

# APPRIISING TEACHER TRAINEES OF NEW LANGUAGE APPROACHES: AN ICT TASK-BASED TRAINING COURSE



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## OBJECTIVES

a) To understand the main principles governing TBLL; b) Design tasks for Primary and Secondary Education; c) Use applications, webpages, software... to design tasks; d) Incorporate tasks in CLIL programmes; e) Appreciate tasks from neighbouring countries; f) Create ICT-based tasks

## ABSTRACT

Most language practitioners advocate for the introduction of ICT in their teaching since this is a motivation booster for students of all levels and, above all, because it prevents them from sticking to the textbook. This idea paved the way for reinventing the language teaching praxis and adding a sense of realism to whatever happens in the language classroom. To achieve this, we designed a training course for teacher trainees where ICT and Task Based Language Learning Approach (TBLL) merged together. This is the underlying premise behind the European-funded project PETALL (Pan European Task-Based Activities for Language Learning, Reference number 530863-LLP-1-2012-1-NL-KA2-KA2MP). We will examine the structure, contents and delivery of the national training course held in Spain. Thus, this is geared towards the development of strategies to provide teachers with the necessary tools to include ICT-based tasks in their teaching activities. Contents shift from the theoretical tenets of TBLL to the practical empowerment of attendees so that they get a clear idea of how this approach can be part of their future lessons. In this sense, participants were taught first how to do the task, then they we did the task together, and finally we transferred the leading role and they were requested to do the task on their own (I do, we do, you do). At the end, we present some conclusions based on the feedback provided by teacher trainees who kindly pinpointed areas for the betterment of the original plan.

### 1st module "THEORETICAL UNDERPINNINGS" 4 hours

- Definition of concepts (Tasks and TBLL. A historical overview. CLIL methodologies)

1st

### 2nd module "DESIGNING ICT-BASED TASKS" 10 hours

#### *I do (teacher)*

- Practical workshops
- We transfer knowledge to students and empower them to use tasks autonomously.
- GoAnimate, BitStrips "Finding Zemo": to create **comic strips**  
[http://goanimate.com/videos/O13JoTY51z4s?utm\\_source=linkshare&utm\\_medium=linkshare&utm\\_campaign=usercontent](http://goanimate.com/videos/O13JoTY51z4s?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent)

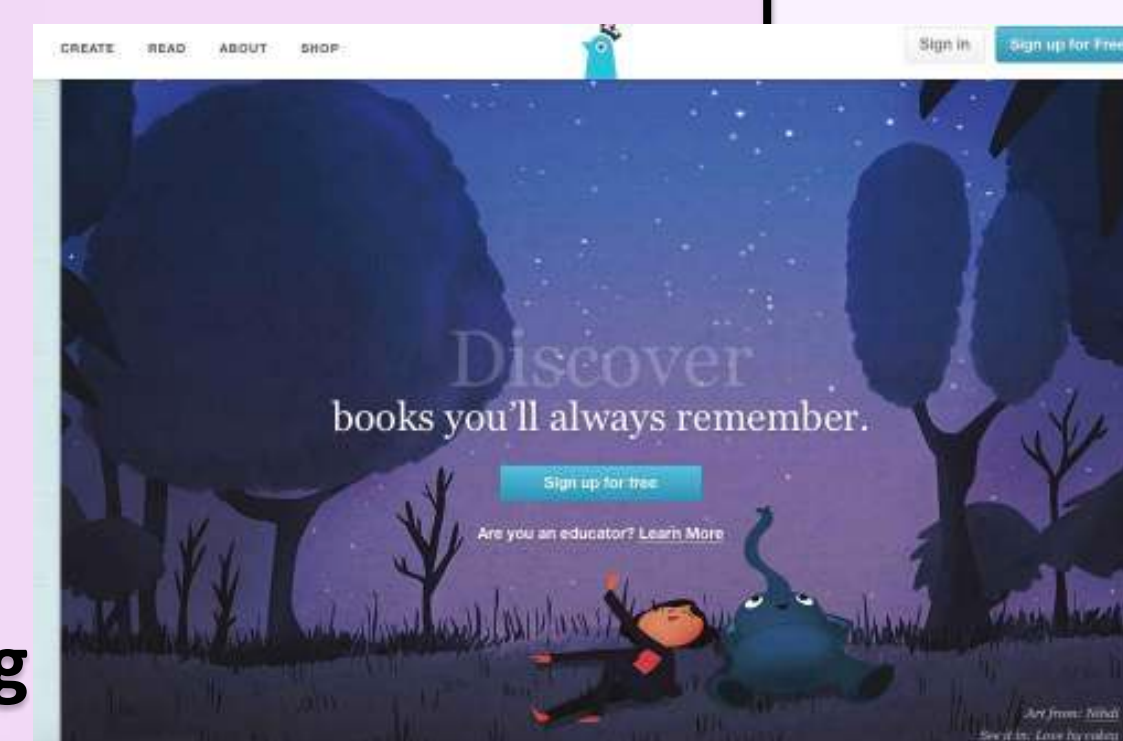
- Storybird.com: to create **e-books**

#### *We do (teacher and students)*

- Students and practitioners worked together to put into practice ICT-based tasks (using GoAnimate and Storybird.com)



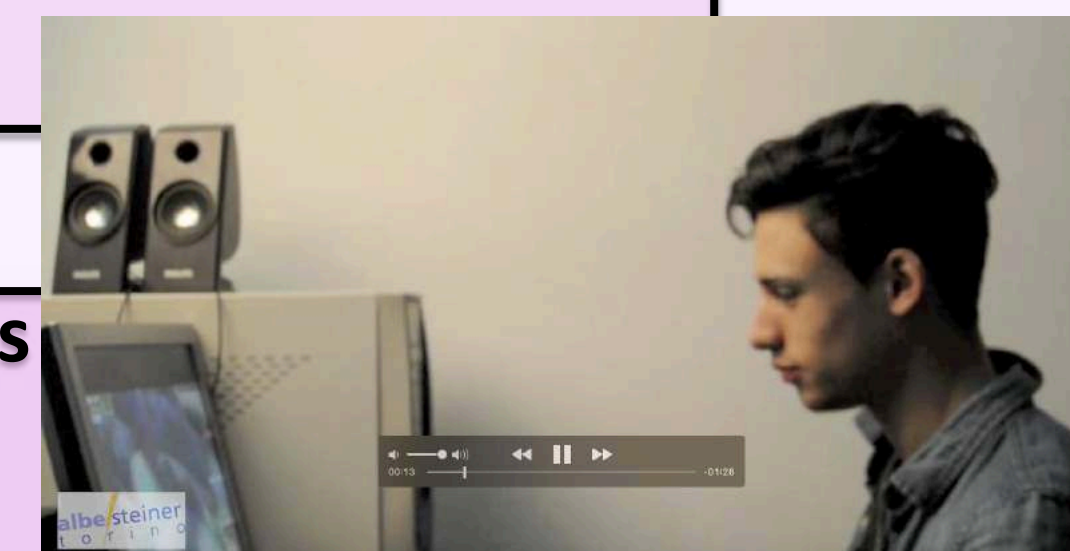
2nd



### 3rd module "CREATING TASKS AND ASSESSMENT" 10 hours

#### *We do (students)*

- Students worked in groups.
- They were explained 5 different tasks and asked to create one:
  - Watch, discuss and create your commercial (**TV commercial**)
  - NGOs: A better world is possible [<http://zunal.com/webquest.php?w=254893>] (**Webquest**)
  - Map task (from Italy) (**Jigsaw**)
  - Webquest on addictions: There's always a way out [<http://zunal.com/webquest.php?w=251825>] (**Webquest**)
  - Come and visit my hometown (from Portugal). (**Promotional video**)



3rd

## CONCLUSIONS

This course responded to the **demands of teacher trainees** who usually complained of the need of more training innovative methodologies where ICTs play a leading role. That is why we tackled it from a very practical viewpoint where our main goal was to empower students to take the lead in the introduction of ICT-based tasks. At the end of the course, we collected an evaluation sheet where participants expressed the strong and weak points of the 24-hour-training course.

All the tasks are thoroughly described in <http://petallproject.eu/petall/index.php/es>