Mediation in Language Learning and Teaching

GUIDE FOR LANGUAGE TEACHERS
Asynchronous and polysynchronous tasks

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Contents

Introduction

Dear Language Teachers,
Dear Educators,
Dear Colleagues,

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

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

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

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

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

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

The MiLLaT Team

Mediation

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

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

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

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

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

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

Recommended Reading
CEFR (2001) Common European Framework of Reference for languages: Learning, teaching, assessment Council of Europe. Cambridge: Cambridge University Press.
https://rm.coe.int/16802fc1bf

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

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

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

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

Recommended Reading

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

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

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

Teaching–Training Methods: Flipped Classroom

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

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

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

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

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

- · Discussion

- · Problem solving

- · Brainstorming

- · Concept mapping

- · Student presentations

- · Poster presentations

- · Gaming

- · Peer teaching

- · Quizzes

- · A 'how to' demonstration

- · Jigsaw technique

- · Learning together technique

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

Recommended reading
Låg, T., & Sæle, R. G. (2019). Does the Flipped Classroom Improve Student Learning and Satisfaction? A Systematic Review and Meta-Analysis. AERA Open. https://doi.org/10.1177/2332858419870489
Zeynep Turan & Birgul Akdag-Cimen (2020) Flipped classroom in English language teaching: a systematic review, Computer Assisted Language Learning, 33:5-6, 590-606, DOI: 10.1080/09588221.2019.1584117

Lifelong Learning and Mediation

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

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

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

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

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

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

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

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

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

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

perfect tool to help teachers and learners seek better acquisition of language, culture, and a pluricultural mind.

Sources:

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

Asynchronous and Polysynchronous Learning and Tools

   The current trend in learning languages has already emphasized the importance of communication for quite a long time. The *Common European Framework of Reference for languages: Companion volume with new descriptors* introduces another term, "*mediation*", which "*combines reception, production and interaction*" (Council of Europe, 2021, p.35). The same source also states that "the mediation descriptors are particularly relevant for the classroom in connection with small group, collaborative tasks" (Council of Europe, 2021, p.36). This can all seem to be impossible in asynchronous and polysynchronous learning. However, it can be believed that with some modifications and with appropriate activities and tools, it can be achieved.

Asynchronous Learning and Tools

 The definition of asynchronous learning states that it "is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time" (The Glossary of Education Reform, 2014). This type of learning is used in digital and online learning (e-learning). There is no synchronous (at the same time) interaction between the teacher and the students or among the students, and therefore, as mentioned above, it can be difficult to imagine the implementation of mediation. Nevertheless, interaction among participants can also appear in asynchronous learning. It just does not take place at the same time (and/or in the same place). Let us have a closer look at what advantages asynchronous learning has, what should be emphasised and which activities and tools to use in order to implement mediation.

Advantages of asynchronous learning:

- Flexibility – students (and also the teacher) can access the course when they need to, and they can create their own schedule. Nevertheless, there is a need to set deadlines so that the students do not procrastinate and they have regular contact with the language.

- Individual pace – to a certain point, students can work at their own pace (within the time given by the deadlines). They can proceed with the work, materials and practice as they need. (If there are no deadlines, the individuality in the pace is even better.)

- Easier access – as the asynchronous learning is not limited by the place or time, students (and also the teacher) can access it from any place where they have an Internet connection. So, it is not only the different time in which we can see the advantage, but also the place.

- More time with materials – if it is necessary for some students to return to materials a few more times, they can. They are not limited by the time of a synchronous or in-class lesson.

We must not, however, forget that there are certain drawbacks as well. As already mentioned, students can be tempted to procrastinate. This can be prevented by setting deadlines. The students also do not need to work as hard as they would during a lesson with their teacher. The lack of social interaction is something that a lot of students (and also teachers) can miss. This can be solved with a few (do not need to be regular) synchronous (or also in-class) meeting/sessions, but this is already rather polysynchronous learning, but still can be used (if it is not on a regular basis or if it is not obligatory) during e-learning courses as well. Some students might also be distracted by the environment in which they work, because they can work from any place. Some can also have some learning difficulties that can make it more difficult for them to work on their own. There needs to be more support from the teacher for such students.

Important issues when teaching asynchronously and the implementation of mediation:

- The teacher needs to put a lot of emphasis on **the instructions**, because the students cannot ask additional questions if they do not understand what they should do. It is also advisable if working with lower levels (A1, A2) to use the translation into the language 1 to make sure that the students understand the tasks. The instructions can be given in the form of a text or an audio or video recording. Audio instructions, and even more so with video, also help in creating a feeling of interaction with the teacher.

- Deadlines should be set so that the students are not tempted to procrastinate. This is something already mentioned above. It is also good to set more deadlines within a week (according to the number of lessons a particular course should have). If a regular (in-class) course would meet, e.g., twice a week, the teacher should also set the deadlines twice a week. This also helps the students to have more regular and more frequent contact with the language.

- Monitoring and feedback is crucial during asynchronous learning. The students need to know that the teacher will check their work and feel that they are in contact with the teacher. Through monitoring and giving feedback, the teacher provides the students with interaction, which is important. It also can help the students with their motivation, as the level of self-motivation required for asynchronous learning is quite high.

- Using interactive quizzes is easier for teachers to monitor and evaluate, as the evaluation occurs automatically, and it also helps the students by providing immediate feedback.

- Using forums and/or discussion boards, even more interaction can occur between the teacher and the students and among the students, and they represent another crucial format that can replace synchronous or online discussions. Forums and/or discussion boards are the most important help in implementing mediation into asynchronous learning, especially in mediating concepts, and particularly collaborating in a group, leading group

work, and mediation communication, because the teacher can mediate the discussions asynchronously.

- Mediation can also be implemented in other activities, such as mediating a text – choosing the activities in accordance with the mediation (for inspiration, see the sample tasks), and using mediation strategies to explain a new concept and to simplify a text (for inspiration, see the sample tasks).

Tools for Asynchronous Learning

One tool often used in the sample tasks (see below) is LMS Moodle. It is one of the most widespread learning management systems.

Below are listed the most commonly used activities in Moodle (cited from the website moodle.org – https://docs.moodle.org/311/en/Activities, plus there are comments related to mediation):

- "**Assignments** – Enable teachers to grade and give comments on uploaded files and assignments created on and off line"– used for written tasks; the instructions and work need to be thought through well in order to support mediation (see the sample tasks for examples).

- "**Chat** - Allows participants to have a real-time synchronous discussion" – used for interaction in synchronous and polysynchronous learning. As mentioned above, can be used in e-learning if there are voluntary and not regular synchronous meetings or sessions; otherwise, this activity is not for purely asynchronous learning.

- "**Choice** – A teacher asks a question and specifies a choice of multiple responses" – can be used for polls; again, brings interaction into asynchronous learning.

- "**Database** – Enables participants to create, maintain and search a bank of record entries" – can be used for interaction.

- "**Feedback** – For creating and conducting surveys to collect feedback" – can be used for interaction.

- "**Forum** – Allows participants to have asynchronous discussions" – one of the most used activities for interaction between the teacher and students and among the students.

- "**Quiz** – Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown. – This is one of the easiest ways (although it requires a lot of initial input) for the teacher to monitor and give feedback to the students. The students receive the feedback and/or correct answers immediately after they submit their work.

- "**Survey** – For gathering data from students to help teachers learn about their class and reflect on their own teaching" – used for interaction.

- "**Wiki** – A collection of web pages that anyone can add to or edit" – used for interaction.

- "**Workshop** – Enables peer assessment" – used for interaction among the students.

For more information LMS Moodle activities, see https://docs.moodle.org/311/en/Activities.
For resources and options provided by LMS Moodle, which can be used for giving instructions and providing materials, see https://docs.moodle.org/311/en/Resources.

For some other Learning Management Systems which can be used for asynchronous teaching and learning, see
https://www.getapp.com/p/sem/learning-management-system-lms-software?t=Top%20LMS%20Software&camp=adw_search&utm_content=g&utm_source=ps-google&utm_campaign=COM_US_Desktop_BE-Learning_Management_System_(LMS)&utm_medium=cpc&account_campaign_id=1496034387&account_adgroup_id=55213447422&ad_id=476141763041&utm_term=lms&matchtype=e&gclid=Cj0KCQjwraqHBhDsARIsAKuGZeG212i6eXLL5oA6YGtzK-BgAf27PPImikqXJVVxa20qGotI9gQJF2EaAgRqEALw_wcB. However, some of them are designed for business users.

Polysynchronous Learning

  Polysynchronous learning is in a simplified way a **combination of synchronous and asynchronous learning**. We can, therefore, benefit from the advantages of both of these types. Polysynchronous learning is often used in so-called **blended learning**, in which the course is designed partially for online asynchronous and online synchronous (regular scheduled online lessons, e.g., via Zoom, MS Teams, Adobe Connect) and/or in-class (traditional) lessons.

 Polysynchronous learning can be used in two ways:

- **First asynchronous tasks** (e.g., pre-task activities) in which students are introduced to a new topic, practice some known issues, practice relevant vocabulary, etc., **with a synchronous follow-up lesson**, which is the latest deadline for completing the task. This is a perfect way to avoid procrastination, as the students know they need to perform the task in order to be able to work during the online synchronous lesson (it is advisable to set the task in such a way that it is necessary for the follow-up work).

- **First a synchronous lesson** in which students work together with the teacher, **with an asynchronous follow-up practice**. In this way, the best use is for the practice of what was introduced or discussed during a synchronous lesson. It is important to set a deadline and then also use the possibility to return to these asynchronous activities during the following synchronous lesson.

 The tools for polysynchronous teaching and learning, as this is the combination of synchronous and asynchronous teaching and learning, are the same as the ones mentioned in the previous chapter 6 and in this chapter 7 above.

Some other recommended sources to read or gain inspiration from:
The main link to information on how to work with Moodle - there are manuals explaining how to work with this platform, and also materials to download, etc.:
https://moodle.org/?lang=en

Some more tips on how to work with Moodle - focus on e-learning (asynchronous learning)
Smith Nash S., Rice W. (2018) *Moodle 3 E-Learning Course Development: Create highly engaging e-learning courses with Moodle 3*. Birmingham - Mumbai: Packt Publishing
Smith Nash S. (2018) *Moodle Course Design Best Practices Design and develop outstanding Moodle learning experience.* Birmingham - Mumbai: Packt Publishing.

Some more tips with a focus not only on e-learning but also blended learning (polysynchronous learning)
Macdonald, J. (2008) Blended Learning and Online Tutoring. Planning Learner Support and Activity Design. Hampshire UK - Burlington USA: Gower Publishing Limited
Thorne, K. (2003) Blended Learning How to Integrate Online and Traditional Learning. London UK - Sterling USA: Kogan Page

Focus on Google Classroom
Douglas, G. (2020) Google Classroom - A Beginner's Guide to Online Teaching for Teachers and Students. Get the Best from Distance Learning and Teaching with Google and Learn How to Manage Virtual or Blended Classrooms.

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Moodle https://moodle.org/ - Documentation: Activities https://docs.moodle.org/311/en/Activities (accessed 11 July 2021); Documentation: Resources https://docs.moodle.org/311/en/Resources (accessed 11 July 2021)

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North_CEFR_Companion_Volume_CEBS2018.pdf

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https://rm.coe.int/mediation-a-paradigm-shift-in-language-education-piccardo/16808ae720

Piccardo, E. & Aden, J. (2014). Plurilingualism and Empathy: Beyond Instrumental Language Learning. In J. Conteh & G. Meier (Eds.) 2014, The Multilingual Turn in Languages Education: Opportunities and Challenges (pp. 234-257). Bristol: Multilingual Matters.

Piccardo, E. &North, B. (2019). Broadening the scope of language education: plurilingualism, mediation and collaborative learning. Academia.edu

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GUIDELINES FOR ASYNCHRONOUS AND POLYSYNCHRONOUS TASKS

1.

GENERAL INFORMATION
Task title: Presentation on a chosen topic (B1)

Task author/Institution: Donata Berūkštienė, Vytautas Magnus University	**Lesson type:** **x online**	**Target learners/course:** General English B1
CEFR starting level: B1	**Group dynamics (e.g. pair work/groups of X):** Individual	**Target language of the course:** English **Other language(s) used:** Lithuanian

Mediation scale(s) relevant to the task. Up to three scales can be included here: Relaying specific information in speech
Short description of the task: Each student is asked to choose one topic for his/her presentation and prepare and deliver a 15- to 20-minute presentation on the chosen topic.
Expected learning outcomes: By the end of the task, students will be able to… ● find relevant information in different sources. ● summarize information.

- relay specific, relevant information from complex texts using subject-related vocabulary.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The students need to have successfully completed General English A2, which is the course requirement.

The students should also be acquainted with the topics in the course and active vocabulary of the covered units.

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

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

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

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

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

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

Potential challenges and solutions:

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

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

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

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

Aim: **Presentation on a chosen topic. Relaying specific information in speech**

From CEFR mediation guide B1:

The purpose of this task is focused on the last point on the B1 scale: relay specific information given in straightforward informational texts. The students are asked to choose a text on a topic that they are familiar with--that is, a topic that has already been covered in class. The students should be familiar with the main vocabulary and the questions and discussions on that topic. On the other hand, the students should perhaps be at a higher B1 level, because the students are additionally asked to extract the main points from the text and relay information in a simplified format to the classmates. Therefore, this task functions as a perfect jumping point towards B2 level mediation requirements, where students need to relay specific information from formal correspondence or report on general subjects.

Pre-Teaching:

It is important that students have an understanding of how to choose a text that is appropriate for their level. The students should be familiar with the process of analysing the text, specifically students should know where and how to look for main ideas, how to find supporting ideas, how to analyse key vocabulary, and how to summarize the text in a few sentences. This means that the students have already had effective instruction on the main ideas, analysis of the text format (introduction, body, and conclusion), and have tried to summarize texts (specifically, students know that the summary starts with the main idea of the whole article and is followed by the supporting points). It is important that students understand that the summary should always be much shorter than the original. Finally, it is advisable that students have already had instruction on paraphrasing so that they do not plagiarise.

The students at this level should be able to highlight key information, eliminate repetitions and digressions, and exclude irrelevant information. Additionally, the students should be able to understand examples and provide simple everyday examples based on the information received. Therefore, it is a good idea to ensure that the students can do those things.

Guiding questions for the teacher:

- Do students know how to choose an article that is not too difficult for them to analyse?
- Do students know how to find the main and supporting ideas?
- Can students eliminate repetition or irrelevant information?
- Can students paraphrase and simplify the information by providing simple examples?

Teaching and Learning:

- It is a good idea to create a document where students can click on one of the topics and/or same topic variations listed. In this way, a teacher may avoid multiple presentations on the same topic.
- It is a good idea to inform students that not the quantity, but rather the quality is important, so the time is suggested. The presentation length depends on the student's topic and complexity of the article and ideas.
- It is a good idea to suggest that students choose a topic that is based on their interests (their major or a field they may want to improve their knowledge in).
- It is a good idea to have a pool of articles prepared in advance for each topic so that the students do not have to wonder how to select the right article. On the other hand, students may be given more freedom and choose articles by themselves, yet they need to be advised on the length of the article, and the location of the article (British Council texts for B1-B2; Squidd which is a program that helps select articles by the level, etc). Additionally, students may use the AWL highlighter (https://www.eapfoundation.com/vocab/academic/highlighter/). This website helps understand the important academic vocabulary worth learning at each level of competency.
- It is a good idea to recommend texts that are available in the library or language centre of the university.
- It is a good idea to send a visual aid, such as a table or a checkpoint, to encourage the students to complete this task successfully.
- It is a good idea to give a clear guide to what the presentation should look like. A presentation may include, for example, 6 slides (vocabulary slide, hook slide, background information slide, two slides for the body, and one conclusion slide). A teacher may advise students to work on a simplified Pecha Kucha style presentation (https://www.pechakucha.com/). Guidelines always help students understand the requirements.
- It is a good idea to integrate it with the presentation instruction so that students do not forget to add the new vocabulary and introduce it at the beginning of the presentation.
- Instruct students to design an activity to involve the audience. For an asynchronous task, this portion of the task may be excluded. If this is a polysynchronous task, the task depends on the students, their language level, and their technical knowledge. Some students are familiar with Kahoot tasks, some may prefer discussion questions, and others may want to ask to reflect in writing or speaking.

MEDIATION possibilities here are excellent, because these tasks can be formulated to reflect the B1 mediation scale. 1. Students here may be requested to relay the content of the presenter's message at a clear and normal speed. (The students may be requested to rephrase part of the information to formulate the question. "You said in your presentation....") 2.

Students can relay the contents of detailed instructions or directions. (The students may be evaluated on their ability to provide directions on how to participate in a post-presentation activity). 3. Students can relay specific information given in a presentation (asking the audience to reflect on the information received)

Post-Teaching:

The post teaching activities can be carried out in a synchronous and asynchronous way. At this point, students relay information from what they saw in the presentation, and how they understood the information. The ability to write questions and respond to questions about the information received from the narrowed and digested presentation is another type of important skill in relaying information—now from summarized texts and observations of the author back to expanded personal experience. Strategies to enhance mediation at this stage:

1. Mediation and strategies to explain a new concept:

It is possible to work collectively on the new vocabulary that was presented in class. The students may be asked to link the words and the concept to previous and new contexts. Asking them to write sentences and examples with the new word may encourage seeing the word in multiple contexts. The teacher may ask students to think of associations of this word with specific situations. Drawing a concept map of a word may be a good activity to develop this skill.

At this stage, the students are encouraged to paraphrase the concepts so that they are easily understandable. This can be done in a game format similar to ALIAS, where students have to explain a word to a partner without the ability to use certain key definition words. This game encourages paraphrasing and repetition of key vocabulary.

2. Mediation and strategies to simplify a difficult text through paraphrasing.

A teacher may ask students to choose one of the more complex sentences from their text in a shared word document along with the paraphrase. The other students may be asked to evaluate the paraphrase—to see if the meaning has not been changed, or to see what paraphrasing strategies have been used (paraphrasing toolbox usually suggests 6 paraphrasing strategies (change all words by using 1 synonyms, 2 antonyms, 3 different word forms and changing sentence structure by 4 altering active voice to passive voice, 5 playing with clauses or 6 changing sentence order). All of this can be tested in a table format:

Complex sentence	Paraphrase of the sentence	Paraphrase is accurate (no change in meaning	Paraphrase changes vocabulary (mark technique)	Paraphrase changes sentence structure (mark technique)	Possible suggestions

Reflection and Evaluation: Potential mediation challenges in asynchronous environment:

The students have a long time to react to presentations, and they connect and reconnect at their convenience. Each time they connect, they may have forgotten what was going on before, so they have to repeatedly focus their attention.

The students may change the meaning of the original text and may not be able to relay information effectively. They include many digressions and may not be able to find appropriate examples in clarifying information.

The students may do the task superficially and not put much energy into relaying information, so it is difficult to discuss and react to the presentation in an asynchronous fashion where students cannot clarify points immediately.

 There may be an inadequate contribution of other students to the follow-up discussion on the presented topic.

Questions for reflection

- Were the students able to understand the text?
- Could they extract the main ideas effectively?
- Could they paraphrase/simplify the text without distorting its meaning?
- Did they explain the concepts by paraphrasing and/or through examples?
- Could the audience understand the information and ask appropriate questions?

2.

GENERAL INFORMATION

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

Task author/Institution: Vilma Bijeikiene	Lesson type: ☒polysynchronous	Target learners/course: *English for Politics*
CEFR starting level: **C1** C1/C2	Group dynamics (e.g. pair work/groups of X): Group work: 4-5 members per group	Target language of the course: English

Mediation scale(s) relevant to the task:

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

STRATEGIES TO EXPLAIN A NEW CONCEPT - BREAKING DOWN COMPLICATED INFORMATION

PROCESSING TEXT IN WRITING

Short description of the task:

Analysis and interpretation of metaphor in a piece of political discourse.

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

1. Identify metaphorical expressions in political discourse;
2. Explain metaphorical reasoning by offering the conceptual metaphors that underlie the metaphorical expressions used in political discourse;
3. Interpret the meaning created through the use of metaphor in political discourse;
4. Share argumentation and collaborate in identifying metaphorical expressions, conceptual metaphors and their interpretation in political discourse,
5. Evaluate the colleagues' contribution and express their evaluation.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

B2 level of English

Pre-task activities:

Activity 1: Class presentation by the teacher – short introduction to the theory of conceptual metaphor

Activity 2: Practical application of the theory – analysis of given examples of metaphor by identifying metaphorical expressions and conceptual metaphors

Activity 3: Reading a text and class discussion on what makes metaphor a powerful conceptual and rhetorical tool in political discourse

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

Post-task follow-up activities:

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

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

Potential challenges and solutions:

Challenge: inadequate contribution of students in each group.

Solution: as the task is fulfilled in stages, the teacher has a possibility to intervene and encourage more active participation.

Challenge: variation in students' prior knowledge and experience related to the analysis of metaphor.

Solution: the task includes individual consultations with the teacher.

Aim: **Metaphor in political discourse (C1/C2)**

The goal of the lesson is to analyse and interpret metaphors in a piece of political discourse. The following mediation scales are addressed in this task:

Collaborating in a group to construct meaning, explain a new concept, and break down complicated information and process text in writing.

From CERF mediation guide C1/C2 collaboration in group:

The students at this stage should be able to carry on conversation without impeding the flow of the conversation, meaning that they should know the ways of picking up on conversation, interrupting, contributing to a conversation by adding a point or examples, agreeing, or disagreeing with ideas presented by other members of the group, bringing conversation back on track if there is a digression.

From CERF mediation guide C1/C2 explaining a new concept: The students at this stage should not only provide extended explanations of a new concept, in this case the metaphor, but also pose questions that would help group members deepen their understanding of the metaphor. Students at the C2 level should manipulate language so well that they can use metaphors by themselves to show the relationship of parts to the whole and should be able to analyse them in numerous complex ways.

From CERF mediation guide C1/C2 explaining data in writing:

Students at this stage should be able to apply their knowledge of metaphors in writing. It is the complex concept of political metaphors that they need to explain and interpret in a written format.

Pre-task activities:

It is important that the teachers prepare ahead of time to introduce the concept of a metaphor. The teacher should provide several examples of how metaphors are used in various contexts, including the most common metaphors in the political context. It is a good idea to clarify what is meant by a metaphorical expression and a conceptual metaphor. The teacher should assign reading for the class discussion about metaphors on why metaphors can be a powerful conceptual and rhetorical tool in political discourse.

Guiding questions for the teacher:

- Do the students know what a metaphor is? Should the teacher plan a refreshing activity to remind the students of the meaning of metaphor, metaphorical expression, and conceptual metaphor?
- Do the students need a review of strategies to pick up on a conversation, carry on a conversation, interrupt, and add information?
- Do the students need examples and how many to identify and explain new concepts through examples, associations, and various tools that build on previous and new knowledge?
- Can the students write definitions for concepts? Do they need to be reminded of how to explain concepts in a written format?

Teaching and Learning:

- Instead of the British Conservative Party Manifesto of the year 2010, it is possible to choose a more current version of a political discourse rich in political metaphors. It is a good idea to provide an example so that the students have a model.

- Based on the progress in a group, a teacher may pose questions to help the students identify metaphors; it is possible to give several clues so that the process is easier. It is advisable to consult students at any stage of the task.

MEDIATION possibilities here are excellent, because these tasks can be used to practice strategies reflective of several C1/C2 mediation scales. 1. Students need to collaborate in a group to explain metaphors that they highlighted. This task calls for successful negotiation of meaning in speaking and later in writing. Once the students have explained the metaphors to one another, explored examples, associations, provided examples to clarify the meaning, 2. they further need to write down an explanation. The teacher may direct the students' attention to what is missing in their collaboration and concept explanation. When writing a definition, the teacher may draw their attention to strategies of 3. paraphrasing and simplifying the text. 4. Further mediation skills are demonstrated when group members need to relay information into a PowerPoint presentation. This is another way in which students practice concept explanation in writing. Finally, the mediation scale is further practiced in the round-table discussion, where the students 5. reflect on the information given in a presentation and need to collaborate in round-table conversation. Again, this means that the students need to collaborate one more time.

Post-Teaching:

The post-teaching activities can be carried out in a synchronous and asynchronous way. At this point, students relay information from what they saw in the presentation, and how they understood the information. The ability to write questions and respond to questions about the information received from the narrowed and digested presentation is another type of important skill in relaying information—now from summarized texts and observations of the author back to expanded personal experience. Strategies to enhance mediation at this stage:

3.   Mediation and strategies to explain a new concept:

It is possible to work collectively on the new vocabulary that was presented in class. The students may be asked to link the words and the concept to previous and new contexts. Asking the students to write sentences and examples with the new word may encourage seeing the word in multiple contexts. The teacher may ask the students to think of associations of this word with specific situations. Drawing a concept map of a word may be a good activity to develop this skill.

At this stage, the students are encouraged to paraphrase the concepts so that they are easily understandable. This can be done in a game format similar to ALIAS, where students have to

explain a word to a partner without the ability to use certain key definition words. This game encourages paraphrasing and repetition of key vocabulary.

4.   Mediation and strategies to simplify a difficult text through paraphrasing.

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Reflection and Evaluation: Potential mediation challenges in asynchronous environment:

The students have a long time to react to presentations, and they connect and reconnect at their convenience. Each time they connect, they may have forgotten what was going on before, so they have to repeatedly focus their attention.

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There may be an inadequate contribution of other students to the follow-up discussion on the presented topic.

Questions for reflection

- Were the students able to understand the text?
- Could they extract the main ideas effectively?
- Could they paraphrase/simplify the text without distorting its meaning?
- Did they explain the concepts by paraphrasing and/or through examples?
- Could the audience understand the information and ask appropriate questions?

3.

<table>
<tr>
<td colspan="3">GENERAL INFORMATION</td>
</tr>
<tr>
<td colspan="3">Task title: Studying abroad: cultural and academic challenges (C1/C2)</td>
</tr>
<tr>
<td>Task author/Institution:

DaivaPundziuviene

VMU</td>
<td>Lesson type:

☒polysynchronous</td>
<td>Target learners/course:

Academic English C1/C2</td>
</tr>
<tr>
<td>CEFR starting level:

B2

(can be easily adapted to lower levels)</td>
<td>Group dynamics (e.g. pair work/groups of X): individual, pair and group work</td>
<td>Target language of the course: English</td>
</tr>
<tr>
<td colspan="3">Mediation scale(s) relevant to the task:

COLLABORATING IN A GROUP - FACILITATING COLLABORATIVE INTERACTION WITH PEERS

FACILITATING PLURICULTURAL SPACE

ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)</td>
</tr>
<tr>
<td colspan="3">Short description of the task:

Students will discuss the challenges or problems an international student might have due to differences in academic culture at different universities. They will also create a wiki on the biggest challenge, an awkward situation or unpleasant emotions that they experienced during their first days at university. The tasks can be used with students of different levels, as they can be easily adapted, depending on students' level, their input and interaction. This</td>
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</table>

simple activity could be one of the first activities at the beginning of the course in order to help students 'acculturate' in a new group without the stress of a complicated content of Academic English.

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

- discuss typical cultural and academic challenges that international or first-year students are faced with;
- understand the concept of acculturation and differences in academic cultures;
- give advice to international or first-year students at their home university.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The students need to have successfully completed English B1 level.

No other specific skills or advance preparation is necessary.

Pre-task activities:

As a home pre-task, students could watch an extract from a lecture on acculturation delivered by Prof. Rings, Anglia Ruskin University:https://www.cambridge.org/files/5315/2847/6344/Cambridge_Academic_English _Advanced_C1_Unit_E_Video.mp4

(E3, from 06:16 till 12:47)

Detailed description of the task:	Time required:
1) On a post-it note, students write down ONE challenge or problem an international student might have due to differences in academic culture at different universities.	**about 30 min.**
2) Every student puts his/her post-it note into the appropriate category (on the board, if in the classroom or on the Padlet board, if in an online lesson):	

● RELATIONSHIP BETWEEN TEACHERS AND STUDENTS
    ● TEACHING METHODS
    ● PEER-TO-PEER INTERACTION
    ● FORMS OF EXAMINATIONS
    ● ASSESSMENT SYSTEM
    ● CULTURAL DIFFERENCES
    ● OTHER	

3) Everybody looks at the results and reads the students' ideas.	
4) A discussion in groups is organized: 'How would you suggest to deal with these challenges?'	
5) Students are asked to create a wiki in their virtual learning environment Moodle, where they have to write about the biggest challenge, an awkward situation or unpleasant emotions that they experienced during their first days at university. It could be related to the relationship between students and lecturers / peers, language, communication, psychological, environmental or any other barriers, something new, unknown or awkward, teaching methods, forms of assessment, cultural or academic differences, being homesick, lonely, different, angry, confused, etc. They have to describe how they felt and how they coped with it. They can describe their friend's or acquaintance's experiences as well. If possible, they have to think of a title for their situation (e.g. Getting lost, Miscommunication, etc.)	
Post-task follow-up activities:	

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

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

Potential challenges and solutions:

There is **a risk** that students might not be familiar with differences in academic cultures and may not be able to think of particular examples. **Solution:** in such a case, if the class is multicultural, international students could be used as a teaching / learning resource (e.g. the teacher could ask what challenges they had when they came to study in another country). It is also very interesting if such students write about their home university in a wiki, which lets all the students compare the similarities and differences at different universities.

This activity is usually one of the first activities at the beginning of the course. This is why it is quite simple just to have a clear and non-threatening lead-in to the course and help students 'acculturate' without the stress of a complicated content.

Aim: **Studying abroad: cultural and academic challenges (C1/C2)**

The goal of the lesson is to discuss cultural and academic challenges that students face when going abroad to study. Specifically, the concept of acculturation and differences in academic cultures are addressed by providing advice on how to deal with these challenges.

Several mediation scales are addressed in this task:

From CEFR mediation guide C1/C2 facilitating collaborative interaction with peers:

The teacher ought to pay attention that the students are sensitive to different perspectives. Special attention should be paid to students who have not travelled abroad and who may not understand the seriousness of the problems. During collaboration, the learners should be able to contribute to a discussion, intervene when the speakers get off task, balance contributions and help overcome difficulties in the team by reviewing key points, defining the next steps in the task, and working productively so that the goal is reached. In the case of this task, it is important that students understand that by the end of the discussion in a group, they should arrive at a solution for how to address the challenge they had selected.

From CEFR mediation guide C1/C2 facilitating pluricultural space

Since in this task the students have to talk about cultural challenges and academic differences among various institutions, the topic requires that students be open to "otherness." Therefore, it is important that students create a positive environment for successful communication. It is important that students understand that listening to the other side of the story rather than bragging about their own is a key for creating a neutral and safe environment. Furthermore, the students should try to deepen their understanding by asking questions and showing interest in a new cultural concept, by demonstrating sensitivity and dealing with misunderstandings if they occur.

From CEFR mediation guide C1/C2 acting as intermediary in informal situations

In this task, students should clearly and concisely explain culturally sensitive topics. The teacher may ask students to elaborate on their viewpoints, deepen other students' understanding of the difficulty in the situation, they may be encouraged to seek to establish common ground or find areas of concession, or even further mediate in shifting other students' point of view to resolve a problem.

Pre-task activities:

The students are asked to watch a short video about acculturation to inspire conversation in class. The lecture is delivered by Prof. Rings, Anglia Ruskin University:

https://www.cambridge.org/files/5315/2847/6344/Cambridge_Academic_English_Advanced_C1_Unit_E_Video.mp4 (E3, from 06:16 till 12:47)

The students at this level should not have problems with listening comprehension tasks, yet a teacher may employ the EdPuzzle program (allows the insertion of questions into the video) or simply ask guiding questions to prepare for a deeper discussion. It is also possible to ask the students to think about similar situations that they have encountered/read about related to the problems discussed in the video. This may provide more time for the students to think about relevant experiences and engage in deeper conversations.

Guiding questions for the teacher:

- Do the students understand acculturation? Do they understand the contexts in which acculturation may be experienced?
- Do the students need to be reminded of culturally sensitive issues and how to deal with such topics?
- Do the students need to be given roles in their groups to facilitate collaboration, to ensure there is balance in conversations, to ensure that the students focus on the task in a timely manner?

Teaching and Learning:

- The students write down ONE challenge. In a classroom environment, this may be done on post-it notes and placed on a whiteboard. In an online environment, the students may use a platform such as Padlet to post their comments. Other platforms such as a shared Word document, whiteboard, etc. may be used to complete this activity.
- It is a good idea to ask students to categorize their posted notes into the sections provided. The negotiation may require students to use mediation in that they need to agree which category the challenge belongs to and negotiate meaning collaboratively.

MEDIATION possibilities here are excellent because these tasks can be used to practice strategies reflective of several C1/C2 mediation scales. 1. Firstly, students collaborate in their groups and analyse the situations. During collaboration, they should be able to contribute to a discussion, intervene when the speakers get off task, balance contributions and help overcome difficulties in the team by reviewing key points, defining the next steps in the task, and working productively so that the goal is reached. 2. Secondly, students should be able to deal with sensitive issues. They should elaborate on sociocultural implications and remain tolerant of the differences that are being discussed. They need to be able to strive to explain issues in such a way that others either gain better understanding or can shift their views to reach an agreement. 3. It is important that students understand that by the end of the discussion in a group, they

should work on a wiki. They can do this individually or collaboratively. If they work alone, they need to relay information in a clear manner, which is relevant to the mediation scales of relaying information in writing. It is also possible to further develop collaborative skills and ask students to write a wiki in a group. In this case, the students need to further discuss and decide who is going to work on what section, who is going to review the content and who is going to edit for grammar and punctuation errors. Students need to negotiate on the strengths in English that they possess to finalize the task. 4. Finally, students have to present information in written format.

Post-Teaching:

The post teaching activities can be carried out in a synchronous and asynchronous way. The provided suggestion is to comment on one post of the peer (or group) and write an answer. Some guiding questions may be provided to facilitate the response, such as: "Is it a frequent situation that first-year / international students face at university? Have you ever had similar problems? What would you advise me to do in such a situation?"

It is possible to continue the discussion on a social media site where people from different cultures read and comment on the posts. Publicity and opening the issue to wider audiences from diverse cultures may enrich the dialogue and challenge the ideas presented. It is possible to invite guest speakers such as Erasmus students to further develop the topic and deepen cultural understanding.

Reflection and Evaluation: Potential mediation challenges:

There is **a risk** that students might not be familiar with differences in academic cultures and may not be able to think of examples.

There is a potential problem that students are biased and are not willing to resolve challenging issues.

There is a potential that the discussion and "understanding" becomes superficial and the students do not fully acknowledge the importance of such a challenge. The discussion/mediation does not happen because the students may simply agree to carry on with the product without proper resolution.

Solution: in such a case, if the class is multicultural, international students could be used as a teaching / learning resource (e.g., the teacher could ask what challenges they had when they came to study in another country). Teacher involvement may be crucial when groups are not

functioning well. Monitoring is always required when culturally sensitive issues are discussed to avoid bad feelings or superficial discussions.

Questions for reflection

- Did the students experience disagreements and conflict?
- Was each opinion listened to and given adequate attention?
- Did group members use strategies to resolve the issue? Elaborate on a difficult issue? Deepen perceptions though examples? Shift other students' viewpoints?
- Did everyone use the strategies needed for collaboration, e.g., to take a turn, to bring the conversation back on track, to monitor time and to keep the conversation going?
- Did everyone feel good about the discussion at the end of the class?

4.

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

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

Mediation scale(s) relevant to the task. Up to three scales can be included here:
Relaying specific information in writing

Short description of the task:
After reading a text about the opening times of different institutions in Spain, some comprehension activities are organised. Then, students have to write a short email to a Spanish student in order to explain the opening times of public institutions in Lithuania.

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

- understand timetables
- speak and write about timetables and opening times of public institutions
- know cultural differences concerning opening times in Spain and Lithuania

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TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Students need to know how to tell the time in Spanish, how the day is divided, and subject-specific vocabulary related to cities.

The use of irregular verbs of the stem changing verbs.

The use of prepositions *a, por, de* to speak about time, the parts of the day and time periods.

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

In the Moodle environment, students read a text, do some comprehension exercises, study the material on the use of time prepositions and constructions used to speak about timetables and cultural information about the opening hours in Spain. There are some cultural differences that students should know before the task.

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

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

It would be possible to ask students to prepare a short comment of the most important differences between opening times in Spain and Lithuania, using simple familiar structures and connectors (pero, como, porque). It could be done during the next lesson in the classroom or online.

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

Potential challenges and solutions:

This is a very simple activity, but it is very important to remind students not to copy from the text and write simple, short sentences, as we do in our real life when we write an informal email to our friends or colleagues.

Aim: **Relaying specific information in writing. --A1**

The goal of the lesson is to understand timetables, to speak/write about opening times of public institutions, and to understand cultural differences concerning timetables between Spain and Lithuania.

From CERF mediation guide A1 relaying specific information in writing:

The students at this stage need to operate on the following key concepts: relay information in speaking or writing regarding times and relay specific and relevant information from guides, brochures, or longer texts. That is, at this stage, the students should be able to find and report on the timetables from various written sources (websites, brochures, tourists guides, etc.).

Pre-task activities:

Students need to know how to tell the time in Spanish, how the day is divided, and subject-specific vocabulary related to cities. The use of irregular verbs of the stem changing

verbs. The use of prepositions *a, por, de* to speak about time, the parts of the day and time periods.

Students are asked to read a text at home and complete grammar exercises to review the use of time prepositions and constructions used to speak about timetables and cultural information about the opening hours in Spain.

It is a good idea to talk about cultural differences between timetables and time between Lithuania and Spain. Students may share stories and experiences they had related to time and confusions with how people around the world understand time.

Guiding questions for the teacher:

- Do the students know how to tell the time? How are day and night hours divided?
- Do the students know the irregular verb forms needed to talk about time and timetables?
- Do the students understand the differences between the prepositions *a, por, de* to speak about time or parts of the day?
- Do the students have an understanding that the time concept is different among cultures?

Teaching and Learning:

- The students play the role of a mentor at VMU. They receive a letter from an international student asking for help with the timetables: to go to a bank, to buy food, and to go to the VMU International Cooperation Department (ICD). The students must read and understand the request in Spanish.
- The students must write the answer and explain the timetables of these Lithuanian institutions in their own words in Spanish.

MEDIATION scales for A1 students are not very extensive, yet this task provides several scales that can be achieved. On the one hand, it is a possibility to process language in writing. The scale from CERF A1:

With this task, the students need to understand an email from an international student. They may need a dictionary to understand the email fully, even if full comprehension is not required at this scale. Additionally, the students need to find information from a brochure or a website in Lithuanian and translate it into another language. The students need to understand cultural differences and translate the information appropriately into Spanish.

Finally, the students need to be able to write the times in an email back to the international student, i.e., relay information provided in the scale above.

Post-Teaching:

It would be possible to ask students to prepare a short comment on the most important differences between opening times in Spain and Lithuania, using simple familiar structures and connectors (pero, como, porque). It could be done during the next lesson in the classroom or online.

Another way to practice timetables is speaking — the students may record a response to the international student in speaking. In the next class, the students may practice timetables in role-play activities.

Potential challenges and solutions:

This is a very simple activity, but it is especially important to remind students not to copy from the text and write simple, short sentences, as we do in our real life when we write an informal email to our friends or colleagues.

Questions for reflection

- Were the students able to understand the request?
- Could the students explain the times and timetables using correct grammar and expressions?
- Could the students explain the times and timetables using correct cultural understanding of time?

5.

<table>
<tr>
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<tr>
<td colspan="3">**Task title: What makes a good presentation?**</td>
</tr>
<tr>
<td>**Task author/Institution:**

Tuula Lehtonen, University of Helsinki</td>
<td>**Lesson type:**

x online

☐ **in-class**</td>
<td>**Target learners/course:**

Bachelor's level Law students</td>
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<tr>
<td>**CEFR starting level:**

B2</td>
<td>**Group dynamics (e.g. pair work/groups of X):**

individual (+ group)</td>
<td>**Target language of the course:**

English

Other language(s) used:

none</td>
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<tr>
<td colspan="3">**Mediation scale(s) relevant to the task.**

Relaying specific information:

Explaining data

Processing text in speech or sign

Note-taking

Facilitating collaborative interaction with peers</td>
</tr>
</table>

Collaborating to construct meaning

Short description of the task:

students are asked to watch TED Talks or other similar talks online and write down the top five areas they paid attention to when watching the talks. In addition, they are asked to write a short summary of their observations to share with the rest of their home group. As part of their written work, they also asked to give written feedback to the online speaker (which the online speaker will, of course, not receive). They also need to react to one of their peer's observations.

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

evaluate what they value in a presentation

by extension, consider what makes a good presentation

write a brief summary of their observations

react to their peer's observations

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

evaluating and applying information from online sources; most likely some note-taking; summarizing; writing a reply/commenting

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

This task is linked to a consequent task where students give a presentation/discuss on a law-related topic on video. This video made by the home group is shared with a few other home groups for feedback.

Detailed description of the task:	Time required:
see short description of the task	**60-180 minutes**

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

No post-task activity is needed, but this task nicely leads the students to start their own preparations for a presentation. It helps with the peer evaluation criteria.

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

Potential challenges and solutions:

Lesson's aim:

The aim of the task is to enable students to evaluate what they value in a presentation, and thus consider what makes a good presentation; to write a brief summary of their observations; and to react to their peer's observations. The mediation scales relevant to the task are

Relaying specific information:

Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports (in Language A) on general subjects and on subjects related to their fields of interest.

Explaining data:

Can relay in writing (in Language B) the significant point(s) contained in formal correspondence (in Language A).

Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in their fields of interest.

Processing text in speech or sign

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

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

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

Note-taking

Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike them as important, even though they tend to concentrate on the actual formulation and therefore to miss some information.

Can take accurate notes in meetings and seminars on most matters likely to arise within their field of interest.

Facilitating collaborative interaction with peers

Can help define goals for teamwork and compare options for how to achieve them. Can refocus a discussion by suggesting what to consider next, and how to proceed.

Collaborating to construct meaning

Can further develop other people's ideas and opinions.

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

 Pre-teaching activities:

 The teacher should guide students on how to evaluate and apply information from online sources to real-life situations. The teacher should ensure the students know how to effectively take notes, summarise, and write a reply or comment.

 The teacher should provide information on how to evaluate and apply information from online sources, using sources such as https://websitesetup.org/evaluating-online-resources/. This site is divided information into four sections:

Part 1: **Evaluating Online Resources**

Part 2: **Checklist on Evaluating Online Resources**

Part 3: **Improve Your Evaluation Skills**

Part 4: **Content Issues: Plagiarism, Copyright, and Accessibility**

The teacher should set up four small groups. Each group must discuss one of the sections and write a summary of their discussion, highlighting the most important issues. After posting the summaries to the course platform, the groups interact online, commenting on the other groups' summaries.

The teacher should provide information on <u>note-taking while listening</u>, <u>how to write a summary</u>, and <u>how to write a reply to peer review comments</u>. Students discuss these issues in small groups, make a short summary of each topic and post to the course platform. Each group interacts, responding to what the other groups considered important in each topic. Perhaps all groups thought the same way, but more interesting are differences in opinion!

Teaching and Learning:

As this is an asynchronous task, the teacher must be very clear in the instructions given to ensure students know exactly what to do and when to do each step of the activity.

In groups, students choose **<u>five</u>** TED talks (or other online talks). The teacher should specify **when the students watch the talks** and **when to do the writing activities**. The teacher should **advise students to take notes** when they watch the talks as this will make the writing activities easier.

Before watching the talks, students decide **who will pay attention to what area of the talk** (for example, body language, use of slides or other tools when presenting, speed of speech, vocabulary used). When each group member watches the talks, they pay particular attention to their own specific area.

After watching each talk, each group member writes:
1. A short summary of their experience of watching the talk in this way
2. Brief feedback to the speaker on the talk – focusing on presentation skills more than content of the talk (this will not be sent to the speaker, of course).

These two pieces of writing are shared on the course platform (by a certain date set by the teacher) that only other group members will read.

Each group member reviews another group member's writing (ensuring that each person's writing is reviewed).

Post-teaching activities:

A useful post-task activity involves **groups creating a list of useful and not-useful issues** to do when presenting, based on their observations of the five presentations. Each group posts this list to the platform and **each group should comment on each other's lists** by a date specified by the teacher.

At the end of the activity, **each student creates one list** of useful and not-useful issues **relevant to their own field of study** (if the small groups were based on fields of study, perhaps they do not need to change their list much!).

Reflection and evaluation:

In their small groups, students reflect on what they have learned during the course in relation to the intended learning outcomes: evaluation of what they value in a presentation; consideration of what they think makes a good presentation; summary of their observations; reaction to their peer's observations. Additionally, students reflect on whether they can now, after the course, better evaluate and apply information from online sources to real-life situations, effectively take notes, summarise, and write a reply or comment.

Questions for reflection:
- Were the students able to understand the talk they watched?
- Could they extract the main ideas effectively?
- Could they paraphrase/simplify and summarise the talk without distorting its meaning?
- Did they explain the concepts by paraphrasing and/or through examples?
- Could the audience understand the information and ask appropriate questions?

6.

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Task title: Legal translation mediation activity with law students

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Task author/Institution:

Gráinne Hiney/ University of Helsinki

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Lesson type:

☒ **online**

☐ **in-class**

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Target learners/course:

Law students/ Legal translation

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CEFR starting level:

C1

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

Group work – groups of four

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Target language of the course:

English

Other language(s) used:

Finnish

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Mediation scale(s) relevant to the task. Up to three scales can be included here:

RELAYING SPECIFIC INFORMATION IN SPEECH

TRANSLATING A WRITTEN TEXT IN WRITING

COLLABORATING IN A GROUP - FACILITATING COLLABORATIVE INTERACTION WITH PEERS

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Short description of the task:

This task is situated in the course 'Legal translation and oral argumentation' and is mainly for law students. Typically, this course has 20 students, but the actual number of students varies from year to year. The task involves translating legal text, peer review with associated questioning and explanations of peer comments, and final revision.

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

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Before beginning the translation activity, the teacher prepares students by beginning a discussion on legal translation – what it is, how it differs from normal translation, and asks students to describe their main areas of difficulty. This discussion is done online; the teacher provides background reading for the students and then they post their understanding/ summaries of the texts along with their own opinions.

Students are provided with a rubric to refer to when translating and when giving feedback

Rubric for legal translation.docx

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

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

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

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

Students can write a learning diary about the translation process; their own effort made and their group dynamics; satisfaction with the final outcome of their work; reflection on what they could have done differently.

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

Potential challenges and solutions:

Potential challenges include poor language skills; difficulties working in groups.

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

Lesson's aim:

The aims of the lesson are to enable students to list the important features of legal translation, separating legal translation from other types of translation; to apply the above information to actual legal translation activities; to accurately and clearly translate legal text from Finnish to English, using good grammar and precise vocabulary; to evaluate their own and other students' translation by using both self- and peer feedback   The mediation scales relevant to the tasks are:

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

•   Can further develop other people's ideas and opinions.

•   Can present their ideas in a group and pose questions that invite reactions from other group members' perspectives.

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

FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS

•   Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.

•   Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.

•   Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.

LEADING GROUP WORK - MANAGING INTERACTION

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

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

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

 Pre-teaching activities:

Before the mediation activity, the teacher should set a pre-task activity to help determine the students' levels of English and their legal translation skills. The pre-task activity has two parts: 1. a questionnaire on how students understand the concept of legal translation and the specific areas of legal translation they find challenging and 2. a short text for students to translate by themselves, with a set time limit, to allow the teacher to evaluate the students' skills both in general and in relation to one another.

Before the translation activity, the teacher should prepare students by initiating an online discussion on legal translation – what is it, how it differs from normal translation - and students should describe their main areas of difficulty. This type of discussion lets students realize that their challenges in legal translation are common to many. The teacher should provide background reading for the students, who subsequently post their understanding/ summaries of the texts, along with their own opinions.

Teaching and Learning:

The teacher should assign students into groups of four. Each student within each group looks for a legal text to translate – the text can be a legal form, piece of legislation or documentation. Students can choose any text that interests them, although it must be of a given length. The students must negotiate on which text is chosen for translation, according to their specific needs and interests, as each group can translate only one text. Therefore, students must mediate their reasons for choosing a certain text.

Students are provided with a rubric to refer to when translating and when giving feedback (see below).

The teacher should ensure students are very clear about what to do. Each student in each group translates the same chosen text from Finnish to English. Within each group, each student gives their translation to two other students to read and give peer feedback, ensuring that each student has their text read by two others. Students read the peer feedback they received; they can ask questions about the feedback to confirm what the peer reviewer meant if any feedback remark is unclear; the peer reviewer must give explanatory comments. Students subsequently revise their translation according to the feedback received. Students submit their revised translations to the teacher for final correction and feedback.

Post-teaching activities:

Students write a learning diary about the translation process; their own effort made and their group dynamics; satisfaction with the final outcome of their work; reflection on what they could have done differently. When the translating and feedback process is finished, students should discuss their learning diaries in groups to maximally benefit from the process – confirm the skills they have learned and identify any areas still needing development.

Students can free write the learning diary or use the following template:

Learning diary template for legal translation task

	Notes on how the translation process is progressing	Notes on the effort I made this week	Notes on group dynamics and my role in the group	Notes on my satisfaction with the work I did this week	Reflections on what I could have done differently	Other reflections
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						

Week 7						

Reflection and evaluation:

See Post-teaching activities above

Rubric for legal translation	Excellent	Very good	Good	Fair
	No mistakes	Approx. 75% correct	Approx. 50% correct	Approx. 25% correct
Words correctly translated				
English phrases correctly used				
Correct use of grammar				
Correct use of punctuation				
Correct word order				

Questions for reflection:
- Were the students able to translate the text?
- Could they extract the main ideas effectively?
- Could they paraphrase/simplify their translated text without distorting its meaning?
- Did they explain the concepts by paraphrasing and/or through examples?
- Could the audience understand the information and ask appropriate questions?

7.

<table>
<tr><td colspan="3" align="center"></td></tr>
<tr><td colspan="3">**Task title:** Meeting/role-playing activity</td></tr>
<tr>
<td>**Task author/Institution:**

Roy Siddall, University of Helsinki</td>
<td>**Lesson type:**

☒   **online polysynchronous**

☐ **in-class**</td>
<td>**Target learners/course:** Academic & Professional Communication in English/ Bachelor's students</td>
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<tr>
<td>**CEFR starting level:**

B2</td>
<td>**Group dynamics (e.g. pair work/groups of X):**

Groups of 7 ideally, but can be done with groups of 6</td>
<td>**Target language of the course:**

English

Other language(s) used:</td>
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<tr><td colspan="3">**Mediation scale(s) relevant to the task. Up to three scales can be included here:**

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS

LEADING GROUP WORK - MANAGING INTERACTION</td></tr>
<tr><td colspan="3">**Short description of the task:**

</td></tr>
</table>

In this hypothetical meeting, the participants are ministers representing different energy sources deciding on the future energy plan for Green Island. The task practices meeting and debating skills through role-playing.

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

Participate in a group discussion in which they present their own arguments and respond to arguments presented by others.

Collaborate in a group to tackle a problem.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

The language of meetings, discussion skills and strategies for debating could be covered prior to this task.

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

Steps 1-3 below could be arranged as pre-task activities.

Detailed description of the task:

This is a simple type of activity practicing mediation in a meeting/debating context combined with role playing. The basic activity could be easily adapted for different subject areas by adopting a different problem for the meeting and different roles within it.

1. The students form/are formed into groups of either 6 or 7. They are provided with the context for the activity (see GREEN ISLAND - Task in the folder). Green Island is a fictitious island located in the North Atlantic to the south-west of Iceland. It is 500 km long, 250 km wide, and has a population of 1 million, concentrated in the cities of Blix and Greyton. The unemployment rate is high. The problem is that the island has no energy plan, and needs to decide which energy source or sources will provide energy for industry and the residents in the future.

2. The students are told that they will take on roles in a meeting to decide on Green Island's energy plan. The meeting will include a chairperson and ministers for five energy sources (oil, nuclear power, hydroelectric power, solar energy and wind). In groups of 7, the last person will be a member of the Greens.

3. The group members allocate roles among themselves. For each role, some supporting notes are provided to help in the folder. The students schedule a meeting in Zoom, and before that they prepare themselves to argue their case in the meeting.

4. The role of the chairperson is important in the meeting. The chairperson opens the meeting, explains the purpose and then states the facts about Green Island, i.e. location, population and the fact that there is high unemployment. Each minister is introduced, and each person is then allowed to present his/her arguments.

5. The chairperson then opens the debate, remembering to keep order and make sure everyone has a chance to say what he/she feels.

6. In the final stage of the meeting, the chairperson tries to reach a decision. Two alternatives are provided: the chairperson either decides alone, basing his/her decision on the points presented, or organises a vote, with the chairperson having the casting vote in the event of a tie. The final energy plan may consist of a single energy source or a combination of 2-3 sources.

7. The chairperson then closes the meeting, thanking everyone for coming, and sets a date for the next meeting if wished.

8. The time required for this task is approximately 20-25 minutes.

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

The groups could be asked to record their meeting in Zoom. This would allow for self-reflection by the group members (what went well/not so well, what else could have been argued?) or sharing of the meetings in Moodle and peer evaluation.

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

Potential challenges and solutions:

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

Lesson's aim:

The aims of the lesson are to enable students to participate in a group discussion in which they present their own arguments and respond to arguments presented by others; and to enable students to collaborate in a group to tackle a problem. The mediation scales relevant to the tasks are:

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

Can further develop other people's ideas and opinions.

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

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

FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS

Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.

Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.

Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.

LEADING GROUP WORK - MANAGING INTERACTION

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

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

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

Pre-teaching activities:

The teacher should teach students specific language skills regarding the language of meetings, discussion skills and strategies for debating.

To prepare the students for the activity, the teacher should assign the students into groups of 6 or 7. The teacher should give the context of the activity.

Green Island is a fictitious island located in the North Atlantic to the south-west of Iceland. Green Island is 500 km long, 250 km wide, and has a population of 1 million, concentrated in the cities of Blix and Greyton. The unemployment rate is high.

The activity focuses on one problem: the island has no energy plan, and needs to decide which energy source or sources will provide energy for industry and the residents in the future.

The teacher should tell the students that they will take on roles in a meeting to decide on Green Island's energy plan. The meeting will include a chairperson and ministers for five energy sources (oil, nuclear power, hydroelectric power, solar energy and wind). In groups of 7, the last person will be a member of the Green party.

The group members allocate roles among themselves. The teacher should provide supporting notes for each role to help students play their part in the activity. The students prepare themselves to argue their case in the meeting, and then schedule a meeting in Zoom to hold the meeting.

Teaching and Learning:

The meeting is the output of this activity; the teacher should emphasize that the preparation part of the activity is vital to the success of the meeting!

 The role of the chairperson is important in the meeting. The chairperson opens the meeting, explains the meeting's purpose and states the facts about Green Island, i.e. location, population and the high unemployment rate. Each minister is introduced, and each person is then allowed to present his/her arguments.

The chairperson then opens the debate, remembering to keep order and make sure everyone has a chance to say what he/she feels.

In the final stage of the meeting, the chairperson tries to reach a decision. Two alternatives are provided: 1. the chairperson decides alone, basing his/her decision on the points presented 2. the chairperson organises a vote, with the chairperson having the casting vote if there is a tied

vote. The final energy plan may consist of a single energy source or a combination of 2 to 3 sources.

The chairperson then closes the meeting, thanking everyone for coming, and sets a date for the next meeting if wished.

Post-teaching activities:

The teacher can ask the groups to record their meeting in Zoom. The students could subsequently watch the recording and each group member could self-reflect on the meeting (what went well/not so well, what else could have been argued?). The group could meet to share self-reflections.

Alternatively, students share the meetings in Moodle and peer review each group's meetings. Peer review would allow students to see how other groups managed the same task, comment on language used, and develop skills in both giving and receiving feedback in addition to the skills practiced when preparing for and holding the meeting.

Reflection and evaluation:

See **Post-teaching activities:**

Questions for reflection:
- Were the students able to understand and discuss the topic?
- Could they extract the main ideas effectively?
- Could they paraphrase/simplify the topic without distorting its meaning?
- Did they explain the concepts by paraphrasing and/or through examples?
- Could the audience understand the information and ask appropriate questions?

8.

Task title: Exercises on academic literacy

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

Mediation scale(s) relevant to the task. Up to three scales can be included here:

 Relaying specific information in writing, processing text in writing.

Short description of the task:

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

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

- recognize research articles in their field and use appropriate strategies for various reading purposes
- understand what is the most relevant content in a research article when looking to have an overview of the contents
- engage in a basic process of critical reading and develop strategies to improve their skills independently

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

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

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

Once all students have studied the material specified above, they upload a research article of their choice to Moodle (the teacher checks that they have actually found a research paper instead of, for example, an argumentative paper). The instructions state that the article has to be related to their field of studies, but otherwise they are free to choose and are encouraged to find a text on a topic of personal interest. Once all of this is done, the students answer the questions mentioned above and receive teacher feedback on their answers.

Detailed description of the task:	Time required:
Question 1: Having studied the material on the standard structure of research papers and what the different sections contain, how do you think a reader can benefit from knowing that the structure is always the same? How does knowing this help you as a reader?	Students complete the task at their own pace, they can take as much time as they like.

Question 2: Having studied the material on skimming and scanning, try these strategies out with the research article you uploaded to Moodle. If you haven't already, first watch the video "example skimming strategy" for inspiration. At this point, spend no longer than 15-20 min skimming/scanning through your article and write a brief text where you answer the following questions:

- When was the text published?

- Who is/are the author(s)? Names and, if available, credentials please.

- What was studied and why?

- How was the study conducted?

- What was found out in the study?

Please note that apart from the first two questions, you are not expected to provide very detailed answers. It is enough that you are roughly able to explain the main points of the text in your own words. When writing, pretend that you are explaining this information to a friend who is not a university student and not an expert in education, i.e., use "plain" English, in your own words.

Question 3: Having studied the material on critical reading, now have a closer look at your article and write a brief text where you explain what your opinion of the article is and why you feel that way. Feel free to use the questions in the material to guide your critical reading process, but as stated there, please do NOT feel like it's a "checklist" you need to go through. The questions are merely examples of the kinds of things one can look at when assessing a source. Also remember, "The aim…is not to find fault, but to assess the strength

of the evidence and the argument." (University of Leicester, 2017). Critical reading doesn't mean you have to find everything that is wrong with a source; if you think it's a good source, you're more than welcome to like it; the point is that whether you like or dislike a source, you know <u>why</u>.

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

Later in the course (ca. 2 weeks after) the students write an essay plus prepare a short presentation based on their essay. They are instructed to use at least 2-3 academic/professional sources in English and select those themselves. This requires them to utilize the skills practiced in this task and prior to the task.

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

Potential challenges and solutions:

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

Lesson's aim:

The aims of the lesson are to enable students to recognize research articles in their field and use appropriate strategies for various reading purposes; to establish the most relevant content in a research article; and to engage in critical reading and develop strategies to independently improve their skills. The mediation scales relevant to the tasks are

RELAYING SPECIFIC INFORMATION IN WRITING

• Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A).

• Can relay in writing (in Language B) the significant point(s) contained in formal correspondence (in Language A).

PROCESSING TEXT IN WRITING

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

The teacher should ensure that students have studied the typical features and structure of an academic research paper in their field. The teacher should also ensure that students have learned about the basics of critical reading; the teacher should give students a list of questions to guide their critical reading process. The teacher should instruct students on how to use their university's library databases to allow them to find academic articles relevant to them.

The teacher should instruct students to find a research article of their choice, check that the paper the students have chosen is appropriate, and instruct students to upload the research article to Moodle.

Teaching and Learning:

The teacher should create a quiz in Moodle, with three open-ended questions designed to increase students' skills in and understanding of academic literacy. The first question concerns the structure of research papers in general; the other two questions require the students to work with a research paper in their field that they have chosen. The teacher should give very clear instructions to help students both answer the questions and regulate the time they spend in answering.

Question 1: Having studied the material on the standard structure of research papers and what the different sections contain, how do you think a reader can benefit from knowing that the structure is always the same? How does knowing this help you as a reader?

Question 2: Having studied the material on skimming and scanning, try these strategies out with the research article you uploaded to Moodle. If you haven't already, first watch the video "example_skimming_strategy" for inspiration. At this point, spend no longer than 15-20 min skimming/scanning through your article and write a brief text where you answer the following questions:

- When was the text published?

- Who is/are the author(s)? Names and, if available, credentials please.

- What was studied and why?

- How was the study conducted?

- What was found out in the study?

Please note that apart from the first two questions, you are not expected to provide very detailed answers. It is enough that you are roughly able to explain the main points of the text in your own words. When writing, pretend that you are explaining this information to a friend who is not a university student and not an expert in education, i.e., use "plain" English, in your own words.

Question 3: Having studied the material on critical reading, now have a closer look at your article and write a brief text where you explain what your opinion of the article is and why you feel that way. Feel free to use the questions in the material to guide your critical reading process, but as stated there, please do NOT feel like it's a "checklist" you need to go through. The questions are merely examples of the kinds of things one can look at when assessing a source. Also remember, "The aim…is not to find fault, but to assess the strength of the evidence and the argument." (University of Leicester, 2017). Critical reading doesn't mean you have to find everything that is wrong with a source; if you think it's a good source, you're more than welcome to like it; the point is that whether you like or dislike a source, you know <u>why</u>.

Post-teaching activities:

Approximately two weeks after the activity, the teacher should ask students to write an essay and prepare a short presentation that is based on the essay. The teacher should instruct students to select and use at least 2-3 academic/professional sources in English, as this requires them to utilize the skills practiced prior to and during this task.

Reflection and evaluation:

The teacher should instruct students to write a learning diary during this activity, as the activity is spread out throughout the course. Students make notes in their diaries of their thoughts on each part of the activity, what they found useful or not useful, the effort they made in each part of the activity, and their feelings at the end of the activity. For example, do students now use different reading strategies when reading academic texts, can they find parts of an academic article relevant to their studies and needs, and have their critical reading skills improved. Students should also reflect on how this activity helped them write their essay and prepare their presentation.

Questions for reflection:
- Were the students able to understand the text?
- Could they extract the main ideas effectively?
- Could they paraphrase/simplify the text when writing their essay without distorting its meaning?
- Did they explain the concepts when making their presentation by paraphrasing and/or through examples?
- Could the audience understand the information and ask appropriate questions?

9.

Task title: Presenting Research Articles

Task author/Institution: **Nina Wallden / University of Helsinki**	Lesson type: ☒ online polysynchronous ☐ in-class	Target learners/course: Academic and Professional Communication in English
CEFR starting level: **B2**	**Group dynamics (e.g. pair work/groups of X):** **Groups of 3-5 members.**	Target language of the course: English Other language(s) used: -

Mediation scale(s) relevant to the task. Up to three scales can be included here:

RELAYING SPECIFIC INFORMATION IN SPEECH

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

LEADING GROUP WORK - ENCOURAGING CONCEPTUAL TALK

Short description of the task: Students are asked to choose a research article from their field of study; read it and process it in order to present the main content to their small group members verbally in the form of a presentation. The audience is encouraged to ask questions to get as much out of the article as possible without reading it themselves.

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

identify the IMRaD structure in research papers; read and process a research article in order to convey the information to others verbally. Streamlining and popularizing (in case students come from different fields of science, for example) are essential skills.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: Knowledge of the IMRaD structure and language of research in their field.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): Step 1: Familiarizing oneself with the IMRaD structure with the help of the video and various sources (pdf & website as examples).

Step 2: Reading research reports by focusing on identifying the IMRaD structure as well as other key features of this genre in vocabulary and grammar.

Carried out individually and/or in small groups.

Detailed description of the task:	Time required:
Part 1	**Part 1**
1) Choose a research article from your field of study.	5 hours
2) Read the article carefully and make notes.	
3) Create a powerpoint (or similar) including the main points of the article as well as possible important tables and figures.	
4) Create a wordlist with definitions.	
5) Share the abstract of the article as well as the wordlist with your group members before the meeting and then read the ones you receive.	**Part 2** 1-2 hours (depending on group size)
Part 2	
1) Read the abstracts (&wordlists) shared by other members of your group.	**Online meeting** 30-45 minutes per student (depending on group size and thereby the length of the discussion, i.e. number of people asking questions/commenting)
2) List questions you would like answered based on your reading of the abstracts.	
ONLINE MEETING (Zoom)	
Each group member presents their article verbally with the help of the PP slides.	
At the end of each presentation, there's a discussion inviting questions from the audience.	

Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): -	
Resources required by the teacher: Sources on IMRaD (handout & link to video); research papers (handouts used in pre-task activities); internet connection	**Resources required by the students:** Sources on IMRaD (handout & link to video); research papers (handouts); research article of their choice (from university library databases); internet connection
Potential challenges and solutions: In mathematics, for example, some topics can be difficult for students from other fields of science; *popularizing* is discussed before the activity.	

Lesson's aim:

- The aims of the lesson are to enable students to identify the IMRaD (introduction, methods, results and discussion) structure in research papers; to read and process a research article in order to convey the information to others verbally; to learn the essential skills of streamlining and popularizing (in case students come from different fields of science, for example). The mediation scales relevant to the tasks are:

RELAYING SPECIFIC INFORMATION IN SPEECH

• Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports (in Language A) on general subjects and on subjects related to their fields of interest.

• Can relay (in Language B) the content of public announcements and messages delivered clearly at normal speed (in Language A).

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

• Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in their fields of interest.

MANAGING INTERACTION

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

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

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

Pre-teaching activities:

Step 1: The teacher should ensure students know how to search for academic articles using the university's library website. The teacher should provide a video and other resources on the IMRaD structure to facilitate student understanding of the structure and recognising it in the articles they read.

Step 2: The teacher should assign students into small groups. Either individually or in small groups, depending on students' preference for reading, students will read research reports and focus on identifying the IMRaD structure and other key features of this genre regarding vocabulary and grammar. The teacher should teach students how to make PowerPoint slides; students can use other types of slides if they prefer.

Teaching and Learning:

This activity has three main parts. The teacher should give very clear instructions on how to perform each part.

Part 1 involves students choosing a research article from their field of study, reading the article carefully and making notes. Students subsequently create PowerPoint slides (or similar) regarding the main points of the article and any important tables and figures. Additionally, students create a wordlist with definitions for unfamiliar words in the article. Students share both the abstract of the article and the wordlist with your group members before the meeting.

Part 2 involves students reading the abstracts (and wordlists) shared by their group members. After reading the abstracts, group members create questions about each abstract.

Part 3 involves an online meeting, for example over Zoom. In the meeting, each group member verbally presents their article, with the help of the PowerPoint slides they made. The group hold a discussion at the end of each presentation, where group members can ask their questions.

Post-teaching activities:

Students meet in groups and talk about the presentations and all the work that preceded the presentations. They give each other feedback on the presentation content and delivery (the teacher can provide a rubric to follow regarding giving feedback).

Reflection and evaluation:

Students keep a learning diary at each stage of the activity, noting what they found useful, or not useful, what skills they still need to learn or develop.

Questions for reflection:
- Were the students able to understand the text?
- Could they extract the main ideas effectively?
- Could they paraphrase/simplify the text when making questions for group members without distorting its meaning?
- Did they explain the concepts when making their presentation by paraphrasing and/or through examples?
- Could the audience understand the information and ask appropriate questions?

10.

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

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Students must have some basic skills concerning online research and preparation of a (multimedia) presentation.

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

The activity was preceded by a speaking session about the current issues, including national holidays and how they are celebrated in Poland (in May it was Flag Day and Constitution Day). In small groups, students brainstormed for the different holidays around the world they know, what, how and where they are celebrated.

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

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

Follow-up activities may include i) a session on multiculturalism, in which students compare the different cultures and traditions; ii) sharing presentations on an online forum; iii) commenting on other students' presentations, either on the forum or during a speaking session.

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

Potential challenges and solutions:

Challenge: Students may feel tempted to go for more obvious holidays, for which a lot of information can be found easily. If so, the same holidays may be chosen.

Solution: Tell students that the presentations will also be assessed for the original content. Alternatively, assign students the different countries or continents to explore.

Key Competences Box

Digital competence - the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.

Multilingual competence – positive attitude towards appreciation of cultural diversity

Aim:

Students will be able to conduct effective online research, select relevant information, assess the importance and originality of the information gathered, as well as prepare an informative and engaging presentation.

Relevant mediation activities and strategies (CEFR/CV, 2020):

RELAYING SPECIFIC INFORMATION IN WRITING

Can relay in writing the relevant points contained in propositionally complex but well-structured texts within their fields of professional, academic and personal interest.

PROCESSING TEXT IN WRITING

Can summarise in writing the main content of complex texts on subjects related to their fields of interest and specialization.

FACILITATING PLURICULTURAL SPACE

Can, in intercultural encounters, demonstrate appreciation of perspectives other than that of their own worldview, and express themselves in a way appropriate to the context.

Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, viewpoints, and inviting participants to contribute and react to other's ideas.

Time required: About 60-90 minutes plus 45-60 minutes for the follow-up activities

Pre-teaching

Students need to choose reliable sources for their research, so ask the students to include the links to the materials they researched. It would be a good idea to guide students to prepare their presentation according to the set structure. Also, you need to decide on the length of the presentation (set rules on how many slides, e.g. 8-10, explain and discuss with the students how one can prepare an effective presentation).

Structure of the presentation:

1. Name of the national or international day + information in which country or countries it is celebrated.
2. Some customs that are a part of this day, activities people can do in order to celebrate it. What are unique ways of celebrating this day?
3. Visuals: photos, graphics of typical objects that are connected with this day.
4. A short quiz connected with this day.
5. Links to online resources.

Rules on preparing the presentation:

● Keep it simple, concentrate on your core message and summarize the main points. Do not include the whole sentences.

- Do not use too many colours, fonts, pictures. Guy Kawasaki's tip (Apple): contain no more than 10 slides, last no more than 20 minutes, use a font size of no less than 30 points
- Do not use italics, use easily read fonts.

Technological tools: You can introduce some tools for presentations such as Prezi https://prezi.com/view/Dex5YGz29H0qgslmFroZ/ or the Pecha Kucha presentation format. You can ask the students to watch the film on how to make a Pecha Kucha presentation https://youtu.be/32WEzM3LFhw .

Background: Students must have some basic skills concerning online research and preparation of a (multimedia) presentation.

Suggested activities

PRE-TASK ACTIVITIES

1. A speaking brainstorming session about the current issues, including national holidays and how they are celebrated in their countries. In small groups, students brainstorm for the different holidays around the world they know and discuss what, how and where they are celebrated.

2. A discussion on International Days: Ask students about International Days celebrated in countries all over the world. You can choose one day from international days observed at Unesco (https://en.unesco.org/commemorations/international-days) and discuss if this is important to celebrate such days. On the 21st March, there is International Day of Forests https://www.un.org/en/observances/forests-and-trees-day

Critical thinking skills development:

- Why do people celebrate various days both at the national and international level?
- Is it important to celebrate such days? Why/Why not?
- How would you celebrate the International Day of Forests? Why?

3. Group work: In groups students decide which day they would like to celebrate from the list at (https://en.unesco.org/commemorations/international-days). They decide what to do in connection with its celebration and how to involve the local community. Then they present their ideas to the rest of the class. Students can vote later on the day they want to celebrate.

4. A discussion on European Day of Languages: Students discuss in groups what they can do as part of the European Day of Languages to celebrate it. They express their views if celebrating the Day of Languages is important. Why/Why not? How can it be celebrated? They can also choose a challenge concerning the European Day of Languages at https://edl.ecml.at/Activities/Languagechallenge/tabid/3207/language/en-GB/Default.aspx

5. Students watch the TED talk *How to avoid death by PowerPoint | David JP Phillips* https://www.youtube.com/watch?v=Iwpi1Lm6dFo and in groups prepare 6 rules on how to prepare an effective presentation. This can be done in class or on Moodle forum.

Reflection and preparation questions

It is a good idea to introduce some citing format and discuss what information is needed in order to find a cited source. Preparing references is a part of writing a BA/MA dissertation and that is why it would be recommended for students to know how to cite sources properly.

Preparing effective presentations is not easy and it is a good idea to discuss or introduce the rules that students should keep in mind when preparing a presentation.

Appreciation of cultural diversity is one of the Key Competences for Lifelong Learning and is a recommended approach by the European Commission in order to achieve personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. It is also a part of the mediation activity FACILITATING PLURICULTURAL SPACE as it is connected with demonstrating appreciation of perspectives other than that of their own worldview and expressing themselves in a way appropriate to the context. Thanks to that we can develop the awareness and competence needed to achieve better outcomes in communication encounters.

Guiding questions for the teacher:

Can the students identify reliable sources of information? Can they search for relevant information? Do they know how to cite internet sources?

Can they prepare effective presentations? Can they structure it according to the guidelines? Can they choose relevant information and present it in clear points?

Are the students able to appreciate different customs and viewpoints? How can you help them to show appreciation of different viewpoints?

Potential challenges and solutions:

Challenge Sometimes students include too many details and prepare presentations that provide too much information.

Solution: Emphasize that choosing the most relevant information is a skill, which needs to be practised. Ask to check the presentation afterwards in order to make sure that it is clear and concise. Encourage students to use the evaluation rubric for checking the presentation.

Teaching and Learning

Preparatory stage:

Prepare a forum on which students can share a multimedia presentation about important days around the world. Inform the students about the deadline and the requirements for this task. Ask students to comment on each other's presentations by sharing what they find surprising, interesting, and unique in the presentations.

Possible instruction:

In May we were celebrating National Flag Day and Constitution Day, which, along with some other key dates (such as Independence Day) are important days in Poland. There are some official speeches and parades (well, maybe not this year...). In some regions and communities, there are some unique ways to commemorate past events.

What does it look like in other countries? When and how do they celebrate some important moments?

Go online to do some research – the less obvious countries/celebrations you choose, the better :-)

Present your findings in this forum in the form of a presentation (8-10 slides). Include some visuals and don't forget to indicate the sources!

Scheduled open task stage:

Send reminders to students about the task and its deadline on the News forum. Encourage them to do the task and emphasize that students should include the links to the source materials. Emphasize the mediation aspects if possible, e.g. clear structure, relevant information, appreciating different viewpoints. Ask to check other students' presentations and comment on the things that surprised them.

Evaluation stage:

Assess the task. You can emphasize the useful language chunks that were used by students (Good language) and offer some feedback on the key problematic issues, e.g., by explaining the usage of the phrases. Praise students for good work and appreciate the uniqueness of the presentations and the customs, celebrations etc. from all over the world.

Post-teaching

POST-TASK FOLLOW-UP ACTIVITIES:

i) In multicultural classrooms you can encourage students to discuss their traditions, customs and festivities, presenting some unique celebrations and their importance for people from their country.

ii) Intercultural awareness: discussing gestures, body language and their meaning around the world. Students can watch a film about different gestures around the world https://www.youtube.com/watch?v=2h0V1YkccEE and prepare a short presentation on what this means in different cultures and how it can be misunderstood in other countries. Or they can participate in a short discussion in groups about the differences in body language all over the world.

iii) Greeting etiquette from around the world: students discuss how in different cultures people greet each other, their experience with greeting people from other countries. You can use a guide with live examples of greeting etiquette: https://www.youtube.com/watch?v=D_hBK8Ni4yQ

Reflection and evaluation

Overall:

Which teaching/learning elements helped students to be involved in the mediation strategies and activities?

RELAYING SPECIFIC INFORMATION IN WRITING

- Were the relevant points contained?
- Were they well-structured?

PROCESSING TEXT IN WRITING

- Were the viewpoints explained clearly?

● Were the information and viewpoints synthesised, compared and contrasted?

FACILITATING PLURICULTURAL SPACE
● Were other perspectives appreciated?

Evaluation rubric

Mediation aspects	4 –Great	3 –Good	2 - Satisfactory	1- Unsatisfactory
Relevant points	All the relevant points were included	Many relevant points were included	Most of the relevant points were included	Few relevant points were included
Clear structure of points	All points were well-structured	Many points were well-structured	Most of the points were well-structured	Few points were well-structured
Viewpoints explained clearly	Viewpoints explained clearly	Viewpoints explained quite clearly	Viewpoints explained partly	Viewpoints were not explained clearly
Information was well-synthesized, compared and contrasted	Well-synthesized information, well-compared and contrasted	Quite well-synthesized information, well-compared and contrasted	Some information was well-synthesized, well-compared and contrasted	Information was not well-synthesized, compared and contrasted
Other perspectives	Other perspectives were appreciated to a greater extent	Other perspectives were sufficiently appreciated	Other perspectives were partly appreciated	Other perspectives were not appreciated

11.

GENERAL INFORMATION

| **Remote working and well-being Q&A (ENG-B2)** |

Task author/Institution: Ekaterina Bunina-Breś University of Warsaw	Lesson type: ☒ online asynchronous	Target learners/course: B2, B2+
CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): the whole class/group work	Target language of the course: Business English Other language(s) used: -

Mediation scale(s) relevant to the task. Up to three scales can be included here: RELAYING SPECIFIC INFORMATION IN WRITING STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE

Short description of the task: Students are asked to read the text about the disadvantages of remote working and its effects on employees' well-being. Then students are to ask and answer comprehension questions about the text (Q&A group forum).

Expected learning outcomes: By the end of the task, students will be able to use the vocabulary related to remote working and discuss both the advantages and disadvantages of working from home.

TASK DESCRIPTION

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

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

As a pre-task activity, students are asked to watch a humorous YouTube video about different types of people who work from home and complete the Moodle survey (the Moodle activity: Choice), where they are to choose which type(s) of people they belong to (the one with kids, the one with dogs, the one who can't use technology, the introvert, the extrovert, the planner, the cleaner, the binge-watcher, the napper, the veteran, or the one who doesn't wear pants). This pre-task activity sets the scene for the main task, generates students' interest in the topic of remote working and helps them become better acquainted with their classmates in a virtual environment.

Video: [Types of People Who Work from Home - YouTube](#)

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

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

Students are asked to watch the Ted Talk "Why working from home is good for business", where the Automattic CEO Matt Mullenweg reveals all the lessons he has learned over the years of managing over 800-plus employees working remotely. On the basis of the video, students must prepare some handy tips for a leader for whom a 100 per cent remote-work setup has been a shock since the pandemic started. Students can be asked to present their tips orally in pairs or small groups during the following synchronous lesson. The video helps to look at remote working from a different perspective.

TED TALK: [Why working from home is good for business | The Way We Work, a TED series - YouTube](#)

Remote working glossary: Students are asked to find some expressions (new concepts) in the module on remote working and add them to the group glossary on the Moodle platform together with a definition and an example sentence. Then they are to give up to five points to their fellow students as a part of peer assessment.

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

Personal, social and learning to learn competence

Ability to identify one's capacities, focus, deal with complexity, critically reflect and make decisions

Aim:

Students will be able to express their opinion on remote working and discuss both the advantages and disadvantages of working from home using appropriate vocabulary. Students will be able to reflect on the issues connected with remote work.

Relevant mediation activities and strategies (CEFR/CV, 2020):

RELAYING SPECIFIC INFORMATION IN WRITING

Can relay in writing the relevant points contained in propositionally complex, but well-structured texts within their fields of professional, academic and personal interest.

PROCESSING TEXT IN WRITING

Can summarise in writing the main content of complex texts on subjects related to their fields of interest and specialization.

STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE

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

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

Time required: 20 minutes

Pre-teaching

This activity aims at discussing and expressing opinions on the authentic new reality which is remote working. Students can discuss the advantages and disadvantages of remote working, which has become a new normal for many employees. The concerns connected with the people's mental health and well-being are similar to the ones in remote learning and that is why students are able to discuss their views on the problems connected with their life. The discussion may help students to self-regulate their learning in a virtual environment and

prepare for working remotely. Reflecting on the current reality may help them to develop an awareness of their own strengths and weaknesses. It develops students' skills of self-reflection and self-assessment. The task prompts students to analyse information, organize and categorize information, synthesize ideas and explore solutions to the problems

Background:

Suggested activities

PRE-TASK ACTIVITIES

1. As a pre-task activity, students are asked to watch a humorous YouTube video about different types of people who work from home and complete the Moodle survey (the Moodle activity: Choice), where they are to choose which type(s) of people they belong to (the one with kids, the one with dogs, the one who can't use technology, the introvert, the extrovert, the planner, the cleaner, the binge-watcher, the napper, the veteran, or the one who doesn't wear pants). This pre-task activity sets the scene for the main task, generates students' interest in the topic of remote working and helps them become better acquainted with the classmates in a virtual environment. Video: [Types of People Who Work from Home - YouTube](). Based on this video, they can discuss their problems with remote learning and working in groups or as the whole class.

    · What are the most common problems with remote working and learning?
    · What are the differences between remote learning and remote working from your point of view?
    · Do you have any solutions to the presented problems? What are effective strategies to deal with the problems? How do you deal with it?

Students can also work in groups and decide what the most serious issues of working and learning remotely are.

Alternatively, in pairs, students can prepare a list of ideas on how to deal with problems discussed in the video. They can use Padlet for this: [https://padlet.com/](). Then, as the whole class, students may decide what the best ideas are.

2. In groups after reading the article: *9 tested tips to improve your well-being* and quality of life [https://wellbeing-project.org/improve-wellbeing/](), students can also express their ideas about what to do in order to avoid stress, depression and anxiety and whether well-being is important. They decide on the three most effective tips and present them

to the whole class. They can also prepare a poster on *How to improve your well-being* on Padlet, Prezi https://prezi.com/.

3. Present a picture below (source CC, https://pixabay.com/illustrations/remote-work-office-personal-5491798/). Based on this, have students discuss in pairs or groups the pros and cons of working remotely. They can put their ideas in points, e.g. using Padlet or Google Docs. Then, they summarise them to the whole class.

4. Based on the infographics https://www.wrike.com/blog/remote-work-stats-infographic/ and the statistics on *Why remote work is the future*, students discuss in groups the future trends connected with working from home. Is remote work a permanent shift? Would you like to work from home or would you choose a hybrid mode of working? Is the workplace changing? What is the new future? Then they sum it up to the whole class.

Reflection and preparation questions

It is really important to develop proactive learners and workers, as it is perceived as critical in the contemporary world of work. They can make the most of the resources, take initiative and create better working or study conditions. Reflecting on the way we work and learn is an activity worth doing, as it may help students to deal with everyday problems and encourage them to choose more effective techniques of working and learning.

You can encourage students to use a reliable online dictionary to check only the key vocabulary in the text of the article. Also, advise students first to skim the article to get the idea of the gist of the text, and then read it again to find the specific information. Ask a question anticipating the content in order to activate prior knowledge, e.g. What aspects do you think are mentioned in the text? Asking questions is a comprehension strategy that enables students to fully comprehend and clarify what they are reading.

Guiding questions for the teacher:

● How can you encourage the students to use effective reading strategies?
● How can you help the students choose the most relevant points?
● How can you help the students paraphrase the complex texts, making the information more explicit?

Teaching and learning

Preparatory stage:

Prepare a forum on which students have the link to the text: How remote working can increase stress and reduce well-being (theconversation.com). Write an instruction:

You are going to read a text entitled How remote working can increase stress and reduce well-being (theconversation.com). What aspects do you think are mentioned in the text? First, read it for general comprehension and then based on the text below answer the question posed by the previous student and ask your own to be answered by the next student. The first question is: *What are the benefits of remote working?*

Inform the students about the deadline and the requirements for this task.

Scheduled open task stage:

Send reminders to students about the task and its deadline on the News forum. Encourage them to do the task.

Evaluation stage:

Assess the task. You can emphasize the useful language chunks that were used by students **(Good language)** and offer some feedback on the key issues, e.g., by explaining the usage of phrases. Praise students for good work. Alternatively, you can also sum up the points mentioned by the students to make it clearer and more explicit for them or you can ask a person who has not done the task yet to sum up the points and draw inferences.

Follow-up

POST-TASK FOLLOW-UP ACTIVITIES:

i)   Students are asked to watch the TED TALK: Why working from home is good for business | The Way We Work, a TED series - YouTube, in which the Automattic CEO Matt Mullenweg reveals all the lessons he has learned over the years of managing over 800-plus employees working remotely. On the basis of the video, students must prepare some handy tips for a leader for whom a 100 per cent remote-work setup has been a shock since the pandemic started. Students can be asked to present their tips orally in pairs or small groups during the following synchronous lesson or put them in a form of a list of points. The video helps to look at remote working from a different perspective.

ii)   Remote working glossary: Students are asked to find some expressions (new concepts) in the module on remote working and add them to the group glossary on the Moodle platform together with a definition and an example sentence. Then they are to give up to five points to their fellow students for the definitions they really like as a part of peer assessment.

iii)   Students discuss in groups *Remote working: Why is this flexible work trend on the rise* infographic https://graphs.net/remote-working-why-is-this-flexible-work-trend-on-the-rise.html. They provide arguments for and against the statement: *Traditional office work is becoming a thing of the past.*

REFLECTION AND EVALUATION

Overall:

Which teaching/learning elements helped students to be involved in the mediation strategies and activities?

RELAYING SPECIFIC INFORMATION IN WRITING

- Were the relevant points contained?
- Were they well-structured?

PROCESSING TEXT IN WRITING

- Were the viewpoints explained clearly?
- Were the information and viewpoints synthesised, compared and contrasted?

STRATEGIES TO EXPLAIN A NEW CONCEPT - ADAPTING LANGUAGE

- Was this complex piece of information made clearer and more explicit?
- Was it paraphrased in a simpler language?

Evaluation rubric

Mediation aspects	4 –Great	3 –Good	2 - Satisfactory	1- Unsatisfactory
Relevant points	All the relevant points were included	Many relevant points were included	Most of the relevant points were included	Few relevant points were included
Clear structure of points	All points were well-structured	Many points were well-structured	Most of the points were well-structured	Few points were well-structured
Viewpoints explained clearly	Viewpoints explained clearly	Viewpoints explained quite clearly	Viewpoints explained partly	Viewpoints were not explained clearly
Information was well-synthesized, compared and contrasted	Well-synthesized information, well-compared and contrasted	Quite well-synthesized information, well-compared and contrasted	Some information was well-synthesized, well-compared and contrasted	Information was not well-synthesized, compared and contrasted
Information made clearer and more explicit	Information was definitely made clearer and more explicit	Information was mostly made clearer and more explicit	Information was partly made clearer and more explicit	Information was not made clearer and more explicit
Paraphrased in simpler language	Simpler language was definitely used	Simpler language was mostly used	Simpler language was partly used	Simpler language was not used

12.

GENERAL INFORMATION		
Current issues - news opinion forum (ENG-B2+)		
Task author/Institution: Anna Łętowska-Mickiewicz Warsaw University	Lesson type: ☒ online asynchronous	Target learners/course: B2+ and higher
CEFR starting level: B2+	Group dynamics (e.g. pair work/groups of X): Individual, whole class	Target language of the course: English Other language(s) used: -
Mediation scale(s) relevant to the task. Up to three scales can be included here: RELAYING SPECIFIC INFORMATION IN WRITING RELAYING SPECIFIC INFORMATION IN SPEECH PROCESSING TEXT IN WRITING		
Short description of the task: Students are given links to several online articles on the current issues. They need to read them, compare the information, decide on their own viewpoint and share it in a forum entry (written post or recording).		
Expected learning outcomes: By the end of the task, students will be able to extract information from longer authentic texts; evaluate the information presented, and relate to the issues described by expressing their own opinion.		

Background knowledge or sub-skills required by the students:

Students must have some experience in independent extensive reading because in this task they are asked to go through four longer articles. They must also have strategies for dealing with unknown vocabulary, as checking each item would be cumbersome.

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

The activity was preceded by a speaking session, in which students shared information about the current issues. Students worked in small groups and reported their conclusions in whole-class feedback.

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

You can write your answer (at least 200 words) or post a recording (circa two minutes).	
Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?): Follow-up activities may include i) creating a glossary of new vocabulary from the articles (to be done online); ii) asking students to find some more articles on the issues of interest for them to further develop the topic of current news.	
Resources required by the teacher: The course on the Moodle platform	Resources required by the students: Access to the online Moodle content
Potential challenges and solutions: Challenge: Students may feel somewhat daunted by the topic of coronavirus and unwilling to read more. Solution: Tell students that the articles approach the topic from a more objective and rational perspective and that learning some experts' opinions may actually make them feel calmer, and gain some distance.	

Personal, social and learning to learn competence

Ability to learn and work both collaboratively and autonomously and to organise and persevere with one's learning

Aim:

Students will be able to extract information from longer authentic texts, evaluate the information presented, and relate to the issues described by expressing their own opinion.

Relevant mediation activities and strategies (CEFR/CV, 2020):

RELAYING SPECIFIC INFORMATION IN WRITING

Can relay in writing the relevant points contained in propositionally complex, but well-structured texts within their fields of professional, academic and personal interest.

Can relay in writing the relevant points contained in an article from an academic or professional journal.

RELAYING SPECIFIC INFORMATION IN SPEECH OR SIGN

Can relay which presentations given at a conference, or which articles in a book are particularly relevant for a specific purpose.

PROCESSING TEXT IN WRITING

Can summarize in writing the main content of well-structured but propositionally complex texts on subjects within their fields of professional, academic and personal interest.

Can compare, contrast and synthesize in writing the information and viewpoints contained in academic and professional publications in their fields of special interest.

Can explain in writing the viewpoints articulated in a complex text, supporting inferences they make with reference to specific information in the original.

Time required: About 60-75 minutes for both reading and writing/recording

Pre-teaching

Background

Students must have some experience in independent extensive reading because in this task they are asked to go through four longer articles. They must also have strategies for dealing with unknown vocabulary, as checking each item would be cumbersome.

Suggested activities

PRE-TASK ACTIVITIES

During a speaking session, students share information about current issues. Students work in small groups and report their conclusions in the whole-class feedback.

Encourage students to brainstorm and share their views on the three most urgent current issues worldwide. They should justify their choice to one another using arguments and relevant expressions from the list. They should agree on three issues in the group. Alternatively, you can ask students to read the 17 goals of the United Nations https://sdgs.un.org/goals or ask them to watch a film https://youtu.be/0XTBYMfZyrM. Then in pairs or groups, students decide what three problems are the most urgent.

Note: 17 Sustainable Development Goals (SDGs) are an urgent call for action by all countries - developed and developing - in a global partnership.

Prompt students to define what sustainable development is. You can also introduce some expressions which are important for mediation (see below).

MEDIATION FOCUS:

Showing appreciation of different perspectives, encouraging people to explore issues and adjust sensitively the way they express things, building on others' suggestions.

Possible questions for the discussion:

What are the three most urgent current issues worldwide? What can you do to help solve the problems?

Are these issues similar in the developed and developing countries of the world?

MF list: Useful expressions for discussions:

(appreciation of different perspectives) You have a good point there. You have a point, but…. I would add to your idea…

(exploring issues) What do you mean by that? What's your opinion of...? Have you considered...? I see what you mean, but I think that's not the whole story.

(adjusting sensitively & building on others' suggestions) As a matter of fact…. Yes, but there is also another aspect to consider. Yes, possibly, although...

Reflection and preparation questions

This extensive reading task should be based on the current authentic texts, and topics that students are familiar with, in this example the coronavirus pandemic. The texts need to be interesting. Students should concentrate on the vital information and skim the rest. They should use the dictionary only when absolutely necessary. They should be aware of the purpose of the reading.

 Guiding questions for the teacher:

- Are the texts appropriate for students at this level?
- Are students aware of the strategies to deal with the unknown vocabulary? Do they use such strategies as inferring the meaning of a word from the text? Do they know that they should not check every single word and can ignore a new word if the meaning is clear or not necessary for comprehension?
- Have you raised awareness of students with regard to reading strategies?

Potential challenges and solutions:

Challenge Students may feel somewhat daunted by the topic of coronavirus and unwilling to read more.

Solution: Tell students that the articles approach the topic from a more objective and rational perspective and that learning some experts' opinions may actually make them feel calmer, and gain some distance.

Teaching and learning

Preparatory stage:

1. Prepare a forum, e.g. on the Moodle platform, for expressing an opinion on the predictions of how the coronavirus will change the world. Inform the students about the deadline, the form (either a short written post or a recording) and the requirements for doing the task.

2. Optionally, you can add a list of useful expressions for students to use while presenting their opinion, or a wordlist with definitions. Definitions can also be added to the glossary (see the post-task activities).

3. *MF:* Optionally, you can emphasize that students are welcome to refer to other students' opinions and agree and disagree with them when they present their own opinions, showing appreciation of other students' viewpoints.

Scheduled open task stage:

Send reminders to students about the task and its deadline on the News forum. Encourage them to do the task and emphasize that students can choose two forms of doing this task. Emphasize the mediation aspects if possible.

Evaluation stage:

Assess the task. Sum up the discussion. You can emphasize the useful language chunks that were used by students (Good language) and offer some feedback on the key problematic issues, e.g., by explaining the usage of phrases. Praise students for good work.

Follow-up

POST-TASK FOLLOW-UP ACTIVITIES:

1. Creating a peer-assessed glossary of new vocabulary from the articles to be done online. Students add two entries and give from 1-5 points to the entries they find useful that were prepared by other students.

2. Web-research task: Asking students to find some more articles on the issues of interest for them to further develop the topic of current news. This could be done on the forum and each student needs to justify why the topic is interesting and why the article is worth reading. This will lead to further engagement as students are enabled to have a choice and express their voice.

Reflection and evaluation

Overall:

Which teaching/learning elements helped students to be involved in the mediation strategies and activities?

RELAYING SPECIFIC INFORMATION IN WRITING

- Were the relevant points contained?
- Were they well-structured?

RELAYING SPECIFIC INFORMATION IN SPEECH OR SIGN

- Could students relay the main points successfully?

PROCESSING TEXT IN WRITING

- Were the viewpoints explained clearly?
- Were the information and viewpoints synthesised, compared and contrasted?

Evaluation rubric

Mediation aspects	4 –Great	3 –Good	2 - Satisfactory	1- Unsatisfactory
Relevant points	All the relevant points were included	Many relevant points were included	Most of the relevant points were included	Few relevant points were included
Clear structure of points	All points were well-structured	Many points were well-structured	Most of the points were well-structured	Few points were well-structured
Viewpoints explained clearly	Viewpoints explained clearly	Viewpoints explained quite clearly	Viewpoints explained partly	Viewpoints were not explained clearly

Information was well-synthesized, compared and contrasted	Well-synthesized information, well-compared and contrasted	Quite well-synthesized information, well-compared and contrasted	Some information was well-synthesized, well-compared and contrasted	Information was not well-synthesized, compared and contrasted

13.

GENERAL INFORMATION

Selecting a journal (ENG-B2+)

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

Mediation scale(s) relevant to the task. Up to three scales can be included here:

RELAYING SPECIFIC INFORMATION IN WRITING

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

Short description of the task:

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

Expected learning outcomes:

By the end of the task, students will be able to justify their choice of an academic journal. They will learn about various factors influencing their choice and their importance, their

awareness about the topic will be raised and students will be able to employ their critical thinking skills in connection with the selection process.

TASK DESCRIPTION

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

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

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

During in-class group discussion/Zoom discussion, the issues connected with journal selection are discussed in more detail. Students are asked to prioritize the factors they take into account when choosing an article. They combine their experiences linking previous knowledge, justify their choices and prepare for the teacher a list of the factors vital for choosing the journal in the priority order (from the most important to the least important).

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

Potential challenges and solutions:

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

Key Competences Box

Personal, social and learning to learn competence

Able to identify and set goals, motivate themselves, and develop resilience and confidence to pursue and succeed at learning throughout their lives

Aim:

Students will be able to justify their choice of an academic journal. They will learn about various factors influencing their choice and their importance, their awareness about the topic will be raised and students will be able to employ their critical thinking skills in connection with the selection process.

Relevant mediation activities and strategies (CEFR/CV, 2020):

RELAYING SPECIFIC INFORMATION IN WRITING

Can relay in writing the relevant points contained in propositionally complex, but well-structured texts within their fields of professional, academic and personal interest.

Can relay in writing the relevant points contained in an article from an academic or professional journal.

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

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

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

Time required: 30 minutes

Pre-teaching

Choosing which journal to publish research in is crucial and there are many aspects that need to be taken into consideration. This is why the aspects should be reflected on by the students and the perspectives of the editors and readers need to be taken into account. It is important to understand journal aims and audiences, as students need to tailor their work to the specifications imposed by the chosen journal in order to improve the chances of being accepted. As there is a plethora of journals, i.e., 30,000 academic journals varying from niche to open access mega journals, a shortlist of the potential choices would be advisable.

It would be a good idea to make sure that students are familiar with abstracting and indexing services, such as Google Scholar, Web of Science, Scopus, Directory of Open Access Journals (DOAJ) and their library subscriptions and the tools for browsing the journals by subject area. They need to be familiar with how to choose journals that will suit their specific research field and which are trustworthy. Thus, they need to know how to avoid predatory publishers.

In order to choose the relevant journal, they should review journal affiliations, the editorial board and authors of the articles to check if there are well-known researchers, academics or practitioners. They have to take into consideration how it conducts the peer review and how long it will take to be published. It is vital to check what article formats a journal accepts, any word counts and limitations, which will save a lot of time.

Suggested activities

PRE-TASK ACTIVITIES

1) Group discussion: *What is important when choosing the journal?* Students in groups decide on what the most important factors are when deciding on what journal to choose to publish your article. Then they prepare a checklist of aspects to check from the most important to the least important. They can use Padlet or Google forms to do it.

2) Critical thinking skills development: students can watch a film on journal selection from the point of view of an editor, e.g. https://www.youtube.com/watch?v=-WBTL8PAv2o and discuss the aspects that are mentioned there. You can ask them questions: Were you surprised by anything mentioned? What is important for editors? Is this view different from yours? Have you taken this view into consideration when choosing the journal?

3) Students discuss in pairs or groups the questions: Do you need to know where you are going to publish your article before you start writing an article? Why/Why not? Then they share their ideas with the whole class.

4) Students can prepare a shortlist of journals and then check the journal content, aims and scope statement, review journal affiliations, the editorial board and authors, and learn about journal policies. Then they should decide what journal is best suited to their needs. In pairs or groups, they can present their choice to other students and justify their choice.

5) Students in groups or pairs can prepare a checklist of points to take into consideration when choosing the right journal. See the example here https://thinkchecksubmit.org/

Reflection and preparation questions

This activity develops students critical thinking skills and raises their awareness connected with aspects that editors and readers focus on. It is a good idea to make them aware of different perspectives of editors on the same problem and to encourage them to think in advance how they can make their articles more appealing to both editors and to readers.

Guiding questions for the teacher:

Are students aware of how to make sure that:

- their research is relevant to the journal's audience

- the article type is appropriate for the journal

- their work is not too similar to other articles

What are the key aspects students need to take into consideration when choosing the journal?

Teaching and learning

Preparatory stage:

Prepare a forum *Selecting a journal Q & A,* e.g. on the Moodle platform, for expressing opinions. On the forum, SS are asked to present a journal and a short justification of the reasons why this journal is appropriate for their purposes in relation to the questions posed in the article. SS are assessed based on their justifications by the teacher. Inform the students about the deadline and the requirements for doing the task.

Students are asked to read an article *Targeting a journal* outlining the most important issues considered when choosing the appropriate journal: https://www.anu.edu.au/students/academic-skills/research-writing/journal-article-writing/targeting-a-journal. In the article a set of questions is posed that should direct learners to choose the journal that meets their needs and at the same time is good for their scientific career. The article also outlines how studying journals helps to prepare for writing a scientific article. Based on the information in the article, students are asked to choose a journal for their article.

Scheduled open task stage:

Send reminders to students about the task and its deadline on the News forum. Encourage them to do the task. Emphasize the mediation aspects if possible.

Evaluation stage:

Assess the task. Sum up the discussion. You can emphasize the useful language chunks that were used by students (Good language) and offer some feedback on the key problematic issues, e.g., by explaining the usage of phrases. Praise students for good work. Refer to any issues you find important.

Follow-up

POST-TASK FOLLOW-UP ACTIVITIES:

1. On the Moodle platform, students can add entries to the glossary of publishing terms. They can add the definitions and links to the examples, films on YouTube etc.

2. Students read an article *Predatory journals recruit fake editor* and express their views on it on a forum. Encourage them to comment on their other students' views and to state whether they agree, partially agree or disagree with those views.

3. Web-research task: Ask students to find the most read or cited article in a chosen journal and think about what is unique and interesting about this article and why it is so attractive both for editors and readers.

Reflection and evaluation

Overall:

Which teaching/learning elements helped students to be involved in the mediation strategies and activities?

RELAYING SPECIFIC INFORMATION IN WRITING

- Were the relevant points contained?
- Were they well-structured?

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

- Were the main issues and its aspects highlighted in a proper way?
- Was the information presented in a group in a way that invited reactions from other students?

Evaluation rubric

Mediation aspects	4 –Great	3 –Good	2 - Satisfactory	1- Unsatisfactory
Relevant points	All the relevant points were included	Many relevant points were included	Most of the relevant points were included	Few relevant points were included
Clear structure of points	All points were well-structured	Many points were well-structured	Most of the points were well-structured	Few points were well-structured
Issue and its relevant aspects highlighted properly	The issue and relevant aspects were highlighted properly	The issue and relevant aspects were highlighted quite properly	The issue and relevant aspects were highlighted properly enough	The issue and relevant aspects were not highlighted properly
Information presented in a group invited reactions	Information presented in a group invited a lot of reactions	Information presented in a group invited quite a lot of reactions	Information presented in a group invited reactions enough	Information presented in a group did not invite reactions

14.

GENERAL INFORMATION		
Task title: Bonjour! (French A2)		
Task author/Institution: Iwona Bartnicka University of Warsaw	Lesson type: ⊠ online asynchronous ☐ 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: French Other language(s) used: -
Mediation scale(s) relevant to the task. Up to three scales can be included here: ● RELAYING SPECIFIC INFORMATION IN WRITING ● PROCESSING TEXT IN WRITING		
Short description of the task: Students are requested to familiarize themselves with websites and smartphone applications used for autonomous work and as well as with online activities offered by French institutions for the period of social distancing.		
Expected learning outcomes: By the end of the task, students will be able to search through websites and applications for individual work. They will also improve global comprehension skills.		

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

French A2/B1

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

For students who have almost acquired A2 level: no pre-task activities are required.

For students who have recently started A2 level: explain to the students that they are not supposed to understand all the vocabulary on the website. However, they are supposed to read the text and find information about activities offered to them during the social distancing period.

A detailed description of the task:	Time required:
This unit is the first one in a series of activities planned for the social distancing period which began in Poland on March 10, 2020. Students in this group are not used to working online, so they have the opportunity to familiarize themselves with online resources and the platform.	90 minutes
Students are given a list of 12 different websites for French learners (e.g. dictionaries, websites with podcasts, grammar activities, vocabulary activities, spelling activities etc.). They also receive a list of 9 smartphone applications for French learners. They are supposed to familiarize themselves with those resources in order to be able to make use of them during individual work. They are also provided with three online activities offered by French institutions for the social distancing period (virtual visit to a museum, virtual opera spectacle and watching movies online). Then they introduce themselves on the discussion forum and tell other students how they are going to spend the time of social distancing.	

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

Personal, social and learning to learn competence

Knowing one's preferred learning strategies, knowing one's competence development needs and various ways to develop competencies and search for the education

Aim:

Students will be able to evaluate resources connected with using websites and applications for learning French. They will be able to reflect on and plan their learning of French using self-study resources.

Relevant mediation activities and strategies(CEFR/CV, 2020):

RELAYING SPECIFIC INFORMATION IN WRITING

Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.

PROCESSING TEXT IN WRITING

Can summarise in writing the main points made in straightforward, informational texts on subjects that are of personal or current interest, provided oral texts are clearly articulated.

Can paraphrase short passages in a simple fashion, using the original text wording and ordering.

Time required: 90 minutes

Pre-teaching

This type of activity develops students' autonomy and results in greater engagement. Providing learners with opportunities for self-access learning increases their ownership of responsibility for learning on their own. It develops their skills in organizing their learning and searching for appropriate materials, promotes positive attitudes towards learning and maximizes their opportunities to practice. As learners need guidance to find appropriate resources, the role of the teacher is to raise their awareness about high-quality resources offered by renowned institutions.

You should explain to students that they should not concentrate on checking all unfamiliar vocabulary, but instead, they should focus on evaluating the activities offered to them during the social distancing period with regard to their usefulness for their self-study. Some learning aspects could be raised, such as preparing a plan for studying French, discussing what are the best conditions for learning French etc. Students can also be encouraged to take part in a challenge to learn French on their own.

Suggested activities

PRE-TASK ACTIVITIES

During a speaking activity, students share their favourite ways of learning foreign languages. In pairs or groups, they say what they do to learn French and other languages effectively and why they are learning French.

You can introduce a challenge to engage students more. Ask them to choose an application or an Internet resource and learn French every day for 10 minutes during a week, then change the application and learn it for another 7 days. Discuss with students:

Is systematicity in learning languages important? How can you make it easier for you to learn systematically? Is it better to learn for 10 minutes a day or for 3 hours a week?

In groups, students can prepare a list of the 10 best ways to learn French and share it with the whole class.

Reflection and preparation questions

It is important to discuss various learning strategies with students. During the discussion, you can ask them to share their best learning strategies to learn French. Ask what their strengths

and weaknesses are as far as learning French is concerned. Emphasize that they need good learning skills for their lifelong learning.

Ask about vocabulary learning strategies such as: using colours to learn vocabulary, wordlists, word cards, a grouping of related words, learning collocations. You can also introduce http://www.tonitraduction.net/ for learning collocations and ask for students' views on it. Discuss also how they can change their learning in order to make it more effective.

Guiding questions for the teacher:

How can you help students to make their learning more effective?

What learning strategies can you recommend to students?

How can you raise students' awareness of various factors influencing their learning?

How can students make sure that the resources they found are of high quality?

Teaching and learning

Preparatory stage:

Prepare a forum Présentations, e.g. on the Moodle platform, for expressing opinion. Inform the students about the deadline and the requirements for doing the task.

The teacher presents three choices and asks the question:

Que faire pendant le confinement? Comment peut-on apprendre le français pendant le confinement? Consultez les trois sites suivants et exprimez-vous dans le forum de discussion.

> (1) visiter un musée en ligne

> (2) se rendre à l'Opéra de Paris

> (3) regarder un film

Pour bien commencer notre cours en ligne, écrivez quelques phrases de présentation. Dites-nous également quelle façon de passer le confinement vous préférez: visite virtuelle d'un musée, spectacle virtuel d'opéra, film ou autre?

In addition, various resources for self-study are presented in the module and students are encouraged to check their usefulness for learning French:

Ressources générales

Vous trouverez ci-dessous des liens vers quelques sites destinés à l'apprentissage du français. Servez-vous en sans modération ;) !

https://www.lepointdufle.net

https://leconjugueur.lefigaro.fr/conjugaison/verbe/inclus.html

https://grammaire.reverso.net

https://www.lexilogos.com

https://pl.bab.la

http://phonetique.free.fr

https://www.ortholud.com/index.html

https://www.francaisfacile.com

https://www.podcastfrancaisfacile.com

https://www.rfi.fr/fr/

https://bonjourdefrance.com

https://youglish.com/

http://www.infovisual.info/

www.tv5.org

https://www.openculture.com/freemoviesonline

In addition, they also receive a list of smartphone applications for French learners and are encouraged to try using them: *Busuu, Français premiers pas, Lyrics Training, Dr French, Projet Voltaire, Français 3.0, Leximage, TV5 Monde, 7 jours / 7 jours lite*. A glossary can be prepared for students in which they can add a short description of the chosen application and a piece of advice on how to use it. Peer assessment can be introduced to encourage students to give points to other students for their entries in order to read other entries.

Scheduled open task stage:

Send reminders to students about the task and its deadline on the *News forum*. Encourage them to do the task and emphasize that students can choose an application to try and prepare a description in a glossary. Encourage students to peer assess other entries. Emphasize the mediation aspects if possible.

Evaluation stage:

Assess the task. Sum up the discussion. You can emphasize the useful language chunks that were used by students **(Good language)** and offer some feedback on the key problematic issues, e.g. by explaining the usage of phrases. Praise students for good work. You can also refer to the aspects that were raised in the forum and the glossary.

Follow-up

POST-TASK FOLLOW-UP ACTIVITIES:

1. Students could reflect on their learning by posting a short recording, e.g. on Flipgrid, Vocaroo or VoiceThread, with their opinion what they liked and did not like about the resources, what kinds of resources are their favourite and how they can learn languages using them.

2. Preparing a short video recording "How can I learn languages?" using such applications as Screencastify, Loom, Screencast-O-Matic.

3. Learn a French song with https://lyricstraining.com/fr/ . Students choose a song in French they like and complete the words at the beginner level.

4. Students prepare a short presentation (e.g., 5 slides: description of an application, how they used it, how you can use it in a better way, recommending it for the chosen aspects, summing up) on the application or other resource they used and present this to other students in groups. At the end of the synchronous meeting, they can answer questions from exit tickets: e.g. Which activity is the most useful for you? Why? Which activity improves my reading/speaking/listening/writing skills the most? Which activity improves mediation aspects the most?

5. Web-research task: Ask students to find some more resources that they find useful and share on the forum or glossary *Best websites and applications*. If this is a glossary, allow peer assessment of students.

Reflection and evaluation

Overall:

Which teaching/learning elements helped students to be involved in the mediation strategies and activities?

RELAYING SPECIFIC INFORMATION IN WRITING

- Were the relevant points contained?
- Were they well-structured?

PROCESSING TEXT IN WRITING

- Were the viewpoints explained clearly?
- Were the information and viewpoints synthesized, compared and contrasted?

Evaluation rubric

Mediation aspects	4 –Great	3 –Good	2 - Satisfactory	1- Unsatisfactory
Relevant points	All the relevant points were included	Many relevant points were included	Most of the relevant points were included	Few relevant points were included
Clear structure of points	All points were well-structured	Many points were well-structured	Most of the points were well-structured	Few points were well-structured
Viewpoints explained clearly	Viewpoints explained clearly	Viewpoints explained quite clearly	Viewpoints explained partly	Viewpoints were not explained clearly
Information was well-synthesized, compared and contrasted	Well-synthesized information, well-compared and contrasted	Quite well-synthesized information, well-compared and contrasted	Some information was well-synthesized, well-compared and contrasted	Information was not well-synthesized, compared and contrasted

15.

GENERAL INFORMATION

Task title: The past verb forms – Listening: Don't Cry for me Argentina

Task author/Institution: Markéta Doubravová Charles University	Lesson type: ☒ online – asynchronous ☐ in-class	Target learners/course: A2/B1
CEFR starting level: **A2**	Group dynamics (e.g. pair work/groups of X): individual	Target language of the course: English Other language(s) used: mother tongue (Czech)

Mediation scale(s) relevant to the task. Up to three scales can be included here:

STRATEGIES TO EXPLAIN A NEW CONCEPT - LINKING TO PREVIOUS KNOWLEDGE

STRATEGIES TO EXPLAIN A NEW CONCEPT - BREAKING DOWN COMPLICATED INFORMATION

FACILITATING PLURICULTURAL SPACE

Short description of the task:

Students practice revision (both A2 and B1 level) of the past forms of regular and irregular verbs, while practising listening (gap-filling – song: Don't Cry for me Argentina) and working with cultural background – famous musical/s composed and written by Andrew Lloyd Webber and Tim Rice – Evita.

Expected learning outcomes: Ss at first learn something about one of the most famous musicals, Evita, and are then encouraged to learn about some other ones as well. At the end of the task, they will understand the difference between the past forms of regular and irregular verbs and know how to use them in the context.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students: Listening skills, the past simple and the past simple forms of the regular verbs and/or irregular.

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): Before listening to the song "Don't Cry for me Argentina" from the musical Evita, the students are encouraged to read a short summary about the musical, the authors and the cultural background of theatres in London and New York. They need to share their ideas in the forum opened in Moodle (the teacher needs to create a forum for this and possibly can start with a post). Some more suggested questions to think about and comment on in Moodle, which can be included in the Forum instructions: Do you know this musical? Do you know these authors? Do you know any other English or American musicals?

Cultural Background – Evita – EN and CZ

This is an example of the description used at Charles University for an A1/A2 level, therefore the translation is into Czech.

This task should be first introduced when the students have learnt at least the past forms of regular verbs. Before this task they should be encouraged to revise the regular forms and/or irregular, they should go back to the materials provided before on the past simple tense.

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

Listening Comprehension:

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

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

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

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

Quiz setting: The teachers set the quiz for 2 attempts, requiring the minimum of 60% correct answers or using both attempts.

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

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

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

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

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

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

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

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

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

The teacher NEEDS to create this Assignment and then comments on the students' translations. In order to pass this assignment, the

students need to upload their translations and need to get the teacher's feedback.

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

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

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

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

A1 level: This task is used for the introduction of the past forms of the irregular verbs. It needs to be used first after the students learn the past forms of the regular verbs. The students need to be given feedback on the differences between regular and irregular verbs which they upload as an assignment into Moodle. What needs to follow this task is an explanation of how the past forms of irregular verbs are created and used.

A2 level: This task can be used to introduce the revision of the past forms of regular and irregular verbs. What follows is the practice of the past simple.

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

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

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

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

Potential challenges and solutions:

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

Lesson's aim:

This task is especially meant to be used at the lower level, but it can be also used at A2 and/or B1 level as revision. It is also used for two different fields. The first one is the cultural background focusing on musicals, the other one is a grammar issue. However, the approach is different for each level. The focus of this description is on lower levels.

Overall mediation (from CEFR mediation guide lower level (A1)):

A1 – Can use simple words/signs and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.

The activity involves the following types of mediation:
- · **Strategies to explain a new concept – linking to previous knowledge**
- · **Strategies to explain a new concept – breaking down complicated information**
- · **Facilitating pluricultural space**

A1 - The aim of the lesson is to introduce one English musical, Evita, and to motivate a simple discussion in a forum on the topic of English musicals. The second aim relating to a grammar issue is to introduce the positive past forms of irregular verbs. The students understand the difference between the positive past forms of regular and irregular verbs, which are the newly introduced issue at this level, via listening to an English song from the musical Evita: Don't Cry for me Argentina. The students know how to use the particular verbs from this song in the context.

A2/B1 – At this level, the students already know both (regular and irregular) positive forms of the past simple. The aim of the task, therefore, is to revise the past forms and practice listening. If it was not used at level A1, it can be used for the introduction of the topic on musicals and to start a more developed discussion about the musicals. If it was used, the topic of the discussion on the Forum can be theatre going in general.

Guiding questions for the teacher (lower levels):
· Do the students know the past forms of regular verbs?
· Do the students know how to identify verbs? What is typical for verbs? What position in a sentence do they take?

Pre-teaching activities

Before this task is implemented into one of the lessons of a particular course, the past simple positive, negative and question forms of the regular verbs need to be introduced, practiced, and understood, because in this task the students relate to this knowledge.

The pre-teaching or pre-task activities focus on the cultural background:
· Before the students listen to the song:
   · they are encouraged to read a very short summary about the background of the musical Evita, which the teacher prepares in simple English.
   · they are encouraged to think of and/or look up some other English musicals.
   · they share their knowledge, opinions, whether they like or do not like the musicals on a Forum – the teacher creates the **Forum** for this part of the task on e.g. Moodle. – it is important that the teacher checks and responds to the students' posts.
   · The teacher can help the discussion by some questions, e.g.:
      · Do you know this musical?
      · Do you know these authors (Andrew Lloyd Weber, Tim Rice)?
      · Do you know any other musicals by the same authors?
      · Do you know any other English or American musicals?
      · Do you like musicals?

· Do you prefer musicals in theatres or as films?

Another (voluntary – if needed) pre-teaching or pre-task activity is to revise the positive past forms of the regular verbs, so the students are instructed to go back to the lesson in which they were introduced, explained and they practised (especially) the past forms of the regular verbs.

Teaching and Learning

For all the necessary materials see the TASK DESCRIPTION above
· As this task is asynchronous, it is essential that the teacher provides the students with detailed instructions, and working links to the necessary materials.
· The teacher needs to create interactive quizzes (e.g., in Moodle, as already mentioned above) – at least 3 (see below).
· It is also good to provide the students with pdf versions of the interactive quizzes so that they can work with the paper version and write the answers down by hand while listening. However, this is only optional for the students. What is obligatory are the interactive quizzes.
· During the process of teaching, the teacher:
　· Introduces the task. The students will listen to (watch) a video, Don't Cry for me Argentina, and complete the gapped lyrics (verbs in the past) they are provided with – they either open the interactive quiz and enter the answers, or work with the pdf version and enter the answers into the interactive quiz (set the quiz for two attempts, set the minimum to 60% correct answers).
　· The students are encouraged to listen at least twice and try hard to complete the task by themselves and not to look up the lyrics or turn on the subtitles (if they cheat, they only cheat on themselves).
　· After the activity, the students are provided with the complete lyrics with highlighted answers because they need the verbs for the following activity (set restricted access to this quiz – open only if the previous quiz is marked as a pass or if both attempts are taken and failed – do not forget to check if the students actually tried to complete both attempts).
　Materials:
　· After having listened to/watched the song at least twice and completing the gapped lyrics and/or opening the complete lyrics, the students take **Exercise 1**: students decide whether the verbs are regular or irregular – again there is an interactive quiz in which the students need to enter the answers and/or there is the pdf version for them to work with.

- The students are encouraged to think about what the differences are between regular and irregular verbs. They upload the answers to **Assignment 1,** e.g. in Moodle – the teacher needs to comment on their answers.
- **Exercise 2** – the students are asked to translate the particular verbs from the lyrics, they need to look for the meanings in this particular context. They have a handout to work with (if they want). They need to upload the answers to **Assignment 2,** e.g. in Moodle. – the teacher needs to comment on their answers.
- Finally, the students can be provided with a translation of the lyrics so that they can check their answers.

Follow-up

- What needs to follow is definitely the teacher's explanation – either in the form of a presentation (ideally with comments), or a video that the teacher prepares and students can go through. Then, some practice needs to follow all the irregular verbs listed for the A1/A2/B1 level.
- Some optional activities:
  - The students can find a different (famous) song from an English musical and prepare for the other students a similar activity for revision – they choose a grammar issue that they already know and prepare gapped lyrics and upload it to an assignment that the teacher comments on and possibly uses in the future for some revision.
  - A forum in which students discuss the activity itself. Some suggested questions:
    - What was the most difficult task?
    - Was it easy to figure out what the difference is between the regular and irregular verbs? Why/Why not?
  - Focus on some extra vocabulary from the song – e.g. idioms ("she's dressed up to the nines", "at sixes and sevens").
  - Pointing out the modal verb "could" and the specifics of the modal verbs as such and this one in particular. Pointing out the verb "had to" and its function as a modal verbs, and why the original modal verb "must" is replaced with this "had to".

Reflection and evaluation

Guiding questions for the teacher:

Strategies to explain a new concept – linking to previous knowledge
- Was the activity linked to previous knowledge?
- What was the knowledge?
- What other knowledge could be used to explain this new concept?
- What other knowledge can you use when you continue with this concept and add new issues?

Strategies to explain a new concept – breaking down complicated information
- What was the complicated information and how was it broken down?
- Was it helpful?
- Did it simplify the issue?

Facilitating pluricultural space
- How were different cultural spaces implemented (English vs. Czech/Slovak) e.g. relating to theatre/musical going?

16.

GENERAL INFORMATION

Task title: Mind-map your text

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

Mediation scale(s) relevant to the task. Up to three scales can be included here:

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

COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING

STRATEGIES TO SIMPLIFY A TEXT - STREAMLINING A TEXT

Short description of the task: Students read a presentation dedicated to notetaking and watch a Tony Buzan video promoting mind-mapping. Students search for an academic text of 5-15 pages from their field of study in an online database. They read it and process it in the form of a mind map. They upload the mind map as well as the original text in a forum. They pick 1 of their colleagues' mind maps and try to reconstruct the main ideas of the text. They are discouraged to refer to the original text, but it is at their disposal in case they need help with the mind map. They send their reconstruction to their partner. The partner reacts briefly.

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

TASK DESCRIPTION
Background knowledge or sub-skills required by the students:
Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): in the preceding unit, students learnt some tips on finding a reliable source online. They were provided with several links to university databases.

Detailed description of the task:	Time required:
1. Students read a presentation dedicated to notetaking/explore the recommended material (link below) and watch a Tony Buzan video promoting mind-mapping (link below).	1. 15 minutes
	2. 30 minutes
Firth, M. (2012). *Cambridge Academic English Advanced C1*:	3. 40-60 minutes
https://www.cambridge.org/us/cambridgeenglish/catalog/english-academic-purposes/cambridge-academic-english/resources?courseLevel=C1%20Advanced&component=C1%20Advanced%20DVD	4. 30 minutes
	5. 10 minutes
1) Cambridge Academic English Lectures Advanced C1 Lecture Video	Total time: **125-145 minutes**
2) Cambridge Academic English Lectures Advanced C1 Lecture Worksheet Activity	
The students have to listen to a lecture and take notes. They get acquainted with linear note-taking,	
tables and mind maps.	
https://www.youtube.com/watch?v=MlabrWv25qQ	
2. Students search for an academic text of 5-15 pages from their field of study in an online database.	
3. They read it and process it in the form of a mind map. They upload the mind map (it can be a scan of a handmade mind map or a mind map created in one of the online programmes (https://www.makeuseof.com/tag/8-free-mind-map-tools-best-use/) as well as the original text in a Moodle forum.	

4. They pick one of their colleagues' mind maps and try to reconstruct the main ideas of the text in a short written text. They are encouraged to refer to the original text, only if they need help with the mind map. They send their reconstruction to their partner, including the potential challenges they had to overcome, including a suggested solution to the problem. 5. The partner responds briefly.	
Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):	
Resources required by the teacher: **Internet**	**Resources required by the students:** **Internet**
Potential challenges and solutions:	

Lesson's aim:

This task is meant for the B1 level and its aim is to show the students how to process a text via a mind map, to process a mind map and reconstruct the main ideas of a text and to provide feedback to their partners.

Overall mediation (from CEFR mediation guide B1):

B1 – Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions.

Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.

The activity involves the following types of mediation:
· **Explaining data in writing (e.g. in graphs, diagrams, charts etc.)**

Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials.

Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flowchart) (with text in Language A).

· **Collaborating in a group – collaborating to construct meaning**

Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved.

Can use questions, comments and simple reformulations to maintain the focus of a discussion.

Can ask a group member to give the reason(s) for their views.

Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.

· **Strategies to simplify a text – streaming a text**

Can identify and mark (e.g. underline, highlight) the essential information in a straightforward, informational text, in order to pass this information on to someone else.

Pre-teaching

Before the students start with this task, they need to learn how to find reliable sources online. They are provided with several links to university databases.

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Guiding questions for the teacher:

> · Do the students know what a reliable source is and where they can find it?

Teaching and Learning

For all the necessary materials/links see the TASK DESCRIPTION above

- · As this task is asynchronous, it is essential that the teacher provides the students with detailed instructions, and working links to the necessary materials.
- · The students read a presentation on note-taking, explore the recommended material and watch a Tony Buzan's video on mind-mapping – they listen to the lecture and take notes, get acquainted with linear note-taking, tables and mind maps.
- · The students search for an academic text of 5-15 pages from their field of study in an online database. They read it and process it in the form of a mind map. They upload the mind map as well as the original text in a Moodle forum.
- · They pick one of their colleagues' mind maps and try to reconstruct the main ideas of the original text in a short written text of their own. They send their reconstruction to their partner, including the potential challenges they had to overcome and a suggested solution to the problem. The partner needs to respond.

Follow-up

- · No post-teaching activities are necessary as everything essential is in the task itself.
- · One option, however, can be the teacher's monitoring, commenting on the students' work.

Reflection and evaluation

Guiding questions for the teacher:

Explaining data in writing (e.g. in graphs, diagrams, charts etc.)
- · How well were the mind maps written/created?
- · Did they include the main ideas?

Collaborating in a group – collaborating to construct meaning

- How well did the collaboration between the students go?
- Were all the students included? Was there anybody who was left out and their mind-map was not chosen?
- What were the challenges the students came across while reconstructing the main ideas?

Strategies to simplify a text – streaming a text
- Are the students able to identify the key information?
- Are the students able to eliminate repetition?
- Are the students able to exclude what is not relevant for the audience?

17.

GENERAL INFORMATION

Task title: Ted Talk: Anne Babel – Who counts as a speaker of a language

Task author/Institution: Markéta Doubravová Charles University	Lesson type: ☒ online - asynchronous	Target learners/course: B2
CEFR starting level: B2	Group dynamics (e.g. pair work/groups of X): individual (in class – post-task activities)	Target language of the course: English Other language(s) used: none

Mediation scale(s) relevant to the task. Up to three scales can be included here:

FACILITATING PLURICULTURAL SPACE

PROCESSING TEXT IN SPEECH

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

Short description of the task:

Students watch a presentation and complete the gapped transcript with missing vocabulary. The focus of the activity is to learn new vocabulary as well as to think about the perception of different nationalities based on their language, especially if it is not their mother tongue.

Expected learning outcomes:

Ss learn new vocabulary. Gain interesting information about perception of different nationalities based on their spoken language. Think about their perception of themselves as speakers of a language.

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Listening Skills

Pre-task activities (What were the activities, when were they scheduled and how were they carried out?): Before watching/listening to the presentation, students are given two pre-task activities focused on selected vocabulary from the video.

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

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

Pre-task activity 1 - handout

Pre-task activity 1 - KEY

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

Pre-task activity 2 – handout

Pre-task activity 2 - KEY

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

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

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

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

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If it is still difficult to understand, they can pause. After watching it / listening to it several times, they can turn on the subtitles. But this should really come after completing the quiz in Moodle.

Complete transcript - handout

Students download a set of follow-up questions Handout – follow-up questions and prepare for the follow-up discussion.

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

A follow-up activity in class or online synchronous – discussion should follow this asynchronous activity once the students and teacher meet either in class or online.

1. Discuss the questions which students downloaded after the activity.

Handout – follow-up questions

If there cannot be any lessons in class or synchronously, the discussion CAN take place in a Forum in Moodle, which the teacher opens after this task. The teacher gives them feedback or can take regular part in the discussion as well.

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

Potential challenges and solutions:

Possible difficulties with understanding. The temptation to look at the transcript before actually trying without it.

Lesson's aim:

There are two aims, lexical and pluricultural. The students learn new vocabulary, not only individual words, but also some collocations that appear in the presentation. The topic of the presentation is the language and its accents that individual speakers can have and also how they are perceived by the others, how the way we use a certain language influences how people approach us. The other aim is to think how the language and its perception can influence how other people approach the particular speaker. The students also practice their listening skills.

Overall mediation (from CEFR mediation guide B2):

Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way they express things. Can build on others' ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within their fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers/ signers.

Can work collaboratively with people from different backgrounds, creating a positive atmosphere by providing support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop others' ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within their fields of professional, academic and personal interest.

The activity involves the following types of mediation:
·   **Facilitation pluricultural space**

Can exploit knowledge of sociocultural conventions in order to establish a consensus on how to proceed in a particular situation that is unfamiliar to everyone involved.

Can, in intercultural encounters, demonstrate appreciation of perspectives other than that of their own worldview, and express themselves in a way appropriate to the context.

Can clarify misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion further.

Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.

Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.

Can, when collaborating with people from other cultures, adapt the way they work in order to create shared procedures.

· **Processing text in speech**

Can synthesise and report (in Language B) information and arguments form a number of sources (in Language A) information and arguments forma number of sources (in Language A).

Can summarise (in Language B) a wide range of factual and imaginative texts (in Language A), commenting on and discussing contrasting points made in longer, complex texts (in Language A) on subjects of current interest, including their fields of special interest.

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

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

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

· **Note-taking (lectures, seminars, meetings etc.)**

Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike them as important, even though they tend to concentrate on the actual formulation and therefore to miss some information.

Can take accurate notes in meetings and seminars on most matters likely to arise within their field of interest.

 Guiding questions for the teacher (B2):

- Are the students able to work with the chosen vocabulary from the presentation?
- Are the students able to complete the gapped text and take notes from the presentation?
- Are the students able to understand the main message?
- What do the students find as interesting information? How is it similar/different when it comes to the individual students?
- How do they see themselves when asked if they feel like English speakers? What are the reasons for the answer Yes and/or No?

Pre-teaching

The pre-task activities include the vocabulary chosen from the presentation. This vocabulary might be considered either difficult or important for understanding. This mainly applies to the individual words or phrases. The second part of the lexical (vocabulary) section focuses on collocations again taken from the presentation so that the students see how different words are used within a context.

For all the necessary materials see the TASK DESCRIPTION above

Already during the pre-teaching activities, the teacher needs to provide the students with detailed instructions, because this task is asynchronous. The teacher also needs to create the two Moodle exercises according to the provided material in pdf files.

Teaching and Learning

For all the necessary materials see the TASK DESCRIPTION above

- As this task is asynchronous, it is essential that the teacher provides the students with detailed instructions, and working links to the necessary materials.
- The teacher needs to create interactive quizzes (e.g. in Moodle, as already mentioned above)
- It is also good to provide the students with pdf versions of the interactive quizzes so that they can work with the paper version and write the answers by hand while listening. However, this is only optional for the students. What is obligatory are the interactive quizzes.
- During the process of teaching, the teacher:

- Introduces the task. The students will listen to (watch) a presentation given by Anne Babel – "Who counts as a speaker of a language" from Ted Talks.
- The students open the interactive quiz and enter the answers, or work with the pdf version and enter the answers into the interactive quiz (set the quiz for two attempts, set the minimum to 60% correct answers).
- The students are encouraged to listen at least twice and try hard to complete the task by themselves and not to turn on the subtitles (if they cheat, they only cheat on themselves).
- After the activity, the students are provided with the complete transcript with highlighted answers. They can also turn on the subtitles and watch once again and follow the transcript and/or subtitles.
- Every other listening attempt helps the understanding which is essential for the post-teaching activity.

Follow-up

- The best way to complete this listening activity is either a lesson in class and/or online synchronous lesson during which the topic is discussed.
- If it is not possible to meet either in class or online, the asynchronous version of the post-task activity can be a Moodle forum where the topic can be discussed as well.
- The students can be provided with a list of questions relating to the topic, the main ideas, and the message of the presentation.
- They either think about the questions and share their answers in a forum or in the in-class or online synchronous lesson.

Reflection and evaluation

Guiding questions for the teacher:
- **Facilitating pluricultural space**
- How much were the students aware before and after watching the presentation of the fact that the way speakers use a language can influence how they are perceived as people?
- **Processing text in speech**
- How much did the students understand the message of the presentation?
- What did they identify as important information? How did this differ among individual students?
- **Note-taking (lectures, seminars, meetings etc.)**

- How well did the students take the notes and how well were they able to work with them later?
- How well did the students complete the gap-filling task?

18.

GENERAL INFORMATION

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

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

Mediation scale(s) relevant to the task. Up to three scales can be included here:

PROCESSING TEXT IN WRITING

RELAYING SPECIFIC INFORMATION IN WRITING

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

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

- express tastes and preferences, likes and dislikes
- name different types of enterprises
- provide information about a company/product from their own country in writing
- respond to their colleagues' texts via a Moodle forum

Background knowledge or sub-skills required by the students:

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

1) Students think about the following questions. Where do you like to shop? What type of establishment do you prefer? They consult their coursebook for inspiration.

In this particular group, students read a survey on p. 69 (*Embarque 2*, Edelsa) to know the opinion of the customers. They match questions and answers and check their solution with the recording.

3) They pay attention to the constructions with the verb gustar and the indirect pronoun and the verb odiar and create a table: how do we ask about tastes and interests? How do we express likes, interests, and dislikes? Useful materials:

 https://www.profedeele.es/actividad/gramatica/me-gusta-no-me-gusta-gustos/

https://www.profedeele.es/actividad/gramatica/verbo-gustar-personas/

4) They practise the verbs and pronouns in an exercise from the textbook.

5) They read a text presenting different famous enterprises

Detailed description of the task:	Time required:
Having done their grammar and vocabulary work as part of the pre-task activities, students write a short presentation about a company or a product from their own country. They are asked to briefly introduce its history, what the company does, whether the products are exported, where you can buy them, and include their personal opinion and recommendation. This presentation can be shared, for example, via a Moodle forum in smaller groups and students can be encouraged to comment on each other's product/company descriptions. They can focus on 2 aspects: grammar related to the verb gustar/encantar/odiar + the content and answer questions such as: were you familiar with the company/product before? Do you like the company's production/product? Why? Why not? What are your favourite companies/products from your own country	app. 90 minutes

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

6) As a follow-up activity, to reinforce the use of the verbs like, love etc. students can listen to several songs, e.g. https://www.youtube.com/watch?v=x3gw32E-ooE

https://www.youtube.com/watch?v=EZzRDQCZhPE

https://www.youtube.com/watch?v=xmf6Y1C3A1c

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Resources required by the teacher: textbook/grammar book focusing on the verbs gustar/encantar/odiar, Internet, Moodle forum	**Resources required by the students:** textbook, Internet, Moodle forum

Potential challenges and solutions:

Lesson's aim:

The students learn how to express their tastes and preferences, likes and dislikes, name different types of enterprises, provide information about a company/product from their own country in writing and respond to their colleagues' texts via Moodle forum.

Overall mediation (from CEFR mediation guide B1)

B1 – Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions.

Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.

The activity involves the following types of mediation:
· **Processing text in writing**

Can summarise in writing (in Language B) the main points made in straightforward, informational text (in Language A) on subjects that are of personal or current interest, provided oral texts are clearly articulated.

Can paraphrase short passages in a simple fashion, using the original text wording and ordering.

· **Relaying specific information in writing**

Can relay in writing (in Language B) specific information points contained in texts delivered (in Language A) on familiar subjects (e.g. calls, announcements and instructions).

Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (in Language A) on familiar subjects.

Can relay in writing (in Language B) specific information given in a straightforward record message (left in Language A), provided the topics concerned are familiar and the delivery is slow and clear.

Pre-teaching

Before the students start with their work with the text, they are encouraged to think about the following questions:
- · Where do you like to shop?
- · What type of establishment do you prefer?
- · They consult their coursebook for inspiration. They read a survey on p. 69 (*Embarque 2*, Edelsa) to know the opinion of the customers. They work on a matching exercise and check their answers with the recording.
- · They are encouraged to pay attention to the constructions with the verb "gustar" and the indirect pronoun and the verb "odiar" and create a table:
  - · How do we ask about tastes and interests?
  - · How do we express likes, interests, and dislikes?
- · They practise the verbs and pronouns in an exercise from the textbook.
- · They read a text presenting different famous enterprises.

For links to some useful materials see the TASK DESCRIPTION above.

Teaching and Learning

- · After the students complete the pre-task activities, they write a short presentation about a company or a product from their country. They
  - · briefly introduce its history,
  - · say what the company does,
  - · say whether the products are exported,
  - · say where you can buy the products,
  - · include their personal opinion and recommendation.

- · This presentation can be shared, for example, via a Moodle forum in smaller groups and students can be encouraged to comment on each other's product/company descriptions.
- · They can focus on 2 aspects:

- · grammar related to the verb "gustar/encantar/oridar"
  - · the content
- · They can answer questions such as:
  - · Were you familiar with the company/product before?
  - · Do you like the company's production/products? Why? Why not?
  - · What are your favourite companies/products from your own country?

Follow-up

- · In order to reinforce the use of the verbs expressing likes and dislikes students can listen to several songs.

For some tips on the songs see the TASK DESCRIPTION above.

Reflection and evaluation

Guiding questions for the teacher:

Processing text in writing/Relaying specific information in writing
- ● Were the students able to include all the main points required?
- ● Was the subject of personal or current interest?
- ● Were the provided texts clearly articulated?
- ● Did the students comment on each other's work?
- ● Were the students able to use the relevant verbs (likes and dislikes) in a correct way?

19.

GENERAL INFORMATION

Task title: Learning about Spanish festivals: Semana Santa en Sevilla

Task author/Institution:	Lesson type:	Target learners/course:
Markéta Mlezivová, Charles University	online – asynchronous	General Spanish

CEFR starting level:	Group dynamics (e.g. pair work/groups of X): individual work	Target language of the course: Spanish
B1-B2		Other language(s) used: None

Mediation scale(s) relevant to the task. Up to three scales can be included here:

FACILITATION PLURICULTURAL SPACE

MEDIATION OF TEXT: RELAY SPECIFIC INFORMATION FROM TEXT

Short description of the task:

Students will read a text on the observation of Easter in Spain from an authentic source in Spanish. After that they will complete a fill-in-the-blanks exercise using the information and practising the vocabulary they learned from the text.

The final outcome consists in students' own presentation of a cultural event/local holiday shared via a forum in Moodle in smaller groups, whose members will provide feedback.

Expected learning outcomes: By the end of the task, students will be able to…
- Acquire information from an authentic source in Spanish
- Use specific cultural vocabulary in Spanish
- Describe the festivals of carnival and Easter and the way they are celebrated in Spain
- Compare the celebrations in Spanish culture with their own culture and explain the cultural backgrounds and influences
- Prepare a recording of their presentation of a cultural event/holiday of their country, share it via a Moodle forum and provide feedback to their group mates

TASK DESCRIPTION

Background knowledge or sub-skills required by the students:

Language skills – intermediate level of Spanish

Knowledge of certain cultural aspects related to Spain (religion, festivals etc.)

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

Students will use the authentic source – an official website about the city of Sevilla

Students will read the article on the celebration of Easter and take notes in order to record new pieces of information from the text and also from the photos added to the article.

Students will complete a short exercise which will help them to consolidate the knowledge of the particular cultural aspect of the Spanish culture (celebrating Semana Santa) and the new vocabulary retrieved from the text.

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

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

Detailed description of the task: Students create a poster and prepare a five-minute presentation on a specific cultural aspect (e.g. celebration) of their own culture (a culture of choice). They can record their performance and post it in the forum in Moodle. There, students could be divided into smaller groups of 3-4 and comment on each other's presentation, thus offering peer feedback. The teacher just monitors their discussion.	**Time required:** approx. 45 min

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

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

Potential challenges and solutions:

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

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

Lesson's aim:

The students are able to understand a written text from an authentic source in Spanish and work with the information given in the text. The focus is Easter in Spain. They produce a presentation of a cultural event/local holiday. The presentations are shared via a forum in Moodle and the students provide each other with feedback.

Overall mediation (from CEFR mediation guide B1 and B2)

B1 – Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions.

Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.

B2 - Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way they express things. Can build on others' ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within their fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers/ signers.

Can work collaboratively with people from different backgrounds, creating a positive atmosphere by providing support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop others' ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within their fields of professional, academic and personal interest.

The activity involves the following types of mediation:
·   **Facilitating pluricultural space**

B1 – Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.

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

Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.

Can help develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.

B2 – Can exploit knowledge of sociocultural conventions in order to establish a consensus on how to proceed in a particular situation that is unfamiliar to everyone involved.

Can, in intercultural encounters, demonstrate appreciation of perspectives other than that of their own worldview, and express themselves in a way appropriate to the context.

Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.

Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.

Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.

Can, when collaborating with people from other cultures, adapt the way they work in order to create shared procedures.

· **Mediation of text: relay specific information from text**

B1 - Can relay in writing (in Language B) specific information points contained in texts delivered (in Language A) on familiar subjects (e.g. calls, announcements and instructions).

Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (in Language A) on familiar subjects.

Can relay in writing (in Language B) specific information given in a straightforward record message (left in Language A), provided the topics concerned are familiar and the delivery is slow and clear.

B2 – Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.

Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (in Language A) within their fields of professional, academic and personal interest.

Can relay in writing (in Language B) the relevant point(s) contained in an article (in Language A) from an academic or professional journal.

Pre-teaching
- Before starting to work on the production of the presentation the students work with an authentic website about the city of Sevilla. They read the article and take notes so that they are able to record new pieces of information from the text.
- Then they complete a short exercise in order to consolidate the knowledge of the particular cultural aspect of the Spanish culture and the new vocabulary.

For the links to the relevant website and the exercise see the TASK DESCRIPTION above.

Teaching and Learning
- The main aim of this activity is the creation of a poster and preparation of a ca. 5-minute presentation (supported with the poster) on a specific cultural aspect of their own culture (or a culture of choice).
- They can record their performance and post it in the forum in Moodle. – It is highly recommended to encourage the students to produce the video recording (or audio if video is not possible) rather than producing a text simulating the presentation. It is also necessary to make the students aware of the fact they need to compress the recording so that it can be uploaded to Moodle.
- The students are divided in smaller groups and within these groups give each other feedback on their work.
- The teacher monitors and focuses not only on the accuracy and relevancy of the information but also on the pluricultural background.

Follow-up

· There can be a follow-up discussion on what problems or challenges the students came across during the work.

    · If this activity is a part of an e-learning course (purely asynchronous), the discussion will be in the Moodle forum.

    · If this activity is a part of a blended learning course (polysynchronous), the discussion can be done in an online (synchronous) session.

Reflection and evaluation

Guiding questions for the teacher:

Intercultural mediation – Facilitating pluricultural space
- What is the cultural background of the individual students, does it mirror in the students' work?
- How well are the different cultural backgrounds understood, accepted?
- What can be seen in the students' comments during their giving each other feedback?

Mediation of text: retrieve and relay specific information from text

- Were the students able to use the specific vocabulary necessary for the description of the particular holiday/event/celebration?
- Were the students able to work with the authentic source? Did they understand the particular Spanish celebration of Easter?
- How well did they work with the presentation on a holiday/event/celebration from a different (their own, or chosen) culture?
- How well did they work with the feedback? Were the comments relevant? Did the comments respect the differences between different cultures?

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Charles University

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, focused on the development of intercultural competences or on topics from the field of visual arts and visual culture. She has been publishing and leading workshops on multicultural education and intercultural competence. She holds a doctoral degree in social and cultural anthropology and focuses on visual approaches and memory studies.

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Gráinne Hiney, BA (mod) Science, MA Geography, is a University Instructor in English at the University of Helsinki Language Centre. 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.

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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 in 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 the asynchronous and polysynchronous teaching team.