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# Mediation in Language Learning and Teaching

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## GUIDE FOR LANGUAGE TEACHERS Traditional and Synchronous Tasks

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## Introduction

Dear Language Teachers,  
Dear Educators,  
Dear Colleagues,

We would like to present a guide that aims to introduce you to the implementation of mediation in your language teaching practice.

Mediation in the CEFR 2001 publication was introduced to reflect the current need in education to develop and build on plurilingual and pluricultural competencies. Rather than focusing solely on the need to communicate the message, the mediation guide focuses on the skills needed to facilitate the understanding and communication of the message between different languages, different cultures or different modes. On the one hand, a person's ability to be empathetic and understanding of various points of views and emotional states is valued in mediation. On the other hand, a person's ability to react and defuse stressful or delicate situations in plurilingual situations is emphasized. There are various types of mediation, and sometimes it is very difficult to separate between them. In teaching, it is important to set specific goals to understand what skills or areas need the most careful attention. This guide distinguishes between mediating activities (mediating a text, a concept or communication) and mediating strategies (to simplify a concept or a text). In the CEFR, teachers will find a general scale for mediation with separate levels, and scales for mediation in three groups (mediating a text, a concept and communication) where mediation tends to occur most frequently.

The guide is one of the outputs of the MiLLaT project, an international collaboration of the University of Warsaw, Charles University, the University of Helsinki and Vytautas Magnus University, whose activities were executed between the years 2019 and 2021. The MiLLaT Project (Mediation in Language Learning and Teaching) was initiated as a response to the most recent innovative developments in the field of language teaching, learning and assessment refined in CEFR/CV (2018). The project aimed to reinforce the main methodological message of the CEFR, which implies that the learner is to be viewed as a social, plurilingual and pluricultural

language user, whose learning process has to be driven by action and task, and whose assessment is to be guided by their communicative ability in real-life situations.

The guide is divided into two parts. Firstly, the theoretical part addresses the complex matter of mediation and its involvement in language teaching and learning. Secondly, the descriptions of and the guidelines to the selected tasks, i.e., traditional and synchronous, are presented.

We wish you inspiring reading and fruitful implementation of mediation in your lessons.

The MiLLaT Team

## Mediation

The CEFR Companion Volume 2018 develops the 2001 vision of mediation by extending the CEFR illustrative descriptors and brings forward a broader and more in-depth perspective on the concept. Mediation is an integral part of language use, and “[m]ediation language activities, (re)processing an existing text, occupy an important place in the normal linguistic functioning of our societies” (CEFR, p. 14). This is to say that mediation is not something new or unknown in the scope of language teaching; however, the increasingly global and complex environment we communicate in requires more focus on mediation, as it emphasizes the social and cultural aspects of language and meaning making. Mediation represents a step away from the dichotomy of separating between language and the language user and takes into account the dynamics of plurilingualism, as well as the cultural and emotional dimensions of language use. (Piccardo & Aden, 2014.) Therefore, mediation can be seen as a process that helps overcome separation between an individual and the culture and society (Engeström, 1999).

Mediation enables communication between individuals who are unable to communicate with each other directly, for example in situations including different languages or cultures (CEFR, 2001). Mediation involves facilitating understanding and communication and collaborating to construct new meaning through languaging (Swain, 2006) or plurilanguaging (Lüdi, 2015; Piccardo, 2018) both on the individual and social level. Mediation is therefore not only related to communication and learning, but it is an integral part of social and cultural processes between people.

In mediation, language serves as a means to “access the other, the new, the unknown” (Piccardo & North, 2019, p. 21), and reception, production and interaction are integral parts of this process. “Thus, mediation can be cognitive – in school or a training course; it can be relational – establishing the relationships, the space, time and conditions for successful communication; it can be cross-linguistic and/or cross-cultural” (ibid).

In language teaching and learning, students can mediate communication, texts or concepts. The examples of such engagements in mediation will be discussed later in this guide, in the sections

about traditional and synchronous learning. Mediation strategies include linking to previous knowledge, breaking down complicated information, adapting language, elaborating a dense text or streamlining a text.

The CEFR descriptors for mediation vary for each language level, and it is therefore highly recommended to see the 'Common European Framework of Reference for Languages: Learning, teaching, assessment - Companion Volume' for more details about each mediation area and language-skill level. Teachers will use them to assess students' ability to use language in the above-mentioned mediation strategies. They refer to various skills such as understanding instructions and following directions (A1), playing a supportive role in interaction, provided other participants speak/sign slowly and that one or more of the participants helps them to contribute and to express their suggestions (A2), collaboration on simple tasks (B1), dealing with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue (B2), helping maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned (C1) or understanding finer points in an article (C2). In general, the descriptors provide an evaluation tool concerning the interactive areas of language use (towards new knowledge and towards others).

### **Recommended Reading**

CEFR (2001) Common European Framework of Reference for languages: Learning, teaching, assessment Council of Europe. Cambridge: Cambridge University Press.

<https://rm.coe.int/16802fc1bf>

## **Teaching/training methods: Action-oriented Approach (AoA)**

The action-oriented approach was first defined in *Common European Framework of Reference for languages: Learning, teaching, assessment* (CEFR, 2001). In accordance with this approach, users and learners of a language are viewed as ‘social agents’ who have tasks to accomplish, and these activities form a part of a wider social context (Council of Europe, 2001, p.9). In this sense, learners engage in meaningful real-life situations in order to achieve a clearly defined objective. Communication is not a goal in itself, but the means by which the objective is reached.

As the goal of this approach is to equip learners for real-life language use, tasks need to be authentic and not only activate existing competences and strategies, but also develop the new ones. The focus is not on a language, but on collaborative, situated learning in which “learners mobilize all their competences and develop strategies to achieve a realistic goal” (Piccardo & North, 2019: 145). This is learner-centred, intercultural, plurilingual learning based on the co-construction of discourse in collaborative, interactive real-life tasks (Ibid: 149). In this view, learning becomes a dynamic life-long process with emphasis on the ability to learn (Council of Europe, 2001: 106), involving learners in strategic learning and self-assessment. The role of the teacher shifts towards guiding the learner by showing them information sources, thus facilitating the process of learning and helping the learner to become more autonomous and self-reliant.

Action-oriented tasks are aimed at generating the strategic activation of specific competences (Piccardo & North, 2019: 191). The task is not a pretext for communication, and effective communication is needed to accomplish a task in a meaningful situation. Active participation in a task requires taking a position and integrating comprehension, interaction and production. An important aspect is an opportunity for learners to create an artefact as a well-defined outcome. In this sense, tasks can be equated with projects. Also, collaborative learning is extremely important due to its social dimension, mutual support and the opportunity to engage in mediation. Such activities include negotiating meaning, searching for solutions and carrying out various tasks and projects.



## Recommended Reading

Fischer, J. (2020). The underlying action-oriented and task-based approach of the CEFR and its implementation in language testing and assessment at university. *Language Learning in Higher Education*, 10(2), 301-316.

Piccardo, E. (2014). *From communicative to action-oriented: A research pathway*. Curriculum Services. Canada-Ontario Ministry of Education.

Piccardo, E., & North, B. (2019). *The Action-oriented Approach. A Dynamic Vision of Language Education*. Multilingual Matters.

## **Teaching–Training Methods: Flipped Classroom**

The flipped classroom approach to teaching is a blended learning technique, which is particularly suitable for current teaching conditions, where students have access to a variety of resources, both online and offline. With this approach, students learn theory out of class and practice via interacting with other students in class. Such interaction can involve cooperative learning, whereby students work together in small groups, undertaking a range of tasks according to the topic being learned. Teacher input is vital to this mode of learning, as the provision of resources for out-of-class learning must be carefully planned and delivered for accessibility to all students. Group work is closely supervised by teachers, with assessment given both on an individual and a group level.

Resources for out-of-class learning are decided by the teacher according to the topic and the facilities available to the students. Some teachers may make videos explaining the topic being learned, while others give links to videos made by other people; some teachers provide PowerPoint slides, links to websites, journal articles and books.

An interesting aspect of this flipped classroom approach is that it gives students the opportunity to get acquainted with new ideas by themselves, at their own pace, and then ask questions in class if anything is unclear. When new issues are introduced in class, students may not have the time to digest the new information and form questions. Other benefits include improved feelings of student success, motivation, creativity, and critical-thinking and problem-solving capabilities. One challenge of the approach is the self-discipline needed by students to take the time to do the work outside of class. To help with this issue, teachers can encourage students to do the work in pairs or small groups – working together can be more fun, more interesting, and lead to deeper understanding of the new information.

A beneficial aspect of this flipped classroom approach is the range of activities available to do during class time, instead of teachers passing information to students. These activities help students to connect to the new information in a more engaging manner, which will help them

understand the information more deeply and remember the information for longer. Below is a list of possible activities and a short list of resources to find out more about each.

- Discussion
- Problem solving
- Brainstorming
- Concept mapping
- Student presentations
- Poster presentations
- Gaming
- Peer teaching
- Quizzes
- A 'how to' demonstration
- Jigsaw technique
- Learning together technique

### **Sources**

<https://www.teachthought.com/pedagogy/50-alternatives-to-lecturing/>  
<https://www.panopto.com/blog/7-unique-flipped-classroom-models-right/>  
<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01157/full>

### **Recommended reading**

Låg, T., & Sæle, R. G. (2019). Does the Flipped Classroom Improve Student Learning and Satisfaction? A Systematic Review and Meta-Analysis. AERA Open.  
<https://doi.org/10.1177/2332858419870489>

Zeynep Turan & Birgul Akdag-Cimen (2020) Flipped classroom in English language teaching: a systematic review, Computer Assisted Language Learning, 33:5-6, 590-606, DOI: 10.1080/09588221.2019.1584117

## **Lifelong Learning and Mediation**

The link between mediation and lifelong learning is inseparable. The creation of the European Union was inspired by the need to confront the challenges of competitiveness in the emerging global market. Success in the accomplishment of such a challenge could be achieved by fostering social cohesion and creating equal opportunities and quality of life for all European member states. To accomplish these goals, the ministers convened in 2001 in Prague, where lifelong learning has been recognized as an essential element of the European Higher Education Area. The European Commission has been working with EU member states to assist with the implementation of the key competences by offering high quality education and training for all people, by supporting educators in the creation of common high quality education frameworks, a variety of learning approaches and assessment techniques in various contexts conducive to continued learning.

A special focus was placed on plurilingual and pluricultural competencies; therefore, the Common European Framework has contributed greatly by providing a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. Aside from describing what language learners must learn to manipulate languages fluently or what knowledge and skills they must acquire to communicate effectively, the descriptors define levels of proficiency that allow learners' progress to be measured at each stage of learning and on a life-long basis. This is one important connection that lifelong learning has with mediation.

On the other hand, there are the aims of mediation, which are essential for successful communication and interpretation of information throughout various life stages. It is important to note that even though mediation has entered educational contexts fairly recently, the concept is as old as the oldest cultures. Mediation is a key to a successful society, since it is concerned with peaceful resolution of conflicts and negotiation among all the participants at all stages of life. Mediation can be constantly observed in children when they are negotiating games and rules in the playground or the classroom. Equally important are mediation skills for

young adults, mature adults and seniors within a family or throughout a professional career, since mediation skills are used daily to collaborate and solve conflicts or misunderstandings. More and more mediation skills are important in a globalized context, because people today are required to mediate information among/between languages or cultures. Peters (2020) distinguished four types of mediation: linguistic, cultural, social and pedagogical mediation.

The first type of mediation is linguistic mediation. It is concerned with translation, interpretation or transformation of various texts. In the world dominated by social media, people are repeatedly exposed to various formats of texts and information in various languages. Therefore, the ability to appropriately translate or interpret this information accurately is critically important. Furthermore, the current generation is more exposed to texting and emoji language (a less formal language); therefore, mediation in schools of academic texts becomes a fairly major challenge and a very important skill to possess. Regarding linguistic mediation, Peters (2020) discusses intralinguistic dimension. Here, such skills as summarizing, clarifying and expanding texts in one or two languages is stressed, the flexible use of various languages ensuring that all agents are involved in a dialogue. It is crucial to note that this type of mediation is not only typical in the classrooms but also in daily life contexts such as traveling, when body language or drawings may be used for communication to occur if no common language is available. Undoubtedly, this is a skill that does not end in the classroom, and various conflicting situations and negotiations, as well as interpretation and translation of articles from various sources, will continuously occur today throughout life from childhood to old age.

Another type of mediation is cultural mediation. It is well known that knowing a language means knowing another culture. Therefore, transmitting information from one language to another is connected to passing information from one culture to another. The responsibility to pass cross-cultural knowledge accurately is not a skill one can master in one classroom or even in a whole school career. I strongly believe this is a skill people master throughout their lives. Today, especially in the world driven by social media, people are learning to mediate information between more and more cultures. Plurilingual society is not only the reality of big cities but little villages as well. Along the lines, it is essential to keep in mind that the mediation of idiolects,

sociolects, and mediation between distinctive styles or genres is just as necessary. As a result, cultural mediation does not have to be seen as mediation between countries; rather, it is vital to understand that mediation happens between people differing in age, gender, ethnicity, language, religion, educational level, socio-economic level etc.

The third type of mediation according to Peters (2020) is social mediation. Here, the language user functions as an intermediary between different interlocutors who are engaged in an activity that “occupies an important place in the normal linguistic functioning of our societies” (CEFR Section 2.1.3: English version, p. 14; French version, p. 18). According to him, language and culture are not the only reasons why people may not understand each other or the text correctly. He stresses other reasons, such as divergent perspectives or expectations, different interpretations of behaviour, of rights or of obligations, a lack of knowledge or experience, and even a lack of previous or professional/field knowledge. This type of mediation is also an element that cannot be ignored in interpreting articles, solving conflicts and helping people to arrive at workable solutions. Again, different stages of life demand a different intensity of mediation, requiring the skill to be mastered over and over again.

The final type of mediation is pedagogical mediation. Peters (2020) associates teaching with mediation. It is not only a job of a teacher, but also a parent, an older sibling, a colleague, or even an employer to educate. At one or another point in life, people take up the function of a mediator to transfer knowledge, experiences and above all the ability to think critically. They may need to mediate to help establish relationships, help assure there is an equal contribution among all, organize work or keep people on task. All of these tasks require pedagogical mediation and lifelong learning.

To summarise, since we are all learners for life, mediation should be seen as an essential part of all learning, not only because we are much more connected as global citizens but also because of how language is used in today's pluricultural societies. Among the benefits, lifelong mediation skills may not only increase linguistic competencies, but also increase self-confidence, stimulate interaction and teamwork, build tolerance towards others, sharpen critical thinking skills, and

increase motivation to continue to learn. Mediation descriptors are a perfect tool to help teachers and learners seek better acquisition of language, culture, and a pluricultural mind.

Sources:

North, B and Piccardo, E. (2016). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Developing illustrative descriptors of aspects of mediation for the CEFR.

## **Traditional Learning**

Traditional language teaching probably requires the least amount of description, as it has been the most common way of learning and teaching around the world for hundreds of years. It has been informed by many theories and disciplines. In second language teaching, the communicative approach has recently been promoted, where fluency and communication are the goals.

Since the introduction of the CEFR, language learning as communication has been encouraged, which first and foremost aims at developing communicative competence, linguistic and paralinguistic competencies, and cultural awareness through collaborative activities. However, since Kumaravadivelu (1994) introduced the idea of a post-method era, the shift towards a more holistic conceptualisation of second language learning can be noticed.

The teacher role has changed to the role of a facilitator, an advisor and a co-creator of knowledge, whereas the student role has changed to one of a collaborator, a negotiator of meaning and a responsible manager of his/her own learning. The paralinguistic knowledge in language learning has been further inspired by the CEFR and the new descriptors. This mediation guide helps to clarify the roles of such an autonomous learner. While it is important to stress that language teachers have been practicing some or all mediation skills in their classrooms, the guide provides more specific tools and examples for various competency levels.

Traditional tasks are understood as the ones taking place face-to-face in the classroom.

## **Recommended Readings**

Ellis, R. (2003). *The study of second language acquisition* (10th ed.). Oxford: Oxford University Press.

Gass, S., & Selinker, L. (2001). *Second language acquisition* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates.



Kumaravadivelu, B. (1994). The post-method condition: (E)merging strategies for second/foreign language teaching. *TESOL Quarterly*, 28, 27–48

Piccardo, E., & North, B. (2019). *The Action-oriented Approach. A Dynamic Vision of Language Education*. Multilingual Matters.

## **Synchronous learning**

Synchronous language learning is very similar to traditional language learning except that it does not happen in the classroom but in an online environment. Synchronous learning is similar to traditional language learning in that the students learn together with the teacher using the same language learning strategies but with the aid of technological tools. For example, instead of a physical classroom, students meet online via a platform such as Google Meet, Teams, Blackboard, Zoom or Adobe Connect. Instead of a physical blackboard, a teacher uses a collaborative Whiteboard (powered, for example, by Microsoft or Google) or interactive boards such as Miro or Jamboard, where classroom tasks are imitated by simply modernising the traditional tool. A smaller group of people can also simultaneously work on a shared Word document. Similarly, students still carry out group work, but instead of forming a physical group, they join breakout rooms (using the breakout room function in Adobe Connect, Zoom, Teams, Google Meet enhancement suit, etc) to perform the same tasks as they did in the classroom.

Most importantly, during synchronous learning, the teachers have additional functions that may enhance learning. For example, a chat function is available in most digital learning environments, where questions and comments can be added even while the teacher is talking or in a lecture. It is much easier and less intimidating to interrupt, react, and ask questions online in this way than in the classroom, as messages can be private or sent to the whole class. Additionally, such feedback can be provided instantaneously, but also after the lesson with a short delay without interrupting the whole class. Teachers can introduce a poll, a digital game, a quiz, or enhance learning with visuals at the click of a button. Of course, the ability to move the classroom tasks into an online environment largely depends on the teachers' technical competencies. However, teachers can largely perform many of the traditional classroom teaching tasks online. Tools such as Padlet, Nearpod, Quizlet, Kahoot, Ted Ed lessons and Indie lessons can hugely expand learning.

Since this type of teaching has become widely used due to the pandemic, many teachers have discovered its advantages and disadvantages. While a communicative way of language teaching/learning with whiteboards, video or voice chat can be effective and can provide

immediate feedback to help students improve their language skills, there are obvious drawbacks such as technological issues and student responsibility. The phrases “can you hear me” and “can you see my slides” are iconic phrases today, showing our insecurities about using technologies or relying on the connection. Furthermore, the lack of emotion and connection with students is a huge drawback of this type of learning. Many students have been diagnosed with psychological problems during the pandemic due to the distance and lack of emotional interaction, which cannot be replaced. Moreover, it is difficult not to mention the physical fatigue that teachers and students have experienced due to the long hours spent in front of the screen. The forced experience with synchronous learning has provided valuable lessons to all the teachers about language learning. Hopefully, many have learned to see the benefits of this type of learning, and if not constant, at least occasional synchronous lessons may duplicate the face-to-face real-time classroom (Keegan et al., 2005). Mediation, therefore, can also be applied in this type of teaching.

## Recommended Readings

- Council of Europe (2021). *Common European Framework of Reference for languages: Learning, teaching, assessment (CEFR): Companion volume with new descriptors*. Council of Europe.
- Council of Europe. (2001). *Common European Framework of Reference for languages: Learning, teaching, assessment (CEFR)*. Council of Europe.
- Engeström, Y. (1999). Activity theory and individual and social transformation. In Y. Engeström, R. Miettinen, & R-L. Punamäki (Eds.), *Perspectives on Activity Theory: Learning in Doing: Social, Cognitive and Computational Perspectives* (pp. 19-39). Cambridge University Press.
- North, B. (2018). *New descriptors for the 21st century. Mediation & Plurilingualism – The CEFR Companion Volume*. Council of Europe.
- Piccardo, E. & Aden, J. (2014). Plurilingualism and Empathy: Beyond Instrumental Language Learning. In J. Conteh & G. Meier (Eds.) 2014, *The Multilingual Turn in Languages Education: Opportunities and Challenges* (pp. 234-257). Multilingual Matters.
- Piccardo, E. & North, B. (2019). *Broadening the scope of language education: plurilingualism, mediation and collaborative learning*. Academia.edu
- Piccardo, E. (2018) *Mediation “A paradigm shift in language education”*. University of Toronto and Université Grenoble-Alpes.
- Piccardo, E., & North, B. (2019). *The Action-oriented Approach. A Dynamic Vision of Language Education*. Multilingual Matters.

## Moodle

<https://moodle.org/> -

Documentation: Activities <https://docs.moodle.org/311/en/Activities>

Documentation: Resources <https://docs.moodle.org/311/en/Resources>

## Websites

<https://thebestschools.org/resources/synchronous-vs-asynchronous-programs-courses/https://www.edglossary.org/asynchronous-learning/>

<https://www.teachthought.com/pedagogy/50-alternatives-to-lecturing/>

<https://www.panopto.com/blog/7-unique-flipped-classroom-models-right/>

<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01157/full>

# **GUIDELINES FOR TRADITIONAL AND SYNCHRONOUS TASKS**

1

GENERAL INFORMATION		
<b>Task title: AI – recent developments – discussion</b>		
<b>Task author/Institution:</b> Anna Łętowska-Mickiewicz Warsaw University	<b>Lesson type:</b> <input type="checkbox"/> online <input type="checkbox"/> <u>in-class</u>	<b>Target learners/course:</b> B2+ and higher
<b>CEFR starting level:</b> B2+	<b>Group dynamics (e.g. pair work/groups of X):</b> Small groups, whole class	<b>Target language of the course:</b> English  <b>Other language(s) used:</b>
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> Relaying specific information in speaking Processing text Mediating concepts		
<b>Short description of the task:</b> Prior to the class, students are asked to get acquainted with four articles on the topic of recent developments in the area of artificial intelligence (AI). During the in-class meeting, students discuss the information they found in the articles, pointing out the advantages as well as potential threats related to the developments in the field of AI. They also express their own opinions and concerns.		
<b>Expected learning outcomes:</b> By the end of the task, students will be able to point out the key information from the texts, as well as discuss the implications of the ongoing research in the field of AI. They will also have gained confidence in expressing their own opinions and concerns.		

TASK DESCRIPTION
<b>Background knowledge or sub-skills required by the students:</b> Students must have some skills in how to deal with longer authentic texts.
<b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> The activity is one in a series on the broad topic of 'Issues', where students look into, e.g., ecology, human rights and multiculturalism. This topic relates to technology, especially recent developments in the area of artificial intelligence. The activity was preceded by a homework task: extensive reading. Students need to read

four articles:

<https://abcnews.go.com/Health/elon-musk-unveils-brain-chip-implant-fitbit-skull/story?id=72703840>

<https://robotics.news/2020-03-15-researchers-develop-non-invasive-prosthetic-robot-arm.html>

<https://www.theverge.com/2018/8/28/17787610/openai-dota-2-bots-ai-lost-international-reinforcement-learning>

<https://theconversation.com/neuralink-brain-hacking-is-exceptionally-hard-no-matter-what-elon-musk-says-145711>

**Detailed description of the task:**

**An informed discussion about recent developments in AI, preceded by extensive reading** (suitable for B2+ and higher levels)

The world these days is flooded with technology. It permeates every sphere of human life. Especially the recent developments in the field of artificial intelligence are sometimes mind-boggling. It offers enormous possibilities but it also raises some important questions, e.g. ethics.

Using the information and detailed examples from the four online articles students read before the class, they are to:

- list the developments already implemented
- list the ones that are in the pipeline
- assess these developments from the perspective of their usefulness as well as potential threats they might pose, referring to the opinions expressed by the authors of the articles
- express their own opinion on the topic, offering justification

First, students work in small groups (3-4 people) to support each other on listing the key concepts, but also to have a chance for a genuine exchange of ideas with plenty of speaking time. They are encouraged to see if and where they, as a group, agree on the promises and threats of IT. Are they worried or thrilled by the same developments?

Next, students get together for a whole-class discussion, comparing their groups' viewpoints.

**Time required:**

About 30 minutes for homework = reading articles.

60-90 minutes for in-class discussion and follow-up activities.

At this stage, students are encouraged to share other examples of technological developments they know, in the area of IT or the related fields.	
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b></p> <p>Follow-up activities may include i) vocabulary extension: creating a list of useful words and phrases from the articles; ii) writing practice: a forum entry / an opinion essay on the topic of recent developments in AI</p>	
<p><b>Resources required by the teacher:</b></p> <p>Access to the computer and internet</p>	<p><b>Resources required by the students:</b></p> <p>Access to the computer and internet</p>
<p><b>Potential challenges and solutions:</b></p> <p>Challenge: Students may feel overwhelmed by the complexity of the authentic articles. Solution: The teacher can show the articles to students in class, to warm them up to the idea of individual extensive reading. He/She can remind students of strategies on how to deal with unknown vocabulary, as well as how to use monolingual dictionaries.</p>	

The aim of the task is to develop students' ability to point out the key information from written texts which they process both individually and in teams. The skills related to participating in a discussion, building exchanges and expressing opinion are developed and reinforced.

### **Pre-teaching activities**

Students need to use strategies necessary to process a written text during extensive reading. They also need to be able to relay specific information orally.

As the task is given to students as part of a broader discussion on current issues, the teacher may invite students to briefly express their opinion on the role of IT and/or AI in their lives. For the teacher it might be worth reflecting on students' awareness of the role and impact of IT and AI in their lives. The following questions might be relevant in this respect:

*Do students notice any impact of IT/AI on their behaviour, decisions, social, academic, personal life?*

*How safe and confident do they feel when using the innovations in this area (new apps, tools, platforms, portals, supporting services, etc.)?*

*Is reading the articles on IT and AI going to raise students' interest to formulate their views and take part in a classroom discussion?*

*Which aspects discussed in the articles might be new to students?*

*How well are students prepared to deal with the challenge of extensive reading? What activities can be offered to facilitate this task?*

*Which strategies are useful and worth presenting or reinforcing to help students process a written text and synthesise the main points?*



The suggested pre-task activities may include:

- conducting a short survey on which IT applications and tools they find the most useful, and which they find indispensable;
- encouraging students to exchange their ideas on the most desired future IT solutions;
- talking about their best/worst experience with modern technology or software;
- considering the possible impact of IT and AI on students' everyday life.

Prior to the students reading the articles, the teacher can:

- encourage the students to note down interesting/new words and expressions from the articles;
- advise them not to look up every word or expression, but try to comprehend the words and expressions based on the context;
- conduct pre-reading activities, e.g., finding key words, topic sentences in short passages, synthesizing texts by formulating their content in one sentence, formulating a heading to each paragraph of the text;
- practise the skills necessary to exchange the missing information, e.g., jigsaw reading in pairs or teams.

### **Teaching and learning**

Step 1 (individual reading activity – ca. 30 minutes):

The teacher gives students links to the online articles on the topic of recent developments in the area of artificial intelligence. Students are asked to read them and focus on the advantages and potential threats related to the developments in the field of AI.

While reading students are told to:

- list the developments already implemented;
- list the ones that are in the pipeline;
- assess the developments from the perspective of their usefulness as well as potential threats they might pose, referring to the opinions expressed by the authors of the articles;
- express their own opinion on the topic, offering justification.

Students are encouraged to use those of the revised pre-task reading strategies that they find useful.

Step 2 (in-class discussion – 60-90 minutes):

The teacher divides students into small groups of 3-4 each. In their teams, students support each other in listing the key concepts, but also have a chance for genuine exchange of ideas with plenty of speaking time.

The teacher encourages students to see if and where they, as a group, agree on the promises and threats of IT. Are they worried or thrilled by the same developments? Are their responses similar or different? What are their arguments?

Next, the students get together for a whole-class discussion, comparing their groups' viewpoints. They can list the views and opinions causing controversy.

Also, at this stage, the scope of discussion can be extended beyond the content of the articles; students are encouraged to share other examples of technological developments they know, in the area of AI or the related fields.

The learning outcomes of this task (on B2 level) concerning mediation are the following.

### **Relaying specific information in speaking**

Students will be able to:

- relay (in Language B) which presentations given (in Language A) at a conference, or which articles in a book (in Language A) are particularly relevant for a specific purpose

### **Processing text**

Students will be able to:

- summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.

### **Post-task follow-up activities**

The suggested follow-up activities may include:

- vocabulary extension: creating a list of useful words and phrases from the articles;
- writing practice: a forum entry / an opinion essay on the topic of recent developments in AI / a short story about the future of the digitalised world, relying on AI's choices rather than human decisions.
- further discussion – in-class or online (posts on a forum): which IT developments are indispensable and should stay with us, which of them are harmful? What are the most-awaited solutions?
- in-class written or oral activity: getting students' feedback on whether the articles helped them to understand the reality / the nature of the problem or whether updating themselves on the issues discussed can possibly have any impact on their attitude or behaviour.

### **Reflection and evaluation:**

There are some key points that a teacher can focus on while the task is being carried out; these elements can help the teacher evaluate the progress, the effectiveness and the outcome of the activities performed. It is up to the teacher if and when they wish to intervene over the course of the task, and the decision is made based on the teacher's observation and analysis. In order to make informed decisions and evaluate the task completion, the teacher might wish to consider the following questions:

a) processing authentic texts

*Were the students ready to process long texts or was it too challenging for them?*

*What were the main difficulties?*

*Were they using any of the pre-reading strategies to process the text?*

*Which strategies were the most popular / the most effective?*

*Did they manage to effectively formulate and convey the main points of the articles?*

*What was their reaction to the content of the articles? Did they manage to express their opinions? How good were they at listing arguments?*

b) working on comprehension, collaborating in teams

*Was there any need to paraphrase or summarize any fragments of the articles, while students were working in groups?*

*Were there any cases where clarifying, using synonyms or translation for explanation was necessary? Did the students use any other strategies or tools to help their team members comprehend the text / the arguments exchanged?*

*How successful were students / was the teacher in facilitating comprehension?*

*Did the students adopt or choose any roles in their teams? Did they negotiate about accepting those roles or did it occur naturally?*

*Did everyone in the group have a chance to take part in the team discussion and present their arguments? Were they encouraged to do so by other team members?*

*c) building a discourse, taking part in a discussion*

*Were the students successful in formulating their opinions? Did they quote relevant arguments?*

*Did they take turns in their discussion or was it dominated by one or two speakers? Were all students asked to express their views?*

*What was the students' reaction in case of disagreement?*

*Was a sufficient amount of time given to all the teams to share their findings and opinions during the whole-class discussion?*

*Did the students listen to one another? Did they refer to other people's statements, opinions and arguments?*

*Did the students build the discussion on other people's contribution?*

*Were there any situations in which the teacher decided to intervene (to boost, to organise, to structure, to facilitate the exchanges)?*

*Did the students manage to come to common conclusions?*

*Did the students refer to their personal experience? How attractive / engaging was the topic for them?*

GENERAL INFORMATION		
<b>Task title:</b> Learning about Spanish festivities: las Navidades		
<b>Task author/Institution:</b> Urszula Wilk /University of Warsaw	<b>Lesson type:</b> <input checked="" type="checkbox"/> online <input type="checkbox"/> in-class	<b>Target learners/course:</b> General Spanish
<b>CEFR starting level:</b> A2+/B1	<b>Group dynamics (e.g. pair work/groups of X):</b> smaller groups of around 3-5 and later one big group	<b>Target language of the course:</b> Spanish <b>Other language(s) used:</b> Polish (or other common language for the group)
<p><b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b></p> <p>Mediating concepts:</p> <ul style="list-style-type: none"> <li>- Collaborating in a group</li> <li>- Facilitating collaborative interaction with peers</li> <li>- Collaborating to construct meaning</li> <li>- Leading group work</li> <li>- Managing interaction</li> </ul> <p>Mediating communication: Facilitating pluricultural space Mediating a text: Relaying specific information</p>		
<p><b>Short description of the task:</b></p> <p>Students - in smaller groups - will compare the information they gathered during the pre-task and focus on the subject assigned to their group. Those groups will work together on a virtual whiteboard – Jamboard. They have to decide among them who will present the information that they’ve gathered and then present the information to the rest of the group.</p>		
<p><b>Expected learning outcomes: By the end of the task, students will be able to...</b></p> <ul style="list-style-type: none"> <li>- use specific cultural vocabulary in Spanish</li> <li>- describe the Christmas and New Year festivities and the way they are celebrated in Spain</li> <li>- compare the celebrations in Spanish culture with their own culture and explain the cultural backgrounds and influences</li> <li>- better collaborate as a group</li> </ul>		

TASK DESCRIPTION
<p><b>Background knowledge or sub-skills required by the students:</b></p> <p>Language skills – pre-/intermediate level of Spanish Knowledge of certain cultural aspects related to Spain (religion, festivals etc.)</p>

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

To activate background knowledge and appropriate vocabulary to speak about Christmas, the students are asked to watch two videos at home:

1. [https://www.youtube.com/watch?v=6eTka4iinBw&feature=emb\\_title](https://www.youtube.com/watch?v=6eTka4iinBw&feature=emb_title) (refreshing their vocabulary)
2. [https://www.youtube.com/watch?v=C8ugHsMQ\\_UE](https://www.youtube.com/watch?v=C8ugHsMQ_UE) (A short film by Amenábar used in 2017 in Spain as the Christmas Lottery ad; it was edited through Edpuzzle: some explanations were added (linking to students previous knowledge), followed by questions that students had to answer activating the vocabulary).

Students are asked to take notes regarding the differences between Polish and Spanish festivities; the notes will be later used during the main task.

**Detailed description of the task:** In class, students are divided into 4 groups in which they comment on their notes and speak about 4 aspects of holiday time with the help of photos in Jamboard, previously added there by the teacher. They can add their own photos or notes there.

The topics are:

- presents (who's giving them, when?)
- 24-25.12 celebrations – similarities and differences
- 31.12-1.01 celebrations – similarities and differences
- celebrations that Spain has and the country (in this case, Poland) does not (and the other way around)  
if needed (in case of a bigger group)  
those topics can be split into smaller ones

Students decide among themselves who will present the information that they have gathered and then present the information to the rest of the group (facilitating leading group work and managing interaction with the rest of their peers).

**Time required:**

**15 min. for group work**

**20 min. for presenting and commenting the information**

**35 min. total (can be extended if needed)**

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

An example of a follow-up activity:

To consolidate the vocabulary and further reflect upon the similarities and differences between Polish and Spanish Christmas time and practice the future tense, students are given a picture of 10 traditions that should not be celebrated during this holiday time (because of Covid) and 10

of those that still can be celebrated (some with alterations); source: <https://www.elperiodico.com/es/cuaderno/20201113/navidad-mas-rara-nuestra-vida-coronavirus-restricciones-8202813>. They are encouraged to create phrases using this vocabulary and the future tense describing how they see the festivities happening this year. In smaller groups they can discuss how they plan to enjoy the holiday time in spite of the pandemic. After the pandemic, this exercise can be used to practice past tenses. The source (online newspaper) allows students to use the authentic source of information and mediate a text (while processing the text and relaying specific information). At this level, the part used was the graphic: [https://www.elperiodico.com/es/ext\\_resources/infographics/2020/octubre/navidad.jpg](https://www.elperiodico.com/es/ext_resources/infographics/2020/octubre/navidad.jpg)

**Resources required by the teacher:**

Online apps:  
Youtube  
Edpuzzle (not necessary)  
Jamboard/Padlet or other online whiteboard  
Communication tool that allows work in groups, in our case we used Zoom

**Resources required by the students:**

Access to Internet and the same online apps as the teacher

**Potential challenges and solutions:**

Challenge: Complexity of the language used in the text, in the post-task.  
Solution: Encouraging students to work on the text together and use a dictionary if necessary. Also, at this level, the part recommended is only the graphic: [https://www.elperiodico.com/es/ext\\_resources/infographics/2020/octubre/navidad.jpg](https://www.elperiodico.com/es/ext_resources/infographics/2020/octubre/navidad.jpg)  
Challenge: In the post-task: evoking the subject of Covid during classes.  
Solution: We have to proceed with caution, as this can be a sensitive subject because of the personal experiences of some of our students.

The aim of the task is to develop students' knowledge about the Christmas and New Year festivities and the way they are celebrated in Spain and compare the Spanish customs to those of their culture. The students also acquire relevant vocabulary.

**Pre-teaching activities**

Before the task is conducted, the teacher should make sure that the students have acquired relevant background knowledge and vocabulary to be able to talk about Christmas and New Year celebrations in Spain and their country. The teacher should consider the following questions:

*What is the students' knowledge about the Christmas and New Year celebrations and customs?*

*Do the students know the language of description, contrasting, comparison?*

*Can the students take notes in a foreign language?*

*Do they have any (favourite) note-taking strategies?*

*Have they had any experience in using such tools as Jamboard or do they need any training?*

The recommended pre-teaching activities may involve:

- eliciting students' knowledge concerning the Christmas and New Year celebrations in Spain in a short discussion or survey;

- activating relevant vocabulary (short quizzes; crosswords, gapped sentences), matching pictures and their descriptions;
- interviewing students (e.g., in teams) on Christmas and New Year traditions specific to their families; if the students represent different cultures, they can talk about the most important family-gathering celebrations;
- presenting, revising and practising a variety of note-taking techniques;
- familiarising students with the online editing tools, such as a Jamboard – a testing activity.

### **Teaching and learning**

Step 1 (20-30 minutes): The teacher makes sure that 4 teams of students are formed. Each team is given a task based on online materials (adapted YouTube videos). Students are supposed to watch the video as their homework and take notes regarding the differences in celebrating Christmas and New Year between Poland and Spain.

Step 2 (15 minutes): In 4 teams, students comment on their notes discussing one of the four aspects of celebrating Christmas and New Year in Spain and in Poland. They are asked to focus on the differences between the traditions. The outcomes of students' teamwork are presented on Jamboard – students respond to the teachers input – a picture placed on Jamboard. During this phase students in each team decide how they will present their topic.

Step 3 (20 minutes): Each team gives a short presentation on their topic to the class. The presentations can be followed by the whole-class discussion and comments.

The learning outcomes of this task (on A2/B1 level) concerning mediation are the following.

### **Facilitating collaborative interaction with peers**

Students will be able to:

- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.

### **Collaborating to construct meaning**

Students will be able to:

- make simple remarks and pose occasional questions to indicate that they are following.

### **Leading group work: managing interaction**

Students will be able to:

- give very simple instructions to a co-operative group, given some help with formulation when necessary.

### **Facilitating pluricultural space**

Students will be able to:

- contribute to intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting a limited repertoire to express agreement, to invite, to thank, etc.

### Relaying specific information

Students will be able to:

- relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or emails) (in Language A).
- relay in writing (in Language B) specific information contained in short simple informational texts (in Language A), provided the texts concern concrete, familiar subjects and are composed in simple everyday language.

### Post-task follow-up activities

The suggested follow-up activities may involve:

- Vocabulary consolidation: further discussion on the differences between the well-established traditions and the way Christmas and New Year can be celebrated during the pandemic. This activity is based on the online visual material provided by the teacher. Students discuss 10 traditions that cannot be followed and 10 that can be followed. Students are encouraged to use the future tense to formulate their predictions. However, it is worth noting that discussing pandemic-related issues may be a sensitive topic for some students.
- Discussing specific family customs in smaller teams. Alternatively, in case students represent different cultures, they can talk about the most family-oriented holiday in their culture or religion.
- In smaller teams and/or in class, discussing students' plans regarding the celebration of Christmas and New Year – practising vocabulary and the future tense forms.
- Using an authentic text – an article on the restrictions constraining the traditional way of celebrating Christmas time in Spain. This follow-up activity may be challenging for lower-level students, so it may require more extended teacher's guidance and support.
- In a brief conversation, getting students' feedback on which customs were new to them.

### Reflection and evaluation

Due to the fact that the task is aimed at developing cross-cultural knowledge and it also involves working in teams, there are a number of questions worth considering in the post-task evaluation phase.

- a) Processing information from video sources, collaborating to construct meaning.  
*What note-taking method did the students use? Was it effective?*  
*Did they manage to successfully transfer the relevant information based on a video source?*  
*Did they fully present the acquired knowledge?*  
*Did they relate the information from the video source to their own knowledge and experience?*  
*Did they successfully show the differences between celebrations in Spain and in Poland (or other countries)?*  
*Did using the visuals (Jamboard) facilitate the understanding of the presentation?*
- b) Managing interaction and leading group work.



*Did the students negotiate their roles in the group? How did they decide who the speaker was? Did they stick to their decisions later on?*

*Did they allow for a proportional contribution of each team member while working in teams?*

*Did they build on each other's ideas? Did they take turns during the discussion?*

*Did the teacher intervene in any way during the students' teamwork?*

c) Facilitating pluricultural space

*Did the students effectively identify the differences between Spanish and Polish customs?*

*Could they describe the cross-cultural differences using appropriate language?*

*Did they notice any similarities between Spanish and Polish (or other cultures') customs and traditions?*

*Did they demonstrate their individual reactions to the video content?*

*Which language was used by the teams for negotiating and in-group communication while Jamboard was used before the short presentation?*

*Did the students select the right register and relevant vocabulary and grammar during the presentation?*

*Did the students need support of any kind from the teacher?*

*Did the teacher find it necessary to intervene at any stage of the process?*

GENERAL INFORMATION		
<b>Task title: Joyeuses Pâques!</b>		
<b>Task author/Institution:</b> Iwona Bartnicka/UW	<b>Lesson type:</b> <input type="checkbox"/> <u>online</u> <input type="checkbox"/> in-class	<b>Target learners/course:</b> General French class
<b>CEFR starting level:</b> A2	<b>Group dynamics (e.g. pair work/groups of X):</b> Individual work	<b>Target language of the course:</b> B1 <b>Other language(s) used:</b>
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> Facilitating communication in delicate situations and disagreements Relaying specific information in writing Facilitating pluricultural space		
<b>Short description of the task:</b> Students are requested to familiarize themselves with two documents in order to learn Easter vocabulary and Easter traditions in order to write a short text about Easter.		
<b>Expected learning outcomes: By the end of the task, students will be able to...</b> Students will have discovered Easter traditions and customs in France and acquired appropriate vocabulary.		
TASK DESCRIPTION		
<b>Background knowledge or sub-skills required by the students:</b> French A2/B1		
<b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b>		
<b>Detailed description of the task:</b> Students read an article about the origins of Easter and Easter traditions in France, then watch a video about festivities organized in La Baule. Both documents talk about activities that are unknown in Poland. Each activity is followed by short lexical and comprehension activities. Then, students are invited to post a	<b>Time required:</b> <b>90 minutes</b>	

<p>message on a discussion forum with a description of how they are to spend Easter Sunday. The instructions contain some constraints (namely characteristics of guests, aspects of the meeting).</p>	
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b> The messages are corrected and graded by the teacher.</p>	
<p><b>Resources required by the teacher:</b></p>	<p><b>Resources required by the students:</b> <b>Websites:</b> <a href="https://www.agirenfrancais.com/fle/la-fete-de-paques-en-france/">https://www.agirenfrancais.com/fle/la-fete-de-paques-en-france/</a> <a href="https://www.youtube.com/watch?v=-HdGUsg6fgs">https://www.youtube.com/watch?v=-HdGUsg6fgs</a></p>
<p><b>Potential challenges and solutions:</b></p>	

The aim of the task is to familiarise students with Easter traditions and customs in France, as well as equip them with the appropriate vocabulary. Apart from this, students can also practise editing posts in French.

### **Pre-teaching activities**

The teacher needs to open an online forum to give students space for their written feedback. Before the task is introduced, it is worth verifying students' background knowledge, relevant vocabulary and skills to talk and write about Easter celebrations and customs in their countries and in France.

The teacher should consider the following questions:

*What is the students' knowledge about the Easter celebrations and customs in their countries and in France?*

*Do the students know the language of description, contrasting, comparison?*

*Do the students know the necessary strategies to process and comprehend written texts?*

*How can they deal with new vocabulary and expressions?*

*Have they had any experience in editing posts in a foreign language? Do the students know the main principles of using a neutral style in such short written forms?*

The recommended pre-teaching activities may involve:

- eliciting the students' knowledge concerning the Easter celebrations in France in a short discussion or survey;
- activating relevant vocabulary (short quizzes; crosswords, gapped sentences), matching pictures illustrating Easter customs or showing Easter symbols with their descriptions;
- interviewing the students (e.g. in teams) on Easter traditions specific to their families; if the students represent different cultures, they can talk about the most important family gathering or spring-related celebrations;
- presenting, revising and practising a variety of text-processing techniques;
- conducting short activities, e.g., aimed at identifying key words or topic sentences,
- summarising written texts, formulating their content in one sentence; working on developing headings of passages, etc.;
- short activities, aimed at understanding new words and expressions from the context (e.g., matching synonyms, antonyms, definitions, true/false statements, etc.)
- practising selected note-taking techniques, useful while watching video materials;
- familiarising students with the rules of editing posts for an online forum, discussing the register and the possible structure of a short written form.

### **Teaching and learning**

Step 1 (ca. 45 minutes): The teacher asks students to read an article about the origins of Easter and Easter traditions in France. The traditions described are different from those in Poland. The reading and watching phases are followed by the activities for checking comprehension, e.g., students can compare and contrast Easter traditions in France and in Poland – the suitable grammar can be used and relevant vocabulary reinforced. The activities may involve oral or written practice. The teacher can also stimulate the discussion by asking additional questions:

*Do you think that some French traditions are worth celebrating in Poland?*

*Are they similar to or different from any Polish traditions?*

*What can the participants feel when they take part in Easter festivities?*

*Do our customs and traditions cause similar or different emotions? What are these emotions?  
Would you like to participate in any of the traditions you've learnt about?*

Step 2 (ca. 45 minutes): Students then edit their posts on the online forum. The teacher initiates this activity by asking students to describe how they are going to spend Easter Sunday (or how they usually spend it). Students are asked to react to their peers' descriptions so that the forum comprises the genuine exchange of views and visions on celebrating Easter.

The learning outcomes of this task (on A2 level) concerning mediation are the following.

### **Facilitating communication in delicate situations and disagreements**

Students will be able to:

- recognise when people disagree or when difficulties occur in interaction and adapt memorised, simple phrases to seek compromise and agreement.

### **Facilitating pluricultural space**

Students will be able to:

- contribute to intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting a limited repertoire to express agreement, to invite, to thank, etc.

### **Relaying specific information in writing**

Students will be able to:

- relay in writing (in Language B) specific information contained in short simple informational texts (in Language A), provided the texts concern concrete, familiar subjects and are composed in simple everyday language.

### **Post-task follow-up activities**

The messages posted are corrected and graded by the teacher. This formal feedback may be followed by other in-class and individual activities:

- in-class follow-up discussion. The students can be asked to give their feedback on how they really spent Easter and whether they were inspired in any way by any of the French traditions or customs, presented in the article and the video.
- Vocabulary consolidation and individual response: in a short discussion, the students can be asked if any of the traditions were new to them.
- Teamwork discussion: discussing specific family Easter customs, or if the students represent different cultures, they may talk about spring-related celebrations or family gathering occasions in their cultures.
- Individual work: writing a short text about a student's Easter plans and if they were executed (to some extent, based on the teacher's evaluation of a student forum message); alternatively, the students can write a short article comparing Easter traditions and customs in France and in Poland.
- Discussing the students' favourite / least liked Easter customs (team/class discussion)

### **Reflection and evaluation.**

Due to the fact that the task is aimed at developing cross-cultural knowledge and it also involves a student's response in writing, there are a number of questions worth considering in the post-task evaluation phase.

a) Processing information from written and video sources.

*What strategies did the students use to process the written text?*

*Did these strategies help them deal with the post-reading comprehension activities?*

*Did the students use any note-taking strategies? Did they effectively identify and describe the Easter customs and traditions referred to in the sources?*

b) relaying specific information in writing

*Did the students formulate their post messages clearly, making references to Easter customs and/or traditions?*

*Did the students react/give feedback to their peers' statements?*

*Did they build on other people's ideas?*

c) facilitating pluricultural space

*Were the students able to elicit information about specific family (or culture-related) celebrations of Easter or a spring-related holiday?*

*Did they ask for explanation/clarification? Did they receive a response?*

*Did they successfully make comments on similarities and differences between different Easter customs and traditions in France and in Poland?*

*Were they inspired by any customs or traditions originating from a different culture?*

GENERAL INFORMATION		
<b>Task title: Inclusive Language B2 General English</b>		
<b>Task author/Institution:</b> Małgorzata Maras The University of Warsaw	<b>Lesson type:</b> <input type="checkbox"/> online X <input type="checkbox"/> in-class	<b>Target learners/course:</b> B2/C1 level
<b>CEFR starting level:</b> B2	<b>Group dynamics (e.g. pair work/groups of X):</b> individual work, park work	<b>Target language of the course:</b> C1 <b>Other language(s) used:</b>
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> PROCESSING TEXT IN WRITING ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE) FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS		
<b>Short description of the task:</b> Students discuss the problem of inclusive language; they identify examples of non-inclusive language.		
<b>Expected learning outcomes:</b> By the end of the task, students will be able to... use language inclusively and be aware of the role of political correctness.		

TASK DESCRIPTION	
<b>Background knowledge or sub-skills required by the students:</b> Reading the text " <i>Politically Correct Little Red Riding Hood</i> "	
<b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> Pre-task set as homework 1. Students read <i>Little Red Riding Hood</i> by James Finn Garner from <i>Politically Correct Bedtime stories</i> , and make notes about the changes compared to the traditional version. <a href="#">Little Red Riding Hood</a> 2. Make comments concerning <i>Politically Correct Little Red Riding Hood</i> by James Finn Garner on the learning platform forum.	
<b>Detailed description of the task:</b> 1. Discussion. 10 minutes <b>The definition from wiki:</b> <b>Inclusive language:</b> language that avoids the use	<b>Time required 90 minutes</b> 1. 10 minutes 2. 15 minutes 3. 3.5 minutes

of certain expressions or words that might be considered to exclude particular groups of people, esp. gender-specific words, such as "man", "mankind", and masculine pronouns, the use of which might be considered to exclude women

**Language** can consciously or unconsciously offend, intimidate, belittle, exclude, reinforce harmful stereotypes and contribute to the unequal status of individuals. **Language** can also have very positive **effects** on people. When **inclusive language** is used, it can make people feel included, valued and empowered.

Students give examples of inclusive and non-inclusive language.

**2. A film and a quiz on inclusive language watched together: [How to avoid sexism](#) 15 minutes.**

**3. Examples of non-inclusive language. What is wrong with the sentences (or maybe there is nothing wrong, what are the limits of political correctness; are there any such as common sense)? 5 minutes**

1. A doctor is a person who cures his patients.
2. X is the chairman of the organization.
3. We are looking for a fireman.
4. The position of steward/stewardess is available.
5. Hey, look! There is a lot of snow outside. Let's build a snowman.
6. Tomorrow is 25th December - Merry Christmas!

**4. More examples to discuss. 10 minutes**

***Selected sentences are taken from***

**Inclusive language task**

1. Any man would want to see the real proof.
2. Athletes are welcome to bring their girlfriends to the dinner.
3. For an old man, he's pretty quick to guess the answer.
4. When an individual is first learning to drive, she needs to pay close attention to the traffic signs.

**4. 10 minutes**

**5. 5 minutes**

**6. 45 minutes**



5. Even a girl would know which decision to make.
6. Crippled basketball players can play the game in their wheelchairs.
7. Anyone who works overtime will enjoy spending his paycheck.
- 8 For a German, she's pretty accepting of other cultures.
9. He's very polite to an Asian man.
10. When a person marries, he usually takes on a significant amount of responsibility.

**5. Correct the mistakes: 5 minutes**

Based on real mistakes that students have made writing about children and parents:

- a/showing *him his* advantages
- b/supporting *him* in difficult moments
- c/I think the key to raising a happy child is showing *him* the rules of life, but also being a friend and parent to *him*.
- d/In my opinion, to raise a happy and creative child you just need to love *him* and be with *him*.
- e/Parents should do everything in order for this little *man to* be smiling every day.

writing about Romeo and Juliet:

Those two *men* were in love with each other.

**6. *Oliver Button is a Sissy* by Tomie de Paola 45 minutes. This task is inspired by a drama workshop conducted by Marisol and Jose Santana at Europass School in Florence in 2019.**

Students read aloud, in turn, a short book ***Oliver Button is a sissy*** and role-play a chosen scene from the book expressing the feelings of the character. Oliver Button is a sissy. The roleplay is followed by a discussion. Students demonstrate sensitivity to the interaction difficulties, misunderstandings and delicate situations between their peers in a discussion.

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

**Homework Post-Tasks**

**1. Students read an interesting text about anonymous CVs in France and complete the task below [CVs](#); [Anonymous CV](#) (the link is not active anymore) 15 minutes**

Nine years after it ..... 1/ introduced in France, [the anonymous CV](#) is already dead and buried. The final blow for the instrument, which has ..... 2/ compulsory for large companies

since 2006 and was intended to end discrimination in recruitment, comes from a [report](#) submitted to the Ministry of Work. The paper lists the system's shortcomings, starting ..... 3/ the fact that, in leaving the candidate's surname blank on application documents, **certain personal characteristics won't be revealed, which could equate with traits that the employer is seeking**, thus limiting the freedom of choice. The lack of precise information would also drive HR managers onto the Internet, where it's not obligatory to have an anonymous CV, so identifying profiles is much easier.

**2. Students write a politically correct job advertisement.**

The resources: links provided in the task description

**Resources required by the teacher:**  
teacher:

1. an inclusive language handout with its definition and examples of sentences to analyze and correct,
- 2.a copy of the *Politically Correct Bedtime Stories* [Little Red Riding Hood](#);
3. a short film and a quiz [How to avoid sexism](#)
4. [Oliver Button](#) a copy of a book or a video;
5. press texts on anonymous [CVS](#),  
Internet connection if the class is held online

**Resources required by the students:**

- 1 an inclusive language handout with its definition and examples of sentences to analyze and correct
2. a copy of the *Politically Correct Bedtime Stories* [Little Red Riding Hood](#)
3. a short film and a quiz [How to avoid sexism](#)
4. [Oliver Button](#) a copy of a book or a video
- 5.press texts on anonymous [CVs](#)  
Internet connection if the class is held online

**Potential challenges and solutions: difficulties in understanding the original text**

The aim of this task is to sensitise students to the role of political correctness reflected in the language used, as well as to reflect on the methods that can be used to make the language more inclusive.

### **Pre-teaching activities**

The introduction of the topic is offered by the teacher in the form of homework so that students can individually familiarise themselves and reflect on different aspects of political correctness, particularly on its linguistic aspect. 1. Students read *Little Red Riding Hood* by James Finn Garner from *Politically Correct Bedtime Stories* and make notes about the changes compared to the traditional version. [Little Red Riding Hood](#)

2. They make comments concerning *Politically Correct Little Red Riding Hood* by James Finn Garner on the learning platform forum.

Since the tasks involve reading for information and critical analysis of a creative text, it might be worth focusing on students' knowledge of the necessary skills, prior to administering homework. As far as organisational aspects are concerned, the teacher should make sure that an accessible space has been created (a forum), where students can edit their posts.

The following questions might be worth considering by the teacher:

*What is the students' awareness of political correctness, its aspects and its presence/absence in real-life situations?*

*Can the students refer to some examples of political correctness reflected in some standards of behaviour, codes of conduct, language used, based on their academic or other experience?*

*How can the elements of inclusive language be found in any type of text?*

*How can the note-taking task be approached so that the notes are helpful during a discussion?*

*What are the ways of presenting a student's opinion? How can students justify their opinions?*

*What makes any behaviour or language utterance politically incorrect / politically correct?*

The pre-task activities may comprise:

- Eliciting the students' knowledge concerning the aspects of political correctness;
- Having a short discussion on the role of political correctness and inclusive attitude in general;
- Having a short discussion on the role of stereotypes and their impact on interpersonal and social relations;
- Introducing some examples of inclusive language (contrasting them with the language of the past), based on the online sources listed in the task description;
- Conducting a short task offering students note-taking practice;
- Processing creative texts – finding key sentences and specific information;
- Practising some useful language for expressing opinions, justifying views, referring to written sources, agreeing and disagreeing;
- Eliciting the students' knowledge regarding the language of the past and the language of the 21<sup>st</sup> century in terms of lexical means (out-of-date terminology, not recommended or banned today).

### **Teaching and learning**

Step 1. Discussion (ca. 10 minutes)

The students read the definition of inclusive language from Wikipedia, giving examples of inclusive and non-inclusive language – basing on their homework reading and their own

knowledge and experience.

Step 2. Extending the topic (ca. 15 minutes)

A video and a quiz on sexist and non-sexist language; watching the video together and doing the quiz afterwards. Discussing and clarifying selected issues might be considered at this stage.

Step 3. Practising inclusive language, modifying sentences (ca. 5 minutes)

What is wrong with the sentences (or maybe there is nothing wrong; what are the limits of political correctness; are there any such as common sense?)

Step 4. Watching a video versus reading a short book aloud and performing a role-play task (ca. 45 minutes)

Students watch the video *Oliver Button is a sissy* or read a short book provided by a teacher and in groups choose and role-play a selected scene. The roleplay is followed by a discussion. At this point, the students have a chance to demonstrate sensitivity to the interaction difficulties, misunderstandings and delicate situations between the peers in a discussion.

The learning outcomes of this task (on the C1 level) concerning mediation are the following.

### **Processing text in writing**

Students will be able to:

- summarise in writing a long and complex text (in Language A) (e.g. an academic article, article providing political analysis, novel extract, editorial, literary review, report or extract from a scientific book) for a specific audience, respecting the style and register of the original.

### **Analysis and criticism of creative texts**

Students will be able to:

- critically appraise a wide variety of texts including literary works of different periods and genres

### **Facilitating communication in delicate situations and disagreements**

Students will be able to:

- demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate a detailed understanding of each party's requirements for an agreement.

### **Post-task follow-up activities**

The follow-up activities (ca. 15 minutes) may include, among others, homework and post-task activities.

- Students read an interesting text about anonymous CVs in France and complete the task below [CVs](#); [Anonymous CV](#) 15 minutes

Nine years after it ..... 1/ introduced in France, [the anonymous CV](#) is already dead and buried. The final blow for the instrument, which has ..... 2/ compulsory for large companies since 2006 and was intended to end discrimination in recruitment, comes from a [report](#) submitted to the Ministry of Work. The paper lists the system's shortcomings, starting ..... 3/ the fact that, in leaving the candidate's surname blank on application documents, certain personal characteristics won't be revealed, which could equate with traits that the employer is

seeking, thus limiting the freedom of choice. The lack of precise information would also drive HR managers onto the Internet, where it's not obligatory to have an anonymous CV, so identifying profiles is much easier.

- Students write a politically correct job advertisement.

The resources: links provided in the task description

### **Reflection and evaluation**

The task is supposed to extend the students' knowledge about political correctness, particularly its linguistic aspect. The students learn about the notion of inclusive language and practice some elements of it. While students perform the task and after its completion, the teacher might like to reflect on the following questions:

a) processing text in writing

*How effectively were the students able to find key elements in a written text?*

*What strategies did they use to comprehend the content?*

*What note-taking methods did they use?*

*Did they use their notes during the discussion on political correctness?*

b) analysing and the critical evaluation of a creative text

*Did the students critically evaluate the content of the politically correct fairy tale?*

*Did they manage to formulate their posts on the forum clearly, referring to the text processing?*

*Did they express their opinion, quoting some arguments?*

*Did they refer to the particular fragments of the text or the synthesized message?*

*What was the decision-making process like during the team-based activity (role play)?*

*How did the students select the fragment of the video/book to perform?*

*How did they organise their teamwork? Were there any controversies or doubts? If so, were the students able to deal with them?*

c) facilitating communication in delicate situations and disagreements

*Did any misunderstanding or controversy occur?*

*Were the students able to reach an agreement? What strategies did they use?*

*How did they deal with disagreement?*

*Was there any need to explain any terms or rationale for using inclusive language?*

*Was any intervention by the teacher necessary?*

*Were there any differences in evaluating the content of the source materials?*

*Was any change in the students' attitudes towards political correctness observed?*

*Did the students find using inclusive language important or not?*

*In the students' opinion, can using inclusive language make any change?*

*Which opinion seems to prevail?*

GENERAL INFORMATION		
<b>Task title: Discussion on post-COVID recession</b>		
<b>Task author/Institution:</b> Kari Pitkänen & Roy Siddall Language Centre University of Helsinki <b>Modification:</b> Katarzyna Kopij, University of Warsaw	<b>Lesson type (online/in-class):</b> online/in-class polysynchronous	<b>Target learners/course:</b> 1 <sup>st</sup> year students (MA studies) of the Faculty of Economic Sciences
<b>CEFR starting level (A1–C2):</b> C1	<b>Group dynamics (e.g. pair work/groups of X):</b> Groups of 4-6 students	<b>Target language of the course:</b> English <b>Other language(s) used:</b> Polish
<b>Mediation scale(s) relevant to the task (mark with X).</b> Relaying specific information in speech Explaining data in speech (e.g. in graphs, diagrams, charts etc.) Collaborating in a group: facilitating collaborative interaction with peers Processing text Breaking down complicated information Leading group work: managing interaction		
<b>Short description of the task:</b> Students choose and read the online materials (articles, YouTube videos, authentic international institutions' materials on the impact of COVID-19 pandemic on the economy). Then they report to the other group members what they have learned of both the consequences observed and the attempts to minimize the post-COVID recession and critically assess the control strategies. As a group, they apply this knowledge to a given problem-solving task where they are given a specific case to implement their knowledge on: they develop strategies on overcoming economic recession worldwide or in a particular country or region, then present their strategies to the other groups to be assessed and discussed together. The aim is to jointly develop the best recommendations / solution to a discipline-specific problem.		
<b>Expected learning outcomes: By the end of the task, students will be able to...</b> Investigate a problem by reading information from various academic and non-academic sources. Discuss topics related to post-COVID recession with increased confidence, have a meeting where they assess ideas presented by other groups and as a group specify and present the reasons for their choice. Interact with the other group members in English, summarize and review what they have read and presented their own opinions on the issue discussed.		

<b>TASK DESCRIPTION</b>	
<p><b>Background knowledge or sub-skills required by the students:</b> Basic knowledge on the notion of a business cycle, its stages and their typical indicators.</p>	
<p><b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> A discussion of the possible impact of a pandemic on economic activities.</p>	
<p><b>Detailed description of the task:</b></p> <ol style="list-style-type: none"> <li>1. Students watch the videos and read the texts on the impact of the pandemic provided by the teacher so that the students working in the same group do not go through the same materials.</li> <li>2. Students report and assess what they have read.</li> <li>3. Groups of 4-6 students plan recession-minimizing strategies for particular countries or regions.</li> <li>4. The groups present their plans for overcoming the post-COVID recession.</li> <li>5. The groups assess the plans and choose the best approach (by taking an expert role) and provide their reasons for the choice</li> <li>6. The general discussion aimed at formulating the most important recommendations.</li> </ol>	<p><b>Time required:</b> approximately 2 hours</p>
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b> The post-task activity involved responding to an online survey (Google form) on the process of teamwork and its organization.</p>	
<p><b>Resources required by the teacher:</b> Background reading and videos, task description for the case to be solved</p>	<p><b>Resources required by the students:</b> Potentially their own experience and materials on the economic impact of COVID-19</p>
<p><b>Potential challenges and solutions:</b> Challenges: Students not reading the materials in advance; shy, passive participation in group work Solution: Since all the students read different texts and they know this, they have an important role in contributing to the shared knowledge of the group, creating social pressure to become an active member of the group.</p>	

The aim of the task is to develop students' ability to individually process and relay information acquired from a variety of authentic texts and short videos. The task also involves problem-solving group activities related to the current pandemic situation and its economic implications. Students form groups of 4 to 6 on their own, using a Google document.

### **Pre-teaching activities**

The teacher selects the relevant written and video materials from a variety of online sources and provides the links to students

Some examples:

[https://en.wikipedia.org/wiki/COVID-19\\_recession](https://en.wikipedia.org/wiki/COVID-19_recession) (Introduction)

[https://en.wikipedia.org/wiki/COVID-19\\_recession](https://en.wikipedia.org/wiki/COVID-19_recession) (Background)

[https://en.wikipedia.org/wiki/COVID-19\\_recession](https://en.wikipedia.org/wiki/COVID-19_recession) (Causes)

[https://en.wikipedia.org/wiki/COVID-19\\_recession](https://en.wikipedia.org/wiki/COVID-19_recession) (Summary of national impacts)

<https://www.bloomberg.com/graphics/recovery-tracker/> (Will economy recover from recession?)

<https://www.bankrate.com/personal-finance/smart-money/ways-to-recession-proof-your-finance/>

<https://economictimes.indiatimes.com/news/international/business/world-economy-in-deep-recession-in-2020-growth-to-be-4-4-per-cent-imf/videoshow/78645508.cms> (IMF report video)

<https://www.bbc.com/news/business-52986863> (What is recession and how it can affect me?)

<https://www.worldbank.org/en/news/press-release/2020/06/08/covid-19-to-plunge-global-economy-into-worst-recession-since-world-war-ii> (World Bank report)

[https://ec.europa.eu/economy\\_finance/forecasts/2020/spring/ecfin\\_forecast\\_spring\\_2020\\_pl\\_en.pdf](https://ec.europa.eu/economy_finance/forecasts/2020/spring/ecfin_forecast_spring_2020_pl_en.pdf) (EU forecast for Poland)

Since the task requires extensive critical reading/watching, the teacher should make sure that the students have the necessary skills to process the information from authentic sources. In this connection, the teacher might revise or introduce some strategies facilitating the process of synthesizing and relaying the information from the listed sources.

Also, the task at its first stage involves some organisational and time management skills.

Therefore, it is recommended that the students are given some tips on how to sequence their individual and team activities and how to set deadlines.

Reading economic texts or watching videos in which experts use economic terminology may be challenging for the students; therefore, it is recommended that the pre-reading and pre-viewing activities familiarise the students with the relevant background knowledge and terminology.

The following questions are worth considering:

*Do the students have suitable background knowledge on the business cycle?*

*Has the notion of recession been introduced? Have the main indicators of the business cycle been discussed?*

*Are the students aware of the possible consequences of a long-lasting recession? What can be done to overcome it? Is the government supposed to intervene? If so, what can it do?*

*Have the students had a chance to discuss different government approaches during the period of a slowdown? Have they expressed their opinion on the problem?*

*Have they observed any symptoms of recession in the present situation?*



*Have the students had a possibility to relate the theoretical knowledge to the current situation observed?*

*Do the students have any experience of working in teams? Are the deadlines proposed realistic?*

*What are the possible forms of giving feedback on the students' individual reading and the subsequent teamwork on recovery strategy?*

*How well can the students process different types of authentic sources?*

*What are the possible means of communication during synchronous teamwork?*

In view of this, the pre-teaching activities may involve:

- Introducing the key terminology and relevant underlying knowledge concerning the business cycle and the characteristics of its phases. This activity can be based on the textbook or online materials (Wikipedia, short YouTube videos);
- Identifying the main indicators demonstrating the condition of any economy, measuring and discussing the past and present global and local trends;
- Having a short discussion, where the students can use their knowledge on the business cycle to evaluate the present situation in their country and globally;
- Discussing the possible actions aimed at preventing or mitigating the negative consequences of pandemic restrictions on economies;
- Having a short discussion on the possible impact of a pandemic on the students' (or their families') well-being and financial condition;
- Practising critical reading skills by doing some activities on finding topic sentences, the main message of the text, summarising longer passages in written or oral form, expressing students' opinions on the issues described, etc.,
- Giving the students clear instructions on the organisation of their individual work (homework reading) and teamwork;
- Informing the students what feedback is expected after the two pre-session stages of the task.

### **Teaching and learning**

Step 1 (homework): The students watch the videos and read the texts on the impact of the pandemic provided by the teacher so that those students working in the same group do not go through the same materials.

Step 2 (teamwork – synchronous team session): The students report and assess what they have read.

Step 3 (teamwork) Groups of 4-6 students plan recession-minimizing strategies for particular countries or regions. The strategy and the form of its presentation are agreed by each group.

Step 4 (synchronous or in-class session – ca. 60 minutes) The groups present their plans for overcoming the post-COVID recession.

Step 5 (ca. 30 minutes) Discussion phase - the groups assess each other's plans and choose the best approach (by taking an expert role), providing their reasons for the choice.

This stage is concluded by a general discussion aimed at formulating the most important recommendations.

The learning outcomes of this task (on the C1 level) concerning mediation are the following.

### **Relaying specific information in speech**

Students will be able to:

- explain (in Language B) the relevance of specific information found in a particular section of a long, complex text (in Language A).

### **Explaining data in speech**

Students will be able to:

- interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.

### **Collaborating in a group: facilitating collaborative interaction with peers**

Students will be able to:

- Can develop the interaction and tactfully help steer it towards a conclusion.

### **Processing text in speech and in writing**

Students will be able to:

- exploit information and arguments from a complex text (in Language A) to discuss a topic (in Language B), glossing with evaluative comments, adding their opinion, etc.
- summarise in writing (in Language B) long, complex texts (in Language A), interpreting the content appropriately, provided they can occasionally check the precise meaning of unusual, technical terms.

### **Leading group work: managing interaction**

Students will be able to:

- intervene diplomatically in order to redirect discussion, prevent one person from dominating or confront disruptive behaviour.

### **Post-teaching activities**

The post-teaching follow-up activities may be aimed at reinforcing students' informed usage of the relevant terminology and/or reflecting on the challenging organisational and cognitive aspects of the task. Therefore, the following tasks might be considered:

- Writing a short text on the best strategy to overcome the post-COVID recession, based on the recommendations selected during the session;
- Filling in a short survey aimed at reflecting on the most challenging comprehension-related and organisational elements of the task, e.g., the most challenging elements in processing authentic materials, teamwork organisation and setting the deadlines, coordinating teamwork, selecting the form of presenting the strategy, etc.

### **Reflection and evaluation**

There are certain mediation-related elements of the task that can be considered by the teacher during the task and after its completion. Also, the survey filled in by the students can provide interesting feedback, which the teacher might reflect on in order to improve the task in the future and adapt further teaching according to students' needs.

The task involves selected skills from the mediation scales.

*a) Collaborating in a group: facilitating collaborative interaction with peers*

*Did the students react to each other's suggestions and proposals? Did they build on them?*

*Did the students adjust the way they reacted according to what other peers said?*

*Did the students effectively organise their teamwork? Did they set deadlines together? Did they distribute activities to construct their group feedback?*

*Did they contribute equally to the teamwork, or was there one leader, dominating the discourse and organisational aspects?*

*Did the students stimulate teamwork, if necessary, by asking questions or offering constructive solutions?*

*Were the students able to formulate criticism or disagree in a tactful way?*

*How did the students react to each other's ideas and/or arguments presented? Did they modify their response /opinions?*

*b) leading group work: managing interaction*

*Was there one distinct leader in each group or did students manage to contribute equally and develop each member's proposals or organisational solutions?*

*How were the tasks within each group distributed?*

*Did the students show initiative or rather wait for the leader to structure their actions?*

*How was the form of feedback agreed? How did the students present the outcome of their teamwork?*

*Did the students use any strategies to encourage shy peers to speak? Was the teacher's intervention necessary at any point?*

*c) breaking down complicated information*

*How well did the students link their theoretical knowledge to the selected practical aspects discussed in authentic sources?*

*Were the students able to present logical relations between causes and effects of the current economic situation?*

*Did the students effectively analyse the data provided in authentic sources and formulate conclusions based on this analysis?*

*How well did the students explain the factors contributing to the possible post-COVID recession?*

*Were the students able to clearly present their arguments to support their opinion or choice?*

<b>GENERAL INFORMATION</b>		
<b>Task title: Safe Space</b>		
<b>Task author/Institution:</b> Šárka Kadlecová Charles University	<b>Lesson type:</b> <input type="checkbox"/> online <input checked="" type="checkbox"/> X in-class	<b>Target learners/course:</b> Any English course
<b>CEFR starting level:</b> B2 (possibly B1)	<b>Group dynamics (e.g. pair work/groups of X):</b> individual work, pair work and group work (whole classroom)	<b>Target language of the course:</b> English (or other languages) <b>Other language(s) used:</b> None
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> <ul style="list-style-type: none"> <li>• Facilitating pluricultural space</li> <li>• Acting as an intermediary</li> <li>• Facilitating communication in delicate situations and disagreements</li> </ul>		
<b>Short description of the task:</b> The function of the task is to prepare students for listening to presentations about sensitive topics. The objective is to elicit strategies they have employed to create a space in which learning can take place and to agree on rules the group will respect. When completing this task students will first write individually, then speak in pairs or small groups and finally facilitate a group discussion in order to list the rules for the group.		
<b>Expected learning outcomes: By the end of the task, students will be able to...</b> <ul style="list-style-type: none"> <li>• Communicate about their needs regarding a specific learning situation/environment</li> <li>• Create a safe and pluralistic space for presenting sensitive topics</li> <li>• Facilitate a discussion and summarize its outcome</li> <li>• Maintain an encouraging learning space</li> </ul>		
<b>Background knowledge or sub-skills required by the students:</b> None besides communication skills in English (or another language). This task is based on real-life experience.		
<b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> None		
<b>Detailed description of the task:</b> <u>Stage 1: What is it to feel safe?</u> Individual work, writing		<b>Time required:</b> 20 – 30 min

<p>Students are given an exercise in which they work individually and write freely to answer the questions below. (5-7 minutes). First, the teacher may elicit some associations and meanings related to the word <u>safe</u> in various contexts.</p> <ul style="list-style-type: none"> <li>• What is it like to feel safe?</li> <li>• Describe the conditions under which you feel safe.</li> </ul> <p><u>Stage 2: How can I make it safe for myself?</u></p> <p>Pair work, speaking</p> <p>Students work in pairs or small groups (of 3-4) and share their answers to the questions below.</p> <ul style="list-style-type: none"> <li>• What do you do when you feel uncomfortable/unsafe in a certain situation? Do you have any strategy you apply?</li> </ul> <p><u>Stage 3: Our rules to maintain a safe space</u></p> <p>Group work, speaking and writing</p> <p>The whole class is asked the question below.</p> <ul style="list-style-type: none"> <li>• How can others contribute to creating a safe/comfortable space to learn about or discuss sensitive topics?</li> </ul> <p>Students say their answers and/or write them on the board. Finally, the whole group creates rules to follow when there are presentations or discussions concerning sensitive topics. The teacher may be the facilitator or one student is given this role. The teacher may get inspired by studying this document. <a href="https://bit.ly/3ctoBKO">https://bit.ly/3ctoBKO</a></p>	
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b> This task is preparation for presentations and discussions about topics that are personal or might be sensitive.</p>	
<p><b>Resources required by the teacher:</b> A whiteboard, a large sheet of paper to write on or a screen to share with the group, markers.</p> <p>Preparation for the topic of speaking about sensitive topics. Teachers should do their own research. A suggested document to study is available here. <a href="https://bit.ly/3ctoBKO">https://bit.ly/3ctoBKO</a></p>	<p><b>Resources required by the students:</b></p> <p>Something to write with.</p>
<p><b>Potential challenges and solutions:</b></p> <p>C: Students will not want to speak about their own experience with feeling safe or unsafe/uncomfortable</p> <p>P: They must be given the option not to speak about it. However, they should reflect on the word safe/unsafe/uncomfortable in writing.</p> <p>C: The teacher might not be ready to handle this topic.</p> <p>P: A self-reflection prior to introducing the task. The teacher must ask himself/herself: Am I ready to respond to answers which might occur? Do I know how? What kind of responses may students in this particular group present? Do they trust me? Do I care? Is it important to me to deal with this (maintaining a safe space, making sure there's an encouraging learning environment)? What is my association with safety/unsafety? What are the rules I imagine to teach the group? What rules do I want in this learning situation?</p>	

The selected activity focuses on personal and general communication skills that students will practice later in diverse group meetings focused on learning in both university and non-university settings. The activity can be implemented in any language: first, second or other. By including this activity in the instruction/the lecture, the teacher will prepare students for dealing with sensitive topics in learning situations. He or she will introduce the opportunity to create a safe and encouraging space in which learning can take place.

The activity involves the following types of mediation.

- Facilitating pluricultural space
- Acting as an intermediary
- Facilitating communication in delicate situations/disputes

### **Pre-teaching**

The successful implementation of this task relies heavily on the following elements.

- a) The relationship between the teacher and the group, which should feature trust, and their familiarity with the group

#### Guiding questions for the teacher:

What kind of responses may students in this particular group present?

Do they trust me?

- b) Preparation on the side of the teacher, which should include self-reflection

#### Guiding questions for the teacher:

Am I ready to respond to answers which might occur? Do I know how?

Do I care? Is it important to me to deal with this (maintaining a safe space, making sure there's an encouraging learning environment)?

What is my association with safety/ non-safety?

What are the rules I expect to teach the group? What rules do I want in this learning situation?

- c) Appropriate lesson planning, including timing

#### Guiding questions for the teacher:

When is it efficient/necessary/appropriate to work with this topic in class? Is it at the beginning of the course, before presentations or other learning activities? Should I wait until something relevant to sensitive issues or safety occurs? How will I encourage the students to become genuinely involved in the task? Can I give them the option not to speak about something or not to get involved in some of the phases of the activity?

What language will we use? Which of the students will be the facilitator? Whom do I want to practice facilitating discussions with?

### **Teaching and learning**

The activity is divided into 3 phases. It develops from individual reflection, experience and understanding of safety, over defining effective strategies which have been used in the past, to presenting future responsibilities and requirements. The task should take about 20 minutes. However, it is likely that the discussions will exceed this time. Therefore, the teacher should allow approx. 30 min to complete it. The activity involves various types of work, ranging from individual to small-group to whole-class arrangements. The teacher should have a pre-conception of how to create the small groups, bearing in mind which students might work effectively together or which might need more support. He or she should have a whiteboard or

a large sheet of paper and markers prepared for the final outcome - the set of group rules. If these are written on a sheet of paper, the teacher can display it every time this group meets. Otherwise, the paper can be archived as a photo and uploaded onto a shared space. The teacher should also be ready to ask additional questions to lead the students to present effective strategies and to express themselves clearly. In the final stage of the task, the teacher may take the role of the facilitator or give this role to a student. If the teacher decides to work with some textual/audio/video input, he or she may get inspired by studying this document.

<https://bit.ly/3ctoBKO>

The learning outcomes of this task (B2 level) concerning mediation are the following.

### **Facilitating pluricultural space**

Students will be able to:

- clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.
- encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.

### **Acting as an intermediary**

Students will be able to:

- communicate (in Language B) the sense of what is said (in Language A) on subjects within their fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided the interlocutors give clarifications if needed.

### **Facilitating communication in delicate situations and disagreements**

Students will be able to:

- formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.

### **Post-teaching**

This activity serves as a pre-task to any language course or any course in general. Therefore, it is not necessary to devise post-teaching activities.

It is advised to introduce this task before:

- Presentations on social issues that might be sensitive (e. g. racism, cultural differences, nationalities, gender roles and others)
- Discussions about social issues that might be sensitive (all of the above and others) or personal topics (e. g. family history and others)
- Working with texts or audio/video sources that deal with possibly sensitive topics
- Any students' expressions in a foreign language that takes place in a group in order to create a friendly and encouraging learning environment

### **Reflection and evaluation**

Guiding questions for the teacher:

a) Facilitating pluricultural space

*Were different perspectives presented?*

*Did we hear diverse voices?*

*Could everyone contribute? If not, why? How can I as the teacher avoid this next time?*

*How did the group respond to them?*

*Was the plurality of views/experiences/opinions welcome and celebrated or was there an intention to correct and unify them? If so, how can I (or we as the group) deal with that?*

b) Acting as an intermediary

*How did the students go about sharing some of their small-group debates?*

*Who spoke? And who did not?*

*Could the students communicate the ideas of others genuinely or did some corrections and disputes occur?*

c) Facilitating communication in delicate situations/disputes

*What were the delicate situations?*

*Did any dispute/misunderstanding/offence take place? Why?*

*How did the students respond to it? How did I as the teacher respond to it?*

*Did I or could I have anticipated a dispute?*

*What did the students learn from it? What did I as the teacher learn from it?*



GENERAL INFORMATION		
<b>Task title: Video – Schindler’s List – Modal verbs in the past</b>		
<b>Task author/Institution:</b> Markéta Doubravová Charles University	<b>Lesson type:</b> <input checked="" type="checkbox"/> online <input type="checkbox"/> in-class	<b>Target learners/course:</b> B2
<b>CEFR starting level:</b> B2	<b>Group dynamics (e.g. pair work/groups of X):</b> individual / whole class	<b>Target language of the course:</b> English  <b>Other language(s) used:</b> None
<p><b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b></p> <p>STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE</p> <p>STRATEGIES TO EXPLAIN A NEW CONCEPT - BREAKING DOWN COMPLICATED INFORMATION</p>		
<p><b>Short description of the task:</b></p> <p>Ss receive a gapped transcript of the scene they are going to watch from the film <i>Schindler’s List</i>. They need to complete the missing words – modal verbs could and would in the past.</p>		
<p><b>Expected learning outcomes:</b> The use of modal verbs in the past, both form and meaning.</p>		

TASK DESCRIPTION
<p><b>Background knowledge or sub-skills required by the students:</b></p> <p>Listening Skills</p>
<p><b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> Before the listening itself, a short discussion about the film, what it is about, and what is happening in the particular final scene, which in the end helps the Ss to understand the meaning of the modal verbs in the past.</p>

<p><b>Detailed description of the task:</b></p> <p><b>Reading comprehension</b> gap-filling exercise – watching the final scene of <i>Schindler’s List</i></p> <p>Video: <a href="https://www.youtube.com/watch?v=va8zjTPsJrl&amp;t=244s">https://www.youtube.com/watch?v=va8zjTPsJrl&amp;t=244s</a> the particular part starts at approx. 1 minute 25 seconds</p> <p>Ss are given the transcript with missing modal verbs. They are asked to watch/listen to the video and complete the text. The video is played twice, first without any pauses so that the Ss see/hear the video as a complete scene. They are asked to try to fill in as many words as they can, however. During the second playing, pauses are introduced after the gaps and the students are given a bit of time to fill in the missing words. After the video has been watched/listened to twice, the whole class checks the correct answers. On these examples from this video, the Ss together with the teacher deduce the forms and also the meaning – the use.</p> <p>This task was done online when each student was separately at their computer. Therefore, there was no pair for comparison of the students’ answers or group work for the deduction.</p>	<p><b>Time required:</b></p> <p><b>30 min.</b></p>
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b></p> <p>A follow-up activity – other modal verbs – Ss think of examples of using other modal verbs in the past – deduce the meaning.</p>	
<p><b>Resources required by the teacher:</b></p> <p>The video + tapescript of the particular scene.</p>	<p><b>Resources required by the students:</b></p>
<p><b>Potential challenges and solutions:</b></p> <p>Sometimes it can be difficult to understand the dialogue in the film, because it is an original film where people speak with emotions (fast, quietly) and sob. The video itself can be distracting (this is why there are the pauses during the second listening).</p>	

The task is focused on explaining a new concept, linking to previous knowledge and breaking down complicated information. In terms of language learning skills, it deals with modal verbs. The language learned is English. It provides the opportunity to involve a source from popular culture (a scene from a Hollywood movie) in language learning. Students are likely to be familiar with the scene, as well as with some of the grammatical structures they will practice.

### **Pre-teaching**

You will need to use a particular part of the film Schindler's List, which you can find on YouTube. <https://www.youtube.com/watch?v=va8zjTPsJrI&t=244s>

Also, you will need to prepare the transcript of the final scene and change it into a gap-filling exercise with the intention for the students to learn about the forms and the use of modal verbs. You may want to prepare students for the topic of the film, as the scene deals with the holocaust. You may encourage them to do research on the main character of the film for homework or you may initiate an in-class discussion to elicit knowledge about the Holocaust. However, the scene serves as an authentic example of the use of modal verbs in the past. Moreover, you should consider the sensitivity and emotional load of the scene and be ready to deal with it.

### **Teaching and learning**

You will guide the students through the watching/listening exercise. After they have completed it, you will elicit ideas about the forms and the use of modal verbs.

#### Suggested guiding questions:

What is he trying to say?

What is the message?

Which words - mainly verbs - does he use? Why? What are their forms? What do they mean?

Have you heard/seen them before?

How would you explain these particular verb choices by the speaker?

This can also be done in the first language of the students.

The learning outcomes of this task (on the B2 level) concerning mediation are the following.

### **Linking to previous knowledge**

Students will be able to:

- explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with

### **Breaking down complicated information**

Students will be able to:

- make a complicated process easier to understand by breaking it down into a series of smaller steps.

### **Post-teaching**

If you want to include a follow-up task, you may want to personalize the use of modal verbs in the past. You can encourage students to create a similar scene involving the expression of regrets. You can ask them to speak or write about an action in the past they would like to change. They should copy the language pattern that was used in the film scene.

### **Reflection and evaluation**

#### Guiding questions for the teacher:

*How successful were students in understanding the forms and the use of the modal verbs?*

*Were they able to understand the speaker's choices?*

*Were they able to produce a similar expression in English with the correct use of modal verbs?*

*How much of the concept had they known before and how much did they understand completing the task?*

*How independent were they while working on the task?*

*How do I know they have understood the concept?*

GENERAL INFORMATION		
<b>Task title:</b> Learning about Spanish festivals: Semana Santa en Sevilla		
<b>Task author/Institution:</b> Language Centre, Charles University	<b>Lesson type:</b> <input type="checkbox"/> online <input checked="" type="checkbox"/> in-class	<b>Target learners/course:</b> General Spanish
<b>CEFR starting level:</b> B1-B2	<b>Group dynamics (e.g. pair work/groups of X):</b> individual work	<b>Target language of the course:</b> Spanish <b>Other language(s) used:</b> None
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> Facilitating pluricultural space Relaying specific information		
<b>Short description of the task:</b> Students will read a text on the observation of Easter in Spain from an authentic source in Spanish. After that, they will complete a fill-in-the-blanks-exercise using the information and practising the vocabulary they learned from the text. The task is available in Moodle of the course: <a href="https://dl1.cuni.cz/course/view.php?id=7399#section-14">https://dl1.cuni.cz/course/view.php?id=7399#section-14</a> Text: <a href="https://sevilla.abc.es/pasionensevilla/actualidad/noticias/semana-santa-sevilla-2020.html">https://sevilla.abc.es/pasionensevilla/actualidad/noticias/semana-santa-sevilla-2020.html</a> Exercise: <a href="https://www.profedelee.es/actividad/cultura/semana-santa-espana/">https://www.profedelee.es/actividad/cultura/semana-santa-espana/</a> Note for teachers: As the task is about a festival that is celebrated in spring (usually in March or April), it is recommended to plan the lesson for using this task accordingly.		
<b>Expected learning outcomes: By the end of the task, students will be able to...</b> <ul style="list-style-type: none"> <li>• Acquire information from an authentic source in Spanish</li> <li>• Use specific cultural vocabulary in Spanish</li> <li>• Describe the festivals of carnival and Easter and the way they are celebrated in Spain</li> <li>• Compare the celebrations in Spanish culture with their own culture and explain the cultural backgrounds and influences</li> </ul>		

TASK DESCRIPTION
<b>Background knowledge or sub-skills required by the students:</b> Language skills – intermediate level of Spanish Knowledge of certain cultural aspects related to Spain (religion, festivals etc.)

<p><b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b></p> <p>Activating background knowledge about celebrations (culture-related) and appropriate vocabulary (language-related):</p> <p>Individually:</p> <p>Students are asked to describe their favourite festival and the way they celebrate it. They can speak about it or write a short text about it.</p> <p>Preparation for the topic of Easter: Students contribute to a list of vocabulary in Spanish which refers to spring festivals.</p> <p>Or</p> <p>In groups:</p> <p>Students are divided into 4 groups and comment on 4 aspects of holiday time with a help of photos in Jamboard or other device prepared by the teacher that were divided into following groups:</p> <ol style="list-style-type: none"> <li>1. People: Who celebrates and who doesn't?</li> <li>2. Actions: What do people who celebrate a particular festival do?</li> <li>3. Objects: What do they use to celebrate?</li> <li>4. Food: What do they eat during the festival?</li> </ol> <p>They decide among them who will present the information that they've gathered and then present the information to the rest of the class (facilitating leading group work and managing interaction with the rest of their peers).</p>	
<p><b>Detailed description of the task:</b></p> <ol style="list-style-type: none"> <li>1. Students will use the authentic source – an official website about the city of Sevilla</li> <li>2. Students will read the article on the celebration of Easter and take notes in order to record new pieces of information from the text and also from the photos added to the article.</li> <li>3. Students will complete a short exercise which will help them to consolidate the knowledge of the particular cultural aspect of the Spanish culture (celebrating Semana Santa) and the new vocabulary retrieved from the text.</li> </ol>	<p><b>Time required:</b> approx. 30 min</p>
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b></p> <p>Students could create a poster and prepare a five-minute presentation on a specific cultural aspect (e. g. celebration) of their own culture (a culture of choice). This could be done in the following lesson.</p>	
<p><b>Resources required by the teacher:</b></p> <p>Moodle, the Internet – a specific website</p>	<p><b>Resources required by the students:</b></p> <p>Moodle, the Internet – a specific website, dictionary</p>

**Potential challenges and solutions:**

C: Complexity of the language used in the text --- S: Activating background knowledge (vocabulary), allowing the use of dictionaries

C: Newness and perceived oddity of the topic --- S: Reference to cultural differences using students' own experience

This task is focused on intercultural mediation – facilitating pluricultural space. It involves working with a text, so it also includes mediation of text - retrieving and relaying specific information from text. The language learned is Spanish. Students will be working with authentic text from Spanish media.

**Pre-teaching**

You should consider the timing of this task, as it deals with a spring festival. It is appropriate to include it in the language class before Easter.

You can introduce a group activity in order to elicit information about festivals students enjoy. In groups:

Students are divided into 4 groups and comment on 4 aspects of holiday time with a help of photos in Jamboard or other devices prepared by the teacher that were divided into the following groups:

1. People: Who celebrates and who doesn't?
2. Actions: What do people who celebrate a particular festival do?
3. Objects: What do they use to celebrate?
4. Food: What do they eat during the festival?

They decide among them who will present the information that they've gathered and then present the information to the rest of the class (facilitating leading group work and managing interaction with the rest of their peers).

**Teaching and learning**

You will provide the students with a text and a gap-filling exercise. Text:

<https://sevilla.abc.es/pasionensevilla/actualidad/noticias/semana-santa-sevilla-2020.html>

Exercise: <https://www.profedeele.es/actividad/cultura/semana-santa-espana/>

It is advisable to check students' knowledge of vocabulary and explain some new items prior to the reading.

The learning outcomes of this task (on B1-B2 level) concerning mediation are the following.

**Facilitating pluricultural space**

Students will be able to:

- act in a supportive manner in intercultural encounters, recognising the feelings and different worldviews of other members of the group.

**Relaying specific information**

Students will be able to:

- relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or emails) (in Language A).

### **Post-teaching**

If you decide to engage the students more in learning about various cultures, they can do more detailed research about one cultural aspect related to Spain or their own culture. Later they can write a short blog post about it intended for an international audience. Finally, they will share their posts with the group and you can elicit one-sentence summaries in speech from the readers.

### **Reflection and evaluation**

Guiding questions for the teacher:

*Can the students describe the celebration of Easter in Spain?*

*Do they possess the vocabulary?*

*Can they explain the meaning of the rituals they have read about?*

*What are their reactions to the new knowledge of the celebrations? Did they express any emotions? If so, which? Are these emotions and students' attitudes accepting/celebrating diversity or not?*

*To what extent can they compare a particular cultural aspect from Spain with their own culture?*

*Has the group succeeded in facilitating pluricultural space? To what extent? How do I know?*



GENERAL INFORMATION		
<b>Task title: Inclusive language</b>		
<b>Task author/Institution:</b> Michaela Ritter Konárková	<b>Lesson type:</b> <input checked="" type="checkbox"/> online <input type="checkbox"/> in-class	<b>Target learners/course:</b> Academic Writing – e-learning course
<b>CEFR starting level:</b> B2	<b>Group dynamics (e.g. pair work/groups of X):</b> individual and pair work.	<b>Target language of the course:</b> English <b>Other language(s) used:</b> None
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> PROCESSING TEXT IN WRITING ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE) FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS		
<b>Short description of the task:</b> Students read a text on the problem of writing inclusively. While reading the version of Little Red Riding Hood from the <i>Politically Correct Bedtime Stories</i> by James Finn Garner, they identify examples of inclusive language. They write a reflection focusing on the inclusive strategies at play and their amplification by the author in the introduction to the collection of stories and the story itself. They post their response in a forum. They read through their colleagues' responses and reply to one of them, pointing out to what they agree or disagree with, explaining their reasons. The author of the forum entry posts a reaction. The remaining number of exchanges is unlimited.		
<b>Expected learning outcomes: By the end of the task, students will be able to...</b> <ul style="list-style-type: none"> <li>• use language inclusively and be aware of the role of political correctness in writing</li> <li>• communicate the differences in opinions in writing and react to possible criticism in writing</li> </ul>		

TASK DESCRIPTION	
<b>Background knowledge or sub-skills required by the students:</b>	
<b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> This is usually the last task of the e-learning course of academic writing. I have noticed that students react to this version of the fairy tale in different ways, thus I have decided to introduce the forum activity. <b>A film on inclusive language to evoke the topic:</b> <a href="https://www.youtube.com/watch?v=xrzl4Bmf1fs">https://www.youtube.com/watch?v=xrzl4Bmf1fs</a>	
<b>Detailed description of the task:</b> 1. Students read a text on the problem of writing inclusively provided by the teacher. <a href="#">Inclusive Writing handout.docx</a> 2. Students receive a link/copy of Little Red Riding Hood from the <i>Politically Correct</i>	<b>Time required:</b> 1. 10 minutes 2. 15 minutes 3. 35 minutes 4. 20 minutes 5. 10 minutes

<p><i>Bedtime Stories</i> by James Finn Garner; while reading, they identify examples of inclusive language. <a href="#">Politically Correct Bedtime Stories</a></p> <p>3. Students write a reflection focusing on the inclusive strategies at play and their amplification by the author in the Introduction to the collection of stories and the story itself by answering a set of questions provided by the teacher.</p> <p>4. Students post their responses in a Moodle forum. They read through their colleagues' responses and reply to one of their choice, pointing out what they agree or disagree with, explaining their reasons. Each response has to be reacted to.</p> <p>5. The author of the forum entry posts a reply to the reaction they get, dealing with the received opinion. The remaining number of exchanges is unlimited.</p>	<p><b>90 minutes in total</b></p>
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b> An additional task could also be to write a politically correct job advertisement.</p>	
<p><b>Resources required by the teacher:</b> inclusive language handout, copy of the Politically Correct Bedtime Stories (available online <a href="https://bbs.pku.edu.cn/attach/85/31/8531ff112a962431/politically%20correct%20bedtime%20stories.pdf">https://bbs.pku.edu.cn/attach/85/31/8531ff112a962431/politically%20correct%20bedtime%20stories.pdf</a> ); Internet connection</p>	<p><b>Resources required by the students:</b> inclusive language handout, copy of the Politically Correct Bedtime Stories (available online <a href="https://bbs.pku.edu.cn/attach/85/31/8531ff112a962431/politically%20correct%20bedtime%20stories.pdf">https://bbs.pku.edu.cn/attach/85/31/8531ff112a962431/politically%20correct%20bedtime%20stories.pdf</a> ); Internet connection</p>
<p><b>Potential challenges and solutions:</b> In selecting the texts to reply to, students may find the more thought-provoking contributions already taken up. However, I think that each of the reflections should be provided with peer feedback. Lack of interest can be a challenge to convey to the author – which may be a desirable feature in the context of mediation.</p>	

This task involves reading a text and writing a short review. In terms of mediation, it focuses on processing text in writing, analysis and criticism of creative texts and facilitating communication in delicate situations and disagreements.

In general, the task deals with political correctness, inclusive language in regard to gender, language sensitivity and effective communication. The language learned is English. However, if modified (if it involves translation, for example), this task can also be used for the learning of other languages. In terms of language skills, it mainly includes reading and writing.

### **Pre-teaching**

This task deals with critical reading, academic texts and giving and receiving criticism.

You should prepare students for giving and receiving feedback.

First, you may want to elicit answers about the students' experience with feedback. What kind of feedback have they received which helped them? Why was that? Was it in the word or the tone or the person who gave the feedback that made it helpful?

Is it easy for them to give feedback? How do they go about it?

Think about the points you would like the students to consider when giving feedback.

Are there any rules (any dos and don'ts) you would like them to follow?

For example, criticize, give the reasoning for your points and avoid judgements.

For the task itself, you will need to prepare a link to/copy of *Little Red Riding Hood* from the "Politically Correct Bedtime Stories" by James Finn Garner.

### **Teaching and learning**

You will provide the students with a copy of the text and have them read it. Later they will write a reflection on it and share it in the group (via a selected platform, e. g. Moodle).

This task should be included in a course on academic writing in English, but it can be otherwise if modified.

The learning outcomes of this task (on the B2 level) concerning mediation are the following.

### **Processing text in writing**

Students will be able to:

- summarise in writing (in Language B) the main content of complex texts (in Language A) on subjects related to their fields of interest and specialisation.

### **Analysis and criticism of creative texts (including literature)**

Students will be able to:

- describe the way in which different works differ in their treatment of the same theme

### **Facilitating communication in delicate situations and disagreements**

Students will be able to:

- elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offence

### **Post-teaching**

As a follow-up activity, you may want to include a group discussion about the impact of politically correct/inclusive language on effective communication, the tone of it and the way it affects diverse groups. Encourage students to share their experiences. Alternatively, they can do research (individually or in groups) and later present case studies.

### **Reflection and evaluation**

#### Guiding questions for the teacher:

*Did the students respond to particular aspects of the text (or were they general in their answers)? To what extent?*

*Were the students successful at summarizing the language features of the texts given?*

*Were the students able to compare the use of inclusive language and the omission of it?*

*How did they go about the discussion? Who initiated it? Who did not?*

*How can I help those who did not?*

*Do they possess relevant language?*

*Have I observed inclusion? What did it look like?*

*How did they express agreement or disagreement?*

*Is there anything I should teach them about it?*

GENERAL INFORMATION		
<b>Task title: Active reading of a professional text using the INSERT method</b>		
<b>Task author/Institution:</b> Ladislava Dolanová, Charles University	<b>Lesson type:</b> <input type="checkbox"/> online <input checked="" type="checkbox"/> in-class	<b>Target learners/course:</b> a group of Czech students
<b>CEFR starting level:</b> <b>B2</b> <b>This activity can also be used at lower levels (from A2) if students read the text at home using a dictionary and discussion is held in L1 (Czech)</b>	<b>Group dynamics (e.g. pair work/groups of X):</b> individual, group work	<b>Target language of the course:</b> Russian <b>Other language(s) used:</b> Czech
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE PROCESSING TEXT IN SPEECH COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING		
<b>Short description of the task:</b> <p><b>This is the task for the whole lesson, but it can also be split into 3 parts and be done within 2 lessons and as homework (see potential challenges and solutions).</b></p> <p>This task consists of 4 main parts:</p> <ol style="list-style-type: none"> <li>1. brainstorming and group creation of mind maps on the topic of scientific style</li> <li>2. reading the text using the INSERT method/strategy; discussion about the information in the text in pairs, followed by whole-class discussion</li> <li>3. comparing information from the text with the information in mind maps</li> <li>4. reflection</li> </ol> <p>What does the INSERT method mean? INSERT (Interactive Noting System of Effective Reading and Thinking) is a method (strategy) of active reading. It helps students to <i>monitor</i> their reading and to understand texts better. While reading, students write 4 symbols in the margins of a text. The basic explanation of the symbols used can be found here:</p>		

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson230/insert.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson230/insert.pdf) , but in the task, they are slightly modified – see the description of the task.

**Expected learning outcomes: By the end of the task, students will be able to:**

- know the basic features of a professional Russian text
- use the INSERT method/strategy when reading professional texts and thus read the text more actively

## TASK DESCRIPTION

**Background knowledge or sub-skills required by the students:**

No special knowledge is required; students can use dictionaries

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

**The aim:** to activate previous knowledge

**Form of work:** group work

**When:** before the main task, but during the same lesson:

**Method of work:** brainstorming, mind maps

**What we need:** colour stickers, flipchart papers, markers

**Description of the pre-task activity:**

1. Brainstorming – students are given 3 minutes to write on colour stickers information they already know on the topic “scientific style of the professional texts “(научный стиль) in general or on texts in Russian in particular. 1 sticker = 1 brief information. In this way, they activate previous knowledge and vocabulary they already know.
2. Students are divided into groups (each group has 3-4 members). Each group gets a large piece of paper (e.g. from flipchart) and markers. They are requested to sort out the words they have written on the colour stickers and create a mind map on the topic – they can stick the colour papers there, or generalize the information from the stickers and write or draw it on the paper.
3. Afterwards, they go around the class and look at their peers’ mind maps. They should find at least one new information on each mind map and share it in a short whole-class discussion. They can also be encouraged by the teacher to appreciate peers, e.g. for an interesting elaboration of a mind map.

**Detailed description of the task:**

**Time required:**

<p><b>The main aims:</b></p> <ol style="list-style-type: none"> <li>1. To teach students to actively read professional texts (научные тексты) using the I.N.S.E.R.T. method/strategy</li> <li>2. To acquaint students with the basic features of scientific style (научный стиль) in general and in Russian in particular</li> </ol> <p><b>When:</b> After the previous pre-task activity (mind maps)</p> <p><b>Form of work:</b> individual and pair work</p> <p><b>Method of work:</b> reading using symbols to code the text, discussion in pairs/in classroom</p> <p><b>What we need:</b> the text, dictionaries, prepared insert table</p> <p><b>Description of the task:</b></p> <p>The teacher explains to students the INSERT method, and in a short text (first paragraph of the prepared text) shows how to use each symbol. He/she asks students not to give many symbols to every paragraph, max.3.</p> <p>Then, students have time (15 minutes at B2 level) to read the text independently using symbols. They can use a dictionary if they need to. Then they are asked to write the required information to the INSERT table, summarizing it briefly (5 min).</p> <p>The text (in Russian), the INSERT table (in Russian and English), and an example of a filled table (in Russian) are available <a href="#">here</a>: + also in the attached file.</p> <p>After that, the students share in pairs information listed in one's table, especially those under symbols “-” and “?”. The teacher then expands the "sharing" into a whole-class discussion (10-15 minutes)</p> <p>Finally, the students are asked to compare information from the text with the information from their mind maps and think about what they have learned (reflection) and how they felt about the whole process. They can also get a few minutes to add the new information from the text to their mind maps.</p>	<p><b>20 minutes for pre-task activities</b></p> <p><b>50-55 minutes for the task</b></p> <p><b>5 minutes for the reflection</b></p>
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b></p>	

<p><b>As homework:</b></p> <p>Students can be given a new scientific text and asked to read it following the INSERT strategy and/or to find features of the scientific style in it.</p>	
<p><b>Resources required by the teacher:</b></p> <p>prepared small colour stickers, flipchart papers and markers (see pre-task activity), appropriate text and prepared INSERT table; optionally dictionaries (see task-activity)</p>	<p><b>Resources required by the students:</b></p> <p>pen/pencil, (optionally markers), dictionaries</p>
<p><b>Potential challenges and solutions:</b></p> <p>This activity could be <b>time-consuming in a group with a lower language level or in a group of different levels</b> (which is a common phenomenon). It could also be quite problematic <b>if there are students with special needs such as dyslexia in a study group. The solution could be</b> to split this activity into 2 lessons. For example, during the first lesson, the students create mind maps and the teacher explains the INSERT strategy on the first paragraph of the chosen text. Then, the students as homework read the text and fill in the INSERT table, and during the second lesson the students do the rest of the activity (pair and whole-class sharing, comparing information with the information on mind maps, possible revision of mind maps, reflection).</p>	

This task involves reading an academic text. Cognitively, it focuses on grasping new concepts from written language, connecting them to the students' knowledge, speaking about what they have read and constructing meaning. It involves interaction - collaboration in groups to construct meaning.

The language learned is Russian.

### Pre-teaching

As the task requires academic language, you may want to revise the main characteristics and vocabulary prior to the use of the task. You may also involve students in a small-group discussion about their strategies to learn something from a complex text. What is their experience with reading? How do they go about learning something from an academic text (even in their first language)? What tools do they use?

### Teaching and learning

The task is complex and is appropriate for a whole lesson of 90 minutes. You will introduce students to the INSERT method and then they will employ it in order to learn about the main features of an academic text in Russian.

The learning outcomes of this task (on the B2 level) are the following.

### Processing text in speech



Students will be able to:

- summarise (in Language B) a wide range of factual and imaginative texts (in Language A), commenting on and discussing contrasting points of view and the main themes.

### **Linking to previous knowledge**

Students will be able to:

- explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.

### **Collaborating to construct meaning**

Students will be able to:

- present their ideas in a group and pose questions that invite reactions from other group members' perspectives.
- further develop other people's ideas and opinions.

### **Post-teaching**

You may want to include a similar task in your lesson later, for example with a time gap of one or two months. It can be modified in a way that students will choose their own texts, individually or in groups, read them with the use of the INSERT method, and later present the information to the whole class.

### **Reflection and evaluation**

Guiding questions for the teacher:

*Were the students able to apply the INSERT method to reading the particular text? How successfully?*

*Where would they need assistance?*

*Have they been able to construct the meanings covered in the text? To what extent? How do I know it?*

*How successfully did they manage to collaborate?*

*How did they present ideas to others? Did they possess necessary language?*

*Was the exchange of information equal? If not, how could I secure/encourage that?*

GENERAL INFORMATION		
<p><b>Task in shared Moodle page with guest access:</b> <a href="https://moodle.helsinki.fi/course/view.php?id=38767">https://moodle.helsinki.fi/course/view.php?id=38767</a></p>		
<p><b>Task title:</b> “A picture is worth...”: Discussion of information presented in a visual form</p>		
<p><b>Task author/Institution:</b> Cintia S. Widmann Etchemaite, PhD / University of Helsinki, Language Center (based on tasks by Basil Carryer)</p>	<p><b>Lesson type:</b>  <input type="checkbox"/> <b>online synchronous</b>  <input checked="" type="checkbox"/> <b>in-class</b></p>	<p><b>Target learners/course:</b>  Undergraduates in Social Sciences programs at the University of Helsinki/Course name: “Academic and Professional Communication in English 1 &amp; 2”</p>
<p><b>CEFR starting level:</b>  <b>B2</b></p>	<p><b>Group dynamics (e.g. pair work/groups of X):</b> one student presenter/leader; small groups (of four ideally, but three or five can also work); whole class/group</p>	<p><b>Target language of the course:</b>  English  <b>Other language(s) used:</b> none (although students might resort to other language/s they know, if they want to)</p>
<p><b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b>  <b>COLLABORATING IN A GROUP – FACILITATING COLLABORATIVE INTERACTION WITH PEERS</b>  <b>LEADING GROUP WORK – MANAGING INTERACTION</b>  <b>COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING</b>  <b>ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)</b>  <b>EXPLAINING DATA IN SPEECH</b></p>		
<p><b>Short description of the task:</b>  A student presenter/leader shows the class a visual representation (photograph, chart, cartoon, diagram, or the like) of an academic/professional topic. In small groups, the other students discuss the visual and the topic, based on the discussion prompts provided by the presenter/leader. Once the small-group discussions are over, the presenter/leader tells the class about the visual and topic, and finally opens and leads the discussion with the whole class.</p>		
<p><b>Expected learning outcomes: By the end of the task, students will be able to...</b></p> <ul style="list-style-type: none"> <li>• plan and lead a discussion about an academic topic;</li> <li>• explain and discuss the relation between a visual stimulus representing the topic and the topic;</li> <li>• express their reactions to and analysis of the visual stimulus and the topic; and</li> <li>• collaborate with their peers to complete a discussion task.</li> </ul>		

TASK DESCRIPTION	
<p><b>Background knowledge or sub-skills required by the students:</b> Some knowledge of their academic field</p>	
<p><b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b></p> <ol style="list-style-type: none"> <li>1. The teacher demonstrates the presentation/discussion task on the first or second course meeting.</li> <li>2. The class agrees on the presentation/discussion schedule for the duration of the course. Student presenters/leaders should have at least two weeks to prepare.</li> <li>3. Before class, the student presenter/leader chooses a photograph, cartoon, chart, diagram, or other visual representation of a person, object, situation, or concept that they find important and interesting from an academic/professional perspective. They plan the discussion using the questions provided by the teacher, although, if they wish, they can adapt these questions and/or come up with their own. The student presenter/leader should also prepare for leading the whole class discussion.</li> </ol>	
<p><b>Detailed description of the task:</b></p> <p>Description of roles</p> <p>presenter/leader: the person in charge of preparing the task by choosing the visual and preparing the discussion questions, and of leading the whole class discussion, which is preceded by a short talk about the visual and what it represents</p> <p>chairperson: a member of a small group in charge of guiding the group's discussion, in case the group cannot self-regulate well; the chairperson may speak on behalf of their group in the whole class discussion</p> <p>secretary: a member of a small group in charge of recording and/or summarizing the contents of the small-group discussion, in case the group cannot self-regulate well</p> <p>Procedure</p> <ol style="list-style-type: none"> <li>1. The teacher demonstrates the presentation/discussion task on the first or second course meeting. As the presenter/leader, she first shows the class a visual representation of an event, person, character, concept, or some other thing she finds important and interesting from an academic/professional viewpoint. The class is divided into small groups, ideally of four, although trios or groups of five also work. These groups have a discussion about the visual and what it represents based on the discussion questions provided by the presenter/leader. This may take between 20 and 30 minutes. Once the groups have finished their discussions, the presenter/leader tells the whole class about the visual, what it shows, what it represents, and why she has chosen it for the task. This should take at least five minutes, and no longer than ten. Next, the presenter/leader starts and leads the whole class discussion about the visual and</li> </ol>	<p><b>Time required:</b> 40-60 minutes</p>

<p>the topic, based on the discussion questions, on the answers given by the small groups, and on any other point that may arise. This might take at least fifteen minutes, and longer discussions are encouraged if they arise out of the participants' interest. Finally, and after answering any questions the students may have about the task, the teacher encourages the students to be creative and to adapt the discussion questions/prompts if they so wish.</p> <ol style="list-style-type: none"> <li>2. After the teacher has demonstrated the task, the class agrees on the presentation/discussion schedule for the duration of the course. Student presenters/leaders should have at least two weeks to prepare.</li> <li>3. Student presenter/leader should prepare for the task well in advance, by choosing a photograph, cartoon, chart, diagram, or other visual representation of a person, object, situation, or concept that they find important and interesting from an academic/professional perspective. They should plan the discussion based on the questions provided by the teacher, or, if they wish, they can adapt these questions and/or come up with their own. Student presenters/leaders should also prepare for leading the whole class discussion.</li> </ol> <p>Note: If the small groups have more than five members and/or they cannot self-regulate well, chairpersons and secretaries may be appointed in each group in order to guide the discussions and to record or summarize everyone's contributions, respectively. Chairpersons may speak on behalf of their groups in the whole class discussion, although other group members also have this right.</p>	
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b> I have not used any follow-up activities.</p>	
<p><b>Resources required by the teacher:</b> Class computer, projector, and projection screen; visual and discussion questions to demonstrate the task</p>	<p><b>Resources required by the students:</b> visual and discussion questions; class computer, projector, and screen</p>
<p><b>Potential challenges and solutions:</b> The students may have difficulties with vocabulary items. If so, they may resort to another (common) language, and their peers may help them with the vocabulary they need. The teacher may also help by asking the student to explain to her (still in English) what they mean, and this may elicit the language needed from the student themselves, or the teacher may provide it.</p>	

The aim of the task is to enable students to plan and lead a discussion about an academic topic using a visual stimulus that represents their topic; explain and discuss the relation between a visual stimulus representing the topic and the topic; express their reactions to and analysis of the visual stimulus and the topic; and collaborate with their peers to complete a discussion task.

**Note:** This activity is adapted from the one proposed by Basil Carryer in his 2019 YouTube video called "More Activities for Social Studies 1: Analysing Photographs" (available at [https://www.youtube.com/watch?v=\\_lbKaxdOqQ8](https://www.youtube.com/watch?v=_lbKaxdOqQ8); last accessed 1 April 2020). Inspiration for the changes from his video called "Activities for Social Studies" (available at <https://www.youtube.com/watch?v=MdHBUaCIR94>; last accessed 1 April 2020), esp. from "Objects or artefacts" and "Words and Thoughts", both described in the video.

The mediation scales (level B2) relevant to the task include for example: **Collaborating in a group – facilitating collaborative interaction with peers; Leading group work – managing interaction; Analysis and criticism of creative texts (including literature).**

## COLLABORATING IN A GROUP

### FACILITATING COLLABORATIVE INTERACTION WITH PEERS

B2	<p>Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction.</p> <p>Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.</p>
	<p>Can ask questions to stimulate discussion on how to organise collaborative work.</p> <p>Can help to define goals for teamwork and compare options for how to achieve them.</p> <p>Can refocus a discussion by suggesting what to consider next, and how to proceed.</p>

## LEADING GROUP WORK

### MANAGING INTERACTION

B2	<p>Can organise and manage collaborative group work efficiently.</p> <p>Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation.</p> <p>Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.</p>
	<p>Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.</p> <p>Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals.</p> <p>Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.</p>

## ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)

<b>B2</b>	<p>Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.</p> <p>Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.</p> <p>Can evaluate the way the work encourages identification with characters, giving examples.</p> <p>Can describe the way in which different works differ in their treatment of the same theme.</p>
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### Pre-teaching activities

Before assigning this task, the students should have some knowledge of their academic field. In addition, the teacher should describe the roles of group members and the groups should decide on the roles of members.

The teacher should demonstrate the presentation/discussion task on the first or second course meeting after which the class agrees on the presentation/discussion schedule for the duration of the course. Student presenters/leaders should have at least two weeks to prepare.

Before class, the student presenter/leader chooses a photograph, cartoon, chart, diagram, or other visual representation of a person, object, situation, or concept that they find important and interesting from an academic/professional perspective. The teacher should provide the questions used for planning the discussion. However, if they wish, the students can adapt these questions and/or come up with their own. The student presenter/leader should also prepare for leading the whole class discussion.

### Teaching and learning

After the teacher has demonstrated the task and the schedule for student presentations is made, the teacher provides the students with questions to help plan the discussion. The student chooses the topic and a related visual stimulus as well as prepares for leading the whole class discussion.

Small group work does not require any preparation from the students, but in case the groups do not self-regulate well, a chair and a secretary may be appointed who then lead the discussion and summarize the discussion for the whole class.

In case the students have difficulties with vocabulary items, the teacher can encourage them to resort to another (common) language, and their peers may help them with the vocabulary they need. The teacher may also help by asking the student to explain to her (still in English) what they mean, and this may elicit the language needed from the student themselves, or the teacher may provide it.

### Post-teaching activities

This activity does not necessarily include any follow-up activities, but the teacher could ask students to peer evaluate the presenter/leader's choice of topic and performance by asking them to answer questions such as:

- How well did the chosen visual represent the topic?
- Was the topic one that created a lot of discussion?
- Was it easy/difficult to talk about? Why?
- How successful was the whole group discussion?

In addition, the topic chosen for this activity could be used for a writing assignment if that is part of the course.

### **Reflection and evaluation**

1) Collaborating in a group – facilitating collaborative interaction with peers

2) Leading group work – managing interaction:

In this task, the above parts of mediation are especially relevant in case of the presenter/leader as well as the small group chairperson, and their ability to facilitate the group work and group discussion.

Questions for reflection:

- *How successful is the student in leading the small group/whole group discussion?*
- *Does the student encourage all members to participate actively in the discussion?*
- *How well are the questions answered?*
- *How well is the small group discussion and points made noted and summarized?*

3) Analysis and criticism of creative texts (including literature)

In this task, this part of mediation is visible in the choice and interpretation of the visual stimulus.

Questions for reflection:

- *How well is the connection between the visual stimulus and the academic/professional topic explained?*
- *How clear is the connection?*
- *Does the visual represent the topic well (e.g., many aspects of the topic covered)?*

GENERAL INFORMATION		
Task in shared Moodle page with guest access: <a href="https://moodle.helsinki.fi/course/view.php?id=38767" style="color: white;">https://moodle.helsinki.fi/course/view.php?id=38767</a>		
<b>Task title:</b> Text summarising and retelling task		
<b>Task author/Institution:</b> Roy Siddall, University of Helsinki	<b>Lesson type:</b> <input checked="" type="checkbox"/> <b>online synchronous</b> <input type="checkbox"/> <b>in-class</b>	<b>Target learners/course:</b> Academic & Professional Communication in English/ Bachelor's students
<b>CEFR starting level:</b> <b>B2</b>	<b>Group dynamics (e.g. pair work/groups of X):</b> Pair + whole class	<b>Target language of the course:</b> English <b>Other language(s) used:</b>
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> <b>RELAYING SPECIFIC INFORMATION IN SPEECH</b> <b>PROCESSING TEXT IN SPEECH</b> <b>STRATEGIES TO SIMPLIFY A TEXT - STREAMLINING A TEXT</b>		
<b>Short description of the task:</b> Students in the class are divided into pairs, and the pairs are given two short texts. They read one each and orally summarise their text to their partner. In the whole class, the two texts are taken in turn and retold to the class by those who listened to the summary based on their memories only. The class considers what types of information are remembered by the listener, and what factors affect the amount remembered.		
<b>Expected learning outcomes: By the end of the task, students will be able to...</b> Read a text and summarise the content orally to a partner in their own words; Orally retell details of the summary that they heard to the class based on their memory.		
TASK DESCRIPTION		
<b>Background knowledge or sub-skills required by the students:</b> Reading strategies could be covered earlier in the course, but I don't think this would be essential as the articles/texts used are quite short. Tools for checking vocabulary while reading could also be introduced. The articles can be selected according to the study subject or language level of the students.		



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

None needed for this task.

**Detailed description of the task:**

1. The whole class meets in Zoom at a scheduled time. The teacher first describes the task to the students and then forms them into pairs in breakout groups. If there is an odd number of students in the class, one group of three can be formed.
2. The pairs of students open a document provided for the exercise that contains two short magazine articles (1-page max. for each article). The article topics can be selected according to the faculty that the students study in. The examples provided in the observed task were taken from New Scientist magazine and used with students of biological and environmental sciences. One student reads one of the articles and the other student reads the other. They can check any unfamiliar words using online dictionaries.
3. When ready, the students take turns summarising the article they have read to their partner in their own words. The summarising student can look at the article when doing this, but should avoid simply reading from the text. The student listening to the summary cannot take any notes but must try to remember as much as possible. If there is a group of three, two can read one article and together summarise the content to the single student.
4. The students are told to allow about 10 minutes to read the article on their own and about 5 minutes each to summarise the text. After they have done this, they should return to the main meeting room in Zoom. Total time to allow for these two parts: 20-25 mins. NOTE: The students could alternatively be asked to read their text in their own time as a pre-task activity, e.g. the day before this task. This would give them more time to process the text and prepare a summary.
5. Once all the students have returned, the teacher selects one of the two articles and asks the students who heard a summary of the article (i.e. did not read it themselves) to retell the content of the article from their memory. This is done by inviting each student in turn to tell a little of what they remember, or to add a little on to what the student before them told. Quite soon, these students will run out of new information to add.
6. The teacher then asks those students who read and summarised the article if anything was missing from the retelling, or if any information was incorrectly retold.
7. The same process is then repeated with the second article.
8. Finally, the students are asked to consider and comment on the following: What types of information are more easily remembered or quickly forgotten by the listener? (Usually the broad outline of the article is fairly complete on retelling, but specific details are not remembered) Was one article more completely or accurately retold than the other? If so, what could explain the difference?

What factors make it easier for listeners to remember what they have heard (either in the source text or how it is summarised)?

9. As a conclusion, the activity can be tied to the context of giving an oral presentation, and understanding what a presenter needs to do to help the audience follow and remember the key information.

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

Steps 8 & 9 above could be arranged as post-task follow-up activities if time in the lesson is limited.

**Resources required by the teacher:**

Two magazine articles/tests need to be selected to suit the student group. I suggest 1 page A4 maximum, as this can be read and processed by the students in a reasonable time.

**Resources required by the students:**

Just a computer and Internet connection.

**Potential challenges and solutions:**

In the article reading and summarizing phase, students differ in how much time they need to prepare themselves and tell their summary. The pairs will not therefore be ready for the retelling stage at the same time. They can perhaps be given some other task to do after they return from the breakout room and while they are waiting for other pairs to return.

The aim of this task is to practice reading and processing texts, and mediating the information to others orally. In this activity, students are asked to read a text and summarise the content orally to a partner in their own words. After that, the students retell details of the summary that they heard to the class based on their memory. The class considers what types of information are remembered by the listener, and what factors affect the amount remembered.

This task includes pair as well as whole group activities and the main aim is to mediate the information from the selected article to others orally. The student needs to **process and streamline the source text** in order to **relay the main points of the article to others**.

The mediation scales (level B2) relevant to the task include: **Relaying specific information in speech; Processing text in speech; Strategies to simplify a text - streamlining a text.**

### RELAYING SPECIFIC INFORMATION IN SPEECH

B2	Can relay (in Language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for a specific purpose.
	Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest (written in Language A).

### PROCESSING TEXT IN SPEECH

B2	Can summarise (in Language B) the important points made in longer, complex, live spoken texts (in Language A) on subjects of current interest, including his/her fields of special interest.
	Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.
	Can synthesise and report (in Language B) information and arguments from a number of spoken and/or written sources (in Language A).
	Can summarise (in Language B) a wide range of factual and imaginative texts (in Language A), commenting on and discussing contrasting points of view and the main themes.
	Can summarise (in Language B) the important points made in longer, spoken and written complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.
	Can recognise the intended audience of a spoken or written text (in Language A) on a topic of interest and explain (in Language B) the purpose, attitudes and opinion of the author.
	Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).
	Can summarise and comment (in Language B) on the plot and sequence of events in a film or play (in Language A).

### STRATEGIES TO SIMPLIFY A TEXT

Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.

Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them.

Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.

### **Pre-teaching activities**

The teacher needs to select two magazine articles/texts that suit the student group (e.g., considering the language level of the students). The texts should not be too long, 1 page A4 maximum, as this can be read and processed by the students in a reasonable time. Reading strategies could be covered earlier in the course, but this is not essential if the articles/texts used are quite short. Tools for checking vocabulary while reading could be introduced.

### **Teaching and Learning**

This activity is planned to be carried out during a lesson (in Zoom). In the article reading and summarizing phase, students differ in how much time they need to prepare themselves and tell their summary. The pairs will not therefore be ready for the retelling stage at the same time. They can perhaps be given some other task to do after they return from the breakout room and while they are waiting for other pairs to return.

Alternatively, the students could be asked to read their text in their own time as a pre-task activity, e.g., the day before this task. This would give them more time to process the text and prepare a summary.

### **Post-teaching**

Steps 8 & 9 above could be arranged as post-task follow-up activities if time in the lesson is limited. If an oral presentation is included in the course, this activity can be used as a pre-task to help the presenter understand how to help the audience follow and remember the key information. This task could also be followed by a summary writing activity.

This task can also be adapted to suit various student groups by selecting texts according to the study subject and texts in more simple or complex language depending on the language level of the students.

### **Reflection and evaluation**

- 1) Relaying specific information in speech
- 2) Processing text in speech
- 3) Strategies to simplify a text - streamlining a text

These parts of mediation involve the student's reading of the given text and retelling the information to their pair. The student needs to **process the text** and focus on the main points to avoid reading from the text. The student also needs to consider the audience and their knowledge of the topic at hand and **simplify/popularize** if needed.

Questions for reflection:

- *Are the students able to find the main points in the texts?*
- *How completely or accurately is the text retold?*
- *How successful are they in relaying the information to their pair?*
- *Do the students consider the audience (e.g., leave out possible specific, difficult details; explain possible unfamiliar terms)?*

<b>GENERAL INFORMATION</b>		
<p><b>Task in shared Moodle page with guest access:</b> <a href="https://moodle.helsinki.fi/course/view.php?id=38767">https://moodle.helsinki.fi/course/view.php?id=38767</a></p>		
<p><b>Task title:</b> Explaining figures activity</p>		
<p><b>Task author/Institution:</b> Roy Siddall, University of Helsinki</p>	<p><b>Lesson type:</b> <input checked="" type="checkbox"/> <b>online synchronous</b> <input type="checkbox"/> <b>in-class</b></p>	<p><b>Target learners/course:</b> Academic &amp; Professional Communication in English/ Bachelor's students</p>
<p><b>CEFR starting level:</b> B2</p>	<p><b>Group dynamics (e.g. pair work/groups of X):</b> Groups of 5 or 6</p>	<p><b>Target language of the course:</b> English <b>Other language(s) used:</b></p>
<p><b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> <b>RELAYING SPECIFIC INFORMATION IN SPEECH</b> <b>EXPLAINING DATA IN SPEECH</b> Choose an item.</p>		
<p><b>Short description of the task:</b> Students working in groups 'teach' a topic to their group members using figures/diagrams. In the example presented, the students are from the Faculty of Biological &amp; Environmental Sciences and teach each other about particular sensory systems (hearing, sight, balance, smell, taste...).</p>		
<p><b>Expected learning outcomes: By the end of the task, students will be able to...</b> Read and process a short text and associated diagrams presenting factual information Present and explain the information in speech supported by diagrams/figures. Listen to and process information presented in speech and figures Ask questions to clarify their understanding.</p>		
<b>TASK DESCRIPTION</b>		
<p><b>Background knowledge or sub-skills required by the students:</b> The general topic for this activity could be something the students have basic knowledge of in their mother tongue but have not previously worked with in English. They should definitely be encouraged to check the pronunciation of subject-specific vocabulary, e.g. using online dictionaries.</p>		
<p><b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> Steps 2 and 3 below can be considered as a pre-task activity, as the main activity begins with step 4.</p>		

**Detailed description of the task:**

1. This activity can be adapted for students of different faculties, but the example presented here was designed for students of biological and environmental sciences and focuses on the senses. The materials were obtained from an electronic course book available in the student library.
2. The students in the course are divided into groups of 5 or 6 according to the total class size (smaller group sizes will also work if necessary). In these groups, the students each pick one of the packages of information on the senses provided. They can decide among themselves how to divide up the topics.
3. Each package contains a section of a textbook dealing with a particular sensory system and one or two figures. The figures are also provided separately as image files without the text. The students must prepare themselves to teach their sensory system to the other group members using the figure(s) as visual aids. Individual preparation time will vary according to the student, but about half an hour should be enough.
4. When ready, each group meets up in Zoom at a time they schedule themselves. They agree on an order, and then one by one they take turns describing their sensory system and explaining how it works to the others in the group. Using a share screen, they can show the figures to the group members and use these as visual aids, but they cannot show anything else. The descriptions will take 5-10 minutes per student in the group.
5. The other group members could be instructed, for example, to each ask one question when the presenting student has finished.
6. In the English course in which this activity was used, the biology students were generally familiar with the sensory systems from high school, but had not studied them in English or in their university courses. They found it surprisingly challenging to pronounce the terms correctly and to clearly explain the sensory systems in English.

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

Post-task reflection could be included, where the students fill in a self-assessment form identifying their own success in teaching their topic and answering questions and what they found challenging.

**Resources required by the teacher:**

A suitable electronic textbook from the university library from which to create the information packages with figures. The resources for the example presented here can be accessed via this link:

<https://moodle.helsinki.fi/mod/folder/view.php?id=1868235>

**Resources required by the students:**

Own computer and Internet connection

**Potential challenges and solutions:**

When I have done this with my students, I have not been present during the 'teaching' phase of the task, so I have not been able to check/correct pronunciation or assist with other language issues. I could have asked the students to record the activity and then watched it afterwards and provided feedback.

The aim of this task is to enable the students to **read and process a short text and associated diagrams** presenting factual information as well as **present and explain the information in speech supported by diagrams/figures**. In addition, it requires the student to listen to and process information presented in speech and figures and ask questions to clarify their understanding.

The mediation scales (level B2) relevant to the task include: **Relaying specific information in speech; ) Explaining data in speech (e.g. in graphs, diagrams, charts, etc.)**.

<b>RELAYING SPECIFIC INFORMATION IN SPEECH</b>	
<b>B2</b>	Can relay (in Language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for a specific purpose.
	Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest (written in Language A).
<b>EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)</b>	
<b>B2</b>	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.

### **Pre-teaching activities**

The general topic for this activity could be something the students have basic knowledge of in their mother tongue but have not previously worked with in English. It is important that the teacher encourages the students to check the pronunciation of subject-specific vocabulary, e.g. using online dictionaries.

Steps 1 and 2 below can be considered as a pre-task activity, as the main activity begins with step 3.

### **Teaching and Learning**

This activity can be adapted for students of different faculties, but the example presented here was designed for students of biological and environmental sciences and focuses on the senses. The materials were obtained from an electronic course book available in the student library. In the English course in which this activity was used, the biology students were generally familiar with the sensory systems from high school, but had not studied them in English or in their university courses. They found it surprisingly challenging to pronounce the terms correctly and to clearly explain the sensory systems in English.

### **Post-teaching**

Post-task reflection could be included, where the students fill in a self-assessment form identifying their own success in teaching their topic and answering questions and what they found challenging.

### **Reflection and evaluation**

1) Relaying specific information in speech



Questions for reflection:

- *How well are the sensory systems explained?*
- *Is the pronunciation of the terms checked and correct?*
- *Were the questions answered?*

2) Explaining data in speech (e.g. in graphs, diagrams, charts, etc.)

Questions for reflection:

- *How well are the figures explained?*
- *How well is specific terminology used?*
- *Is the most important information in the figures identified and presented?*

GENERAL INFORMATION		
Task in shared Moodle page with guest access: <a href="https://moodle.helsinki.fi/course/view.php?id=38767" style="color: white;">https://moodle.helsinki.fi/course/view.php?id=38767</a>		
<b>Task title:</b> “Language choices in conference presentations”		
<b>Task author/Institution:</b> Cintia S. Widmann Etchemaite, PhD / University of Helsinki, Language Center	<b>Lesson type:</b> <input type="checkbox"/> online synchronous <input checked="" type="checkbox"/> in-class	<b>Target learners/course:</b> Doctoral students at the University of Helsinki/Course name: “Conference Presentation”
<b>CEFR starting level:</b> B2	<b>Group dynamics (e.g. pair work/groups of X):</b> Whole class	<b>Target language of the course:</b> English <b>Other language(s) used:</b> none
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> ENCOURAGING CONCEPTUAL TALK PROCESSING TEXT IN SPEECH EXPLAINING DATA IN SPEECH STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE		
<b>Short description of the task:</b> The course participants (CPs; students and teacher) discuss specific language choices made by each presenter during their presentation and Q&A. These choices pertain to vocabulary and/or structure/s, and register. CPs identify which choices worked well and explain why. They also identify choices that can be improved and suggest ways to do so.		
<b>Expected learning outcomes: By the end of the task, students will be able to...</b> <ul style="list-style-type: none"> <li>• identify vocabulary items and syntactic structures more typical of written academic/scientific registers in their oral presentations; and</li> <li>• change these items and structures so that they are more suitable for spoken academic/scientific registers.</li> </ul>		
TASK DESCRIPTION		
<b>Background knowledge or sub-skills required by the students:</b> near-expert knowledge of their fields; metalinguistic skills (e.g., defining, paraphrasing)		
<b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> <ol style="list-style-type: none"> <li>1. Before the CPs give their oral presentations, the class discusses some of the differences between spoken and written academic/scientific language. These are mainly related to choices of vocabulary and structure (e.g., field-specific terms; neutral vocabulary; nominalizations, subordinate clauses).</li> <li>2. CPs who want to present research which has already been published are encouraged to prepare their presentations “anew,” so that they can tell the audience about the research rather than recite or read aloud sentences from the original written text.</li> <li>3. Before carrying out the task described below, a CP must have given their oral presentation and led their Q&amp;A.</li> </ol>		
<b>Detailed description of the task:</b>		<b>Time required:</b> 2-5 minutes

<ol style="list-style-type: none"> <li>1. During the presentation and the Q&amp;A the teacher keeps a record of language choices more/less suitable for the spoken academic/scientific register.</li> <li>2. During the whole-class feedback conversation, and if no other CP does, the teacher brings attention to these choices. She elicits and/or explains how suitable the choices are, and elicits and/or suggests alternatives.</li> </ol>	
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b> I have not used any follow-up activities. However, as the students review videos of their presentations and Q&amp;As, they may try to spot other instances of language more/less suitable for the spoken academic/scientific register.</p>	
<p><b>Resources required by the teacher:</b> Presentation and Q&amp;A by students; research on characteristics of spoken and written academic/scientific language (e.g., Biber, D. &amp; Gray, B. (2010). Challenging stereotypes about academic writing: Complexity, elaboration, explicitness. <i>Journal of English for Academic Purposes</i> 9: 2-20.)</p>	<p><b>Resources required by the students:</b> Presentation materials; video of their presentation and Q&amp;A</p>
<p><b>Potential challenges and solutions:</b></p> <ul style="list-style-type: none"> <li>• CPs will not be able to identify all relevant instances during the live presentation and Q&amp;A, but review of the video can be used to complement the work done in class.</li> <li>• It might be difficult to assess how suitable a vocabulary item or a sentence structure is. CPs may limit their contributions to suggestions, only pointing out the degree of difficulty they may have experienced trying to process a given vocabulary item or phrase/sentence/utterance, for example.</li> </ul>	

This activity is based on conference presentations that are given as part of the course, and then used for learning purposes from the perspective of language choices made by the presenters. The course participants (CPs; students and teacher) discuss specific language choices made by each presenter during their presentation and Q&A. These choices pertain to vocabulary and/or structure/s, and register. CPs identify which choices worked well and explain why. They also identify choices that can be improved and suggest ways to do so. More specifically, the aim is to identify vocabulary items and syntactic structures more typical of written academic/scientific registers in their oral presentations; and change these items and structures so that they are more suitable for spoken academic/scientific registers. The mediation scales (level B2) relevant to the task include for example: **Leading groupwork - Encouraging conceptual talk; Processing text in speech: Strategies to explain a new concept – adapting language.**

**LEADING GROUP WORK**

**ENCOURAGING CONCEPTUAL TALK**

Can encourage members of a group to describe and elaborate on their thinking.  
Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution.

Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

Can build on people's ideas and link them into coherent lines of thinking.

Can ask people to explain how an idea fits with the main topic under discussion.

## PROCESSING TEXT IN SPEECH

B2

Can summarise (in Language B) the important points made in longer, complex, live spoken texts (in Language A) on subjects of current interest, including his/her fields of special interest.

Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.

Can synthesise and report (in Language B) information and arguments from a number of spoken and/or written sources (in Language A).

Can summarise (in Language B) a wide range of factual and imaginative texts (in Language A), commenting on and discussing contrasting points of view and the main themes.

Can summarise (in Language B) the important points made in longer, spoken and written complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.

Can recognise the intended audience of a spoken or written text (in Language A) on a topic of interest and explain (in Language B) the purpose, attitudes and opinion of the author.

Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).

Can summarise and comment (in Language B) on the plot and sequence of events in a film or play (in Language A).

## STRATEGIES TO EXPLAIN A NEW CONCEPT

### ADAPTING LANGUAGE

Can explain technical topics within his/her field, using suitably non-technical language for a listener who does not have specialist knowledge.

Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language.

Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.

### Pre-teaching activities

Before the CPs give their oral presentations, the teacher should introduce and ask the class to discuss some of the differences between spoken and written academic/scientific language.

These are mainly related to choices of vocabulary and structure (e.g., field-specific terms; neutral vocabulary; nominalizations, subordinate clauses). Suggested sources are for example: research on characteristics of spoken and written academic/scientific language (e.g., Biber, D. & Gray, B. (2010). Challenging stereotypes about academic writing: Complexity, elaboration, explicitness. *Journal of English for Academic Purposes* 9: 2-20.)

CPs who want to present research that has already been published are encouraged to prepare their presentations “anew,” so that they can tell the audience about the research rather than recite or read aloud sentences from the original written text.

Before carrying out the task described below, a CP must have given their oral presentation and led their Q&A.

### **Teaching and Learning**

This activity is part of a course called “Conference Presentation” aimed at Doctoral students at the University of Helsinki. Therefore, the requirement for this task is that the students possess near-expert knowledge of their fields. In this activity, the whole class works together after the presentations and the task of the presenter is to mediate the information to the audience using academic/scientific registers.

During the presentation and the Q&A, the teacher keeps a record of language choices more/less suitable for the spoken academic/scientific register.

During the whole-class feedback conversation, and if no other CP does, the teacher brings attention to these choices. She elicits and/or explains how suitable the choices are, and elicits and/or suggests alternatives.

### **Post-teaching**

The presentations are recorded and as the students review video of their presentations and Q&As, they may try to spot other instances of language more/less suitable for the spoken academic/scientific register.

### **Reflection and evaluation**

In this task, mediation can be considered as part of the actual presentations and related Q&A as well as the post-discussion regarding language choices.

- 1) Encouraging conceptual talk
- 2) Processing text in speech
- 3) Strategies to explain a new concept – adapting language

Questions for reflection:

- *How successful are the presenters in using academic/scientific language?*
- *How well do the presenters answer the questions during Q&A?*
- *Are they able to adapt language and popularize their answers?*
- *How well are the academic/scientific language choices or the lack thereof identified?*

## GENERAL INFORMATION

Task in shared Moodle page with guest access: <https://moodle.helsinki.fi/course/view.php?id=38767>

**Task title:** Text-based group discussion on malaria

**Task author/Institution:**

Kari Pitkänen & Roy Siddall  
Language Centre  
University of Helsinki

**Lesson type (online/in-class):**

online/in-class

**Target learners/course:**

1<sup>st</sup>-year students of medicine and biosciences

**CEFR starting level (A1–C2):**

B2

**Group dynamics (e.g. pair work/groups of X):**

Groups of 5-7 students

**Target language of the course:**

English

**Other language(s) used:** -

## Mediation scale(s) relevant to the task

Relaying specific information in speech	Note-taking (lectures, seminars, etc.)	Relaying specific information in writing
Relaying specific information in writing	Collaborating in a group: facilitating collaborative interaction with peers	Linking to previous knowledge
Explaining data in speech (e.g. in graphs, diagrams, charts etc.)	Adapting language	Leading group work: encouraging conceptual talk
Processing text in speech	Collaborating in a group: collaborating to construct meaning	Breaking down complicated information
Processing text in writing	Leading group work: managing interaction	

**Short description of the task:** The students choose and read texts and watch videos on malaria before the task. Then they report to the other group members what they have learned of the past attempts to control malaria and critically assess the past control strategies. As a group, they apply this knowledge to a given problem-solving task where they are given a specific case to implement their knowledge on: they develop eradication strategies for malaria for a specific village context, then present their strategies to the other groups to be assessed and discussed together. The aim is to compete and find the best solution to a discipline-specific problem.

**Expected learning outcomes: By the end of the task, students will be able to...**

Investigate a problem by reading information from various academic and non-academic sources. Discuss topics related to malaria with increased confidence, have a meeting where they assess ideas presented by other groups and as a group specify and present the reasons for their choice. Interact with the other group members in English, summarize and review what they have read and present their own opinions on the issue discussed.

## TASK DESCRIPTION

**Background knowledge or sub-skills required by the students:**

Basic-level common knowledge of diseases caused by parasites and conditions in the developing countries.

<b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> Reading texts and watching videos (or listening podcasts) on malaria provided by the teacher in advance.	
<b>Detailed description of the task:</b> <ol style="list-style-type: none"> <li>1. The students watch the videos and then read the texts on malaria provided by the teacher so that the students working in the same group do not go through the same materials.</li> <li>2. Students report and assess what they have read</li> <li>3. Groups of 5-7 students plan malaria eradication strategies for the case presented by the teacher</li> <li>4. Groups present their plans for the malaria eradication strategy</li> <li>5. The groups assess the plans and choose the best approach (by taking an expert role) and provide their reasons for the choice</li> <li>6. General discussion</li> </ol>	<b>Time required:</b> approximately 2 hours
<b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b> A potential post-task could be a written report based on the results of the group discussions or a written review on the materials the student has read and watched	
<b>Resources required by the teacher:</b> Background reading and videos, task description for the case to be solved	<b>Resources required by the students:</b> Potentially their own experience and materials on malaria
<b>Potential challenges and solutions:</b> Challenges: Students not reading the materials in advance; shy, passive participation in the group work Solution: Since all the students read different texts and they know it, they have an important role of contributing to the shared knowledge of the group creating social pressure to become an active member of the group.	

The aim of this task is to compete and find the best solution to a discipline-specific problem. The aim is to investigate a problem by reading information from various academic and non-academic sources and discuss topics related to malaria with increased confidence as well as to have a meeting to assess ideas presented by other groups and as a group specify and present the reasons for their choice. In addition, this task requires the students to interact with the other group members in English, summarize and review what they have read and present their own opinions on the issue discussed.

The mediation scales (level B2) relevant to the task include for example: **Collaborating in a group - collaborating to construct meaning; Leading group work - managing interaction; Breaking down complicated information.**

## COLLABORATING IN A GROUP

### COLLABORATING TO CONSTRUCT MEANING

Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.

Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.

Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.

Can further develop other people's ideas and opinions.

Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.

Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.

### LEADING GROUP WORK

### MANAGING INTERACTION

B2

Can organise and manage collaborative group work efficiently.

Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation.

Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.

Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.

Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals.

Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.

### STRATEGIES TO EXPLAIN A NEW CONCEPT

### BREAKING DOWN COMPLICATED INFORMATION



Can make a complicated issue easier to understand by presenting the components of the argument separately.

Can make a complicated process easier to understand by breaking it down into a series of smaller steps.

### **Pre-teaching activities**

The teacher needs to provide students with material on malaria and the students are expected to read the texts and watch videos (or listen to podcasts) on malaria in advance. The students should also possess basic-level common knowledge of the topic in question, in this case diseases caused by parasites and conditions in the developing countries.

### **Teaching and Learning**

The students choose and read texts and watch videos on malaria before the task. Then they report to the other group members what they have learned of the past attempts to control malaria and critically assess the past control strategies. As a group, they apply this knowledge to a given problem-solving task where they are given a specific case to implement their knowledge on: they develop eradication strategies for malaria for a specific village context, then present their strategies to the other groups to be assessed and discussed together.

This activity was created for 1st-year students of medicine and biosciences. However, it can be adapted to suit students of different fields by selecting a suitable discipline-specific problem.

### **Post-teaching**

A potential post-task could be a written report based on the results of the group discussions or a written review on the materials the student has read and watched.

### **Reflection and evaluation**

This task includes activities covering various aspects of mediation. However, the mediation scales presented here focus on the collaborative nature of the task.

- 1) Collaborating in a group: collaborating to construct meaning
- 2) Leading group work: managing interaction
- 3) Breaking down complicated information

Questions for reflection:

- *Does the group work well together?*
- *Does the group have a leader?*
- *Are all group members engaged?*
- *How successful is the leader in facilitating and guiding the group work?*
- *Does the group atmosphere encourage participation?*

GENERAL INFORMATION		
<b>Task title: Learn English tenses with Mr. Bean!</b>		
<b>Task author/Institution:</b> Daiva Pundziuviene VMU	<b>Lesson type:</b> <input type="checkbox"/> online <input checked="" type="checkbox"/> in-class	<b>Target learners/course:</b> English A2
<b>CEFR starting level:</b> A2	<b>Group dynamics (e.g. pair work/groups of X):</b> pair work	<b>Target language of the course:</b> English  <b>Other language(s) used:</b> students' native language
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> <b>RELAYING SPECIFIC INFORMATION IN SPEECH</b> <b>NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)</b> <b>STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE</b>		
<b>Short description of the task</b> The task aims to engage students in a funny and interactive practice of the Present Continuous tense.		
<b>Expected learning outcomes: By the end of the task, students will be able to:</b> <ul style="list-style-type: none"> <li>• better understand how the Present Continuous tense is used and whether it has more similarities or differences in students' native language;</li> <li>• use active vocabulary on the topic 'In a swimming pool'.</li> </ul>		
TASK DESCRIPTION		
<b>Background knowledge or sub-skills required by the students:</b> Students need to have successfully completed English A1 level, which is the course requirement. No other specific skills or advance preparation is necessary.		
<b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> -		
<b>Detailed description of the task:</b> 1) The teacher gives a short presentation on the Present Continuous tense and pre-teaches useful vocabulary on the topic 'In a swimming pool':		<b>Time required:</b> <b>about 6 min.</b>

<p>nouns - water, children, swimmers, bar, cafe, slide, jacuzzi, diving boards, lifeguards  verbs - swim, dive, slide, drink, eat, relax, observe, drown, race.</p> <p>2) Pair work:  Student A is looking at the screen where the teacher is showing an episode from the video ‘Mr. Bean visits a swimming pool’:  <a href="https://www.youtube.com/watch?v=ZQryUvMpGk8">https://www.youtube.com/watch?v=ZQryUvMpGk8</a> (from 0:29 till 6:52)  While watching the student has to tell everything that is happening to his / her partner student, who cannot watch the video and can only listen to Student A. Student A has to try to use Present Continuous and topic-related vocabulary correctly.  Student B has to listen to Student A carefully and write down what is happening in his / her native language.</p> <p>3) All the students watch the same episode and one of students B comments on what is happening in his / her native language, focusing on the notes.</p> <p>4) A short discussion on the differences / similarities of the Present Continuous tense in English and students’ native language is organized.</p>	<p><b>about 7 min.</b></p> <p><b>about 7 min.</b></p> <p><b>about 5 min.</b></p>
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b></p> <p>-</p>	
<p><b>Resources required by the teacher:</b>  the presentation on the Present Continuous tense and topic-related vocabulary; the video link, a computer and a screen to display the video</p>	<p><b>Resources required by the students:</b>  a pen and a notebook</p>
<p><b>Potential challenges and solutions:</b>  There is a <b>risk</b> that the task might be too difficult for A2 level students. In such case, the teacher should pre-teach example sentences with Present Continuous and topic-related vocabulary. In addition, the teacher could pause the video in certain places so that students would have more time for speaking / note taking. The task is very flexible as different videos can be chosen to teach other grammatical or lexical topics. Students usually enjoy funny videos and actively engage in similar activities.</p>	

The aim of the task is to practice the Present Continuous tense in a funny and interactive way.

The relevant mediation scales include:

RELAYING SPECIFIC INFORMATION IN SPEECH

NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)

STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

### **Pre-teaching activities**

Before the lecture, the teacher has to make sure about the following:

- Do the students know how to form the present continuous tense?
- Do they remember the difference between present simple and present continuous?
- Do they understand the difference between present continuous and the tenses in their native language?
- Do they know the relevant vocabulary related to swimming/the pool?

The teacher could think about some revision activities. For example:

-practice present continuous with pictures (the picture shows some activity, and the students have to say what is happening there)

-ask and answer questions with the present simple and present continuous tenses

-do some exercises with the present simple and present continuous

-practice the new vocabulary with flashcards/drawings/word wall/Kahoot, etc.

For the lecture, the teacher has to have the video link

(<https://www.youtube.com/watch?v=ZQryUvMpGk8>), a computer and a screen to display the video. The students have to have a notebook and a pen for note-taking.

### **Learning**

During the task, the teacher guides, monitors and gives advice if necessary.

Revise/present the continuous and subject-related words if necessary.

Play the video and make sure that it is not too fast and the students are able to take notes. If necessary, pause the video.

After watching the video, encourage the students to share the information from their notes.

Stimulate the discussion on the differences between present continuous and the students' native language; highlight the similarities and differences.

### **Post-teaching activities**

Follow-up activities may involve the following:

-create a glossary of the new vocabulary

-students create tasks on the new vocabulary and/or present continuous for their peers

-students act out a story/demonstrate some actions, and their classmates have to tell the story/make sentences with the present continuous

-students create a comic, using <https://www.storyboardthat.com/comic-maker>

### **Reflection and evaluation**

After the task is completed, you may want to reflect upon the following issues regarding mediation.

RELAYING SPECIFIC INFORMATION IN SPEECH

- *Were the students able to express themselves based on the video that they were watching?*
- *Were they able to use the relevant vocabulary?*
- *Were they specific enough?*
- *Did they struggle with the vocabulary?*

**NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)**

- *Were the students able to take notes successfully?*
- *Do they know some note-taking techniques? Do they need additional practice on this?*
- *Can they express the information in a coherent way?*
- *Could Student B grasp the information told in English?*

**STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE**

- *Were the students able to use the new vocabulary?*
- *Did they encounter situations when they do not know a specific word?*
- *If yes, how did they resolve these situations? Were they able to use a synonym or a more general word? Did they use body language?*
- *What vocabulary do the students miss?*

<b>Mediation aspects</b>	<b>4 –Great</b>	<b>3 –Good</b>	<b>2 - Satisfactory</b>	<b>1- Unsatisfactory</b>
<b>Relaying specific information in speech</b>	All main points of the story covered	Most main points of the story covered	Some relevant points of the story included	A few relevant points of the story included
<b>Note-taking</b>	Took notes of all main points of the story	Took notes of most main points of the story	Took notes of some points of the story	Took notes of a few points of the story
<b>Strategies to explain a new concept</b>	Explained all new concepts based on previous knowledge	Explained most new concepts based on previous knowledge	Explained a few new concepts based on previous knowledge	Were not able to explain new concepts based on previous knowledge

GENERAL INFORMATION		
<b>Task title:</b> Explaining data		
<b>Task author/Institution:</b> Alma Meskauskiene VMU	<b>Lesson type:</b> online X in-class	<b>Target learners/course:</b> Business English C1/C2
<b>CEFR starting level:</b> C1	<b>Group dynamics (e.g. pair work/groups of X):</b> pair and group work	<b>Target language of the course:</b> English  <b>Other language(s) used:</b>
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> <b>EXPLAINING DATA IN SPEECH</b> <b>EXPLAINING DATA IN WRITING</b>		
<b>Short description of the task:</b> Students are going to practice presenting data in a visual format and then explaining it in writing and speech.		
<b>Expected learning outcomes:</b> By the end of the task, students will be able to present data in different formats and to use appropriate words and expressions.		
TASK DESCRIPTION		
<b>Background knowledge or sub-skills required by the students:</b> The students need to have successfully completed English B2 level, which is the course requirement. No other specific skills or advance preparation is necessary.		
<b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> Students are presented with the information about different types of charts and graphs as well as the vocabulary to describe data presented in them. In addition, students are given some exercises to practice using related vocabulary.		
Students need to write two yes/no questions and to give them to their colleagues. Then they have to process the gathered data and to draw the graphs, which they need to describe in a written form. Later students shortly present one of their questions to the whole group showing the chart and explaining it. Colleagues and		<b>Time required:</b> The Entire 45 min lecture is devoted to this task.

the teacher provide them with feedback focusing on clarity and suitability of the words used.	
<b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</b> Later students work on research where they use the knowledge acquired during this lesson.	
<b>Resources required by the teacher:</b> Material with theory and practice	<b>Resources required by the students:</b> Material with theory and practice
<b>Potential challenges and solutions:</b> There should not be any problems as the topic is not very specific.	

The aim of the lesson is to present data in a visual format and then explain it in writing and speech.

The relevant mediation scales include:

EXPLAINING DATA IN WRITING

EXPLAINING DATA IN SPEECH

### **Pre-teaching activities**

Before the lecture, the teacher has to make sure about the following:

- Do the students have some prior knowledge in describing graphs/charts?
- Can they draw graphs/charts using the data provided?
- Will they have access to computers in order to use some software for the questionnaire and drawing the graph/chart?
- Do the students know the vocabulary and grammar for describing graphs and charts?

The teacher has to make sure that the students are familiar with different types of graphs and charts and know the words for them in English. Also, it is important for the students to be able to describe the graphs and charts in English. Therefore, the following pre-teaching activities may be suggested:

- To discuss different types of graphs and charts
- To learn/revise the vocabulary for describing graphs and charts
- To practice the vocabulary doing some exercises
- To discuss/practice the tenses used to describe graphs/charts
- One student tells about a graph/a chart, and the other draws it
- The students are given a description of a graph/chart and have to draw it based on the description

### **Learning**

Make sure that the students are able to use some software for the questionnaire or can make it in class orally.

The students can formulate the questions on the topic relevant to them or the task can be related to some topic discussed previously. Monitor and assist if someone needs help with question formation or has some questions regarding the task.

Assist if the students need help with making the graphs/charts.

You can group the students so that they can consult with each other on the vocabulary/grammar necessary in describing graphs/charts; encourage collaboration.

When the students have to describe the graph/chart, monitor, assist and consult them.

During presentations, encourage discussion and giving constructive feedback. You can prepare some evaluation forms so that the students can fill them in and write down their observations.

You can modify this activity into group-work and group discussion.

### Post-teaching activities

The follow-up activities may involve the following:

- reading an article and discussing the presentation of data
- doing vocabulary exercises to consolidate the knowledge
- making more elaborate presentations on a research topic relevant for the students

### Reflection and evaluation

After the task is completed, you may want to reflect upon the following issues regarding mediation.

#### EXPLAINING DATA IN WRITING

- *Were the students accurate in describing their data?*
- *Did they cover the necessary aspects?*
- *Did they structure their text logically?*
- *Were they able to use relevant vocabulary?*
- *Were they able to use relevant grammar?*

#### EXPLAINING DATA IN SPEECH

- *Were the students able to express themselves accurately?*
- *Were they able to use relevant vocabulary?*
- *Were they able to use relevant grammar?*
- *Was their pronunciation accurate?*

Mediation aspects	4 –Great	3 –Good	2 - Satisfactory	1- Unsatisfactory
Explaining data in writing	All aspects of the data reflected in writing	All main aspects of the data reflected in writing	Some aspects of the data reflected in writing	A few aspects of the data reflected in writing
Explaining data in speech	All aspects of the data reflected in speech	All main aspects of the data reflected in speech	Some aspects of the data reflected in speech	A few aspects of the data reflected in speech



GENERAL INFORMATION		
<b>Task title:</b> Preparing a short presentation based on the text and discussion in groups		
<b>Task author/Institution:</b> Lina Zutkienė, VMU	<b>Lesson type:</b> <input type="checkbox"/> online <input checked="" type="checkbox"/> in-class	<b>Target learners/course:</b> Reading and Speaking C1
<b>CEFR starting level:</b> C1	<b>Group dynamics (e.g. pair work/groups of X):</b> group work	<b>Target language of the course:</b> English  <b>Other language(s) used:</b> none
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> Facilitating collaborative interaction with peers. Leading group work.		
<b>Short description of the task:</b> Students are going to read a text about teachers, discuss the features of good/bad educators and create a portrait of an ideal teacher.		
<b>Expected learning outcomes: By the end of the task, students will be able to</b> talk about education/educators, use related vocabulary in context.		

<b>Background knowledge or sub-skills required by the students:</b> The students need to have successfully completed English B2 level, which is the course requirement. No other specific skills or advance preparation is necessary.	
<b>Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):</b> Before the task students worked on education vocabulary. (Various related exercises were accomplished in the classroom and at home.)	
<b>Detailed description of the task:</b> 1. Students are divided into groups of 3  1. Students read the text <i>A Good Teacher?</i> 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).	<b>Time required:</b> 1. 1 – 2 mins  1. 15 mins

<p>1. 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)</p> <p>1. 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.</p>	<p>1. 10 mins</p> <p>1. 15 - 20 mins</p>
<p><b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?)</b> In the next class or at home students might be asked to write a descriptive essay on education.</p>	
<p><b>Resources required by the teacher:</b> A spacious classroom, copies of the text.</p>	<p><b>Resources required by the students:</b> No particular resources are required.</p>
<p><b>Potential challenges and solutions:</b> Sometimes during the discussion time, students may concentrate more on complaining about their bad experiences at school rather than providing solutions on how to eliminate negative effects.</p>	

**Lesson’s aim:**

The aim of the activity is to discuss the features of good/bad educators and create a portrait of an ideal teacher.

The relevant mediation scales include:

FACILITATING COLLABORATIVE INTERACTION WITH PEERS.

LEADING GROUP WORK.

**Pre-teaching activities**

Before the lecture, the teacher has to make sure about the following:

- Do all students have a copy of the article?
- Will they be willing to share their experiences about good and bad teachers? What could prevent them from sharing?
- How can group work and sharing knowledge be encouraged?
- How can equal distribution of input be ensured?

In order to make the task more effective, the following pre-teaching activities may be suggested:

- Studying the vocabulary related to education and teaching

- Doing exercises or other activities related to the vocabulary: quizzes, Kahoots, Wordwall, one student gives the definition of the word and the other has to say the word

### **Learning**

Make sure that the students feel comfortable in their group.

When the students read the text and answer the questions, assist, monitor and help in case someone has problems or questions or cannot clarify some vocabulary themselves. Encourage cooperation and sharing of ideas.

Assign or suggest one student to act as a moderator of the discussion about an ideal educator.

Encourage the students who speak less to express their opinion.

When each group presents their portrait of an ideal educator, stimulate discussion, ask questions and suggest others asking questions, agreeing or disagreeing.

You can suggest making a portrait of an ideal educator based on the repetitive ideas from all groups.

You can also use [www.menti.com](http://www.menti.com) and generate the word cloud of repetitive ideas about good educators.

### **Post-teaching activities**

The follow-up activities may involve the following:

- writing a descriptive essay on education
- organising a discussion on the contemporary challenges in education
- if the class is multicultural, discussing differences in education in various countries
- consolidating the vocabulary related to education

### **Reflection and evaluation**

After the task is completed, you may want to reflect upon the following issues regarding mediation.

FACILITATING COLLABORATIVE INTERACTION WITH PEERS.

- *Were the students cooperative?*
- *What prevented them from cooperation?*
- *Were there any students who took the leading role and others had limited possibilities to speak?*
- *What could be done to equalize everyone's contribution?*
- *Were there any students who were not engaged? Any reasons why? What could be done to encourage their participation?*

LEADING GROUP WORK.

- Did the group have a leader/a moderator?
- Was the moderator able to involve everyone? Did he/she ask questions?
- Was the moderator cooperative?
- Was the moderator able to present group work and make generalizations?

Mediation aspects	4 –Great	3 –Good	2 - Satisfactory	1- Unsatisfactory
Facilitating collaborative interaction with peers	Interaction is collaborative; everyone is involved	Interaction is quite collaborative; most participants are involved	Interaction and collaboration are limited; the participants are not very engaged.	Collaboration and interaction are very limited; the participants are not engaged
Leading group work	Group work is managed very well	Group work is managed fairly well	Group work management is limited	Group work management is poor

GENERAL INFORMATION		
<b>Task title: ONLINE INTERVIEW ON PLURILINGUAL PRACTICES IN GENERAL EDUCATION</b>		
<b>Task author/Institution:</b> VMU Vilma Bijeikienė	<b>Lesson type:</b> <input checked="" type="checkbox"/> online <input checked="" type="checkbox"/> in-class	<b>Target learners/course:</b> <i>English C1: CLIL and plurilingual pedagogy</i>
<b>CEFR starting level:</b> C1	<b>Group dynamics (e.g. pair work/groups of X):</b>  Pair or individual work	<b>Target language of the course:</b> English (L2*) <b>Other language(s) used:</b> Lithuanian or another L1  *English is L2 for the majority of students but could also be L3 or further in personal plurilingual repertoires.
<b>Mediation scale(s) relevant to the task. Up to three scales can be included here:</b> <b>RELAYING SPECIFIC INFORMATION IN SPEECH</b> <b>PROCESSING TEXT IN WRITING</b> <b>PROCESSING TEXT IN SPEECH</b>		
<b>Short description of the task:</b> 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).		
<b>Expected learning outcomes: By the end of the task, students will be able ...</b>  <ol style="list-style-type: none"> <li>1. To explain the notions of plurilingual practices and approaches</li> <li>2. To synthesize and relay the information acquired in L1 in English</li> <li>3. To prepare and deliver an oral presentation in English of the acquired and synthesized information</li> </ol>		

4. To engage in a post-presentation discussion with the peers
5. To use spoken academic English corresponding to C1 level

## TASK DESCRIPTION

**Background knowledge or sub-skills required by the students:**  
**B2 level 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-guided class 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 analysing 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>

4) Good practice examples from LISTIAC project

<http://listiac.org/towards-the-tower-of-power/>

**Step 2.** The reading material is thoroughly analysed 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)

	<b>30 min.</b> for a class discussion.
<b>Post-task follow-up activities (Could any follow-up activities be carried out, what are they and when should they be done?):</b> 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.	
<b>Resources required by the teacher:</b> Internet access, an IT device (PC, laptop), a video conferencing tool.	<b>Resources required by the students:</b> Internet access, an IT device (PC, laptop), a video conferencing tool.
<b>Potential challenges and solutions:</b> 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.	

The aim of the activity is to interview 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 make a class presentation in English (L2).

The relevant mediation scales include:

RELAYING SPECIFIC INFORMATION IN SPEECH

PROCESSING TEXT IN WRITING

PROCESSING TEXT IN SPEECH

### Pre-teaching activities

Before the lecture, the teacher has to make sure about the following:

- Will the students be able to read and understand the pre-reading tasks?
- Do they have experience in reading such complicated and specific texts?
- Will they be able to discuss the texts in English?
- How much teacher's guidance or other help do they need?
- Will they be able to find a teacher for the interview? If not, what are the other options?
- Do the students need a presentation evaluation form for feedback?

In order to make the task more effective, the following pre-teaching activities may be suggested:

- to read and discuss a similar document on education together with the teacher, discussing linguistic features of the text
- to do vocabulary exercises/practice related to the documents that the students have to read

- to discuss what the students already know about language policy
- to read and discuss an interview on plurilingual approaches
- to do a translation activity

### **Learning**

In this task, the students have an extensive pre-task reading. If lectures take place in class, some help may be suggested. If the lectures take place online, a forum/a chat may be created where the students can discuss and clarify unknown concepts or more complicated ideas.

Guide a thorough discussion of the texts so that the students can clarify them.

You can incorporate some vocabulary practice to facilitate understanding of the texts.

Discuss the possible interview questions; make sure that the students formulate them correctly.

If the students have no experience in translation, make sure they understand that word-for-word translation should be avoided and that they use grammatically correct L1.

Discuss the presentation requirements. You can suggest making a presentation evaluation form for peer review.

Encourage discussion and sharing of experiences during/after the presentations.

### **Post-teaching activities**

The follow-up activities may involve the following:

- writing a reflection on what they have learned about plurilingual practices at schools
- writing an essay/an article on plurilingual practices at schools
- holding a discussion on how plurilingualism could be given more attention

### **Reflection and evaluation**

After the task is completed, you may want to reflect upon the following issues regarding mediation.

#### **RELAYING SPECIFIC INFORMATION IN SPEECH**

- *Were the students able to understand the texts that they had to read in preparation for the activity?*
- *Do some of them need additional help or guidance? How can it be provided?*
- *Were the students cooperating if they needed to clarify something?*
- *Were they able to discuss the issues presented in the documents? Was their vocabulary/grammar accurate? Were they able to express themselves?*

#### **PROCESSING TEXT IN WRITING**

- *Were the students able to formulate interview questions? Were they relevant?*
- *Were they able to translate them into L1?*
- *Do they need additional practice in translation?*

#### **PROCESSING TEXT IN SPEECH**

- *Was the students' presentation well-structured?*
- *Did the presentation cover the main points discussed in the interview?*
- *Did the students use correct grammar and vocabulary? Was the new vocabulary incorporated in the presentation?*



- *Were the students able to answer their peers' questions and discuss plurilingualism in English?*

<b>Mediation aspects</b>	<b>4 –Great</b>	<b>3 –Good</b>	<b>2 - Satisfactory</b>	<b>1- Unsatisfactory</b>
Relaying specific information in speech	Covers all main points orally corresponding to C1 language level	Covers most main points orally corresponding to C1 language level	Covers some points orally corresponding to C1 language level	Covers a few points orally corresponding to C1 language level
Processing text in writing 1	Formulates well-structured and relevant interview questions based on the documents	Formulates interview questions based on the documents	Formulates some interview questions based on the documents	Formulates a few interview questions based on the documents
Processing text in writing 2	Prepares the presentation according to the requirements based on the interview	Prepares the presentation following the majority of the requirements based on the interview	Prepares the presentation following some requirements based on the interview	Prepares the presentation following a few requirements based on the interview
Processing text in speech	Makes a well-structured presentation following the requirements	Makes a presentation following the majority of the requirements	Makes a presentation following some of the requirements	Makes a presentation following a few of the requirements

GENERAL INFORMATION		
Task title: Text analysis and acquisition of new words		
Task author/Institution: VMU	Lesson type: <input checked="" type="checkbox"/> online <input type="checkbox"/> in-class	Target learners/course: Business English C1/C2
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: none
Mediation scale(s) relevant to the task. Up to three scales can be included here: PROCESSING TEXT IN SPEECH STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE		
Short description of the task: Students are going to read and analyze the text on Corporate Social Responsibility. The analysis consists of perception of the text employing critical thinking skills and focusing on the usage of relevant vocabulary.		
Expected learning outcomes: By the end of the task, students will be able to talk about Corporate Social Responsibility and use related vocabulary in context.		
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?): In pairs, students need to discuss what the examples of natural and company resources are. They are given five minutes for this task in the lesson. In addition, before reading the text, the students' understanding of the term Corporate Social Responsibility and some words are checked. Five minutes are given for this task in the lesson.		
Detailed description of the task:		Time required: First step – 5 min. + 3 min. for feedback

<p><u>First</u>, the students are asked to read the text on Corporate Social Responsibility and find which examples of resources (they listed in the pre-task) are mentioned in the text.</p> <p><u>Second</u>, students work in a group and discuss two questions:</p> <p>1) How could both the company and the local community benefit from the described project?</p> <p>2) What disadvantages could there be for the company and for the local community?</p> <p><u>Third</u>, the students work with the related words and use them in the context.</p>	<p>Second step – 8 min. + 3 min. for feedback</p> <p>Third step – 20 min (with feedback).</p>
<p>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</p> <p>The students are asked to watch the video, find the examples of CSR and also to express their opinion about the projects shown in the video. This post-task is given as homework and it is due for the next lesson.</p>	
<p>Resources required by the teacher:</p> <p>Book material, online resources</p>	<p>Resources required by the students:</p> <p>Book material, online resources, dictionaries</p>
<p>Potential challenges and solutions:</p> <p>Since the students enrolled in the course come from various faculties, not necessarily the Faculty of Economics, they might have difficulty in understanding some specific terms or situations. However, the problem can be solved by making use of group work or pair work when students work with their peers.</p>	

The aim of the activity is to read and analyse the text on Corporate Social Responsibility, employing critical thinking skills and focusing on the usage of relevant vocabulary.

The relevant mediation scales include:

PROCESSING TEXT IN SPEECH

STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE

### **Pre-teaching activities**

Before the lecture, the teacher has to make sure about the following:

- Do the students have a copy of the text?
- Do they understand the concept “corporate social responsibility”?
- Do they need some vocabulary exercises to be able to grasp the idea of the text?

In order to make the task more effective, the following pre-teaching activities may be suggested:

- vocabulary practice related to the topic
- a discussion about companies and their responsibilities
- brainstorming on what “social responsibility” means

### **Learning**

Make sure that the students have a copy of the text.

The students read the text individually or you can transform it into a group work: divide the text into 3-4 parts and group the students into groups of 3-4 people. Each student has to read only his/her part and later retell it to his group members.

In the discussion, assist and monitor, encourage the students to cooperate and clarify unknown words in the group.

As for the vocabulary used in the text, you can create some exercises or the students can prepare some exercises for the classmates in order to practice the words.

### **Post-teaching activities**

The follow-up activities may involve the following:

- A reflection on corporate social responsibility
- Finding and presenting information about other companies focusing on social responsibility
- Vocabulary exercises
- A discussion on business and social responsibility

## Reflection and evaluation

After the task is completed, you may want to reflect upon the following issues regarding mediation.

### PROCESSING TEXT IN SPEECH

- *Were the students able to understand the ideas expressed in the text?*
- *Were they able to understand the unknown vocabulary?*
- *Were they able to express the ideas and discuss the text?*
- *Were they cooperative in the discussion? Did everyone contribute to the discussion?*

### STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

- *Were the students able to understand unknown concepts from the context?*
- *Were they able to explain them based on their previous knowledge?*
- *Were they cooperative in sharing their knowledge?*

### STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE

- *Were the students able to explain the new concepts in the text?*
- *Did they use simplified language?*
- *Did they use other languages?*
- *What other strategies in explaining new concepts were involved?*
- *What could be done in order to facilitate the explanations of new concepts?*

<b>Mediation aspects</b>	<b>4 –Great</b>	<b>3 –Good</b>	<b>2 - Satisfactory</b>	<b>1- Unsatisfactory</b>
Processing text in speech	Can express all ideas of the text in speech	Can express all main ideas of the text in speech	Can express some ideas of the text in speech	Can express a few ideas of the text in speech
Strategies to explain a new concept - linking to previous knowledge	Can explain all new concepts linking to their previous knowledge	Can explain the majority of new concepts linking to their previous knowledge	Can explain some new concepts linking to their previous knowledge	Can explain a few new concepts linking to their previous knowledge
Strategies to explain a new concept - adapting language	Can adapt their language when explaining the new concepts	Can adapt their language when explaining the majority of new concepts	Can adapt their language when explaining some new concepts	Can adapt their language when explaining a few new concepts

## INFORMATION ABOUT THE AUTHORS OF THE GUIDE

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