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| **Investigating the use of interactive whiteboards during the pre-task phase of speaking tasks in the secondary English classroom** |
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| **Background** |
| It is estimated that one in six classrooms Worldwide are now equipped with an interactive whiteboard (IWB; Matthews-Aydinli & Elaziz, 2010). A recent systematic review of empirical research on the use of new technologies in primary and secondary English as a Foreign Language (EFL) classes, however, found few studies investigating IWBs (Macaro et al., 2012). Moreover, none of these studies are grounded in second language acquisition theory and research or best practice in language learning and teaching.  Spain is one of the countries currently investing in IWBs (Alvarez, 14/02/11). At the same time, an oral component has been added to the English tests which form part of Spanish university entrance examination (Payne, 2009; Alastrué & Pérez-Llantada, 2010). Working within this context, this study investigates the possibility of developing theoretically-grounded IWB activities to support the development of speaking skills. |
| **Aims & Design** |
| The activities developed in this project were based on a task-based approach to language teaching and Levelt’s (1989) model of speech production. Task-based language teaching (TBLT; Ellis, 2003) was adopted because, unlike the approach commonly adopted in EFL course books which involves students writing and then performing a dialogue, it has the potential to engage students in the full range of processes involved in speaking, namely conceptualization, formulation and articulation (Levelt, 1989).  Building on research which suggests that IWBs are well-suited to teacher-fronted presentations (Higgins et al., 2007), IWB activities were developed for use during the pre-task phase of task-based lessons (Harmer, 2001). Following research by Sangarun (2001) which found that the focus of pre-task activities (language, content or both) had an impact on the quality of students’ productions during speaking tasks, these activities were designed to focus on the different processes involved in speaking (see Levelt, 1989).  The main question which guided this research was:   * Does the quality (fluency and accuracy) of the language that students produce during Dialogue Restoration activities depend on the way in which the language required to complete the task has been presented in pre-task activities? |
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| **Collaborators** |
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| **Publications** |
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