**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:** Preparing a short presentation based on the text and discussion in groups | | |
| **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**): 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 read a text about teachers, discuss the features of good/bad educators and create a portrait of an ideal teacher. | | |
| **Expected learning outcomes: By the end of the task, students will be able to** talk about education/educators, 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 education vocabulary. (Various related exercises were accomplished in the classroom and at home.) | |
| **Detailed description of the task:**   1. Students are divided into groups of 3 2. Students read the text *A Good Teacher?* and answer the questions from the text. (Students in the groups assist each other with unknown/difficult words or any other problems concerning the text). 3. Each group has a short discussion the outcome of which is a portrait of an ideal educator. Students are encouraged not only to rely on facts and features found in the text, but also to use their own experience and imagination (one of the students in each group moderates the discussion) 4. Each group presents their portrait of an ideal educator to the rest of the class. Members of other groups are encouraged to make comments/suggestions/ ask questions. | **Time required:**   1. 1 – 2 mins 2. 15 mins 3. 10 mins 4. 15 - 20 mins |
| **Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?)**  In the next class or at home students might be asked to write a descriptive essay on education. | |
| **Resources required by the teacher:**  A spacious classroom, copies of the text. | **Resources required by the students:**  No particular resources are required. |
| **Potential challenges and solutions**: Sometimes during the discussion time students may concentrate more on complaining about their bad experiences at school rather than providing solutions how to eliminate negative effects. | |

**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. | | |