International Conference
ICT for Language Learning - Edition 8
Florence, 12-13 November, 2015

Spurring ICT-based Tasks in the Language Classroom: a European Project (PETALL) of International Collaboration
PETALL = Pan European Task Activities for Language Learning

LLP transversal KA2 project

Aim: promote ICT-based tasks in language learning

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Deliverables

• 40 samples of good practices in technology-mediated TBLT that “travel well”, available in the project website (petallproject.eu).

• Teacher training courses in ten different countries.

• An international teacher training course under Erasmus +.

• An international conference on ICT-based TBLT, in April 2016 in Granada, Spain.

• Reports, papers, posters.

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

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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promote mutual understanding and awareness of linguistic and cultural diversity through ICT-based TBLT;

enhance the quality of teacher education in technology-mediated TBLT;

develop the teachers’ digital competence;

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the way **evaluation tools** can leverage both the quality of teacher education in technology-mediated TBLT and the effectiveness of task-based language learning.
Issues addressed

Studies have shown that teachers remain reluctant about TBLT, the recommendations of the CEFR notwithstanding. **Reasons:**

- tasks can prove to be difficult to **incorporate** into classroom routines and to **integrate** into lesson planning, especially when teachers tend to rely on more traditional approaches;

- Designing the task can be too **time-consuming**;

- learners are not always keen to communicate solely **in the target language**;

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Issues addressed

Simultaneous supervision of several groups at the same time is challenging;

Suitable strategies to enhance the quality of the student’s learning experience are not easy to come across;

Appropriate evaluation tools take time to set up;

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Issues addressed

Tailoring tasks to meet the learners’ needs, as well the objectives and contents of the official syllabi is difficult;

Samples of good practices on-line fail to suit the national context.
Literature review

Authors like Ellis (2003), Nunan (2004), and Willis & Willis (2001) have made an invaluable contribution to the development of the theoretical and methodological framework of TBLT.

However, their proposals consider face-to-face interaction in traditional classroom settings.
Literature review

Thomas & Reinders edited *Task-based Language Learning and Teaching with Technology* (2010) on 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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González-Lloret and Ortega edited *Technology-mediated TBLT: Researching Technology and Tasks* (2014): “the canonical principles of task-based language teaching (TBLT) can be fitted integrally into the new language education and digital technology realities.”
The consortium is composed of 10 national tandems.

Each tandem formed by a teacher training department and a practice school.

Experienced tandems collaborate with less experienced tandems, so as to create a transfer of the expertise.

Most tandems represent less widely used languages.

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Structure of the project

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 **vertex** with two other tandems from neighbouring countries, so that a process of triangulation can take place.
Structure of the project

Each tandem designed and/or adapted four **samples of good practice of ICT-based task activities** in accordance with the principles of the Common European Framework.

These tasks have been **tried out** by learners in the practice schools of the neighbouring tandems so as to assure that they “travel well”.

Tasks have been **evaluated** by both **end-users** and **independent experts**.

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Structure of the project

Each tandem has also designed 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 in the project website.

Besides the evaluation by end-users and the reviewing by independent experts, the whole project is also being evaluated by an external evaluator as part of its quality assurance policy.

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Project websites

Provisional project website:
http://petallproject.wix.com/petall

Official project website (under construction):
http://petallproject.eu
<table>
<thead>
<tr>
<th>Title (Please provide a title for the task)</th>
</tr>
</thead>
</table>

### Overview

#### Linguistic dimension

<table>
<thead>
<tr>
<th>CEFR Level</th>
<th>Skill(s)</th>
<th>Duration</th>
<th>Target language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. of minutes</td>
<td>Specify the language(s) in which the task has been trialled</td>
</tr>
</tbody>
</table>

#### ICT dimension

<table>
<thead>
<tr>
<th>ICT resources</th>
<th>ICT competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate the required (on-line/off-line) resources, e.g. textbooks, dictionaries, websites, on-line grammar, software, etc.</td>
<td>Indicate what ICT-related competences or skills the students are expected to develop or consolidate.</td>
</tr>
</tbody>
</table>

### Detailed description of the task

**I can…**

*Use descriptors in table 2, section 3.4, of the CEFR*

**Product**

*Specify what product or output is expected to result from the task*

**Product requirements or prerequisites**

**Situation / theme(s)**

**Process**

*Insert the process steps (in chronological order)*

**Division of roles (optional)**

*Include the division of roles (if any)*

**Consolidating activities suggested**

*Describe reinforcers (for example: drills or other activities aimed at memorizing vocabulary, improving pronunciation or consolidating grammar)*

**Success factors or evaluation criteria**

*Specify various success factors*  
*Specify the criteria the product must meet for it to be sufficient; you may consider adding an assessment grid*

**Authors**

**Acknowledgements**

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<table>
<thead>
<tr>
<th>Didactic added value of the task and other information</th>
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<tbody>
<tr>
<td>Practical hints for teachers</td>
</tr>
<tr>
<td>Additional methodological or didactic comments</td>
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<tr>
<td>Reasons why this task is proposed as a model of best practices</td>
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<tr>
<td>Impact that it is expected to have on the teaching practices and attitudes</td>
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<tr>
<td>Reasons why this task travels well</td>
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<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Rationale and justification for the course</td>
</tr>
<tr>
<td>Investigation of the field (state of the art) and innovative character</td>
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<tr>
<td>Target groups</td>
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<tr>
<td>Outcomes: changes in practices, procedures or didactic materials</td>
</tr>
<tr>
<td>Contents</td>
</tr>
<tr>
<td>Methodologies</td>
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<tr>
<td>Evaluation procedures</td>
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<tr>
<td>Follow up strategy</td>
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<tr>
<td>Schedule</td>
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<tr>
<td>Timeframe</td>
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<tr>
<td>Number of sessions</td>
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<tr>
<td>Total number of hours for each type of session</td>
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<tr>
<td>Approval by the national body</td>
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<tr>
<td>Name of national body; Date of approval; Ref. No.</td>
</tr>
<tr>
<td>Scientific advisor</td>
</tr>
<tr>
<td>Name, affiliation, etc.</td>
</tr>
<tr>
<td>Bibliography and other resources</td>
</tr>
</tbody>
</table>

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Dissemination and Exploitation

Aims:

• spread the project outcomes

• achieve a certain impact by addressing the appropriate target groups (teachers, trainers, schools, policy makers, students...)

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Dissemination and Exploitation

PETALL tasks and the information gleaned from the implementation and analysis of the success of the tasks with client groups have been *shared with the profession in a number of contexts*. 

Project partners *have shared their experiences with colleagues* in their own, as well as neighbouring, institutions.

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Dissemination and Exploitation

This has been 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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Dissemination and Exploitation

The scheduled activities for dissemination are summarized below:

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

**Leaflets/posters** displaying the project’s aims/scope.

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Dissemination and Exploitation

**Participation in scientific meetings**: meetings specifically oriented to the dissemination of results and recommendations, namely:

*annual conferences* at national level in each of the countries participating in this project;

*international meetings/workshops*;

*local events* (at institution or city level): to make colleagues aware of the latest advances in the project and share the main outcomes.

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Dissemination and Exploitation

**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.

**Press-releases** will be employed to reach the general public and policy-makers.

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Publications & Presentations


• Lopes, António. Title: Evaluating an international project in foreign languages teacher training: the case of PETALL (Pan European Tasks in Language Learning). [See abstracts.](#) [PowerPoint presentation](#)

Publications & Presentations

• Lopes, António. 2015. Critical issues in the evaluation of an international project dedicated to technology-mediated TBLT (PETALL). Teaching English with Technology, special issue (SCOPUS).

Publications & Presentations


- Doil-Hartmann, Christa. Der Einsatz einer Webquest zur Förderung der Sprechkompetenz im Fremdsprachenunterricht. Presentation at the [Bremer Fremdsprachentag 2015](#). Universität Bremen.
Publications & Presentations

• António Lopes, Isabel Orega & Lúcia Tardão. *PETALL: um projeto europeu de aprendizagem de línguas por tarefas com recurso às TIC.* 2015 Challenges, 9th International Conference on ICT in Education. University of Minho, Portugal, 14-15 May, 2014. See also the [PPT presentation](#) (PDF file).

• Doil-Hartmann, Christa. IT in the language learning classroom. *Presentation at the 10th IAIMTE Conference 2015.* Odense, Denmark. Theme: Languages, Literatures, and Literacies. See also: [Report on the conference](#).
Publications & Presentations

Grazie mille!

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