

Key ideas about our learning: English and Methodology in the 21st Century

- Vary the activities.
- Talk to other teachers: you are not alone!
- Pair work and groupwork: priceless!
- Student centred classes.
- Let the students feel that they have achieved something.
- The importance of feedback.
- Use authentic materials: plenty of ideas to adapt them to our classes.
- Practical approach to teaching pronunciation.
- 3 approaches to teaching grammar: Text based, Test-teach-test and context build.
- Remember to motivate your students.



KIRKSTALL ABBEY, LEEDS



Ah! When imagination once runs riot, where do we stop?

Anne Brontë, *Villette* (1853)

Dissemination task



TASK BASED ACTIVITY

In groups of three-four students: create a brief introductory lecture for students your age visiting an abbey near your town. To engage the young visitors and make the lecture more appealing, you will tell them about the daily life of a medieval monk. A member from each group will address the visitors pretending to be a monk telling them about his daily routine.

Adaptable to the different ages

Age 11-12

Age 14-15

Age 16-17

Pre Task: Lead-in: (in groups of four) look at the ruins of this abbey and imagine what it was like to live here in the Middle Ages. Focus on: worship – reading and writing– manual labour.

Task preparation: (in groups, possibly working at home) the students surf the net to gather information about The Daily Life of Medieval Monks (the teacher provides links to suitable sites to choose from: e.g.

http://www.bbc.co.uk/bitesize/ks3/history/uk_through_time/religion_through_time/revision/4/

<http://www.timeref.com/life/religionlife.htm> <http://www.bbc.co.uk/timelines/zt99v4j> Each group organizes their information around some of the following aspects: praying, washing and cooking for the monastery, growing fruit and vegetables, producing wine, ale and honey, providing medical care for the community, providing education for boys and novices, copying the manuscripts of classical authors, providing hospitality for pilgrims.

Task realisation: (in groups, in class) 1. write down in a table the daily routine of a hard working monk at the monastery. Add a brief explanatory paragraph to each activity; 2. use the notes in your table to organize a brief speech about your daily chores and duties; 3. rehearse the speech you will give in front of the visitors. The groups present their speeches in front of the class.

Post-task: the teacher supplies the students with some further language input: language to talk about tasks and duties (e.g. have to, deal with, work in, look after, help...to do..., be responsible for, be in charge of). Handout with exercises: match the word/phrase with the meaning; fill in the gaps...

The final product: the groups edit the speeches (they try to include the new language, cut unnecessary parts to avoid repetition of same things in different speeches) and link them to one another so as to obtain a global introductory lecture of reasonable length, which they record/film.