



ERASMUS+ STRATEGIC PARTNERSHIP

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

PEER OBSERVATION FORM (in-person/ online synchronous lessons)

OBSERVATION DETAILS	
Location: <input type="checkbox"/> Charles University <input type="checkbox"/> University of Helsinki <input type="checkbox"/> University of Warsaw <input type="checkbox"/> Vytautas Magnus University	Date of the observation:
Lesson type: <input type="checkbox"/> online <input type="checkbox"/> in-person	Course/Module (e.g. General, Legal, Business, Academic Writing, etc.):
Language: <input type="checkbox"/> Dutch <input type="checkbox"/> English <input type="checkbox"/> Finnish <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Italian <input type="checkbox"/> Norwegian <input type="checkbox"/> Spanish <input type="checkbox"/> Russian <input type="checkbox"/> Swedish <input type="checkbox"/> Other _____	Level: <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/> Other _____
Duration of the lesson/ observation: <input type="checkbox"/> 45 minutes <input type="checkbox"/> 60 minutes <input type="checkbox"/> 90 minutes <input type="checkbox"/> Other _____	Number of students:
Teacher observing:	Teacher observed (optional):
Main lesson objectives:	Type of the classroom: <input type="checkbox"/> Monolingual <input type="checkbox"/> Multilingual



MEDIATION SCALES

1. MEDIATION ACTIVITIES

1.1. MEDIATING A TEXT

The task is set to instruct and encourage the students to:	Please indicate the presence of the following activities (with a '✓')	COMMENTS
interpret and present data given in graphics (<i>graphs, tables, charts, etc.</i>) and other visuals orally or in writing. (1)	YES <input type="checkbox"/>	
scan the source text and then relay specific information to the peers. (2)	YES <input type="checkbox"/>	
process the source text (=fully understand all the main points) and summarise it in an appropriate way to the communicative task orally or in writing. (3)	YES <input type="checkbox"/>	
summarise information from different sources on subjects related to their field of interest or specialization orally or in writing. (4)	YES <input type="checkbox"/>	
translate/ interpret a written or spoken text into another language. (5)	YES <input type="checkbox"/>	
take notes (<i>during a presentation, seminar, group work, pair work</i>) and report back orally or in writing. (6)	YES <input type="checkbox"/>	
express a personal response to a text (<i>literature, articles, presentations, reports, films, cultural artefacts, etc.</i>) orally or in writing. (7)	YES <input type="checkbox"/>	
analyse and/or criticize a text (<i>literature, articles, presentations, reports, films, cultural artefacts, etc.</i>) orally or in writing. (8)	YES <input type="checkbox"/>	



1. MEDIATION ACTIVITIES
1.2. MEDIATING CONCEPTS

1.2.1. Collaborating in a group

The task is set to instruct and encourage the students to:	Please indicate the presence of the following activities (with a '✓')	COMMENTS
facilitate collaborative interaction with the peers (e.g. <i>make conscious interventions to orient the discussion, balance group contributions, help overcome communication difficulties, etc.</i>). (1)	YES <input type="checkbox"/>	
collaborate to construct meaning (e.g. <i>stimulate and develop ideas as a group member during project work, problem-solving, concept development and brainstorming, etc.</i>). (2)	YES <input type="checkbox"/>	

1.2.2. Leading group work

The task is set to instruct and encourage the students to:	Please indicate the presence of the following activities (with a '✓')	COMMENTS
lead and organise group interaction in a communicative group activity (e.g. the student(s) is(are) given lead or managerial roles, etc.). (3)	YES <input type="checkbox"/>	
engage in conceptual talk (e.g. <i>ask questions to stimulate logical reasoning and/ or build contributions into coherent discourse to help the peers to themselves construct a new concept, etc.</i>). (4)	YES <input type="checkbox"/>	



1. MEDIATION ACTIVITIES		
1.3. MEDIATING COMMUNICATION		
1.3.1. Facilitating positive pluricultural space		
The task is set to instruct and encourage the students to:	Please indicate the presence of the following activities (with a '✓')	COMMENTS
use questions and show interest to promote understanding of cultural norms and perspectives between the peers. (1)	YES <input type="checkbox"/>	
demonstrate sensitivity to different sociocultural and sociolinguistic perspectives. (2)	YES <input type="checkbox"/>	
anticipate, deal with and/or repair misunderstandings arising from sociocultural and sociolinguistic differences. (3)	YES <input type="checkbox"/>	
1.3.2. Facilitating communication in delicate situations and disagreements		
The task is set to instruct and encourage the students to:	Please indicate the presence of the following activities (with a '✓')	COMMENTS
demonstrate sensitivity to the interaction difficulties, misunderstandings and delicate situations between the peers in a discussion. (4)	YES <input type="checkbox"/>	
help the peers better understand the issues discussed (e.g. <i>obtain / give confirmation or clarification, use repetition or paraphrasing, etc.</i>). (5)	YES <input type="checkbox"/>	
help the peers find common ground and compromises in a disagreement (e.g. <i>reframe positions more clearly, highlight obstacles to an agreement, etc.</i>). (6)	YES <input type="checkbox"/>	



<p>attempt to persuade the peer(s) to move closer to an agreement or resolution (<i>e.g. use diplomatic or persuasive language, etc.</i>). (7)</p>	<p>YES <input type="checkbox"/></p>	
<p>2. MEDIATION STRATEGIES 2.1. EXPLAINING A NEW CONCEPT</p>		
<p>The task is set to instruct and encourage the students to:</p>	<p>Please indicate the presence of the following strategies (with a '✓')</p>	<p>COMMENTS</p>
<p>adjust language (<i>different genre, register</i>) and paraphrase the content of a text (<i>e.g. include synonyms, simplification, etc.</i>). (1)</p>	<p>YES <input type="checkbox"/></p>	
<p>activate and link to other texts, previous material, background knowledge of the world (<i>e.g. make comparisons, describe how it relates to something the other peer(s) know(s)</i>). (2)</p>	<p>YES <input type="checkbox"/></p>	
<p>break down complicated information into constituent parts. (3)</p>	<p>YES <input type="checkbox"/></p>	
<p>visually represent information (<i>using drawings, tables, flow charts, mind maps, etc.</i>). (4)</p>	<p>YES <input type="checkbox"/></p>	
<p>2.2. SIMPLIFYING A TEXT</p>		
<p>The task is set to instruct and encourage the students to:</p>	<p>Please indicate the presence of the following strategies (with a '✓')</p>	<p>COMMENTS</p>
<p>amplify text (<i>e.g. expand the source text by adding redundancy, helpful information, explanatory comments, metaphors, reasoning, etc.</i>). (5)</p>	<p>YES <input type="checkbox"/></p>	
<p>streamline text (<i>e.g. condense the source text to its essential message by eliminating repetition, digressions, reordering the source ideas, etc.</i>). (6)</p>	<p>YES <input type="checkbox"/></p>	



Any other observations/ comments concerning MEDIATION ACTIVITIES AND STRATEGIES

Signature of the Observing Teacher

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