# Evaluating an international project in FL teacher training:
# the case of PETALL (Pan European Task Activities for Language Learning)

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Education and Culture DG
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**UAlg**
UNIVERSIDADE DO ALGARVE

PETALL

# Part 1

# Brief description of the project

# 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'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 wel**l, 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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## *Relevant literature*

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?*

- 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 <u>end-users</u> and <u>independent experts</u>.

* Each tandem will also design its national **training course**, which in turn will also be evaluated by <u>independent experts</u>.

* Products are to be **translated** into all the languages of the consortium.

* The **portal** will serve as a platform for disseminating the project, sharing products and resources and facilitating communication between users.

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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.

| Title *(Please provide a title for the task)* | | | |
|---|---|---|---|
| **Overview** | | | |
| **Linguistic dimension** | | | |
| **CEFR Level** | **Skill(s)** | **Duration** | **Target language** |
| | | *No. of minutes* | *Specify the language(s) in which the task has been trialled* |
| **ICT dimension** | | | |
| **ICT resources** | *Indicate the required (on-line/off-line) resources, e.g. textbooks, dictionaries, websites, on-line grammar, software, etc.* | | |
| **ICT competences** | *Indicate what ICT-related competences or skills the students are expected to develop or consolidate.* | | |
| **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** | | | |

| 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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## Part 2

## Quality assurance and evaluation procedures

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*Evaluation?*

One of the five work packages of the project is…

QUALITY ASSURANCE

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*Evaluation?*

Evaluation is there to help us:

- Have a clear-cut image of the quality of the project, of its progress, reach, impact and contribution to the teaching and learning process

- Get critical feedback on products, outputs, management, implementation process

- Gain some distance from the process and renew our perspective of the overall design of the project

- Detect flaws, weaknesses that need to be addressed

- Find the best strategies to improve the project

- Validate its outcomes

- Get the recognition of our peers

- Fine-tune details

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Overview of the architecture of the evaluation process
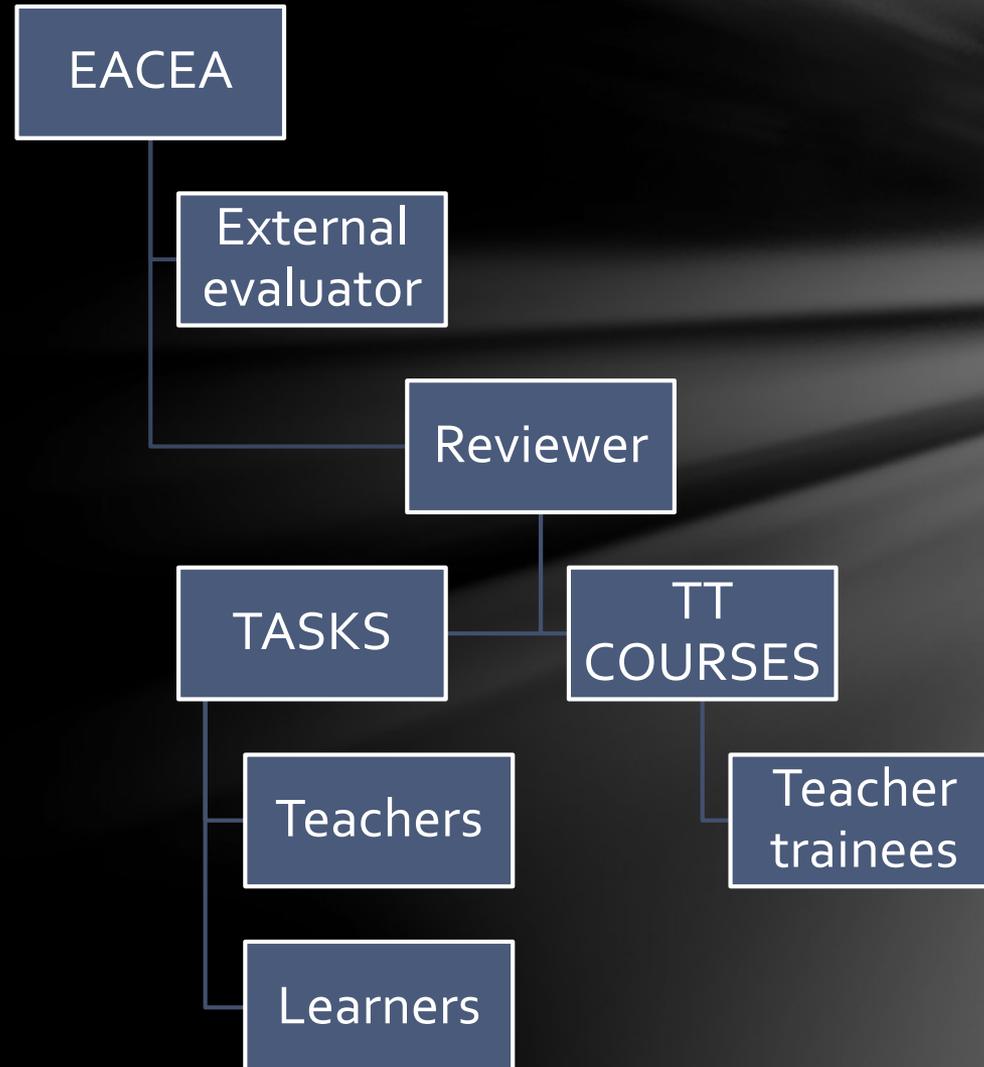
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Overview of the architecture of the evaluation process

| Levels of evaluation | Evaluators | Object | Purposes | Type |
|---|---|---|---|---|
| EACEA | Team of Experts | Project final report | Checking if the objectives were met | Report |
| External audit | Auditor | Accountancy | Soundness of financial management | Report |
| External evaluation | Educational consultant | Progress of the project | Feedback and advice | Report and participation in meetings |
| External review | Academic experts in FL teaching | Tasks and TT courses | Validation and improvement | Report |
| End-users | Teacher trainees | TT courses | Feedback on impact and prospective work | Form and interview |
| End-users | Teachers | Tasks trialed and task form | Feedback on implementation | Form and interview |
| End-users | Learners | Tasks trialed | Feedback on implementation | Form |

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Overview of the architecture of the evaluation process

| Evaluator | Criteria for the final approval of the project |
|---|---|
| EACEA | 1. *Objectives* met? *Results* and products delivered?<br>2. *Coherence* between work programme and activities?<br>3. Effective *partnership*?<br>4. Sound *management*?<br>5. Sound *financial management*?<br>6. *Evaluation and/or quality assurance* implemented?<br>7. Effective *dissemination*? |
| External audit | Verification of accounts |

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Overview of the architecture of the evaluation process

| Evaluators | Criteria for the evaluation of the project in progress |
| --- | --- |
| External evaluator | 1. *Effectiveness*: How far have the objectives of intervention been achieved? Are the effects produced the ones that were expected?<br>2. *Efficiency:* How well are the resources/inputs converted into outcomes/products/results?<br>3. *Impact:* what kind of effects (primary, secondary, short-term, long-term, direct, indirect) are produced by the project? How is that reflected in the responses of the target groups?<br>4. *Coherence:* how coherent are the activities and outcomes taking into account the objectives to be achieved?<br>5. *Relevance*: how consistent are the project objectives and outcomes with the requirements and needs of the target groups? |

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Overview of the architecture of the evaluation process

| Evaluators | Criteria for the evaluation of TT courses |
|---|---|
| External reviewer<br><br>&<br><br>End-users: Teacher trainees | 1. Overall **quality of design**<br>2. **Coherence**: Does the course form a coherent whole?<br>3. **Clarity** of instructions and presentation of course: Is it clear what trainees are supposed to do?<br>4. **Effectiveness**: Does the course achieve the stated aims?<br>5. Up-to-dateness: Does course contain up-to-date information?<br>6. **Appropriateness** for target group: Does the course address the needs of the target group? |

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## Overview of the architecture of the evaluation process

| Evaluators | Criteria for the evaluation of the tasks |
|---|---|
| External reviewer<br><br>&<br><br>End-users: Teachers implementing the tasks | *Formatting*: Is the learning task in the prescribed format?<br>*Level and adequacy*: Is the learning task at the correct level of the Common European Framework? Does it adequately respond to the needs of students?<br>*Product / product requirements / situation / theme*: The description of the task and the specifications of the final product.<br>*Detailed planning programme*: What is the quality of the working procedures to help students do the task?<br>*Resources*: Are there sources of information available and to what extent are they functional for the execution of the task?<br>*Evaluation*: The criteria for the final product on the basis of which students will be evaluated. To what extent do they provide clarity for students to plan ahead and realise their work, including their share in the realisation of a collective outcome/result, if applicable? |

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Overview of the architecture of the evaluation process

| Evaluators | Criteria for evaluation of the tasks |
|---|---|
| End-users: Students | 1. *Relevance*: This activity taught me a lot of things/few things <br> 2. *Adequacy*: The activity was easy/difficult <br> 3. *Engagement*: I had a lot of fun/no fun <br> 4. *Practical usefulness*: The activity helped me to improve my [FL/SL] <br> 5. *Incidence of ICT in LL*: I learned how to use technological resources to communicate and/or express my ideas |

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*Thank you!*

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