

Haiku: peer-to-peer

Book: *A hundred poems*

Time: 15-20 minutes.

Category: listening and speaking skills in English as a foreign language.

Skills: carrying out and managing conversations effectively; active listening.

Target group: learners of any age with a basic knowledge of English as a foreign language.

Learning activity: peer-to-peer activity about haiku poems.

Learning objectives: learners are able to express their opinions regarding a haiku poem in English.

Learners are able to listen and comprehend the global meaning of the interlocutor's message and to interact effectively.

Development of social skills and communicative competence in English through peer-to-peer conversations.

Steps

1. Create pairs of learners. Each pair is composed of two learners who receive different illustrations.
 2. Explain clearly the steps of the activity. Tell, display or write on the board. Make sure everyone understands.
 3. Everybody writes a haiku poem.
 4. Ask each member to read the haiku they have written and then discuss their writings in turns in the pair.
- Give them freedom to express their opinions and feelings. Grant them as much time as the pairs need to discuss.
- Keep the discussion positive and constructive!



Variations

1. Give learners a few written questions in order to guide their discussion.
2. Ask each pair to read their haiku poems and present the results of their discussion to the class, if they want to.
3. Ask them to choose one haiku poem from the book and create interviews with their families and friends about these poems. They will investigate their interviewees' feelings and impressions about those poems.

Afterwards invite the learners to present their results to the class - story-telling, preparing infographics, PowerPoint presentations, videos etc.

Tips

1. In peer-to-peer activities, teachers do not need to interfere. Their role is the one of facilitating discussions among learners.
2. Do not use this activity as a test for evaluation. Regard it as an opportunity for learners to enhance their speaking skills in English, to freely express their opinions and to boost their communicative competence in a foreign language.
3. Respecting learners' feelings and opinions is fundamental. If they clearly show that they do not want to share personal details with the class, such as the haiku poems they have written or the opinions that they have expressed about others' poems, they have the right for privacy.

