

IES 2.0: a Research on the Use of ICT and Language Learning in Secondary School

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Abstract

The main aim of this poster is to present the project IES2.0: Digital Literacy Practices. Materials, Classroom Activities and Online Linguistic Resources (EDU2011-28381; 2012-14), financed by the Spanish Ministry of Science and Innovation, within the National Plan for Scientific Research, Development and Technological Innovation.

The project which analyses the impact of the introduction of laptops, Wi-Fi technology, digital textbooks and Virtual Learning Environments in the teaching of reading and writing in secondary education. It emerged from the collaboration between several research groups from different Catalan universities coordinated by Pompeu Fabra's University doctor, Daniel Cassany. Thanks to this cooperative work an important and representative number of Catalan secondary schools that implement the program are covered in this study.

This analysis stems from the premises of the New Literacy Studies, a field of innovative research in regard to the study on writing as a social practice. Its main objective is therefore to analyse the role which Web 2.0 tools play in academic writing, as well as the changes that have been generated following the emergence of such tools.

Thus, through a mainly qualitative methodology different analysable corpuses are being elaborated. Such corpuses include digital materials, classroom observations, interviews to students and teachers, academic productions and other information on the use of the ICT in the studied centres.

The collected material and data will be analysed at different levels of depth with the purpose of evaluating if the possibilities of ICT in language learning are exploited and proposing improvements. In addition, reading and writing tasks will be described and assessed in order to elaborate a "good practices" catalogue. Moreover, taking into account the students' production corpus, an analysis to discover which changes the digital interface does will be done, offering linguistic and didactic patterns for improvement. Finally, we intend to identify the linguistic techniques used by the students to read and write in those digital classrooms. These analysis will draw a comprehensive picture of the effects of the program, and thus of ICT in language learning in secondary education.