



## 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 the student (see Figure below).

### *For the Teacher*

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

### *For the Student*

The second part of the template refers to the actual texts and tasks included in the lesson and contains the worksheet for the student. There is no one pre-determined template here (as was the case with the Teacher's part) because the tasks and steps are different in each lesson. 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 of the activity or Subject matter

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:

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

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

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

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
    - Linking to previous knowledge
    - Adapting language
    - Breaking down complicated information
  - Strategies to simplify a text
    - Amplifying a dense text
    - Streamlining a text

