**ERASMUS+ STRATEGIC PARTNERSHIP**

Mediation in Language Learning and Teaching (MiLLaT)

2019-1-PL01-KA203-065746

**TASK DESCRIPTION AND PILOTING FORM**

**Part 1 – Task Description**

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| **GENERAL INFORMATION** | | |
| **Task title: Text analysis and acquisition of new words** | | |
| **Task author/Institution: VMU** | **Lesson type:**  **online**  **in-class** | **Target learners/course:**  **Business English C1/C2** |
| **CEFR starting level:**  **C1** | **Group dynamics (e.g. pair work/groups of X): pair and group work** | **Target language of the course: English**  **Other language(s) used:** |
| **Mediation scale(s) relevant to the task. Up to three scales can be included here:**  **PROCESSING TEXT IN SPEECH**  **STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE**  **STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE** | | |
| **Short description of the task:**  **Students are going to read and analyze the text on Corporate Social Responsibility. The analysis consists of perception of the text employing critical thinking skills and focusing on the usage of relevant vocabulary.** | | |
| **Expected learning outcomes: By the end of the task, students will be able to talk about Corporate Social Responsibility and use related vocabulary in context.** | | |

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| **TASK DESCRIPTION** | |
| **Background knowledge or sub-skills required by the students:**  **The students need to have successfully completed English B2 level, which is the course requirement.**  **No other specific skills or advance preparation is necessary.** | |
| **Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):**  **In pairs, students need to discuss what the examples of natural and company resources are. They are given five minutes for this task in the lesson.**  **In additions, before reading the text, the students’ understanding of the term Corporate Social Responsibility and some words are checked. Five minutes are given for this task in the lesson.** | |
| **Detailed description of the task:**  **First, the students are asked to read the text on Corporate Social Responsibility and find which examples of resources (they listed in the pre-task) are mentioned in the text.**  **Second, students work in a group and discuss two questions:**  **1) How could both the company and the local community benefit from the described project?**  **2) What disadvantages could there be for the company and for the local community?**  **Third, the students work with the related words and use them in the context.** | **Time required:**  **First step – 5 min. + 3 min. for feedback**  **Second step – 8 min. + 3 min. for feedback**  **Third step – 20 min (with feedback).** |
| **Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):**  **The students are asked to watch the video, find the examples of CSR and also to express their opinion about the projects shown in the video. This post-task is given as homework and it is due for the next lesson.** | |
| **Resources required by the teacher:**  **Book material, online resources** | **Resources required by the students:**  **Book material, online resources, dictionaries** |
| **Potential challenges and solutions:**  **Since the students enrolled in the course come from various faculties, not necessarily the Faculty of Economics, they might have difficulty in understanding some specific terms or situations. However, the problem can be solved by making use of group work or pair work when students work with their peers.** | |

**Part 2 – Task Piloting**

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| **To be completed by the teacher piloting the task** | | |
| **Piloting teacher/institution:** | **Lesson type:**  **online**  **in-class** | **Target learners/course:** |
| **CEFR starting level of the students:**  Choose an item. | **Number of students / group dynamics (pairs/groups of X):** | **Target language of the course:**  **Other language(s) used:** |
| **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?** | | |
| **Would you use it again or recommend it to other language teachers? Explain you answer.** | | |
| **How would you rate the task on a scale from 1 (poor) to 5 (excellent)?** Choose an item. | | |