



Erasmus+



Mediation in language learning and Teaching

## ERASMUS+ STRATEGIC PARTNERSHIP

Mediation in Language Learning and Teaching (MiLLaT)  
2019-1-PL01-KA203-065746

## TASK DESCRIPTION AND PILOTING FORM

### Part 1 – Task Description

GENERAL INFORMATION		
<b>Task title: Summary writing. Argumentation – quality of support</b>		
<b>Task author/Institution:</b> Vaida Miseviciute VDU	<b>Lesson type:</b> <input checked="" type="checkbox"/> X-online <input type="checkbox"/> in-class	<b>Target learners/course:</b> English C1
<b>CEFR starting level:</b> Choose an item. C1	<b>Group dynamics (e.g. pairwork/groups of X):</b>  groupwork	<b>Target language of the course:</b> English <b>Other language(s) used:</b> Lithuanian
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> Choose an item. Choose an item. Choose an item.		
<b>Short description of the task:</b>  Students need to summarize the text. Students need to evaluate the support in the arguments		
<b>Expected learning outcomes: By the end of the task, students will be able to...</b>  <ul style="list-style-type: none"> <li>• examine and experience different summarizing strategies</li> <li>• start thinking about the validity of supporting information in the arguments</li> </ul>		

**TASK DESCRIPTION**

**Background knowledge or sub-skills required by the students:**

They have viewed an online lecture on argumentation. They have read and had a quiz on INDIE Project information about argumentation. They have been paraphrasing before. Summary skills are expected to also come from previous schooling.

**Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):**

Talking about their feelings about the coronavirus, the situation. Expecting to talk about language differences and translation. This has an intro to summary skills

**Detailed description of the task:**

Use 3 adjectives to describe how you feel about the situation today in your mother tongue. -2 minutes

Use 3 adjectives in English to explain how you feel

Discussion about English --Lithuanian translation .What was easier. Were there connotations and denotations translated well.

**Time required: 7-10 minutes**

**Post-task follow-up activities(Could any follow-up activities be carried out,what are they, and when should they be done?):**

Lead into summarizing. How native like skills can aid.

**Resources required by the teacher:**

Prepared 3 argumentative texts for analysis and summary

Prepared online survey

**Resources required by the students:**

Computer, microphone and video are standar

**Potential challenges and solutions:**

This group does not have speakers of languages that the teacher does not understand, so I assume students will be able to participate well.



Part 2 – Task Piloting

To be completed by the teacher piloting the task

<b>Piloting teacher/institution:</b> VDU	<b>Lesson type:</b> X <input type="checkbox"/> online <input type="checkbox"/> in-class	<b>Target learners/course:</b> C1 English
<b>CEFR starting level of the students:</b> C1	<b>Number of students / group dynamics (pairs/groups of X):</b>	<b>Target language of the course:</b> English  <b>Other language(s) used:</b> Lithuanian

**Pre-task activities**  
**How well did the students complete the pre-task activities?**  
  
**Did you modify the activities (why/how?) or would you suggest any changes (what/why)?**

**Completion of the task**  
**How well did the students complete the task?**  
  
**Did you modify the task (why/how?) or would you suggest any changes (what/why)?**

**Post-task follow-up**  
**How well did the students complete the post-task activities?**  
  
**Did you modify the activities (why/how?) or would you suggest any changes (what/why)?**

**Resources required**  
**Were the resources sufficient?**  
  
**Can you suggest additional/alternative resources for the task?**

**How would you evaluate the skills of the students according to the relevant mediation scale(s)? Up to three scales can be included here:**

**CEFR mediation scale:** Choose an item.  
**Level(s) of the students:** A1 ; A2 ; B1 ; B2 ; C1 ; C2

**CEFR mediation scale:** Choose an item.  
**Level(s) of the students:** A1 ; A2 ; B1 ; B2 ; C1 ; C2

**CEFR mediation scale:** Choose an item.  
**Level(s) of the students:** A1 ; A2 ; B1 ; B2 ; C1 ; C2

**How successful was the task overall in developing mediation skills?**



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Would you use it again or recommend it to other language teachers? Explain your answer.

How would you rate the task on a scale from 1 (poor) to 5 (excellent)? Choose an item.