

Paper Strips

Using Strips of Paper to Facilitate Language Learning in the Classroom

Adam Walford

Senior Educator

SEUP RMIT University Hanoi

adam.walford@rmit.edu.vn





Outline

- Warmer – Paper Strips Silent Telephone.
- Why have paper strips as part of your teaching tool-box?
- 3 Work-stations.
 - Developing questions, organising writing, predicting reading texts.
- Idea share.
- Q&A.





Warmer – Paper Strips Silent Telephone!

- I will put you into 3 groups.
- The person at the front of the line will be given a board marker.
- I will show the person at the back of the line a strip of paper.
- In your groups, you will whisper in the ear of the person in front of you what it says on the paper.
- The last person will write it on the board.
- Good luck!





Warmer – Paper Strips Silent Telephone!

- *The paper strips you used came from real students.*
- To do this with your own class:
 - Ask them to write a sentence using the target language, grammar, etc. (often after the presentation of the point).
- Paper Strips Telephone is a simple, low-prep, engaging activity for:
 - Controlled practice on grammar.
 - Strong communication and collaboration between learners.
 - Highlighting errors and error correction.





Why have paper strips as part of your teaching tool-box?

- Recycling.
- Low-tech.
- Versatile.
- Low prep or no prep!
- Expands and orders thinking.
- Collaborative and **MAKES LEARNING VISIBLE!**





Directions

- You will be put into 3 groups: Team A, B, and C.
- In your groups, please go to one of the work-stations provided and work through the activities on the walls and tables.
- Some of the activities require quite strict timing – please do your best to finish them because some of them will require thought from later groups
- Click on the QR codes that provide the overview when you finish the activities!
- Good luck!





Idea share

1. What did you learn from each of the paper strips activities?
2. Were there any different stages between the first group who did the activity and the last group? What were they?
3. Which activity did you think had the greatest relevance to your classroom context?
4. How would you adapt them further?
5. I omitted certain skills, such as listening, from this session. How could you develop paper strips activities for them?





Work-station 1

Content here

tion: Trusted



- Bullet points here

Title here

Subhead here

Presenter

Position title

Institute

Email

Title here

Subhead here

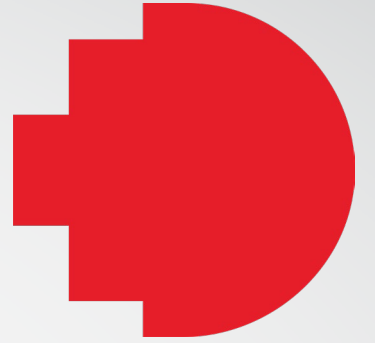
Presenter

Position title

Institute

Email

Heading here



Subhead here

- Bullet points here
- Bullet points here
- Bullet points here
- Bullet points here
- Bullet points here
- Bullet points here



Heading here

Content here

tion: Trusted



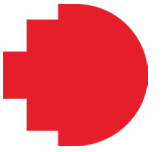
- Bullet points here



Heading here

Content here

- Content here



Heading here

Header	a	b	c	b
Row 1	content	content	content	content
Row 2	content	content	content	content
Row 3	content	content	content	content

Section divider header

Subhead here

Insert Title here



Insert

Header here



Insert

Header here


Subhead here

Insert
Title here.

Section divider header

Thank you

Name

Position title

Email address

Thank you

Name

Position title

Email address