

## Team 8: Education & Cheesecake

### List of our 5 task criteria



1. **Supportive Atmosphere:** The task should encourage the students' attempts at communicating in the target language in a supportive way.
2. **Social Interaction:** The task should provide opportunities for students' meaning-oriented interactions in English in different social contexts.
3. **Multicultural Appropriateness:** The task should promote students' intercultural communicative competence and consider multicultural aspects, such as similarities and differences within cultures.
4. **Authentic Language Use:** The task should facilitate a genuine and visible use of the target language in order to create an effective and useful learning experience.
5. **Provision of Context:** The task should provide students with context and conditions where acquisition processes of the target language can take place.

### Learning outcomes (Can-Do Statements)

**Students can** interact orally with their L2 interlocutors in a computer-based environment.

**Students can** follow the discussion around them which is conducted slowly and clearly.

**Students can** identify the main points of a presentation given by the teacher and a video in clearly articulated speech where the visual supports the commentary.

**Students can** write simple phrases about their imagery drafts of ideas.

**Students can** express in writing their experiences and facts about their holiday traditions in English as target language.

**Students can** access information to historical background of their holiday traditions from written online sources.

**Students can** express in writing their experiences and facts about their holiday traditions in English as target language.

**Students can** access information to historical background of their holiday traditions from written online sources.

**Students can** share in writing notes conveying simple information of immediate relevance to holiday traditions via digital media.

**Students can** obtain and use information by applying knowledge of vocabulary, such as: holiday terms via digital media.

**Students can** present orally a variety of topics related to holiday traditions as a linear sequence of points.

**Students can** write very short, basic descriptions of events, past activities, and personal experiences.

**Students can** write a series of simple phrases and sentences about themselves and what cultural holidays mean to them.

**Students can** access oral or visual information from digital media and make use of that information for a variety of purposes.

**Students can** realize their digital stories with the help of a tutorial and production workshop.

**Students can** produce spoken language suiting materials collected by the L2 learners.

**Students can** identify the main point of a short, peer-created video on a familiar topic where the visual supports the commentary.

**Students can** produce written output using appropriate high-order thinking skills, such as comparison and contrast of holiday traditions celebrated in different countries.

**Students can** present orally about their findings in front of a small-scale audience.

**Students can** present orally about their findings in front of a large-scale audience.

**Students can** reflect in writing their feelings, thoughts and ideas about the intercultural learning process they were involved in.