

Europeana Learning Scenario

Title

Look at that picture!

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Abstract

Teaching grammar and tenses is one of the most significant components of foreign language teaching. Language teachers have always been encouraged to find creative and engaging ways of teaching grammar. Why stop now!?! This learning scenario combines teaching grammar and Europeana resources. Students are given the opportunity to practice Present Progressive tense while being introduced to Amalia Lindegren, a Swedish painter, and her artwork. Amalia Lindegren was one of the women included in the Women’s History Month on Europeana, which focused on notable women and their work throughout history. For the final product of the lesson, students create their own artwork and write a description of it using Present Progressive tense.

Keywords

Lindegren, paintings, grammar, distance learning

Table of summary

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Subject	English as a foreign language
Topic	Grammar – Present Progressive
Age of students	12
Preparation time	1 hour
Teaching time	1h 20 minutes
Online teaching material	<ul style="list-style-type: none"> Because of the school lockdown, teaching this lesson is done online. This is partially a self-study lesson and each student work on his/her own computer, tablet, or smartphone at home. Serbian Ministry of Education provides students with everyday lessons on TV, so this lesson is a follow-up of an English lesson shown on TV. This video is a summary of the TV lesson. Communication with the students is conducted using Viber app.



Table of summary

	<ul style="list-style-type: none"> • Learningapps.org activity is used for introducing the work of Amalia Lindegren and for practicing Present Progressive tense. • Padlet wall is used for sharing students' work and its assessment. • <u>Amalia Lindegren (1814-1891), konstnär, målare</u>
Offline teaching material	No offline teaching material was used
Europeana resources used	<ul style="list-style-type: none"> • https://www.europeana.eu/en/exhibitions/pioneers/amalia-lindeqren • http://www.europeana.eu/en/item/2064116/Museu_ProvidedCHO_Nationalmuseum_Sweden_17996 • http://www.europeana.eu/en/item/2064116/Museu_ProvidedCHO_Nationalmuseum_Sweden_97313 • http://www.europeana.eu/en/item/2064116/Museu_ProvidedCHO_Nationalmuseum_Sweden_17995

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Integration into the curriculum

Teaching tenses is included in the Serbian national curriculum for English as a foreign language. Teachers are also advised to teach grammar in communicative and meaningful way. Furthermore, during the lockdown, Serbian Ministry of Education provides students with everyday lessons on TV which follow the national curriculum. The learning scenario includes one of these TV lessons.

Aim of the lesson

In the lesson, students will:

- Learn the Present Progressive tense – how it is formed and when it is used.
- Compare Present Progressive and Present Simple tenses.
- Learn about Amalia Lindegren and her work.
- Practice Present Progressive tense by describing Amalia Lindegren's paintings and their own drawings.
- Assess their classmates work as well as their own performance.

Trends

Different trends are used in this learning scenario:

Flipped Classroom – students watch a video explanation of Present Progressive Tense on TV before the lesson.

Game-based learning - students learn through doing game-like activities.

Peer learning – students learn from each other by giving feedback and commenting on each other’s work.

Cloud-based learning – learning material is online.

21st century skills

- ICT literacy
- Critical thinking
- Collaboration
- Communication
- Creativity

Activities

Name of activity	Procedure	Time
TV lesson	Students watch a TV lesson about Present Simple and Present Progressive. Teacher presents students with a short version of a TV lesson in case someone missed the lesson. The link is shared on the class Viber group. The students are advised to focus on the second part of the video, starting at 3:30. Teacher discusses the TV lesson with the students and answers their questions if there are any.	30 min 10 min
Amalia Lindegren	Teacher shares with students a hyperlink from Europeana Exhibitions about Amalia Lindegren and asks the students who Amalia was, where she was from and what she was famous for. Teacher then shares LearningApps activity with the students, who are advised to do game-like activities which will help them practice Present Progressive tense.	15 min
My own picture	Students are given the task: they must create a picture showing people in a public space – park, beach, market, etc. Students also must write a short description of their picture using Present Progressive tense. They can draw or use ICT of their own choice to create a picture. Finally, they shall upload the picture and a description on a class Padlet. The deadline to finish this activity is 3 days.	15 min for doing the task
Feedback	Teacher writes comments in the Padlet, under students’ works; students are encouraged to look at and comment on their classmates work too and rate it with a heart if they like it. Students are also advised to do a self-assessment of their performance in this teaching session, by writing the answer to the questions: ‘How did you like this	10 min

lesson? What did you learn in this lesson?' it in the comment section under their work.

Assessment

My own picture task is created in a way that it summarises all that the students have learned during this teaching session. Students artwork and its description is uploaded on the class Padlet wall. Teacher gives formal assessment of students' work and language skills in the Padlet and in the online class register. Students are encouraged to look at their classmates' work and assess them by writing comments and rating them with a heart. They are also encouraged to do a self-evaluation of their performance, by writing it in the comment section.

***** AFTER IMPLEMENTATION *****

Student feedback

The lesson was discussed in class Viber group. Students liked the topic, paintings, reading comments about their work in the Padlet and the games. However, they found the last exercise, based on the painting 'Sunday evening in farmhouse in Dalarna' too difficult. Their opinion was that the games helped them practice Present Progressive tense and also enabled them to do their assignment.

Teacher's remarks

It was very difficult to motivate students to write comments about each other's work. Most of the comments were praises such as 'Good job!', 'This is great', 'I love this', etc. More time should be spent on teaching students how to give constructive criticism.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex