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PETALL PROJECT IN ACTION

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General system of teacher training for secondary education in Greece

For secondary education, teacher training is offered in separate and academically independent departments, such as Departments of Language, Mathematics, Physics, Chemistry, and Biology. Because of the academic independence of Greek Universities, each Department follows its own curriculum. Focus is mostly on content and less on pedagogical issues. Depending on the University, students may or may not take part in teacher training practice during their undergraduate student years. But even when this happens, focus is primarily on the delivery of content and not on classroom management issues. In recent years, the Greek State has requested a certificate of Pedagogical Efficiency/Capability for graduates of such departments. For this purpose, Discipline Specific Departments often request that the adjacent Departments of Education offer courses that their students can attend.

When talking about the preparation of secondary education teachers, diversity is not included in the curriculum. As explained earlier, in academic departments, focus is on content. However, if the Department offers pedagogical/psychological courses (via other Departments within the same University), diversity may be included in the curriculum of courses, such as: School Psychology, Multicultural Education, Human Rights Education, and so on. In this case the focus on a program dealing with diversity is on both the theoretical and the practical part. The course may cover various aspects of diversity, such as, Special Education Needs, Human Rights, Migrants/Immigrants, Roma students, other socially disadvantaged and excluded groups. Also, the program may include practical and training exercises in local schools with high numbers of minority students.

The good practice "PETALL PROJECT IN ACTION"

1. The problem it addresses

Several foreign language teachers (novice and experienced ones) still rely on the archetypal Presentation-Practice-Production (PPP) approach to language teaching. The training's main objective was to help student-teachers shift from this approach to TBLT (Task Based Language Teaching) with the use of ICT (Information and Communications Technology) tools. The aspiring outcome is to create a more motivating and engaging teaching and learning milieu.

Through evaluation and trialling of the tasks designed, the project aims at ensuring that the tasks could "travel well" in different cultural, linguistic and social contexts as well as encouraging collaborative work between teachers in different countries and teacher trainers by setting up regional networks for the development of ICT-based tasks.

2. The context

Student –teachers studying English language and literature in New York College in Athens, Greece were asked to design learning tasks based on ICT and TBLT.

3. The content

The training of the student-teachers was organized into the following phases:

- Introduce the TBLT frameworks (based mainly on the work of Ellis and Willis) and create the theoretical underpinning that permeates the TBLT approach.

- Introduce student- teachers to and familiarize them with existing and easily-accessible as well as teacher-friendly ICT tools (i.e. voki, penzu, padlet, smilebox, wordle, tagul, goanimate, etc.).

- Blend TBLT and ICT tools and demonstrate to student-teachers how the latter can complement the former.

- Evaluate and assess samples of existing tasks and suggest improvements.

- Design tasks based on the use of the TBLT approach and ICT tools.

- Receive feedback.

4. The student-teacher competences that are developed

Training aimed at developing student -teachers' digital competence by facilitating the access to technology-mediated tasks as well as secure understanding of the Task-Based Approach. In more general terms, the training aimed at improving their methodological, pedagogical and reflective competence as well as competence in bridging the gap between theory and practice.

The two tasks (see Appendix 1-2) exemplify how TBLT can cater for differentiated learning in diverse backgrounds, namely cultural, linguistic and social.

5. The theoretical underpinning

A quick literature review shows that TBLT has become an important approach in the last years. Task-based learning has some clear advantages over the PPP approach:

- The students are free of language control. In all the stages they must use all their language resources rather than just practice one pre-selected item.

- A natural context is developed from the students' experiences with the language which is personalized and relevant to them.

- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns, as well as language forms.

- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book.

- It is a strong communicative approach where students spend a lot of time communicating. PPP lessons seem very teacher-centered by comparison. Just notice how much time the students spend communicating during a task-based lesson.

- It is enjoyable and motivating.

Important theoretical resources include:

ELLIS, R. (2003). *Task-based language learning and teaching*. Oxford: OUP.

GONZÁLEZ-LLORET, M. & ORTEGA, L. (eds.) (2014). *Technology-mediated TBLT: Researching Technology and Tasks*. Amsterdam: John Benjamins

LOPES, A. (2012). Changing teachers' attitudes towards ICT-based language learning tasks: the ETALAGE Comenius project (the Portuguese case). *The EUROCALL Review 20*(1): 100-103.

LOPES, A. (2014). PETALL: A European project on technology-mediated TBLT. In S. Jager, L. Bradley, E. Meima and S. Thouësny (eds.), CALL Design: Principles and Practice - Proceedings of the 2014 EUROCALL Conference, Groningen, The Netherlands. Dublin: Research-publishing.net: 209-213.

NUNAN, D. (2004). Task-based Language Teaching. Cambridge: CUP.

NUNAN, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: CUP.

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SCHROOTEN, W. (2006). Task-based language teaching and ICT: Developing and assessing interactive multimedia for task-based language teaching. In: K. van den BRANDEN (ed.), *Task-based language education: from theory to practice*. Cambridge: Cambridge University Press, 129-150.

THOMAS, M. & H. REINDERS (2010).*Task-Based Language Learning and Teaching with Technology*. Continuum Publishing Corporation.

WILLIS, D. & J. WILLIS (2007). *Doing Task-Based Teaching (Oxford Handbooks for Language Teachers)*. Oxford: OUP.

WILLIS, J. (1996). *A Framework for Task-Based Learning*. London: Longman.

6. The impact on student teachers

The training was received and evaluated positively by the student-teachers. TBLT was clearly presented and exemplified. They felt more competent as far as the ICT tools were concerned and they acknowledged that the bank of tasks created for the PETALL project will serve as a useful tool for their future teaching context (http://petallproject.eu/petall/index.php/en/).
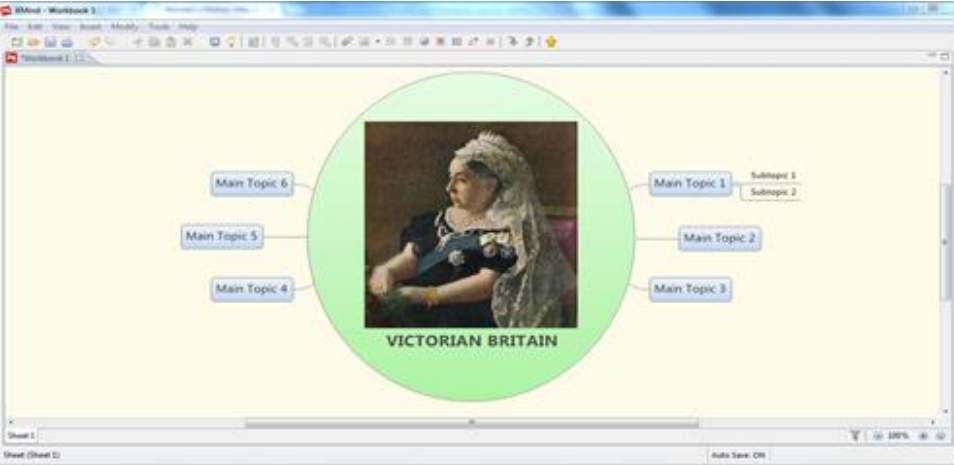
7. Expected Outcomes:

- Change in the teaching practice, the teaching process and the materials used and frequent use of TBLT in Foreign Language Teaching with the provision of strategies and tools which would help student-teachers create their teaching material based on TBLT and also "taskify" already existing teaching material based on the their learners' needs.

- Encourangement of teachers to incorporate free user-friendly ICT tools in the teaching practice.

- Enhancing cooperation among teachers, either on national or international level, through the exploitation of the opportunities offered by the use of ICT.

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APPENDIX 1:

POVERTY AND HUMANITY			
Overview			
Linguistic dimension			
CEFR Level	**Skill(s)**	**Duration**	**Target language**
B1/B2	**Reading** **Writing**	**3 x 45**	**ENGLISH or any other language**
ICT dimension			
ICT resources	*Xmind* : *http://www.xmind.net* *Speechable:* *http://www.speechable.com* -*http://riskwerk.files.wordpress.com/2014/05/more-please.png* -*http://charlesdickenspage.com/twist_more.html*, -*https://docs.google.com/forms/d/1baySjaHh-iuVO1D8PjD-sv7TUq3sOK9baIAW7duBWwA/viewform* *https://docs.google.com/forms/d/1HnSHi5_VNt6nI4RTKySjXCDoFGcFs4_p_bYEqrgQ8FY/viewform* *Wordle (http://www.wordle.net)* *Poster My Wall (http://www.postermywall.com)* *Padlet (http://padlet.com)* *Canva (https://www.canva.com)* *Thinglink (https://www.thinglink.com)* *Toondoo (http://www.toondoo.com)* *Storybird (https://storybird.com)* *Websites about Victorian Britain: (http://www.bbc.co.uk/schools/primaryhistory/victorian_britain) or (http://resources.woodlands-junior.kent.sch.uk/homework/victorians.html* *Interactive crossword : file:///C:/Users/Folio/Desktop/olivercrossword.htm.htm* *Cloze test 1: file:///C:/Users/Folio/Desktop/Oliver%20cloze%201.htm* *Cloze test 2: file:///C:/Users/Folio/Desktop/oliver%20cloze%202.htm* *Cloze test 3: file:///C:/Users/Folio/Desktop/oliver%20cloze%203.htm* *Worksheets* *Pictures*		
ICT competences	1. Create mind maps 2. Add speech bubbles to a text 3. Do the comprehension activity online or respond to the online survey 4. Create a word cloud and create a poster / a short story/ an interactive photo/ a leaflet or build an information wall 5. Use Padlet to present the characters in a story 6. Make comic strips or make an animated version of the continuation of a story 7. Do an interactive crossword puzzle 8. Do interactive cloze test activities		
Detailed description of the task			

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Situation/ theme(s)	Poverty- based situation on an adapted excerpt of Charles Dickens's novel "Oliver Twist"
I can…	• write simple connected text on topics which are familiar or of personal interest. • connect phrases in a simple way in order to describe experiences and events • narrate a story or relate the plot of a book, understand the description of events
Product	Students should be able to create a word cloud, poster, padlet, comic strip or a story in a form of a digital book.
Product requirements or prerequisites	In order to implement this lesson, an IWB is necessary as well as computers/ tablets for the learners so they can use the free software suggested. In most cases, learners need to create an account for using this software
Process	

Pre task

Activity 1: **Which year are we in now? Subtract about 200 years. What year is it now? We will travel to London in the beginning of the 19th century and learn what life was like in Victorian Britain. To do this, we will have to make some posters with the information we will collect. Your task is to put the information you are given (topic titles, texts and photos) on a mind map and present to class the description of that era. Your tool for the task is Xmind software (**http://www.xmind.net**). If the texts are long, make notes out of them. You can look at a sample template below:**

Here is the information you can use:

A. Topic titles
a. Britain in Victorian times
b. The poor and the rich in Victorian times
c. Children at work
d. The workhouse
e. Oliver Twist

B. Texts
a. The story takes place in London. A baby is born, but his mother dies, so the church sends Oliver to a workhouse. When Oliver asks for more food, they send him out. In the streets, he meets a gang of thieves, but a good man saves him and offers him a home.
b. The director of the workhouse was the Beadle. He took all the decisions

	about everything in the workhouse with a board. There was also a master, a cook, assistants, a doctor and a teacher.
c.	Poor Victorian children worked to help their families. Many started work at the age of five. Children worked on farms, in rich homes, in factories and on city streets, selling things. They also worked as chimney sweepers, cleaning the inside of chimneys.
d.	Victorian Britain is named after Queen Victoria, who was Britain's queen from 1837 until 1901.
e.	There was no electricity. Instead, gas lamps or candles were used for light. There were no cars. People travelled by boat or train, or used coach horses to move from place to place.
f.	The poor worked long hours, lived in very poor houses and ate poor food. Many of them lived in the streets. Poor children looked thin and hungry, wore poor clothes, and some had no shoes. Poor children had to work and the orphans lived in workhouses.
g.	Factory owners took children because they were cheap, had small fingers, and could get under the machines. Work was hard and dangerous for children. Children had accidents and died at work.
h.	Workhouses were places where poor people or orphan children. They all had to work in the workhouse. Food was too little and tasteless and the same every day. The children learnt to do a job. Everybody had to wear a uniform and obey the rules.
i.	Oliver Twist was a novel published in 1837 by Charles Dickens, a British writer who lived in Victorian times. It tells the sad story of an orphan boy, Oliver, who has lots of unhappy experiences before he finds a real family in the end.
j.	The rich, didn't need to work, lived in big houses with servants and wore nice clothes. Rich children went to school or had lessons at home and they also went on holidays.
k.	Britain became the richest and the strongest country in the world. Factories and machines were built and cities grew big, because people left their villages and went there to work in the factories.

B.Photos

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- You can download <u>one</u> photo of your own choice related to each topic from the Web.
- Alternatively, you can use the photos given.

Activity 2: Look at the picture below.

Discuss with your group where the children are and what is happening. Then use SPEECHABLE (http://www.speechable.com) to add 3 speech bubbles, one for the young boy with the bowl, one for the man in the apron and one for the boys at the table. Then exchange your work with the other groups explaining your ideas. The picture can be downloaded from http://riskwerk.files.wordpress.com/2014/05/more-please.png

You can vote for the best speech bubble!

Activity 3: Read an extract of Charles Dickens's novel "Oliver Twist" by clicking on http://charlesdickenspage.com/twist_more.html **or use the adapted version below.**
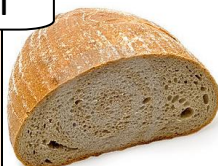
Oliver Twist, by Charles Dickens (1837). Chapter 2

copper pot

"Please, sir, I want some more"

half a roll

The room, in which the boys ate their food, was a large stone hall, with a copper pot at one end. From this copper pot the master, dressed in an apron and helped by one or two women, served the soup at mealtimes. Each boy had one bowl, and no more -- except on great holidays, when he had half a roll of bread too.

The bowls never needed to be washed. The boys polished them with their spoons till they shone again. And when they had done this (which never took very long, as the spoons were nearly as large as the bowls), they sat looking at the copper pot on the fireplace with
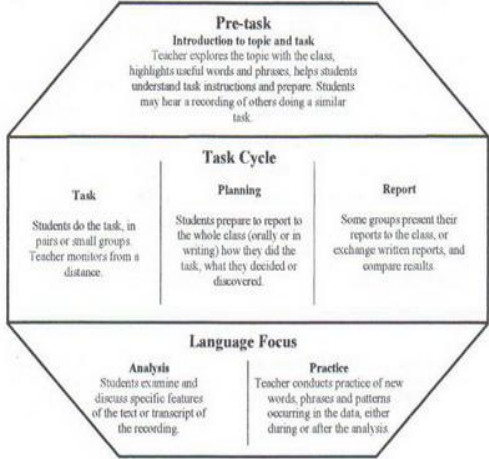
bricks

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Didactic added value of the task and other information	
Practical hints for teachers	Teachers should have tried all these sites and created accounts in order to avoid delays throughout the trialling. Students should have been given time to become familiar with the aforementioned ICT tools.
Additional methodological or didactic comments	Depending on the linguistic level or abilities of our learners, activity 5 in the task cycle caters for differentiated learning styles or needs. It is not necessary to use all of the suggested activities, the teacher can choose accordingly. The task in the aforementioned activity has been changed so as to suit current reality.
Reasons why this task is a model of best practices	It was designed to develop language competences using ICT tools as well as social competences by encouraging students to reflect on issues concerning people in need. The task suggested is based on material used for EFL teacher training in Greece and thus, it has been trialled and evaluated successfully in different teaching contexts in Greece.
Impact that it is expected to have on the teaching practices and attitudes	There are lots suggestions for user-friendly online tools which teachers can easily adopt and incorporate in their teaching situations. Teachers become familiar with the use of TBLT methodology by organising their teaching based on the 3 task cycles.
Reasons why this task travels well	It is based on a well- known, classic novel and it deals with a topic which concerns people worldwide. In every language and culture, there are similar works that any language teacher can use instead.
Rationale and/or theoretical underpinnings of the task	The lesson is organised in the 3 cycles (pre-task, task, language focus) based on Willis & Willis view of task based learning and teaching Table 1: Components of the task-based learning framework (adapted from Willis, 1996, p. 38).

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APPENDIX 2:

Role Models have no identity

Overview
Linguistic dimension

CEFR Level B1	Skills: Reading, Writing, Speaking, Listening	Duration: 4X45	Language: ENGLISH or any other

ICT dimension	
ICT resources	• *PPT Presentation* • *http://news.bbc.co.uk/cbbcnews/hi/newsid_9000000/newsid_9001500/9001539.stm* • ***Bubblus** (https://bubbl.us)* • ***YouTube** (https://www.youtube.com/watch?v=hRMcPJrWm-g)* • *Google Drive quiz at https://docs.google.com/forms/d/1bL9VfqjfJKDs6WD5O-2KwkBTNIsdk1tRKOouk4RLfCg/viewform* • ***Storybird** (http://storybird.com) or **Flipsnack** (http://www.flipsnack.com)* • ***Wordle** (http://www.wordle.net) or **Tagul** (http://tagul.com)* • ***Amara** (http://www.amara.org/el)*
ICT competences	• *Use **Bubblus** (https://bubbl.us) to present the profile of a hero* • *Do a quiz on Google Drive* • *Learn how to create a digital story book* • *Use **Amara** (http://www.amara.org/el) to add captions in various parts of a video*

Detailed description of the task	
Situation / theme(s)	Everyday life role models
I can…	• Understand the description of events and feelings in personal accounts • Write simple connected text on familiar topics • Write about past events and feelings • Understand the main points of a movie clip • Give reasons and explanations for opinions • Report on the plot of a video clip and describe my reactions • Enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life
Product	Create a digital story book Create written tags for a given photo
Product requirements or prerequisites	In order to implement this lesson, an IWB is necessary as well as computers/ tablets for the learners so they can use the free software suggested. In most cases, learners need to create an account for using this software.

Process	**Pre task**

Pre task

Activity 1

Students are asked to choose a friend/person they admire and talk about the traits

they admire about him/her.

Activity 2

The teacher projects a PPT slide with several different celebrities displayed in wax museums -e.g. Madame Tussaud's-, among which there is a heroic figure, and asks the students to identify them, to justify their fame and to spot the hero explaining his/her distinctive characteristics. Here is a sample of the activity:

Look at the pictures of some wax figures one at the London Madame Tussaud's Museum and work with a partner try to provide answers to the following questions:

Questions

1. Do you recognize these people?

2. What are their names?

3. What do they do?

4. Which can be considered a hero? Why?

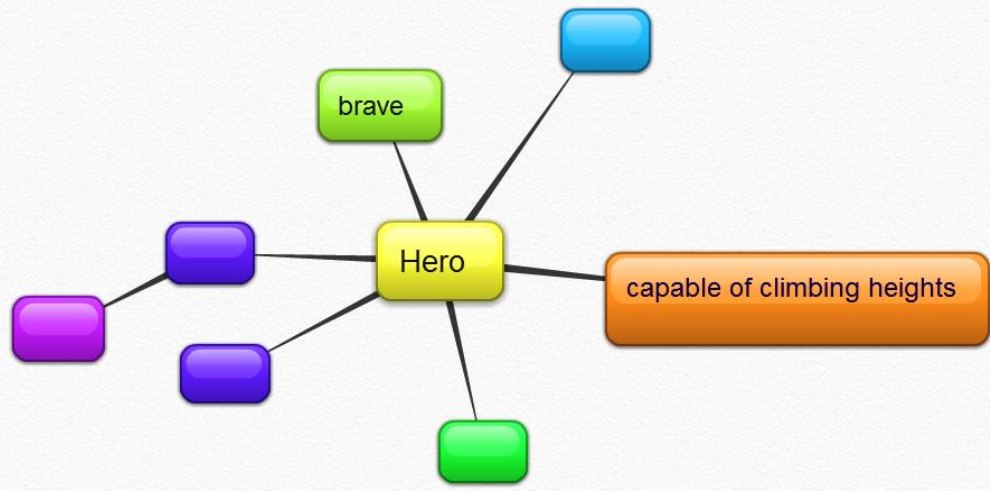5. Can you explain the difference between a hero and a role model?
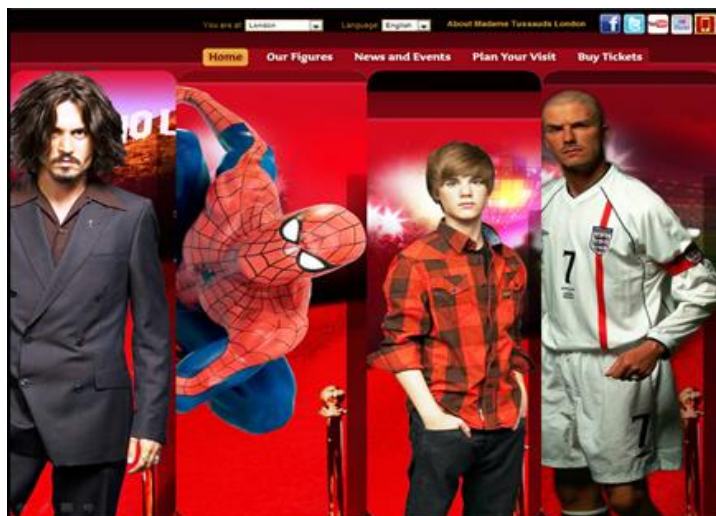
Activity 3

Click on http://news.bbc.co.uk/cbbcnews/hi/newsid_9000000/newsid_9001500/9001539.stm to read how British children describe a 'role model'. Whose ideas do you mostly agree with?

Complete the following table with the appropriate information:

Name of child	Age	City / country	Idea of hero

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Activity 4

In groups, write 3-5 major characteristics of a role model (adjectives and short phrases on a word document). Choose another group and all together share your ideas using **Bubblus** (https://bubbl.us) and then present to the class the complete profile of a role model using your ideas and the new ideas from the other group. Compare and contrast the results with the other groups. Upload your mind maps on Padlet.

Here follows an example layout of this brainstorming tool:

Task cycle

Activity 5

Watch a short movie clip on **YouTube** (https://www.youtube.com/watch?v=hRMcPJrWm-g) and complete the missing information on a Google Drive quiz at https://docs.google.com/forms/d/1bL9VfqjfJKDs6WD5O-2KwkBTNIsdk1tRKOouk4RLfCg/viewform
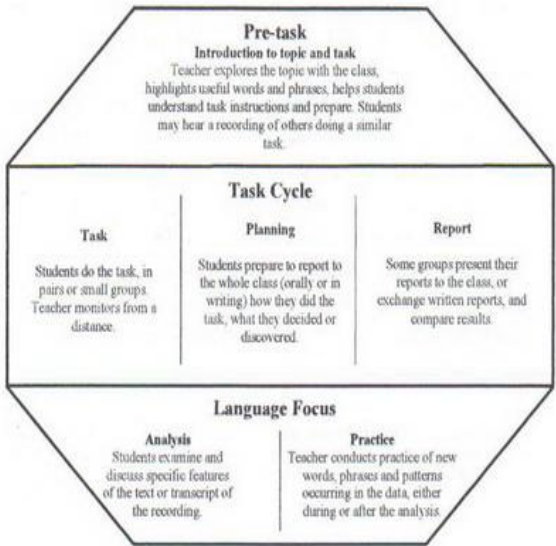
Activity 6

Work with your partner and complete this table once again with information from the clip.

The role model	The danger	The heroic action

Activity 7

Get into groups. Choose one of the two old characters of the clip. Use **Storybird** (http://storybird.com) to create a digital story book of up to 10 pages with their personal memories of their first meeting in their youth.

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Alternatively, you can write the story on a word document, convert it into a pdf file and use **Flipsnack** (http://www.flipsnack.com) to turn it into a flipping book. Upload it on Padlet. Remember to include an interesting title, an author's name and illustrations in your story pages. Also remember to write as the old man or the old lady.

Language focus

Activity 8

Use **Wordle** (http://www.wordle.net) or **Tagul** (http://tagul.com) to express in adjectives the characteristics of the young role model of the movie clip.

Activity 9

What are the characters in the clip thinking? What are they saying? With your partner or group, use **Windows Live Maker** or **Amara** (http://www.amara.org/el) to add up to 20 captions in various parts of the video to show either the characters' thoughts or words. Compare your group's captions with those of the other groups.

Division of roles (optional)	No specific roles assigned, just group work and pair work
Consolidating activities suggested or follow up plan	The activities in the language focus cycle act as consolidation of the newly acquired knowledge.
Success factors or evaluation criteria	Students have carried out the tasks well if they have successfully reached the outcome of the lesson using the suggested ICT tools. The teacher can provide students with a self - evaluation sheet to check if they have responded appropriately to the CEFR criteria set for this lesson namely the following "can do" statements: • Understand the description of events and feelings in personal accounts • Write simple connected text on familiar topics • Write about past events and feelings • Understand the main points of a movie clip • Give reasons and explanations for opinions • Report on the plot of a video clip and describe my reactions • Take part into a conversation on topics that are familiar, of personal interest or pertinent to every day life
Adapted by:	Vasiliki (Bessie) Gioldasi besyiol@yahoo.gr Ioannis Karras karrasid@gmail.com
Acknowledgements	Based on material created by Ms. Marianthi Kotadaki, EFL State School Advisor of Ileia

Didactic added value of the task and other information	
Practical hints for teachers	Teachers should have tried all these sites and created accounts in order to avoid delays throughout the trialling.

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	Students should be given time to become familiar with the aforementioned ICT tools. The teacher can modify the activities according to the resources, equipment and learners' interests.
Additional methodological or didactic comments	This lesson aims at building attitudes and values. During the activity, there is a shift from the superficial level of what teenagers think a role model is to a more in depth understanding of what being a role model entails.
Reasons why this task is a model of best practices	It is based on material used for EFL teacher training in Greece. The original version of this task (without the TBLT and ICT dimension) was acknowledged as a sample of good practice by the Hellenic Pedagogical Institute.
Impact that it is expected to have on the teaching practices and attitudes	There are lots of user-friendly online tools which teachers can easily adopt and incorporate in their teaching situations. Teachers become familiar with the use of TBLT methodology.
Reasons why this task travels well	It uses a lot of online tools which motivate and appeal to learners.
Rationale and/or theoretical underpinnings of the task	The lesson is organised in the 3 cycles (pre-task, task, language focus) based on Willis & Willis' view of task-based learning and teaching

Table 1: Components of the task-based learning framework (adapted from Willis, 1996, p. 38).