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

Raúl Ruiz-Cecilia<sup>1</sup>,  
Juan Ramón Guíjarro-Ojeda<sup>2</sup>

### 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.

### 1. Introduction

To waken interest and kindle enthusiasm is the sure way to teach easily and successfully. (Tryon Edwards)

The teaching of foreign languages has shifted towards the pragmatic use of language instead of being anchored in predictable communication. Learners demand input which can be transformed into meaningful language chunks and that is liable to be utilized in real language contexts. This was the key idea which revolved in a group of language practitioners' mind when we first met back in 2012. We quested for an innovative, motivating and appealing way of teaching foreign languages across Europe with an emphasis on ICT and Task-Based Language Learning (TBLL). This embryo plan was brought to fruition in the form of a European funded project entitled Pan European Task Activities for Language Learning (PETALL) (reference number 530863-LLP-2012-NL-KA2-KA2MP). Since then, we have been working hard for three years and we have come up with an interesting bunch of ICT based tasks which will be available for the whole educational community (in Europe and beyond) on the webpage <http://petallproject.eu/petall/index.php/en/>.

<sup>1</sup> University of Granada (Spain) [raulruiz@ugr.es](mailto:raulruiz@ugr.es).

<sup>2</sup> University of Granada (Spain) [jrgo@ugr.es](mailto:jrgo@ugr.es).

where participants expressed the strong and weak points of the 24-hour-training course. All of these were carefully listened to and considered for the writing of this paper.

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## BEYOND PROCESS THEORY – HOW NEW TECHNOLOGIES ARE CHANGING THE WAY WE WRITE AND COMMUNICATE

Guy Meredith<sup>1</sup>

### Abstract

New technology is changing the way we teach and the way students learn. The process of writing a text can be fundamentally different with the use of modern word processing tools such as "Quip" or "Google Docs". These apps and websites allow students to share their writing with each other and their tutor thus enabling synchronous and asynchronous collaboration. In addition, space is provided for an online chat-box creating a new channel of communication and thus a further level of analysis. These tools mean that a tutor can help and encourage students while they write a text not have to wait until they have finished a first draft. This paper will consider the effect modern technology is having on the theory and process of writing and how it is changing the relationship between the students and the tutor. A "Post Process" approach will be examined which places more emphasis on collaborative writing and provides an opportunity for the tutor to co-construct texts with the students. The use of online dialogue as a means of encouraging communication between students and the tutor will be discussed and illustrated with examples from a research project of EAP students at Zayed University, Abu Dhabi.

New technology is changing the fundamental process of writing and communicating. An increasing amount of human interaction now occurs in a text-based form online either on mobile phones, mobile devices or computers. The information can be transmitted instantaneously but it can also be stored, reviewed, edited and rewritten. With the development of mobile technologies communication and learning can take place "anytime and anywhere" [1]. This is having a significant effect on the process of learning and specifically writing for EFL learners. In addition to making it easier for students to share documents with each other, receive feedback from the teacher and make multiple edits, mobile technology also facilitates student collaboration and collaboration with the tutor to co-construct a text.

If writing is a "historically dynamic process" [2] that is always changing and developing then it is important to be able to reinterpret and integrate new perspectives into writing theories. A popular approach in EFL teaching is "Process Writing" which can be seen as a reaction against product oriented or traditional rhetoric. It emphasized the process of writing not the product and broke the writing process down into several stages – planning, drafting, peer review, tutor feedback, redrafting and final product.

This process approach was beneficial for the second language learner as it allowed for a review of grammar and lexis as well as content and organization. However in the 1990's Process writing itself came under attack. It was criticized for producing a "Theory" of Writing with its own set of generalisations that should be correct most of the time [3](Olson in Breuch 2002). A Post Process Theory developed that emphasized that writing was not a body of knowledge that could be taught. Other factors were also important such as the situation where the writing takes place, the audience it is meant for and the dialogue that occurs between students and the tutor. However, as Matsuda [4] points out, this does not necessarily mean the end of Process Theory. It is best understood if seen as an extension or development of a process-oriented pedagogy where more emphasis is placed on

<sup>1</sup> Zayed University Abu Dhabi (UAE) [guy.meredith@zu.ac.ae](mailto:guy.meredith@zu.ac.ae)