MiLLaT

Mediation in language learning and Teaching

Materials Developing Mediation for Asynchronous and Polysynchronous Online Courses

UNIVERSITY OF WARSAW (project coordinator)

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ASYNCHRONOUS TASKS

ENGLISH

English, A2/B1

The past verb forms – Listening: Don't Cry for Me Argentina

GENERAL INFORMATION		
Task title: The past verb forms – Listening: Don't Cry for me Argentina		
Task author/Institution: Markéta Doubravová Charles University	**Lesson type:** ☒ online asynchronous	**Target learners/course:** A2/B1
CEFR starting level: A2/B1	**Group dynamics (e.g. pair work/groups of X):** individual	**Target language of the course:** English **Other language(s) used:** mother tongue (Czech)
Mediation scale(s) relevant to the task. Up to three scales can be included here: STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE STRATEGIES TO EXPLAIN A NEW CONCEPT - BREAKING DOWN COMPLICATED INFORMATION FACILITATING PLURICULTURAL SPACE		
Short description of the task: Students practice (A2) or revise (B1) past forms of regular and irregular verbs, while practising listening (gap-filling – song: Don't Cry for me Argentina) and working with cultural background – famous musical/s composed and written by Andrew Lloyd Webber and Tim Rice – Evita.		
Expected learning outcomes: Ss at first learn something about one of the famous musicals Evita and are then encouraged to learn about some other ones as well. They understand the difference between the past forms of regular and irregular verbs and know how to use them in the context.		
TASK DESCRIPTION		
Background knowledge or sub-skills required by the students: Listening skills, the past simple and the past simple forms of the regular verbs.		
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): Before listening to the song from the musical Evita: Don't Cry for me Argentina, the students are encouraged to read a short summary about the musical, the authors and the cultural background of theatres in London and New York. They need to share their ideas in the forum opened in Moodle (the teacher needs to create a forum for this and possibly can start with a post). Some more suggested questions to think about and comment on in Moodle, which can be included in the Forum instructions: Do you know this musical? Do you know these authors? Do you know any other English or American musicals? **Cultural Background – Evita – EN and CZ** This is an example of the description used at Charles University for an A1/A2 level, therefore the translation is into Czech. This task should be first introduced when the students have learnt the past forms of regular verbs. Before this task they should be encouraged to revise the regular forms, they should go back to the materials provided before on the past simple of regular verbs.		

Detailed description of the task:	Time required:
Students can be asked to print the handouts because for somebody it can be better to actually have the printed copy and write the answers in hand. This, however, is not necessary, students can work with the e-version and only open the exercise/s on the screen and write down the answers only, or can work with the interactive quiz straight away if they feel confident doing so. **All students NEED to enter the answers into the interactive quiz in Moodle to have the answers checked. The teacher creates these interactive quizzes according to the pdf files given below** (see the individual stages of the task below). **Listening Comprehension:**	30 min. (or more – according to the work of individual students)

Video: https://www.youtube.com/watch?v=KD_1Z8iUDho

Handout: Don't Cry for me Argentina – gapped transcript

Ss download the handout (possibly print) and while watching/listening to the song Don't Cry for me Argentina they complete the lyrics with the missing words. They are encouraged to turn off the subtitles, not to look up the transcript before they actually try to complete the transcript and watch/listen to the presentation at least twice without any help. As this is an asynchronous task and there is no time limit, only the students' own time, they can watch more times and make pauses when necessary. **They enter their answers to the interactive quiz to check if they are correct.**

The teacher creates the interactive quiz according to the pdf files (Handout: Don't Cry for my Argentina - gapped transcript - see above, and Handout: Don't Cry for me Argentina - complete transcript - see for answers below)

Quizz setting: The teacher sets the quiz for 2 attempts, requires the minimum of 60% correct answers or using both attempts.

Students either need to pass this quiz or use both attempts in order to get the access to the following material - Handout: Don't Cry for me Argentina - complete transcript.

After trying at least twice without help of the lyrics and/or subtitles, they can try once more with the subtitles or the lyrics, which will open after getting a pass or trying twice in the previous quiz.

Handout: Don't Cry for me Argentina – complete transcript

After having the missing words (regular and irregular verbs in the past) students work on Exercise 1 – they decide whether the verbs are regular or irregular. They then enter the answers into the interactive exercise in Moodle.

The teacher NEEDS to create this interactive exercise (quiz) in Moodle according to the pdf file (Handout: Don't Cry for me Argentina - Exercise 1 - regular or irregular verbs - see below).

Quizz (Exercise 1) setting: The teacher sets the quiz for 2 attempts, requires the minimum of 60% correct answers or using both attempts.

Handout: Don't Cry for me Argentina – Exercise 1 – regular or irregular verbs

Students are also encouraged to think about what the difference between the regular and irregular verbs is. They upload the answers into the assignment in Moodle – the teacher creates this Assignment and then comments on the students' answers.

Finally, the students translate and learn the verbs if there are some new ones for them. To make their work easier, they can be provided with a handout (Handout: Don't Cry for me Argentina - Exercise 2 - translations - see the link below). They upload their translations in written form to an assignment in Moodle.

The teacher NEEDS to create this Assignment and then comments on the students' translations. In order to pass this assignment the students need to upload their translations and need to get the teacher's feedback.

Handout: Don't Cry for me Argentina – Exercise 2 – translations

In the end students are provided with the lyrics with the translation to their mother tongue and are encouraged to listen again and follow the two language versions of the song lyrics.

Setting for this material - this material opens first after the students pass all the required quizzes/exercises.

Handout: Don't Cry for me Argentina – lyrics EN and CZ

A2 level: This task is used for the introduction of the past forms of the irregular verbs. It needs to be used first after the students learn the past forms of the regular verbs. Students need to be given feedback on the difference of regular and irregular verbs which they upload as an assignment into Moodle. What needs to follow this task is the explanation on how the past forms of irregular verbs are created and used.

B1 level: This task can be used to introduce the revision of the past forms of the regular and irregular verbs. What follows is the practice of the past simple.

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

Ss find a different (famous) originally English musical and find a song they like, think of a grammar issue they already know and prepare a similar gap-filling exercise for the other students and share it in Moodle in e.g. Forum.

Some idiomatic expressions can be worked with, e.g. "dressed up to the nines"; "at sixes and sevens with you".

Resources required by the teacher:	Resources required by the students:
Device with access to the internet, Moodle + skills for creating interactive quizzes, forums and assignments and then for giving feedback in them, transcript (gapped and complete), handouts with the exercises - materials for creation of the interactive quizzes	Device with access to the internet and access to Moodle, possibly handouts (not necessary), possibly printer (not necessary)

Potential challenges and solutions:

Possible difficulties with understanding. The temptation to look up the lyrics before actually trying without.

English, B1
Mind-map your text

GENERAL INFORMATION

Task title: Mind-map your text

Task author/Institution: Michaela Ritter Konárková, Charles University	Lesson type: ☒ online asynchronous	Target learners/course: Academic Reading
CEFR starting level: B1	Group dynamics (e.g. pair work/groups of X): students work alone and in pairs	Target language of the course: English Other language(s) used: Czech

Mediation scale(s) relevant to the task. Up to three scales can be included here:
EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)
COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING
STRATEGIES TO SIMPLIFY A TEXT - STREAMLINING A TEXT

Short description of the task: Students read a presentation dedicated to notetaking and watch a Tony Buzan's video promoting mind-mapping. Students search for an academic text of 5-15 pages from their field of study in an online database. They read it and process it in the form of a mind map. They upload the mind map as well as the original text in a forum. They pick one of their colleagues' mind maps and try to reconstruct the main ideas of the text. They are discouraged to refer to the original text, but it is at their disposal in case they need help with the mind map. They send their reconstruction to their partner. The partner reacts briefly.

Expected learning outcomes: By the end of the task, students will be able to…
- process a text via a mind map
- process a mind-map and reconstruct the main ideas of a text
- provide feedback to their partners

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

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
In the preceding unit, students learnt some tips on finding a reliable source online. They were provided with several links to university databases.

Detailed description of the task:	Time required:
1. Students read a presentation dedicated to note-taking, explore the recommended material (link below) and watch a Tony Buzan's video promoting mind-mapping (link below). Firth, M. (2012). Cambridge Academic English Advanced C1: https://www.cambridge.org/us/cambridgeenglish/catalog/english-academic-purposes/cambridge-academic-english/resources?courseLevel=C1%20Advanced&component=C1%20Advanced%20DVD 1) Cambridge Academic English Lectures Advanced C1 Lecture Video 2) Cambridge Academic English Lectures Advanced C1 Lecture Worksheet Activity The students have to listen to a lecture and take notes. They get acquainted with linear note-taking, tables and mind maps. https://www.youtube.com/watch?v=MlabrWv25qQ	1. 15 minutes 2. 30 minutes 3. 40-60 minutes 4. 30 minutes 5. 10 minutes Total time: 125-145 minutes

2. Students search for an academic text of 5-15 pages from their field of study in an online database. 3. They read it and process it in the form of a mind map. They upload the mind map (it can be a scan of a handmade mind map or a mind map created in one of the online programmes (https://www.makeuseof.com/tag/8-free-mind-map-tools-best-use/) as well as the original text in a moodle forum. 4. They pick one of their colleagues' mind maps and try to reconstruct the main ideas of the original text in a short written text of their own. They are encouraged to refer to the original text, only if they need help with the mind map. They send their reconstruction to their partner, including the potential challenges they had to overcome and a suggested solution to the problem. 5. The partner responds briefly.	

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

Resources required by the teacher: Internet	**Resources required by the students:** Internet

Potential challenges and solutions: -

English, B1+
Glossary of news vocabulary

GENERAL INFORMATION
Glossary of news vocabulary (ENG-B1+)

Task author/Institution: Anna Łętowska-Mickiewicz, University of Warsaw	**Lesson type:** ☒ online asynchronous	**Target learners/course:** B1+ general English
CEFR starting level: B1+	**Group dynamics (e.g. pair work/groups of X):** Online, individual student contributions, collaborative task	Target language of the course: English Other language(s) used: not applicable

Mediation scale(s) relevant to the task. Up to three scales can be included here: STRATEGIES TO SIMPLIFY A TEXT - STREAMLINING A TEXT   RELAYING SPECIFIC INFORMATION IN WRITING
Short description of the task: Online glossary is a collaborative task in which students individually contribute to its creation.   Students are asked to add to the glossary words/phrases learned, to aid memorization and retention.   Each entry should include some predefined elements, e.g. the word's English definition or main collocations.
Expected learning outcomes: By the end of the task, students will be able to use the newly acquired vocabulary not only passively, but also actively. They will also become more independent in dealing with new vocabulary they come across.

Background knowledge or sub-skills required by the students: ● Students must be familiar with the strategies on how to effectively use dictionaries, especially monolingual dictionaries and collocations dictionaries.   ● Students must be able to recognize the word category (e.g. noun or verb, for the same-looking word) and identify the applicable meaning (if there is more than one).   ● Students need to be taught the basic technicalities connected with how to use the Moodle platform and add words to the online glossary.
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):   Independent reading – plus forum recommendations (suitable for B1+ and higher levels)   Browse the Internet to find an interesting article about the current issues around the world.   In this forum: ● provide a link to the chosen article;   ● briefly write what it is about;   ● express your opinion about the issue discussed in the text.   Write about 200 words.   The pre-task should be administered on the Moodle platform.

Detailed description of the task: Online glossary is a collaborative task in which students individually contribute to its creation.	**Time required:** Finding articles plus adding the words to the glossary: about 45 minutes

Students are asked to enter into the glossary words/phrases learned from individual research, e.g. extensive reading online (in this case a glossary accompanies article sharing and recommendations task, which can take the form of an online forum). Each entry should include: - the word/phrase itself - its English definition and synonyms - in monolingual groups also translation (optionally) - main collocations - illustration (visual representation of the concept to aid memorization) - an example sentence to show how the word/phrase functions in the context	

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Students are given feedback for their entries; each entry is thoroughly checked and, if necessary, corrected; students also receive points for their entries.
The glossary task can be followed up in class (if it's a blended course), e.g. with a speaking task in which students can show how well they learned the vocabulary (e.g. opinion sharing, role-play).

Resources required by the teacher: The course on the Moodle platform	Resources required by the students: Access to the online Moodle content

Potential challenges and solutions:
Potential challenge: Students may be tempted to copy/paste the definitions and/or example sentences, which would not bring the expected results (vocabulary memorization).
Solution: i) Introduce students to a variety of online dictionaries, encouraging them to search for the best/most suitable/concise definitions, which would significantly encourage paraphrasing; ii) Make students aware of the notion of plagiarism, how harmful and illegal it is, and how easily identifiable (especially in a task like this); iii) promote and encourage more thorough research on the context the word/phrase comes in, possibly additionally rewarding (with extra points) the entries designed exceptionally well.

English, B2
Law Clinic selection

GENERAL INFORMATION		
Law Clinic selection (ENG-B2)		
Task author/Institution: Sylwia Kossakowska-Pisarek University of Warsaw	**Lesson type:** ☒ online asynchronous	**Target learners/course:** English B2
CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** group discussion	**Target language of the course:** Legal English **Other language(s) used:** -
Mediation scale(s) relevant to the task. Up to three scales can be included here: RELAYING SPECIFIC INFORMATION IN WRITING PROCESSING TEXT IN WRITING STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE		
Short description of the task: Students watch the film on Law Clinic for students of Law and read about various types of clinics. Then they choose one type of clinic and justify on the Moodle forum why they would like to participate in this type of clinic.		
Expected learning outcomes: By the end of the task, learners will be able to justify their choice of law clinic using legal language. They will be able to present arguments for their choice to other students.		

TASK DESCRIPTION
Background knowledge or sub-skills required by the students: Legal English
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):

Reading on Law Clinics: Students read the text about working for a law clinic and about the role law students play in cases https://www.nytimes.com/2010/04/04/us/04lawschool.html?scp=9&sq=law&st=cse While reading it they do the quiz with comprehension questions (True/False).	
Detailed description of the task: Students watch the film on Law Clinic participation for students of Law and its advantages https://youtu.be/rK79kr7ww_g. Then they read about the various types of clinics https://case.edu/law/clinic. Based on the descriptions, they are to choose one clinic that they would like to participate in and present the arguments for choosing that clinic on the Moodle forum. They justify why they would like to participate in this clinic.	**Time required:** 20 min.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): Law Clinic glossary: Students find in the tasks above some legal expressions and add them to the glossary with a definition and an example sentence. Then they give up to 5 points to their fellow students as part of peer assessment.	
Resources required by the teacher: The course on the Moodle platform	**Resources required by the students:** Access to the online Moodle content
Potential challenges and solutions: -	

English, B2
Remote working and well-being Q&A

GENERAL INFORMATION		
Remote working and well-being Q&A (ENG-B2)		
Task author/Institution: Ekaterina Bunina-Breś University of Warsaw	**Lesson type**: ☒ online asynchronous	**Target learners/course:** B2, B2+
CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** the whole class/group work	**Target language of the course:** Business English **Other language(s) used:** -
Mediation scale(s) relevant to the task. Up to three scales can be included here: RELAYING SPECIFIC INFORMATION IN WRITING STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE		
Short description of the task: Students are asked to read the text about the disadvantages of remote working and its effects on employees' well-being. Then students are to ask and answer comprehension questions about the text (Q&A group forum).		
Expected learning outcomes: By the end of the task, students will be able to use the vocabulary related to remote working and discuss both the advantages and disadvantages of working from home.		

TASK DESCRIPTION
Background knowledge or sub-skills required by the students: English B2
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): As a pre-task activity, students are asked to watch a humorous YouTube video about different types of people who work from home and complete the Moodle survey (the Moodle activity: Choice), where they are to choose which type(s) of people they belong to (the one with kids, the one with dogs, the one who can't use technology, the introvert, the extrovert, the planner, the cleaner, the binge-watcher, the napper, the veteran, or the one who doesn't wear pants). This pre-task activity sets the scene for the main task, generates students' interest in the topic of remote working and helps them become better acquainted with their classmates in a virtual environment. Video: Types of People Who Work from Home - YouTube

Detailed description of the task:		Time required:
Q & A forum: Students are asked to read the text 'How remote working can increase stress and reduce well-being'. Based on the content of the text, they have to answer the comprehension question of the fellow student and then ask their own to be answered by the next student. The questions and answers are then to be assessed by the teacher. The text: How remote working can increase stress and reduce well-being (theconversation.com)		20 min.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Students are asked to watch the Ted Talk 'Why working from home is good for business', where the Automattic CEO Matt Mullenweg reveals all the lessons he has learned over the years of managing over 800-plus employees working remotely. On the basis of the video, students must prepare some handy tips for a leader for whom a 100 percent remote-work setup has been a shock since the pandemic started. Students can be asked to present their tips orally in pairs or small groups during the following synchronous lesson. The video helps to look at remote working from a different perspective.
TED TALK: Why working from home is good for business | The Way We Work, a TED series - YouTube
Remote working glossary: Students are asked to find some expressions (new concepts) in the module on remote working and add them to the group glossary on the Moodle platform together with a definition and an example sentence. Then they are to give up to five points to their fellow students as a part of peer assessment.

Resources required by the teacher:	Resources required by the students:
Online access, online platform (Moodle)	Online access, online platform (Moodle)

Potential challenges and solutions:
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English, B2
Writ of certiorari Q&A

GENERAL INFORMATION
Writ of certiorari Q&A (ENG-B2)

Task author/Institution: Sylwia Kossakowska-Pisarek University of Warsaw	Lesson type: ☒ online asynchronous	Target learners/course: B2
CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): whole class	Target language of the course: Legal English Other language(s) used: -

Mediation scale(s) relevant to the task. Up to three scales can be included here: RELAYING SPECIFIC INFORMATION IN WRITING STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE
Short description of the task: Students are asked to read the legal document and based on that answer and ask comprehensive questions regarding this document.
Expected learning outcomes: By the end of the task, students will be able to understand what a writ of certiorari is and learn legal expressions typical for this document.

TASK DESCRIPTION
Background knowledge or sub-skills required by the students: Legal English B2
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): Students watch the film about the Enron case and do the quiz (listening comprehension): https://youtu.be/Mi2O1bH8pvw. The film is connected with the writ of certiorari and creates the context for the document.

Detailed description of the task:	**Time required:**

Writ of certiorari (relevant to Enron case) https://caselaw.findlaw.com/us-supreme-court/544/696.html **Writ of certiorari Q & A forum:** Students read the writ of certiorari connected with the Enron case. Based on the content they need to answer the question of the fellow student and then ask their own to be answered by the next student. The questions and answers are then assessed by the teacher.	15 min.

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

Enron glossary: Students find some legal expressions in the module and add them to the glossary on the Moodle platform together with a definition and an example sentence. Then they are to give up to 5 points to their fellow students as part of peer-assessment.

Resources required by the teacher:	**Resources required by the students:**
The course on the Moodle platform	Access to the online Moodle content

Potential challenges and solutions:

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English, B2
Important days around the world – presentation on an online forum

GENERAL INFORMATION		
Important days around the world – presentation on an online forum (ENG-B2)		
Task author/Institution: Anna Łętowska-Mickiewicz University of Warsaw	**Lesson type:** ☒ online asynchronous	**Target learners/course:** B2 and higher
CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** Individual, whole class	**Target language of the course:** English **Other language(s) used**: -
Mediation scale(s) relevant to the task. Up to three scales can be included here: RELAYING SPECIFIC INFORMATION IN WRITING PROCESSING TEXT AND VISUALS ACTING AS AN INTERMEDIARY		
Short description of the task: Students are asked to find information about the different holidays around the world, why they are important for a local/national community and how they are celebrated. They need to present their findings in the form of a presentation (PowerPoint, Prezi or other) which would also contain some visuals and links to online resources.		
Expected learning outcomes: By the end of the task, students will be able to conduct effective online research, select relevant information, assess the importance and originality of the information gathered, as well as prepare an informative and engaging presentation.		

TASK DESCRIPTION
Background knowledge or sub-skills required by the students: Students must have some basic skills concerning online research and preparation of a (multimedia) presentation.
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):   The activity was preceded by a speaking session about the current issues, including national holidays and how they are celebrated in Poland (in May it was Flag Day and Constitution Day). In small groups, students brainstormed for the different holidays around the world they know, what, how and where they are celebrated.

Detailed description of the task:	Time required:
A (multimedia) presentation about important days around the world, preceded by extensive online research (suitable for B2 and higher levels) In May we were celebrating National Flag Day and Constitution Day, which, along with some other key dates (such as Independence Day) are important days in Poland. There are some official speeches and parades. In some regions and communities, there are some unique ways to commemorate past events. What does it look like in other countries? When and how do they celebrate some important moments? Go online to do some research – the less obvious countries/celebrations you choose, the better :-) Present your findings in this forum in the form of a presentation (8-10 slides). Include some visuals and don't forget to indicate the sources!	About 60-90 minutes plus 45-60 minutes for the follow-up activities

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Follow-up activities may include i) a session on multiculturalism, in which students compare the different cultures and traditions; ii) sharing presentations on an online forum; iii) commenting on other students' presentations, either on the forum or during a speaking session.

Resources required by the teacher:	Resources required by the students:
The course on the Moodle platform	Access to the online Moodle content

Potential challenges and solutions:
Challenge: Students may feel tempted to go for more obvious holidays, for which a lot of information can be found easily. If so, the same holidays may be chosen.
Solution: Tell students that the presentations will also be assessed for the original content. Alternatively, assign students the different countries or continents to explore.

English, B2

Happiness – listening and opinion sharing

GENERAL INFORMATION

Happiness – listening and opinion sharing (ENG-B2)

Task author/Institution: Anna Łętowska-Mickiewicz University of Warsaw	Lesson type: ☒ online asynchronous	Target learners/course: B2 and higher
CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): Whole class, pair-work, individual student contributions	Target language of the course: English

Mediation scale(s) relevant to the task. Up to three scales can be included here:
PROCESSING TEXT IN WRITING
RELAYING SPECIFIC INFORMATION IN WRITING

Short description of the task:
Listening and sharing ideas
Students listen to a talk on a chosen topic (here more abstract, i.e. happiness), then share their ideas in a written form, in an online forum.

Expected learning outcomes: By the end of the task, students will be able to formulate and express their opinions on more abstract topics (like happiness) more freely; they will also feel more confident with listening to a longer authentic talk in a foreign language.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
Students must be:
- familiar with effective listening strategies;
- able to deal with unknown vocabulary;
- able to express their opinions in writing.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
The pre-task activities may include:
- In-class / synchronous online speaking session: students discuss the concept of happiness, what it means to them
- Prediction task: give students the title of the talk – what do they think the talk will be about? What did the study cover?

Detailed description of the task:	Time required:
Listening – and sharing ideas (suitable for B2 and higher levels) Listen to Ted Talk entitled What makes a good life? Lessons from the longest study on happiness. What do you think about the study findings? Do they come as a surprise? Write your answer in about 150-180 words, referring to the ideas from the talk.	Listening plus writing – approximately 45-60 minutes (Note: Students may need to listen to the talk twice.)

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Follow-up activities may include i) a whole-class discussion on the topic of what makes people happy (if the topic was not exploited in the pre-task and students are willing to talk); ii) a survey – students may be encouraged to devise their own questions and conduct a survey on happiness among their friends/relatives, then report the results back to the class. Note: the survey can be done as a small-group project.

Resources required by the teacher:	Resources required by the students:
The course on the Moodle platform	Access to the online Moodle content

Potential challenges and solutions:
Challenge: Students may feel insecure with the task of listening to an authentic, 12-minute-long talk on their own.
Solution: Encourage students to listen to the talk more than once and/or pause if necessary; show them the benefits of being able to deal with authentic materials.

English, B2
Academic literacy - exercises

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

Task title: Academic literacy - exercises

Task author/Institution:	Lesson type:	Target learners/course:
Mika Aromäki University of Helsinki	☒ online asynchronous	Academic and Professional Communication in English (for education students)
CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** The task is designed to be completed individually, but as such students are free to exchange ideas with peers if they so wish.	**Target language of the course:** English **Other language(s) used:** -

Mediation scale(s) relevant to the task. Up to three scales can be included here:
OVERALL MEDIATION
RELAYING SPECIFIC INFORMATION IN WRITING
PROCESSING TEXT IN WRITING

Short description of the task:
Students use the Moodle quiz tool to answer three open-ended questions designed to increase their skills in and understanding of academic literacy. The first of the questions is about the structure of research papers in general, whereas with the other two the students are asked to work with a research paper in their field that they have chosen.

Expected learning outcomes: By the end of the task, students will be able to…
- recognize research articles in their field and use appropriate strategies for various reading purposes
- understand the most relevant content in a research article when looking to have an overview of the contents
- engage in a basic process of critical reading and develop strategies to improve their skills independently

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
The students have studied material on the typical features and structure of an academic research paper in their field. In addition to this, they have learned about the basics of critical reading and have been given a list of questions to guide their critical reading process. They have also learned to use the University of Helsinki library databases well enough to be able to use them to find academic articles on topics that interest them.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
Once all students have studied the material specified above, they upload a research article of their choice to Moodle (the teacher checks that they have actually found a research paper instead of, for example, an argumentative paper). The instructions state that the article has to be related to their

field of studies, but otherwise they are free to choose and are encouraged to find a text on a topic of personal interest. Once all of this is done, the students answer the questions mentioned above and receive teacher's feedback on their answers.

Detailed description of the task:	Time required:
Question 1: Having studied the material on the standard structure of research papers and what the different sections contain, how do you think a reader can benefit from knowing that the structure is always the same? How does knowing this help you as a reader? Question 2: Having studied the material on skimming and scanning, try these strategies out with the research article you uploaded to Moodle. If you haven't already, first watch the video "example skimming strategy" for inspiration. At this point, spend no longer than 15-20 min skimming/scanning through your article and write a brief text where you answer the following questions: - When was the text published? - Who is/are the author(s)? Give the names and credentials, if available. - What was studied and why? - How was the study conducted? - What was found out in the study? Please note that apart from the first two questions, you are not expected to provide very detailed answers. It is enough that you are roughly able to explain the main points of the text in your own words. When writing, pretend that you are explaining this information to a friend who is not a university student and not an expert in education, i.e., use "plain" English and your own words. Question 3: Having studied the material on critical reading, now have a closer look at your article and write a brief text where you explain what your opinion about the article is and why you feel that way. Feel free to use the questions in the material to guide your critical reading process, but as stated there, please do NOT feel as if it was a "checklist" you need to go through. The questions are merely examples of the kinds of things one can look at when assessing a source. Also remember, "The aim…is not to find fault, but to assess the strength of the evidence and the argument." (University of Leicester, 2017). Critical reading doesn't mean you have to find everything that is wrong with a source; if you think it's a good source, you're more than welcome to like it; the point is that whether you like or dislike a source, you know why.	Students complete the task at their own pace, they can take as much time as they like.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Approximately two weeks later in the course the students write an essay and prepare a short presentation based on their essay. They are instructed to use at least 2-3 academic/professional sources in English and select those themselves. This helps them to utilize the skills practiced in this task and introduced prior to the task.

Resources required by the teacher:	Resources required by the students:
Access to Moodle	Access to Moodle (prior to answering the questions, access to academic databases)

Potential challenges and solutions:
Some students experience difficulties finding research articles to work with. Solutions to this include giving them enough time to study the instructions for information seeking provided by the University of Helsinki library as well as the teacher providing example research articles so that the students know what to look for. Also, the teacher should check that each student has found a research paper. Should this not be the case with everyone, the role of the teacher is to give feedback and ask the students to find a new text.

English, B2
Kindergarten Teachers' Book Club: Children's Literature

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

Task title:
Kindergarten Teachers' Book Club: Children's Literature

Task author/Institution:	Lesson type:	Target learners/course:
Nina Wallden University of Helsinki, Language Centre	☒ online asynchronous	Academic and Professional Communication in English for Future Kindergarten Teachers

CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): No groups	Target language of the course: English Other language(s) used: -

Mediation scale(s) relevant to the task. Up to three scales can be included here:
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)
RELAYING SPECIFIC INFORMATION IN WRITING
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)

Short description of the task:
The students are asked to choose a children's book (in English), read it and write a book review on it. The book review should include a summary of the story as well as an analysis/critique focusing on various aspects of the story.

Expected learning outcomes: By the end of the task, students will be able to…
discuss and analyze children's literature; find the main points in a story and relay information to others clearly and efficiently.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
Knowledge on child development; children's literature; writing book reviews.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
Familiarizing themselves with book reviews; critical presentation of a children's book (chosen by teacher; in case of an online course, there is a need to select an online book, for example from: https://www.childrensbooksonline.org/library-pre-reader.htm).

Detailed description of the task: Choose a children's book (in English) to write a book review on. Start with a summary of the story. In addition, include an evaluation of the book in your review covering the following elements for example: ● the objective or moral of the story ● language used in the story ● illustrations ● characters ● gender; cultural aspects ● entertainment value ● recommended target age of reader	Time required: 2 hours

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Online discussions; commenting on individual book reviews and/or a general discussion about the books in groups.

Resources required by the teacher: Instructional material for writing book reviews; children's book (as an example)	Resources required by the students: Children's book (from library or online library)

Potential challenges and solutions:
-

English, B2
Finding information on job application videos

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

Task title:
Finding information on job application videos

Task author/Institution: Tuula Lehtonen, University of Helsinki	Lesson type: ☒ online asynchronous	Target learners/course: Bachelor's level Law students
CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): individual + group	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:
MEDIATING A TEXT - RELAYING SPECIFIC INFORMATION

Short description of the task:
Students are asked to find information on job application videos online. They are asked to write an introduction to at least two good links and share the links with their home group members (3 or 4 students in a home group). They are further advised to comment on the link suggestions of at least two of their peers.

Expected learning outcomes: By the end of the task, students will be able to…
- evaluate internet sites related to job application videos
- briefly introduce useful internet sites to their peers
- briefly react in writing to written introductions of useful internet sites

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
Searching for information online; reading (browsing information); listening and watching videos; writing briefly; interacting with one another by commenting on the peers' "findings".

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
This task did not have any pre-task activities as such.

Detailed description of the task:	**Time required:**
See the short description of the task (above)	30-90 minutes

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
No follow-up activities are absolutely necessary, but in this particular online course, the students used the information from this task to make their own videos where they introduced themselves to their home group members.

Resources required by the teacher:	**Resources required by the students:**
online access, online platform	online access, online platform

Potential challenges and solutions:
When the task was used in this online course, no particular big challenges occurred.

English, B2
Introducing yourself (video)

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

Task title:
Introducing yourself (video)

Task author/Institution:	**Lesson type:**	**Target learners/course:**
Tuula Lehtonen, University of Helsinki	☒ online asynchronous	Bachelor's level Law students

CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** individual (+ group)	**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:
MEDIATING A TEXT - RELAYING SPECIFIC INFORMATION ENCOURAGING CONCEPTUAL TALK

Short description of the task:

Students are asked to record a video in which they introduce themselves to their peers in their home group (3 or 4 students in a home group). They are advised to make use of the online job application videos from the previous task, of the video in which the teacher discusses workplace-related matters, and of their own CVs which they had shared with their home group and the teacher the previous week. They are also asked to use natural spoken language even if they choose to use a script. As a follow-up activity, the students are to discuss in their forum what peer feedback criteria to use when giving feedback to one another and, consequently, use the criteria when giving written feedback.

Expected learning outcomes: By the end of the task, students will be able to…
- evaluate and combine information from different sources
- apply information from different sources
- introduce themselves on a video, using natural spoken language
- consider appropriate peer feedback criteria
- utilize the jointly constructed peer feedback criteria in giving feedback

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
Evaluating and applying information from online sources; most likely some note-taking; speaking on camera.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
This task is linked to a task where students found information on job application videos and introduced the information to their peers.

Detailed description of the task: See the short description of the task (above)	**Time required:** 60-180 minutes

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
I believe a post-task activity is needed in which the members of each student's home group watch the introduction videos as this is one way of getting to know one another in a course that is online. In my course, the students gave feedback on one another's videos.

Resources required by the teacher: online access, online platform	**Resources required by the students:** online access, online platform, smartphone with a camera, access to, for example, OneDrive, YouTube to store the video

Potential challenges and solutions:
When the task was used in this online course, no particular big challenges occurred. There were students who told in their learning diaries that they were initially not keen on videoing themselves and sharing the video. However, they were proud and satisfied afterwards and relieved that the video was not shared amongst many students as it was only shared within the home group of 3-4 students.

English, B2
What makes a good presentation?

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

Task title:
What makes a good presentation?

Task author/Institution: Tuula Lehtonen, University of Helsinki	**Lesson type:** ☒ online asynchronous	**Target learners/course:** Bachelor's level Law students
CEFR starting level: **B2**	**Group dynamics (e.g. pair work/groups of X):** individual (+ group)	**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:
MEDIATING A TEXT - RELAYING SPECIFIC INFORMATION
ENCOURAGING CONCEPTUAL TALK

Short description of the task:
Students are asked to watch TEDTalks or other similar talks online and write down the top five areas they paid attention to when watching the talks. In addition, they are asked to write a short summary of their observations to share with the rest of their home group. As part of their written

work, they are also asked to give written feedback to the online speaker (which the online speaker will, of course, not receive). They also need to react to one of their peer's observations.

Expected learning outcomes: By the end of the task, students will be able to…
evaluate what they value in a presentation
by extension, consider what makes a good presentation
write a brief summary of their observations
react to their peer's observations

TASK DESCRIPTION
Background knowledge or sub-skills required by the students: evaluating and applying information from online sources; most likely some note-taking; summarizing; writing a reply/commenting
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): This task is linked to a consequent task where students give a presentation/discuss a law-related topic on video. This video made by the home group is shared with a few other home groups for feedback.

Detailed description of the task: See the short description of the task (above)	**Time required:** 60-180 minutes

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): No post-task activity is needed, but this task nicely leads the students to start their own preparations for a presentation. It helps with the peer evaluation criteria.

Resources required by the teacher: online access, online platform	**Resources required by the students:** online access, online platform

Potential challenges and solutions: When the task was used in this online course, no particular big challenges occurred.

English, B2
Video – Ted Talk: Anne Babel – Who counts as a speaker of a language

GENERAL INFORMATION		
Task title: Ted Talk: Anne Babel – Who counts as a speaker of a language		
Task author/Institution: Markéta Doubravová Charles University	**Lesson type:** ☒ online asynchronous	**Target learners/course:** B2
CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** individual (in class – post-task activities)	**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: FACILITATING PLURICULTURAL SPACE PROCESSING TEXT IN SPEECH NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		
Short description of the task: Students watch a presentation and complete the gapped transcript with missing vocabulary. The focus of the activity is to learn new vocabulary as well as to think about the perception of different nationalities based on their language, especially if it is not their mother tongue.		
Expected learning outcomes: Students learn new vocabulary. Gain interesting information about perception of different nationalities based on their spoken language. Think about their perception of themselves as speakers of a language.		
TASK DESCRIPTION		
Background knowledge or sub-skills required by the students: Listening skills		
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): Before watching/listening to the presentation students have got two pre-task activities focused on selected vocabulary from the video.		

All the activities in this task NEED to have their interactive version in Moodle which NEEDS to be created by the teacher, for which they use the pdf files (handouts and keys) - see below.

Pre-task activity 1 – vocabulary – They match the words from the presentation they are going to watch later with their definitions.

Pre-task activity 1 - handout

Pre-task activity 1 - KEY

Pre-task activity 2 – collocations – They match the beginnings of the sentences from the presentation they are going to watch with their endings.

Pre-task activity 2 – handout

Pre-task activity 2 - KEY

The teacher can provide the students with the handouts in pdf files because it can be easier for some students to work with the paper versions, which they can download, possibly print, and prepare the answers in advance.

However, there are interactive quizzes in Moodle prepared by the teacher in which the students NEED to enter their answers – they have to pass these quizzes in order to get access to the following main activity.

The setting of the quizzes: Minimum of 60% correct answers, two attempts in order to pass; the students are required to either pass the quizzes or use both attempts.

Detailed description of the task:	Time required:
Listening Comprehension: Watching / Listening to a presentation given by Anne Babel – "Who counts as a speaker of a language" from Ted Talks Video: https://www.ted.com/talks/anna_babel_who_counts_as_a_speaker_of_a_language_dec_2020/transcript#t-1383 Gapped transcript – handout Students can download the handout (possibly print) and while watching/listening to the presentation complete the text with the missing words, or they can work with the interactive quiz straight away while listening/watching and enter the answers there. They are encouraged to turn off the subtitles, not to look at the transcript before they actually try to complete the transcript and watch/listen to the presentation at least twice without any help. As this is an asynchronous task and there is no time limitation, only the students' own time, they can watch more times. All students, however, need to enter their answers to the interactive quiz to check if they are correct. The setting of the quizzes: Minimum of 60% correct answers, two attempts in order to pass; the students are required to either pass the quizzes or use both attempts in order to have access to the following material. If it is still difficult to understand, they can pause. After watching it / listening to it several times, they can turn on the subtitles. But this should really come after completing the quiz in Moodle. Complete transcript - handout Students download a set of follow-up questions Handout – follow-up questions and prepare for the follow-up discussion.	30 min. (or more – according to the work of individual students)

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
A follow-up activity in class or online synchronous – discussion should follow this asynchronous activity once the students and teacher meet either in class or online.
  1) Discuss the questions which students downloaded after the activity.
Handout – follow-up questions
If there cannot be any lessons in class or synchronously, the discussion can take place in the forum in Moodle, which the teacher opens after this task. The teacher gives them feedback or can take regular part in the discussion as well.

Resources required by the teacher:	Resources required by the students:
Device with access to the internet + tapescript of the presentation, plus other handouts, Moodle + skills for creating interactive quizzes, opening Forums, giving feedbacks.	Device with access to the internet, access to Moodle, handouts (not necessary), possibly printer (not necessary).

Potential challenges and solutions:
Possible difficulties with understanding. The temptation to look up the tapescript before actually trying without.

English, B2+
Free online course presentation

GENERAL INFORMATION		
Free online course presentation (ENG-B2)		
Task author/Institution: Sylwia Kossakowska-Pisarek University of Warsaw	**Lesson type:** ☒ online asynchronous	**Target learners/course:** B2+

CEFR starting level: B2+	Group dynamics (e.g. pair work/groups of X): class	Target language of the course: English Other language(s) used: -

Mediation scale(s) relevant to the task. Up to three scales can be included here:
RELAYING SPECIFIC INFORMATION
PROCESSING TEXT IN WRITING

Short description of the task:
Students find an online course regarding academic writing and present it during class presentations in relation to their needs and goals connected with academic skills development

Expected learning outcomes:
By the end of the task, students will be able to evaluate the course in terms of their needs and skills they should develop. They will be able to critically reflect upon the availability of free online courses and the possibility to develop their skills.

TASK DESCRIPTION

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

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
Goal-setting task
During the in-class meeting students discuss in groups how they can improve their skills connected with the academic career. They discuss the following questions:
What are your needs in terms of academic writing? What academic skills do you need to develop to prepare for an academic career? How can you achieve your goals?

Detailed description of the task: Students are presented with a choice of free online courses on academic writing connected with writing process, skills improvement, academic English: ● https://www.canvas.net/browse/barryuniversity/courses/academic-writing ● https://www.edx.org/course/writing-presenting-and-submitting-scientific-paper ● https://www.edx.org/course/academic-writing-for-clarity-and-meaning-2 ● https://www.mooc-list.com/course/academic-and-business-writing-edx ● https://www.futurelearn.com/courses/research-writing ● https://www.futurelearn.com/courses/research-project and choose one course based on its description, students can also find their own course available online. They prepare a presentation about the chosen course and highlight its advantages and present what skills can be developed with the use of the course.	**Time required:** 30 minutes

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Students in pairs give their presentations orally to each other during the in-class meeting, the teacher monitors the task and asks for feedback from students after the presentations.

Resources required by the teacher: The course on the Moodle platform	**Resources required by the students:** Access to the online Moodle content

Potential challenges and solutions:
-

English, B2+
Selecting a journal

GENERAL INFORMATION

Selecting a journal (ENG-B2+)

Task author/Institution: Sylwia Kossakowska-Pisarek University of Warsaw	**Lesson type:** ☒ online asynchronous	**Target learners/course:** B2+

CEFR starting level: B2+	Group dynamics (e.g. pair work/groups of X): whole class	Target language of the course: English Other language(s) used: -

Mediation scale(s) relevant to the task. Up to three scales can be included here:
RELAYING SPECIFIC INFORMATION IN WRITING
COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

Short description of the task:
Students are asked to read the article on journal selection and reflect on the issues in this article. Then they have to justify their choice and outline the reasons why they chose the journal for their article on the forum.

Expected learning outcomes:
By the end of the task, students will be able to justify the choice of the academic journal. They will learn about various factors influencing their choice and their importance, awareness about the topic will be raised and students will employ their critical thinking skills in connection with the selection process.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
Academic English B2

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

Detailed description of the task:	Time required:
Reading comprehension: Targeting a journal Text: https://www.anu.edu.au/students/academic-skills/research-writing/journal-article-writing/targeting-a-journal Students are asked to read an article about Targeting a journal outlining the most important issues considered when choosing the appropriate journal. In the article the set of questions is posed which should direct learners to choose the journal which meets their needs and at the same time is good for their scientific career. The article also outlines how studying the journals helps to prepare for writing a scientific journal. Based on the information in the article, students are asked to choose a journal for their article. Forum: Selecting a journal Q & A On the forum students are asked to present a journal and a short justification of the reasons why this journal is appropriate for their purposes in relation to the questions posed in the article. Students are assessed based on their justifications by the teacher.	30 min.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
During in-class group discussion/Zoom discussion the issues connected with journal selection are discussed in more detail. Students are asked to prioritize the factors they take into account when choosing an article. They combine their experiences linking previous knowledge, justify their choices and prepare for the teacher a list of the factors vital for choosing the journal in the priority order (from the most important to the least important).

Resources required by the teacher: The course on the Moodle platform	Resources required by the students: Access to the online Moodle content

Potential challenges and solutions:
Choosing the right journal is crucial as the wrong choice may result in rejection and time loss for the author, that is why this topic should be discussed thoroughly with students, and the information on the factors influencing the choice should be critically reflected by the students.

English, B2+
Current issues - news opinion forum

GENERAL INFORMATION		
Current issues - news opinion forum (ENG-B2+)		
Task author/Institution: Anna Łętowska-Mickiewicz University of Warsaw	**Lesson type:** ☒ online asynchronous	**Target learners/course:** B2+ and higher
CEFR starting level: B2+	**Group dynamics (e.g. pair work/groups of X):** Individual, whole class	**Target language of the course:** English **Other language(s) used:** -

Mediation scale(s) relevant to the task. Up to three scales can be included here:
RELAYING SPECIFIC INFORMATION IN WRITING RELAYING SPECIFIC INFORMATION IN SPEECH PROCESSING TEXT IN WRITING
Short description of the task: Students are given links to several online articles on the current issues. They need to read them, compare the information, decide on their own viewpoint and share it in a forum entry (written post or recording).
Expected learning outcomes: By the end of the task, students will be able to extract information from longer authentic texts; evaluate the information presented; and relate to the issues described by expressing their own opinion.

Background knowledge or sub-skills required by the students: Students must have some experience in independent extensive reading because in this task they are asked to go through five longer articles. They must also have strategies for dealing with unknown vocabulary as checking each item would be cumbersome.
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): The activity was preceded by a speaking session, in which students shared information about the current issues. Students worked in small groups and reported their conclusions in whole-class feedback.

Detailed description of the task: Extensive reading – sharing opinions forum (suitable for B2+ and higher levels) Whether we like it or not, coronavirus has already changed our world – and it will change it even more. How? Explore the suggested texts to find out. How the world will look after the coronavirus pandemic https://foreignpolicy.com/2020/03/20/world-order-after-coroanvirus-pandemic/ How our responses to climate change and coronavirus are linked https://www.weforum.org/agenda/2020/04/climate-change-coronavirus-linked/ Tackling coronavirus https://www.oecd.org/coronavirus/en/ Yet another consequence of the pandemic: more plastic waste https://www.wired.com/story/coronavirus-pandemic-recycling-crisis/ The intersection of Covid-19 and mental health https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(20)30797-0/fulltext Join this forum to express your opinion about the outcomes suggested in the texts: ● Which of them bother you personally the most? ● Which of them seem most/least likely to really occur? ● Which of them do you consider most threatening globally/for your country? You can write your answer (at least 200 words) or post a recording (circa two minutes).	**Time required:** About 60-75 minutes for both reading and writing/recording.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): Follow-up activities may include i) creating a glossary of new vocabulary from the articles (to be done online); ii) asking students to find some more articles on the issues of interest for them to further develop the topic of current news.

Resources required by the teacher: The course on the Moodle platform	**Resources required by the students:** Access to the online Moodle content

Potential challenges and solutions: Challenge: Students may feel somewhat daunted by the topic of coronavirus and unwilling to read more. Solution: Tell students that the articles approach the topic from a more objective and rational perspective and that learning some experts' opinions may actually make them feel calmer, and gain some distance.

English, C1

Legal translation mediation activity with law students

GENERAL INFORMATION Task in shared Moodle page with guest access: https://moodle.helsinki.fi/course/view.php?id=38767		
Task title: Legal translation mediation activity with law students		
Task author/Institution: Gráinne Hiney	**Lesson type:** ☒ online asynchronous	**Target learners/course:** Law students/ Legal translation

University of Helsinki		
CEFR starting level: C1	**Group dynamics (e.g. pair work/groups of X):** Group work – groups of four	**Target language of the course:** English **Other language(s) used:** Finnish

Mediation scale(s) relevant to the task. Up to three scales can be included here:
RELAYING SPECIFIC INFORMATION IN SPEECH
TRANSLATING A WRITTEN TEXT IN WRITING
COLLABORATING IN A GROUP - FACILITATING COLLABORATIVE INTERACTION WITH PEERS

Short description of the task: This task constitutes a part of the course 'Legal translation and oral argumentation' and is mainly designed for law students. Typically, this course has 20 students, but the actual number of students varies from year to year. The task involves translating legal texts, peer review with associated questioning and explanations of peer comments, and final revision.

Expected learning outcomes: By the end of the task, students will be able to…
- list the important features of legal translation, separating legal translation from other types of translation.
- apply the above information to actual legal translation activities.
- accurately and clearly translate legal text from Finnish to English, using good grammar and precise vocabulary.
- evaluate own and other students' translation by using both self- and peer feedback

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: Before beginning the translation activity, the teacher prepares students by beginning a discussion on legal translation – what it is, how it differs from normal translation, and asks students to describe their main areas of difficulty. This discussion is done online; the teacher provides background reading for the students and then they post their understanding/ summaries of the texts along with their own opinions. Students are provided with a rubric to refer to when translating and when giving feedback
Rubric for legal translation.docx

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
Before beginning the course, the teacher can set a pre-task assessment to help determine the students' levels of English and their legal translation skills: an initial questionnaire on how students understand legal translation and the specific areas they find challenging when translating legal text, followed by a short text to translate by themselves with a set time limit, to allow evaluation of the students' skills in relation to one another as well as in general.

Detailed description of the task: Translation activity with law students: Students are assigned to groups of four. Each student within each group looks for a legal text to translate – they are free to choose a text that interests them, although it must be of a given length. The text can be a legal form, piece of legislation or documentation. The students must negotiate on which text is chosen for translation, according to their specific needs and interests, as each group can translate only one text. Therefore, students must mediate their reasons for choosing a certain text. Each student in each group translates the text from Finnish to English. Each student within the group gives their translation to two other students to read and give peer feedback, ensuring that each student has their text read by two others. Students read the peer feedback received; they can ask questions on the feedback to confirm what the peer reviewer meant if any feedback remark is unclear and the peer reviewer must give explanatory comments. Students subsequently revise their translation according to the feedback received.	**Time required:** This task covers many lessons as it involves choosing a topic and text to translate; translating the text; peer reviewing two other texts; correcting one's own text after receiving feedback. To make the task longer, peer review can be done twice.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Students can write a learning diary about the translation process; their own effort made and their group dynamics; satisfaction with the final outcome of their work; reflection on what they could have done differently.

Resources required by the teacher: Knowledge of legal translation and oral argumentation; good Finnish and English language skills; ability to organize group work.	**Resources required by the students:** Good Finnish and English language skills; group working skills; knowledge of law and legal terms.

Potential challenges and solutions:
Potential challenges include poor language skills; difficulties working in groups. Solutions to these challenges include studying particularly English vocabulary and grammar; discussion in class of how to work in groups; encouragement by teacher and fellow classmates to help everyone feel comfortable working in English.

FRENCH

French, A2
Joyeuses Pâques!

GENERAL INFORMATION

Task title: Joyeuses Pâques! **(French A2)**

Task author/Institution: Iwona Bartnicka University of Warsaw	**Lesson type:** ☒ online asynchronous	**Target learners/course:** General French class
CEFR starting level: A2	**Group dynamics (e.g. pair work/groups of X):** Individual work	**Target language of the course:** French **Other language(s) used:** -

Mediation scale(s) relevant to the task. Up to three scales can be included here: FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS RELAYING SPECIFIC INFORMATION IN WRITING FACILITATING PLURICULTURAL SPACE

Short description of the task: 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.

Expected learning outcomes: By the end of the task, students will be able to… Students will have discovered Easter traditions and customs in France and acquired appropriate vocabulary.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: French A2/B1

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

Detailed description of the task: Students read an article about origins of Easter and Easter traditions in France, then watch a video about festivities organized in La Baule. Both documents talk about activities which are unknown in Poland. Each activity is followed by short lexical and comprehension activities. Then students are invited to post a message on a discussion forum with a description of how they are to spend Easter Sunday. The instructions contain some guidelines (namely characteristics of guests, aspects of the meeting).	**Time required:** 90 minutes

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): The messages are corrected and graded by the teacher.

Resources required by the teacher:	**Resources required by the students:** Websites: ● **https://www.agirenfrancais.com/fle/la-fete-de-paques-en-france/** ● **https://www.youtube.com/watch?v=-HdGUsg6fgs**

Potential challenges and solutions: -

French, A2
Bonjour!

GENERAL INFORMATION

Task title: Bonjour! (French A2)

Task author/Institution: Iwona Bartnicka University of Warsaw	Lesson type: ☒ online asynchronous	Target learners/course: General French class
CEFR starting level: A2	Group dynamics (e.g. pair work/groups of X): Individual work	Target language of the course: French Other language(s) used: -

Mediation scale(s) relevant to the task. Up to three scales can be included here: RELAYING SPECIFIC INFORMATION IN WRITING PROCESSING TEXT IN WRITING

Short description of the task: Students are requested to familiarize themselves with websites and smartphone applications used for autonomous work as well as with online activities offered by French institutions for the period of social distancing.

Expected learning outcomes: By the end of the task, students will be able to… search through websites and applications for individual work. They will also improve global comprehension skills.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: French A2/B1

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): For students who have almost acquired A2 level: no pre-task activities are required. For students who have recently started A2 level: explain to the students that they are not supposed to understand all the vocabulary on the website. However, they are supposed to read the text and find information about activities offered to them during the social distancing period.

Detailed description of the task: This unit is the first one in a series of activities planned for the social distancing period which began in Poland on March 10. Students in this group are not used to working online, so they have the opportunity to familiarize themselves with online resources and the platform. Students are given a list of 12 different websites for French learners (e.g. dictionaries, websites with podcasts, grammar activities, vocabulary activities, spelling activities etc.). They also receive a list of 9 smartphone applications for French learners. They are supposed to familiarize themselves with those resources in order to be able to make use of them during individual work. They are also provided with three online activities offered by French institutions for the social distancing period (virtual visit to a museum, virtual opera spectacle and watching movies online). Then they introduce themselves on the discussion forum and tell other students how they are going to spend the time of social distancing.	Time required: 90 minutes

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): The messages are corrected and graded by the teacher.		
Resources required by the teacher: -		Resources required by the students: Websites and applications
Potential challenges and solutions: -		

SPANISH

Spanish, A1
Los horarios públicos

GENERAL INFORMATION
Task title: Los horarios públicos / Public timetables (A1)

Task author/Institution: Rima Sabaliauskiene, Vytautas Magnus University	**Lesson type:** ☒ online asynchronous	**Target learners/course:** General Spanish A1
CEFR starting level: A1	**Group dynamics (e.g. pair work/groups of X):** Individual	**Target language of the course:** Spanish **Other language(s) used:** Lithuanian

Mediation scale(s) relevant to the task. Up to three scales can be included here: RELAYING SPECIFIC INFORMATION IN WRITING
Short description of the task: After reading a text about opening times of different institutions in Spain, some activities of comprehension are organised. Then students have to write a short email for a Spanish student in order to explain the opening times of public institutions in Lithuania.
Expected learning outcomes: By the end of the task, students will be able to… ● understand timetables ● speak and write about timetables and opening times of public institutions ● know cultural differences concerning opening times in Spain and Lithuania

TASK DESCRIPTION
Background knowledge or sub-skills required by the students: Students need to know how to tell time in Spanish, how the day is divided and subject specific vocabulary related to cities. They will learn how to use irregular verbs of the stem-changing verbs. They will study the use of prepositions *a, por, de* to speak about time, the parts of the day and time periods.
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): In the Moodle environment, students read a text, do some comprehension exercises, study the material on the use of time prepositions and constructions used to speak about timetables and cultural information about the opening hours in Spain. There are some cultural differences that students should know about before the task.

Detailed description of the task: You are participating in the VMU Mentor´s programme the aim of which is to help incoming international students at Vytautas Magnus University. You have just received an email from one Spanish student who is asking you about timetables in Lithuania, because next week he needs to go to a bank, to buy food and to go to VMU International Cooperation Department (ICD). You have to write him an answer and explain in your own words the timetables of these Lithuanian institutions.	**Time required:** Aprox. 60 min. (with pre-task activities).

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): It would be possible to ask students to prepare a short comment on the most important differences between opening times in Spain and Lithuania, using simple familiar structures and connectors (pero, como, porque). It could be done during the next lesson in the classroom or online.

Resources required by the teacher: Pre-task activities containing the information on this topic.	**Resources required by the students:** none

Potential challenges and solutions: It's a very simple activity, but it's very important to remind students not to copy from the text and write simple, short sentences as we do in our real life when we write an informal email to our friends or colleagues.

Spanish, B1
Las tiendas y los gustos

GENERAL INFORMATION

Task title: Las tiendas y los gustos (Shops and tastes)

Task author/Institution: Markéta Mlezivová Charles University	Lesson type: ☒ online asynchronous	Target learners/course: General Spanish; preparatory course for the B2 exam
CEFR starting level: B1	Group dynamics (e.g. pair work/groups of X): students work individually	Target language of the course: Spanish Other language(s) used: Czech

Mediation scale(s) relevant to the task. Up to three scales can be included here: PROCESSING TEXT IN WRITING RELAYING SPECIFIC INFORMATION IN WRITING

Short description of the task: Students reflect on their preferences in shopping. They learn the use of the verb *gustar* and its connection with the indirect object. They explore a text to find out different ways of expressing their preferences. Students read a text about several well-known companies and use it as an inspiration to present a company from their region/country in writing. They provide feedback to their peers via a Moodle forum.

Expected learning outcomes: By the end of the task, students will be able to… ● express tastes and preferences, likes and dislikes ● name different types of enterprises ● provide information about a company/product from their own country in writing ● respond to their colleagues' texts via a Moodle forum

TASK DESCRIPTION	
Background knowledge or sub-skills required by the students:	
Pre-task activities (What were the activities, when were they scheduled and how were they carried out? 1) Students think about the following questions. Where do you like to shop? What type of establishment do you prefer? They consult their coursebook for inspiration. In this particular group, students read a survey on p. 69 (*Embarque 2*, Edelsa) to know the opinion of the customers. They match questions and answers and check their solution with the recording. 3) They pay attention to the constructions with the verb gustar and the indirect pronoun and the verb odiar and create a table: how do we ask about tastes and interests? How do we express likes, interests, and dislikes? Useful materials: https://www.profedeele.es/actividad/gramatica/me-gusta-no-me-gusta-gustos/ https://www.profedeele.es/actividad/gramatica/verbo-gustar-personas/ 4) They practise the verbs and pronouns in an exercise from the textbook. 5) They read a text presenting different famous enterprises	

Detailed description of the task:	Time required:	
Having done their grammar and vocabulary work as part of the pre-task activities, students write a short presentation about a company or a product from their own country. They are asked to briefly introduce its history, what the company does, whether the products are exported, where you can buy them, and include their personal opinion and recommendation. This presentation can be shared for example via a Moodle forum in smaller groups and students can be encouraged to comment on each other's product/company descriptions. They can focus on two aspects: grammar related to the verb *gustar/encantar/odiar* + the content and answer questions such as: Were you familiar with the company/product before? Do you like the company's production/product? Why? Why not? What are your favourite companies/products from your own country?	app. 90 minutes	

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):	
6) As a follow-up activity, to reinforce the use of the verbs like, love etc. students can listen to several songs, e.g. https://www.youtube.com/watch?v=x3gw32E-ooE https://www.youtube.com/watch?v=EZzRDQCZhPE https://www.youtube.com/watch?v=xmf6Y1C3A1c	

Resources required by the teacher: textbook/grammarbook focusing on the verbs *gustar/encantar/odiar*, internet, Moodle forum	Resources required by the students: textbook, internet, Moodle forum	
Potential challenges and solutions:		

Spanish, B1-B2
Learning about Spanish festivals: Semana Santa en Sevilla

GENERAL INFORMATION		
Task title: Learning about Spanish festivals: Semana Santa en Sevilla		
Task author/Institution: Markéta Mlezivová, Charles University	**Lesson type:** ☒ online asynchronous	**Target learners/course:** General Spanish
CEFR starting level: B1-B2	**Group dynamics (e.g. pair work/groups of X):** individual work	**Target language of the course:** Spanish **Other language(s) used:** None
Mediation scale(s) relevant to the task. Up to three scales can be included here: FACILITATING PLURICULTURAL SPACE MEDIATING A TEXT: RELAYING SPECIFIC INFORMATION		
Short description of the task: 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 final outcome consists in students' own presentation of a cultural event/local holiday shared via a forum in Moodle in smaller groups, whose members will provide feedback.		
Expected learning outcomes: By the end of the task, students will be able to… ● acquire information from an authentic source in Spanish; ● use specific cultural vocabulary in Spanish; ● describe the festivals of carnival and Easter and the way they are celebrated in Spain; ● compare the celebrations in Spanish culture with their own culture and explain the cultural backgrounds and influences; ● prepare a recording of their presentation of a cultural event/holiday of their country, share it via a Moodle forum and provide feedback to their group mates.		

TASK DESCRIPTION
Background knowledge or sub-skills required by the students: Language skills – intermediate level of Spanish Knowledge of certain cultural aspects related to Spain (religion, festivals etc.)
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): Students will use the authentic source – an official website about the city of Sevilla 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. 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. Text: https://sevilla.abc.es/pasionensevilla/actualidad/noticias/semana-santa-sevilla-2020.html Exercise: https://www.profedeele.es/actividad/cultura/semana-santa-espana/

Detailed description of the task:	Time required: approx. 45 min
Detailed description of the task: Students 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). They can record their performance and post it in the forum in Moodle. There, students could be divided into smaller groups of 3-4 and comment on each other's presentation, thus offering peer feedback. The teacher just monitors their discussion.	**Time required:** approx. 45 min

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

Resources required by the teacher:	Resources required by the students:
Resources required by the teacher: Moodle, the Internet – a specific website	**Resources required by the students:** Moodle, the Internet – a specific website, dictionary

Potential challenges and solutions:
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

POLYSYNCHRONOUS TASKS

ENGLISH

Presentation on a chosen topic (B1)

GENERAL INFORMATION		
Task title: Presentation on a chosen topic (B1)		
Task author/Institution: Donata Berūkštienė, Vytautas Magnus University	**Lesson type:** ☒ online synchronous (or traditional)	**Target learners/course:** General English B1
CEFR starting level: B1	**Group dynamics (e.g. pair work/groups of X):** Individual	**Target language of the course:** English **Other language(s) used:** Lithuanian
Mediation scale(s) relevant to the task. Up to three scales can be included here: RELAYING SPECIFIC INFORMATION IN SPEECH		
Short description of the task: Each student is asked to choose one topic for their presentation and prepare and deliver a 15-20 minute presentation on the chosen topic.		

Expected learning outcomes: By the end of the task, students will be able to…
● find relevant information in different sources. ● summarize information. ● relay specific, relevant information from complex texts using subject-related vocabulary.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
The students need to have successfully completed General English A2, which is the course requirement.
The students should also be acquainted with the topics in the course and active vocabulary of the covered units.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
Students work with different texts on different topics in the course. They analyze them, summarize the main ideas, and get acquainted with new subject-related vocabulary.

Detailed description of the task: Each student has to choose one topic for their presentation (one topic for one student) and prepare and deliver a 15-20 minute presentation on the chosen topic. The presentation topics are related to the topics discussed in the course. Students should use relevant material from different sources (e.g. books, online resources, etc.). They should simplify the material, rephrase it, organize it in slides and present it to other students.The presentation slides should include active or subject-related vocabulary (not less than 10 words/phrases). The presenters should also prepare some activities on the topic that would involve the audience.	**Time required:** Preparation of the presentation itself depends on the student's abilities. 15-20 minutes for oral presentation. ~ 10 minutes for a follow-up discussion, questions and feedback.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
After the presentation of the topic chosen by the student, other students are involved in the follow-up discussion by providing questions and comments.

Resources required by the teacher: Course material; internet access, a computer.	**Resources required by the students:** Course material, online resources, dictionaries; internet access, a computer.

Potential challenges and solutions:
Challenge: there can be technical problems uploading and managing presentation slides.
Solution: the teacher explains everything in detail to the presenter.
Challenge: inadequate contribution of other students to the follow-up discussion on the presented topic.
Solution: the teacher may intervene and encourage more active participation.

Making a podcast (B1)

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

Task title: Making a podcast (B1)

Task author/Institution: Anna Mutanen University of Helsinki	**Lesson type:** ☒ polysynchronous	**Target learners/course:** Swedish for Pedagogy students
CEFR starting level: B1	**Group dynamics (e.g. pair work/groups of X):** groups of 2-3	**Target language of the course:** Swedish **Other language(s) used:** -

Mediation scale(s) relevant to the task:
COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING
STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE

Short description of the task:
The students make podcast episodes on topics related to their field of study, in this case pedagogy.

Expected learning outcomes: By the end of the task, students will be able to…
- Take an expert role when discussing topics in their field of study
- Independently expand their vocabulary in the field of study

-	Be more aware of the differences between spoken and written language
-	Give and receive (simple) peer feedback in Swedish
-	Consider the listener when speaking a foreign language how to convey a message?

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
- required Swedish language skills (at least CEFR B1)
- knowing what a podcast is
- knowing some sources (e.g. dictionaries) and tools to find field-related vocabulary

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
The students have listened to at least one podcast in Swedish and discussed podcasts in general: What makes a good podcast? / What kind of podcasts are there? / Do you listen to podcasts?

Detailed description of the task:	**Time required:**
The students make a podcast episode in groups of 2-3. The topics must be related to their field of study (pedagogy). There are 5 steps: 1) Planning 2) Writing a script 3) Recording 4) Editing 5) Submitting The students listen to the podcasts and give peer feedback on them.	This task requires 2-4 weeks because the students need enough time for each step and the teacher needs time to give feedback on the scripts before the students record the podcasts. Planning 1,5 h Writing a script ca. 2 h Developing the script based on teacher's feedback 0-2 h Rehearsing and recording 2 h Editing 1 h Listening to the podcasts and giving peer feedback 2 h in total: 11 h

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
The students listen to the podcasts (also the ones they did not give feedback on) and discuss the topics.

Resources required by the teacher:	**Resources required by the students:**
A learning platform (Moodle) Zoom, Teams etc.	A smart phone or a laptop Access to Zoom, Teams, Google Hangouts etc.

Potential challenges and solutions:
- **Technical challenges:** Students aren't able to record/edit their podcast or submit it in Moodle. **Solution:** Clear instructions and recommendations on programs that can be used. The teacher available for technical support for a certain period of time (e.g. 2 hours via Zoom).
- Students choose a topic that is not related to their field of study. **Solutions:** Clear instructions and making the learning outcomes visible to the students   one goal is to learn vocabulary in the students' field of study. Peer- and teacher feedback during different phases of the task.

Language mediation activity with kindergarten teachers (B2)

GENERAL INFORMATION

Task title: Language mediation activity with kindergarten teachers (B2)

Task author/Institution: Gráinne Hiney University of Helsinki	**Lesson type:** ☒ polysynchronous	**Target learners/course:** Faculty of Education/ Kindergarten teachers Academic and Professional Communication in English
CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** Pair work	**Target language of the course:** English **Other language(s) used:** Finnish

Mediation scale(s) relevant to the task:
RELAYING SPECIFIC INFORMATION IN SPEECH
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)
FACILITATING PLURICULTURAL SPACE

Short description of the task:
Students will role play as kindergarten teachers and parents whereby the teachers explain different situations that have happened during the day to the parents of the children at kindergarten.

Expected learning outcomes: By the end of the task, students will be able to…
Quickly translate from mother tongue to English.
Be able to describe situations in English.
Understand differences in cultures regarding social space and accepted norms.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Background to activity:

The activity is situated in the course Academic and Professional Communication in English for students in the Faculty of Education, who are studying to become kindergarten teachers. A typical class has 21 students who have a minimum level of B2 English. As teachers, the students will mainly work in the Finnish language, but may need to speak English with non-Finnish speaking parents and children. Many students find it difficult to switch between Finnish and English without preparation; they manage well in lessons but find unexpected situations challenging.

This activity helps students to practice real life situations. Before the activity, the teacher and students discuss how to increase the vocabulary needed regarding life at kindergarten. Also discussed is how to speak with parents about situations that are uncomfortable, that is, when children have not behaved appropriately. We talk about cultural norms; differences between cultures regarding acceptable behaviour of children; emotional intelligence, understanding why children behave as they do and the role of parents in this behaviour.

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

Pre-task activities include a discussion of vocabulary needed, levels of formality, cultural norms and differences between cultures, emotional intelligence to aid understanding.

These activities must be scheduled into the course prior to attempting this task.

Vocabulary can be learned by activities such as making word lists, putting words into sentences and playing ALIAS, Quizlet, Bingo, or other word games. The students can be assigned homework to consider cultural issues, emotional intelligence and write their understanding of how important these issues are to a well-functioning kindergarten.

Detailed description of the task:	Time required:
The students must imagine themselves as teachers in a kindergarten at the end of the day when parents come to collect their children – mediating certain situations requires careful word choice!	Min. 30 min.
[I use 'parent' here to denote the person who collects a child from kindergarten – in reality, this person may be a grandparent, child-carer, older sister or brother, or other responsible adult familiar to the kindergarten staff.]	
The teacher randomly assigns students into pairs – one will be the teacher, the other will be a non-Finnish speaking parent.	
Posted to Moodle are typical situations that happen in kindergarten. The situations are written in Finnish as they will (naturally) happen in Finnish during the day. The challenge for the students is to mediate the situation from Finnish to English without much preparation.	
The situations are numbered one to ten; students see only the number on Moodle and find out what is involved in the situation by clicking on the number. Students are advised to choose three situations randomly, without first checking what the situation is, to increase the possibility of covering the widest range of situations and thus using the widest range of vocabulary.	
Each pair chooses three situations; the students need to mediate the situation in English to a parent who does not speak Finnish – the situation must be told clearly, with appropriate language. The pairs should do this activity using Zoom, record themselves and post a link to the recording to Moodle. Each pair should watch at least two situations (of other pairs) and give feedback on how the pair succeeded in dealing with the situation – the language used, particularly focusing on the teacher's role and how they tell the situation and react to the parent's response to what the teacher has told. Students can use the following rubric to help them create their own dialogue and assess other students' dialogues.	
Rubric for mediation of kindergarten situation .xlsx	
Examples of typical negative situations are a child pulling someone else's hair, a child falling in the playground, a child spilling milk on themselves, children fighting with each other, a child bullying another; positive situations include a child helping others, a child painting a beautiful picture, children playing	

happily together, a child trying to stop another child teasing someone.	

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Students can continue this as a written exercise, for example, a summary of the dialogue; however, this is mainly intended as a spoken task.

Resources required by the teacher: Selection of examples of situations that the students can use for the exercise.	**Resources required by the students:** Sufficient vocabulary to explain both positive and negative situations that have taken place in the kindergarten. An awareness of appropriate language, especially when delivering information that parents may find difficult to hear. Willingness to understand different cultures and emotional intelligence to help understand children of different backgrounds.

Potential challenges and solutions:
Potential challenges: Students may not have sufficient emotional intelligence or experience to handle difficult or challenging situations, or the vocabulary to deliver information appropriately.
Solution: The teacher must ensure that students are familiar with appropriate vocabulary before attempting this activity.

Writing an abstract for a presentation (B2)

GENERAL INFORMATION		
Task title: Writing an abstract for a presentation (B2)		
Task author/Institution: Kari Pitkänen University of Helsinki	**Lesson type (online/in-class):** ☒ polysynchronous	**Target learners/course:** 1st-year university students of e.g. agriculture, animal husbandry, anthropology and history
CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** groups of 3-4 students	**Target language of the course:** English **Other language(s) used:** -
Mediation scale(s) relevant to the task: RELAYING SPECIFIC INFORMATION IN SPEECH RELAYING SPECIFIC INFORMATION IN WRITING PROCESSING TEXT IN SPEECH PROCESSING TEXT IN WRITING COLLABORATING IN A GROUP: FACILITATING COLLABORATIVE INTERACTION WITH PEERS LEADING GROUP WORK: ENCOURAGING CONCEPTUAL TALK LEADING GROUP WORK: MANAGING INTERACTION COLLABORATING IN A GROUP: COLLABORATING TO CONSTRUCT MEANING LINKING TO PREVIOUS KNOWLEDGE STREAMLINING A TEXT BREAKING DOWN COMPLICATED INFORMATION		
Short description of the task: The students receive information on academic abstracts, have an analytical task on an example, write an abstract for a presentation, and give and receive peer feedback on the abstracts.		
Expected learning outcomes: By the end of the task, students will be able to… Write an abstract for an academic presentation and have a better idea of the function it has and the stylistic conventions it should follow.		
TASK DESCRIPTION		
Background knowledge or sub-skills required by the students: Some basic idea that the genres are functionally different and the texts have differing target audiences and functions; some sense of what an academic text in general is like.		
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): The students could be asked to have a look at some academic abstracts specified by the teacher before the session or read a scientific paper they might use as a starting point for a presentation later in the course.		

Detailed description of the task: 1. The teacher provides background information on what academic abstracts are like, conventions, function, stylistic issues, etc. 2. The students have an example to be used as an analogical model; the teacher goes through the functional main parts and points out emerging issues on how the abstract has been written – and why	**Time required:** approximately 2 hours

3. The students take a new role as an expert reader and as a group choose an abstract, e.g. for a doctoral dissertation or a conference presentation they would find interesting based on the abstract they have read and chosen
4. The students discuss the criteria they had for choosing a particular abstract in a group rather than the others.
5. Ideas on what the good properties and the problems of the abstracts were are discussed
6. The students write an abstract of their own for an academic presentation (they'll have this later).
7. **The students give and receive peer feedback in small groups of 3-4 students, then revise their abstracts and submit them to the teacher, who gives them individual feedback on their abstracts (before they have the presentations in the course)**

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Later, the students will have a presentation on the topic of their abstracts.

Resources required by the teacher: Examples and clarifications for what a good abstract should be like.	**Resources required by the students:** Abstract they write based on the examples discussed in the groups

Potential challenges and solutions:
Challenge: Lack of experience in writing stylistically academic texts, especially abstracts for an academic presentation; potentially shy or passive participation.
Solution: Explanations, analytical tasks and several examples so that the students have a model to imitate and some idea on the potential problems in the abstracts submitted by others. Since the students have to produce an abstract, it should be connected to the interests, topics and themes relevant for their studies to increase motivation and overcome shyness.

Meeting: role-play activity (B2)

GENERAL INFORMATION		
Task in shared Moodle page with guest access: https://moodle.helsinki.fi/course/view.php?id=38767		
Task title: Meeting: role-play activity (B2)		
Task author/Institution: Roy Siddall University of Helsinki	**Lesson type:** ☒ polysynchronous	**Target learners/course:** Academic & Professional Communication in English/ Bachelor's students
CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** Groups of 7 ideally, but can be done with groups of 6	**Target language of the course:** English **Other language(s) used:**-
Mediation scale(s) relevant to the task: COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS LEADING GROUP WORK - MANAGING INTERACTION		
Short description of the task: In this hypothetical meeting, the participants are ministers representing different energy sources deciding on the future energy plan for Green Island. The task practices meeting and debating skills through role-playing.		
Expected learning outcomes: By the end of the task, students will be able to… Participate in a group discussion in which they present their own arguments and respond to arguments presented by others. Collaborate in a group to tackle a problem.		
TASK DESCRIPTION		
Background knowledge or sub-skills required by the students: The language of meetings, discussion skills and strategies for debating could be covered prior to this task.		
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): Steps 1-3 below could be arranged as pre-task activities.		
Detailed description of the task: This is a simple type of activity practicing mediation in a meeting/debating context combined with role playing. The basic activity could be easily adapted for different subject areas by adopting a different problem for the meeting and different roles within it. 1. The students form/are formed into groups of either 6 or 7. They are provided with the context for the activity (see GREEN ISLAND - Task in the folder). Green Island is a fictitious island located in the North Atlantic to the south-west of Iceland. It is 500 km long, 250 km wide, and has a population of 1 million, concentrated in the cities of Blix and Greyton. The unemployment rate is high. The problem is that the island has no energy plan, and needs to decide which energy source or sources will provide energy for industry and the residents in the future.		

2. The students are told that they will take on roles in a meeting to decide on Green Island's energy plan. The meeting will include a chairperson and ministers for five energy sources (oil, nuclear power, hydroelectric power, solar energy and wind). In groups of 7, the last person will be a member of the Greens.
3. The group members allocate roles among themselves. For each role, some supporting notes are provided to help in the folder. The students schedule a meeting in Zoom, and before that they prepare themselves to argue their case in the meeting.
4. The role of the chairperson is important in the meeting. The chairperson opens the meeting, explains the purpose and then states the facts about Green Island, i.e. location, population and the fact that there is high unemployment. Each minister is introduced, and each person is then allowed to present his/her arguments.
5. The chairperson then opens the debate, remembering to keep order and make sure everyone has a chance to say what he/she feels.
6. In the final stage of the meeting, the chairperson tries to reach a decision. Two alternatives are provided: the chairperson either decides alone, basing his/her decision on the points presented, or organises a vote, with the chairperson having the casting vote in the event of a tie. The final energy plan may consist of a single energy source or a combination of 2-3 sources.
7. The chairperson then closes the meeting, thanking everyone for coming, and sets a date for the next meeting if wished.
8. The time required for this task is approximately 20-25 minutes.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
The groups could be asked to record their meeting in Zoom. This would allow for self-reflection by the group members (what went well/not so well, what else could have been argued?) or sharing of the meetings in Moodle and peer evaluation.

Resources required by the teacher:	**Resources required by the students:**
A suitable problem and roles in the meeting (with supporting notes) need to be prepared by the teacher. The resources for the example presented here can be accessed via this link: https://moodle.helsinki.fi/mod/folder/view.php?id=1868493	a computer and Internet connection.

Potential challenges and solutions:
I have not encountered challenges when I have used this as an in-class activity, except that sometimes the group cannot reach a decision in the meeting. I have not been present in the meeting in Zoom when this has been done online. However, by asking the students to record the meetings, I am able to view them later and provide feedback.

Jigsaw reading – enhancing the students' toolbox (B2)

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

Task title: Jigsaw reading – enhancing the students' toolbox (B2)		
Task author/Institution: Kirby Vincent University of Helsinki	**Lesson type:** ☒ polysynchronous	**Target learners/course:** Educational Sciences
CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** Group work	**Target language of the course:** English **Other language(s) used:** -

Mediation scale(s) relevant to the task:
MEDIATING A TEXT-RELAYING SPECIFIC INFORMATION COLLABORATING IN A GROUP - Collaborating to construct meaning STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

Short description of the task:
Reading a text, understanding the salient issues and explaining to a group the contents of the text.

Expected learning outcomes: By the end of the task, students will be able to…
Synthesise a complex text and explain it to other students Ensure that other students understand

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
Parsing and decoding a text

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): Earlier: Discuss how to learn vocabulary. Previous class: read through and comprehend the introduction to the text as a group. Understand the vocabulary.

Detailed description of the task:	**Time required:**
Students are placed into groups and, for homework, read one of three parts of a text. They need to understand the salient points of the text and find relevant vocabulary to teach other students. In class, the students first work with other students who have	about 45-60 min.

read the same section and ensure that they all understand the text and what should be explained to the other group. They also look at the vocabulary from the text that they will teach. New groups are created so that there is at least one student from each of the previous groups in the new groups. They then summarize and develop their part of the text and teach the vocabulary. Students question each other about their sections and develop a greater understanding.	

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Group discussion about the contents of the article. Practice using the techniques described in the article.

Resources required by the teacher:	**Resources required by the students:**
Article: Enhancing the students' toolkit	Article: Enhancing the students' toolkit

Potential challenges and solutions:
Difficulty of the text. Work with how to decode the text and deal with the vocabulary

Presenting Research Articles (B2)

GENERAL INFORMATION		
Task in shared Moodle page with guest access: https://moodle.helsinki.fi/course/view.php?id=38767		
Task title: Presenting Research Articles (B2)		
Task author/Institution: Nina Wallden University of Helsinki	**Lesson type:** ☒ polysynchronous	**Target learners/course:** Academic and Professional Communication in English
CEFR starting level: B2	**Group dynamics (e.g. pair work/groups of X):** Groups of 3-5 members	**Target language of the course:** English **Other language(s) used: -**
Mediation scale(s) relevant to the task: RELAYING SPECIFIC INFORMATION IN SPEECH EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.) LEADING GROUP WORK - ENCOURAGING CONCEPTUAL TALK		
Short description of the task: Students are asked to choose a research article from their field of study; read it and process it in order to present the main content to their small group members verbally in the form of a presentation. The audience is encouraged to ask questions to get as much out of the article as possible without reading it themselves.		
Expected learning outcomes: By the end of the task, students will be able to… identify the IMRaD structure in research papers; read and process a research article in order to convey the information to others verbally. Streamlining and popularizing (in case students come from different fields of science, for example) are essential skills.		
TASK DESCRIPTION		
Background knowledge or sub-skills required by the students: Knowledge of the IMRaD structure and language of research in their field.		
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): Step 1: Familiarizing oneself with the IMRaD structure with the help of the video and various sources (pdf & website as examples). Step 2: Reading research reports by focusing on identifying the IMRaD structure as well as other key features of this genre in vocabulary and grammar. Carried out individually and/or in small groups.		

Detailed description of the task:	**Time required:**
Part 1	**Part 1**
1) Choose a research article from your field of study.	5 hours
2) Read the article carefully and make notes.	
3) Create a powerpoint (or similar) including the main points of the article as well as possible important tables and figures.	
4) Create a wordlist with definitions.	
5) Share the abstract of the article as well as the wordlist with your group members before the meeting and then read the ones you receive.	
Part 2	
1) Read the abstracts (&wordlists) shared by other members of your group.	**Part 2**
2) List questions you would like answered based on your reading of the	1-2 hours (depending on group size)

abstracts. **ONLINE MEETING (Zoom)** Each group member presents their article verbally with the help of the PP slides. At the end of each presentation, there's a discussion inviting questions from the audience.	**Online meeting** 30-45 minutes per student (depending on group size and thereby the length of the discussion, i.e. number of people asking questions/commenting)

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

Resources required by the teacher: Sources on IMRaD (handout & link to video); research papers (handouts used in pre-task activities); internet connection	**Resources required by the students:** Sources on IMRaD (handout & link to video); research papers (handouts); research article of their choice (from university library databases); internet connection

Potential challenges and solutions: In mathematics, for example, some topics can be difficult for students from other fields of science; *popularizing* is discussed before the activity.

Academic and Professional Communication - Biological & Environmental Sciences (B2)

GENERAL INFORMATION

Task title: English B2, Academic and Professional Communication (Biological & Environmental Sciences), task prepared by Roy Siddall, HY-EN-B2-RSi3, modified by Sylwia Kossakowska-Pisarek English B2, Academic and Professional Communication (Business)

Task author/Institution: Roy Siddall, University of Helsinki	**Lesson type (online/in-class):** Online/ polysynchronous	**Target learners/course:** B2
CEFR starting level (A1–C2): B2	**Group dynamics (e.g. pairwork/groups of X):** Groupwork 5-6 people	**Target language of the course:** English **Other language(s) used:**

Mediation scale(s) relevant to the task: COLLABORATING IN A GROUP: FACILITATING COLLABORATIVE INTERACTION WITH PEERS COLLABORATING IN A GROUP: COLLABORATING TO CONSTRUCT MEANING LEADING GROUP WORK: MANAGING INTERACTION LEADING GROUP WORK: ENCOURAGING CONCEPTUAL TALK FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS

Short description of the task: This is an activity practicing mediation in a meeting context combined with role playing.

Expected learning outcomes: By the end of the task, students will be able to… Participate in a group discussion in which they present their own arguments and respond to arguments presented by others. Collaborate in a group to tackle a problem.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: Language of meetings, discussion skills and strategies for debating.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): **Pre-task activities on Moodle (scheduled before the task)** 1. A series of vocabulary activities on the Moodle platform in the form of a quiz including: a text *Top rules for effective meetings* (reading comprehension), vocabulary exercises for business expressions related to meetings, listening comprehension *A business meeting concerning entering the Chinese market* including typical expressions for conducting a meeting. Ss have the opportunity to take them at their own pace and to retake in case they needed it. 2. Etiquette rules forum – each student is supposed to post in accordance with the instruction below:

Write **a rule** and **a solution** what to do if you break it like in the example. Use expressions like: **in case** *(na wypadek)*, **in case of** *(na wypadek)*, just **in case** *(na wszelki wypadek)* and have at least **four** sentences.
Example:
Rule no.1
Do not talk on your phone during the meeting.
Just in case you forgot to turn it off, do not answer the phone in the middle of a meeting.
Most mobile phones have mute buttons on the outside. Consult your manual and learn how to quickly mute your phone while it is in your pocket or bag.

Do not repeat the rule after someone.
Use expressions like:

- in case *(na wypadek)*,
- in case of *(na wypadek)*,
- just in case *(na wszelki wypadek)*

In case of bad weather, the wedding will be held indoors. (in front of a noun)
Take an umbrella in case it rains. (in front of a clause)
I don't think I will need any money but I will bring some just in case. (in front of a clause)

Detailed description of the task:	Time required:

The task was changed into the one appropriate for the business context:
1. The students form/are formed into groups of either 5 -6 people. They are provided with the context for the activity and the roles which they allocate among themselves on the WIKI (Moodle platform).
The activities were modified in relation to the business context, so the content was modified and in addition the expressions needed for a business meeting were introduced through a series of quizzes, a listening comprehension activity, a reading comprehension activity and a short writing on the forum concerning rules for business meetings. The activities are to be completed before the task.
The students schedule a meeting in groups on Zoom and record the meeting, then share the recording on the forum:
Urgent meeting
Conduct a meeting in groups of 5-6 people. Reach a consensus on what to do in the current situation.
Agenda
Purpose: to negotiate a solution to the problem of a high staff turnover
   Introduction of the problem by chairman
   Discussion of proposals
   Decision concerning the solution to the problem
   AOB
Remember to use some of the expressions:
EXPRESSIONS FOR AGREEING, DISAGREEING AND MAKING SUGGESTIONS
Making suggestions
Why don't we…
How about ….ing…..
What about ….ing…..
We could…
I think we should…
Agreeing
Excellent idea!
You're absolutely right.
I have to side with X on this one.
That's exactly how I feel about this.
Disagreeing
Frankly, I think that…
I'm not sure if I can agree
Personally, I don't think it is a good idea
Not necessarily.
I beg to differ with your opinion.
Roles:
Role 1 HR manager (Chairperson)
You are responsible for Human Resources and you are aware that a high turnover is very expensive for the company because new employees have to learn know-how, and they don't work as effectively as the more experienced ones. You conducted research and one of the main complaints was that people are not
	30-40 min.

sure what the management expectations for their work are. It creates unhealthy stress among staff.

Role 2 Sales manager
You are aware of the bad condition of your company. Although increasing salaries would help to retain the staff it is not the solution you are looking for. You would like to find a less expensive solution to the problem.

Role 3 Sales employee
You believe that people are not motivated because they earn not enough and the company doesn't offer any fringe benefits /perks (non-wage compensation) like subsidized canteen, free tickets to swimming pool, group insurance, wellness program or company kindergarten. You would like to be offered a pay rise or at least a fringe benefit.

Role 4 Training specialist
You plan and organize training activities. You believe that the best way to improve staff morale is to give them opportunities to train. Training offers a way of developing skills, enhancing productivity and quality of work, and building loyalty to the firm. You would like to set up a programme to assist employees and improve their job skills.

Role 5/6 Trade union representative(s)
You are representatives of employees. You believe that only a pay rise can improve staff morale and would like to increase salaries by 5 %.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
Writing a memo summing up the meeting as the assignment on Moodle.

Memo - Urgent meeting
You are going to write a memo summarizing **Urgent meeting on high turnover** to be sent to all employees to let them know about the decisions reached during the **meeting.**
Remember about the structure!

MEMORANDUM
To: *(person to whom the memo is addressed, position)*
From: *(person sending the memo, position)*
Date: *(today's date)*

THE SUBJECT OF THE MEMO WRITTEN IN CAPITAL LETTERS
1st paragraph - what, when, who, where *(leave space to separate paragraphs)*

2nd paragraph – giving details

3rd paragraph – summing up, request for contact in case of questions *(If you have any questions please do not hesitate to contact me.)*

XX *(use initials, do not repeat your name here)*

REMEMBER!
A memo (memorandum) should be divided into 3-4 paragraphs.
- It shouldn't be too long.
- Avoid contractions (isn't, doesn't, won't).
- You should use the appropriate structure.

Resources required by the teacher:	**Resources required by the students:**
Access to the Moodle platform	Internet connection, Moodle platform access

Potential challenges and solutions:
No challenges

Metaphor in political discourse (C1/C2)

Task title: Metaphor in political discourse (C1/C2)

Task author/Institution:	**Lesson type:**	**Target learners/course:**
Vilma Bijeikiene Vytautas Magnus University	☒ polysynchronous	English for Politics

CEFR starting level: C1	Group dynamics (e.g. pair work/groups of X): Group work: 4-5 members per group	Target language of the course: English

Mediation scale(s) relevant to the task:
COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING
STRATEGIES TO EXPLAIN A NEW CONCEPT - BREAKING DOWN COMPLICATED INFORMATION
PROCESSING TEXT IN WRITING

Short description of the task:
Analysis and interpretation of metaphor in a piece of political discourse.

Expected learning outcomes: By the end of the task, students will be able to…
1. Identify metaphorical expressions in political discourse;
2. Explain metaphorical reasoning by offering the conceptual metaphors that underlie the metaphorical expressions used in political discourse;
3. Interpret the meaning created through the use of metaphor in political discourse;
4. Share argumentation and collaborate in identifying metaphorical expressions, conceptual metaphors and their interpretation in political discourse,
5. Evaluate the colleagues' contribution and express their evaluation.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
B2 level of English

Pre-task activities:
Activity 1: Class presentation by the teacher – short introduction to the theory of conceptual metaphor
Activity 2: Practical application of the theory – analysis of given examples of metaphor by identifying metaphorical expressions and conceptual metaphors
Activity 3: Reading a text and class discussion on what makes metaphor a powerful conceptual and rhetorical tool in political discourse

Detailed description of the task:	Time required: approximately 2 ac. hours
Step 1: 4 wikis are created by the teacher in the Moodle course account for students to work in groups of 4-5, the wikis are titled with the respective students' names. The same piece of discourse taken from the British Conservative party Manifesto of the year 2010 is given in each wiki. **Step 2.** Firstly, each group has to collaborate in finding and highlighting metaphorical expressions in the wiki by using a different colour by each group member. The teacher gives comments to each group. **Step 3.** Secondly, each group has to collaborate in figuring out the conceptual metaphors for the highlighted expressions. The teacher gives comments and further modifies the task depending on each group's progress. **Step 4.** Finally, each group prepares a short (4-5 min.) PPT presentation on 3-4 examples of metaphor from the given text and shares it in a video class. Presentations are followed by approximately 10 min. of a rounding up class discussion. **Step 5.** Optional consultations with the teacher are welcome at any stage of the task.	40 min. to complete every task of the wiki 20 min. to prepare a presentation for the class 5 min. to deliver (for each group), 20 min. for 4 groups. 10 min. a rounding up discussion

Post-task follow-up activities:
A possible follow-up activity: the group works to find another piece of political discourse from the media, like BBC, CNN, etc., or from political speech websites and prepare a presentation on the use of metaphor.

Resources required by the teacher: Internet access, an IT device (PC, laptop)	Resources required by the students: Internet access, an IT device (PC, laptop), enrolment in the course virtual learning platform Moodle

Potential challenges and solutions:
Challenge: inadequate contribution of students in each group.
Solution: as the task is fulfilled in stages, the teacher has a possibility to intervene and encourage more active participation.
Challenge: variation in students' prior knowledge and experience related to the analysis of metaphor.
Solution: the task includes individual consultations with the teacher.

GENERAL INFORMATION
Task in shared Moodle page with guest access: https://teacamp.vdu.lt/course/view.php?id=66

Task title: Studying abroad: cultural and academic challenges (C1)

Task author/Institution: Daiva Pundziuviene Vytautas Magnus University	**Lesson type:** ☒ polysynchronous	**Target learners/course:** Academic English C1
CEFR starting level: C1 (can be easily adapted to lower levels)	**Group dynamics (e.g. pair work/groups of X):** individual, pair and group work	**Target language of the course:** English

Mediation scale(s) relevant to the task:
COLLABORATING IN A GROUP - FACILITATING COLLABORATIVE INTERACTION WITH PEERS
FACILITATING PLURICULTURAL SPACE
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)

Short description of the task:
Students will discuss the challenges or problems an international student might have due to differences in academic culture at different universities. They will also create a wiki on the biggest challenge, an awkward situation or unpleasant emotions that they experienced during their first days at university. The tasks can be used with students of different levels as they can be easily adapted, depending on students' level, their input and interaction. This simple activity could be one of the first activities at the beginning of the course in order to help students 'acculturate' in a new group without the stress of a complicated content of Academic English.

Expected learning outcomes: By the end of the task, students will be able to:
- discuss typical cultural and academic challenges that international or first-year students are faced with;
- understand the concept of acculturation and differences in academic cultures;
- give advice to international or first-year students at their home university.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
The students need to have successfully completed English B1 level.
No other specific skills or advance preparation is necessary.

Pre-task activities:
As a home pre-task, students could watch an extract from a lecture on acculturation delivered by Prof. Rings, Anglia Ruskin University:
https://www.cambridge.org/files/5315/2847/6344/Cambridge_Academic_English_Advanced_C1_Unit_E_Video.mp4
(E3, from 06:16 till 12:47)

Detailed description of the task:
1) On a post-in note, students write down ONE challenge or problem an international student might have due to differences in academic culture at different universities.
2) Every student puts his/her post-it note into the appropriate category (on the board, if in the classroom or on the padlet board, if in an online lesson):
    ● RELATIONSHIP BETWEEN TEACHERS AND STUDENTS
    ● TEACHING METHODS
    ● PEER-TO-PEER INTERACTION
    ● FORMS OF EXAMINATIONS
    ● ASSESSMENT SYSTEM
    ● CULTURAL DIFFERENCES
    ● OTHER
 	
3) Everybody looks at the results and reads the students' ideas.
4) A discussion in groups is organized: 'How would you suggest to deal with these challenges?'
5) Students are asked to create a wiki in their virtual learning environment Moodle, where they have to write about the biggest challenge, an awkward situation or unpleasant emotions that they
	Time required:
	
	about 30 min.

experienced during their first days at university. It could be related to the relationship between students and lecturers / peers, language, communication, psychological, environmental or any other barriers, something new, unknown or awkward, teaching methods, forms of assessment, cultural or academic differences, being homesick, lonely, different, angry, confused, etc. They have to describe how they felt and how they coped with it. They can describe their friend's or acquaintance's experiences as well. If possible, they have to think of a title for their situation (e.g. Getting lost, Miscommunication, etc.)

Post-task follow-up activities:
Students have to choose 1 post written by their peer and write an answer to him / her. Is it a frequent situation that first-year / international students face at university? Have you ever had similar problems? What would you advise someone to do in such a situation?

Resources required by the teacher:	**Resources required by the students:**
post-it notes, the classroom or padlet board, the link to a video lecture, virtual Moodle environment	post-it notes, IT device, the link to a video lecture, virtual Moodle environment

Potential challenges and solutions:
There is **a risk** that students might not be familiar with differences in academic cultures and may not be able to think of particular examples. **Solution:** in that case, if the class is multicultural, international students could be used as a teaching / learning resource (e.g. the teacher could ask what challenges they had when they came to study in another country). It is also very interesting if such students write about their home university in a wiki, which lets all the students compare the similarities and differences at different universities.
This activity is usually one of the first activities at the beginning of the course. That is why it is quite simple just to have a clear and non-threatening lead-in to the course and help students 'acculturate' without the stress of a complicated content.

Legal debating mediation activities with law students (C1)

GENERAL INFORMATION		
Task in shared Moodle page with guest access: https://moodle.helsinki.fi/course/view.php?id=38767		
Task title: Legal debating mediation activities with law students (C1)		
Task author/Institution: Gráinne Hiney University of Helsinki	**Lesson type:** ☒ polysynchronous	**Target learners/course:** Law students/ Oral Argumentation
CEFR starting level: C1	**Group dynamics (e.g. pair work/groups of X):** Group work – groups of four	**Target language of the course:** English **Other language(s) used:** Finnish
Mediation scale(s) relevant to the task: RELAYING SPECIFIC INFORMATION IN SPEECH TRANSLATING A WRITTEN TEXT IN WRITING COLLABORATING IN A GROUP - FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
Short description of the task: This task is situated in the course 'Legal translation and oral argumentation' and is mainly for law students. Typically, this course has 20 students, but the actual number of students varies from year to year. The following activity involves choosing a debate topic and holding a debate.		
Expected learning outcomes: By the end of the task, students will be able to… ● evaluate own and other students' arguments and argumentation skills by using both self- and peer feedback ● participate in discussions, arguments and debates, stating main points clearly with sufficient background and evidence.		
TASK DESCRIPTION		
Background knowledge or sub-skills required by the students: Before this debating activity, the teacher initiates a discussion on oral argumentation, providing examples of 'real life' arguments in written and video form, and useful phrasing to use when putting forth own opinions, both in favour of and against an argument. Students give their opinions on the material provided, and whether they think the argumentation used is suitable, especially in the Finnish context (for example, strategies of argumentation used in America may not be appropriate in Finland). Students are provided with a rubric to refer to when preparing for their debate, and when giving feedback Rubric for oral argumentation.docx		
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):		

Before beginning the task, the teacher can set a pre-task assessment to help determine the students' levels of English and their argumentation skills: an initial questionnaire on how students understand legal terminology, and the argumentation strategies they use or would use to support a legal argument.	
Detailed description of the task: Debate activity with law students As a class, students discuss legal topics that could be used for debate. A list is made of all possible topics; after mediating opinions on the importance of particular topics, this list is narrowed down, and finally, a final choice of two topics is made. Students are assigned to four groups of four or five students: two groups will debate Topic 1 (this is Team 1) and two groups Topic 2 (Team 2). Following group discussions on the preference of topic chosen, each Team chooses which topic to debate: one group is in favour of the argument and one is against the argument. Each Team works on the specific arguments they will make for or against the argument; they initially make lists of their main points and then develop each point into a solid argument. Each team member reads each argument and gives peer feedback on the content and language. The teacher reads through the draft of the debate and corrects the English as necessary. The debate is held on Zoom or another streaming channel. The debate Chairperson introduces the debate topic and the debate team. The team captain begins by building their case; the opposing team builds a counter-case; the affirmative team rebuts the counter-case; and the opposing team gives a counter rebuttal. The debate team captain summarises the entire debate at the end of the debate. Following the debate, the teacher and students discuss the students' feelings about how successful the debate was, their role and the overall dynamics of the debating group.	**Time required:** This task covers many lessons as it involves choosing a topic; which side of the argument to take; preparing own points to argue and discussing as a team; writing out own full argument; giving peer feedback on group members' arguments; the final debate and post analysis of the process.
Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): Students write a learning diary about the debating process; their own effort made and their group dynamics; satisfaction with the final debate; reflection on what they could have done differently.	
Resources required by the teacher: Knowledge of oral argumentation; good Finnish and English language skills; ability to organize group work.	**Resources required by the students:** Good English language skills; group working skills; knowledge of law and legal terms.
Potential challenges and solutions: Potential challenges include poor language skills; difficulties working in teams; dislike of public speaking. Solutions to these challenges include studying particularly English vocabulary and grammar; discussion in class of how to work in groups; encouragement by teacher and fellow classmates to help everyone feel comfortable speaking in English.	

Discussion on post-COVID recession (C1)

GENERAL INFORMATION

Task title: Discussion on post-COVID recession		
Task author/Institution: Kari Pitkänen & Roy Siddall Language Centre University of Helsinki Modification: Katarzyna Kopij, The University of Warsaw	**Lesson type (online/in-class):** online/in-class polysynchronous	**Target learners/course:** 1st year students (MA studies) of the Faculty of Economic Sciences
CEFR starting level (A1–C2): C1	**Group dynamics (e.g. pair work/groups of X):** Groups of 4-6 students	**Target language of the course:** English **Other language(s) used:** Polish
Mediation scale(s) relevant to the task 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 Breaking down complicated information Adapting language Processing text in speech Collaborating in a group: collaborating to construct meaning Processing text in writing		

Breaking down complicated information
Leading group work: managing interaction
Leading group work: encouraging conceptual talk

Short description of the task: The students choose and read the online materials (articles, YouTube videos, authentic international institutions materials on the impact of COVID-19 pandemic on 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.

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 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 present their own opinions on the issue discussed.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:
Basic knowledge on the notion of a business cycle, its stages and their typical indicators.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):
A discussion of the possible impact of pandemic on economic activities.

Detailed description of the task:	**Time required:** approximately 2 hours
1. The students watch the videos and then 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. **2.** Students report and assess what they have read **3.** Groups of 4-6 students plan recession-minimizing strategies for particular countries or regions. **4.** The groups present their plans for overcoming the post-COVID recession. **5.** The groups assess the plans and choose the best approach (by taking an expert role) and provide their reasons for the choice **6.** General discussion	

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):
The post-task activity involved responding to an online survey (Google form) on the process of teamwork and its organization.

Resources required by the teacher:	**Resources required by the students:**
Background reading and videos, task description for the case to be solved	Potentially their own experience and materials on economic impact of COVID-19

Potential challenges and solutions:
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.

INFORMATION ABOUT THE AUTHORS OF THE MATERIALS

<u>**University of Warsaw**</u> **(coordinator of MiLLat project)**

Iwona Bartnicka graduated from the Institute of Applied Linguistics (University of Warsaw) and from the French as a foreign language department of University of Clermont-Ferrand II. She has been involved in language teaching since 2001. Her professional interests include information and communication technologies, designing and tutoring online courses, formative assessment as well as discovering a foreign culture through language.

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Małgorzata Świerk, PhD is the project manager on behalf of the University of Warsaw. She is an assistant professor at the Center for Foreign Language Teaching. She is the author of papers on e-learning. She has been doing her research on the quality of online and blended language courses at higher education institutions. She is the author of blended and online courses for students and teachers; she is the co-author of E-learning materials for full M.A. studies in 'IT science,' a project financed by the European Social Funds. She was awarded the European Language Label in 2009.

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Mgr. **Markéta Doubravová** is a teacher at the Language Centre of the Faculty of Arts, Charles University, where she focuses on and is interested in e-learning and blended learning. As a teacher, she has got a several-year experience in teaching not only in her homeland but she also taught at an international language school in London for several summers where she gained experience in teaching multinational classes with students with different backgrounds from all around the world. Currently, she is preparing an e-learning course for students with special needs. She is also a co-author of a phrasebook and a set of CDs for vocabulary learning and practice.

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Mgr. et Mgr. **Markéta Mlezivová**. Graduated at the department of Spanish Studies at the Faculty of Arts, CU, with a thesis on wilderness in Horacio Quiroga's short stories. Later, she graduated from the Faculty of Law, CU, with her thesis dedicated to the Constitutional Development of Spain in the 19th century. Currently, she is a Spanish teacher at the Language Centre, CU. She also taught at the Metropolitan University in Prague and in post-graduation courses. She participated in the creation of interactive learning tools and applications. Apart from teaching, she also works as a translator, namely of legal texts.

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Mika Aromäki is a University Instructor in English at the University of Helsinki Language Centre and a member of the MiLLaT project team in Helsinki. He has several years of experience in teaching academic and professional English to students of many different fields. His approach to teaching is student-centered and he is in constant search of new effective methods of facilitating student motivation.

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