**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: En el restaurante** |
| **Task author/Institution:****Rima Sabaliauskiene** **VMU** | **Lesson type:** [ ]  **online**[x]  **in-class** | **Target learners/course:****Spanish A1** |
| **CEFR starting level:** **A1** | **Group dynamics (e.g. pair work/groups of X): in groups of 3** | **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 SPEECH****ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)****FACILITATING PLURICULTURAL SPACE** |
| **Short description of the task:**Students are going to discover Spanish traditional dishes, learn new vocabulary describing these dishes and explain the ingredients of the dishes. Also they will learn how to order food and drinks in a restaurant, how to ask for explanation about different dishes.  |
| **Expected learning outcomes:** By the end of the task, students will be able to order food in a restaurant and to now some cultural information about Spanish dishes. |

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| **TASK DESCRIPTION** |
| **Background knowledge or sub-skills required by the students:**Students need to know the names of principal food ingredients. |
| **Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):** For their homework, each student gets a different menu (“menú del día”) that consists of several starters, main dishes, desserts and drinks) and has to look for information about the dishes in order to know their ingredients.In class, we work with dialogues in a restaurant, read and discuss which phrases are used to order meals/drinks, the difference between “ menú del día” and “la carta”, how to ask a waiter to explain the ingredients of a dish, how to ask for the bill, etc. (20-25 minutes) |
| **Detailed description of the task:**Students work in groups of three. Each member of the group must have read and analyzed a different menu for their homework.Student A is a waiter, student B is a Spanish speaking client, student C is a client who doesn’t speak or understand any Spanish. The waiter presents his/her menu and the clients have to order food and drinks. As the dishes are unknown for both, they need to get explanations. Students B have to help students C, with whom they can only communicate in their mother tongue. Some challenges can be added to this situation, e.g. one of the clients is vegetarian or has some allergy. It is important to emphasize that students B and C must ask about all unknown dishes. Students not only need to ask the ingredients of the dishes of the menu, but also to use specific sentences (that are usually used ordering food/drinks in Spanish or asking for a bill).When finished, they need to exchange roles as each of them has a different menu.  | **Time required:**20 minutes |
| **Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):**Students give feedback on the dishes they have chosen, using the verb “preferir” and explaining the ingredients of the dishes. As the menu will be the same in each group, in total there are 3 different menus. After this activity, students will know more about traditional Spanish dishes.  |
| **Resources required by the teacher:** Study material from the textbook, online resources, copies of 3 different menus (2 sets per each group) | **Resources required by the students:**Study material from the textbook, online resources, dictionaries |
| **Potential challenges and solutions:****-** |

**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. |