

BEGINNERS (S1) ACTIVITY

Description of the task:

The S1 (Beginners) activity will be taken to class on Day 5 of the module, after having been exposed during the week to S1 activities and teaching practice. During class, you will be given feedback so the activity is improved and submitted that same day. This activity is worth **10 points of the final grade** and it will be graded by your trainer once submitted for correction.

Self-assessment:

| Criteria | S1 ACTIVITY |
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Objective:

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

Intro:

- Considers prior knowledge by recycling known structures/vocabulary
- When new TL is introduced, models the function before asking
- Explains the meaning of the function/vocabulary clearly; referring to visuals and/or in its most common context

Activity:

- Instructions for teacher are simple and concise
- Activity is easy to follow; references to attachments are clear
- Includes examples for teacher to model
- Examples to model follow the scheme of answer-question-answer (e.g. 'This is a pen. What is this? This is a pen.')
- Instructions for students are given through examples (for them to imitate) or are explicitly written and clear and concise (e.g. Repeat)
- Teacher's key is provided (if applies)
- TL is explained with a visual and/or put in the most common context, which would make students understand it unequivocally
- Achieves to provide effective practice of the function/vocabulary specified in the issue / sub-issue
- Practice gets progressively harder
- Practice follows a conversational scheme (question-answer format) if possible
- Steps for execution are carefully set and there is no quality jump that can confuse students
- Vocabulary is simple and generic when practicing a function; functions are known and familiar when learning new vocabulary

Wrap up:

- CCQs refer to the most relevant new TL
- CCQs are very similar to what has been practiced during the activity; doesn't introduce new functions/vocabulary
- At least three questions

Target language:

- TL is well selected (corresponds to the sub-issue) and with broad applicability (e.g. to get, thing, this; most used functions)
- Includes all new TL practiced in the activity

Criteria**S1 ACTIVITY**

- Definitions are simple and clear (no dictionary definitions; uses cognates and universally recognized symbols)
- Examples are from the most common context of the word/expression and convey meaning (e.g. 'I like dogs' is not a good example for the vocabulary word 'dog')
- Correct usage of capital letters and punctuation
- Audio is loud and there is no background noise
- Images are provided for the TL, whenever possible

Attachments:

- Attachments are organized as screenshots of what would be shown to the student (one document/attachment per screen; no more than one TL item per document)
- Attachments are named with clear references to the TL they refer to
- Attachments are uploaded in the order they will be used
- Images, when introduced for the first time, have no written words below (first oral modeling)
- Symbols are used for repeated instructions such as questions (?), negatives (image of a cross sign), affirmative (image of a checkmark), etc.
- Pictures clearly and evidently represent the TL and their quality is good