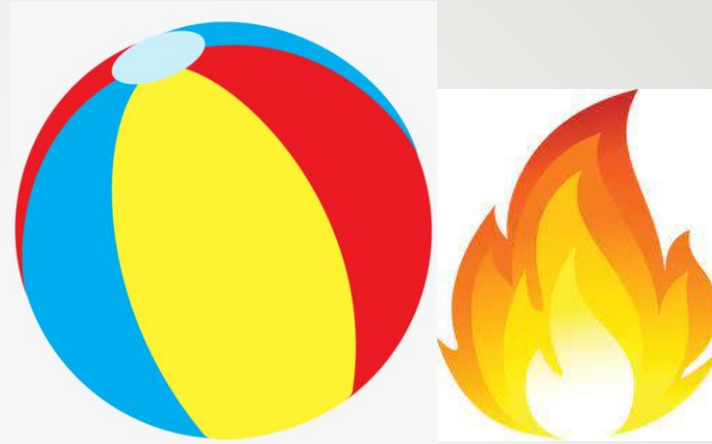


1. Balloon game

- The balloon will go up in the air!
- You can touch it to keep it up only if you say your name!
- Don't let the balloon fall!



2. Hot Ball game



- Define the objects (fruit/animals/colours...)
- Name the object you like and throw the ball!
- Hurry up! The ball is hot!

3. Flashcard game (1)- Colours

- What colour am I showing? – is it blue?.... No... is it red? ... yes?
- Do you have something red?... On your clothes?...on your shoes?
- Stand up if you have something red.
- Do you have something blue?... On your clothes?...on your shoes?
- Clap your hands if you have something blue...
- Do you have something green?... On your clothes?...on your shoes?
- Raise your hand if you have something green?



4. Flashcard game (2)- Shooting in the Far West

- Two teams!
- Take places back-to-back.
- Each player has a secret flash card!
- ... 1 step, 2 step 3 step
- Turn
- Shoot!



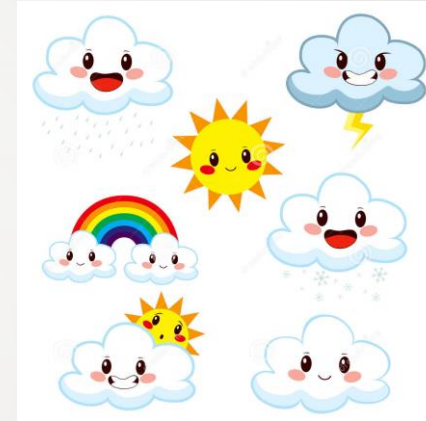
5. Twisted twister!

- Let's play a turn of normal twister
- Let's remember our emotions- happy-sad-afraid-angry
- Stick the emotions on different colours on the board and play the twisted twister!
- If you get a green card play again...
- If you get a red card miss a turn...



6. Circle game (1) movement- Weather

- (Sun-rain-snow- cloud)
- Let's make a circle. Who wants to play first?
- Choose two cards
- Name them
- Touch the shoulder of each player and repeat one of the two words
- When you say the other word to one of the players, they must chase you.
- You need to go around and find an empty place in the circle.



7. Circle game (2) ball -Weather

Cards facing upwards in the middle

- Ball goes around – stop!
- The player who has the ball picks up a card and names it!



Cards facing down in a pile

- Ball goes around – stop!
- The player who has the ball picks up a card and names it!

8. Parachute game (1) ball

- 12 players holding the handles
- One ball on the parachute
- Teacher / Child says a name
- Players have to direct the ball to this particular player without dropping it
- The player shouts the name of the next person...



9. Parachute game (2)-let's change places

- 12 players holding the fabric between the handles
- Teacher / Child says a colour
- Everyone lifts the parachute up (mushroom)
- The players holding this colour run under the parachute and change places



10. Parachute game (3)-Dance

- 6 players
- Listen to the song- sing and dance with the parachute!!!



11. Parachute game (4)-Pop corn



- 6 players holding the handles (pop-corn makers)
- 6 players outside (pop-corn collectors)
- 3 referees
- Name the food cards – place them on the parachute
- The pop-corn makers move the parachute up & down throwing some pop-corn (cards) on the floor.

12. Bingo game (1) -animals and fruit

- The players have one bingo card and one marker.
- Half of them have animals on their bingo card and half of them have fruit.
- Teacher/child calls out the names of animals and fruit randomly.
- The player who has it on his/her card must cross it out using the marker.
- The player who crosses out all the pictures on his/her card first, shouts BINGO and is the winner.



13. Bingo game (2) – colour the animal



- The players have a black and white bingo card and some crayons/coloured pencils/markers...
- Teacher/child/ calls the name of an animal and a colour.
- Players must colour this animal using the specific colour.
- The winner is the player who colours all the animals on his/her card first and shouts BINGO!

14. Pictionary (1)



- One player takes a laminated paper and a marker.
- She/he must draw something (from the known vocabulary) and the rest must guess what it might be.
- The player who names the picture first, goes next.

15. Pictionary (2)

- Class is divided in two teams. Each team has a laminated paper and a marker.
- A player from each team comes outside.
- Teacher/child secretly tells the name of an object to the 2 players.
- The players draw and the team who finds the object first is the winner.



16. e-game – Spinner Weather

PRESS SPIN TO START- PRESS SPIN TO STOP

ASK : HOW'S THE WEATHER ?

ANSWER: SUNNY, RAINY, CLOUDY OR SNOWY



SPIN

17. e-game - Hidden Picture

PRESS ON A NUMBER TO REVEAL PART OF THE HIDDEN PICTURE.

GUESS WHAT THE PICTURE IS BEFORE YOU OPEN ALL THE BOXES...

SAY WHAT THE BOXES ARE HIDING...

SUN, RAIN, CLOUD, SNOW, WIND, STORM, FOG, RAINBOW

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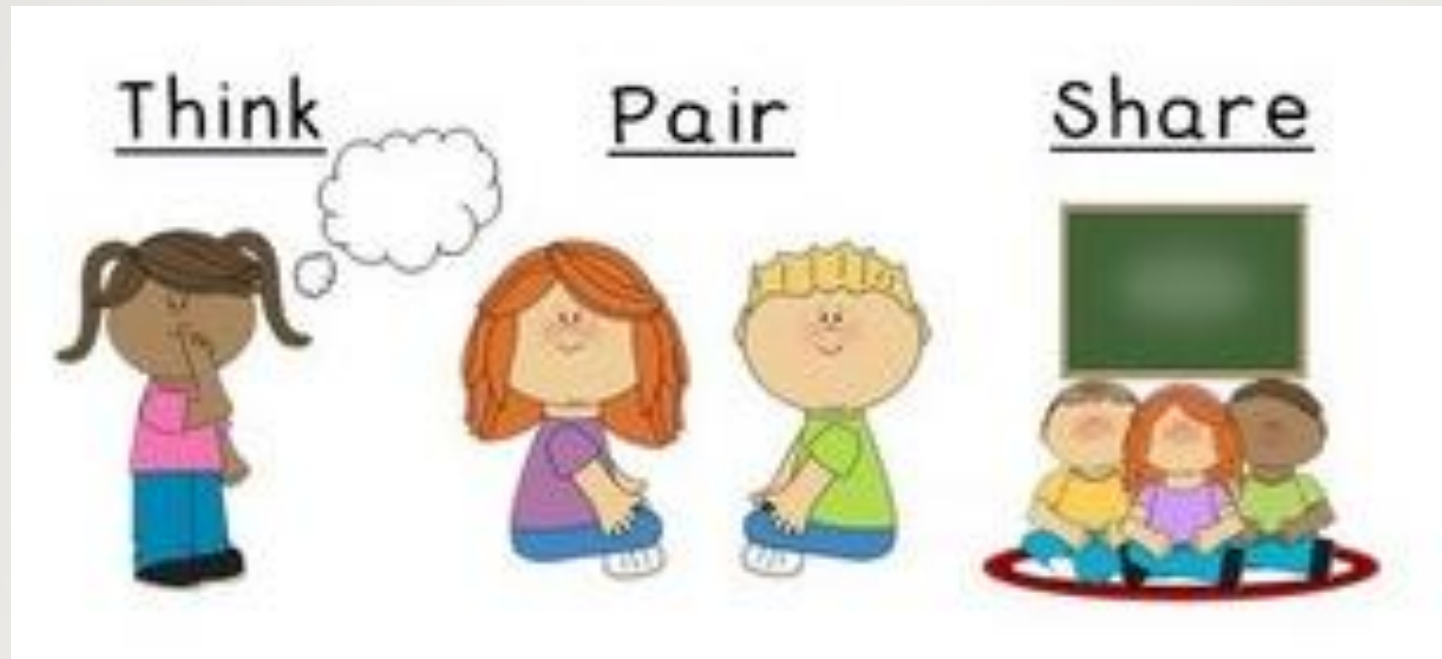
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Useful websites for creating materials/games/e-games

- <https://www.sparklebox.co.uk/>
- <https://www.toolsforeducators.com/>
- <https://tekhnologic.wordpress.com/>
- <https://wordwall.net/>
- <https://mes-english.com/>
- <https://www.dltk-kids.com/>

Discussion





**KEEP
CALM
AND ... play games to
LEARN
WITH CLIL**