**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: Presentation skills: managing ‘difficult’ members of audience**  |
| **Task author/Institution:****Daiva Pundziuviene** **VMU** | **Lesson type:** [ ]  **online**[x]  **in-class**  | **Target learners/course:****English B2** |
| **CEFR starting level:** **B2****(can be easily adapted to B1 or C1)** | **Group dynamics (e.g. pair work/groups of X): 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:****COLLABORATING IN A GROUP - FACILITATING COLLABORATIVE INTERACTION WITH PEERS****FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS**Choose an item. |
| **Short description of the task:**Firstly, students will discuss how difficult members of the audience may affect the presenter and other students in the classroom and suggest strategies how to deal with such audience. Secondly, they will try how it may work in real life during their presentation proposals. The task can be used with students of different levels as it can be easily adapted, depending on students’ level, their input and interaction.  |
| **Expected learning outcomes: By the end of the task, students will be able to:*** better understand how inappropriate behavior, comments, body language, etc. may affect the presenter and the audience;
* better handle difficult audience types and use different strategies to deal with them.
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| **TASK DESCRIPTION** |
| **Background knowledge or sub-skills required by the students:**The students need to have successfully completed English B1 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?):**The pre-task activity consists of students’ individual work. Every student needs to prepare a poster, which is his / her presentation proposal. The proposal should include the student’s name, the chosen topic, a short background on the topic, the aim(s) of the presentation and two references related to the topic. Students have to prepare to make a presentation proposal in the classroom.  |
| **Detailed description of the task:**1) In the classroom, students make groups of four and discuss how difficult members of the audience may affect the presenter and other students in the classroom and suggest strategies how to deal with such audience. The teacher presents a list of such types of the audience: an over-talker, a non-talker, a tangent-starter, an insensitive person, a mobile-phone addict and ‘been there, done this’. 2) Students present their ideas and the teacher gives a short feedback. A discussion on other types of difficult audience could be organized.3) Students make new groups where each student has 3 minutes to make his / her presentation proposal. The teacher gives a role card to one of the students in each group. The student has to play a role of a certain type of difficult audience during presentation proposals. Other students have to apply the strategies that they have just discussed to help the presenter.5) A short concluding discussion can be organized: how did you deal with the challenges? which student was the most helpful? which strategies have been the most effective? how did everyone feel? | **Time required:****about 15 min.****about 15 min.****about 20 min.****about 5-6 min.** |
| **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:** role cards | **Resources required by the students:**poster of presentation proposals |
| **Potential challenges and solutions:**There is **a risk** that students might not be familiar with strategies of dealing with difficult members of the audience and may not be able to think of any suggestions. **Solution:** in such case, a short video could be shown after their primary discussion or the teacher could give handouts with useful tips, etc.  |

**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. |