

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 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).



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