



LISTN

Language Instruction Support and Training Network

Instructors' Bulletin

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Reduce Your Photocopy Footprint

Using less paper in class is good for the environment, is cost effective, and promotes learning.

"Step Away from the Photocopier!" was the amusing title of a presentation at the TESL Canada 2014 Conference. Might it be a mantra worth adding to your daily ritual? Before heading to photocopier to print yet another class set of handouts or worksheets, ask

yourself if your learners really need another piece of paper. Here are some helpful suggestions to reduce your photocopy footprint. Have another great idea? Let us know. We'll compile a list and send it out to our subscribers.



Going Green: Less Paper and more Paperless Activities in the ESL Classroom

<http://paperlessest.blogspot.ca/>

This slide show has **EXCELLENT** suggestions for reducing paper, in fact there are 63 slides with useful tips! It only takes a few minutes to view the slide show. The first slide sets the tone: ask yourself "To copy or not to copy?"

Use Less Paper!

- Reduce 2 pages to 1: use smaller fonts and narrower margins.
- Print information multiple times on the page. Cut the paper in 2 (or 3, or 4), saving double (or triple, or quadruple) the amount of paper.
- For group work, print 1 copy per group rather than for each person.

Meatless Monday...Paperless Tuesday?

As some municipalities encourage citizens to go vegetarian every Monday, why not have a paperless class once a week? Explore activities that don't require a handout. This way, you will be sure to tap into non-traditional modalities that may better serve learners with different learning styles.

Ban the handout!

Have learners write vocabulary lists in their notebooks. Bonus - the physical act of writing helps the brain to remember. Write or project comprehension questions on the board/screen. Learners can copy into their notebooks. Distribute electronic versions of handouts via Smartboards, Learning Management Systems, or Email.

Step away from the Photocopier!



TESL Canada Conference | May 9, 2014

Klippenstein & Culleton-Koebel | Winnipeg Technical College

Six Rs: Reduce, Rethink, Reuse, Recycle, Repurpose & Reconstruct

1. **Reduce** clutter, paper use, time in lineups, frustration, and stress.
2. **Rethink** the need to photocopy everything.
Go paperless/use less paper with:
Language Games and Activities, Dictation, Jigsaws, Realia, Pictures/Photos, Use of the Board
3. **Reuse/**
4. **Recycle** Text and Activities
Pronunciation and Intonation, Role-play, Grammar, Discussion, Dictation, Posters
5. **Repurpose**
Free Informational Materials, Commercial Games or Game Components/Toys
6. **Reconstruct** Stories

Suggested Resources:

Cambridge Handbooks for Language Teachers:

Grammar Practice Activities (2nd ed.) by Penny Ur

Discussions that Work by Penny Ur

Five-Minute Activities by Penny Ur & Andrew Wright

Games for Language Learning

by Andrew Wright, David Betteridge & Michael Buckby

Drama Techniques: A Resource Book of Communication

Activities for Language Teachers

by Alan Maley & Alan Duff

Dictation by Paul Davis & Mario Rinvolucri

Other books and websites:

Callan's Jigsaws www.esljigsaws.com

Communication Games (Elementary to Advanced)

by Jill Hadfield

Presenting New Language

by Jill Hadfield & Charles Hadfield

Board games http://bogglesworldesl.com/esl_games.htm

www.vitaeducation.org/teacher-resources/instructional-materials/

Explaining English Grammar by George Yule

For a copy of the PowerPoint presentation and relevant handouts contact resources@listn.info

Photocopy-free Activities

Disappearing Story

- Write a short story on the board.
- Have Ss read out loud.
- Repeat the choral drill while erasing words from the board.
- Slowly erase words as Ss repeat the story.
- Eventually, no more words will be on the board, and Ss should remember the story.
- Have Ss write the story in their notebooks. They can check with a partner or group for clarification.
- Check the story as a class to ensure all have the correct version.

Running Dictation

- Prepare a sheet with reading comprehension questions.
- Put Ss in groups
- Post the question sheet outside the classroom.
- In turns, Ss run to the paper, memorize ONE question, return to the group, and dictate the question.
- When all questions are recorded, check as a class and have Ss answer the questions in groups or on their own.

N.B., There are several good, short, 5-7 sentence stories with simple questions for the lower levels (CLB 1-3) in *Survival English: English through Conversation Book 1*.

"4-3-2" Fluency Building Activity

- Give Ss time to prepare to speak on something they are familiar with.
- Divide class into two groups: A and B. Line up groups facing each other.
- 'A' students begin by speaking to their partner about their prepared subject for four minutes.
- Then, they move down the line and tell their new partner the same thing, but in three minutes.
- They change partners again and tell the new partner the same thing in two minutes.
- 'B' students then have their turn.

Source: <http://larryferlazzo.edublogs.org/2011/04/04/excellent-speaking-activity-2/>

Reduce the Number of Pages in a Publication

- Condense content and refer readers to the web for more information.
- Use a smaller font and reduce the size of the margins.
- Decrease leading (the space between the lines of type).
- Reduce the number of photos/graphic elements or reduce the size of photos/graphics.

Source: <http://ufcn.urel.ufl.edu/ink/tips-photocopy.shtml>

