Telecollaboration for Intercultural Language Acquisition

TILA Task Specification

Topic: Introductions, true or false?

Lifelong Learning Programme

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Topic: Introductions, true or false?

Title of TILA task	Introductions, true or false?
Partner team (schools and teachers)	Laure Delbes (Collége de la Montagned Noire, France) Berdien Rebel (Willem de Zwijger College, Netherlands)
Thematic description	This task is designed to help students to get to know each other during the first interactions.
Target language(s)	English
CEF level	A2
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC "can do" statements	Linguistic: • To use appropriately greetings and farewells • To use basic modal verbs in English. • To construct simple questions in the second person using verbs related to daily activities. • To construct simple sentences in the first person to talk about oneself. • To use expressions to indicate agreement or disagreement with a statement. • To use expressions to express one's opinion. Communicative: • To be able to introduce themselves • To be able to provide information about their daily life • To be able to ask questions about their peers' daily life Intercultural: • To be able to identify similarities and differences between the lives of 13 year olds in different countries.
Description of blended learning approach	Pre-task: Every student creates their own padlet wall at www.padlet.com with information about themselves, including three false bits of information. They send the link to their padlet to their partner. Task: Students have a chat session exchanging information about themselves. They must complete the worksheet circulated and identify the false bits of information. Post-task: Every student writes up a description in the 3rd person with the information gathered about their partner and posts it on their padlet.
Task outcome(s)	Comlpeted Padlet Wall

(products produced by students)	
Technical specifications (tools that will be used)	www.padlet.com Moodle chat

Preparatory Phase

Description of subtask(s)	Pre-task: Every student creates their own padlet wall at www.padlet.com with information about themselves, including three false bits of information. They send the link to their padlet to their partner.
Duration (approx.)	1 session
Learning objective(s)	• To become familiar with the vocabulary related to daily life that will be required for the main task. • To construct simple sentences in the first person to talk about oneself. • To become familiar with the technical knowledge required to complete the padlet wall (to work out how the platform funcions, how to add text, how to find photographs and upload them, how to share a web link)
Environment and tools (classroom, homework, forum etc.)	Classroom + homework
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	Completed Padlet Wall

Main Phase

Description of subtask(s)	Task: Students have a chat session exchanging information about themselves. They must complete the worksheet circulated and identify the false bits of information.
Duration (approx.)	1 session
Learning objective(s)	Linguistic: • To use appropriately greetings and farewells • To use basic modal verbs in English. • To construct simple questions in the second person using verbs related to daily activities. • To construct simple sentences in the first person to talk

	about oneself. • To use expressions to indicate agreement or disagreement with a statement. • To use expressions to express one's opinion. Communicative: • To be able to introduce themselves • To be able to provide information about their daily life • To be able to ask questions about their peers' daily life Intercultural: To be able to identify similarities and differences between the lives of 13 year olds in different countries.
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	Moodle chat
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	Students work in pairs
Expected outcome(s)	Completed Worksheet

Post Phase

Description of post task	Post-task: Every student writes up a description in the 3rd person with the information gathered about their partner and posts it on their padlet.
Duration (approx.)	1 session
Learning objective(s)	• To be able to draft a short text about somebody else's daily life habits (use of the 3rd person) • To be able to gather and reflect on the information collected during the task. • To use basic modal verbs in English.
Environment and tools (classroom, homework etc.)	www.padlet.com
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	Story including their partner's details

ANNEX 1: Students‘ instructions (pre-task)

TILA assignment – Preparatory work

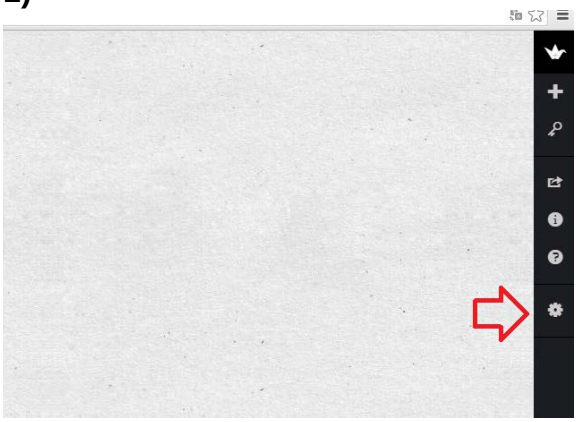
For the next chat session you are going to create a Padlet Wall. On this wall you can write or post pictures about yourself. On the wall you have to post 5 things of which two things are false. It will be the task of your partner to discover which one is incorrect.

Step 1:
Choose 5 things to write / show about yourself:
1. _____
2. _____
3. _____
4. _____
5. _____

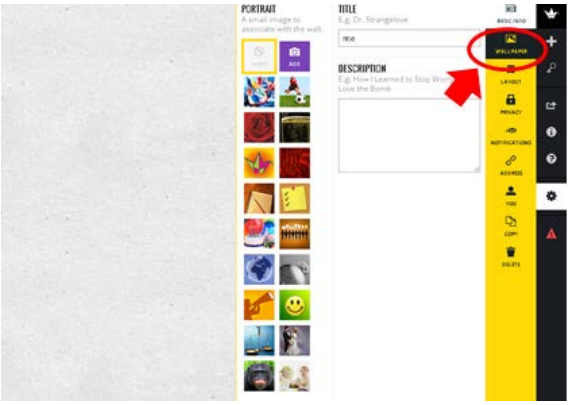
Step 2:
Find pictures on the Internet and prepare the texts (not too long) which you would like to post on your wall.

Step 3:
Go to the website https://padlet.com/ (use the English version).
Click on ‘create something’ and click on ‘modify this wall’ (see button underneath).
You can choose a background image by clicking on “Wallpaper”.
Give the wall a name (i.e. your name).

1)



2)



Step 4:
Now you can start decorating your wall! Double click anywhere on the wall and a screen will pop up where you can write or post a picture.

Step 5:
Make sure you copy the link of your page as you need it to share the page with your partner! Go to the www.tilaproject.eu and post your link on the wiki that you will find there (instructions on the page).

ANNEX 2: Students‘ instructions and worksheet (main task)

TILA assignment – Chat session

During this session, you will chat with your partner and try to guess what false information he/she has included on their padlet. Here are the instructions:

Step 1: Find your partner’s padlet address

- Go to www.tilaproject.eu >
- English 7 (Delbes-Rebel) >
- Task 2 “Create your padlet wall”

If your partner is Dutch, go to **“Padlet addresses (Dutch students)”**

If your partner is French, go to **“Padlet addresses (French students)”**

Step 2:

Go to your **Moodle chat room** and start the conversation with your partner. You will have to ask questions about the information that is on their padlet.

Here is a chart where you can write the details that you find out:

	TRUE DETAILS	FALSE DETAILS
1)		
2)		
3)		
4)		
5)		
Other		

When you are finished, remember to complete the post-task questionnaire that you will find on Moodle!