Telecollaboration for Intercultural Language Acquisition

TILA Task Specification

Topic: Introductions

Lifelong Learning Programme

The TILA project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TILA Task Specification

Topic: Introductions

Title of TILA task	Introductions
Partner team (schools and teachers)	Julio Soler (Colexio Apóstol Santiago, Spain) Marion Méranger-Galtier (Collége Piere et Marie Curie, France)
Thematic description	This task is designed to help students to get to know each other during the first introductory session.
Target language(s)	English
CEF level	B1
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 questions in the second person using verbs related to daily activities, frequencies, etc. • To construct sentences in the first person to talk about oneself, talk about preferences, likes and dislikes... • To use expressions to indicate agreement or disagreement with a statement. • To use expressions to express one's opinion. • To develop a good command of politeness and conversation management strategies. Communicative: • To be able to introduce themselves and conduct a cordial conversation with a peer student. • To be able to provide information about daily life and personal preferences. • To be able to ask questions about their peers' daily life Intercultural: • To be able to identify similarities and differences between the lives of 15 year olds in different countries. • To be respectful and open to different customs and habits.
Description of blended learning approach	Pre-task: In-class work to prepare the information that they would like to exchange with their partners and think of questions that they would like to ask them. Task: Students have a chat session exchanging information about themselves. By the end they must completed the worksheet circulated.

	Post-task: Every student writes up a description in the 3rd person with the information gathered about their partner.
Task outcome(s) (products produced by students)	Short essays with the information gathered.
Technical specifications (tools that will be used)	Moodle chat and BBB voice* *Two pairs tested the BBB voice connection.

Preparatory Phase

Description of subtask(s)	Pre-task: In-class work to prepare the information that they would like to exchange with their partners and think of questions that they would like to ask them.
Duration (approx.)	1 session
Learning objective(s)	• To become familiar with the vocabulary related to daily life and preferences that will be required for the main task. • To construct sentences in the first person to talk about oneself and to ask questions fluently.
Environment and tools (classroom, homework, forum etc.)	Classroom + homework
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	List of questions and list of personal information to be exchanged.

Main Phase

Description of subtask(s)	Task: Students have a chat session exchanging information about themselves. By the end they must completed the worksheet circulated.
Duration (approx.)	1 session
Learning objective(s)	Linguistic: • To use appropriately greetings and farewells • To use basic modal verbs in English. • To construct questions in the second person using verbs related to daily activities, frequencies, etc. • To construct sentences in the first person to talk about oneself, talk about preferences, likes and dislikes... • To use expressions to indicate agreement or disagreement with a statement.

	• To use expressions to express one's opinion. • To develop a good command of politeness and conversation management strategies. Communicative: • To be able to introduce themselves and conduct a cordial conversation with a peer student. • To be able to provide information about daily life and personal preferences. • To be able to ask questions about their peers' daily life Intercultural: • To be able to identify similarities and differences between the lives of 15 year olds in different countries. • To be respectful and open to different customs and habits.
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	Moodle chat and BBB voice* *Two pairs tested the BBB voice connection.
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	Students work in pairs: one Spanish student with one French student.
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.
Duration (approx.)	1 session
Learning objective(s)	• To be able to draft a text about including their partner's information (use of the 3rd person) • To be able to gather and reflect on the information collected during the task.
Environment and tools (classroom, homework etc.)	Homework
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	Short essay

ANNEX 1: Student Worksheet (Spanish students)

TASK 1. INTRODUCTIONS

You are going to meet a French student, try to get as much information as possible!

You can use the table below to guide you.

ABOUT YOUR PARTNER	
WHERE HE/SHE IS FROM EXACTLY	
FAMILY	
LANGUAGES	
FAVOURITE MUSIC GROUPS	
FAVOURITE PLACE	
FAVOURITE DAY OF THE WEEK	
FUTURE JOB?	
YOUR PARTNER'S SCHOOL	
SIZE OF SCHOOL	
TIMETABLE	
SUBJECTS	
FAVOURITE SUBJECT	
UNIFORM?	
CANTINE?	
YOUR PARTNER'S KNOWLEDGE ABOUT SPAIN	
SPANISH PLACES HE/SHE HAS BEEN TO	
PLACES HE/SHE HAS HEARD OF	
FAVOURITE SPANIARD	
STEREOTYPES ABOUT SPAIN?	
WHY SHOULD I LEARN FRENCH?	

ANNEX 2: Student Worksheet (French students)

TASK 1. INTRODUCTIONS

You are going to meet a Spanish student, try to get as much information as possible!

You can use the table below to guide you.

ABOUT YOUR PARTNER	
WHERE HE/SHE IS FROM EXACTLY	
FAMILY	
LANGUAGES	
FAVOURITE MUSIC GROUPS	
FAVOURITE PLACE	
FAVOURITE DAY OF THE WEEK	
FUTURE JOB?	
YOUR PARTNER'S SCHOOL	
SIZE OF SCHOOL	
TIMETABLE	
SUBJECTS	
FAVOURITE SUBJECT	
UNIFORM?	
CANTINE?	
YOUR PARTNER'S KNOWLEDGE ABOUT FRANCE	
PLACES IN FRANCE HE/SHE HAS BEEN TO	
PLACES HE/SHE HAS HEARD OF	
FAVOURITE FRENCH PERSON	
STEREOTYPES ABOUT FRANCE?	
WHY SHOULD I LEARN SPANISH?	