



# TILA Task Specification

Topic: Campsite



Lifelong  
Learning  
Programme

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# TILA Task Specification

Topic: Campsite

Title of TILA task	Campsite <sup>1</sup>
Partner team (schools and teachers)	Einstein Lyceum (The Netherlands) Kastelli School (Finland)
Thematic description	Conversing with different nationalities on the local campsite
Target language(s)	English
CEF level	B2/C1
Learning objectives (linguistic, communicative, and intercultural)  See the CEF and ICC "can do" statements	Communicative and intercultural: Becoming more culturally aware and learning not to think in stereotypes.  <b>CEF B2</b>  CAN keep up a conversation on a fairly wide range of topics, e.g. personal and professional experiences, events currently in the news.  CAN handle most of the requirements of entertaining or being entertained.  IS LIKELY to appear awkward when talking about complex or sensitive issues.  CAN express opinions on abstract/cultural matters, and defend them.   <b>CEF C1</b>  CAN keep up conversations of a casual nature for an extended period of time and discuss abstract/ cultural topics with a good degree of fluency and range of expression.  CAN participate in casual conversations with appropriacy and good understanding of humour, irony and implicit cultural references.  CAN pick up nuances of meaning/opinion.

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

	(ALTE, 49, 63)	
Description of blended learning approach	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 interactive conversation with various nationalities conversing about cultural differences	
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 min
Learning objective(s)	Learning to use appropriate vocabulary in discussions.
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)	Understanding of the main Task

### Main Phase

Description of subtask(s)	Intercultural conversation
Duration (approx.)	30-40 min
Learning objective(s)	Learning to use appropriate vocabulary in discussions. Becoming more culturally aware and learning not to think in stereotypes
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 2/3 teachers.
Expected outcome(s)	A completed group discussion between several fake and real nationalities.

## **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)	Small groups of 4
Expected outcome(s)	Discussion of the usefulness of intercultural-conversations in 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. The vocabulary and structure sheet provided at the end of the former session is addressed again in order to provide help for the participants.

Link to youtube intro video:

<https://www.youtube.com/watch?v=442Mp0SXebs>

Useful Phrases for Discussions

[http://giselagoldstein.de/english/phrases\\_discussions.pdf](http://giselagoldstein.de/english/phrases_discussions.pdf)

- 30/40min main phase,

The group is split into three groups of two and each group is asked to portray a different nationality. For instance, 2 French, 2 German and 2 Dutch tourists all on vacation in Chatterdale (in the NL-EU group, only two students will pretend to be of a different nationality than their own). The two instructors play a Chatterdale local checking up on the tourists and an American inhabitant of

Chatterdale, they both provide input to spark a lasting discussion about cultural-backgrounds and differences.

Each pair (NL-NL = One German pair, one French, one Dutch. NL-EU = One French pair, one Dutch and one Finnish) shortly discusses how they would like to present themselves and what they know/think is important about the culture they are representing.

Questions given to the students (in print just before the assignment) to aid the conversation:

*Discuss how you want to introduce your culture? Discuss with your partner for about 5/10 minutes:*

How are you going to present your culture? What is important? What do you know?

Etc...

*Now ask the other pairs for some personal information, think about your own introduction as well. 5/10 mintutes:*

Who are you? Where are you from?

Why have you come to Chatterdale?

Etc...

*Now you ask the group about their opinions. 10/15 minutes:*

What do you think of Chatterdale and the UK in general?

Do you like it? Why/Why not?

Is it comparable to your homeland? Are there many cultural differences?

What did you think of the UK before you came here?

Any stereotypes? And are they confirmed?

How about your fellow travellers?

Do you know anything about their homeland/culture?

Are there any stereotypes regarding your homeland? If so, are they true? Why/why not?

Do you think some stereotypes are justified? Or are all stereotypes false? If so, why are they still used?

Etc...

- 5-10 min post phase

All students are gathered to discuss the usefulness of the main-Task performed. The Berkley University sheet on how to communicate respectfully is provided to help the students prepare for the upcoming Task.

Task 1 Printables:

*Discuss how you want to introduce your culture? Discuss with your partner for about 5/10 minutes:*

How are you going to present your culture? What is important? What do you know?

Etc...

*Now ask the other pairs for some personal information, think about your own introduction as well.*

*5/10 mintutes:*

Who are you? Where are you from?

Why have you come to Chatterdale?

Etc...

*Now you ask the group about their opinions. 10/15 minutes:*

What do you think of Chatterdale and the UK in general?

Do you like it? Why/Why not?

Is it comparable to your homeland? Are there many cultural differences?

What did you think of the UK before you came here?

Any stereotypes? And are they confirmed?

How about your fellow travellers?

Do you know anything about their homeland/culture?

Are there any stereotypes regarding your homeland? If so, are they true? Why/why not?

Do you think some stereotypes are justified? Or are all stereotypes false? If so, why are they still used?

Etc...

The following link should be printed (or given electronically) before the session.

Useful Phrases for Discussions

[http://giselagoldstein.de/english/phrases\\_discussions.pdf](http://giselagoldstein.de/english/phrases_discussions.pdf)