

TRAINEE'S NAME: \_\_\_\_\_

SUBMISSION DATE: \_\_\_\_\_

**Assignment Length: Approximately 750 – 1000 words.**

### General Description

This assignment focuses on **designing your own activities** to help improve your class's skills needs. With this in mind, choose a text that you would use to develop and practise their receptive (listening and reading) and productive (writing and speaking) skills. *Do not submit tasks which practise grammar or vocabulary.* You can select an authentic text, a text from any supplementary sources or a text from the course book you are using. Please submit a referenced copy of the text with your assignment. Also, if you choose a text from a supplementary source or course book, you must also submit the original tasks. **It is not necessary to actually do the tasks with your class.**

### 1) Rationale

Introduce the listening or reading text and give your reasons for choosing this text for your class, making reference to their skills needs, motivation and preferences. You must identify why the text you have chosen is appropriate for your class. (criteria 1, 2, 5, 6)

N.B. Please include a copy of the reading text with the assignment, or if you choose a listening, please include a transcript of the text. Ensure that the text you choose is appropriate for the level of your class. For example, if you select an authentic text for a pre-intermediate class, it is more than likely that you will have to adapt it yourself in order to make it appropriate for their level.

### 2) Two Receptive Tasks

In this part of the assignment you will design activities to practise receptive sub-skills with **your class** in mind.

- You need to consider which receptive sub-skills they need to practise at their level or English and how you have come to this conclusion based on your knowledge of your students' needs.
- Choose 2 listening OR reading sub-skills (depending on your chosen text) and create 2 activities which would help to develop these sub-skills.
- You should submit these tasks in the form of a worksheet which you could give to your class, which should look professional and must practise your chosen sub-skills. (criteria 1, 3, 4, 5, 6)

### 3) One Productive Task

In this part of the assignment you will design one activity to practise a productive sub-skill of speaking OR writing with **your class** in mind.

- You need to consider which productive sub-skills they need to practise, then pick the one that most needs attention and how you have come to this conclusion.
- Choose 1 speaking OR writing sub-skill and create 1 activity which would help to develop this sub-skill.
- You should submit this task in the form of a worksheet which you could give to your class, which should look professional and must practise your chosen sub-skill. (criteria 1, 3, 4, 5, 6)

You are encouraged to make use of reference materials in order to make your answers as informed as possible. Please ensure you reference any such materials appropriately. You should also be careful to check that your spelling, punctuation, grammar and discourse are accurate as these will be taken into consideration in the grading of your assignment. Please see below for a breakdown of the marking criteria for this assignment.

## Assignment 2: Skills Assignment

For the focus of this assignment, please refer to the marking criteria below:

Grades	Pass: Meets requirement to be in-depth and accurate.	Fail: Does not meet requirement to be in-depth and accurate
	1. Accurate use of terminology to describe language skills and sub-skills.	
	2. Selection of appropriate material and/or resources to aid a learner's language development.	
	3. Provision of a rationale for using specific activities with a class.	
	4. Relation of task design to language skills practice.	
	5. Ability to select and reference information from one or more sources.	
	6. Ability to use language which is clear and coherent and essentially free of mistakes in spelling, punctuation, grammar and discourse.	
	7. Punctuality.	

**To avoid having to resubmit PLEASE READ THIS CAFERULLY:**

### **Reasons why trainees need to resubmit:**

1. Trainees do not provide a sound rationale for the materials chosen. Ensure there is an appropriate link with the class's preferences.
2. Only one receptive sub-skill is listed. Ensure there are at least receptive two sub-skills which are being used during use of the text.
3. The material chosen, often authentic, is too difficult for the class in question. Ensure you choose material appropriate to the level of the class as well as appropriate tasks.
4. If using material from a course book, instead of designing tasks for the material, trainees simply rephrase the task in the book. You should create original tasks.
5. The productive task is wholly unrelated to the receptive tasks. Both sets of tasks (receptive and productive) should relate to the same piece of material used. If the link is tenuous, ensure it is made clear.

**1) Rationale**

**Level and description of the class:**

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**Topic of the text and why I chose this topic:**

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**Source of the text and whether I adapted the text in any way:**

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**Why I chose a Listening/Reading Text (delete as appropriate):**

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**2) Receptive Tasks:** Remember that your own worksheets 2a) and 2b) for these tasks should be attached to the back of the assignment.

**2a) Sub-skill One and rationale for choosing to practise it:**

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**Description of the task and how it would be implemented:**

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**2b) Sub-skill Two and rationale for choosing to practise it:**

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**Description of the task and how it would be implemented:**

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**3) Productive Task:** Remember that your own worksheet 3) for this task should be attached to the back of the assignment.

**Sub-skill (of Speaking or Writing) and rationale for choosing to practise it:**

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**Description of the task and how it would be implemented:**

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**Bibliography:**

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**TEXT SCRIPT** : Text / Pictures / etc.

**Source:**

# WORKSHEET

**2a)** Instructions / Task / Questions / etc.

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# WORKSHEET

**2b)** Instructions / Task / Questions / etc.

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# WORKSHEET

**3) Instructions / Writing Pro-forma / Speaking Role Cards / etc.**

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