**ERASMUS+ STRATEGIC PARTNERSHIP**

Mediation in Language Learning and Teaching (MiLLaT)

2019-1-PL01-KA203-065746

**TASK DESCRIPTION AND PILOTING FORM**

**Part 1 – Task Description**

**NOTE: Necessary materials for the task are available in a single shared Moodle page**

**with guest access:**

https://teacamp.vdu.lt/course/view.php?id=66

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| **GENERAL INFORMATION** | | |
| **Task title: Text analysis and scenario for multilingual/cultural situation** | | |
| **Task author/Institution:**  **Alma Meskauskiene**  **VMU** | **Lesson type:**  **online**  **X 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 and all the languages in the group**  **Other language(s) used: German, Russian, Finish, Italian** |
| **Mediation scale(s) relevant to the task. Up to three scales can be included here:**  **PROCESSING TEXT IN SPEECH**  **EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS**  **FACILITATING PLURICULTURAL SPACE** | | |
| **Short description of the task:**  Students are going to read and analyze the text ‘’Market Incentives” on benefits of foreign language knowledge in business world. The analysis consists of perception of the text employing critical thinking skills and being able to introduce more benefits either from personal experience or examples found in different sources. After reading the text and having a discussion students are going to work in groups and learn some phrases in another language that they consider might be beneficiary in business situations. | | |
| **Expected learning outcomes:** By the end of the task, students will be able to understand benefits of foreign language knowledge in business and learn some useful phrases in a foreign language producing an explanation where, when and how the learnt phrases could be used. | | |

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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?):**  Students need to brainstorm in groups on how knowledge of languages could be useful for better career prospects. They are given five minutes for this task and five more minutes to give the feedback in the lesson. | |
| Detailed description of the task:  First, the students are asked to read the text on Market Incentives and find examples of benefits provided by the knowledge of a foreign language in the business world. Students need to express their opinion in relation to the ideas presented in the text and to add, if possible, some personal examples.  Second, a student needs to find a person in a group whose language is different from theirs or who knows a foreign language which a student does not know and to ask that person to teach some phrases that could be used in negotiations or other business situations in that language. Students also need to exchange the role.  Third, the students give the feedback telling the phrases the have learnt, translating them and explaining in what situations they could be used and in what way they might be beneficiary. | Time required:  First step – 5 min. + 10 min. for feedback and personal examples  Second step – 15 min.  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?):** | |
| **Resources required by the teacher:**  The article | **Resources required by the students:**  The article |
| **Potential challenges and solutions:**  There shouldn’t be any problems as the topic is not very specific. 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** | **Lesson type:**  **☐** | **Target learners/course:** |
| **CEFR starting level of the students:** | **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:**  **Level(s) of the students: A1 ☐; A2 ☐; B1 ☐; B2 ☐; C1 ☐; C2 ☐** | | |
| **CEFR mediation scale:**  **Level(s) of the students: A1 ☐; A2 ☐; B1 ☐; B2 ☐; C1 ☐; C2 ☐** | | |
| **CEFR mediation scale:**  **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 your answer.** | | |
| **How would you rate the task on a scale from 1 (poor) to 5 (excellent)?** | | |