

Impact of real life tasks using the Web 2.0 technologies

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Abstract

The Common European Framework of Reference for Languages distinguishes two main types of classroom tasks: tasks that reflect 'real-life' use – the should be chosen according to learners' needs outside the classroom – and tasks which are essentially 'pedagogic' in nature. Real-life task with situational and interactional authenticity (as defined by Ellis) are not intended. This might be explained by the fact that the Web 2.0 and its numerous opportunities to use languages in the framework of real social interaction didn't exist when the Council of Europe published the Framework. But even newest publications on tasks and on the action oriented approach on the Web rarely propose to offer language learners real-life tasks which have to be completed in the framework of a real social interaction.

This paper will present the core results of two different researches that have been carried out in the three last years in different contexts and that analyse the impact of real-life web 2.0-based tasks on students. By analysing the articles written by students and their answers to a questionnaire, the paper will especially show and explains how and why publication of articles on the collaborative encyclopaedia Wikipedia can have a high impact on students' motivation, can lead to a higher quality of language and contents in students' production and, finally, can deeply modify the teacher-students relationship and the role of the teacher. This paper will also examine how real social interaction leads to a more authentic use of language than pedagogic tasks in which the interaction between teacher and students is more dominant.

Finally, we will briefly describe Babelweb (<http://www.babel-web.eu>), a European project that aims at implementing an interactional approach of language learning based on the results of the reported researches. The project develops real-life tasks using Web 2.0 technologies and offers learners of romance languages the opportunity to be "social agents" using languages in authentic social interactions.