

## VOCABULARY OR PRONUNCIATION ACTIVITY

### Description of the task:

You are to produce either a vocabulary or a pronunciation activity, depending on what you have been assigned. The finished activity will be taken to class on Day 4 of the module, after having read the material for Day 4, which describes what makes good vocabulary and pronunciation activities. 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:

#### *Vocabulary activity checklist*

##### **\*Objective:**

- Refers to skills/abilities that students develop during activity practice
- Corresponds to Issue & Sub-issue

##### **\*Intro:**

- Contains engaging intro questions/statements that refer to the issue/sub-issue

##### **\*Activity:**

- Overall:** Is divided in at least two parts that are progressively harder
- At least one makes students practice TL in a free form
- Content:** There's an active practice of TL words (making students use the words in context in a creative/engaging way)
- Explanations of target language are very clear and in context
- Instructions are simple
- Form:** presentation is teacher-friendly and has consistent markers
- Assures enough practice for 10 students to participate
- Has examples to clarify instructions; key for teacher if relevant

##### **\*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:**

- TL words belong to the semantic field referenced in the Sub-issue
- Includes all words in the activity that are relevant for the level
- Definitions are simple and clear (& no typos)
- Examples help students deduce meaning by context (& no typos)
- Maximum 8 words
- Audio (loud and no background noise)
- Image if relevant for word

##### **Attachments:**

- Overall:** Is clear enough to teach the activity even with little instructions and provides enough practice of the TL
- Content:** If a text, there are no typos and it's easy to read. If a video, there is a transcript

- 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

*Pronunciation activity checklist*

**\*Objective:**

- Refers to skills/abilities that students develop during activity practice
- Corresponds to Issue & Subissue
- Focuses on phonetics rather than in meaning

**\*Intro:**

- Has questions/statements requiring the usage of words that contain the target sounds, in order to detect possible pronunciation flaws

**\*Activity:**

- Overall:** One part is devoted to the target individual sounds
- One part is devoted to sounds in connected speech (words in context)/free practice
- Content:** the suggested practice includes drilling of the target sounds. Comparison and contrast between sounds is provided when necessary through minimal pairs or other suitable practice
- Instructions are simple
- Emphasis is on sounds; structure is kept simple
- Form:** presentation is teacher-friendly and has consistent markers
- Assures enough practice for 10 students to participate
- Key for teacher if relevant

**\*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:**

- TL contains the target sound
- Audio is impeccable (loud and no background noise)
- Definitions are simple and clear (& no typos)
- Examples help students deduce meaning by context (& no typos)
- Image if relevant for word

**Attachments:**

- Overall:** Is clear enough to teach the activity even with little instructions and provides enough practice of the TL
- Content:** If a text, there are no typos and it's easy to read. If a video, there is a transcript
- 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 water marks. 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