

ERASMUS+ STRATEGIC PARTNERSHIP

Mediation in Language Learning and Teaching (MiLLaT)
2019-1-PL01-KA203-065746

TASK DESCRIPTION AND PILOTING FORM

Part 1 – Task Description

GENERAL INFORMATION		
Task title: Presentation on a chosen topic		
Task author/Institution: Donata Berūkštienė, Vytautas Magnus University	Lesson type: <input checked="" type="checkbox"/> online <input type="checkbox"/> in-class	Target learners/course: General English B1
CEFR starting level: B1	Group dynamics (e.g. pair work/groups of X): Individual	Target language of the course: English 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		
Short description of the task: Each student is asked to choose one topic for his/her presentation and prepare and deliver a 15-20 minutes presentation on the chosen topic.		
Expected learning outcomes: By the end of the task, students will be able to... <ul style="list-style-type: none"> • find relevant information in different sources. • summarize information. • relay specific, relevant information from complex texts using subject-related vocabulary. 		

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The students need to have successfully completed General English A2, which is the course requirement. The students should also be acquainted with the topics in the course and active vocabulary of the covered units.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):

Students work with different texts on different topics in the course. They analyze them, summarize the main ideas, get acquainted with new subject-related vocabulary.

Detailed description of the task:

Each student has to choose one topic for his/her presentation (one topic for one student) and prepare and deliver a 15-20 minutes presentation on the chosen topic. The presentation topics are related to the topics discussed in the course. Students should use relevant material from different sources (e.g. books, online resources, etc.). They should simplify the material, rephrase it, organize it in slides and present it to other students during the online lecture. The presentation slides should include active or subject-related vocabulary (not less than 10 words/phrases). The presenters should also prepare some activities on the topic that would involve the audience.

Time required:

Preparation of the presentation itself depends on the student's abilities.
15-20 minutes for oral presentation during an online lecture.
~ 10 minutes for a follow-up discussion, questions and feedback.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):

After the presentation of the topic chosen by the student, other students are involved in the follow-up discussion by providing questions and comments.

Resources required by the teacher:

Course material; internet access, a computer.

Resources required by the students:

Course material, online resources, dictionaries; internet access, a computer.

Potential challenges and solutions:

Challenge: there can be technical problems uploading and managing presentation slides.

Solution: the teacher explains everything in detail to the presenter.

Challenge: inadequate contribution of other students to the follow-up discussion on the presented topic.

Solution: the teacher may intervene and encourage more active participation.

Part 2 – Task Piloting

To be completed by the teacher piloting the task

Piloting teacher/institution:	Lesson type: <input type="checkbox"/> online <input type="checkbox"/> 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:
<u>Pre-task activities</u> 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)?		
<u>Completion of the task</u> How well did the students complete the task? Did you modify the task (why/how?) or would you suggest any changes (what/why)?		
<u>Post-task follow-up</u> 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)?		
<u>Resources required</u> 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 <input type="checkbox"/> ; A2 <input type="checkbox"/> ; B1 <input type="checkbox"/> ; B2 <input type="checkbox"/> ; C1 <input type="checkbox"/> ; C2 <input type="checkbox"/>		
CEFR mediation scale: Choose an item. Level(s) of the students: A1 <input type="checkbox"/> ; A2 <input type="checkbox"/> ; B1 <input type="checkbox"/> ; B2 <input type="checkbox"/> ; C1 <input type="checkbox"/> ; C2 <input type="checkbox"/>		
CEFR mediation scale: Choose an item. Level(s) of the students: A1 <input type="checkbox"/> ; A2 <input type="checkbox"/> ; B1 <input type="checkbox"/> ; B2 <input type="checkbox"/> ; C1 <input type="checkbox"/> ; C2 <input type="checkbox"/>		

How successful was the task overall in developing mediation skills?

Would you use it again or recommend it to other language teachers? Explain your answer.

How would you rate the task on a scale from 1 (poor) to 5 (excellent)? Choose an item.