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Preface:

“Some twenty years ago I was lucky enough to study at the Justus Liebig University Giessen, where Mitch Legutke was my teacher. I attended several seminars of his and excitedly learned about learner contributions to language learning and task-based language teaching. In a different context, I got to know him as a researcher, always approachable and a mentor at heart. Towards the end of my doctoral studies, he took on the responsibility of being my second supervisor. Up until now, I know him to have an open ear and open mind, and I still value his counsel in many professional regards. Happy birthday, Mitch, and thanks for more than two decades of inspiration!”

Task	How was the weather back then? – Reporting on local effects of climate change
Summary	The learners are to interview members of older generations about their experiences regarding local effects of climate change. The idea is to ask for differences in weather, temperature, flora/fauna, agriculture, outdoor activities, etc. Members of older generations could be their parents or grandparents, but don't necessarily have to be – it could very well be a neighbour, an acquaintance, a coach, a co-worker of their parents, a teacher, etc. The learners are then to mediate the mini narratives of oral history by designing a page for either an analogue classroom wallpaper or a digital blog. Ideally, they ask their interview partners for a historic picture that they then could recreate at the exact same spot it was taken, to visualise and evaluate change.
English level	Grade 7 or 8 at secondary schools
Competencies	Mediation, writing, speaking (sustained monologue), Global Goal #13
Preparation (1)	<ul style="list-style-type: none"> • Teacher introduces the task and informs about the outcome • Learners collect word fields on weather, climate, temperature, flora/fauna, agriculture
Task support	<ul style="list-style-type: none"> • Concepts, visualisation
Task demand	<ul style="list-style-type: none"> • Activating lexical knowledge • Semanticisation
Preparation (2)	<ul style="list-style-type: none"> • Learners prepare chunks for reporting interviewees answers • Learners categorise chunks
Task support	<ul style="list-style-type: none"> • Text organiser
Task demand	<ul style="list-style-type: none"> • Planning the interview and anticipating answers and relevant linguistic means
Preparation (3)	<ul style="list-style-type: none"> • Learners conduct interviews and paraphrase answers
Task support	<ul style="list-style-type: none"> • Word fields & chunks
Task demand	<ul style="list-style-type: none"> • Mediating information, indicating temporal relations
Core	<ul style="list-style-type: none"> • Learners work on their mediated oral history mini narratives • Learners design and layout their pages • Learners label pictures and verbalise change • Learners present their products in class
Task support	<ul style="list-style-type: none"> • Word fields & chunks, text organiser
Task demand	<ul style="list-style-type: none"> • Use of pro-forms, incorporating reported speech
Follow-up	<ul style="list-style-type: none"> • Learners compile their mediated oral history mini narratives and contact partner schools to initiate exchange
Task support	<ul style="list-style-type: none"> • Linguistic means and chunks to get in contact and to exchange information
Task demand	<ul style="list-style-type: none"> • Communicative functions: to contact and to inform