

Digital literacy for the learning and teaching of languages



Real world tasks

Quelle: in Zusammenarbeit mit der Universität Zürich
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First Conference Research 2013

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(based on paper and ECML workshop by Christian Ollivier)

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Pixel Conference Florence 2018



Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe

Language teacher competences	Migration and language education	Sign languages	Plurilingual education	New media in language education	Mobility and intercultural learning
Evaluation and assessment	Employment and languages	Early language learning	Content and language integrated learning	Languages of schooling	CEFR and ELP



extensive documentation under:

<https://www.ecml.at/>



New media in language
education

Which digital resources (websites, apps, ...) do you use during your language lessons?



REAL WORLD TASKS

- are carried out within a social interaction which is taking place beyond the classroom and educational boundaries.

Examples:

Posting comments on a discussion thread of a newspaper, contributing to crowdsourcing sites such as Wikipedia or sharing recipes on a specialised site

- remain tasks insofar as they are teaching and learning activities but at the same time, they are also actions taking place in real life. The social interaction within which they take place goes beyond the educational boundaries and the language learner/user (inter)acts with people who are outside the educational realms.

Real World Tasks



objectives

- engage the learners in authentic tasks
- make them become "language users"
- allow varied forms of interaction
- develop transversal skills
- develop intercultural competence
- increase the autonomy of the learners
- increase their motivation

Key questions:

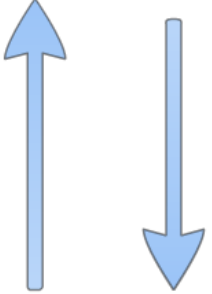


What topics are our students interested in?

Who might they like to communicate with?

Communication during language lessons

teacher



learner



learner

Communication in the context of a real world task



Dual focus or grounding

in a teaching and learning context

- in social interactions of the educational context
- in a protected space
- in a socio-educational problem



learn

in real life

- in social interactions outside the educational context
- in 2.0 websites
- in a real socio-interactive problem



(inter)act



by: R. Ivascenkienė, E. Kaiser, M. Loglio, M. Malitsa, P. Pfeifhofer, A. Tvrđiková



Fiche de préparation des tâches Task preparation form

Description succincte de la tâche/ short description of the task

En quelques phrases / small paragraph

topic: freetime activities

When do you have freetime?
What do you do? Where? How often?
Who with?

Public / target audience

Adulte / adolescent ...

8-15 years (students who are not allowed to use the web without restrictions)

Niveau minimum requis/ Minimum level required

A1

Activités langagières principales/ Main language activities

Production écrite / aural reception...

writing, listening, reading, speaking

Résultats visés / Outcomes

Indiquer le type (genre) de résultat ou de production (par exemple une recette, un résumé, une description, ...) visé / Indicate the type (genre) of outcome (for instance a recipe, a summary, a description)

short descriptions of freetime acitivities (mixed abilities)

Nom du site / Name of the site

iEARN

URL

<http://iearn.org>

Description du site / description of the site

En quelques phrases/ small paragraph

interactive curriculum-based groups where students are creating, researching, sharing opinions and becoming global citizens.

Inscription nécessaire ? Sign-up needed?

Yes

Langues / Languages

Dans quelle(s) langue(s) peut-on réaliser la tâche dans le site? In what language(s) can the task be done within the site?

English

Gestion pédagogique

Intention de la tâche / intention of the task

- improve language skills in an authentic context
- develop students communicative skills
- develop students digital literacy
- raise intercultural awareness
- personalisation and differentiation
- personality development

- Consignes / Instructions

"Freetime activities" is a project which allows you to share photographs, videos and articles describing your leisure activities. You can communicate with pupils from all over the world to discover different habits of spending freetime.

- Accompagnement (rôle de l'enseignant/e durant le processus de tâche) / Role of instructor during the task

instructor/ teacher

- prepares useful vocabulary, chunks, phrases and grammatical structures before students carry out the task
- introduces the website to the pupils
- collects ideas how to carry out the task
- gives support if necessary

- Etapes possibles / Possible steps

1) Make accounts for students.

⇒ provide links on the platform to direct students to and support them

2) Invite students to explore the forum to read the posts in the discussions and examine photos in the album.

⇒ repeat vocabulary with *quizlet*

⇒ structure own ideas with *realtime board*

3) Teacher presents the theme to document (freetime activities)

⇒ *PIXLR* (photoshop tool)

⇒ *automatical word, punctuation and grammar correction*

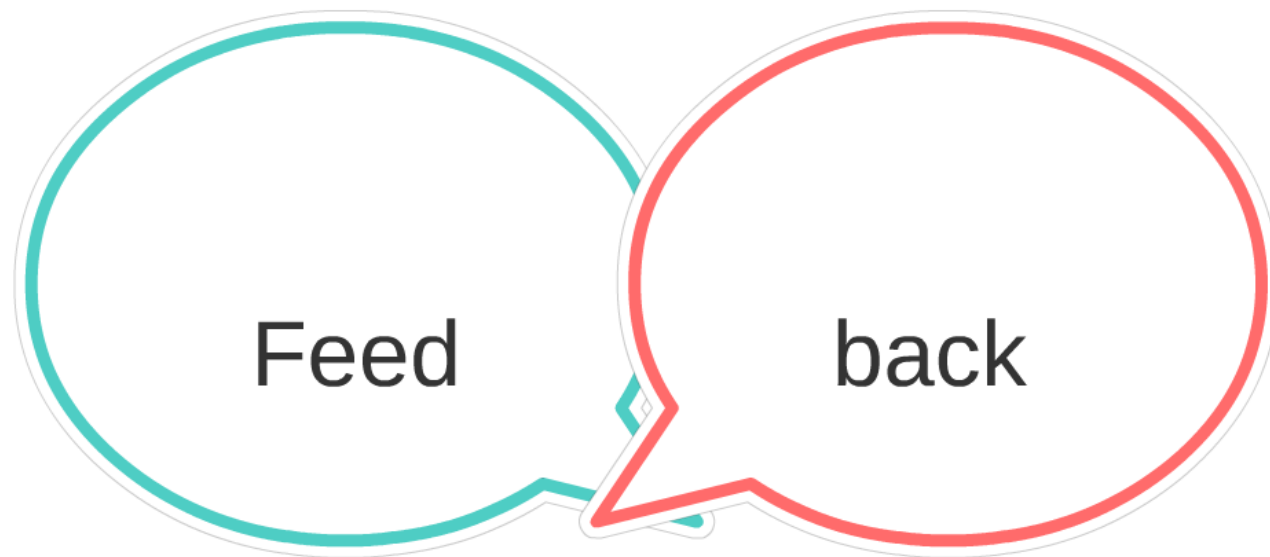
4) Students document the theme, post the documents (with or without media attachments) and wait for responses!

5) Teacher asks students to keep the conversations going!

Evaluation (types):

self evaluation

peer feedback



Checklist for real world tasks

Target audience = people outside the educational system

The outcome is aimed at people who could be interested in it.



The interaction space is **a participative website**.

It was not created by the teacher. The teacher doesn't have ownership nor special rights.



Pre-existing nature of the tasks

Tasks are not created by teachers, arising from the nature and purpose of the site where they will be carried out.



The learner has something to contribute:

knowledge, know-how, point of view, ...



External social evaluation



Instagram

Twitter

Google drive

Yahoo answers/ Yahoo clever

Forum/Blog

Jodel

Wikitravel / Wikivoyage/ Wikihow

Wikimini

Tripadvisor

*possible websites
applications, ...*