



TILA Task Specification

Topic: Airport/vacation



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Topic: Airport/vacation

Title of TILA task	Airport/Vacation ¹		
Partner team (schools and teachers)	Einstein Lyceum (The Netherlands) Kastelli (Finland)		
Thematic description	Discussion about the advantages and disadvantages of building an airport in order to solve the case study presented by the Mayor of Chatterdale.		
Target language(s)	English		
CEF level	B2/C1		
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC "can do" statements	<p>Communicative and intercultural: Learning to cooperatively weigh positive and negative aspects of a problem to come up with a well-considered solution.</p> <p>CEF B2</p> <p>CAN present her/his own opinion, and justify opinions.</p> <p>CAN distinguish main themes from irrelevancies and asides.</p> <p>CAN ask for clarification and further explanation, and is likely to understand the answer.</p> <p>CEF C1</p> <p>CAN follow the development of a discussion -.</p> <p>CAN follow up questions by probing for more detail.</p> <p>CAN reformulate questions if misunderstood.</p> <p>CAN make critical remarks / express disagreement without causing offence.</p> <p>CAN show visitors round and give a detailed description of a place.</p>		

¹ Task developed by P. Bastian & D. Reinhardt (Master Students of Foreign Language Education at Utrecht University).

	(ALTE, 61, 88)		
Description of blended learning approach	None. Use of Youtube in OpenSim to show example videos, apart from that, everything is within the virtual world of OpenSim		
Task outcome(s) (products produced by students)	A successful conversation/discussion between the students about problem solving and a solution to the problem.		
Technical specifications (tools that will be used)	OpenSim (all three phases take place in the virtual environment of OpenSim)		

Preparatory Phase

Description of subtask(s)	introduction
Duration (approx.)	5-10
Learning objective(s)	Learning the appropriate language to present the positive and negative aspects of a proposed solution in a discussion.
Environment and tools (classroom, homework, forum etc.)	In OpenSim viewing theatre, Chatterdale (Receiving useful chunk via e-mail or Skype beforehand)
Form of interaction (pair work, small groups, teacher centred)	Teacher centred
Expected outcome(s)	Given example, developing understanding of the main Task

Main Phase

Description of subtask(s)	The Mayors problem.
Duration (approx.)	30-40
Learning objective(s)	Learning to cooperatively weigh positive and negative aspects of a problem to come up with a well-considered solution.
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	Synchronous: OpenSim
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	6 students in total (Student) teacher

Expected outcome(s)	Discussion completed: A successful conversation/discussion about the case study presented by the Mayor of Chatterdale resulting in a well considered solution. Introduced to the topic for next Task and Final Task.
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Post Phase

Description of post task	Evaluation
Duration (approx.)	5-10
Learning objective(s)	Learning to critically think in order to develop and alter one's own opinion
Environment and tools (classroom, homework etc.)	OpenSim
Form of interaction (pair work, small groups, teacher centred)	All participants
Expected outcome(s)	Discussion of the usefulness of conversations about globalisation within OpenSim and a short summary of the opinions of all participants.

Summary:

- 5/10 min preparatory phase

In this phase the students are gathered in the viewing theatre in Chatterdale, once all the students are present the main Task is introduced and an instruction video is shown. The video gives an example of how the main Task should be performed.

This video on critical thinking is shown: <https://www.youtube.com/watch?v=6OLPL5p0fMg>

- 30/40min main phase,

The Mayor (a teacher) of Chatterdale considers building an airport on the island. The students are asked to discuss the consequences this might have on the community. Globalisation being the main issue. The group will gather near the train-station where the Mayor is introducing the case-study that has to be solved. A list of some advantages and disadvantages of building an airport is presented to the students.

Mayor's speech:

Dear group of young eager students! I have an issue that needs to be solved. As Mayor of Chatterdale I have decided that the Island needs to be updated in terms of accessibility. The old train line is our only connection to the rest of the world, apart from the occasional cruise ship sailing by, and that just doesn't seem to do justice to this wonderful Island. Therefore, I suggest we build an Airport! And I would like you to advise me on this issue. Should Chatterdale build an Airport? Should Chatterdale Globalise? Here is a list with a few advantages and disadvantages I thought of myself, but there should be more. Present your solution to me in about 20 minutes time. Good luck!

Discuss the following advantages and disadvantages and come up with more if possible:

Advantages Chatterdale Airport:

Globalisation

Accessibility

Tourism

...

Disadvantages Chatterdale Airport:

Noise pollution

Building space

Cost

...

Now speak to the mayor and collect your reward!

After 25 minutes the students have to present their solution and are surprised with a vacation to Niflar Spain by the Mayor. The students are asked to meet the teachers in the DISCO. Here they find a crime scene, corpse and puddles of blood etc.

Teachers playing police officers come in (because of an anonymous call) and take the students back to Chatterdale. Next lesson will take place around the police station and involve what the students have witnessed on their virtual vacation.

- 5-10 min post phase

All students are gathered to discuss the usefulness of the main-Task performed. An exercise on how to form a hypothesis is provided to help the students prepare for the upcoming Task.

Printables:

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