

# Lifelong Learning Programme



# sikxgni



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ΕΥΛΟΓΟΣ ΙΔΙΟΚΤΗΤΩΝ  
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ΝΟΜΟΥ ΛΑΡΙΣΙΑΣ



ΓΔ Εκπαίδευση και πολιτισμός

Πρόγραμμα διά βίου μάθησης

INTERNATIONAL EXCHANGE  
ON ADULT LANGUAGE EDUCATION  
(INTEALE)

Lifelong Learning Programme:  
Grundtvig Learning Partnership

# Target Group

- \* From beginners to advanced learners.
- \* Learners engaging in writing.
- \* Adult learners who enjoy doing group activities.

# Activities and Methodology

1. My town in ABC
2. One word story
3. Same sound - Different meaning

# 1. My town in ABC

Attempting to use all the alphabet letters in an alphabetical order to describe your city can be fun .

**Strong Point** : Learners employ imagination combined with knowledge concerning vocabulary.

**Weak Point** : When required to use letters such as Qq , Ww, Yy,Xx, Zz learners reached a dead end but managed quite fine, though many funny words that do not exist were rejected repeatedly.

## One word story

Yesterday I drank tsipouro with my friends in Bakalovo.  
After that we enjoyed a cup of coffee. It was a  
wonderful evening and I decided to do that again.  
However, we are busy, but we will meet in a few  
days. This adventure ~~should~~ happen soon.



## 2. One Word Story

An activity that builds up a lot of pleasant tension trying to end up with a story that makes sense just by adding words to the preceding ones.

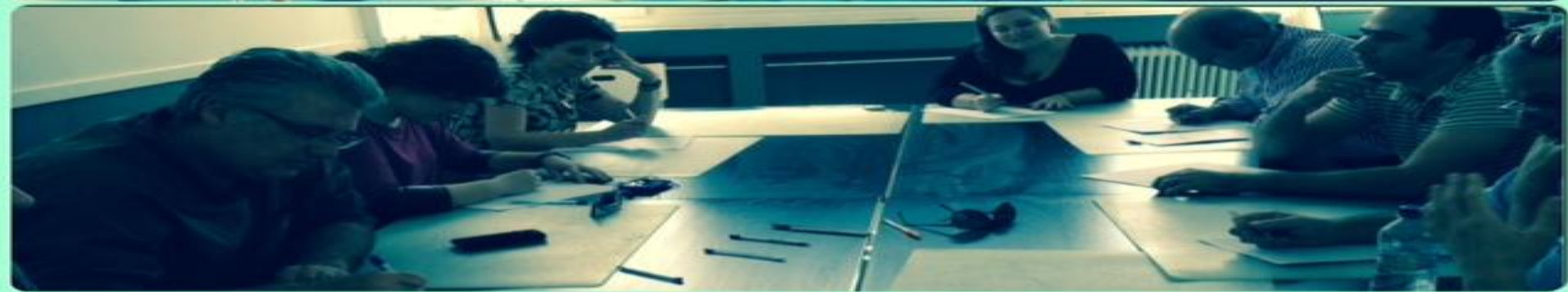
**Strong point** :It can be easily performed and understood.

**Weak Point** : Requires a certain number of participants in order not to get frustrated by trying to understand where the story ends .

→ Isipovro is our local drink

→ Visit Louisa and revisit.

→ Winery in Louisa is popular



### 3. Same sound - Different meaning

An entertaining activity with homophones

**Strong point** : A lot of fun combined with spelling and meaning of the words.

**Weak point** : Beginners don't easily "get it" . It's a bit time consuming to explain the joke



# **Outcomes & Results**

**An attractive combination of activities that can engage adult learners in approaching language learning fearlessly.**

**POSSIBILITIES OF TRANSFERRING  
THIS PRACTICE TO OTHER COUNTRIES**

**No borders. Definitely a nice set of activities that could be used regardless of cultural or national differences.**

**Thank you  
for your  
attention.**



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***Local Activity Nr. 7***  
-  
***Good practice evaluation***



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## The Good practice implementation

- Three activities of the Good practice - “My town in ABC”, “One word story” and “Same sound different meaning” - were used in the advanced group of students
- All the activities were implemented according to the instructions

## **The Good practice evaluation – the pros**

-The activities that were used provided to the learners the opportunity of a deeper understanding of English language. That included the need to separate the parts of speech in English language(activity “My town in ABC), to use correct word order in writing a story(activity “One word story) and practising their phonetic and reading skills(activity “Same sound, different meaning).



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- activities enabled the students to get familiar with all the ways an activity can be conducted in the classroom, such as individual work, work in pairs/groups, and in whole class activities.







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- The focus on all cognitive abilities (reading, writing, speaking, listening) proved to be really beneficial for improving their vocabulary, the ability in creating and writing a story (in “One word story) and their phonetic skills.

-Moreover, all the activities, engaged students in speaking, in an attempt to improve their speaking skills as well.

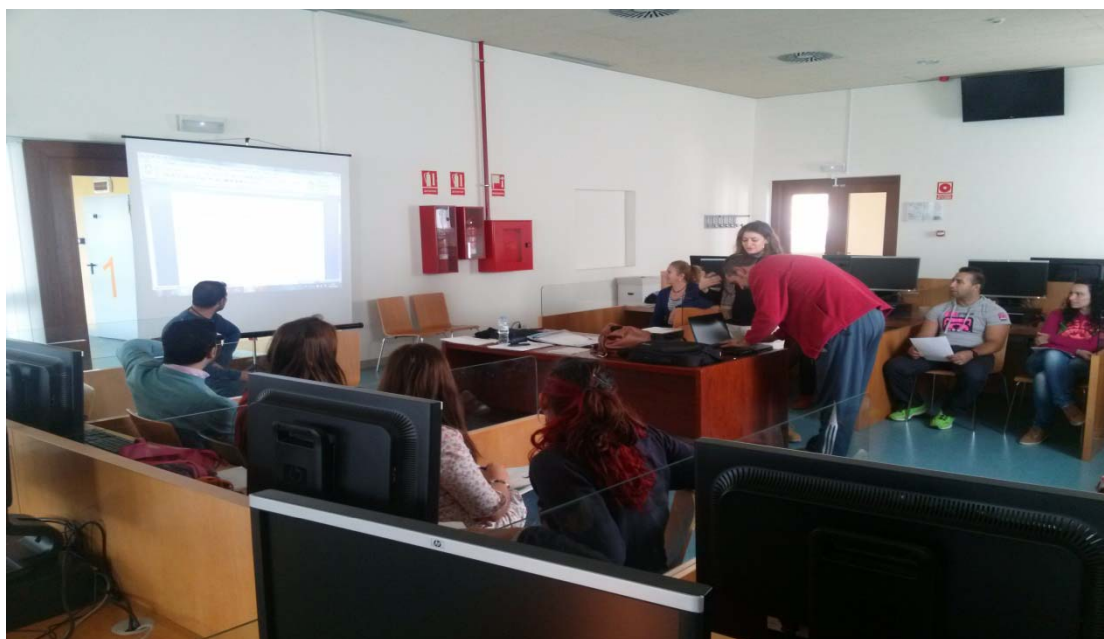


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## The Good practice evaluation – the cons

- Explanations in mother tongue were crucial in each activity so that students would be able to participate and complete the activities; extra time was also necessary.





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- The “Same sound, different meaning” activity was really difficult for the students. They had problem both to understand the aim of the exercise and the way of completing it. The students were not familiar with the phrases used in it.





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## **Conclusion**

The specific good practice activities can be put into practice with students that have a sufficient level of English language. Some activities could have application individually, if they were embedded in another syllabus; but the syllabus was too specialized for the specific level and aim.



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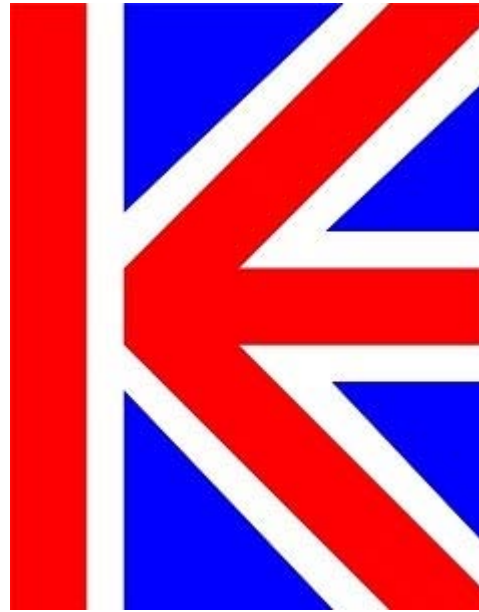


Thank you for your attention!

# Evaluation of the good practice presented by ARKTUR during Mobility Activity Nr. 3



Presented by the students and staff  
of Interactive English Language  
School



# Activity 1 “My Town in ABC”





# My Town in ABC: activity and methodology

- Learners (individually, or in small groups) compile a list of 26 words that they associate with their home town; each word starting with a different letter of the alphabet.
- Learners feed back their answers in plenary.

# My Town in ABC: aims

- Revision of vocabulary to describe a town.
- For IELTS preparation classes: good practice for parts 1 and 2 of the Speaking test.
- Could be adapted for any vocabulary group: “My house in ABC”, “Food in ABC”, “Hobbies in ABC”, etc.

# My Town in ABC: outcomes and benefits

- Learners practised a wide range of vocabulary on the topic: including nouns, verbs, and adjectives.
- Learners were motivated to engage with the topic.
- Learners felt satisfaction at completing the task.

# My Town in ABC: inconveniences and difficulties

- Some letters could and did prove difficult for learners (Q, V, X, Y, Z)
- There can be quite a time gap between the quickest and slowest learners in completing the task, leading to boredom for some and demotivation for others.

# Activity 2: “One Word Story”



# One Word Story: activity and methodology

- Learners compose a story one word and one learner at a time.

# One Word Story: aims

- Learners practise and review word in order in a sentence.
- In written exam preparation classes learners practise and review cohesion and coherence.

# One Word Story: outcomes and benefits

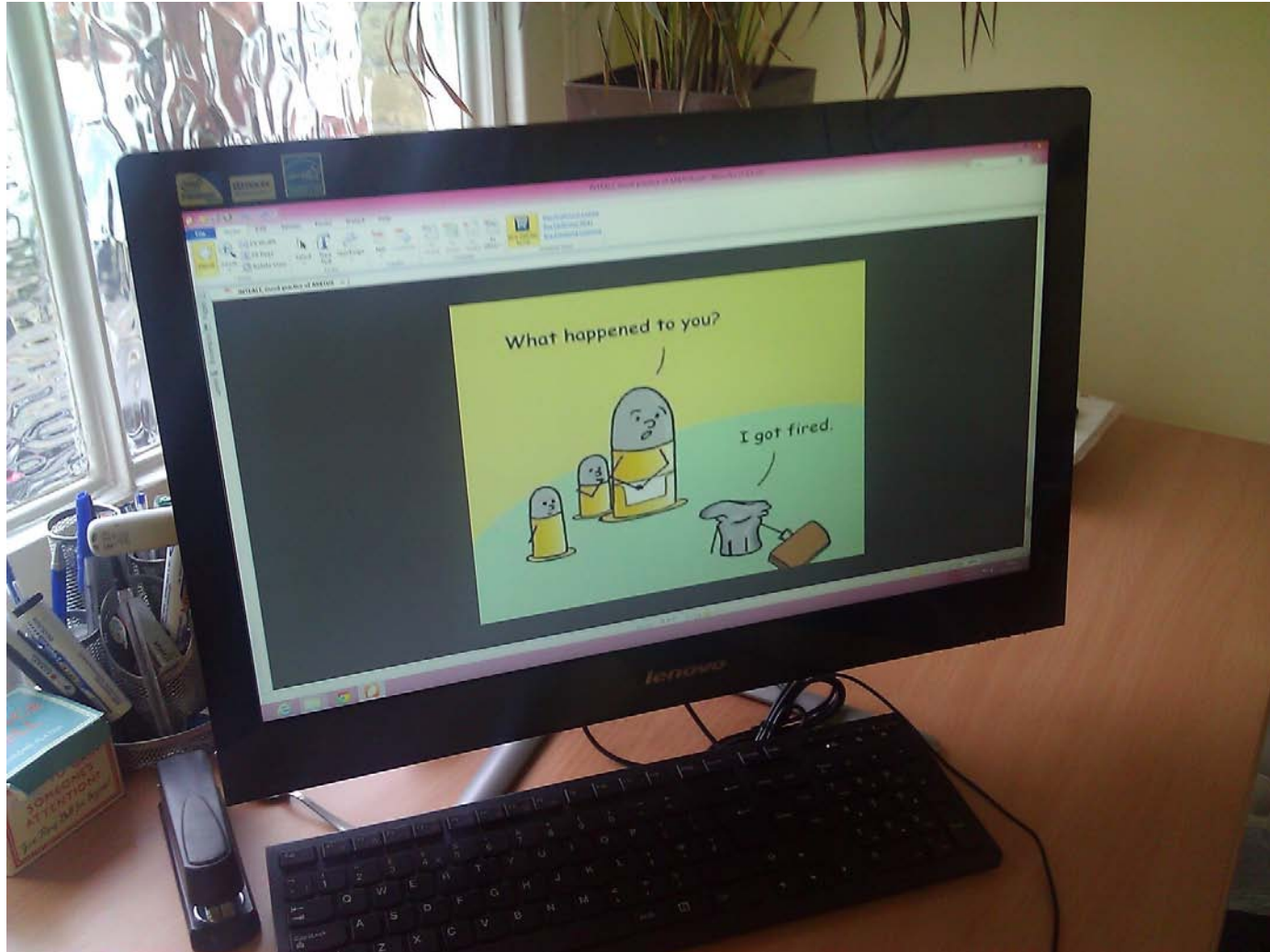
- The learners had good practice of sentence structure and grammar awareness.
- Learners found the activity fun, exciting and unpredictable.



# One Word Story: inconveniences and difficulties

- Some learners can feel pressurised to get the 'right' word.
- Some learners feel frustrated at the time it can take to get a word.
- If the activity is done in turn, learners will 'zone out' while others are speaking because they are predicting their turn.

# Activity 3: “Same Sound, Different meaning”



# Same Sound, Different Meaning: activity and methodology

- Learners are shown a series of images depicting 'puns' based on homonyms and homophones

# Same Sound, Different Meaning: aims

- Review and practice of homonyms and homophones

# Same Sound, Different Meaning: outcomes and benefits

- Fun! The learners enjoyed the visual element.
- The pictures helped to clarify the different meanings.
- It's a quick and enjoyable 'filler'.

# Same Sound, Different Meaning: inconveniences and difficulties

- Some of the language needed to be pre-taught.
- Some lower level learners could just find it confusing rather than amusing.

# Transferability

- We believe that all of the activities, especially 1 and 2, could be adapted to be used in a wide variety of teaching contexts in a number of countries.

**Thank you for your attention!**