

PETALL Pan European Task Activities for Language Learning

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university of
 groningen

2014 | 400 years



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PETALL

- ▶ *What is it?*
- ▶ **PETALL** stands for **Pan European Task Activities for Language Learning**.
- ▶ PETALL is an LLP transversal KA2 project, funded by the European Commission (through the EACEA).
- ▶ Its purpose is to encourage the use of ICT-based tasks in the language classroom.

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- ▶ ***What is it?***
- ▶ It seeks to provide examples of good practices in technology-mediated TLBLT that can be easily used in different languages and educational contexts.
- ▶ The consortium is composed of 10 tandems, each tandem formed by a teacher training department and a junior or senior high school.

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► *What's it for?*

- a) to encourage **collaborative work** between teachers in different countries and teacher trainers by setting up regional **networks** for the development of ICT-based tasks;

- b) to facilitate the access to technology-mediated tasks that **travel well**, securing the quality of the communicative exchange across cultural and geographic divides;

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► *What's it for?*

- c) to promote mutual understanding and awareness of linguistic and cultural **diversity** through ICT-based TBLT;
- d) to **enhance the quality of teacher education** in technology-mediated TBLT;
- e) to develop the teachers' **digital competence**.

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► *What's it for?*

- At a methodological level, PETALL aims to explore the following aspects:
 - a) the **dynamics of transnational collaborative** work between teachers in task design and management;
 - b) the way **evaluation tools** can leverage both the quality of teacher education in technology-mediated TBLT and the effectiveness of task-based language learning;
 - c) the aspects that guarantee that the tasks proposed by the project **travel well**.

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- ▶ ***Problems that the project aims to tackle***

- ▶ Preliminary studies reveal that teachers are still reluctant to resort to TBLT, despite the recommendations of the CEFR, partly due to:
 - a) the ways in which the tasks can be incorporated into classroom routines and effectively integrated into lesson planning, especially if teachers are used to more traditional approaches;

 - b) the amount of work involved in preparing the task;

 - c) the difficulty in making learners communicate solely in the foreign language;

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► *Problems that the project aims to tackle*

- d) the challenge of monitoring several groups at the same time in the course of the activity;
- e) The difficulty in finding the most suitable strategies to enhance the quality of the student's learning experience;
- f) The whole work that goes into setting up appropriate evaluation tools;

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► ***Problems that the project aims to tackle***

- g) The challenge of tailoring tasks to best suit not only the learners' needs, but the objectives and contents defined by the official syllabi as well;

- h) Tasks available on-line do not always suit the national educational context.

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► *Investigation of the field*

- a) Some authors (Ellis 2003, Nunan 2004, Willis & Willis 2001) have made an invaluable contribution to the development of the theoretical and methodological framework of TBLT;
- b) However, most proposals consider face-to-face interaction in traditional classroom settings, leaving technology-mediated contexts aside;
- c) Thomas & Reinders (2010) edited a volume of studies dedicated to technology-mediated TBLT, including intercultural exchanges in TBLT with the application of CMC, TBLT and network-based CALL, SCMC and ACMC, teacher education in TBLT and technology, and virtual-world networking environments.

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► *How will the consortium work?*

- teacher training departments work together with secondary schools.
- experienced tandems work together with less experienced tandems, so as to create a **transfer of the expertise**.
- the majority of tandems represent **less widely used languages**.

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► *How will the consortium work?*

- A geographical balance of partners from the North-West, the North-East, the South-East and South-West of Europe was sought.
- Each tandem forms a 'triangle' with two other tandems from neighbouring, where possible contiguous, countries, so that a process of **triangulation** can take place.



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► *How will the consortium work?*

- 10 tandems of teacher education institutes and practice schools will select **samples of good practice of ICT-based task activities** for language learning related to the Common European Framework.
- each tandem will select **4 task activities**, 2 **in cooperation** with the tandem in one neighbouring country and 2 in cooperation with the tandem in the other neighbouring country.

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► *How will the consortium work?*

- tasks will be **tried out** by pupils in the practice schools of the own tandem and of those of the other tandems so as to assure that they **"travel well"**.
- tasks are to be **evaluated** by end-users and independent experts.
- Each tandem will also design its national **training course**, which in turn will also be evaluated by independent experts.
- Products are to be **translated** into all the languages of the consortium before **publication**.

Title <i>(Please provide a title for the task)</i>			
Overview			
Linguistic dimension			
CEFR Level	Skill(s)	Duration	Target language
ICT dimension			
CT resources			
ICT competences			
Detailed description of the task			
I can...			
Product			
Product requirements or prerequisites			
Situation / theme(s)			
Process			
Division of roles (optional)			
Consolidating activities suggested			
Success factors or evaluation criteria			
Authors			
Acknowledgements			

Didactic added value of the task and other information

Practical hints for teachers

Additional methodological or didactic comments

Reasons why this task is proposed as a model of best practices

Impact that it is expected to have on the teaching practices and attitudes

Reasons why this task travels well

Course Title**Rationale and justification for the course****Investigation of the field (state of the art) and innovative character****Target groups****Outcomes: changes in practices, procedures or didactic materials****Contents****Methodologies****Evaluation procedures****Follow up strategy****Schedule****Timeframe****Number of sessions****Total number of hours for each type of session****Approval by the national body**

Name of national body; Date of approval; Ref. No.

Scientific advisor

Name, affiliation, etc.

Bibliography and other resources

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▶ *Exploitation and implementation?*

▶ Dissemination may have three clear-cut functions:

- a) to **spread** the project outcomes
- b) to achieve a certain **impact** by addressing the appropriate **target groups** (teachers, trainers, schools, policy makers, students...)
- c) to raise **awareness** of European cultural diversity and similarity

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- ▶ ***Exploitation and implementation?***
- ▶ PETALL tasks and the information gleaned from the implementation and analysis of the success of the tasks with client groups will be **shared with the profession in a number of contexts.**
- ▶ Initially, project partners will wish to **share their experiences with colleagues** in their own, as well as neighbouring, institutions.

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- ▶ ***Exploitation and implementation?***
- ▶ This will be followed by **presentations and papers** at regional, national and international **conferences, lectures,** and **refereed articles** in professional publications.
- ▶ This engagement with a task-based learning approach and the pan-European nature of the project should lead to **further research** and **collaborative development work** within the project team and with the contacts made in the implementation and dissemination of the tasks.

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▶ *Exploitation and implementation?*

▶ The scheduled activities for dissemination are summarized below:



1. **Project's website**: Internet is the best way to keep the world informed of our advances in the field of education.

2. **Leaflets/posters** displaying the project's aims/scope.

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► *Exploitation and implementation?*

3. **Participation in scientific meetings:** meetings specifically oriented to the dissemination of results and recommendations, namely:
 1. **annual workshops** to be held at **national level** in each of the countries participating in this project;
 2. **international meetings/workshops:** dissemination at international level to keep our international colleagues informed of the latest advances in PETALL (**Eurocall conference**);
 3. **local events** (at institution or city level): to make colleagues aware of our advances in the project and share the main outcomes.

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► ***Exploitation and implementation?***

4. **Publication of scientific papers:** PETALL needs to reach out a very broad community. The privileged way to reach academic people are scientific publications in refereed journals and conference proceedings.
5. **Press-releases** will be employed to reach the general public and policy-makers.

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▶ ***Thank you!***

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