

READING, LISTENING OR WRITING ACTIVITY

Description of the task:

You will have to look for a listening/reading/writing activity that you'd use in one of your classes (referring to your approach/methodology) for the same course, age group and level you did the lesson plan for. This activity will be taken to class on Day 2 of the module and it'll be worth **5 points of your final grade**.

Self-assessment and assessment by trainer:

Criteria	READING ACTIVITY	Yes	No	Trainer's comment
1.	Are the activity's objective(s) and learning outcome(s) specified and consistent throughout the stages of the activity?			
2.	Is the purpose for which the learners will need/be required to read stated and considered throughout the activity? (e.g. reading for general comprehension, reading for information, reading for orientation)			
3.	Are the modes the learner will need/be required to read stated and considered throughout the activity? (e.g. reading for gist, for specific information, for detailed understanding)			
4.	Does the activity have clear instructions and is it easy to follow?			
5.	Does the activity follow the ESA guideline and consist of: 1. a pre-reading task or introduction, 2. a main reading or study task and 3. a post follow-up task which activates the main reading task in a communicative way?			
6.	Are the tasks given to the students within the activity meaningful in the context of the activity and they don't detract from the communicative focus of the activity?			
7.	Is the reading of a reasonable length considering the timing of the activity (approx 15 minutes)?			
8.	Is the reading suitable for the level set for the activity (language has been graded, not too many difficult vocabulary items, not too complicated and wordy)?			
9.	Does the reading task reflect how the reading would be used in a real life context?			
10.	Is there a way of assessing up to which extent the learning outcomes were achieved?			
	Total			/10

Criteria	LISTENING ACTIVITY	Yes	No	Trainers' comments
1.	Are the activity's objective(s) and learning outcome(s) specified and consistent throughout the stages of the activity?			
2.	Is the purpose for which the learners will need/be required to listen stated and considered throughout the activity? (e.g. understanding conversations between native speakers, listening as a member of a live audience, listening to audio media and recordings)			
3.	Are the modes the learner will need/be required to listen stated and considered throughout the activity? (e.g. listening for gist, for specific information, for specific vocabulary, for attitude and opinion)			
4.	Does the activity have clear instructions and is it easy to follow?			
5.	Does the activity follow the ESA guideline and consist of: 1. an appropriate pre-listening task or introduction, 2. a main listening or study task and 3. a post follow-up task which activates the main listening task in a communicative way?			
6.	<p><i>If the study task is based on question-answering:</i></p> <p>Do the questions focus on key aspects of the listening and are the answers solicited and accepted derived from the reading and/or the student's prior knowledge?</p> <p><i>If the study task is not based on question-answering:</i></p> <p>Is the chosen method interesting and effective? (e.g. if students have to follow the story and reconstruct it, are follow up questions used or do the students have to listen and identify some place or person?)</p>			
7.	Is the recording's length, pace and vocabulary appropriate for the level and timing (approx 15 minutes) set for the activity?			
8.	Is the recording's quality good?			
9.	Does the recording use natural language that students will encounter in daily settings?			
10.	Is there a way of assessing up to which extent the learning outcomes were achieved?			
	Total			/10

Criteria	WRITING ACTIVITY	Yes	No	Trainers' comments
1.	Are the activity's objective(s) and learning outcome(s) specified and consistent throughout the stages of the activity?			
2.	Are the purposes for which the learners will need or will be required to write stated and considered throughout the activity? (e.g. creative writing, writing reports and essays, writing emails, completing forms and questionnaires)			
3.	Does the activity have clear instructions, for both the teacher and learner, and is it easy to follow?			
4.	Does the activity work on the development of <i>planning</i> (e.g. locating resources, considering audience, message adjustment) as a production strategy?			
5.	Does the activity work on the development of <i>evaluation</i> (e.g. monitoring success) and <i>repair</i> (e.g. self-correction) as production strategies?			
6.	Does the activity provide enough guidance on how to structure the written product as part of its introduction? (it being proportional to the students' level and the task at hand)			
7.	Are the tasks given to the students meaningful for them, considering their needs, motivations and real-life situations?			
8.	Is the writing task appropriate for the level and timing (approx 15 minutes) set for the activity?			
9.	Is there a way of assessing up to which extent the learning outcomes were achieved?			
10.	Is feedback given to students on their production well planned, considerate of affective factors and in correspondence with the purpose of the activity?			
	Total			/10

TOPIC ACTIVITY (SPEAKING)

Description of the task:

The finished activity will be taken to class on Day 2 of the module, after having read the material for Day 2, which describes what makes a good topic activity. During class you will be given feedback so the activity is improved and submitted that same day. This activity is worth **20 points of the final grade**, it being graded by trainers once submitted for correction.

Self-assessment:

Topic activity checklist

***Objective:**

- Refers to skills/abilities that students develop during activity practice

***Intro:**

- Introduces the activity arguing its relevance; is engaging
- Questions are ordered conversationally
- No yes/no questions
- At least 3 questions relevant for the topic (& no typos)

***Activity:**

- Overall:** The suggested practice is creative and engaging
- Content:** Instructions are simple (& no typos) and teacher friendly
- Is divided in at least two parts that are progressively harder
- At least one makes students practice TL in a free form (debate, role-play, opinion cards, etc.)
- Discussion questions are engaging and ordered conversationally
- Engaging resources are used: video, graphic resources, images, short texts.
- Form:** presentation is teacher-friendly and has consistent markers
- Activity description includes a key for teacher (if relevant)
- Target language is stressed (bold, capital letters) in activity box, intro & wrap up

***Wrap up:**

- They're all CCQs that refer to TL
- Doesn't introduce new info
- At least 3 diverse questions
- Questions are specific and refer to difficulties students might have had

***Target language:**

- Is conformed by the most relevant words/phrases necessary to understand and practice the activity
- The words/phrases are adequate for the level
- Definitions are simple and clear (& no typos)
- Examples help students deduce meaning by context
- Audio (loud and no background noise)
- Image if relevant for word
- Maximum 8 words

Attachments:

- Overall:** Is clear enough to teach the activity even with little instructions and provides enough practice of the TL
- Content:** Sample of authentic speech (video) with transcript is provided to introduce the news or topic whenever applicable
- If a text, there are typos and it's easy to read
- Form:** Pictures and word lists are included in tables. The attachment is well aligned and sized, the quality of the pictures is good and with no watermarks. If matching activity, rows are evenly distributed
- If relevant, there is a copy for the teacher and for the student
- Wysiwyg is used wisely to stress target language and relevant information
- Attachment has a header