

## Interactive Learning Activities

The following activities are useful for students to acquire English language proficiency. They are primarily drilling activities that require repetition and/or multi-skill (Listening, Speaking, Reading, and Writing) manipulation to input and output meaning. These activities offer the learner opportunity to encounter words, phrases and sentences in low anxiety, fun situations in ways that use and repetition is encouraged by the facilitator.

The teacher is responsible for setting up the activity so as to include learning areas and texts that best lead students to greater learning. Texts that contain information from other subject areas (Social Studies, Maths, and Science etc.) and text that contain high incidence of terms to be learnt or grammatical features are particularly suitable.

The term ‘Interactive Learning Activity’ more accurately describes the process that takes place in the learner than the term ‘Game’ which is easily misinterpreted as a fun activity for children. These activities are suitable for early childhood through to senior learners; the degree of proficiency required is dependent on the text used and the sophistication of the task. Similarly the degree of engagement of the learner in the activity can be maximized by the setting of an age- and interest-appropriate text and task.

The order in which the following ILAs are presented does not suggest a sequence or progression; the teacher should select ILAs appropriate to the lesson and students as dictated by time and resource availability and the aims of the lesson.

The teacher is also responsible to divide the class into smaller groups if it is considered that the activity is too slow-paced so as to keep every student’s attention.

### Interactive Learning Activity 1: “I Like People Who”

**Learning Skills:** Listening and Speaking.

**Physical Arrangement:** Students sit on chairs in a circle facing the centre of the circle.

One student stands in the centre of the circle. This student does not have a chair. No spare chairs are allowed in the circle.

**Activity:** The student in the centre says clearly and loudly (for example) “I like people who .... are wearing a watch”. All those sitting on chairs who are wearing a watch must stand and relocate to

another chair. If there is no chair available, they become the student in the middle who calls the next “I like people who...” While all those wearing a watch are changing chairs, the student in the middle should try to sit in a vacant chair, forcing another student to stand in the middle and call the next “I like people who”.

It is strongly suggested that chairs without wheels and without tables are used.

Increase the degree of sophistication by:

- Extending the spoken formula to eg “I would really like the following students to change seats. Those who ....” or “I absolutely adore those people who...” or “Please change seats if you...”
- Refine the topic to an area of learning within another subject eg Food in Other Cultures. “I like people who have eaten jellyfish”.
- Give each student a flashcard to display. The speech formula then applies to the word on the flashcard eg “I like people whose word is a noun” or “I like people whose word starts with a consonant” or “I like people with fruit”.

## Interactive Learning Activity 2: “What Are You Doing?”

**Learning Skills:** Listening and Speaking.

**Physical Arrangement:** Students stand in a circle facing the centre.

**Activity:** The first student mimics an action eg brushing the teeth. Student 2 approaches and says “Good morning Abdulah. What are you doing?” The actor responds, Good morning Salma. I am flying my kite”.

Student 2 mimics flying a kite. Student 3 approaches and says “Good morning Salma. What are you doing?” The actor responds “Good morning Kim. I am swimming in the river.”

Student 3 mimics swimming. Student 4...

Increase the degree of sophistication by:

- Extending and/or changing the speech formula eg “Good morning Abdulah. It is such a hot day. What are you doing?” or “Hello there Abdulah. That is a fascinating thing that you are doing. What are you doing?
- Give each student a card on which is written their activities.

### Interactive Learning Activity 3: “Yesterday I Went Hunting”

**Learning Skills:** Listening and Speaking.

**Physical Arrangement:** Optional. Students sitting facing each other is best.

**Activity:** Student 1 says “Yesterday I went hunting and I caught a fish.”

Student 2 says “Yesterday I went hunting and I caught a fish and a polar bear.”

Student 3 says “Yesterday I went hunting and I caught a fish, a polar bear and three wriggling worms.

Continue for a specified time or a specified number of items, or until the whole group has been through the rotation once or more times.

Increase the degree of sophistication by:

- Specifying the types of items caught (eg types of birds, mammals etc)
- Changing the formula to “I went shopping and I bought...” or “I went to a restaurant and I ate...” or some other formula relevant to the lesson.
- Changing the formula to “Tomorrow I am going hunting” or “I have been hunting” or “I always search along the sea shore. Sometimes I find...”
- Specifying uncountable nouns with quantifier eg “Three bottles of milk” or “A packet of paper clips” or “truckload of durian”.
- Specifying objects plus their actions eg “Six boys playing football” or “twenty two cars going through red lights”.

### Interactive Learning Activity 4: Running Dictation

**Learning Skills:** Reading, Speaking, Listening and Writing.

**Physical Arrangement:** Text cards placed on wall. Students divided into equal groups. One scribe nominated with a sheet of paper and pen each or space on a whiteboard and a whiteboard marker per scribe. Scribes should be placed at least five metres away from the text. Further is better, up to 30 metres

**Activity:** Team members assigned to a text reader and a scribe. Text reader reads the text, walks to their scribe and tells the scribe the exact words of the text. The scribe writes the text on their paper or whiteboard. Team members may help the scribe spell and correct words but may not touch the pen. Only the scribe writes. Establish rules to minimize noise and injury eg no running, no shouting etc. The team that completes the copy of their text wins.

Let each team's copy of their text be checked by the other teams. For this purpose, using whiteboards is useful. Students using laptop computers could project their MS Word files onto a screen via LCD projector.

Increase the degree of sophistication by:

- Using more sophisticated texts or texts that have specific relevance to other subject areas, grammar rules, phonetic script etc
- Increase the distance from text to scribe to increase the time required to hold the memory of each piece of text.

## Interactive Learning Activity 5: Typhoon

**Learning Skills:** Speaking and Listening.

**Physical Arrangement:** Facilitator creates a grid on paper at least 3x3 up to 6x6 with numeric values in each square of the grid. These can be any values eg 3, 6, 15 etc or 2000, 3300, 15000 etc or 1, 2million, 0.3 etc. Some of the squares should display a T (Typhoon) instead of a score.

Facilitator creates a blank grid on the board with the same number of squares plus row and column titles.

The class is divided into equal teams.

A team score space is created on the board.

**Activity:** Facilitator asks a question of Team 1. The question can be of a review nature of a drill nature. If the question is answered correctly the team can nominate a square from the grid for their reward score. The corresponding square on the facilitator's grid reveals the score which is added to

that team's total. If a T is revealed instead of a score, that team can nominate another team's score to be "Blown away" or wiped from the board. With each revealed score the Facilitator writes the score in the grid on the board and adds that score to the team's total.

The team with the highest score when all the squares are taken wins.

Increase the degree of sophistication by:

- Giving more sophisticated names to rows and columns of the grid. Begin with A-E and 1-5; more sophisticated could be key words from a lesson or subject matter.
- Include more Typhoon categories. Eg Steal (steal another team's score to add to yours), Swap and Double (double your own score).
- Ask more demanding questions
- Set a time limit for the answering of questions
- Allow a student or group of students to be facilitators

## Interactive Learning Activity 6: Instruct the Draw-er

**Learning Skills:** Listening and Speaking

**Physical Arrangement:** One learner at the board with a board marker and a defined space to draw in. A large picture facing the class, out of view of the draw-er. A line-drawing of simple design is suggested for beginners.

**Activity:** Class members tell the draw-er what to draw, instructing about spacing, shapes and verbal descriptions. Facilitator keeps a word list on the side of the board for relevant words and phrases eg "left, right, diagonal, triangle, above..."

Increase the degree of sophistication by:

- Increasing the number of objects in the picture
- Increasing the complexity of the picture eg watercolour or oil painting.
- Introducing less familiar objects in the drawings
- Place a time limit on the drawing