**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:** Explaining data | | |
| **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**  **Other language(s) used:** |
| **Mediation scale(s) relevant to the task. Up to three scales can be included here:**  **EXPLAINING DATA IN SPEECH**  **EXPLAINING DATA IN WRITING** | | |
| **Short description of the task:**  Students are going to practice presenting data in a visual format and then explaining it in writing and speech. | | |
| **Expected learning outcomes:** By the end of the task, students will be able to present data in different formats and to use appropriate words and expressions. | | |

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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 are presented with the information about different types of charts and graphs as well as the vocabulary to describe data presented in them. In addition, students are given some exercises to practice using related vocabulary. | |
| Students need to write two yes/no questions and to give them to their colleagues. Then they have to process the gathered data and to draw the graphs, which they need to describe in a written form.  Later students shortly present one of their questions to the whole group showing the chart and explaining it. Colleagues and teacher provide them with the feedback focusing on clarity and suitability of the words used. | Time required:  Whole 45 min lecture is devoted for this task. |
| **Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):**  Later students work on a research where they use the knowledge acquired during this lesson. | |
| **Resources required by the teacher:**  Material with theory and practice | **Resources required by the students:**  Material with theory and practice |
| **Potential challenges and solutions:**  There should not be any problems as the topic is not very specific. | |

**Part 2 – Task Piloting**

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| **To be completed by the teacher piloting the task** | | |
| **Piloting teacher/institution:** | **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**  **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)?** | | |