**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:** Word definitions | | |
| **Task author/Institution: VMU** | **Lesson type:**  **online**  **in-class** | **Target learners/course:** general English/specialised English |
| **CEFR starting level:** B1 and higher | **Group dynamics (e.g. pair work/groups of X):** pair work | **Target language of the course:** English    **Other language(s) used:** applicable to other languages |
| **Mediation scale(s) relevant to the task. Up to three scales can be included here:** mediating concepts | | |
| **Short description of the task:** in a pair, one student explains the words and the other has to guess them; afterwards, they exchange roles. | | |
| **Expected learning outcomes: By the end of the task, students will be able to:** define the vocabulary that they are studying in their own words | | |

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| **TASK DESCRIPTION** | |
| **Background knowledge or sub-skills required by the students:** a sufficient knowledge of English to be able to explain the words giving synonyms, antonyms, hyponyms, etc. | |
| **Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):**any exercise with new vocabulary | |
| **Detailed description of the task:** the students work in pairs. Each pair member is given a list with 5-6 words from the unit that is being studied. One pair member explains each word in his/her own words. The other pair member has to guess the word. After one person explains all words to the other person, they exchange roles. | **Time required:** 5-10 mins |
| **Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):** additional exercises with the words under discussion could be developed in order to consolidate knowledge | |
| **Resources required by the teacher:** to prepare the lists with the words for each student | **Resources required by the students: -** |
| **Potential challenges and solutions:** the students may not have enough vocabulary to be able to explain the words; in such a case body language/acting may be helpful | |

**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. | | |