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PETALL
PAN EUROPEAN TASKS FOR
LANGUAGE LEARNING

PETALL

Pan European Task Activities for Language Learning

Format for national courses

Course Title
<p>ENSINO DE LÍNGUAS POR TAREFAS COM RECURSO ÀS TECNOLOGIAS DA INFORMAÇÃO E COMUNICAÇÃO</p> <p><i>Task-based language teaching resorting to information and communication technologies</i></p>
Rationale and justification for the course
<p>FL teachers are often invited to move away from traditional approaches to language learning, and from their dependence on the textbook, to a communicatively more challenging approach such as Task-based Language Teaching (TBLT) or Computer-assisted Language Learning (CALL). Both the CEFR and the official syllabi of many countries strongly recommend TBLT.</p> <p>Seeking to take the best advantage of the outcomes of several European projects dedicated to TBLT (ETALAGE and PETALL), this national course aims to help teachers meet the challenges of implementing TBLT in the language classroom. This is to be accomplished by the analysis of samples of good practices (tasks) following the four levels of the CEFR (from A1 to B2), and the evaluation of the online resources available for such tasks, so as to learn about the most adequate strategies and procedures for the designing and/or adaptation of task-based activities.</p>
Investigation of the field (state of the art) and innovative character
<p>Only recently have researchers and academics paid more attention to the integration of ICT in Task-based Language Teaching (TBLT). Over a decade ago, authors such as Ellis, Nunan, and Willis & Willis gave an invaluable contribution to the development of the theoretical and methodological framework of TBLT, but in general they proposals only took into account face-to-face personal interaction in traditional classroom settings, leaving aside technology-mediated contexts. The specific features of such technological settings require a differentiated approach, all the more so because the uses of language have also evolved with the development of ICT (take, for example, skypeing, texting, tweeting or chatting).</p> <p>One of the most important contributions to the study of the relationship between ICT and TBLT was Thomas and Reinders's volume of studies dedicated to ICT-based TBLT published in 2010, covering subjects as diverse as intercultural exchange in TBLT and computer-mediated communication (CMC), TBLT and network-based CALL, teacher training in TBLT and ICT, and virtual worlds.</p> <p>Another volume on the same topic edited by González-Lloret and Ortega came out in 2014, and there it is defended that "the canonical principles of task-based language teaching (TBLT) can be fitted integrally into the new language education and digital technology realities."</p> <p>The PETALL project speaks directly to this set of concerns. It aims to contribute to a better understanding of: the transnational dynamics of collaborative work between teachers in the management and design of tasks where ICT is used; the role of evaluation tools in improving the quality of both teacher training in ICT-based TBLT; and the aspects that ensure that these tasks can travel well.</p>
Target groups



Teachers of Foreign Languages in Primary, Prep and Secondary Schools (recruitment code numbers 120, 220, 320,330, 340 e 350)
Outcomes: changes in practices, procedures or didactic materials
<ul style="list-style-type: none">• Make TBLT a recurrent approach in the language classroom.• Endow the trainees with the strategies and tools to develop their own proposals for task-based activities, both through designing and adaptation of already existing samples to the needs of their students.• Encourage the use of ICT as part of the language learning process.• Foster among the trainees modalities of collaborative work both at national and international levels, using the potential ICT has to offer in this area.
Contents
<ul style="list-style-type: none">• The latest theoretical developments in ICT-based TBLT.• The contribution of the CEFR to the understanding of TBLT.• The role of the European projects in the dissemination of good practices.• Modes of implementation of TBLT in primary and secondary school across Europe.• Ways of adapting proposals of task-based activities to the teaching practice of teachers.• Language proficiency and its incidence in the development of TBLT activities.• Modalities of collaborative work within the national and international scope taking into account the conditions offered by ICT.
Methodologies
<ul style="list-style-type: none">a) Literature review on task-based activities in language learning (see bibliography).b) Information on European projects related to the field, namely:<ul style="list-style-type: none">a. International Modules in ICT and Language Learning (LINGUA).b. ECNTLT - European Curricula in New Technologies and Language Teaching (COMENIUS)c. ETALAGE - European Task-based Activities for Language Learning; a Good practice Exchange (COMENIUS)d. PETALL – Pan-European Task-based Activities in Language Learning (LLP, Transversal Key Activity 2: Languages)c) Analysis of samples of good practices at the European level, namely the ones provided by the European projects ETALAGE, PETALL, CAMELOT and UniCollaboration.d) Approach to the adaptation processes of those practices to the Portuguese school.e) The teacher’s preparation to cope with this type of activities.f) Development of a proposal of ICT-based task.g) Trailing the proposed task in the classroom.h) Analysis of the results obtained from predefined observation and evaluation instruments.
Evaluation procedures
<p>Trainees are to be evaluated according to a rating scale from 1 to 10 (official letter n.º 3/2007 of the CCPFC and the DGRHE).</p> <p>Trainees will be assessed individually based on the following elements:</p> <ul style="list-style-type: none">a) Report on resources. (20%)



b) Proposal of an ICT-based task (group work) to be implemented in the trainee's classroom. (40%)	
c) Final report on the implementation of the task. (40%)	
Follow up strategy	
Trainees will be invited to join the PETALL platform and to participate in training and research initiatives to be carried out within the scope of the project.	
Schedule	
Timeframe	From 1 to 2 months
Number of sessions	5 sessions
Total number of hours for each session	3 hours
Approval by the national body	
Name of national body: <i>Conselho Científico-Pedagógico da Formação Contínua</i> Expiry date of the accreditation: 13-04-2018 Ref. No. ACC-1425565392	
Scientific advisor	
Name: Jorge Carvalho Affiliation: School of Education and Communication, University of Algarve	
Bibliography and other resources	
<p>ALVES, J. M. (Dir.) (2001). Quadro Europeu Comum de Referência para as Línguas: Aprendizagem, Ensino, Avaliação. Porto: Ed. ASA.</p> <p>ELLIS, R. (2003). Task-based language learning and teaching. Oxford: OUP.</p> <p>GONZÁLEZ-LLORET, M. & ORTEGA, L. (eds.) (2014). Technology-mediated TBLT: Researching Technology and Tasks. Amsterdam: John Benjamins</p> <p>LOPES, A. (2012). Changing teachers' attitudes towards ICT-based language learning tasks: the ETALAGE Comenius project (the Portuguese case). The EUROCALL Review 20(1): 100-103.</p> <p>LOPES, A. (2014). PETALL: A European project on technology-mediated TBLT. In S. Jager, L. Bradley, E. Meima and S. Thouësny (eds.), CALL Design: Principles and Practice - Proceedings of the 2014 EUROCALL Conference, Groningen, The Netherlands. Dublin: Research-publishing.net: 209-213.</p> <p>NUNAN, D. (2004). Task-based Language Teaching. Cambridge: CUP.</p> <p>NUNAN, D. (1989). Designing tasks for the communicative classroom. Cambridge: CUP.</p> <p>SCHROOTEN, W. (2006). Task-based language teaching and ICT: Developing and assessing interactive multimedia for task-based language teaching. In: K. van den BRANDEN (ed.), Task-based language education: from theory to practice. Cambridge: Cambridge University Press, 129-150.</p> <p>THOMAS, M. and H. REINDERS (2010). Task-Based Language Learning and Teaching with Technology. Continuum Publishing Corporation.</p> <p>WILLIS, D. and J. WILLIS (2007). Doing Task-Based Teaching (Oxford Handbooks for Language Teachers). Oxford: OUP.</p> <p>WILLIS, J. (1996). A Framework for Task-Based Learning, London: Longman.</p>	