



The Adoption of Technology-Enhanced Project-Based Language Learning to Develop Learner's Interactional Competence in Secondary Education



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RecerCaixa 2016-ACUP-001 (2017-2020) LCF/PR-RC16-10100003

THEORETICAL FRAMEWORK

Within the teaching community, it is broadly accepted that the command of **language forms** is **not enough** to ensure successful communication (Young, 2011).



THEORETICAL FRAMEWORK



Technology-Enhanced Project-Based Language Learning (TEPBLL, Dooly & Sadler, 2016) engages the learners in exciting new ways to **experiment**, **play**, and **explore** the target language (Dooly & Masats, 2019), especially if the use of English goes beyond the classroom walls and becomes a **lingua franca** to conduct telecollaborative projects with peers from other countries.

THEORETICAL FRAMEWORK



As Mont & Masats (2018) suggest, these initiatives create a ‘**space for learning**’ (Walsh, 2011) since they enhance communication in and outside the classroom and promote quality contact among students, which, in turn, enable them to develop their **plurilingual and pluricultural competence** (Council of Europe, 2001).



OBJECTIVE

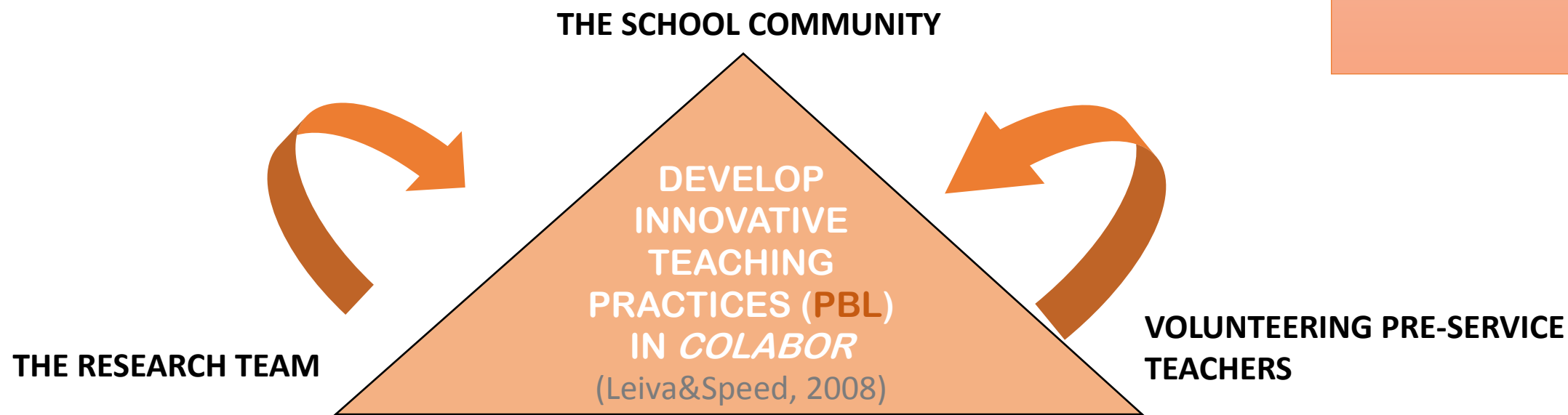
To investigate how a group of **secondary students** of English develop their intercultural and interactional competences in **formal** and **non-formal face-to-face** and **virtual** encounters thanks to the use of technology.



THE PROJECT & THE STUDY

Framed within project on research and innovation (2016ACUP-001 -LCF/PR/RC16/10100003).

**FOCUS ON A COHORT OF
SECONDARY STUDENTS
IN A
SOCIOECONOMICALLY
UNDERPRIVILEGED
SETTING
(4 years)**



Catalan secondary students at risk of social exclusion were teamed with a high school class in Greece with the objective to get to know each other and plan an exchange visit.

METHODOLOGY

SOCIOCULTURAL INTERACTIONIST THEORY



Oral data will be analysed based on the theoretical and methodological apparatus that **CONVERSATION ANALYSIS** offers

OUR CORPUS:

- ✓ classroom interactions recorded in the Catalan school during the preparation of the introductory videos the students were to send to their counterparts in Greece,
- ✓ the virtual encounters,
- ✓ face-to-face interaction during the actual trip to Greece,
- ✓ informal non-teacher mediated spontaneous communication through social media (among students of both countries)
- ✓ face-to-face focus groups in which Catalan students and their teachers reflect upon the experience.

Extract 1: Classroom interactions recorded in the Catalan school during the preparation of the introductory videos the students were to send to their counterparts in Greece

Google Translate:	ευχαριστώ (Efcharistó) thank you
Student 1:	=ευχαριστώ (Efcharistó)
Teacher:	=ευχαριστώ (Efcharistó)
Student 1 :	ευχαριστώ (Efcharistó) (.) ευχαριστώ (Efcharistó) (.) ευχαριστώ (Efcharistó) (looking at the recording camera)
Student 2/Student 1:	ΕΥΧΑΡΙΣΤΩ (Efcharistó) (with thumbs up)
Student 2 :	ευχαριστώ (Efcharistó) is <i>gràcies</i> in Greece (looking at student 3) Greece/ “Efcharistó” means “Thank you” in Greece
Student 1 :	Greek
Student 3:	ευχαριστώ (Efcharistó)
Student 1 :	amm... <i>adéu</i> (typing in the laptop) (0.2) Whaaaat/ (reading the translation on the screen) umm ... good-bye
Student 2/Student 1 :	αποχαιρετισμός (apochiaretismós)(The translation given by Google Translate means “farewell”)
Student 3:	this (.) is very difficult
Teacher :	αποχαιρετισμός (apochiaretismós)/
Student 1 :	αποχαιρετισμός (apochiaretismós)
Student 2 :	αποχαιρετισμός (apochiaretismós)
Student 1 :	αποχαιρετισμός (apochiaretismós)
Student 2 :	what is your name/ (pointing at the laptop)
Student 1 :	<i>com et dius</i> / (typing “what’s your name” on his laptop) πως σε λένε (pos se léne)
Student 2:	*pos le té*
Student 1:	It sounds French
Student 2:	(laughter)
Google Translate:	*pos le té*
Student 2/Student 1 :	POS LE TÉ
Student 1 :	(imitating an Italian accent) it sounds very Italian (.) ITALIANO (.) POS LE TÉ

Mediation

Interest in knowing words in the L1 of their addressee

Other-repair

(CARAP S 3.2) Can perceive proximity and distance between sounds (or can discriminate aurally)

Extract 2: One of the different virtual encounters through Messenger, where a group of students talk about their traditions and ask each other questions.

Student 3:	we will talk about san juan
Student 4:	san juan
[...]	
Student 4:	yes yes
Student 4:	ok ok
Greek teacher:	what is it again/ (xxx)
Student 4:	ok ok
Catalan teacher:	=say that again... SAN JUAN
Student 3:	SAN JUAN
[....]	
Catalan teacher :	Ara expliqueu-ho una mica, laia, laia, va (.) explain what it is
Student 5:	San Juan
Student 3:	San Juan is
Student 5:	San Juan es como (moving her hands as if about to represent firecrackers) petardos como se dice (looking at teacher)
Student 6:	fireworks/ (looking at teacher)
Student 4:	firecrackers
Catalan teacher:	it's a celebration where we throw (whispers)
Student 3:	it's a celebration
Student 6:	it's a celebration that we throw fireworks
Student 5:	it's a celebration that we there (..) fireworks (moving her hands upside down and them opening her fingers representing an explosion) poom poom poom
Student 4:	(moves her hands and makes a noise) pssff

Teacher-mediated interaction

- Asking for help
- Code-switching (to address the teacher)

Co-construction of knowledge

Multimodal resources (gestures / onomatopieics)

Extract 3: Face-to-face interaction during a class activity during their trip to Greece

1. CAT STU 1	this is barcelona\
2. GREEK STU 1	mhm\
3. CAT STU 1	this is sagrada família/
4. GREEK STU 1	[sagrada família, yeah\ (2") what about (.) this tall building (.)
5. CAT STU 1	here/
6. CAT STU 2	[y Barça/]
7. CAT STU 1	=this (.) is (.) a (great) tower that is like (.) offices (.)
8. GREEK STU 1	ah ok\
9. CAT STU 1	and next a:re a theathe:r
10. GREEK STU 1	ah there's a theatre/
11. CAT STU 1	yes (.) a lot of theaters (..) you have (.) this is: (.) dalí (.) the building of dalí
12. GREEK STU 1	[mhm]
13. CAT STU 1	and:: a lot of things\
14. GREEK STU 1	ok/ so: here in my area (.) there are not (.) that special thing (.) ah: but
15.	you've seen thassos/
16. CAT STU 1	yes\
17. GREEK STU 1	=it's quite beautiful (xxx) uh/ (xxx) theaters: museums: uhm: what else (.)
18.	a lot of mountains::
19. CAT STU 1	YES I see
20. GREEK STU 1	mountains: beaches: uh:: (2") after school we have also a lot of activities (.)
21.	like sports or (.) different languages (6")
22.	((other participants speak))
23. GREEK STU 1	ahh what else/
24. CAT STU 1	in: spain are (.) le enseño andalucía/
25. CAT STU 2	sevilla\ flamenco\
26. GREEK STU 2	ouh::
27. CAT STU 1	(sevilla) no::/ sevilla esto no\
28. CAT STU 1	this is uh..
29. GREEK STU 1	is it in another city/
30. CAT STU 1	this is sevilla/
31. GREEK STU 1	is it near to barcelona/
32. CAT STU 1	no::: it's like ah: eight hours in car
33. GREEK STU 1	ah ok\
34. CAT STU 1	e:: next (.) madrid/
35. GREEK STU 1	=yeah: we know
36. CAT STU 2	[is the capital/]
37. CAT STU 1	[yes (.) is the capital (.) [of spain]
38. CAT STU 2	[of spain]
39. GREEK STU 1	(..) so there's athens/ also/ (.) have you go (.) have you been to athens/
40. CAT STU 1	asthens/
41. GREEK STU 1	athens is the capital of greece/
42. CAT STU 1	no\
43. GREEK STU 1	ah\ (.) there's a akropolis there

TECHNOLOGY is involved as they use mobile devices to show each other photos of the places they talk about

Focus on how participants manage their participation in favor of

- task completion (progressivity) and
- mutual understanding

Co-construction of knowledge (peer collaboration)

Participant-related code-switching

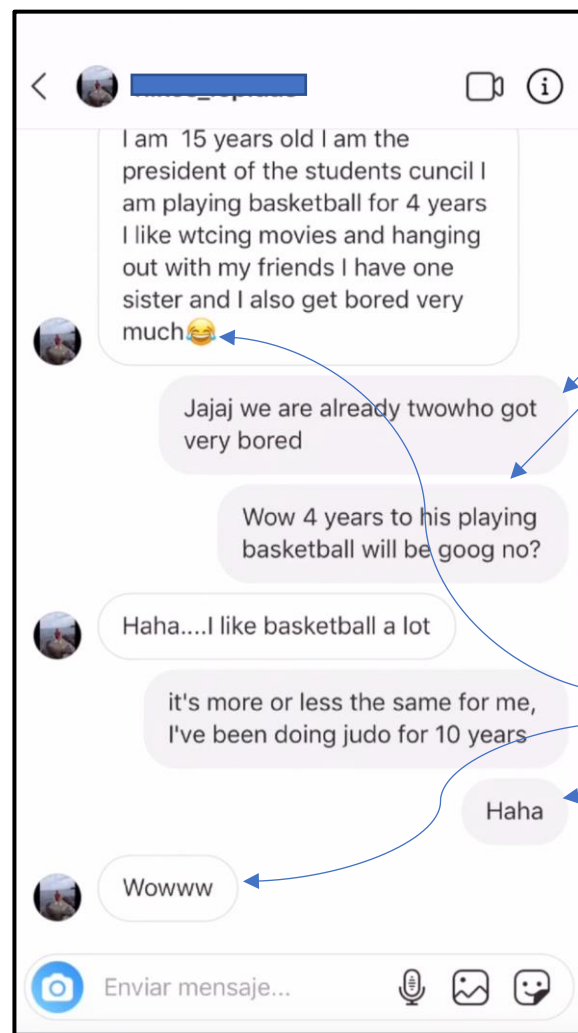
Participant roles (expert ↔ non-expert)

Extract 4: Screenshots of Instagram conversations between Catalan and Greek students after their first contact through virtual encounter in class.

Two examples of the first contact after virtual encounter

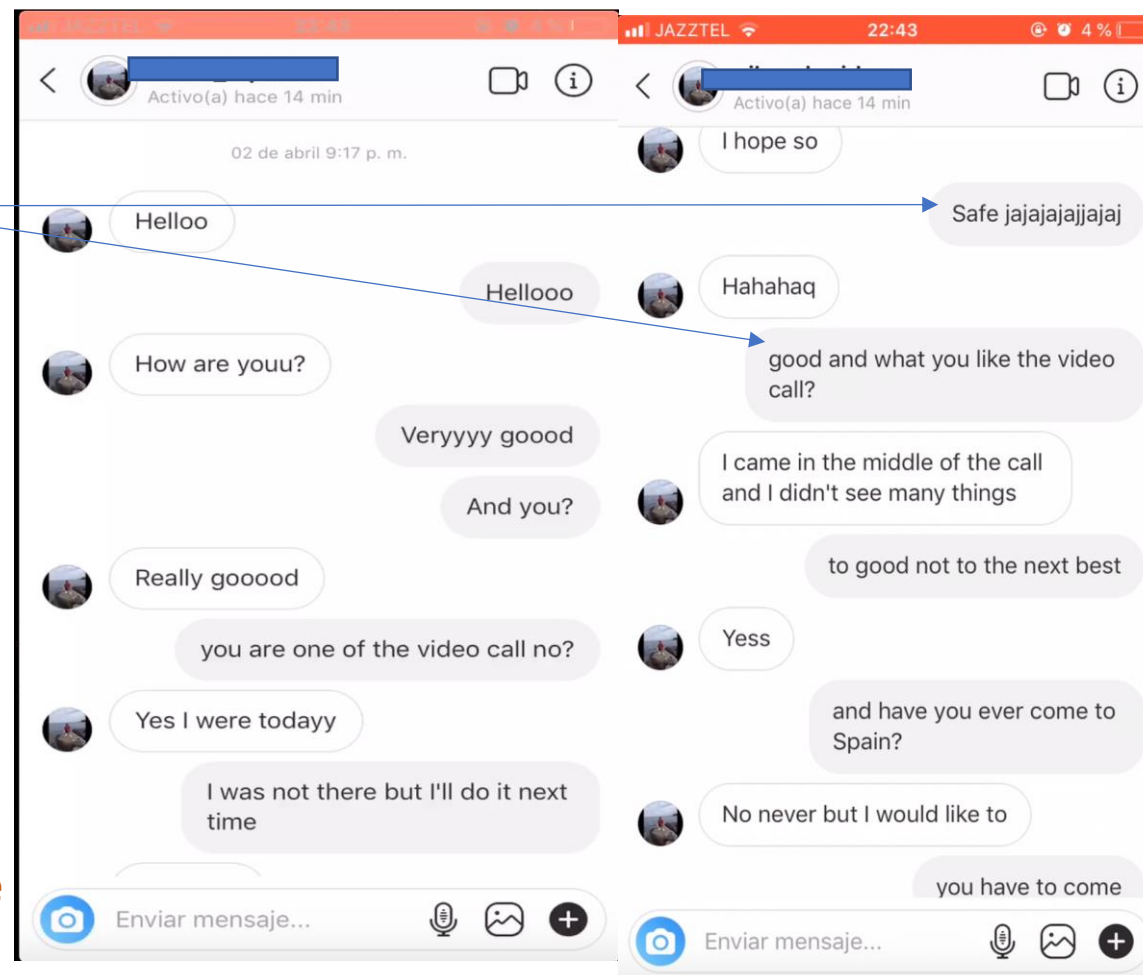
Non-teacher mediated spontaneous communication through the Instagram chat (with students of both countries)

➡ **AUTHENTIC COMMUNICATION**



Direct (literal) translation from Catalan

Use of multimodal resources (emojis & onomatopoeia) to convey meaning in a code shared by participants.



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Screenshot of Instagram conversation between Catalan and Greek students on the last day of the trip: Negotiation of Code.



Extract 5: Face-to-face focus groups in which Catalan students and their teachers reflect upon the whole experience

GROUP REFLECTION on the RESOURCES used to communicate

- Self-awareness of the development of the different skills

- Use of multimodal resources

- Deployment of language resources

- Mutual help
- (co-construction of knowledge)

Teacher : ahm in terms of English in terms of your level what do you think has improved a little bit more or has had an impact on your English do you think you've improved your listening skills more than your speaking both – can you

Student 1 : =both

Student 2 : I think both (.) it's like listening for knowing wha-what they were saying

Teacher : mhm

Student 1 : [and speak

Student 2 : [and speak fluently of our way of talk. It was like the curricular language so

Student 1 : yes

Teacher : [mhm

Student 3 : [ah for me is more

Student 1 : (??)

Teacher : speaking or listening yes

Student 3 : ah for me is more easy to understand the language [that

Student 4 : [yes than to speak

Teacher : did you understand everything the students said

Student 3 : yes understand yes but it's complicate [to speak

Student 4 : [to speak

Student 2 : yeah it's like you can understand but communicate to them what are you thinking it's like funny it's a way of funny and difficult yeah

Student 3 : =yeah

Teacher : so how did you manage what did you do when you wanted to speak to somebody who didn't speak Spanish and they didn't speak -you didn't speak Greek what were the resources what did you do when you didn't know a word or you had to explain something

Student 2 : =symbols (*wrong pronunciation*)

Teacher : ok symbols

Student 3 : or synonyms if you don't know

Teacher : mhm

Student 2 : and I explained the things

Teacher : yeah

Student 1 : and we can – if we don't know a word I speak with he ai with she and I will (.) yes

Teacher : so if you were in a group yeah for instance you would ask Laia Laia, how can I say..

Student 2 : it was like *fraternitat*
fraternity

Teacher : ok so you were helping each other mhm

ALL : yes

CONCLUSIONS



Adolescents use technology to communicate and socialise. By bringing technology into the classroom we are establishing connections between classroom practices and social practices. This is beneficial because:

- Students' participation increases and therefore the opportunities for learning are maximised.
- Technology creates authentic spaces for learning and students engage in processes of metalinguistic reflection about how the target language is used.
- The use of social tools triggers learners' eagerness to adapt their discourse to their addressees.
- Projects offer learners opportunities to cooperate and therefore they assist one another when they need to solve communication breakdowns or when they co-create knowledge.

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THANK YOU

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