# TILA Task Specification

Topic: ¡Encantado!

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# TILA Task Specification

Topic: ¡Encantado!

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| Title of TILA task | ¡Encantado! |
| Partner team<br>(schools and teachers) | 1. Michelle Faber (Gomarus College, Netherlands)<br>Age 15/16, Level A2/B1<br>2. María José Martínez (Escola Sant Lluís Gonçaga, Spain)<br>Age 15/16, Level A2/B1 |
| Thematic description | During this task, students talk for the first time with each other. They get to know each other by talking about their families, hobbies, hometown, school, work, plans for the future, etc. |
| Target language(s) | Spanish |
| CEF level | A2/B1 |
| Learning objectives<br>(linguistic, communicative, and intercultural)<br>See the CEF and ICC "can do" statements | Intercultural learning objectives:<br>- Think about one's own lifestyle and learn about the lifestyle of others.<br>- Discover similarities and differences regarding lifestyles and leisure activities.<br>- Develop openness to other preferences and ways of life.<br>Communicative learning objectives:<br>- Start the conversation and keep it flowing.<br>- Tell about one's own lifestyle and hobbies.<br>- Express yourself in such a way that others can understand you.<br>- Offer linguistic help and support (the Spanish students).<br>Linguistic learning objectives:<br>- Means of expression for talking about yourself and asking things to the other. Talking about themes like hometown, family, school, leisure activities, hobbies, work, plans for the future.<br>ICT learning objectives:<br>- Familiarisation with the videochat programme GoogleHangouts. |
| Description of blended learning | Preparatory activity in class: |

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| approach | - Students prepare questions and answers they can use during the videochat. They can prepare to talk about the next subjects:<br>- Name<br>- Age<br>- Place of residence<br>- Family<br>- School<br>- The live in Holland (Groningen) and Spain (La Garriga)<br>- Favorite sport/food/animal/music/sport/music<br>- Leisure activities<br>- Work<br>- Plans for the future<br><br>Synchronous videochat session in GoogleHangouts<br>- Spanish and Dutch students meet each other in GoogleHangouts. They talk in couples about the above-mentioned subjects.<br>Follow-up activity<br>- Students write a short report (about 250 words) in which they mention what they have learned about their partner (and themselves). They name the most remarkable things their partner told them and also make a comparison of their own life with the life of their partner. |
| Task outcome(s) (products produced by students) | Report (described above). |
| Technical specifications (tools that will be used) | GoogleHangouts (in the Google Chrome browser)<br>Microphones<br>Headphones<br>Webcams |

**Preparatory Phase**

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| Description of subtask(s) | - In couples, students prepare questions and answers they can use during the videochat. They can prepare to talk about the next subjects:<br>- Name<br>- Age<br>- Place of residence<br>- Family<br>- School |

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| | - The live in Holland (Groningen) and Spain (La Garriga)<br>- Favorite sport/food/animal/music/sport/music<br>- Leisure activities<br>- Work<br>- Plans for the future |
| Duration (approx.) | 25 minutes |
| Learning objective(s) | Learning the words and constructions needed to present yourself and talk about the above-mentioned subjects.<br>Learning to ask questions about these subjects. |
| Environment and tools (classroom, homework, forum etc.) | Environment: classroom.<br>Tool: Dictionary |
| Form of interaction (pair work, small groups, teacher centred) | Pair work |
| Expected outcome(s) | Students have a list with possible questions and answers. |

**Main Phase**

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| Description of subtask(s) | Students meet their partner at GoogleHangouts. The aim is to get to know each other better. The students talk, for example, about:<br>- Name<br>- Age<br>- Place of residence<br>- Family<br>- School<br>- The live in Holland (Groningen) and Spain (La Garriga)<br>- Favorite sport/food/animal/music/sport/music<br>- Leisure activities<br>- Work<br>- Plans for the future<br>Students use a worksheet to take notes. |
| Duration (approx.) | 30 minutes |
| Learning objective(s) | Intercultural learning objectives:<br>- Think about one's own lifestyle and learn about the lifestyle of others.<br>- Discover similarities and differences regarding lifestyles and leisure activities. |

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| | - Develop openness to other preferences and ways of life.<br>Communicative learning objectives:<br>- Start the conversation and keep it flowing.<br>- Tell about one's own lifestyle and hobbies.<br>- Express yourself in such a way that others can understand you.<br>- Offer linguistic help and support (the Spanish students).<br>Linguistic learning objectives:<br>- Means of expression for talking about yourself and asking things to the other. Talking about themes like hometown, family, school, leisure activities, hobbies, work, plans for the future.<br>ICT learning objectives:<br>- Familiarisation with the videochat programme GoogleHangouts. |
| Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum) | The synchronic videochat environment GoogleHangouts.<br>Microphones<br>Headphones<br>Webcams |
| Form and organisation of telecollaborative interaction:<br>Number and size of telecollaboration groups; other participant roles | Each Spanish student meets with a Dutch student in GoogleHangouts, students work in pairs. The task will be carried out in Spanish. |
| Expected outcome(s) | Every couple has a conversation from about 30 minutes. Students get to know each other better and learn about the lifestyle (and culture) of their partner. They see differences but also similarities. |

**Post Phase**

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| Description of post task | Students write a short report (about 250 words) in which they mention what they have learned about their partner (and themselves). They name the most remarkable things their partner told them and also make a comparison of their own life with the life of their partner. |
| Duration (approx.) | 30 minutes |
| Learning objective(s) | Intercultural learning objectives:<br>- Think about one's own lifestyle and learn about the |

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| | lifestyle of others.<br>- Discover similarities and differences regarding lifestyles and leisure activities.<br>- Develop openness to other preferences and ways of life.<br>Linguistic learning objective:<br>- Means of expression for writing about yourself and asking things to the other. Writing about themes like hometown, family, school, leisure activities, hobbies, work, plans for the future. |
| Environment and tools (classroom, homework etc.) | Homework. |
| Form of interaction (pair work, small groups, teacher centred) | Writing the report: individually<br>In class, students can exchange, in groups of four, information they have gained about their partners. |
| Expected outcome(s) | Written reports.<br>Comparison of lifestyles. Summary of the gained information. |

# Tarea 1 – ¡Encantado!

**Inleiding**

¡Hola! Je hebt de eerste telecollaboration-opdracht voor je liggen. Tijdens de eerste telecollaboration-sessie ga je **in het Spaans** praten met een Spaanse leeftijdgenoot. Met deze persoon zal je ook de volgende drie keer samenwerken. Deze opdracht is bedoeld om elkaar te leren kennen en om te wennen aan het programma GoogleHangouts.

**Opdracht A**

Bereid vragen voor om te stellen aan je Spaanse partner. Het eerste gesprek ga je in het Spaans voeren, dus maak de vragen in het Spaans. Het is de bedoeling dat je elkaar goed leert kennen dus vraag over van alles en nog wat! Je kan bijvoorbeeld praten over en vragen naar de volgende onderwerpen:

- Naam
- Leeftijd
- Woonplaats
- Gezinssamenstelling/familie
- School
- Het leven op Tenerife
- Lievelingssport/-dier/-eten/-muziek
- Vrijetijdsbesteding/hobby's
- Werk (van hem-/haarzelf en ouders)
- Toekomstplannen (studie?)

Bedenk zelf ook een aantal thema's. Zorg dat je minimaal 20 vragen hebt voorbereid en bedenk ook wat jij hier op zou antwoorden. Hebben jullie veel gemeen?
Tip: Bereid ook voor wat je zegt als je je partner niet meteen begrijpt, hoe vraag je of hij wat langzamer wil praten, of wat zeg je als je een woord niet begrijpt? Dit kun je ook gebruiken bij de volgende sessies.

**Opdracht B**

Nu ga je het gesprek echt voeren. Begroet elkaar en stel je aan elkaar voor. Vertel over jezelf, je familie, school, vrijetijdsbesteding en de thema's die je zelf hebt bedacht. Stel je vragen aan je partner en beantwoord zijn/haar vragen. Vul het schema op de achterkant in. Het gaat erom dat je een leuk gesprek voert, je hoeft niet per se elk onderwerp bij langs te gaat als je nog niet uitgepraat bent over een eerder onderwerp.

**Opdracht C**

Maak een kort verslag van de telecollaboration-sessie. Vertel hierin wat je er van hebt geleerd. Ging het goed, vond je het leuk? Beschrijf je partner kort m.b.v. het ingevulde schema. Wat zijn de opmerkelijkste dingen die je partner je heeft verteld? Zijn er grote verschillen tussen zijn en jouw leven? Beantwoord deze vragen in minstens 250 woorden.

# Tarea 1 – ¡Encantado!

**Introducción**

¡Hola! Esta es la primera tarea de telecolaboración. Durante la primera sesión telecolaborativa vas a hablar **en español** con un alumno holandés de tu edad / con un español. Con esta persona vas a colaborar también las próximas tres veces. El objetivo de esta tarea es que os conozcáis y que te familiarices con el programa GoogleHangouts.

**Tarea A**

Prepara preguntas para hacer a tu pareja holandesa/española La primera conversación va ser en español. El objetivo es que os conozcáis así que pregunta toda clase de cosas. Puedes hablar, por ejemplo, de los siguientes temas:

- Nombre
- Edad
- Domicilio
- Familia
- La escuela
- La vida en Holanda/Groningen
- Deporte/animal/comida/música favorito/a
- Ocio/aficiones
- Trabajo (de tu pareja y de sus padres)
- Planes para el futuro

Piensa también en otros temas. Haz al menos 20 preguntas y piensa también en lo que tú responderías. ¿Tenéis mucho en común?
Consejo: Puede ser que tu pareja holandesa no entiende todo directamente, piensa en cómo explicarías palabras difíciles.

**Tarea B**

Ahora vas a mantener la conversación. Saluda y preséntate. Habla de ti, tu familia, la escuela, lo que haces en tu tiempo libre y los temas de los que te interesa hablar. Haz tus preguntas a tu pareja y responde a sus preguntas. Rellena la tabla con sus datos. Lo importante es que tengáis una conversación divertida, no tienes que tratar un tema nuevo si no habéis acabado el tema anterior.

**Tarea C**

Escribe un informe corto sobre la sesión de telecolaboración. Cuenta lo que has aprendido. ¿Todo salió bien? ¿Te gustó? Describe a tu pareja brevemente con la ayuda de la tabla rellenada. ¿Cuáles son las cosas más sorprendentes que tu pareja te ha contado? ¿Hay grandes diferencias entre su vida y la tuya? Responde a estas preguntas en al menos 250 palabras.

**Worksheet**

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| Nombre + apellidos | |
| Edad | |
| Domicilio | |
| Hermanos (nombre, edad) | |
| Nombre de su escuela | |
| Deporte/deportista favorito,a | |
| Aficiones | |
| Comida favorita | |
| Música favorita | |
| Animal favorito | |
| Trabajo de su padre/madre | |
| Planes para el futuro (estudio/trabajo) | |
| Ventajas de vivir en Groningen/La Garriga | |
| Desventajas de vivir en Groningen/La Garriga | |
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