

FOUR TECHNOLOGY MEDIATED TASKS A PORTUGUESE EXPERIENCE



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International Conference
ICT for Language Learning



THE PROJECT

- PETALL means **Pan European Task Activities for Language Learning**.
- It 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.

THE PROJECT

- PETALL aims to provide examples of good practices in technology-mediated TBLT.
- These examples should be easily used in different languages and educational contexts – **that travel well.**
- Ten countries participate in the project – **Portugal, Spain, UK, The Netherlands, Germany, Italy, Serbia, Hungary, Turkey and Greece.**
- Each country is represented by a tandem formed by a teacher training institution and a junior or senior high school.



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THE PROJECT - OBJECTIVES

- to encourage **collaborative work** between **teachers** in different countries and **teacher trainers** by setting up **regional networks** for the **development of ICT-based tasks**;
- to facilitate the access to **technology-mediated tasks that travel well**, securing the quality of the communicative exchange across **cultural and geographic divides**;

THE PROJECT - OBJECTIVES

- to promote mutual understanding and awareness of **linguistic and cultural diversity** through ICT-based TBLT;
- to enhance **the quality of teacher education** in technology-mediated TBLT;
- to develop the teachers' **digital competence**.

THE TASKS

THE SPANISH TASKS

NGO'S - A BETTER WORLD IS POSSIBLE

- **The Task:** a PowerPoint presentation about a NGO located in the pupils city.
- In this task pupils followed the proceedings in the web quest: <http://zunal.com/tasks.php?w=254893> .
- Each student had a different role within a group. He or she should become an expert on:
 - ORGANIZATION
 - PROBLEMS
 - PROJECTS
 - VOLUNTEER WORK

THE SPANISH TASKS

NGO'S A BETTER WORLD IS POSSIBLE

The Products:

1. ACASO – Elderly People
2. TEEN FORCE – Teenage Problems
3. ADAPO – Abandoned Animals
4. MOJU – Teenage Problems

The Evaluation:

Evaluation of tasks by students - 87% satisfactory/Very satisfactory

Evaluation of task by teachers – 14 out of 16



THE SPANISH TASKS

ONCE UPON A TIME

- **The Task:** Write a 6-page story by using slides as hints and “Storybird” platform (<https://storybird.com/>), based on the theme “Violence in our World”, using randomly-chosen pictures.

- **The Products:**

1. Forbidden Love
2. The One Piece
3. Harmony and The Forest of Love
4. The Fairy’s Sacrifice

- **The Evaluation :**

Evaluation of tasks by students - 80% satisfactory/Very satisfactory

Evaluation of task by teachers – 14 out of 16

THE SCOTTISH TASKS

THE BEST JOB IN THE WORLD

- **The Task** : To apply for a job using a video application.
- **The Products:**
The Best Job in The World
- **The Evaluation :**
Evaluation of tasks by students - 95% satisfactory/Very satisfactory
Evaluation of task by teachers – 15 out of 16

THE SCOTTISH TASKS

DOCUMENTARY ABOUT YOUR SCHOOL

- **The Task** : Video about school facilities
- Students discussed in groups what to include in their video, what video editor to use and they divided roles: Speakers, cameraman, editors.

- **The Products:**

Videos

The Evaluation :

Evaluation of tasks by students - 77% satisfactory/Very satisfactory

Evaluation of task by teachers – 15 out of 16

THE TOOLS

Video editors	<ul style="list-style-type: none">• Windows movie maker;• www.wevideo.com ;• www.magisto.com;• www.youtube.com/editor
Voice generators	<ul style="list-style-type: none">• www.fromtexttospeech.com• www.text-to-speech.imtranslator.net/
Language tools	<ul style="list-style-type: none">• www.linguee.com• www.googletranslator.com



THE CONCLUSIONS

- **Technology-and-task-integration:**
 - Prepares students for real-life language skills;
 - All the four skills can be used within the targeted level;
 - Prepares students to communicate effectively in a real – life context;
 - Travels well since it focus on basic human needs;
 - Using authentic material stimulates students to understand the practicality of what they are performing;

THE CONCLUSIONS

○ Technology-and-task-integration:

- Matches students' experiences and interests and enables them to use ICT (Video, mobile phones, video software, online language tools);
- A large number of functions, notions and communicative tasks were used.
- Learner-centeredness - The process of completing the tasks was based on the students' decisions and choices, while the teacher functioned only as a consultant when necessary.

THE WEBSITE

- For further information about PETALL project, these and many more tasks:

<http://petallproject.eu>

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