



Co-funded by the
Erasmus+ Programme
of the European Union

Mediation in Language Learning and Teaching

ERASMUS+ STRATEGIC PARTNERSHIP
2019-1-PL01-KA203-065746
2019-2021

Materials Developing Mediation for Traditional and Synchronous Courses

UNIVERSITY OF WARSAW (project coordinator)

CHARLES UNIVERSITY

UNIVERSITY OF HELSINKI

VYTAUTAS MAGNUS UNIVERSITY

TABLE OF CONTENTS

IN-CLASS TASKS	3
ENGLISH	3
• Learn English tenses with Mr. Bean! (A2)	
• Word definitions (B1)	
• Safe Space (B1-B2)	
• Summarizing and Paraphrasing (B1-B2)	
• Easter Traditions in Australia (B1-B2)	
• How to handle a challenging audience? (B2)	
• Varieties of languages (B2)	
• A picture is worth (B2)	
• Language choices in conference presentations (B2)	
• AI – recent developments – discussion (B2+)	
• Text – based discussion on malaria (B2)	
• Text-based short presentations (C1)	
• A job interview role-play (C1)	
• Plurilingual practices in general education (C1)	
• Culture Shock Stages: Jigsaw Activity (C1)	
• Scenario for multilingual/cultural situation (C1/C2)	
• Explaining data (C1/C2)	
FRENCH	36
• Joyeuses Pâques! (A2)	
RUSSIAN	37
• Active reading/INSERT (B2)	
• Stereotypes and their role in intercultural communication (B2)	
SPANISH	43
• En el restaurante (A1)	
• Perfil de usuario (A1)	
SYNCHRONOUS TASKS	46
ENGLISH	46
• Stories of the past (A2)	
• Czech legends (B1)	
• Maria Skłodowska-Curie (B1)	
• Modals in the Past (B2)	
• Intercultural mediation on whiteness (B2)	
• Text summarizing and retelling (B2)	
• Explaining figures activity (B2)	
• Text analysis and acquisition of new words (C1)	
• Argumentation in summary writing (C1)	
RUSSIAN	67
• Negation in the Past through Russian Literature (A1)	
• Tourism in Russia (B1)	
SPANISH	77
• Learning about Spanish festivities: las Navidades (A2+/B1)	
INFORMATION ABOUT THE AUTHORS OF THE MATERIALS	79

IN-CLASS TASKS

ENGLISH

1. Learn English tenses with Mr. Bean! (A2)

GENERAL INFORMATION		
Task in shared Moodle page with guest access: https://teacamp.vdu.lt/course/view.php?id=66		
Task title: Learn English tenses with Mr. Bean! (A2)		
Task author/Institution: Daiva Pundziuviene Vytautas Magnus University	Lesson type: <input checked="" type="checkbox"/> in-class	Target learners/course: English A2
CEFR starting level: A2	Group dynamics (e.g. pair work/groups of X): pair work	Target language of the course: English Other language(s) used: students' native language
Mediation scale(s) relevant to the task: RELAYING SPECIFIC INFORMATION IN SPEECH NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.) STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE		
Short description of the task: The task aims to engage students in a funny and interactive practice of the Present Continuous tense.		
Expected learning outcomes: By the end of the task, students will be able to: <ul style="list-style-type: none">• better understand how the Present Continuous tense is used and whether it has more similarities or differences in students' native language;• use active vocabulary on the topic 'In a swimming pool'.		
TASK DESCRIPTION		
Background knowledge or sub-skills required by the students: Students need to have successfully completed English A1 level, which is the course requirement. No other specific skills or advance preparation is necessary.		
Detailed description of the task: 1) The teacher gives a short presentation on the Present Continuous tense and pre-teaches useful vocabulary on the topic 'In a swimming pool': nouns - water, children, swimmers, bar, cafe, slide, jacuzzi, diving boards, life-guards verbs - swim, dive, slide, drink, eat, relax, observe, drown, race. 2) Pair work: Student A is looking at the screen where the teacher is showing an episode from the video 'Mr. Bean visits a swimming pool': https://www.youtube.com/watch?v=ZQryUvMpGk8 (from 0:29 till 6:52) While watching the student has to tell everything that is happening to his / her partner student who cannot watch the video and can only listen to Student A. Student A has to try to use Present	Time required: about 6 min. about 7 min.	

<p>Continuous and topic-related vocabulary correctly. Student B has to listen to Student A carefully and write down what is happening in his / her native language.</p> <p>3) All the students watch the same episode and one of Students B comments on what is happening in his / her native language, focusing on the notes.</p> <p>4) A short discussion on the differences / similarities of the Present Continuous tense in English and students' native language is organized.</p>	<p>about 7 min.</p> <p>about 5 min.</p>
<p>Resources required by the teacher: the presentation on the Present Continuous tense and topic-related vocabulary; the video link, a computer and a screen to display the video</p>	<p>Resources required by the students: a pen and a notebook</p>
<p>Potential challenges and solutions: There is a risk that the task might be too difficult for A2 level students. In that case, the teacher should pre-teach example sentences with Present Continuous and topic-related vocabulary. In addition, the teacher could pause the video in certain places so that students would have more time for speaking / note taking. The task is very flexible as different videos can be chosen to teach other grammatical or lexical topics. Students usually enjoy funny videos and actively engage in similar activities.</p>	

2. Word definitions (B1)

GENERAL INFORMATION

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

Task title: Word definitions (B1)

Task author/Institution:
Teresė Ringailienė
Vytautas Magnus University

Lesson type:
 in-class

Target learners/course:
general English/
specialised English

CEFR starting level:
B1 and higher

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

Target language of the course: English

Other language(s) used:
applicable to other languages

Mediation scale(s) relevant to the task:
STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE

Short description of the task: in a pair, one student explains the words and the other has to guess them; afterwards, they exchange roles.

Expected learning outcomes: By the end of the task, students will be able to: define the vocabulary that they are studying in their own words.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: a sufficient knowledge of English to be able to explain the words giving synonyms, antonyms, hyponyms, etc.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): any exercise with new vocabulary

Detailed description of the task: the students work in pairs. Each pair member is given a list with 5-6 words from the unit that is being studied. One pair member explains each word in his/her own words. The other pair member has to guess the word. After one person explains all words to the other person, they exchange roles.

Time required: 5-10 min.

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): additional exercises with the words under discussion could be developed in order to consolidate knowledge

Resources required by the teacher: to prepare the lists with the words for each student

Resources required by the students: -

Potential challenges and solutions: the students may not have enough vocabulary to be able to explain the words; in such a case body language/acting may be helpful

3. Safe Space (B1-B2)

GENERAL INFORMATION

Task title: Safe Space (B1-B2)

Task author/Institution:
Šárka Kadlecová
Charles University

Lesson type:
 in-class

Target learners/course:
Any English course

CEFR starting level: B1-B2

Group dynamics (e.g. pair work/groups of X): individual work, pair work and group work (whole classroom)

Target language of the course: English (or other languages)

Other language(s) used: None

Mediation scale(s) relevant to the task:

FACILITATING PLURICULTURAL SPACE

ACTING AS AN INTERMEDIARY

FACILITATING COMMUNICATION IN DELICATE SITUATIONS/DISPUTES

Short description of the task:

The function of the task is to prepare students for listening to presentations about sensitive topics. The objective is to elicit strategies they have employed to create a space in which learning can take place and to agree on rules the group will respect. When completing this task, students will first write individually, then speak in pairs or small groups and finally facilitate a group discussion in order to list the rules for the group.

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

- Communicate about their needs regarding a specific learning situation/environment
- Create a safe and pluralistic space for presenting sensitive topics
- Facilitate a discussion and summarize its outcome
- Maintain an encouraging learning space

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: None besides communication skills in English (or another language). This task is based on real-life experience.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): None

Detailed description of the task:

Stage 1: What is it to feel safe?

Individual work, writing

Students are given an exercise in which they work individually and write freely to answer the questions below. (5-7 minutes). First, the teacher may elicit some associations and meanings related to the word safe in various contexts.

- What is it like to feel safe?
- Describe the conditions under which you feel safe.

Stage 2: How can I make it safe for myself?

Pair work, speaking

Students work in pairs or small groups (of 3-4) and share their answers to the questions below.

- What do you do when you feel uncomfortable/unsafe in a certain situation? Do you have any strategy you apply?

Time required:

20 – 30 min.

<p><u>Stage 3: Our rules to maintain a safe space</u> Group work, speaking and writing The whole class is asked the question below.</p> <ul style="list-style-type: none"> • How can others contribute to creating a safe/comfortable space to learn about or discuss sensitive topics? <p>Students say their answers and/or write them on the board. Finally, the whole group creates rules to follow when there are presentations or discussions concerning sensitive topics. The teacher may be the facilitator or one student is given this role. The teacher may get inspired by studying this document 20Sensitive%20Topics_Final.pdf</p>	
<p>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): This task is a preparation for presentations and discussions about topics which are personal or might be sensitive.</p>	
<p>Resources required by the teacher: A white board, a large sheet of paper to write on or a screen to share with the group, markers. Preparation for the topic of speaking about sensitive topics. Teachers should do their own research. A suggested document to study is available here. 20Sensitive%20Topics_Final.pdf</p>	<p>Resources required by the students: something to write with.</p>
<p>Potential challenges and solutions: C: Students will not want to speak about their own experience with feeling safe or unsafe/uncomfortable P: They must be given the option not to speak about it. However, they should be able to reflect on the word safe/unsafe/uncomfortable in writing. C: The teacher might not be ready to handle this topic. P: A self-reflection prior to introducing the task. The teacher must ask himself/herself: Am I ready to respond to answers which might occur? Do I know how? What kind of responses may students in this particular group present? Do they trust me? Do I care? Is it important to me to deal with this (maintaining a safe space, making sure there's an encouraging learning environment)? What is my association with safety/unsafety? What are the rules I imagine to teach the group? What rules do I want in this learning situation?</p>	

4. Summarizing and Paraphrasing (B1-B2)

GENERAL INFORMATION

Task title: Summarizing and Paraphrasing (B1-B2)

Task author/Institution: Michaela Ritter Konárková Charles University	Lesson type: <input checked="" type="checkbox"/> in-class	Target learners/course: A class of Czech and exchange students specialized in academic reading and writing
CEFR starting level: B1/B1+	Group dynamics (e.g. pair work/groups of X): individual + pair work	Target language of the course: English Other language(s) used:-

Mediation scale(s) relevant to the task:

PROCESSING TEXT

COLLABORATING TO CONSTRUCT MEANING

BREAKING DOWN COMPLICATED INFORMATION

Short description of the task:

Students learn about paraphrasing and summarizing. They practice these activities (streamlining and amplifying) in pairs while reading and establishing meaning of individual passages.

Expected learning outcomes:

- By the end of the task, students will be able to summarize and paraphrase a challenging text.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: reading skills on app. B1 level.

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

In class, students are acquainted with the handout outlining the differences and directions of paraphrasing and summarizing.

Detailed description of the task:

1. Students form pairs (this can be facilitated by the teacher by some kind of random selective process; alternatively, students can form groups according to their study fields and receive a relevant reading resource)
2. Students discuss the pre-reading questions evoking the topic. Then they read the text.
3. In order to facilitate understanding of the text, they take turns and
4. Paraphrase (amplify) a paragraph.
5. Summarize this paragraph when understanding has been established.
6. They create a written summary of each paragraph and, subsequently, of the whole text and compare it with other groups/pairs.

Time required:
45 min.

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: handout on paraphrasing and summarizing; a selected text based on the course level and specialization of the students. Alternatively, the teacher can prepare more types of texts that are tailored to the students' particular needs/interests.

[summarizing and paraphrasing sample reading text](#)

Resources required by the students: students receive the resources prepared by the teacher.

5. Easter Traditions in Australia (B1-B2)

GENERAL INFORMATION

Task title: **Easter Traditions in Australia (B1-B2)**

Task author/Institution: Markéta Doubravová Charles University	Lesson type: <input checked="" type="checkbox"/> in-class	Target learners/course: a group of Czech and exchange students
CEFR starting level: B1 – B2	Group dynamics: Individual work Groups of 3 Whole-class work	Target language of the course: English Other language(s) used: if necessary – native language if students do not know the expressions for specific national Easter traditions

Mediation scale(s) relevant to the task:

FACILITATING PLURICULTURAL SPACE

RELAYING SPECIFIC INFORMATION IN WRITING AND PROCESSING A TEXT IN WRITING

COLLABORATING IN A GROUP

Short description of the task:

This task is for students at B1/B2 level. They are going to work with a text in which Easter traditions in Australia are introduced. Within several different tasks they are going to learn some new vocabulary and the specific traditions in Australia, which they are going to compare with the traditions in their homeland. They should also see the reasons behind the differences and have a discussion about it. The task is planned for a 90-minute lesson.

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

- Talk about Easter – not only in Australia but also in their homeland – use the vocabulary from the text
- Understand a text and look for specific information
- Also understand the differences in Easter traditions between Australia and Europe and also the reasons which are behind them (e.g. Easter Bunny x Easter Bilby)

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Ss need to have at least B1 level of English because this text works with some more difficult vocabulary and they also need to know vocabulary for discussion (expressing agreement, conveying opinion, etc.) They should also know something about the Easter traditions in Europe, in their homeland, possibly the UK/Ireland (the closest English-speaking countries) – not necessary, the homeland is more important.

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

Optional – Ss can be told in advance to think about the Easter traditions typical for their homeland.

- 1) Brainstorming – Students are asked to brainstorm different Easter traditions typical for their homeland and make a list of them on the whiteboard – in groups for different countries (in case of exchange students from countries where they celebrate Easter)
- 2) After brainstorming and collecting different traditions Ss are divided into groups of 3 and are given a vocabulary matching exercise – the vocabulary is taken from the text (it can be either difficult words, words connected to the topic, or interesting words that Ss should learn). It is good

to actually prepare this exercise on separate cards. Two types of cards – the words and the definitions – students then physically match the words to the definitions (prepare the cards in advance). They work together in groups of 3, share their knowledge, guess the meanings. After the groups are done with the work, the whole class check the correct answers.

The time for the pre-task activities – ca. 15 mins (5 mins brainstorming, 10 mins vocabulary matching)

Detailed description of the task:

- 1) Students work in groups again. This time they are given the first part of the text cut into pieces (in this case the cuts are in the middle of sentences – practice focuses on the structure of the sentences, collocations, but another option can be the cuts between the sentences – more practice focuses on cohesion and coherence). The students’ task is to order the single pieces into the original text. The whole class checks the correct answers. Ss are also asked to explain why they think that their order is correct, according to how they decided that the single pieces go together.
- 2) Individual work. Students are given the original first part of the text so that the work is easier for them and try to spot some of the traditions typical for Australia. Write the traditions on the board.
- 3) Students are also given the second part of the text and the true x false exercise. They work individually with the text, they read it and look for the specific information to decide whether the statements are true or false.
- 4) Whole class checks the answers. Students are also encouraged to specify where in the text they found the relevant information and also why they decided whether the particular statement was true or false. They can take the pre-task activity with vocabulary for help.
- 5) Students spot the other traditions typical for Australia and add them to the list on the board.
- 6) Groups of 3 students again work in the groups in which they compare the traditions on the board. What is different in Australia? What are the reasons for that – have the students got any ideas? (e.g. Why is there the Easter Bilby instead of the Easter Bunny we know from Europe?, Why are some of the traditional celebrations connected to agriculture?, What are typical foods for Australian Easter?)
- 7) Whole-class discussion. Students share the opinions they discussed in groups.

Time required:

- 10 min.**
- 5 min.**
- 15 min.**
- 15 min.**
- 5 min.**
- 10 min.**
- 10 min.**

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

Ideas for some topics that are suggested by the text and which can be discussed and worked with later:

- 1) Easter traditions in different English-speaking countries.
- 2) Australian problems with imported animals (rabbits, foxes, camels).
- 3) Australian traditional food.

Resources required by the teacher:

- 1) Vocabulary matching exercise – cards
- 2) The first part of the text cut into pieces – cards.
- 3) The original text and the true x false questions:
[the original text+questions](#)

Resources required by the students:

Students receive materials prepared by the teacher.

Potential challenges and solutions:

Australian traditions are not so known in Europe so it can be that anything connected to Australia might need a bit more detailed preparation for the teacher. Especially, the teacher has to make sure that they know the answers to prepared questions for the discussion.

6. How to handle a challenging audience? (B2)

GENERAL INFORMATION

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

Task title: How to handle a challenging audience? (B2)

Task author/Institution:
Daiva Pundziuviene
Vytautas Magnus University

Lesson type:
 in-class

Target learners/course:
English B2

CEFR starting level:
B2
(can be easily adapted to other levels)

Group dynamics (e.g. pair work/groups of X): 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 COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS

Short description of the task:

Firstly, students will discuss how ‘difficult’ members of the audience may affect the presenter and other students in the classroom and suggest strategies on how to deal with such an audience. Secondly, they will try how it may work in real life during their presentation proposals. The task can be used with students of different levels, as it can be easily adapted, depending on students’ level, their input and interaction.

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

- better understand how inappropriate behavior, comments, body language, etc. may affect the presenter and the audience;
- better handle difficult audience types and use different strategies to deal with them.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The students need to have successfully completed English B1 level, which is the course requirement. No other specific skills or advance preparation is necessary.

Pre-task activities:

The pre-task activity consists of students’ individual work. Every student needs to prepare a poster, which is his / her presentation proposal. The proposal should include the student’s name, the chosen topic, a short background on the topic, the aim(s) of the presentation and two references related to the topic. Students have to prepare to make a presentation proposal in the classroom.

Detailed description of the task:

1) In the classroom, students make groups of four and discuss how difficult members of the audience may affect the presenter and other students in the classroom and suggest strategies on how to deal with such an audience. The teacher presents a list of such types of the audience: an over-talker, a non-talker, a tangent-starter, an insensitive person, a mobile-phone addict and ‘been there, done this’.
2) Students present their ideas and the teacher gives a short feedback. A discussion on other types of difficult audiences could be organized.
3) Students make new groups where each

Time required:

about 15 min.

about 15 min.

about 20 min.

<p>student has 3 minutes to make his / her presentation proposal. The teacher gives a role card to one of the students in each group. The student has to play a role of a certain type of difficult audience during presentation proposals. Other students have to apply the strategies that they have just discussed to help the presenter.</p> <p>5) A short concluding discussion can be organized: how did you deal with the challenges? which student was the most helpful? which strategies have been the most effective? How did everyone feel?</p>	<p>about 5-6 min.</p>
<p>Resources required by the teacher: role cards</p>	<p>Resources required by the students: poster of presentation proposals</p>
<p>Potential challenges and solutions: There is a risk that students might not be familiar with strategies of dealing with difficult members of the audience and may not be able to think of any suggestions. Solution: in that case, a short video could be shown after their primary discussion or the teacher could give handouts with useful tips, etc.</p>	

7. Varieties of languages (B2)

GENERAL INFORMATION

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

Task title: Varieties of languages (B2)

Task author/Institution: Daiva Pundziuviene Vytautas Magnus University	Lesson type: <input checked="" type="checkbox"/> in-class	Target learners/course: English B2
CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): pair work, group work	Target language of the course: English Other language(s) used: students will need to speak about their native language

Mediation scale(s) relevant to the task:
FACILITATING PLURICULTURAL SPACE
COLLABORATING IN A GROUP - FACILITATING COLLABORATIVE INTERACTION WITH PEERS

Short description of the task:

Firstly, students talk about the varieties (accents & dialects) of their mother tongue in English. Secondly, they are acquainted with the problem of 'accentism' and discuss how linguistic discrimination may affect people. Finally, students are acquainted with the main varieties of the English language in the UK.

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

- tell about the varieties (accents & dialects) of their mother tongue in English;
- better understand the concept of linguistic discrimination and express their opinion on the issue of 'accentism';
- tell about the varieties of the English language in the UK.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The students need to have successfully completed English B1 level, which is the course requirement. No other specific skills or advance preparation is necessary.

Pre-task activities:

The pre-task activity consists of students' homework. They need to find answers to the following questions:

- 1) How many languages are there in the world?
- 2) Which language has the largest number of native speakers?
- 3) Which languages are in the 2nd, 3rd and 4th place?

Detailed description of the task:

1) Firstly, the teacher asks students to provide correct answers to the questions, which were set as their homework.

Secondly, the difference between two terms – a dialect and an accent – are discussed.

Thirdly, students work in pairs and tell their partner about their mother tongue, focusing on the following questions:

Time required:

about 3 min.

about 2 min.

about 6 min. (3 min. for each student)

- What different accents and dialects are there in your first language?
- What do these variations indicate about the speaker (e.g. where they come from, their social status, age, etc.)?
- Do some dialects or accents have some positive / negative associations?

! If the class is mostly monolingual:

Student A: answers the questions about his / her mother tongue

Student B: pretends to be a foreigner who knows nothing about that language

2) All students watch the video 'Accentism':

New classism determines social status in UK:

<https://www.youtube.com/watch?v=8OLWDOvJ9E>

After watching, students have to discuss the following questions:

- What is 'accentism'?
- What are 5 problems related to accentism in the UK that were mentioned in the video?
- How might people who have been linguistically discriminated feel?
- What are 6 accents or places in the UK presented as examples of the regional language?

3) Role play: 'Should we all use a standardized language?'

Student 1: speaks with an accent, which is considered low prestige, and was unable to get a job because of it.

Student 2: a linguist who thinks that accents / dialects should be preserved as they are important for our heritage.

Student 3: speaks the standard language, thinks that dialects are a nuisance.

(Role-play adapted from: *Cambridge Academic English. Advanced. Student's Book*)

4) Final discussion on how the students enjoyed the activities, if they made them think about the importance of their native language, if their mother tongue (and non-standard varieties of their mother tongue) are an important part of their identity, etc.

about 10-15 min.

about 10 min.

about 6-7 min.

Post-task follow-up activities:

Varieties of English in the UK: as their homework, students have to watch 7 extracts from the following videos:

Geordie	https://www.youtube.com/watch?v=Zwx0-oewjsM
Cockney	Michael Caine https://www.youtube.com/watch?v=YDgGK3sAOt8
Yorkshire	Michael Parkinson https://www.youtube.com/watch?v=YDgGK3sAOt8

Scottish	https://www.youtube.com/watch?v=TqAu-DDIINs
Welsh	Tom Jones https://www.youtube.com/watch?v=g7q0NMZIxxI
Irish	Dara O'Briain https://www.youtube.com/watch?v=pxQhLZ5bMyQ
Queen's English	https://www.youtube.com/watch?v=DPZkrRpJ4Zc

After watching, they have to prepare a written reflection on the following questions:

(Think about WHY)	How easy is it to understand?	Would you trust information from this person?	Would you like to speak like this?
Geordie			
Cockney			
Yorkshire			
Scottish			
Welsh			
Irish			
Queen's English			

(The post-task adapted from: www.breakingnewsenglish.com)

! The question 'Would you trust information from this person?' is usually quite provoking and it provides an opportunity to organize a further discussion on 'accentism'.

Resources required by the teacher: questions for students' discussions and role-plays, role-cards, video links	Resources required by the students: role-cards & video links
--	--

8. A picture is worth (B2)

GENERAL INFORMATION

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

Task title: “A picture is worth...” (B2)

Task author/Institution: Cintia S. Widmann Etchemaite University of Helsinki (based on tasks by Basil Carryer)	Lesson type: <input checked="" type="checkbox"/> in-class	Target learners/course: Undergraduates in Social Sciences programs at the University of Helsinki/ Course name: “Academic and Professional Communication in English 1 & 2”
CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): one student presenter/leader; small groups (of four ideally, but three or five can also work); whole class/group	Target language of the course: English Other language(s) used: none (although students might resort to other language/s they know, if they want to)

Mediation scale(s) relevant to the task:

COLLABORATING IN A GROUP – FACILITATING COLLABORATIVE INTERACTION WITH PEERS

LEADING GROUP WORK – MANAGING INTERACTION

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)

EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)

Short description of the task:

A student presenter/leader shows the class a visual representation (photograph, chart, cartoon, diagram, or the like) of an academic/professional topic. In small groups, the other students discuss the visual and the topic, based on the discussion prompts provided by the presenter/leader. Once the small-group discussions are over, the presenter/leader tells the class about the visual and topic, and finally opens and leads the discussion with the whole class.

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

- plan and lead a discussion about an academic topic;
- explain and discuss the relation between a visual stimulus representing the topic and the topic;
- express their reactions to and analysis of the visual stimulus and the topic; and
- collaborate with their peers to complete a discussion task.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Some knowledge of their academic field.

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

1. The teacher demonstrates the presentation/discussion task on the first or second course meeting.
2. The class agrees on the presentation/discussion schedule for the duration of the course. Student presenters/leaders should have at least two weeks to prepare.
3. Before class, the student presenter/leader chooses a photograph, cartoon, chart, diagram, or other visual representation of a person, object, situation, or concept that they find important and interesting from an

academic/professional perspective. They plan the discussion using the questions provided by the teacher, although, if they wish, they can adapt these questions and/or come up with their own. The student presenter/leader should also prepare for leading the whole class discussion.

Detailed description of the task:

Description of roles

presenter/leader: the person in charge of preparing the task by choosing the visual and preparing the discussion questions, and of leading the whole class discussion, which is preceded by a short talk about the visual and what it represents

chairperson: a member of a small group in charge of guiding the group's discussion, in case the group cannot self-regulate well; the chairperson may speak on behalf of their group in the whole class discussion

secretary: a member of a small group in charge of recording and/or summarizing the contents of the small-group discussion, in case the group cannot self-regulate well

Procedure

1. The teacher demonstrates the presentation/discussion task at the first or second course meeting. As the presenter/leader, she first shows the class a visual representation of an event, person, character, concept, or some other thing she finds important and interesting from an academic/professional viewpoint. The class is divided into small groups, ideally of four, although trios or groups of five also work. These groups have a discussion about the visual and what it represents based on the discussion questions provided by the presenter/leader. This may take between 20 and 30 minutes. Once the groups have finished their discussions, the presenter/leader tells the whole class about the visual, what it shows, what it represents, and why she has chosen it for the task. This should take at least five minutes, and no longer than ten. Next, the presenter/leader starts and leads the whole class discussion about the visual and the topic, based on the discussion questions, on the answers given by the small groups, and on any other point that may arise. This might take at least fifteen minutes, and longer discussions are encouraged if they arise out of the participants' interest. Finally, and after answering any questions the students may have about the task, the teacher encourages the students to be creative and to adapt the discussion questions/prompts if they so wish.
2. After the teacher has demonstrated the task, the class agrees on the presentation/discussion schedule for the duration of the course. Student presenters/leaders should have at least two

Time required: 40-60 min.

<p>weeks to prepare.</p> <p>3. Student presenter/leader should prepare for the task well in advance, by choosing a photograph, cartoon, chart, diagram, or other visual representation of a person, object, situation, or concept that they find important and interesting from an academic/professional perspective. They should plan the discussion based on the questions provided by the teacher, or, if they wish, they can adapt these questions and/or come up with their own. Student presenters/leaders should also prepare for leading the whole class discussion.</p> <p>Note: If the small groups have more than five members and/or they cannot self-regulate well, chairpersons and secretaries may be appointed in each group in order to guide the discussions and to record or summarize everyone's contributions, respectively. Chairpersons may speak on behalf of their groups in the whole class discussion, although other group members also have this right.</p>	
<p>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): -</p>	
<p>Resources required by the teacher: class computer, projector, and projection screen; visual and discussion questions to demonstrate the task</p>	<p>Resources required by the students: visual and discussion questions; class computer, projector, and screen</p>
<p>Potential challenges and solutions: The students may have difficulties with vocabulary items. If so, they may resort to another (common) language, and their peers may help them with the vocabulary they need. The teacher may also help by asking the student to explain to her (still in English) what they mean, and this may elicit the language needed from the student themselves, or the teacher may provide it.</p>	

9. Language choices in conference presentations (B2)

GENERAL INFORMATION

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

Task title: Language choices in conference presentations (B2)

Task author/Institution: Cintia S. Widmann Etchemaite University of Helsinki	Lesson type: <input checked="" type="checkbox"/> in-class	Target learners/course: Doctoral students at the University of Helsinki/Course name: “Conference Presentation”
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: none

Mediation scale(s) relevant to the task:
ENCOURAGING CONCEPTUAL TALK
PROCESSING TEXT IN SPEECH
EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)
STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE

Short description of the task:

The course participants (CPs; students and teacher) discuss specific language choices made by each presenter during their presentation and Q&A. These choices pertain to vocabulary and/or structure/s, and register. CPs identify which choices worked well and explain why. They also identify choices that can be improved and suggest ways to do so.

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

- identify vocabulary items and syntactic structures more typical of written academic/scientific registers in their oral presentations; and
- change these items and structures so that they are more suitable for spoken academic/scientific registers.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Near-expert knowledge of their fields; metalinguistic skills (e.g., defining, paraphrasing).

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

1. Before the CPs give their oral presentations, the class discusses some of the differences between spoken and written academic/scientific language. These are mainly related to choices of vocabulary and structure (e.g., field-specific terms; neutral vocabulary; nominalizations, subordinate clauses).
2. CPs who want to present research which has already been published are encouraged to prepare their presentations “anew,” so that they can *tell* the audience about the research rather than recite or read aloud sentences from the original written text.
3. Before carrying out the task described below, a CP must have given their oral presentation and led their Q&A.

Detailed description of the task:

1. During the presentation and the Q&A the teacher keeps a record of language choices more/less suitable for the spoken academic/scientific register.
2. During the whole-class feedback conversation, and if no other CP does, the teacher brings attention to these choices. She elicits and/or explains how suitable the choices are, and elicits and/or suggests alternatives.

Time required: 2-5 min.

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

I have not used any follow-up activities. However, as the students review video of their presentations and Q&As, they may try to spot other instances of language more/less suitable for the spoken academic/scientific register.

Resources required by the teacher:
Presentation and Q&A by students; research on characteristics of spoken and written academic/scientific language (e.g., Biber, D. & Gray, B. (2010). Challenging stereotypes about academic writing: Complexity, elaboration, explicitness. *Journal of English for Academic Purposes* 9: 2-20.)

Resources required by the students:
Presentation materials;
video of their presentation and Q&A

Potential challenges and solutions:

- CPs will not be able to identify all relevant instances during the live presentation and Q&A, but review of the video can be used to complement the work done in class.
- It might be difficult to assess how suitable a vocabulary item or a sentence structure is. CPs may limit their contributions to suggestions, only pointing out the degree of difficulty they may have experienced trying to process a given vocabulary item or phrase/sentence/utterance, for example.

10. AI – recent developments – discussion (B2+)

GENERAL INFORMATION

Task title: AI – recent developments – discussion (B2+)

Task author/Institution:
Anna Łętowska-Mickiewicz
University of Warsaw

Lesson type:
 in-class

Target learners/course:
B2+ and higher

CEFR starting level:
B2+

Group dynamics (e.g. pair work/groups of X):
Small groups, whole class

Target language of the course: English

Other language(s) used:-

Mediation scale(s) relevant to the task:

Relaying specific information in speaking

Processing text

Mediating concepts - Encouraging conceptual talk

Short description of the task:

Prior to the class, students are asked to get acquainted with three articles on the topic of recent developments in the area of Artificial Intelligence. During the in-class meeting, students discuss the information they found in the articles, pointing out the advantages as well as potential threats related to the developments in the field of AI. They also express their own opinions and concerns.

Expected learning outcomes: By the end of the task, students will be able to point out the key information from the texts, as well as discuss the implications of the ongoing research in the field of IT. They will also have gained confidence in expressing their own opinions and concerns.

Background knowledge or sub-skills required by the students:

Students must have some skills in how to deal with longer authentic texts.

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

The activity is one in a series on a broad topic 'Issues', where students look into e.g. ecology, human rights, multiculturalism. This topic relates to technology, especially recent developments in the area of artificial intelligence.

The activity was preceded by a homework task: extensive reading. Students need to read four articles:

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

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

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

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

Detailed description of the task:

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

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

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

- list the developments already implemented
- list the ones that are in the pipeline

Time required:

About 30 minutes for homework = reading articles.

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

<p>- assess these developments from the perspective of their usefulness as well as potential threats they might pose, referring to the opinions expressed by the authors of the articles</p> <p>- express their own opinion on the topic, offering justification</p> <p>First, students work in small groups (3-4 people) to support each other in listing the key concepts, but also to have a chance for genuine exchange of ideas with plenty of speaking time. They are encouraged to see if and where they, as a group, agree on the promises and threats of IT. Are they worried or thrilled by the same developments?</p> <p>Next students get together for a whole-class discussion, comparing their groups' viewpoints.</p> <p>At this stage students are encouraged to share other examples of technological developments they know, in the area of AI or the related fields.</p>	
---	--

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) vocabulary extension: creating a list of useful words and phrases from the articles; ii) writing practice: a forum entry / an opinion essay on the topic of recent developments in AI

<p>Resources required by the teacher: Access to the computer and internet</p>	<p>Resources required by the students: Access to the computer and internet</p>
--	---

Potential challenges and solutions:

Challenge: Students may feel overwhelmed by the complexity of the authentic articles.

Solution: The teacher can show the articles to students in class, to warm them up to the idea of individual extensive reading. He/She can remind students of strategies on how to deal with unknown vocabulary, as well as how to use monolingual dictionaries.

11. Text – based discussion on malaria (B2)

GENERAL INFORMATION

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

Task title: Text-based group discussion on malaria (B2)

Task author/Institution:
Kari Pitkänen & Roy Siddall
University of Helsinki

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

Target learners/course:
1st-year students of
medicine and biosciences

CEFR starting level:
B2

**Group dynamics (e.g. pair
work/groups of X):**
Groups of 5-7 students

**Target language of the
course:**
English
Other language(s) used: -

Mediation scale(s) relevant to the task:

RELAYING SPECIFIC INFORMATION IN SPEECH

RELAYING SPECIFIC INFORMATION IN WRITING

**EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS
ETC.)**

PROCESSING TEXT IN SPEECH

PROCESSING TEXT IN WRITING

NOTE-TAKING (LECTURES, SEMINARS, ETC.)

**COLLABORATING IN A GROUP: FACILITATING COLLABORATIVE
INTERACTION WITH PEERS**

COLLABORATING IN A GROUP: COLLABORATING TO CONSTRUCT MEANING

LEADING GROUP WORK: ENCOURAGING CONCEPTUAL TALK

LEADING GROUP WORK: MANAGING INTERACTION

LINKING TO PREVIOUS KNOWLEDGE

ADAPTING LANGUAGE

BREAKING DOWN COMPLICATED INFORMATION

Short description of the task:

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

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

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

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

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

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

Reading texts and watching videos (or listening podcasts) on malaria provided by the teacher in advance.

Detailed description of the task:

1. The students watch the videos and then read the texts on malaria provided by the teacher so that the students working in the same group do not go through the same materials.
2. Students report and assess what they have read
3. Groups of 5-7 students plan malaria eradication strategies for the case presented by the teacher
4. Groups present their plans for the malaria eradication strategy
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

Time required:

approximately 2 hours

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

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

Resources required by the teacher:

Background reading and videos, task description for the case to be solved

Resources required by the students:

Potentially their own experience and materials on malaria

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.

12. Text-based short presentations (C1)

GENERAL INFORMATION

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

Task title: Text-based short presentations (C1)

Task author/Institution: Lina Zutkienė Vytautas Magnus University	Lesson type: <input checked="" type="checkbox"/> in-class	Target learners/course: Reading and Speaking C1
CEFR starting level: C1	Group dynamics (e.g. pair work/groups of X): group work	Target language of the course: English

Mediation scale(s) relevant to the task:

Facilitating collaborative interaction with peers
Leading group work

Short description of the task:

Students are going to read a text about teachers, discuss the features of good/bad educators and create a portrait of an ideal teacher.

Expected learning outcomes: By the end of the task, students will be able to talk about education/educators, use related vocabulary in context.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The students need to have successfully completed English B2 level, which is the course requirement. No other specific skills or advance preparation is necessary.

Pre-task activities: Before the task students worked on education vocabulary (various related exercises were accomplished in the classroom and at home).

Detailed description of the task:

- 1) Students are divided into groups of 3
- 2) Students read the text *A Good Teacher?* and answer the questions from the text. (Students in the groups assist each other with unknown/difficult words or any other problems concerning the text).
- 3) Each group has a short discussion the outcome of which is a portrait of an ideal educator. Students are encouraged not only to rely on facts and features found in the text, but also to use their own experience and imagination (one of the students in each group moderates the discussion)
- 4) Each group presents their portrait of an ideal educator to the rest of the class. Members of other groups are encouraged to make comments/suggestions/ ask questions.

Time required:

- 1) 1 – 2 min.
- 2) 15 min.
- 3) 10 min.
- 4) 15 - 20 min.

Post-task follow-up activities:

In the next class or at home students might be asked to write a descriptive essay on education.

Resources required by the teacher:

Resources required by the students:

A spacious classroom, copies of the text.

No particular resources are required.

Potential challenges and solutions: Sometimes during the discussion time students may concentrate more on complaining about their bad experiences at school rather than providing solutions on how to eliminate negative effects.

13. A job interview role-play (C1)

GENERAL INFORMATION

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

Task title: A job interview role-play (C1)

Task author/Institution:
Lina Zutkienė
Vytautas Magnus University

Lesson type:
 in-class

Target learners/course:
Reading and Speaking C1

CEFR starting level: C1

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

Target language of the course: English

Mediation scale(s) relevant to the task:

Facilitating collaborative interaction with peers
Leading group work

Short description of the task:

Students are going to take roles of interviewers and candidates in a series of quick job interviews.

Expected learning outcomes: By the end of the task, students will be able to talk about job market use related vocabulary in context.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The students need to have successfully completed English B2 level, which is the course requirement. No other specific skills or advance preparation is necessary.

Pre-task activities: Before the task students worked on job market vocabulary. (Various related exercises were accomplished in the classroom and at home.)

Detailed description of the task:

- 5) Students choose their roles:
 - a) 2 students to moderate the task
 - b) 6 – 8 students as interviewers (work in pairs)
 - c) 6 – 10 students as candidates

The class should be arranged so that the interviewers for the different jobs aren't sitting too close together. They should have an empty chair opposite for the candidates.
- 6) The moderator hands in each pair of interviewers and candidates their role cards.
- 7) The interviewers and candidates prepare for the task (write down questions, profiles, etc.)
- 8) The moderators give the start for the interviews. Each interview lasts for 3 minutes, then the candidates move on to other interviewers. Continue until each candidate has been interviewed for all the jobs.
- 9) The interviewers decide which candidate is the best and announce their decision.
- 10) The candidates accept/refuse the offers. If a candidate is offered more than one job, they must choose between them.

Time required:

- 5) 2 – 3 min.
- 6) 1-2 min.
- 7) 5 – 7 min.
- 8) 20 min.
- 9) 5 – 7 min.
- 10) 5 – 7 min.

Post-task follow-up activities: Students' homework after the task is to write a self – reflection about their performance in the interviews.	
Resources required by the teacher: A spacious classroom, role cards.	Resources required by the students: A watch or any other device to measure time.
Potential challenges and solutions: Some students may find it difficult to imagine themselves in the role of employer or employee. That is why some get stuck during the interview, so 2 students in the role of employers/interviewers are always helpful. During this task students learn to interact in a structured way.	

14. Plurilingual practices in general education (C1)

GENERAL INFORMATION

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

Task title: **Plurilingual practices in general education (C1)**

Task author/Institution:
Vilma Bijeikienė
Vytautas Magnus University

Lesson type:
 in-class

Target learners/course:
English C1: CLIL and plurilingual pedagogy

CEFR starting level: C1

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

Target language of the course:
English (L2*)
Other language(s) used:
Lithuanian or another L1
*English is L2 for the majority of students but could also be L3 or further in personal plurilingual repertoires.

Mediation scale(s) relevant to the task:
RELAYING SPECIFIC INFORMATION IN SPEECH
PROCESSING TEXT IN WRITING
PROCESSING TEXT IN SPEECH

Short description of the task:

It is a cross-linguistic mediation task of interviewing a general education teacher on the topic of his/her/ the schools' plurilingual practices in the interviewer's and interviewee's L1 (Lithuanian or another language) and making a class presentation in English (L2).

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

1. To explain the notions of plurilingual practices and approaches
2. To synthesize and relay the information acquired in L1 in English
3. To prepare and deliver an oral presentation in English of the acquired and synthesized information
4. To engage in a post-presentation discussion with the peers
5. To use spoken academic English corresponding to C1 level

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

B2 level of English

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

Activity 1: Individual pre-task reading;

Activity 2: Teacher-guided class discussion of the pre-task reading material;

Activity 3: Teacher-guided collaborative formulation of interview questions in English (L2)

Activity 4: Individual or pair translation of questions into students' L1

Detailed description of the task:

Step 1: Students prepare for the task individually by reading and analyzing the indicated material:

- 1) European Language Policy
<https://www.europarl.europa.eu/factsheets/en/sheet/142/language-policy>;
- 2) Plurilingual and pluricultural competence in CEFR Companion Volume (2018), Council of Europe, pp.28-29
<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>;
- 3) Plurilingual approaches from FREPA project
<https://carap.ecml.at/Keyconcepts/tabid/2681/language/>

Time required:

45 min. to complete the pre-task reading
45 min. for a class discussion of the pre-task reading material and formulation of interview questions
10 min. to translate the interview questions from English (L2) to L1
15 min. to conduct the interview in L1
20 min. to prepare the presentation in English (L2)
5 min. for a student/ **10 min.** for a pair to deliver the presentation in class (about 2 ac. for a group)

<p>en-GB/Default.aspx 4) Good practice examples from LISTIAC project http://listiac.org/towards-the-tower-of-power/ Step 2. The reading material is thoroughly analyzed in a teacher-guided class discussion; students are given time to raise questions to the teacher and the colleagues and to share their insights. Step 3. In a collaborative manner, students guided by the teacher formulate the interview questions in English and individually or in pairs translate them into their L1. Step 4. Student/s contact a general education teacher, most likely in the school that they have graduated from and conduct the online interview in L1 by either taking notes or making a record. Step 5. Using the notes or the record, student/s individually or in pairs prepare a class presentation in English by synthesizing and relaying the information acquired in L1. Step 6. Presentations are delivered in class followed by a class discussion and the teacher's feedback.</p>	<p>30 min. for a class discussion.</p>
<p>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): A possible follow-up activity: students write a reflection on what they have learned about plurilingual practices from conducting the interview and listening to the presentations of the peers.</p>	
<p>Resources required by the teacher: Internet access, an IT device (PC, laptop), a video conferencing tool.</p>	<p>Resources required by the students: Internet access, an IT device (PC, laptop), a video conferencing tool.</p>
<p>Potential challenges and solutions: Challenge: finding a teacher to interview Solution: cooperation of students in pairs, teacher's assistance Challenge: complex and abundant pre-task reading Solution: allowing more time for the discussion of the reading material; splitting the material to read and discuss in separate clusters for different class periods.</p>	

15. Culture Shock Stages: Jigsaw Activity (C1)

GENERAL INFORMATION

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

Task title: Culture Shock Stages: Jigsaw Activity (C1)

Task author/Institution:
Nemira Mačianskienė
Vytautas Magnus University

Lesson type:
 in-class

Target learners/course:
English C1: Intercultural
Communication

CEFR starting level: C1

**Group dynamics (e.g. pair
work/groups of X): 5 groups of 4
students**

**Target language of the
course: English**

Mediation scale(s) relevant to the task:

ENCOURAGING CONCEPTUAL TALK

RELAYING SPECIFIC INFORMATION IN SPEECH

PROCESSING TEXT IN SPEECH

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

Short description of the task:

The course participants (CPs; students and teacher) discuss the concept of culture shock in class and then the students are assigned to 5 groups – A, B, C, D, E (depending on the number of students in class, 3 or 4 students per group). Each group is given a text describing 5 stages of culture according to Robert Kohls (definition of the stage, characteristics of each stage, description of feelings and some quotes). CPs read the text in groups (e.g. Group A: Initial Euphoria (stage 1); Group B: Irritation and Hostility (Stage 2), etc.) and collaborate constructing meaning of the concepts, processing the text and discussing key concepts necessary to describe the stage explicitly. Then other groups are formed by inviting 1 student from each group (as an expert of one stage) and groups of students who each is an expert of one stage are formed. Here the students mediate the text (his/her stage) to the group and other students have to ask questions for clarification and summarize the information. The activity ends when all students are aware of all stages.

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

- describe 5 stages of culture shock using content specific vocabulary;
- use their metalinguistic skills more confidently (defining concepts, paraphrasing, asking questions for clarification, checking for understanding, and summarizing information).

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: knowledge of intercultural communication; metalinguistic skills (e.g., defining, paraphrasing, asking for clarification, etc.)

Pre-task activities:

1. Before the CPs are assigned in the groups, the class discusses the concept of culture shock in relation to their feelings during the first weeks at the university (the majority of the students being first year students at the university). The discussion is mainly related to their reaction to the new environment, their feelings and emotions and possible change in their attitude.
2. Then CPs and the teacher discuss the concept of mediation and the necessity to acquire mediation of a text and mediation of a concept skills; in addition, the discussion of the importance of acquisition of various metalinguistic skills is emphasized, and the teacher attracts students' attention to the screen with a list of various phrases that can be used to define concepts, paraphrase, ask for clarification, check for understanding and summarizing. All these phrases have been studied by the students lately and they are asked to activate them in the forthcoming task.

Detailed description of the task:

1. The students are assigned to groups and each group is given a text to analyze. Firstly, the students become acquainted with the text, note down the main ideas necessary to explicitly relay the text to the ones who have not read it. Then they collaborate

Time required:

5-7 min.

<p>in the group aiming at finding the key ideas and the best possible way to explain – describe, relay, paraphrase them to others. The task is finished when the group comes to the consensus as to what the most important features of the stage are.</p> <p>2. Then new groups are formed by inviting one expert from each group. Each student relays information about the stage s/he has read and discussed, other students are given tasks to listen, clarify information, check for understanding, etc. (use their metalinguistic skills). The task is finished when each student is ready to tell about each stage of culture shock explicitly.</p> <p>3. During the whole-class feedback conversation the teacher may elicit the understanding of culture shock stages by asking students randomly and then discuss the procedure: how everything went, if students had difficulties in paraphrasing, explaining, clarifying, etc. Alternatives for different organization of culture shock discussion are suggested.</p>	<p>15-20 min.</p> <p>5-7 min.</p>
<p>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): The students are asked (1) to watch a video where culture shock is described by other authors (Oberg and Adler); (2) to participate in the online asynchronous Forum: <i>My Personal Experience of Culture Shock</i>.</p>	
<p>Resources required by the teacher: Text excerpts about culture shock (e.g., Mačianskienė, N. (2009). Survival in another culture. In <i>English for Intercultural Communication</i>. VMU. http://vddb.laba.lt/obj/LT-eLABa-0001:B.03~2009~ISBN_978-9955-12-510-5/ Marcy, P. (2011). <i>Cross-cultural Teaching – Stages of Culture Shock</i> (Oberg and Adler’s descriptions). https://www.youtube.com/watch?v=t4E47dEscmw List of expressions for asking for clarification, checking understanding, summarizing.</p>	<p>Resources required by the students: Oral production skills; metalinguistic skills</p>
<p>Potential challenges and solutions:</p> <ul style="list-style-type: none"> - Problem: during the first activity the students read the text and highlight the main ideas and may not find the need to discuss them with other students in the group. Solution: the teacher should explain the aim of the activity: collaborate with others and focus on defining concepts; preparing to mediate the text and concepts to others. - Problem: during the second activity, the teacher has to remind students to be active listeners and check for understanding, etc. Solution: each student could be given a task to ask one question or summarize info (reminding them of the opportunity to practice metalinguistic skills). 	

16. Scenario for multilingual/cultural situation (C1/C2)

GENERAL INFORMATION

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

Task title: Scenario for multilingual/cultural situation (C1/C2)

Task author/Institution:
Alma Meskauskiene
Vytautas Magnus University

Lesson type:
 in-class

Target learners/course:
Business English C1/C2

CEFR starting level:
C1

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

Target language of the course: English and all the languages in the group

Other language(s) used:
German, Russian, Finish, Italian

Mediation scale(s) relevant to the task:

PROCESSING TEXT IN SPEECH

EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS

FACILITATING PLURICULTURAL SPACE

Short description of the task:

Students are going to read and analyze the text "Market Incentives" on benefits of foreign language knowledge in the business world. The analysis consists of perception of the text employing critical thinking skills and being able to introduce more benefits either from personal experience or examples found in different sources. After reading the text and having a discussion students are going to work in groups and learn some phrases in another language that they consider might be beneficial in business situations.

Expected learning outcomes: By the end of the task, students will be able to understand the benefits of foreign language knowledge in business and learn some useful phrases in a foreign language producing an explanation where, when and how the learnt phrases could be used.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The students need to have successfully completed English B2 level, which is the course requirement. No other specific skills or advance preparation is necessary.

Pre-task activities:

Students need to brainstorm in groups on how knowledge of languages could be useful for better career prospects. They are given five minutes for this task and five more minutes to give the feedback in the lesson.

Detailed description of the task:

First, the students are asked to read the text on Market Incentives and find examples of benefits provided by the knowledge of a foreign language in the business world. Students need to express their opinion in relation to the ideas presented in the text and to add, if possible, some personal examples.

Second, a student needs to find a person in a group whose language is different from theirs or who knows a foreign language which a student does not know and to ask that person to teach some phrases that could be used in negotiations or other business situations in that language. Students also need to exchange roles.

Time required:

First step – 5 min. + 10 min. for feedback and personal examples

Second step – 15 min.

Third step – 20 min (with feedback).

<p><u>Third</u>, the students give feedback telling the phrases they have learnt, translating them and explaining in what situations they could be used and in what way they might be beneficiary.</p>	
<p>Resources required by the teacher: The article</p>	<p>Resources required by the students: The article</p>
<p>Potential challenges and solutions: There should not be any problems as the topic is not very specific. However, the problem can be solved by making use of group work or pair work when students work with their peers.</p>	

17. Explaining data (C1/C2)

GENERAL INFORMATION

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

Task title: Explaining data (C1/C2)

Task author/Institution: Alma Meskauskiene Vytautas Magnus University	Lesson type: <input checked="" type="checkbox"/> in-class	Target learners/course: Business English C1/C2
CEFR starting level: C1	Group dynamics (e.g. pair work/groups of X): pair and group work	Target language of the course: English

Mediation scale(s) relevant to the task:
EXPLAINING DATA IN SPEECH
EXPLAINING DATA IN WRITING

Short description of the task:

Students are going to practice presenting data in a visual format and then explaining it in writing and speech.

Expected learning outcomes: By the end of the task, students will be able to present data in different formats and to use appropriate words and expressions.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The students need to have successfully completed English B2 level, which is the course requirement. No other specific skills or advance preparation is necessary.

Pre-task activities:

Students are presented with the information about different types of charts and graphs as well as the vocabulary to describe data presented in them. In addition, students are given some exercises to practice using related vocabulary.

Detailed description of the task:

Students need to write two yes/no questions and to give them to their colleagues. Then they have to process the gathered data and to draw the graphs, which they need to describe in a written form.

Later students shortly present one of their questions to the whole group showing the chart and explaining it. Colleagues and the teacher provide them with feedback focusing on clarity and suitability of the words used.

Time required:

The whole 45 min lecture is devoted to this task.

Post-task follow-up activities:

Later students work on research where they use the knowledge acquired during this lesson.

Resources required by the teacher:

Material with theory and practice

Resources required by the students:

Material with theory and practice

Potential challenges and solutions:

There should not be any problems as the topic is not very specific.

FRENCH

Joyeuses Pâques! (A2)

GENERAL INFORMATION		
Task title: Joyeuses Pâques! (A2)		
Task author/Institution: Iwona Bartnicka University of Warsaw	Lesson type: <input checked="" type="checkbox"/> in-class	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: B1 Other language(s) used:
Mediation scale(s) relevant to the task: 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.		
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 constraints (namely characteristics of guests, aspects of the meeting).	Time required: 90 min.	
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.agirefrançais.com/fle/la-fete-de-paques-en-france/ https://www.youtube.com/watch?v=-HdGUsg6fgs	

RUSSIAN

1. Active reading/INSERT (B2)

GENERAL INFORMATION		
Task title: Active reading of the professional text using INSERT method (B2)		
Task author/Institution: Ladislava Dolanová Charles University	Lesson type: <input checked="" type="checkbox"/> in-class	Target learners/course: a group of students
CEFR starting level: B2 This activity can also be used at lower levels (from A2) if students read the text at home using a dictionary and discussion is held in L1 (e.g. Czech).	Group dynamics (e.g. pair work/groups of X): individual, group work	Target language of the course: Russian Other language(s) used: L1 e.g. Czech
Mediation scale(s) relevant to the task: STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE PROCESSING TEXT IN SPEECH COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING		
<p>Short description of the task: This is the task for the whole lesson, but it can also be split into 3 parts and be done within 2 lessons and as homework (see potential challenges and solutions). This task consists of 4 main parts:</p> <ol style="list-style-type: none"> 1. brainstorming and group creation of mind maps on the topic of scientific style 2. reading the text using INSERT method/strategy; discussion about the information in the text in pairs, followed by whole-class discussion 3. comparing information from the text with the information in mind maps 4. reflection <p>What does the INSERT method mean? INSERT (Interactive Noting System of Effective Reading and Thinking) is a method (strategy) of active reading. It helps students to <i>monitor</i> their reading and to understand texts better. While reading, students write 4 symbols in the margins of a text. The basic explanation of the symbols used can be found here: http://www.readwritethink.org/files/resources/lesson_images/lesson230/insert.pdf , but in the task they are slightly modified – see the description of the task.</p>		
<p>Expected learning outcomes: By the end of the task, students will be able to:</p> <ul style="list-style-type: none"> • know the basic features of a professional Russian text • use the INSERT method/strategy when reading professional texts and thus read the text more actively. 		
TASK DESCRIPTION		
Background knowledge or sub-skills required by the students: No special knowledge is required, students can use dictionaries		
<p>Pre-task activities: The aim: to activate previous knowledge Form of work: group work When: before the main task, but during the same lesson: Method of work: brainstorming, mind maps What we need: colour stickers, flipchart papers, markers Description of the pre-task activity:</p> <ol style="list-style-type: none"> 1. Brainstorming – students are given 3 minutes to write on colour stickers information they already know on the topic “scientific style of the professional texts“ (научный стиль) in general or on 		

texts in Russian in particular. 1 sticker = 1 brief information. In this way they activate previous knowledge and vocabulary they already know.

2. Students are divided into groups (each group has 3-4 members). Every group gets a large paper (e.g. from flipchart) and markers. They are requested to sort out the words they have written on the colour stickers and create a mind map on the topic – they can stick the colour papers there, or generalize the information from the stickers and write or draw it on the paper.
3. Afterwards they go around the class and look at the peers' mind maps. They should find at least one new information on each mind map and share it in a short whole-class discussion. They can also be encouraged by the teacher to appreciate peers, e.g. for an interesting elaboration of a mind map.

Detailed description of the task:

The main aims:

1. To teach students to actively read professional texts (научные тексты) using the I.N.S.E.R.T. method/strategy
2. To acquaint students with the basic features of scientific style (научный стиль) in general and in Russian in particular

When: After the previous pre-task activity (mind maps)

Form of work: individual and pair work

Method of work: reading using symbols to code the text, discussion in pairs/in classroom

What we need: the text, dictionaries, prepared insert table

Description of the task:

The teacher explains to students the INSERT method, and in a short text (first paragraph of the prepared text) shows how to use each symbol. He/she asks students not to give many symbols to every paragraph, max.3.

Then students have time (15 minutes at B2 level) to read the text independently using symbols. They can use a dictionary if they need to. Then they are asked to write the required information to the INSERT table, summarizing it briefly (5 min).

The text (in Russian), the INSERT table (in Russian and English), and an example of a filled table (in Russian) are available here [INSERT TABLE](#)

After that the students share in pairs information listed in one's table, especially those under symbols “-“ and “?”. The teacher than expands the "sharing" into a whole-class discussion (10-15 minutes)

Finally the students are asked to compare information from the text with the information from their mind maps and think about what they have learned (reflection) and how they felt about the whole process. They can also get a few minutes to add the new information from the text to their mind maps.

Time required:

20 minutes for pre-task activities

50-55 minutes for the task

5 minutes for the reflection

Post-task follow-up activities:

As homework:

Students can be given a new scientific text and asked to read it following the INSERT strategy and/or to find features of the scientific style in it.

Resources required by the teacher:

prepared small colour stickers, flipchart papers and markers (see pre-task activity), appropriate text and prepared INSERT table; optionally dictionaries (see task-activity)

Resources required by the students:

pen/pencil, (optionally markers), dictionaries

INSERT TABLE

Potential challenges and solutions:

This activity could be **time consuming in the group with lower language level or in a group of different levels** (which is a common phenomenon). It could also be quite problematic **if there are students with special needs such as dyslexia in a study group**. **The solution could be** to split this activity into 2 lessons. E.g. during the first lesson students create mind maps and teacher explains the INSERT strategy on the first paragraph of the chosen text, then students as homework read the text and fill in the INSERT table and during the second lesson students do the rest of the activity (pair and whole-class sharing, comparing information with the information on mind maps, possible revision of mind maps, reflection).

2. Stereotypes and their role in intercultural communication (B2)

GENERAL INFORMATION

Task title: Stereotypes and their role in intercultural communication (B2)

Task author/Institution: Ladislava Dolanová Charles University	Lesson type: <input checked="" type="checkbox"/> in-class	Target learners/course: a group of international (e.g. Erasmus) students
CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): individual, group work	Target language of the course: Russian (but this activity could be used for any other language class) Other language(s) used: English

Mediation scale(s) relevant to the task:

FACILITATING PLURICULTURAL SPACE

STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

Short description of the task:

This task was prepared for students of Russian at B2 level but it can be used with some modifications at both lower or higher levels and also in different languages.

This is one of the tasks that should develop students' intercultural competencies, such as self-reflection, cultural sensitivity, empathy, tolerance of differences etc.

The task relates to the topic "stereotypes". It consists of several parts:

1. individual work with free associations about the different cultures, whose representatives are present in the group (as pre-task activities)
2. group work, creation of a stereotypical portrait of representatives of different cultures, discussion about the role the stereotypes play in the intercultural communication (as task activities)
3. written reflection – what we have done, what it was for, what I have found/learned about myself and other cultures, how I felt while listening to what the representatives of other cultures think about my culture (as a post task activity).

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

Students should realize how different cultures are stereotypically perceived (on the example of cultures represented in the study group) and how they themselves are affected by stereotypes. They should realize that communication with representatives of other cultures presumes tolerance for differences and that the stereotypes help to orientate oneself in communication with a representative of a foreign culture about which we do not know much on the one hand, but they can be dangerous due to their simplistic and evaluative nature on the other hand. That is why the stereotypes can become an obstacle to effective intercultural communication. By realizing the role of stereotypes in communication, students will hopefully improve their intercultural competence.

In addition to the intercultural component, this activity also includes a language component. Students will repeat the names of different nationalities and expand the vocabulary on the topic of character traits and patterns of behaviour.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

This activity can be used in any language and with some modifications at any language level from A2 to C1; the premise is the international composition of the group.

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

The aim: to activate previous knowledge

Form of work: individual

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

Method of work: free associations

What we need: colour post-it notes: in a group consisting of representatives of 4 nationalities - 9 post-its of 3 colours for every student – see below

Description of the pre-task activity:

Students are asked to write on colour post-it notes the first 3 associations that come to their mind about the cultures/nationalities presented in the study group with the exception of their own culture/nationality. One culture = one colour (the teacher can write what colour belongs to what culture on the desk). E.g. in the group there are students from the Czech Republic, Italy, Poland, and Germany. The Czech students get 3 yellow papers for Germany/the Germans, 3 pink papers for Italy/the Italians/, 3 green papers for Poland/the Poles. The Polish students get 3 yellow papers for Germany/the Germans, 3 pink papers for Italy/the Italians/ and 3 blue papers for the Czech Rep./ the Czechs, etc.

An example of the instruction: Write the first 3 associations that come to your mind when you hear “Germany and the Germans” (on yellow paper), “Italy and the Italians (on the pink paper) etc. Don't write anything about your own culture.

Detailed description of the task:

The main aims:

1. To develop the intercultural competencies, such as self-reflection, cultural sensitivity, empathy, tolerance of differences etc. by:
 - Creation of a stereotypical portrait of representatives of cultures present in the study group.
 - reflection of how we are perceived by other cultures
 - awareness of the role that the stereotypes play in the intercultural communication – both positive and negative

When: This activity builds on the previous pre-task activity

Form of work: Group work

Method of work: Sorting the colour post-it notes, discussion, optionally drawing

What we need: colour post-it notes from the pre-task activity, optionally: flipchart papers, markers

Time required:
45 min.

Description of the task:

The teacher asks students to put all yellow notes (with associations about the Germans) on the desk in one class corner, the pink notes (with associations about the Italians) in the second class corner, the green notes (with associations about the Poles) in the third class corner and the blue notes (with associations about the Czechs) in the fourth class corner.

Then the teacher divides the students into 4 groups and asks them to try to compile a portrait of a stereotypical Pole, a Czech, a German and an Italian on the basis of the available associations (every group works in one corner)

Students in every group should sort the papers, generalize information, discuss, argue and then compile a stereotypical portrait of the culture, which they are going to present to others.

Optionally, the teacher could ask students to draw this portrait on flip chart papers and encourage students from other groups to describe the stereotypical representative of the culture on the basis of their peers' drawing.

If the teacher manages to assemble the group in the way that it does not include a representative of the culture whose stereotypical portrait the group is forming, the student representatives of every culture present can compare their own view with the stereotypical image presented by foreign students. The awareness of differences between personal perception of one's own culture and perception of that culture by

<p>foreigners can help the students broaden horizons and develop their intercultural competencies, such as self-reflection, cultural sensitivity, tolerance of differences, etc.</p>	
<p>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): At the end of the lesson or as homework: Students could be asked to write a reflection of this task – what we have done, what it was for, what they have found/learned about themselves and other cultures, how they felt while listening to what the representatives of other cultures think about their culture. They can also be asked to find anecdotes in their language about the representatives of different cultures, translate them into Russian and think what stereotypes are present there and why.</p>	
<p>Resources required by the teacher: prepared colour post-it notes (see pre-task activity), optionally flip chart papers and markers (see task activities)</p>	<p>Resources required by the students: pen/pencil, (optionally markers)</p>
<p>Potential challenges and solutions: Before embarking on this activity, the teacher should be sure that he / she has been able to create a safe environment where students will not be afraid to discuss sensitive issues related to stereotypical perceptions of different cultures. Even so, it can happen that during a given activity, an unpleasant situation bordering on conflict may occur: for example, someone may feel offended by the stereotypical perception of their culture. It is then up to the teacher to solve this situation as the right mediator and ideally prevent it by explaining in advance what the aims of this activity are, that nobody wants to offend anyone, but on the contrary –we should realize that we are different, that other cultures may perceive us differently from how we perceive ourselves. And that self-reflection, tolerance of differences and empathy for another lifestyle, behaviour or traditions are a prerequisite for successful intercultural communication.</p>	

SPANISH

1. En el restaurante (A1)

GENERAL INFORMATION

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

Task title: En el restaurante (A1)

Task author/Institution:
Rima Sabaliauskiene
Vytautas Magnus University

Lesson type:
 in-class

Target learners/course:
Spanish A1

CEFR starting level:
A1

Group dynamics (e.g. pair work/groups of X): groups of 3

Target language of the course: Spanish

Other language(s) used:
Lithuanian

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 are going to discover Spanish traditional dishes, learn new vocabulary describing these dishes and explain the ingredients of the dishes. Also they will learn how to order food and drinks in a restaurant, and how to ask for explanations about different dishes.

Expected learning outcomes: By the end of the task, students will be able to order food in a restaurant and to know some cultural information about Spanish dishes.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Students need to know the names of principal food ingredients.

Pre-task activities:

For their homework, each student gets a different menu (“menú del día”) that consists of several starters, main dishes, desserts and drinks) and has to look for information about the dishes in order to know their ingredients.

In class, we work with dialogues in a restaurant, read and discuss which phrases are used to order meals/drinks, the difference between “ menú del día” and “la carta”, how to ask a waiter to explain the ingredients of a dish, how to ask for the bill, etc. (20-25 minutes)

Detailed description of the task:

Students work in groups of three. Each member of the group must have read and analyzed a different menu for their homework.

Student A is a waiter, student B is a Spanish speaking client, student C is a client who doesn't speak or understand any Spanish.

The waiter presents his/her menu and the clients have to order food and drinks. As the dishes are unknown for both, they need to get explanations. Students B have to help students C, with whom they can only communicate in their mother tongue.

Time required:

20 min.

<p>Some challenges can be added to this situation, e.g. one of the clients is vegetarian or has some allergy. It is important to emphasize that students B and C must ask about all unknown dishes. Students not only need to ask the ingredients of the dishes of the menu, but also to use specific sentences (that are usually used ordering food/drinks in Spanish or asking for a bill). When finished, they need to exchange roles as each of them has a different menu.</p>	
<p>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): Students give feedback on the dishes they have chosen, using the verb “preferir” and explaining the ingredients of the dishes. As the menu will be the same in each group, in total there are 3 different menus. After this activity, students will know more about traditional Spanish dishes.</p>	
<p>Resources required by the teacher: Study material from the textbook, online resources, copies of 3 different menus (2 sets per each group)</p>	<p>Resources required by the students: Study material from the textbook, online resources, dictionaries</p>

2. Perfil de usuario (A1)

GENERAL INFORMATION

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

Task title: Perfil de usuario (A1)

Task author/Institution:
Rima Sabaliauskiene
Vytautas Magnus University

Lesson type:
 in-class

Target learners/course:
Spanish A1

CEFR starting level:
A1

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

Target language of the course: Spanish

Other language(s) used:
Lithuanian

Mediation scale(s) relevant to the task:

RELAYING SPECIFIC INFORMATION IN WRITING

ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)

Short description of the task: Students will practice basic questions about personal information, such as their name, nationality, age, profession, living place, etc.

Expected learning outcomes: Students will be able to get basic personal information by asking questions and will be able to understand and answer these questions.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: none

Pre-task activities:

It is a revision activity. In previous classes, we study such topics as countries and nationalities, age, professions and living address.

Detailed description of the task:

Every student has to create a new identity of somebody who comes from a Spaniard speaking country.

STEP 1. Student A is a Spaniard.

Student B is an Erasmus student.

An Erasmus student asks you to help, as he/she wants to become a gym member during his /her stay in Kaunas. However, he/she needs to fill in a registration form, which is in Lithuanian. Ask for the information you need and help him/her to complete this form. (an example of the form is added at the end)

STEP 2. Change the role.

Time required:

10 min.

Post-task follow-up activities:

In the Moodle forum created for this purpose, post a presentation in the third person of this supposed new friend.

Resources required by the teacher:
Study material from the textbook, copies of the registration form.

Resources required by the students:
Study material from the textbook, copies of the registration form.

SYNCHRONOUS TASKS

ENGLISH

Stories of the past (A2)

GENERAL INFORMATION

Task title: **Stories of the past (A2)**

Task author/Institution:

**Markéta Doubravová
Charles University**

Task modified by:

**Donata Berūkštienė
Vytautas Magnus University**

Lesson type:

synchronous

Target learners/course:

A2

CEFR starting level:

A2

Group dynamics (e.g. pair work/groups of X): individual / whole class

Target language of the course: English

Other language(s) used:

Lithuanian

Mediation scale(s) relevant to the task:

STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

STRATEGIES TO EXPLAIN A NEW CONCEPT - BREAKING DOWN COMPLICATED INFORMATION

Short description of the task:

Students get a gapped transcript of the stories of determination they are going to listen to. They are asked to complete the missing words – verbs in the correct past simple forms. The base forms of the verbs are given to them as a list, so they have to choose the correct verb and use it in the correct past simple form.

Expected learning outcomes: The use of verb forms in the past (regular and irregular).

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Listening skills

Pre-task activities: Before listening, students discuss the use of the past tense in telling stories of the past (the difference between regular and irregular verbs is clarified). The particular topic of the stories – the role of determination in women’s lives. In addition, students revise a list of some regular and irregular verbs and their past forms.

Detailed description of the task:

Reading comprehension gap-filling exercise – Listening to three stories of determination told in the past tense.

Listening file: <https://www.youtube.com/watch?v=va8zjTPsJrI&t=244s>

Students are given a gapped transcript of the stories they are going to listen to. [Gapped transcript](#) They are asked to complete the missing words – verbs in the correct past simple forms. The base forms of the verbs are given to them as a list, so they have to choose the correct verb and use it in the correct past simple form. Then they are asked to listen to the recording and check if the verbs and their forms used in the gaps are correct. The recording is played twice. For the first time, without any pause so that the students hear the recording as a complete scene. During the second playing, pauses are made after the gaps and the forms of verbs used in the gaps are discussed.

This task was done online when each student was separately at their computer, therefore, there was no pair for comparison of students’ answers or group work for deduction.

Time required:

~30 min.

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

Students were given more exercises on verb forms in the past.

Resources required by the teacher:

The listening file + a transcript of the stories with gaps:

[Listening File](#)

[Gapped transcript](#)

Resources required by the students:

Potential challenges and solutions:

Not all students have good listening skills; therefore, for some of them it could be difficult to understand the recording.

Czech legends (B1)

GENERAL INFORMATION

Task title: Czech legends (B1)

Task author/Institution:

Blanka Zádřapová

Charles University

Lesson type:

synchronous

Target learners/course:

English B1

CEFR starting level

B1 +

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

Target language of the course: B1 higher

Other language(s) used: -

Mediation scale(s) relevant to the task:

MEDIATING A TEXT: PROCESSING THE TEXT

MEDIATING CONCEPTS: COLLABORATING TO CONSTRUCT MEANING

EXPLAINING DATA

Short description of the task

Students read and interpret, simplify the text, find out false info and correct sentences, they mediate a text, processing and explaining the meaning. They eliminate false info, summarize info from different sources, expressing personal response.

They mediate concepts collaborating on the meaning of difficult words, concepts.

Expected learning outcomes: By the end of the task, students will be able to relate the most important events from the history of Czechia.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

-- previous knowledge about Czechia and Czech legends

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

An asynchronous pre-task set as homework

students gather information about Czechia and its legends.

A Warm -up (a synchronous task)

Pre-task brainstorming - in groups students talk about what they know about Czechia

They draw a mind map - they write the dates and the concepts connected with Czechia. 10 minutes

Detailed description of the synchronous task:

Students read the quiz about Czechia and find the mistakes in it. They discuss what is right, what is wrong.

Students analyse, simplify and streamline the text.

Time required: 30 min.

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

An asynchronous post-task

Students will do the quiz at home, read the texts about the history of Czechia, watch the films about the history of Czechia and reflect on the learning outcomes in the Reflection Journal.

Resources required by the teacher:

Internet platform; PPT presentation; links to other relevant materials concerning the subject of the lesson

- [Czech History presentation](#)
- <https://www.funtrivia.com/playquiz/quiz115060d2e368.html>
- [Forefather Czech-settlement-video](#)
- [Karlštejn-video](#)

Resources required by the students:

links to a quiz, a text, a film, a presentation

GENERAL INFORMATION

The task title: **Maria Skłodowska-Curie, an icon of the 20th century (B1)**

<p>Task author/Institution: Blanka Zádřapová Charles University</p> <p>Modified task author/Institution: Malgorzata Maras University of Warsaw</p>	<p>Lesson type: <input checked="" type="checkbox"/> synchronous</p>	<p>Target learners/course: English B1+</p>
<p>CEFR starting level B1+ level</p>	<p>Group dynamics (e.g. pair work/groups of X): group work</p>	<p>Target language of the course: B1+</p> <p>Other language(s) used: -</p>
<p>Mediation scale(s) relevant to the task:</p> <p>MEDIATING A TEXT: PROCESSING THE TEXT</p> <p>MEDIATING CONCEPTS: COLLABORATING TO CONSTRUCT MEANING</p> <p>STREAMLINING A TEXT</p>		
<p><u>Short description of the task</u></p> <p>Students read and interpret, simplify the text, find out false info and correct sentences, they mediate a text, processing and explaining the meaning. They eliminate false info, summarize info from different sources, expressing personal response.</p> <p>They mediate concepts by collaborating on the meaning of difficult words, concepts.</p>		

Expected learning outcomes: By the end of the task, students will be able to relate the most important events from the life of Maria Skłodowska Curie and their family, and understand the difficulties she had experienced.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

previous knowledge about Maria Skłodowska-Curie and her achievements

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

An asynchronous pre-task set as homework

Students watch a film at home and write three sentences about MSCurie and deliberately change some facts. Students guess which sentences are true/false. [Maria](#) 20 minutes

A Warm -up (a synchronous task)

Pre-task brainstorming - in groups students talk about what they know about Maria SC;

They draw a mind map - they write the dates and the concepts connected with Maria Skłodowska. 10 minutes

A Synchronous post- task (the modified task)

Students make sentences about themselves and deliberately lie to their colleagues. The task is to guess which sentence is t/f/ht/hf 20 minut

An Asynchronous post-task (the modified task)

Students read an additional text about MSC set as homework and describe the places connected with her [a stroll with Maria Curie](#). 20 minutes

Detailed description of the synchronous task:

Students read the quiz about MSC prepared by the teacher - including unknown facts and anecdotes from her life as well as chemical puzzles and discuss whether they are t/f.

Students analyze, simplify and streamline the text.

**Time required:
30 min.**

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

A synchronous post- task

Students make sentences about themselves and deliberately lie to their colleagues. The task is to guess which sentence is t/f/ht/hf

An asynchronous post-task

Students read an additional text about MSC and describe the places connected with her [a stroll with Maria Curie](#)

Resources required by the teacher

A quiz T/F about Maria Skłodowska- Curie

[Quiz about Maria Curie](#)

a film about Maria Skłodowska - Curie [Maria](#)

a text about MSC a stroll with Maria Curie [a stroll with Maria Curie](#)

Resources required by the students:

links to a quiz, a text, a film

Modals in the Past (B2)

GENERAL INFORMATION

Task title: **Schindler's List: Modal verbs in the past (B2)**

Task author/Institution: Markéta Doubravová Charles University	Lesson type: <input checked="" type="checkbox"/> synchronous	Target learners/course: General English B2
CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): Individual work	Target language of the course: English Other language(s) used: -

Mediation scale(s) relevant to the task:

STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

STRATEGIES TO EXPLAIN A NEW CONCEPT - BREAKING DOWN COMPLICATED INFORMATION

Short description of the task:

Students get a gapped transcript of the scene they are going to watch. They need to complete the missing words – modal verbs could and would in the past.

Expected learning outcomes: The use of modal verbs in the past, both form and meaning.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Listening Skills

<p>Detailed description of the task:</p> <p>Reading comprehension gap-filling exercise – watching the final scene of Schindler’s List</p> <p>Video: https://www.youtube.com/watch?v=va8zjTPsJrI&t=244s</p> <p>the particular part starts at approx. 1 minute 25 seconds</p> <p>Handout - Schindler’s List - Gapped Transcript - Modal Verbs in the Past</p> <p>Handout - Schindler’s List - Complete Transcript - Modal Verbs in the Past</p> <p>Students are given the transcript with missing modal verbs. They are asked to watch/listen to the video and complete the text. The video is played twice. For the first time without any pauses so that the Ss see/hear the video as a complete scene. They are asked to try to fill in as many words as they can, though. During the second playing pauses are made after the gaps and students are given a bit of time to fill in the missing words. After the video has been watched/listened to twice the whole class checks the correct answers. On these examples from this video the Ss together with the teacher deduce the forms and also the meaning – the use.</p> <p>This task was done on-line when each student was separately at their computer, therefore, there was no pair for comparison of students’ answers or group work for deduction.</p>	<p>Time required:</p> <p>30 min.</p>
<p>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</p> <p>A follow-up activity – other modal verbs Students prepare the examples of using other modal verbs in the past – deduce the meaning.</p>	
<p>Resources required by the teacher:</p> <p>The video + tapescript of the particular scene.</p>	<p>Resources required by the students: -</p>
<p>Potential challenges and solutions:</p> <p>Sometimes it can be difficult to understand, because it is an original film where people speak with emotions (fast, quietly), sobbing. The video itself can be distracting (that’s why there are the pauses during the second listening).</p>	

Intercultural mediation on whiteness (B2)

GENERAL INFORMATION

Task title: Intercultural mediation on whiteness (B2)

Task author/Institution: Šárka Kadlecová Charles University	Lesson type: <input checked="" type="checkbox"/> synchronous Group dynamics (e.g. pair work/groups of X): group work	Target learners/course: General English B2 (regular and international)
CEFR starting level: B2	Target language of the course: English Other language(s) used: -	

Mediation scale(s) relevant to the task:

MEDIATING A TEXT: RELAYING SPECIFIC INFORMATION

MEDIATING CONCEPTS: COLLABORATING TO CONSTRUCT MEANING

STREAMLINING A TEXT

Short description of the task:

Through reading a chapter from the book ‘Being White’ by Karol D. McKinney and a subsequent analysis students will open and explore the topic of diversity, responses to it and expressions of prejudices and racism.

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

- be aware of/ recognize various manifestations of discrimination.
- explain and illustrate different perceptions of different skin colours and that which is attributed to them.
- reflect on the changes in their perception and attitudes towards manifested diversity.
- compare different cultures in regard to diversity and expressed racism.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

- Established teacher-students and student-student rapport
- Knowledge of the following terms and concepts: culture and its elements, stereotypes, prejudices, racism (race in the USA)
- Sufficient language skills
- Critical thinking
- Openness to the topic, personal involvement

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

In the previous lesson the concept of ethnicity was discussed. Also, students explained and illustrated the concepts and manifestations of stereotypes and prejudices. They were introduced to the issues related to racism in the USA through a short documentary about Jane Elliott's experiment 'Blue Eyes, Brown Eyes'.

Students read a chapter from McKinney, K. D. *Being White. Stories of Race and Racism*. New York: Routledge, 2005. at home.

At the beginning of the online session one student will present a task focused on dealing with diversity within a group.

Detailed description of the task:

As a lead-in activity students will explain their understanding of the term discrimination and relate it to their own experience.

Students will get familiar with race and US culture through sharing their own knowledge and experience. The teacher will interact with them.

McKinney's research background will be briefly introduced.

Then the chapter they read for homework will be discussed using the following questions related to selected passages of the text.

1. What are your impressions of the text? Which points did you find interesting?
2. What do the following expressions mean? whiteness as prompted identity transparency of white identity
3. What are some reasons why race isn't important for the respondents?
4. What does the word salient mean?
5. What are the agents of epiphany? (p. 25)
6. How's Valerie's description different from a typical colourblind stance? (p. 30)
7. Gabriel writes: "You have to surround yourself with diversity to truly find the person that lies within you..." (p. 32) Do you agree with the statement?
8. Why does McKinney call situations of interracial dating (like Helen's) "training grounds for whiteness"? (p. 38)

Time required: 45 – 60 min.

<p>The questions will be prepared individually, discussed in small groups (via chat) and later with the whole class. Students will clarify, exemplify, explain, reflect on the ideas presented in the text and compare them with their own life experience.</p> <p>The teacher will encourage personal reflections, comments, examples, follow-up discussion depending on the current group dynamic and the resonance of the topic.</p> <p>Finally, the floor will be open to suggestions of solutions to manifested racism/discrimination.</p>	
<p>Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):</p> <p>Students will follow-up on the text, the task, the whole lesson in their reflective journals in the next day(s).</p>	
<p>Resources required by the teacher:</p> <p>McKinney, K. D. <i>Being White. Stories of Race and Racism</i>. New York: Routledge, 2005.</p>	<p>Resources required by the students:</p> <p>Access to Moodle (to the text)</p>
<p>Potential challenges and solutions:</p> <p>Challenge: Sensitivity of the topic (personal experience with discrimination in students) → Solution: Creating a safe and respectful space at the beginning of the course (setting rules, establishing rapport, careful observation of the activity/involvement of the teacher).</p>	

Text summarizing and retelling (B2)

GENERAL INFORMATION

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

Task title: **Text summarizing and retelling (B2)**

Task author/Institution: Roy Siddall University of Helsinki	Lesson type: <input checked="" type="checkbox"/> synchronous	Target learners/course: Academic & Professional Communication in English/ Bachelor's students
CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): Pair + whole class	Target language of the course: English Other language(s) used:-

Mediation scale(s) relevant to the task:

RELAYING SPECIFIC INFORMATION IN SPEECH

PROCESSING TEXT IN SPEECH

STRATEGIES TO SIMPLIFY A TEXT - STREAMLINING A TEXT

Short description of the task:

Students in the class are divided into pairs, and the pairs are given two short texts. They read one each and orally summarise their text to their partner. In the whole class, the two texts are taken in turn and retold to the class by those who listened to the summary based on their memories only. The class considers what types of information are remembered by the listener, and what factors affect the amount remembered.

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

read a text and summarise the content orally to a partner in their own words;
orally retell details of the summary that they heard to the class based on their memory.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Reading strategies could be covered earlier in the course, but I don't think this would be essential as the articles/texts used are quite short. Tools for checking vocabulary while reading could also be introduced. The articles can be selected according to the study subject or language level of the students.

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

None needed for this task.

Detailed description of the task:

1. The whole class meets in Zoom at a scheduled time. The teacher first describes the task to the students and then forms them into pairs in breakout groups. If there is an odd number of students in the class, one group of three can be formed.
2. The pairs of students open a document provided for the exercise that contains two short magazine articles (**1 page max. for each article**). The article topics can be selected according to the faculty that the students study in. The examples provided in the observed task were taken from New Scientist magazine and used with students of biological and environmental sciences. One student reads one of the articles and the other student reads the other. They can check any unfamiliar words using online dictionaries.
3. When ready, the students take turns summarising the article they have read to their partner in their own words. The summarising student can look at the article when doing this, but should avoid simply reading from the text. The student listening to the summary cannot take any notes but must try to remember as much as possible. If there is a group of three, two can read one article and together summarise the content to the single student.
4. The students are told to allow about 10 minutes to read the article on their own and about 5 minutes each to summarise the text. After they have done this, they should return to the main meeting room in Zoom. Total time to allow for these two parts: 20-25 mins. NOTE: The students could alternatively be asked to read their text in their own time as a pre-task activity, e.g. the day before this task. This would give them more time to process the text and prepare a summary.

5. Once all the students have returned, the teacher selects one of the two articles and asks the students who heard a summary of the article (i.e. did not read it themselves) to retell the content of the article from their memory. This is done by inviting each student in turn to tell a little of what they remember, or to add a little on to what the student before them told. Quite soon, these students will run out of new information to add.
6. The teacher then asks those students who read and summarised the article if anything was missing from the retelling, or if any information was incorrectly retold.
7. The same process is then repeated with the second article.
8. Finally, the students are asked to consider and comment on the following: What types of information are more easily remembered or quickly forgotten by the listener? (Usually the broad outline of the article is fairly complete on retelling, but specific details are not remembered) Was one article more completely or accurately retold than the other? If so, what could explain the difference? What factors make it easier for listeners to remember what they have heard (either in the source text or how it is summarised)?
9. As a conclusion, the activity can be tied to the context of giving an oral presentation, and understanding what a presenter needs to do to help the audience follow and remember the key information.

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

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

Resources required by the teacher:

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

Resources required by the students:

a computer and Internet connection

Potential challenges and solutions:

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

Explaining figures activity (B2)

GENERAL INFORMATION

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

Task title: Explaining figures activity

Task author/Institution: Roy Siddall University of Helsinki	Lesson type: <input checked="" type="checkbox"/> synchronous	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 5 or 6	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.)

Short description of the task:

Students working in groups 'teach' a topic to their group members using figures/diagrams. In the example presented, the students are from the Faculty of Biological & Environmental Sciences and teach each other about particular sensory systems (hearing, sight, balance, smell, taste...).

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

- Read and process a short text and associated diagrams presenting factual information
- Present and explain the information in speech supported by diagrams/figures.
- Listen to and process information presented in speech and figures
- Ask questions to clarify their understanding.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The general topic for this activity could be something the students have basic knowledge of in their mother tongue but have not previously worked with in English. They should definitely be encouraged to check the pronunciation of subject-specific vocabulary, e.g. using online dictionaries.

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

Steps 2 and 3 below can be considered as a pre-task activity, as the main activity begins with step 4.

Detailed description of the task:

1. This activity can be adapted for students of different faculties, but the example presented here was designed for students of biological and environmental sciences and focuses on the senses. The materials were obtained from an electronic course book available in the student library.
2. The students in the course are divided into groups of 5 or 6 according to the total class size (smaller group sizes will also work if necessary). In these groups, the students each pick one of the packages of information on the senses provided. They can decide among themselves how to divide up the topics.
3. Each package contains a section of a textbook dealing with a particular sensory system and one or two figures. The figures are also provided separately as image files without the text. The students must prepare themselves to teach their sensory system to the other group members using the figure(s) as visual aids. Individual preparation time will vary according to the student, but about half an hour should be enough.

4. When ready, each group meets up in Zoom at a time they schedule themselves. They agree on an order, and then one by one they take turns describing their sensory system and explaining how it works to the others in the group. Using a share screen, they can show the figures to the group members and use these as visual aids, but they cannot show anything else. The descriptions will take 5-10 minutes per student in the group.

5. The other group members could be instructed, for example, to each ask one question when the presenting student has finished.

6. In the English course in which this activity was used, the biology students were generally familiar with the sensory systems from high school, but had not studied them in English or in their university courses. They found it surprisingly challenging to pronounce the terms correctly and to clearly explain the sensory systems in English.

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

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

Resources required by the teacher:

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

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

Resources required by the students:

a computer and Internet connection

Potential challenges and solutions:

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

Text analysis and acquisition of new words (C1)

GENERAL INFORMATION

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

Task title: Text analysis and acquisition of new words (C1)

Task author/Institution:
Almantė Meškauskienė
Vytautas Magnus University

Lesson type:
 synchronous

Target learners/course:
Business English C1/C2

CEFR starting level:
C1

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

Target language of the course: English

Mediation scale(s) relevant to the task:

PROCESSING TEXT IN SPEECH

STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE

Short description of the task:

Students are going to read and analyze the text on Corporate Social Responsibility. The analysis consists of perception of the text employing critical thinking skills and focusing on the usage of relevant vocabulary.

Expected learning outcomes: By the end of the task, students will be able to talk about Corporate Social Responsibility and use related vocabulary in context.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The students need to have successfully completed English B2 level, which is the course requirement. No other specific skills or advance preparation is necessary.

Pre-task activities:

In pairs, students need to discuss what the examples of natural and company resources are. They are given five minutes for this task in the lesson.

In addition, before reading the text, the students' understanding of the term Corporate Social Responsibility and some words are checked. Five minutes are given for this task in the lesson.

Detailed description of the task:

First, the students are asked to read the text on Corporate Social Responsibility and find which examples of resources (they listed in the pre-task) are mentioned in the text.

Second, students work in a group and discuss two questions:

1) How could both the company and the local community benefit from the described project?

Time required:

First step – 5 min. + 3 min. for feedback

Second step – 8 min. + 3 min. for feedback

<p>2) What disadvantages could there be for the company and for the local community? <u>Third</u>, the students work with the related words and use them in the context.</p>	<p>Third step – 20 min (with feedback).</p>
<p>Post-task follow-up activities: The students are asked to watch the video, find the examples of CSR and also to express their opinion about the projects shown in the video. This post-task is given as homework and it is due for the next lesson.</p>	
<p>Resources required by the teacher: Book material, online resources</p>	<p>Resources required by the students: Book material, online resources, dictionaries</p>
<p>Potential challenges and solutions: Since the students enrolled in the course come from various faculties, not necessarily the Faculty of Economics, they might have difficulty in understanding some specific terms or situations. However, the problem can be solved by making use of group work or pair work when students work with their peers.</p>	

Argumentation in summary writing (C1)

GENERAL INFORMATION

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

Task title: Argumentation in summary writing (C1)

Task author/Institution: Vaida Miseviciute Vytautas Magnus University	Lesson type: <input checked="" type="checkbox"/> synchronous	Target learners/course: English C1
CEFR starting level: C1	Group dynamics (e.g. pairwork/groups of X): group work	Target language of the course: English Other language(s) used: Lithuanian

Mediation scale(s) relevant to the task:

PROCESSING TEXT IN SPEECH

STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE

Short description of the task:

Students need to summarize the text.

Students need to evaluate the support in the arguments.

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

Get an introduction to summary writing.

Start thinking about the validity of supporting information in the arguments.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

They have viewed an online lecture on argumentation. They have read and had a quiz on INDIE Project information about argumentation. They have been paraphrasing before. Summary skills are expected to also come from previous schooling.

Pre-task activities:

Talking about their feelings about the coronavirus, the situation. Expecting to talk about language differences and translation. This has an intro to summary skills.

Detailed description of the task:

Use 3 adjectives to describe how you feel about the situation today in your mother tongue. -2 minutes;
Use 3 adjectives in English to explain how you feel;
Discussion about English --Lithuanian translation.
What was easier. Were there connotations and denotations translated well?

Time required: 7-10 min.

Post-task follow-up activities:

Lead into summarizing. How native like skills can aid.

Resources required by the teacher:

Prepared 3 argumentative texts for analysis and summary
Prepared online survey

Resources required by the students:

Computer, microphone and video camera

Potential challenges and solutions:

This group does not have speakers of languages that the teacher does not understand, so I assume students will be able to participate well.

RUSSIAN

Negation in the Past through Russian Literature (A1)

GENERAL INFORMATION		
Task title: Negation in the Past through Russian Literature (A1)		
Task author/Institution: Ladislava Dolanová Charles University	Lesson type: <input checked="" type="checkbox"/> synchronous	Target learners/course: learners of Russian
CEFR starting level: A1	Group dynamics (e.g. pair work/groups of X): groupwork	Target language of the course: Russian Other language(s) used: -
Mediation scale(s) relevant to the task: TRANSLATING A WRITTEN TEXT STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)		
Short description of the task: This approximately 45 minute task is prepared for a general-Russian group at elementary and pre-intermediate level. However, it can easily be adapted to suit the level and type of group you are teaching. Students listen to, read and react to an authentic text ‘The Blue Notebook, No 10’ by Daniil Kharms, an early Soviet-era avant-gardist and absurdist poet, writer and dramatist. The task encourages students not only to apply and improve their previous grammar knowledge and enrich their vocabulary (parts of the body) through literature but also to support and boost their self-esteem and self-confidence, which is critically important for successful communication in a foreign language. The main aims of the task are: <ul style="list-style-type: none">● to raise students’ awareness of their improving reading and listening skills, thus encouraging them to read simple authentic texts (including literature) in Russian● to motivate students to use other study resources besides those from the textbook● to stimulate students’ interest in Russian culture and literature● to consolidate the knowledge of the Genitive Case forms in Russian● to further practise forming and using negation in the past● to introduce new words for body parts and increase students’ vocabulary● to develop learners’ creativity skills.		
Expected learning outcomes: By the end of the task, students will be able to: <ul style="list-style-type: none">● articulate some basic knowledge of Daniil Kharms’s biography in speech using simple language● collaborate in a simple shared matching task on the interactive Jamboard● pick out and reproduce key words (parts of the body) from a short spoken text within the student’s limited competence, provided that the teacher reads slowly		

- apply the previous knowledge of forming negation in the past to summarise the main points of the given text in speech
- take notes during the collaborative work on the interactive Jamboard while listening to a story compose their own short simple text in Russian using the authentic short story as a model.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The knowledge of the Genitive Case Forms (singular in active, plural in passive), the basic knowledge of how the negation is expressed in the past, the skill of guessing the meaning from the context.

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

In order to revise and consolidate the usage of the Genitive Case Forms and Negation in the Past, the teacher can use a wide range of grammar activities during the previous lesson or assign them as homework (e.g. a gap filling task, grammar transformations of positive sentences into negative ones, comparing two pictures: the picture of the room before and after the burglar came, etc.)

Detailed description of the task:

Time required:
about 45 min.

1. Introducing new vocabulary (parts of the body). The teacher shows the drawing of a person (created earlier by the teacher) and some colourful stickers with some new words on the Jamboard: parts of the body taken from the authentic short story 'The Blue Notebook, No 10'. The teacher asks the students to guess what all of these words have in common and why they have one letter bigger than the others (the bigger letter demonstrates the stressed syllable in each noun).

The example of the instruction in Russian:

Посмотрите на слова на цветных карточках. Как Вы думаете, что у них общего, и почему некоторые буквы больше других? (вОлосы, голоВА, глаЗА, Уши, нос, рот, рУки, нОги, спина, живОт, грудь, хребЕт, внУтренности) - you can see a screenshot of a Jamboard [here](#) (page 1).

2. Students listen to the words pronounced by the teacher and repeat them working on their pronunciation and paying attention to the stressed syllables.

3. The teacher asks students to work in a group, analyse the examples and categorise the nouns according to their number: which nouns are used in the singular form and which are used in the plural form -see the 2nd page [here](#).

The example of the instruction in Russian:

Разделите слова на карточках на две группы: 1 группа - существительные в единственном числе, 2 группа - существительные во множественном числе.

4. Students move the stickers on the interactive Jamboard and divide the nouns into two groups.

5. The teacher asks students to collaborate in a shared group task and match the words on the Jamboard to the parts of the body in the picture.

The example of the instruction in Russian:

Соедините эти слова на карточках с частями тела на картинке.

6. Then the teacher asks students to listen to his/ her brief introduction of Daniil Kharms, the author of the short absurd story “The Blue Notebook, No 10”, and identify the key details in the writer’s biography in Russian.

The example in Russian:

Даниил Хармс - родился в 1905 г. и умер в 1942 г. Советский поэт и писатель, его называют гением чёрного юмора и литературы абсурда. Писал рассказы и повести. Рассказ, который я вам сейчас прочитаю, называется “Голубая тетрадь Но 10”, и он его написал 1937 г.

7. The teacher asks one of the students to summarise the main points of the introduction in Czech.

8. The teacher informs students that he/she is going to read the short story ‘The Blue Notebook, No 10’ by Daniil Kharms and asks them to collaborate in a group and erase the part of the body from the Jamboard as soon as they hear this word mentioned in the story.

9. The teacher reads the story clearly and slowly, students follow the main parts of the story, recognise the parts of the body mentioned and delete the key words from the whiteboard.

The text in Russian: “ГОЛУБАЯ ТЕТРАДЬ №10”

ЖИЛ один рыжий человек, у которого небыло глаз и уш ей. У него не было и волос, так что рыжим его называли условно. Говорить он не мог, так как у него небыло рта. Носа тоже у него небыло. У него небыло даже рук и ног.

живота у него небыло, и спину у него небыло, и хребта у него небыло, и

никаких внутренностей у него небыло. Ничего не было! Так что не понятно, о ком идёт речь. Уж лучше мы о нём не будем больше говорить.

The English translation of the short story:

‘THE BLUE NOTEBOOK, No 10’:

There was a redheaded man who had no eyes or ears. He didn't have hair either, so he was called a redhead arbitrarily. He couldn't talk because he had no mouth. He

didn't have a nose either. He didn't even have arms or legs. He had no stomach, he had no back, no spine, and he didn't have any insides at all. There was nothing! So we don't even know who we're talking about. So we'd better not talk about him any more."

10. The teacher shows the written text on the whiteboard and asks students to read the text truly understanding the main points and

summarise it in simple language. The teacher doesn't choose a student himself/herself, but asks who would like to summarise it in speech. Then the teacher encourages students to guess why the short story is called 'The Blue Notebook, No 10', giving them two minutes to think.

The example of the instruction in Russian:

Кто хотел бы прочитать этот рассказ? Кто хотел бы пересказать его своими словами?

Сейчас я даю Вам две минуты, чтобы Вы подумали, почему рассказ называется "Голубая тетрадь, № 10? 2 minutes later: У кого есть идея?

11. Finally, the teacher assigns homework encouraging students to write their own absurd short story according to the model.

The example of the instruction in Russian:

*Попробуйте написать свой рассказ по образцу:
Жил был/у меня был.... У него не было.... Ничего не было.*

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

As homework, students can be asked to:

1. Do some grammar tasks, for example, including the transformation of the negative sentences from the authentic story into the positive ones.

The Example of the Task:

Скажите, что у него всё это было.

Образец: У него небыло волос. – У него были волосы.

- *него небыло глаз и ушей.*
- *него не было носа.*
- *него небыло рта.*
- *него не было спины.*
- *него небыло рук и ног.*
- *него небыло живота.*

2. Analyse the story. identify any unknown words in the text and find their definitions in a dictionary.

3. Be ready to speculate why the story is called "The blue notebook, No.10" in short simple sentences.

4. Compose a similar story in Russian using the authentic short story as a model (e.g. *Жил был один человек, у которого не было .../There was.... But he/she/it didn't have....*)

1. Summarise the Kharms's text in Russian

2. Express their own opinion on the text using the grammar structures acquired and revised during the lesson and some starting points prepared by the teacher (e.g. *To read the text was interesting, but a bit difficult. Or: It was strange, etc.*).

The example of the instruction in Russian:

Вам понравился рассказ Даниила Хармса? Было ли Вам трудно понять текст при чтении? Было ли Вам интересно его читать?

Modify the story and retell it from the main hero's point of view activating the repetition of pronouns (e.g. *У меня не было...*, etc.)

Resources required by the teacher:
the text of the short story, interactive jamboard with a drawing or a picture of a person; a computer, internet, a webcam, a microphone

Resources required by the students:
a computer, internet connection, a microphone

Potential challenges and solutions:
Students could have technical problems with the Internet connection or a computer. They had to learn how to use a Jamboard during the lesson (no one had the previous experience of using this tool) and it could be a problem for some of them. They also had to learn how to cooperate in the virtual environment and not to interfere in the other students' work. The task worked quite well in a group of 7 people, but if the group was bigger, the teacher would need to give more support while leading the group work and possibly assign roles/tasks to certain students before the activities.
Some students could find it difficult to be creative and compose a similar short story at home, but the solution could be to set this homework as optional.

GENERAL INFORMATION

Task title: Tourism in Russia (B1)

<p>Task author/Institution: Ladislava Dolanová Charles University</p>	<p>Lesson type: <input checked="" type="checkbox"/> synchronous</p>	<p>Target learners/course: a group of Czech students (Russian B1+ course)</p>
<p>CEFR starting level: B1</p>	<p>Group dynamics (e.g. pair work/groups of X): group work</p>	<p>Target language of the course: Russian Other language(s) used: Czech</p>

Mediation scale(s) relevant to the task:

EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)

STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

COLLABORATING IN A GROUP - FACILITATING COLLABORATIVE INTERACTION WITH PEERS

Short description of the task:

This is an introductory task to the new topic.

The main aims of this task are:

- to introduce a new topic;
- to teach students how to describe pie charts;
- to automatize the acquired skills;
- to expand students' vocabulary;
- to review grammar(numbers + percentage, conjunction «чтобы» + infinitive);
- to develop ability to create questions and answers based on the new material;
- to summarize visual information in speech and writing, to compare information from two different sources.

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

- acquire basic information about the forms of tourism in Russia;
- describe a pie chart (using different constructions / expressions);
- ask questions about the information in the pie chart;
- summarize the information from the pie chart;
- associate the information from the pie chart with their own experience.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

knowledge of Russian at B1/B1+ level

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

Before the main task, but during the same lesson:

1. Brainstorming on a jamboard – students have 3 minutes to write associations with “travelling around Russia”. In this way they activate vocabulary they already know. They also learn how to cooperate online with others.
2. Afterwards they are asked to look at all the words, correct mistakes, if they see any, and ask about the words they don't know.
3. Then they are requested to sort out these words according to lexical or/and grammar categories – e.g. verbs/nouns,...., actions/sights/nature,..
4. Finally, the students are encouraged to summarize the information from the jamboard, using the full sentences.

Detailed description of the task:**Time required:****45 min.**

1. on the basis of free associations and their lexical categorization students are requested to discuss in pairs why people travel and try to identify different types of tourism;
2. then they briefly share their ideas with the whole group;
3. afterwards the teacher introduces the pie chart <http://www.myshared.ru/slide/653341/> (the 5th slide); the teacher asks questions, the students answer them.

An example of a question in Russian:

Что это? Знает кто-нибудь, как это называется по –русски?

The teacher can offer 3 variants of an answer, e.g.:

а) столбчатая диаграмма

б) круговая диаграмма

в) диаграмма - линия

4. students are encouraged to ask their peers or the teacher about the meaning of the words they don't know (e.g. *паломнический*)
5. the teacher asks students to think about questions they can ask one another (at least 2 different types of questions). Students have time to think (2-3 min) - they can use constructions they already know.
6. one student asks his/her question to other students.
7. the teacher summarizes the types of questions, analyzes mistakes.
8. afterwards the teacher introduces new ways describing the pie chart. *He/she can ask students to match the two parts of the possible answers (the parts of the sentences to be matched are provided by the teacher).*

An example of the instruction in Russian:

Какая буква относится к какой цифре? Учитывая данные в диаграмме, образуйте предложения.

1) Событийный туризм

2) Культурно-познавательный туризм

3) Круизный туризм

4) Наибольшую долю

5) Наименьшую долю

А) занимает пятую долю общей массы туристических поездок.

В) составляет пляжный отдых.

С) составляют событийный, паломнический и экологический виды туризма.

Д) занимает всего 1%.

Е) - это речное или морское путешествие на водном транспорте по замкнутому маршруту с остановками для экскурсий в портовых городах.

9. Then the teacher asks students to create new questions, according to these models of answers.

An example of the instruction in Russian:

Попробуйте создать вопросы к полученным ответам. Придумайте аналогичные вопросы.

An example of the possible students' questions in Russian:

Что такое паломнический туризм?

Какой вид туризма составляет наибольшую долю?

Какую долю (сколько процентов) занимает паломнический туризм?

10. Finally, one student summarizes the information from the pie chart.

11. The teacher could ask students to compare their assumptions, concerning different types of tourism from the beginning of the task (1) with the information received during this activity.

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

There are several alternatives of post-task activities:

- After the respective activity is completed the teacher can encourage students to associate the information from the pie chart with their own experience.

Example of the questions in Russian:

Кто из вас был в России? К какому виду туризма можно отнести вашу поездку?

- The other students can ask questions about the journeys mentioned by their peer(s).
- The student(s) can prepare a short presentation of their trips /journeys for the next lesson.

As homework students:

- can find another chart regarding tourism and write a description of it
- can compare the chart above with another chart (e.g. tourism in Czech Republic)
- write an essay, using data from the diagram, e.g. *Why do people travel around Russia?*
- create an individual or group mind map on the topic "The forms of tourism in Russia" (they can be asked to find more information)

Resources required by the teacher:

prepared materials (pie chart, exercises), access to a jamboard

Resources required by the students:

	computer, microphone, internet connection
--	--

Potential challenges and solutions:

For some students this activity could be difficult or/and too long - if the teacher notices it is too complicated/too long, he/she can abridge it, or split it into two lessons. The possible solution, but not an easy one, is also to break the group in two and diversify the exercises (individualize them) according to the skills of these two groups.

SPANISH

Learning about Spanish festivities: las Navidades (A2+/B1)

GENERAL INFORMATION		
Task title: Learning about Spanish festivities: las Navidades (A2+/B1)		
Task author/Institution: Urszula Wilk University of Warsaw	Lesson type: <input checked="" type="checkbox"/> synchronous	Target learners/course: General Spanish
CEFR starting level: A2+/B1	Group dynamics (e.g. pair work/groups of X): smaller groups of around 3-5 and later one big group	Target language of the course: Spanish Other language(s) used: Polish (or other common language for the group)
Mediation scale(s) relevant to the task: Mediating concepts: Facilitating collaborative interaction with peers Mediating concepts: Collaborating to construct meaning Leading group work: Managing interaction Mediating communication: Facilitating pluricultural space Mediating a text: Relaying specific information		
Short description of the task: Students - in smaller groups - will compare the information they gathered during the pre-task and focus on the subject assigned to their group. Those groups will work together on a virtual whiteboard – Jamboard. They have to decide among them who will present the information that they have gathered and then present the information to the rest of the group.		
Expected learning outcomes: By the end of the task, students will be able to... <ul style="list-style-type: none"> - use specific cultural vocabulary in Spanish - describe the Christmas and New Years festivities 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 - better collaborate as a group 		
Background knowledge or sub-skills required by the students: Language skills – pre-/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?): To activate background knowledge and appropriate vocabulary to speak about Christmas students are asked to watch at home two videos: <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=6eTka4iinBw&feature=emb_title (refreshing their vocabulary) 2. https://www.youtube.com/watch?v=C8ugHsMQ_UE (Short film by Amenábar used in 2017 in Spain as the Christmas Lottery ad; it was edited through Edpuzzle: some explanations were added (linking to the students previous knowledge) followed by questions that the students had to answer activating the vocabulary). The students are asked to take notes regarding the differences between Polish and Spanish festivities; the notes will be later used during the main task.		
Detailed description of the task: In class, students are divided into 4 groups in which they comment on their notes and speak about 4 aspects of holiday time with the help of photos in Jamboard, previously added there by the teacher. They can add their own photos or notes	Time required: 15 min. for group work 20 min. for presenting and commenting the information 35 min. total (can be extended if needed)	

<p>there.</p> <p>The topics are:</p> <ul style="list-style-type: none"> - presents (who's giving them, when) - 24-25.12 celebrations – similarities and differences - 31.12-1.01 celebrations – similarities and differences - celebrations that Spain has and the country (in this case, Poland) does not (and other way around) <p>if needed (in case of a bigger group) those topics can be split into smaller ones</p> <p>The students decide among them who will present the information that they've gathered and then present the information to the rest of the group (facilitating leading group work and managing interaction with the rest of their peers).</p>	
--	--

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

An example of a follow-up activity:

To consolidate the vocabulary and further reflect upon the similarities and differences between Polish and Spanish Christmas time and practice the future tense, the students are given a picture of 10 traditions that shouldn't be celebrated during this holiday time (because of Covid) and 10 of those that still can be celebrated (some with alterations); source: <https://www.elperiodico.com/es/cuaderno/20201113/navidad-mas-rara-nuestra-vida-coronavirus-restriccion-es-8202813>. They are encouraged to create phrases using the vocabulary and the future tense describing how they see the festivities happening this year. In smaller groups they can discuss how they plan to enjoy the holiday time in spite of the pandemic.

After the pandemic this exercise can be used to practice past tenses.

The source (online newspaper) allows the students to use the authentic source of information and mediate a text (while processing the text and relaying specific information). At this level the part used was the graphic: https://www.elperiodico.com/es/ext_resources/infographics/2020/octubre/navidad.jpg

<p>Resources required by the teacher:</p> <p>Online apps: Youtube Edpuzzle (not necessary) Jamboard/Padlet or other online whiteboard Communication tool that allows to work in groups (e.g. Zoom)</p>	<p>Resources required by the students:</p> <p>Access to internet and the same online apps as the teacher</p>
---	---

Potential challenges and solutions:

Challenge: Complexity of the language used in the text, in the post-task.
 Solution: Encouraging students to work on the text together and use a dictionary if necessary. Also, at this level the part recommended is only the graphic:
https://www.elperiodico.com/es/ext_resources/infographics/2020/octubre/navidad.jpg

Challenge: In the post-task: evoking the subject of Covid during classes.
 Solution: We have to proceed with caution as this can be a sensible subject because of personal experience for some of our students.

INFORMATION ABOUT THE AUTHORS OF THE MATERIALS

University of Warsaw (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.

Bartosz Jurczak, MA, graduate of the University of Warsaw, Department of English Studies. Senior lecturer at the Centre for Foreign Language Teaching, University of Warsaw, where he has been teaching English for General Purposes, English for Academic Purposes and English for Business since 1995. He has participated in international and national educational projects, e.g. Language Auditing Tools for Europe, Portfolio of Intercultural Communication, Thematic Network Project III, EQUAL, Formative Assessment Benchmarking, and Mediation in Language Learning and Teaching. Sworn translator/interpreter with experience in subtitling.

Sylwia Kossakowska-Pisarek, PhD is an assistant professor at the Centre for Foreign Language Teaching, the University of Warsaw, where she teaches Legal, Academic and Business English courses. Her interests include identity, LSP, life-long learning, intercultural communication, e-learning, positive psychology. She is an author of blended-learning and e-learning courses and some peer-reviewed articles in the area of intercultural communication, e-learning and teaching Language for Specific Purposes. She is Research Coordinator for the Project.

Anna Łętowska-Mickiewicz, MA, Graduate of Warsaw University, Department of English Studies. Postgraduate course at Fulbright Summer Institute, Western Michigan University, USA. Expert of Distance Learning recognized by the Certification Board of the Association of Academic E-learning in Poland (AAE). Senior lecturer at the Centre for Foreign Language Teaching, University of Warsaw, where she teaches both traditional and e-learning English courses. Co-author and author of e-learning courses offered to students and university academic staff. In the Project, she is a member of the E-learning Course Team.

Małgorzata Maras, MA has graduated from the Departments of Polish and English Philology and straight after graduation started to work as an English language lecturer in the Centre for Foreign Language Teaching, University of Warsaw. She has been so much involved in teaching students of different faculties that she has hardly noticed that ten ... twenty.... and even more years have passed. She has been conducting general English and English for specific purposes and CLIL courses, but her main interest remains teaching through drama and literature.

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.

Urszula Wilk is a lecturer at the Centre for Foreign Language Teaching at the University of Warsaw. She teaches Spanish as a foreign language at the levels A1-B2. Her didactic interests include Spanish language and culture, cultural differences and intercultural communication. In the MiLLaT project, she is a member of the Materials Development Team.

Marzena Zykubek, MA, graduate of the University of Warsaw, Department of English Studies. Senior lecturer at the Centre for Foreign Language Teaching, the University of Warsaw. She specializes in running Legal and Business English courses as well as e-learning courses in general English. Her interests include intercultural communication, cultural differences and psychological aspects of effective communication. She is also a translator and interpreter, working for courts, prosecutors and legal offices. She is the author of the course designed for candidates for sworn translators of English. In the MiLLaT project she is a member of the Materials Development Team and she is also responsible for the dissemination of the project outcomes.

Charles University

Blanka Zádřapová studied English and American Studies and Czech Studies at the Faculty of Arts, Palacký University in Olomouc. During her studies she got a scholarship for studying Arts and Science at Miami University, Oxford, Ohio, U.S.A. Since 2003 she has been teaching at Charles University, since 2009 at the Language Centre of the Faculty of Arts. She focuses on academic writing and general and specialised English for art students of the Academy of Arts, Architecture and Design. She taught Czech as a foreign language and as a teacher took part in Summer Schools of Slavonic Languages. She is involved in teaching Business English. She translates English economic texts and occasionally interprets.

Ladislava Dolanová, PhD is the deputy director of the Language Centre of the Faculty of Arts, Charles University and head of the Russian section. She is a highly experienced lecturer who enjoys applying the methods of critical thinking on teaching Russian. She is interested in intercultural communication, both in theory and in practice and focuses on introducing new media technologies in education.

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.

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.

Mgr. **Michaela Ritter Konárková** is the coordinator of the Prague project team. She has been part of the Language Centre of the Faculty of Arts, Charles University for 12 years. She has taught numerous face-to-face, blended and online courses of academic skills for mixed groups of students from different study programmes as well as cultural backgrounds. She specializes in teaching academic writing and reading. Apart from teaching, Michaela also translates novels from English.

Šárka Kadlecová, PhD is the head of the English section of the Language Centre, Faculty of Arts, Charles University. She teaches English courses enhancing academic skills in students and specialized courses, one focused on the development of intercultural competences and the other discussing topics from the field of visual arts and visual culture. She has been publishing and leading workshops on multicultural education and intercultural competence. She has recently completed her PhD in Ethnology.

University of Helsinki

Anna Mutanen, MA, is a University Instructor in Swedish at the University of Helsinki Language Center. She teaches professional communication in Swedish mainly in the following faculties: pedagogy, humanities and theology. Her interests include i.a. creating positive classroom atmosphere and making language learning as fun as possible.

Cintia Widmann Etchemaite has a PhD and an MA in Linguistics from the University of South Carolina, and an MSc in Clinical Linguistics from the Erasmus Mundus European Masters in Clinical Linguistics, jointly awarded by the University of Groningen, the University of Potsdam and the University of Eastern Finland. Her BA degrees in teaching English as a Foreign Language were awarded by the Universidad Nacional del Comahue. Her graduate education in the US and in Europe was made possible with the financial aid of a Fulbright grant and an Erasmus Mundus scholarship. She has taught children, teenagers, and adults.

Gráinne Hiney, BA (mod) Science, MA Geography, is a language instructor in English at the University of Helsinki. She has taught English for many years at different levels, including corporate, school and university. Her Language Centre teaching is focused on academic and professional communication, legal translation, oral argumentation, academic writing and presenting, as well as autonomous learning. She also has experience in language revision. Her current interests include constructive alignment in course planning and advising in language learning.

Dr. **Kari K. Pitkänen** (PhD in General Linguistics; MA in General Linguistics and English Philology) is a University Lecturer in English at the Language Centre, University of Helsinki. Currently teaching faculty-specific English courses for Medicine & Dentistry, Bio/Environmental Sciences, Veterinary Medicine, Agriculture & Forestry, occasionally also Science; and courses in Academic Writing & Advanced Presentation Skills to all the levels from the Bachelor's to the Doctoral degrees. In the past, Kari has also taught English and academic writing to the engineering students at the Tampere University of Technology and several courses in Linguistics as a University Lecturer in General Linguistics at the University of Helsinki. In addition, Kari has done some research mainly in linguistics (especially text and discourse), computational linguistics and language technology – and more recently on language teaching.

Kirby Vincent, MA TEFL, is a University Lecturer in English at the University of Helsinki Language Centre where he teaches in the following faculties: Law, Educational Sciences, Humanities and Medicine. Additionally, he teaches on an academic writing course. The courses he has are taught either in-class, blended, online and also autonomous. Before joining the University of Helsinki, he taught Business English for about 10 years. Research interests include intercultural communication and study skills.

Nina Wallden, MA (English Philology), is a University Instructor in English at the University of Helsinki Language Centre where she teaches traditional and blended faculty-specific Academic and Professional Communication in English courses in various faculties, such as Science, Social Sciences and Arts. Her experience includes teaching English to students in various fields of study in higher education institutions. The practical teaching experience has contributed to her interest in developing teaching and learning through pursuing further studies in education and qualification in special needs education. Her didactic and research interests are related to language learning in higher education, in areas such as professional and academic English, blended learning and student engagement.

Roy Siddall, BSc, PhD, is University Lecturer in English at the University of Helsinki Language Centre, a co-head of the English Unit, together with Tuula Lehtonen. He has taught Academic and Professional Communication in English courses to students in medical, veterinary and science-related faculties, in addition to academic writing and presentation skills to Master's and doctoral students. Research interests have included the development of language support for students in English-medium Master's programmes at the University of Helsinki.

Tuula Lehtonen, MA, EdD, is a senior lecturer at the Language Centre, University of Helsinki. In addition to teaching English online to Bachelor's and Master's students in Law, she is engaged in teaching and supporting academic writing in English as well as teaching students of Veterinary Medicine. She is currently the co-head of the English Unit, a task she shares with Roy Siddall. She has published mainly in the fields of vocabulary learning, English-medium instruction and Law students' learning of English at work. She has been awarded the title of docent and is a selected member of the Teachers' Academy, which is a network of distinguished university teachers at the University of Helsinki.

Vytautas Magnus University

Almantė Meškauskienė, lecturer of English, Deputy Director of the Institute of Foreign Languages at Vytautas Magnus University, Kaunas. She is the author of blended-learning Business English, ICT and Professional language courses. As Deputy Director responsible for co-operation with schools, delivering public lectures, discussions and seminars, coordinating the activities of students who perform study practice at IFL. A member of the Organizing Committee of the International Conference “Sustainable Multilingualism // Darnioji daugiakalbystė”, member of the Certification commission of study subjects' for distance learning, member of the cluster “Improvement of Multilingualism Competence”, the President of the Language Teachers' Association of Lithuania. In the Millat project she is a member of the Task Description and Piloting Form team.

Daiva Pundziuvienė, MA is a lecturer of English and head of EFL department at the Institute of Foreign Languages at Vytautas Magnus University, Lithuania. She has expertise in teaching traditional, blended and online General and Academic English courses. She is a member of the certification commission assessing blended / online study subjects at university. She has participated in projects related to CLIL, multilingual and multicultural learning space, formative assessment. Her research interests include CLIL, TEFL methodology, multilingualism in EU, plurilingual pedagogy, multicultural societies and acculturation, implementation of ICT in language teaching. She has been doing research on the implementation of CLIL in Lithuanian secondary schools and has participated in designing and delivering in-service teacher education courses on CLIL in Lithuania. In Millat project she is the project coordinator on behalf of Vytautas Magnus University.

Lina Danute Zutkiene, MA is a lecturer and researcher of English as a foreign language, Head of Testing Centre of the Institute of Foreign Languages at Vytautas Magnus University in Kaunas, Lithuania. She has been teaching General English and English for Specific Purposes since 1994. She is an author/co-author of several articles and research carried on blended

teaching/learning, testing methodology, etc. In the Millat project she is a member of the Materials Development Team (Online courses).

Nemira Mačianskienė, PhD is a professor at the Institute of Foreign Languages (IFL) at Vytautas Magnus University. She teaches Multilingualism in Europe, Cross-Cultural Communication and Teaching English as a Foreign Language Methodology courses at the Faculty of Humanities and English C1: Intercultural Communication at the IFL. Her main didactic and research interests include language policy, plurilingual competence development and intercultural communication. She was the founder and the director of the IFL from 2001 to 2014. She is the editor-in-chief of the international scientific journal *Sustainable Multilingualism* (www.uki.vdu.lt/sm; <https://content.sciendo.com/view/journals/sm/sm-verview.xml>; included in SCOPUS) and the chair of biennial international scientific conference *Sustainable Multilingualism*. In the Millat project she is a member of the Newsletter Team.

Rima Sabaliauskienė, MA is a lecturer and researcher of Spanish as a foreign language at the Institute of Foreign Languages at Vytautas Magnus University. She teaches Spanish as a foreign language at the levels A1-B1. Her didactic and research interests include cultural differences and intercultural communication, Spanish language and culture, use of innovative technologies in language teaching. Responsibilities in Millat project: Materials Development In Millat project she is a member of Materials Development Team (Mediation in In-Class Language Teaching Guidelines).

Teresė Ringailienė, PhD, is the Director of the Institute of Foreign Languages at Vytautas Magnus University. She teaches general English and Lithuanian as a foreign language. She is the author of the textbook *Learn and Speak Lithuanian*, aiming at teaching/learning Lithuanian as a foreign language. Her experience includes teaching subjects related to translation, discourse analysis, English phonetics and corpus linguistics. Her research interests include TEFL methodology, intercultural communication, discourse analysis and translation theory and practice. A member of VMU Senate and the chair of the organising committee of the biennial conference *Sustainable Multilingualism*. In the Millat project she is a member of the team Mediation in Online Asynchronous Language Teaching - a Guide for E-Teachers.

Vaida Miseviciute, MA of TESOL and distance education for adults. She is a lecturer of English at the Institute of Foreign Languages at Vytautas Magnus University, Lithuania. She has expertise in teaching traditional, blended and online Academic English courses, bilingual education, and CLIL. She is a member of the certification commission assessing blended / online study subjects at the university. Her research interests include cross cultural communication, critical thinking, ESL/EFL methodologies, student-teacher and teacher-student relationships as well as distance learning education. In the Millat project, she is a member of the materials development team, task Description and piloting Form team, and the teacher's guide for asynchronous teaching team.

Vilma Bijeikienė, PhD, associate professor, Director of the Institute of Foreign Languages (IFL) at Vytautas Magnus University (VMU) and Chair of the VMU Senate. Her teaching and research interests include English for Specific and Academic Purposes such as Legal English, English for Politics, English for Diplomats, Content and Language Integrated Learning (CLIL), plurilingual pedagogy, linguistically sensitive teaching, language policy and plurilingual competence development as well as sociolinguistics and pragmatics in general. She has participated in European projects related to plurilingualism, interculturalism and internationalisation as well as designed and delivered courses for in-service teacher education. In the years 2016 and 2018 she taught on extensive academic exchange visits at universities in Kazakhstan and China. She is a member of the scientific committee of the biennial international scientific conference of Sustainable Multilingualism and an executive editor of the biannual international scientific Journal of Sustainable Multilingualism, recently included in SCOPUS (www.uki.vdu.lt/sm; <https://content.sciendo.com/view/journals/sm/sm-verview.xml>);). In the Millat project she is a member of the quality assurance committee.

This project has been funded with support from the European Commission. This publication reflects the views only of the author and the Commission or the Polish National Agency of the Erasmus+ Programme cannot be held responsible for any use which may be made of the information contained therein.

Publication date: 15.12.2021



[This work is licensed under a Creative Commons Attribution-Non Commercial-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/)