Telecollaboration for Intercultural Language Acquisition

TILA Task Specification

Topic: Stereotypes

Lifelong Learning Programme

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TILA Task Specification

Topic: Stereotypes

Title of TILA task	Stereotypes
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Thematic description	In this task, students will talk about stereotypes about their nationalities and create a quiz.
Target language(s)	English
CEF level	B1
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC "can do" statements	Linguistic: • To be able to use structures to express personal opinions, agreement and disagreement. • To be able to use expressions referred to people in general (use of people +verb in 3rd person plural in English or la gente +verb in 3rd person singular in Spanish) • To be able to use vocabulary related to daily routines, habits, hygiene, attitudes, character, etc. Communicative: • To express and present one's opinion • To express agreement and disagreement politely. Intercultural: • To be able to identify similarities and differences between nationalities and to appreciate that stereotypes are often untrue.
Description of blended learning approach	Pre-task: Students will work in class with different texts on stereotypes provided by their teachers. They will create lists of common stereotypes and mind maps with vocabulary that will be required to complete the main task. Main task: Each pair of students will ask each other respectfully about the stereotypes that they have encountered on the different texts. Post-task: Each class will create a quiz on stereotypes using the information gathered during the session.

Task outcome(s) (products produced by students)	Discussion about stereotypes and quiz
Technical specifications (tools that will be used)	Moodle chat / BBB voice

Preparatory Phase

Description of subtask(s)	Pre-task: Students will work in class with different texts on stereotypes provided by their teachers. They will create lists of common stereotypes and mind maps with vocabulary that will be required to complete the main task.
Duration (approx.)	1 session
Learning objective(s)	• To become familiar with vocabulary related to daily routines, habits, hygiene, attitudes, character, etc. • To be able to identify similarities and differences between nationalities and to appreciate that stereotypes are often untrue.
Environment and tools (classroom, homework, forum etc.)	Classroom + homework
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	Increased knowledge on national stereotypes

Main Phase

Description of subtask(s)	Main task: Each pair of students will ask each other respectfully about the stereotypes that they have encountered on the different texts.
Duration (approx.)	1 session
Learning objective(s)	Linguistic: • To be able to use structures to express personal opinions, agreement and disagreement. • To be able to use expressions referred to people in general (use of people +verb in 3rd person plural in English or la gente +verb in 3rd person singular in Spanish) • To be able to use vocabulary related to daily routines, habits, hygiene, attitudes, character, etc.

	Communicative: • To express and present one's opinion • To express agreement and disagreement politely. Intercultural: To be able to identify similarities and differences between nationalities and to appreciate that stereotypes are often untrue.
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	Moodle chat/BBB chat
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	Students work in pairs
Expected outcome(s)	Discussion and information-gathering activity

Post Phase

Description of post task	Post-task: Each class will create a quiz on stereotypes using the information gathered during the session.
Duration (approx.)	3 sessions
Learning objective(s)	• To be able to use expressions referred to people in general (use of people +verb in 3rd person plural in English or la gente +verb in 3rd person singular in Spanish) • To be able to use vocabulary related to daily routines, habits, hygiene, attitudes, character, etc.
Environment and tools (classroom, homework etc.)	Classroom / homework
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	Quiz

ANNEX 1: Quiz example: https://englishblogmmg.edublogs.org/2015/02/03/please-take-our-survey-and-help-us-find-out-about-how-people-live/