

F: Vocabulary	p.28
1. I can evaluate and select a variety of activities which help learners to learn vocabulary.	
2. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.	
3. I can evaluate and select activities which enhance learners' awareness of register differences.	

Discuss in your group:

In what way are these **EPOSTL** descriptors relevant for the ESP course that you are planning at the moment?

What do they mean in the different contexts of your planned courses and target groups?

First, reformulate each descriptor as a **series of questions**, then discuss possible answers in your group. Be as specific as possible. Keep your (potential) target group in mind and see how your answers might differ depending on individual learners or learner groups. Take notes of all the possible answers.

A random group speaker will later present your group's results to the class.

Examples : Vocabulary

How can I help my learners to learn vocabulary efficiently rather than sending them home with a list of words to study?

What activities will help them (be specific here – who are your learners) to learn (what – choose a specific objective.)?

How can I create a task where my learners USE the new vocab in writing?

...

Formulate more questions based on the above descriptors. Then discuss possible answers.

At home:

1: Writing reflections:

Go over your notes again and write your personal reflections into your EPOSA journal on Moodle. At the end of the course you can print out your reflections and put them into the Dossier section of your portfolio.

2. Self-assessment: Enter your present level of competence in the respective arrows in your EPOSA. Do not forget to add today's date.

