

## Activity 4: Description

The fourth and last activity was designed for a 2nd grade primary school class of fourteen students. The English level of the students, according to the CEFR, is A1.

This activity had the form of a compound word puzzle, and focused on the learning of new vocabulary, meaning new words that were made by simple words that the students already had acquired. For the implementation of the activity, I prepared a handout and a PowerPoint presentation, thus the use of ICT was mandatory.

Basically, the handout contained ten examples of compound words, and the students had to find out, through pairs of pictures of objects shown on the interactive white board, which word they were looking for each time. After observing the pictures displayed on the white board, the students had to write down two words into the puzzle pieces for each example, that corresponded to each picture. The two words for each example found by the students, would constitute the final compound word.

The purpose of the activity was the teaching of new vocabulary in a way that the students would consider it as a game. In that way, the learning process would seem more fun and would motivate them, taking into consideration the students' very young age and their beginners level of English.

## Activity 4: Self evaluation of descriptors

### **Methodology: A) Vocabulary**

7 -> I can evaluate and select a variety of activities which help learners to learn vocabulary.

The activity was designed to teach the students new vocabulary in a motivating and creative way. The students by using already known lexis, they were required to produce themselves compound words. The already known words were displayed in the form of images, so the students had to first recall those words in order to come up with the final word. Thus the purpose of the activity, was not only to learn new vocabulary, but revise the already acquired lexis. The implementation of the activity was quite challenging, since, not considering the very young age of the students, I didn't make clear the instructions, and a couple of students did not understand what they had to do, concluding to getting distracted and not completing the activity. If I had to do it all over again, I would also explain first what a compound word is in order to avoid confusion.

### **Methodology: B) Use of ICT**

6 -> I can design ICT materials and activities appropriate for my learners.

For the activity, I used a PowerPoint Presentation I designed myself. The presentation consisted of all the images needed for the activity, and were displayed in pairs for the production of the

final compound word, and in the order that were presented in the handout. The initial idea of the ppt was good, however, it did not meet the requirements of the students due to their very young age. In the ppt, besides the images, I had to include the words and the final compound words, so the students would have written everything down in their handouts and would have avoided any spelling mistakes. Lastly, if I had to conduct the same activity in the future, I would provide the handout itself on the interactive whiteboard, so the students knew exactly where to write the answers.