**ERASMUS+ STRATEGIC PARTNERSHIP**

Mediation in Language Learning and Teaching (MiLLaT)

2019-1-PL01-KA203-065746

**TASK DESCRIPTION AND PILOTING FORM**

**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

**Part 1 – Task Description**

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| **GENERAL INFORMATION** | | |
| **Task title: ONLINE INTERVIEW ON PLURILINGUAL PRACTICES IN GENERAL EDUCATION** | | |
| **Task author/Institution:** VMU Vilma Bijeikienė | **Lesson type:**  **online**  **in-class** | **Target learners/course:**  *English C1: CLIL and plurilingual pedagogy* |
| **CEFR starting level:**  **C1** | **Group dynamics (e.g. pair work/groups of X):**  Pair or individual work | **Target language of the course:**  English (L2\*)  **Other language(s) used:**  Lithuanian or another L1  \*English is L2 for the majority of students but could also be L3 or further in personal plurilingual repertoires. |
| **Mediation scale(s) relevant to the task. Up to three scales can be included here:**  **RELAYING SPECIFIC INFORMATION IN SPEECH**  **PROCESSING TEXT IN WRITING**  **PROCESSING TEXT IN SPEECH** | | |
| **Short description of the task:**  It is a cross-linguistic mediation task of interviewing a general education teacher on the topic of his/her/ the schools’ plurilingual practices in the interviewer’s and interviewee’s L1 (Lithuanian or another language) and making a class presentation in English (L2). | | |
| **Expected learning outcomes: By the end of the task, students will be able to…**   1. To explain the notions of plurilingual practices and approaches 2. To synthesize and relay the information acquired in L1 in English 3. To prepare and deliver an oral presentation in English of the acquired and synthesized information 4. To engage in a post-presentation discussion with the peers 5. To use spoken academic English corresponding to C1 level | | |

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| **TASK DESCRIPTION** | |
| **Background knowledge or sub-skills required by the students:**  B2level of English | |
| **Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):**  **Activity 1:** Individual pre-task reading;  **Activity 2:** Teacher-guidedclass discussion of the pre-task reading material;  **Activity 3:** Teacher-guided collaborative formulation of interview questions in English (L2)  **Activity** 4: Individual or pair translation of questions into students’ L1 | |
| **Detailed description of the task:**  **Step 1:** Students prepare for the task individually by reading and analyzing the indicated material:  1) European Language Policy <https://www.europarl.europa.eu/factsheets/en/sheet/142/language-policy>;  2) Plurilingual and pluricultural competence in CEFR Companion Volume (2018), Council of Europe, pp.28-29 <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>;  3) Plurilingual approaches from FREPA project [https://carap.ecml.at/Keyconcepts/tabid/2681/language/en-GB/Default.aspx](https://carap.ecml.at/Keyconcepts/tabid/2681/language/en-GB/Default.aspx%204)  4) Good practice examples from LISTIAC project <http://listiac.org/towards-the-tower-of-power/>  **Step 2.** The reading material is thoroughly analyzed in a teacher-guided class discussion; students are given time to raise questions to the teacher and the colleagues and to share their insights.  **Step 3.** In a collaborative manner, students guided by the teacher formulate the interview questions in English and individually or in pairs translate them into their L1.  **Step 4**. Student/s contact a general education teacher, most likely in the school that they have graduated from and conduct the online interview in L1 by either taking notes or making a record.  **Step 5.** Using the notes or the record, student/s individually or in pairs prepare a class presentation in English by synthesizing and relaying the information acquired in L1.  **Step 6.** Presentations are delivered in class followed by a class discussion and the teacher’s feedback. | **Time required:**  **45 min**. to complete the pre-task reading  **45 min.** for a class discussion of the pre-task reading material and formulation of interview questions  **10 min.** to translate the interview questions from English (L2) to L1  **15 min.** to conduct the interview in L1  **20 min.** to prepare the presentation in English (L2)  **5 min.** for a student/ **10 min.** for a pair to deliver the presentation in class (about 2 ac. for a group)  **30 min.** for a class discussion. |
| **Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):**  A possible follow-up activity: students write a reflection on what they have learned about plurilingual practices from conducting the interview and listening to the presentations of the peers. | |
| **Resources required by the teacher:**  Internet access, an IT device (PC, laptop), a video conferencing tool. | **Resources required by the students:**  Internet access, an IT device (PC, laptop), a video conferencing tool. |
| **Potential challenges and solutions:**  Challenge: finding a teacher to interview  Solution: cooperation of students in pairs, teacher’s assistance  Challenge: complex and abundant pre-task reading  Solution: allowing more time for the discussion of the reading material; splitting the material to read and discuss in separate clusters for different class periods. | |

**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. | | |