

## **Group Task: Design a technology-based learning activity sequence**

Target population: First semester students (beginning level). Students already learned vocabulary for family, colors, body parts, and physical descriptions.

Objective of the lesson: By the end of the lesson, students will be able to describe people's physical appearance in the target language.

Directions: In this task, you will design a two-part learning activity:

- **Part One** will be one (or more) activities that students do on their own before coming to class. It should be almost entirely technology-based. These activities should be done individually by the student, and should be mostly receptive, but can progress somewhat towards production as well. The goal of Part One is to prepare students for Part Two.
- **Part Two** will be a series of in-class activities. These activities should build upon what the students did for homework, and progress more towards production. Activities should involve interaction with other students and the teacher, and should include some use of technology. The goal of Part Two is to fulfill the objective of this lesson (describe people's physical appearance).

Additionally, this learning activity should:

- Include authentic materials found online;
- Focus on listening and speaking.

Discuss this activity in your groups. You can ask your session leader for ideas on which technology tools to use or where to find good materials (although it is likely that the best expert on your language is you!). When you think you are ready, write your sequence of activities in the template below.

### **Part One: Preparatory Homework (before class)**

#### Activity 1:

- Type of authentic material (include link if you have an example):
- What students do:
- Technology tool(s) used in this activity:
  - Learning curve:
  - Benefits (both for teachers and students):
  - Costs (both for teachers and students):

#### Activity 2 (optional)

- Type of authentic material (include link if you have an example):
- What students do:
- Technology tool(s) used in this activity:
  - Learning curve:
  - Benefits (both for teachers and students):
  - Costs (both for teachers and students):

### **Part Two: In Class**

#### Activity 1

- Type of authentic material (include link if you have an example):
- What students do:
- Technology tool(s) used in this activity (optional):
  - Learning curve:
  - Benefits (both for teachers and students):
  - Costs (both for teachers and students):

#### Activity 2

- Type of authentic material (include link if you have an example):
- What students do:
- Technology tool(s) used in this activity (optional):
  - Learning curve:
  - Benefits (both for teachers and students):
  - Costs (both for teachers and students):

#### Activity 3 (if time allows):

- Type of authentic material (include link if you have an example):

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- What students do:
- Technology tool(s) used in this activity (optional):
  - Learning curve:
  - Benefits (both for teachers and students):
  - Costs (both for teachers and students):

### Other Considerations:

- Discuss how you would change the activities/materials for an intermediate-level class.