

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		
Task title: Los horarios públicos (public timetables)		
Task author/Institution: Rima Sabaliauskiene, Vytautas Magnus University	Lesson type: <input checked="" type="checkbox"/> online (asynchronous) <input type="checkbox"/> in-class	Target learners/course: General Spanish A1
CEFR starting level: A1 Choose an item.	Group dynamics (e.g. pair work/groups of X): Individual	Target language of the course: Spanish Other language(s) used: Lithuanian
Mediation scale(s) relevant to the task. Up to three scales can be included here: Relaying specific information in writing		
Short description of the task: After listening a conversation about opening times of different institutions in Spain, reading the same text and completing some activities, students write a short email for a Spanish student in order to explain the opening times in Lithuania and the differences between timetables in Spain and in his or her country.		
Expected learning outcomes: By the end of the task, students will be able to... Understand timetables Speak and write about timetables, opening times Know cultural differences concerning opening times in Spain and Lithuania		

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Students need to know how to tell time in Spanish, how the day is divided; the vocabulary of town (institutions, shops, etc.)

The use of irregular verbs of the stem changing verbs

Use of prepositions *a, por, de* to speak about time, parts of day, time periods (from...till)

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

In Moodle environment the students listen a conversation, read a text and do some comprehension exercises, read explanations about the use of time prepositions and constructions used to speak about timetables, in order to acquire the new vocabulary concerning time, preposition use and cultural information about the opening hours in Spain. There are some cultural differences that students should know about.

Detailed description of the task:

You are participating in the VMU Mentor's programme that's aim is to help incoming international students at Vytautas Magnus University. You have just received an email from one Spanish student who is asking you about timetables in Lithuania, because the next week he needs to go to a bank, to buy food and to go to VMU International Cooperation Department (ICD). You have to write him an answer and explain in your own words the timetables of these Lithuanian institutions and the biggest differences between the timetables of both countries.

Time required:

Aprox. 60 min. (with pre-task activities).

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

Resources required by the teacher:

Resources required by the students:

Potential challenges and solutions:

Part 2 – Task Piloting

To be completed by the teacher piloting the task		
Piloting teacher/institution:	Lesson type: <input type="checkbox"/> online <input type="checkbox"/> 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:
<p><u>Pre-task activities</u> 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)?</p>		
<p><u>Completion of the task</u> How well did the students complete the task? Did you modify the task (why/how?) or would you suggest any changes (what/why)?</p>		
<p><u>Post-task follow-up</u> 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)?</p>		
<p><u>Resources required</u> Were the resources sufficient? Can you suggest additional/alternative resources for the task?</p>		
<p>How would you evaluate the skills of the students according to the relevant mediation scale(s)? Up to three scales can be included here:</p>		
<p>CEFR mediation scale: Choose an item. Level(s) of the students: A1 <input type="checkbox"/>; A2 <input type="checkbox"/>; B1 <input type="checkbox"/>; B2 <input type="checkbox"/>; C1 <input type="checkbox"/>; C2 <input type="checkbox"/></p>		
<p>CEFR mediation scale: Choose an item. Level(s) of the students: A1 <input type="checkbox"/>; A2 <input type="checkbox"/>; B1 <input type="checkbox"/>; B2 <input type="checkbox"/>; C1 <input type="checkbox"/>; C2 <input type="checkbox"/></p>		
<p>CEFR mediation scale: Choose an item. Level(s) of the students: A1 <input type="checkbox"/>; A2 <input type="checkbox"/>; B1 <input type="checkbox"/>; B2 <input type="checkbox"/>; C1 <input type="checkbox"/>; C2 <input type="checkbox"/></p>		

How successful was the task overall in developing mediation skills?

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.