



7. INTERACTIVITY

How to generate interaction between participants with very low linguistic proficiency during distance communication

CONTEXT

This activity deals with the problem of how to start an online language course with beginners (CEFR level A1 or A2). The aim of this activity is to enable a teacher to start a language learning activity with participants at the beginner level in the context of distance communication.

THEORETICAL BASIS

The most effective way to develop linguistic skills is to practise the target language in an interaction while accomplishing a task. Using images provides a powerful resource to share common understanding and a way to produce simple sentences.

ACTIVITY IN A NUTSHELL

The aim of the activity is to enable beginner-level language learners to appropriate new words and basic syntax by using them in distance interactions. The language interaction is generated in reference to images.

Activity/Solutions

CONTACT TYPE

Online

TIME NEEDED

30 minutes - 1 hour

NUMBER OF PARTICIPANTS

6-10

ACTIVITY TYPE

Group work

TARGET GROUP

- All target groups

VARIATION OF THE ACTIVITY

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Goal

- To enable beginner-level language learners to take part in distance interactions.
- To use regional European heritage as a teaching resource.
- To learn basic syntax.

How to prepare

- Choose nouns, adjectives, and pictures with vocabulary to be learned. This must be related to a theme (local heritage), for example, for a maritime region, the vocabulary chosen could be water, the sea, the beach, a boat, fish, etc.
- The number of nouns, adjectives and pictures can be increased according to the level of the participants.
- Choose five adjectives: these could be colours and simple adjectives such as big, small, beautiful, ugly, etc.
- Choose several pictures related to the nouns and adjectives. These could be photographs taken previously by the participants, e.g. a picture of a boat, fish, etc.

Activity step by step

1. Divide the participants into pairs.
2. Instruct them to choose three elements (noun, adjective, and picture) and prepare three sentences.
3. Show the pictures to all the participants.
4. Instruct the participants to read one by one the sentences they just wrote. The other participants will listen and try to find the image corresponding to the written sentence.
5. Correct if necessary, and suggest more elaborate formulations (according to the proficiency of the participants).
6. Ask the participants to write their sentences on a shared document (e.g. Flinga wall, Whiteboard).