

Using the METLA checklists for the process of creating a task

The METLA team offers two checklists, a short and a more extended one, for teachers who wish to check to what extent they have considered the aspects of mediation task design as presented in Chapter 3. The METLA team considers the use of self-assessment or reflection checklists crucial for the teacher to use, adapt or construct by him/herself in order to organise his/her lesson in an effective manner leading to learning outcomes.

The aim of Checklist 1 is to guide the teacher at all stages of implementing mediation. It is divided into three parts, i.e., development, teaching/ learning and finally reflection.

Checklist 2 shifts emphasis to the aspect of deciding on: a) the CEFR-CV scales for mediation performance and strategies when designing mediation tasks, and b) the content of the task. Note that Chapter 6 offers detailed guidelines as to how to exploit the CEFR-CV scales.

Checklist 1 (1- very satisfied, 2- neutral, 3- room for improvement)

| DEVELOPMENT STAGE | 1 | 2 | 3 |
|---|----------|----------|----------|
| ✓ My task is based on syllabus expectations. | | | |
| ✓ My task is based on the needs and interests of my students. | | | |
| ✓ My activity ensures that students develop their ability to work collaboratively in varied situations. | | | |
| ✓ I have selected relevant and authentic texts in the source language (e.g., songs, videos, stories, news media). | | | |
| ✓ I have written clear task instructions. | | | |
| TEACHING AND LEARNING STAGE | | | |
| ✓ I explicitly teach mediation strategies. | | | |
| ✓ I ensure tasks have a problem to resolve, or a concrete outcome. | | | |
| ✓ I provide students with access to cultural elements. | | | |
| ✓ I incorporate technology in my activity. | | | |
| REFLECTION STAGE | | | |
| ✓ I provide opportunities for students to reflect on their strengths and areas for improvement through self-assessment tasks. | | | |
| ✓ I give my students opportunities for peer assessment. | | | |
| ✓ I provide specific descriptive feedback. | | | |

Checklist 2

MY TEACHING CONTEXT

In this part the teacher makes a quick brainstorming, which is related to his/her educational context.

| My classroom setting: | Extra notes: |
|--|--------------|
| Class: Number of students: Foreign language level (based on CEFR):..... Online and/or in-class lesson: Languages involved: Topic: Type of task: Duration of task: Aims of the task/lesson: | |

SCALES FOR MEDIATION PERFORMANCE AND STRATEGIES

The teacher chooses the most appropriate CEFR-CV scales. Note that Chapter 6 offers detailed guidelines as to how the CEFR-CV scales can be exploited.

Choose the relevant scale taking into account the aim of the activity and choosing among the descriptors relevant to the students' proficiency level.

| CEFR-CV Mediation scales- Mediating a text:(Circle your answer) | Extra notes: |
|--|--------------|
| <ul style="list-style-type: none"> • Relaying specific information in speech / in writing • Explaining data (e.g. in graphs, diagrams, charts etc.)in speech / in writing • Processing text in speech / in writing • Translating a written text in speech / in writing • Note taking (lectures, seminars, meetings, etc.) • Expressing a personal response to creative texts (incl literature) • Analysis and criticism of creative texts (incl literature) | |

| CEFR-CV Mediation strategies: (Circle your answer) | Extra notes: |
|--|--------------|
| <ul style="list-style-type: none"> • Linking to previous knowledge: use questions to encourage people to activate prior knowledge; make comparisons and/or links between new and prior knowledge; provide examples and definitions • Adapting language: paraphrase (A2-B2); adapt speech / delivery (B2+); explain technical terminology (B2 + and C levels) • Breaking down complicated information: break a process into a series of steps; present ideas or instructions as bullet points; present separately the main points in a chain of argument. • Amplifying a dense text: use repetition and redundancy, for example by paraphrase in different ways; modify style to explain things more explicitly; give examples; • Streamlining a text: highlight key information; eliminate repetition/digressions; exclude what is not relevant for the audience | |

TASK CONTENT

| | |
|---|--------------|
| Task development | Extra notes: |
| <ul style="list-style-type: none"> • Tasks: • Source texts: • Reflection/self-assessment tasks:..... • Homework: | |
| Outputs of mediation (<i>Circle your answer or answers</i>) | Extra notes: |
| <ul style="list-style-type: none"> • Written/oral texts (letters, e-mails, articles, etc) • Videos • (joint) Projects • Other? | |
| Materials and Technology: What do I need? (<i>Circle your answer or answers</i>) | Extra notes: |
| <ul style="list-style-type: none"> • Tools/resources students can use to decode/use texts/words in languages other than the foreign language • Free online multilingual dictionaries (including picture dictionaries) relevant to the languages students bring into the classroom • Social media? (Instagram, WhatsApp, Facebook, Twitter, TikTok) • Sites where students can share their products • Other? | |
| Additional considerations (<i>Circle your answer or answers</i>) | Extra notes: |
| <ul style="list-style-type: none"> • The topic is relevant to the students' age, culture, hobbies, interests, needs etc. • I have considered the authenticity of the task: everyday examples in my immediate environment (e.g., asking for the meaning of signs/short texts in a foreign country, using a text in a source language in order to warn a friend about the dangers of smoking in a foreign language, etc). • I have considered the authenticity of the texts: songs, picture books, comics, advertisements, messages on social media etc. • I have considered possible problems that my students may encounter. • I have considered aspects such as gender equality, non-discrimination of minorities, supporting diversity. • I have taken into consideration learners with different abilities and/or learning difficulties. • I have considered a formative assessment task (self-assessment/ peer-feedback etc) | |