

The METLA task description template

In order to assist teachers in designing/analysing mediation tasks, this Guide includes a template which consists of two parts: a first part for the teacher and a second part for learners (see Figure below).

For the teacher

The teacher is provided with information (in the two working languages of this project, English and French) about the task.

For learners

The second part of the template refers to the actual texts and tasks included in the task and contains the worksheet for learners. There is no one pre-determined template here (as is the case with the teacher's part) because the steps are different in each task. The task instructions are provided in the foreign languages taught, although more languages could be incorporated. Grids for self-assessment and reflection are also included (see Chapter 4 and Chapter 7 for a presentation of self-assessment procedures).

Topic or Subject matter of the task

Step-by-step procedure in the two METLA working languages (EN-FR)



FOR THE TEACHER: ACTIVITY TITLE ...

Type of task (*role play, project etc*)

Proficiency level (*A1-C2*)

Short description and aim of the activity:

Background information (if applicable):

CEFR-CV scales for mediating a text (*to which the activity refers*):

CEFR-CV scales for mediation strategies: |

Languages involved (*Language A – Language B – Language C etc*)

Linguistic objectives:

By the end of the lesson, the students will be able to:

Other competences involved: (*non language aspects of the lesson (e.g. digital competences, intercultural understanding, different attitudes and values, critical and innovative thinking, inter-personal skills (e.g. presentation and communication skills, organizational skills, teamwork, etc.), intra-personal skills (e.g. self-discipline, enthusiasm, perseverance, self-motivation, etc.)*)

Time/lessons needed for the activity:

Resources required (*e.g. lyrics of songs, script of a text, flashcards, etc.*)

Procedure:

		Class organization (individual, pairs, groups)	Ideas for differentiation
Step 1			
Step 2			
Step 3			
Step 4			

Extra resources for the teacher (if applicable)

Further tips and guidance:

Suggestions and ideas for adapting/differentiating (*e.g. for different contexts/ learner groups, proficiency levels etc*):

Scales (and descriptors) for 'Mediating a text' (CEFR-CV pp. 90-108)

Scales (and descriptors) for mediation strategies (CEFR-CV pp. 117-122)

Step-by-step procedure in the two METLA working languages (EN-FR)



FOR THE STUDENT: ACTIVITY WORKSHEET

(*Texts, activities, questions, photos, flashcards etc*)

Mediating a text

Relaying specific information

Explaining data

Processing text

Translating a written text

Note-taking

Expressing a personal response to creative texts

Analysis and criticism of creative texts

Mediation strategies

Strategies to explain a new concept

Strategies to simplify a text

Linking to previous knowledge

Amplifying a dense text

Adapting language

Streamlining a text

Breaking down complicated information

