**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:** A job interview role-play | | |
| **Task author/Institution:**  Lina Zutkienė,VMU | **Lesson type:**  **online**  in-class | **Target learners/course:**  Reading and Speaking C1 |
| **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:**  Facilitating collaborative interaction with peers.  Leading group work. | | |
| **Short description of the task:**  Students are going to take roles of interviewers and candidates in a series of quick job interviews. | | |
| **Expected learning outcomes: By the end of the task, students will be able to** talk about job market use related vocabulary in context. | | |

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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?):** Before the task students worked on job market vocabulary. (Various related exercises were accomplished in the classroom and at home.) | |
| **Detailed description of the task:**   1. Students choose their roles: 2. 2 students to moderate the task 3. 6 – 8 students as interviewers (work in pairs) 4. 6 – 10 students as candidates   The class should be arranged so that the interviewers for the different jobs aren’t sitting too close together. They should have an empty chair opposite for the candidates.   1. The moderator hands in each pair of interviewers and candidates their role cards. 2. The interviewers and candidates prepare for the task (write down questions, profiles, etc.) 3. The moderators give start for the interviews. Each interview lasts for 3 minutes, then the candidates move on to other interviewers. Continue until each candidate has been interviewed for all the jobs. 4. The interviewers decide which candidate is the best and announce their decision. 5. The candidates accept/refuse the offers. If a candidate is offered more than one job, they must choose between them. | **Time required:**   1. 2 – 3 mins. 2. 1-2 mins. 3. 5 – 7 mins 4. 20 mins 5. 5 – 7 mins 6. 5 – 7 mins |
| **Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):**  **S**tudents’ homework after the task is to write a self – reflection about their performance in the interviews. | |
| **Resources required by the teacher:**  A spacious classroom, role cards. | **Resources required by the students:**  A watch or any other device to measure time. |
| **Potential challenges and solutions**: Some students may find it difficult to imagine themselves in the role of employer or employee. That is why some get stuck during the interview, so 2 students in the role of employers/interviewers are always helpful. During this task students learn to interact in a structured way. | |

**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** | | |
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| **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. | | |