

LanGuide Methodology

ACTIVITIES CATEGORIZATION:

1. Level¹:

- 1.1. A-Basic
- 1.2. B-Intermediate
- 1.3. C-Advanced

2. Skill:

- 2.1. Listening (e.g. interview)
- 2.2. Vocabulary
 - Basic – terms
 - Intermediate – equivalents,
 - Advanced – synonyms, antonyms
- 2.3. Writing (e.g. email and letter)
- 2.4. Speaking (e.g. reproductive)
- 2.5. Reading

3. Activity type:

3.1. Listening

- 3.1.1. Paraphrase recognition (recognizing what a speaker said as a paraphrase at sentence or dialogue level)
- 3.1.2. Listening cloze (simultaneously listening and reading a text while filling in the gaps)
- 3.1.3. Information transfer (labelling a picture or a diagram or providing particular pieces of information based on the listening passage)
- 3.1.4. Communicative stimulus-response tasks (listening comprehension)
- 3.1.5. Editing task (finding errors in a written text while listening to the spoken version of the same text)

3.2. Vocabulary

- 3.2.1. Multiple choice activity (e.g. synonym recognition, meaning in context at sentence or paragraph levels, sentence completion)
- 3.2.2. Completion (of sentences with appropriate words or phrases, e.g. phrasal verbs, collocations or specific noun items)
- 3.2.3. Translation
- 3.2.4. Matching (e.g. words with meaning or explanation/definition)
- 3.2.5. Embedded vocabulary assessment (multiple choice or one-word answers to questions, e.g. Which word in the first paragraph means the same as *to continue*? What does the underlined word *it* in the second paragraph refer to?)

¹ According to the Common European Framework of Reference for Languages (CEFR)

3.3. Writing

- 3.3.1. Spelling test
- 3.3.2. Ordering task (ordering sentences or putting various text elements in particular order, e.g. formal letter or email)
- 3.3.3. Cloze task (the emphasis is on providing the correct form and/or spelling)
- 3.3.4. C-test (fill in the missing words letter by letter; several letters at the beginning of the word are given and the number of letters is indicated)
- 3.3.5. Literacy task (e.g. punctuation, capitalisation)
- 3.3.6. Matching (e.g., summary to text, title to abstract, etc.)

3.4. Speaking

- 3.4.1. Word/Sentence repetition (checking pronunciation)
- 3.4.2. Simple vocabulary elicitation (giving short answers to specific questions related to vocabulary, e.g. Who is responsible for ensuring the efficient organisation of all academic matters pertaining to the students' study during mobility?)

3.5. Reading

- 3.5.1. Multiple choice cloze (gaps in the text filled by choosing the right option)
- 3.5.2. Matching (completing sentences/texts by selecting appropriate words/forms from a given list of items and distractors)
- 3.5.3. Editing (identifying the incorrect or superfluous word in a particular line of the text)
- 3.5.4. Picture-cued task (marking parts of the picture/graph/diagram with appropriate labels that are provided)
- 3.5.5. Cloze task with rational deletion (filling in words belonging to a particular word class, e.g. nouns related to Erasmus)
- 3.5.6. Cloze-elide procedure (identifying all the words in a text that do not belong in the text)
- 3.5.7. Comprehension questions
- 3.5.8. Information transfer task (giving information from the text in the form of one-word answers, e.g. after reading a text referring to a particular university, student is asked to provide information such as *how long does the university offer Erasmus mobility programmes* or *what is considered the university's main scientific field*)
- 3.5.9. Skimming (and providing multiple choice or one word answers)

For each of the task types the author of the activity should make a note of the way it is implemented in the system (learning app), e.g. MC or DC item, drop-down list, etc.

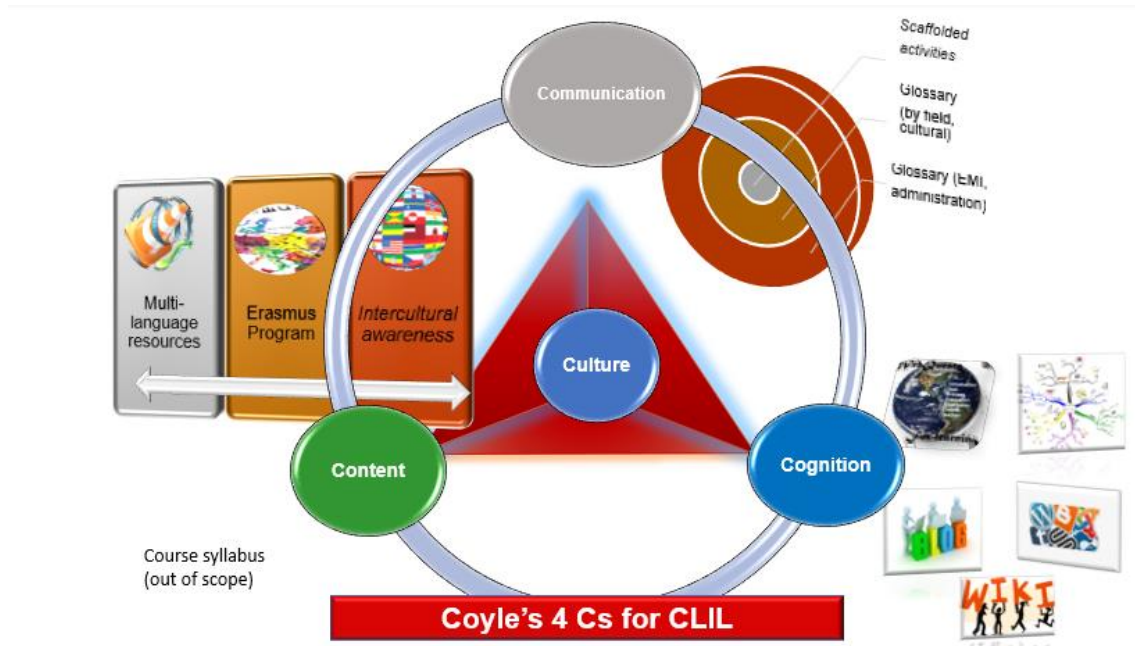
Task types are based, to a large part, on Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.

4. Learning persona → Who is the task intended for?

- 4.1. Administrators
- 4.2. Students
- 4.3. Teachers

5. Dimension → According to the Coyle's 4 C's, as follows:

DIMENSIONS (Coyle's 4 C's)



1. COMMUNICATION

Definition of Glossary of terms according to the previously defined fields and subfields

AIM: Provide key terms to make sure that students have the necessary vocabulary for each situation.

- 1.1. Glossary of terms for Academic English
- 1.2. Glossary of terms for Secretarial English
- 1.3. Glossary of terms for Mobility English
- 1.4. Prepare a glossary per each language (Spanish-English, Slovenian-English, Croatian-English, Romanian-English and Swedish-English)

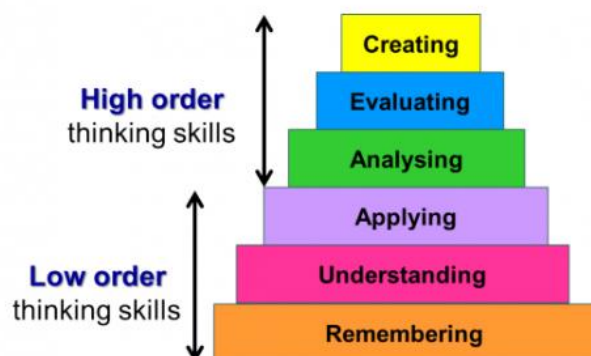
2. COGNITION (Scaffolded activities)

2.1. LOTS (Low Order Thinking Skills)

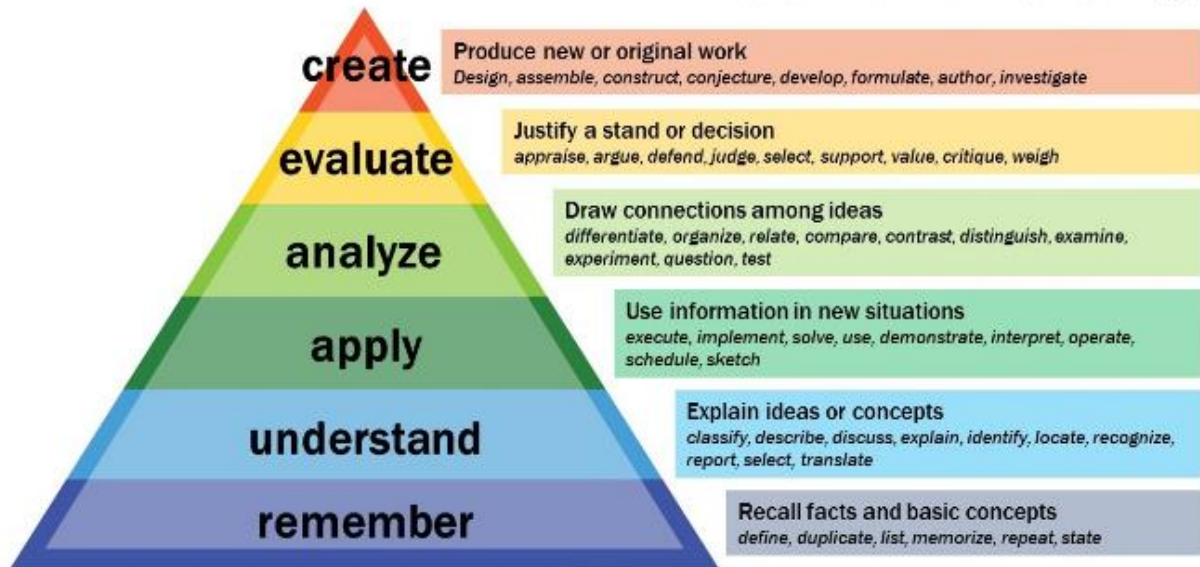
- 2.1.1. Remembering
- 2.1.2. Understanding

2.2. HOTS (High Order Thinking Skills)

- 2.2.1. Applying
- 2.2.2. Analysing
- 2.2.3. Evaluating
- 2.2.4. Creating



Bloom's Taxonomy



3. CULTURE

Provide a global vision of the international context with pictures and textual descriptions

- 3.1. Gastronomy culture
- 3.2. National / Local Customs
- 3.3. National / Local festivities
- 3.4. ...

4. CONTENT (Out of scope)