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PETALL - Pan-European Task Activities for Language Learning

Final Report

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Executive Summary

PETALL (Pan European Task Activities for Language Learning) aims to promote the use of ICT resources in task-based activities in the language classroom, including less widely spoken and taught languages.

The consortium produced samples of good practice published in the project website (<http://petallproject.eu>) and has been offering teacher training courses in the ten countries of the consortium, besides the research that some members have developed in this field.

The primary target audiences of the project are foreign language teachers and teacher trainees, as well as researchers interested in exploring the interface between task-based language teaching (TBLT) and ICT in the light of the principles of the *Common European Framework of Reference*.

Some literature has appeared in recent years discussing the pedagogical potential of the use of ICT resources in task-based activities in the language classroom (Thomas, M., & Reinders, H. (Eds.). (2010). *Task-based language learning and teaching with technology*. London & New York: Continuum; González-Lloret, M., & Ortega, L. (Eds.). (2014). *Technology-mediated TBLT: researching technology and tasks*. Amsterdam: John Benjamins). It is, however, necessary to translate all these research findings into effective training programmes. In fact, teachers often express the need for specific training in this area and therefore one of the aims of the project is precisely to provide them with the tools for the designing and evaluation of tasks, as well as with the skills and strategies to implement them in real teaching settings, along with information about ICT resources for the language classroom.

Besides, there is also room for further research in the field as this is a relatively unexplored area, especially in terms of transnational collaboration between teachers and learners.

In order to achieve these goals, the project sought to:

- a) encourage collaborative work between teachers in different countries and teacher trainers by setting up regional networks for the development of ICT-based tasks;
- b) facilitate the access to technology-mediated tasks that “travel well”, that is, that can be used in different settings, educational contexts and languages, securing the quality of the communicative exchange across cultural and geographic divides;
- c) to promote mutual understanding and awareness of linguistic and cultural diversity through ICT-based TBLT;
- d) to enhance the quality of teacher education in technology-mediated TBLT;
- e) to develop the teachers’ digital competence.

At a methodological level, the consortium members explored:

- a) the dynamics of transnational collaborative work between teachers in task design and management;

- b) the way evaluation tools can leverage both the quality of teacher education in technology-mediated TBLT and the effectiveness of task-based language learning;
- c) the best means to design and evaluate tasks;
- d) aspects that guarantee that the tasks proposed by the project travel well.

This being a project addressing the needs of language teachers across Europe, it was important to guarantee that the samples of good practices “travelled well”, that is, that they could be applied in different national contexts. The constitution of the consortium therefore mirrored the diversity of cultures and education systems that compose the European space, from East to West, North to South. To meet the aforementioned objectives, it was also important to secure the transfer of knowledge and an effective collaboration between the partners. The consortium was thus composed of 10 tandems, each tandem formed by a teacher training institution and a practice school, so that they could draw mutual benefits in terms of scientific and theoretical expertise and practical knowledge. On the other hand, experienced partners that worked together in similar projects in the past collaborated with others with less experience in the field, thus creating a transfer of the expertise across Europe.

This transnational collaborative work has implied the joint designing and trialling of tasks, with a critical assessment of the practical implications of the implementation of the activities in the classroom. Bilateral meetings were essential to allow the teachers who designed the tasks to observe their trialling *in situ* (in a practice school in the neighbouring country) and to discuss the implementation process with their peers. In order to collect data for the analysis of the results, evaluation tools were designed to be filled in by end-users, namely teachers and students, as well as for external reviewers.

The main products of this project were the:

- Development of a functional model of transnational collaboration for the creation of didactic resources for language learning that travel well across Europe
- Development of the methodological framework for technology-mediated task designing
- Development of a quality plan and respective evaluation tools for both samples and teacher training courses
- 40 samples of good practice of task-based language learning activities, covering a wide variety of topics/themes, indicating the CEFR levels required in primary and secondary education, different combinations of skills (both language and ECDL), and a diversity of ICT resources
- 10 teacher training courses delivered in all the countries of the consortium
- Papers and presentations (alongside other types of dissemination and exploitation actions listed in the *PETALL General Exploitation and Dissemination Plan*)
- Multilingual website (in 11 languages)

- Brochure (in 11 languages)

The project consortium drew up a *General Exploitation and Dissemination Plan* containing a description of past and future actions. To sustain the results and benefits of the project in the future, the consortium agreed on four courses of actions:

- a) Further research and publications (books and articles are currently underway and more research is being planned);
- b) Teacher education programmes (the national courses are to go on being delivered in the years to come);
- c) Expansion of the reach and scope of the project (translation of the website of its products into French; submission of project proposals based on the work of the consortium; offering expertise)
- d) Turning the PETALL International Conference into a biannual event.

The URL of the project multilingual website is <http://petallproject.eu>. It contains the following pages:

Home:

Welcome page

What's it for?

Explanation of the project's objectives, mission, staff, sources and target groups

Products/Services

Samples of tasks (searchable),

Teacher training courses,

Papers & presentations,

Reports & evaluation (login required)

external evaluator's interim report,

evaluation forms,

consortium meeting reports and their evaluation,

national exploitation and dissemination plans,

the PETALL General Exploitation and Dissemination Plan,

the guidelines for exploitation and dissemination

Brochures

Forum (login required)

The consortium (links to the partners' webpages)

Contact

Contact form

International conference:

call for papers,

conference programme,

book of abstracts and biographical notes on the speakers,

members of the organising committee,

members of the scientific committee

(Login can be requested through the contact form)

The website is web responsive and searchable, either through the search boxes (one in the menu bar and the other one in the tasks overview page) or by pressing tab in the URL line after petallproject.eu.

Table of Contents

1. PROJECT OBJECTIVES.....	8
2. PROJECT APPROACH.....	10
3. PROJECT OUTCOMES & RESULTS.....	14
4. PARTNERSHIPS	17
5. PLANS FOR THE FUTURE	19
6. CONTRIBUTION TO EU POLICIES	21

1. Project Objectives

The project objectives were defined as follows:

1. to encourage collaborative work between teachers in different countries and teacher trainers by setting up regional networks for the development of ICT-based tasks;
2. to facilitate the access to technology-mediated tasks that travel well, securing the quality of the communicative exchange across cultural and geographic divides;
3. to promote mutual understanding and awareness of linguistic and cultural diversity through ICT-based Task-based Language Teaching (TBLT);
4. to enhance the quality of teacher education in technology-mediated TBLT;
5. to contribute to the continuing development of the teachers' digital competence and encourage the exploitation of the potential of ICT in the language classroom.

The target audience is language teachers or teacher trainees seeking to expand their knowledge about TBLT and interested in exploiting the potential of technology-mediated TBLT. Another equally important target group is researchers working in this field and who are interested in exploring the interface between task-based language teaching (TBLT) and ICT in the light of the principles of the *Common European Framework of Reference*.

By providing a database of samples of best practices through the project website and a portal for the discussion and exchange of practices and ideas about TBLT, the consortium intended to draw the teachers attention to the benefits and advantages of this approach, as demonstrated by the *Common European Framework of Reference* (CEFR), and to contribute to change their attitudes to the use of ICT in the language classroom. Also important to achieve these goals was the delivery of teacher training courses in all the countries of the consortium, as they facilitated the exchange of ideas, collaborative work and a close contact with experts in the field.

The main impact intended was to make teachers aware of the potential of ICT-mediated TBLT and thus to encourage them to seek innovative ways to bring learners closer to real-life communicative contexts, with a focus more on meaning than on form, and more in line with the principles of the CEFR (especially its Chapter 7).

Another major concern of the consortium was the valorisation of linguistic diversity. The project promotes the learning of foreign or second languages in general, but it also lays an emphasis on less widely used and taught languages. For that reason, its main products (samples of good practice, national courses and the website) were translated into all the languages of the consortium. Even in the case of the UK tandem, the focus was not so much on the teaching of English, but of Scottish Gaelic – PETALL thus being, arguably, the first EU-funded project to promote the learning of Scottish Gaelic through technology-mediated tasks.

Besides, the samples of good practice themselves were designed so as to be easily applied in the teaching of different languages. Actually, no target language is specified in the samples, which prevents people from associating the tasks (and the project itself) directly to those languages more widely used and taught. Even in the case of the national courses, some of the teachers who attended them teach languages other than the ones within whose scope the project was developed.

2. Project Approach

A. Preliminary considerations

A survey conducted in a previous project, the ETALAGE (European Task-based Activities in Language Learning: a Good Practices Exchange, ref. no. 502162-LLP1-2009-1-NL-Comenius-CMP), showed that teachers were in general reluctant to resort to task-based activities mainly due to lack of support, the amount of work involved in the designing, preparation and implementation of tasks, the relatively low levels of collaboration between teachers, and little information about the ways in which ICT could be integrated into those activities (Lopes, A. (2012). Changing teachers' attitudes towards ICT-based language learning tasks: the ETALAGE Comenius project (the Portuguese case). *The EUROCALL Review*. Volume 20, Number 1, March 2012).

Another problem that was detected was the fact that tasks that had been designed and trialled in this previous project to meet the needs and requirements of the local educational contexts could not be implemented in other national contexts unless adjustments and modifications were made (for example, in terms of the differences between languages, the national curricula, the official syllabi, levels of language proficiency, cultural literacy, ICT skills, etc.). This means that, regardless of the pedagogical quality of those tasks, teachers would still have to spend some time and effort in trying to make them suitable for the skills and needs of their students.

B. Strategies

The project is based on collaborative work between teachers and teacher trainers from different cultural and educational settings. This constituted one of the added values of the project, as it compelled practitioners to reflect on, and come to terms with, the different conditions in which foreign languages are taught in other countries and with the ways in which practical challenges are met and opportunities taken.

This collaborative work took the form of a network in which partners from different countries worked together with partners from the neighbouring countries in the designing, trialling and evaluation of the task-based activities, always bearing in mind the need to guarantee the applicability of those activities in other contexts.

In addition to this job of designing, adapting and testing technology-mediated tasks that “travel well”, to be offered as samples of good practices, the consortium also developed evaluation tools to leverage both the quality of teacher education in technology-mediated TBLT and the effectiveness of task-based language learning.

The consortium, formed by ten tandems, each tandem in turn formed by a teacher training institution and middle or secondary schools, organised its transnational network of collaboration in such a way that more experienced institutions (which had participated in other field-related projects) could work together with less experienced tandems, in order to facilitate an effective transfer of the expertise between them.

Besides the production of tasks, the consortium also delivered national teacher training courses whose objectives were as follows:

1. make task-based learning part of the trainees' regular teaching practice;
2. give trainees tools and strategies to develop proposals for task-based activities in foreign language learning, by designing, adapting and/or recasting already existing proposals;
3. encourage the use of ICT as an integral part of the foreign language teaching and learning process;
4. foster collaborative work with colleagues working in other national contexts.

Another important part of the project strategy was to set up a website to disseminate the work done by the consortium (in particular the samples of good practice, the teacher training courses and the dissemination and exploitation actions) and to facilitate the exchange of ideas and the sharing of experiences, resources and contacts. It is, therefore, a means to allow the consortium to strengthen the project's ties with the teaching community.

C. Evaluation

As far as the evaluation strategy is concerned, the consortium sought to guarantee the quality of both tasks and national courses of each tandem by submitting them first to the evaluation by end-users (learners, teachers and teacher trainees), and then to evaluation by independent reviewers, who produced their review reports, one per task and one per national course, before the final versions were translated and published on the project website.

Specific evaluation formats were developed for each stage.

The criteria for the evaluation of the tasks by end-users (learners), using a Likert scale, were as follows:

1. *Relevance*: "This activity taught me a lot of things/few things"
2. *Adequacy*: "The activity was easy/difficult"
3. *Engagement*: "I had a lot of fun/no fun"
4. *Practical usefulness*: "The activity helped me to improve my [FL/SL]"
5. *Incidence of ICT in LL*: "I learned how to use technological resources to communicate and/or express my ideas"

The criteria for the evaluation of the tasks by the external reviewer and end-users (teachers) were as follows:

1. *Formatting*: "Is the learning task in the prescribed format?"
2. *Level and adequacy*: "Is the learning task at the correct level of the *Common European Framework*? Does it adequately respond to the needs of students?"
3. *Product / product requirements / situation / theme*: "Are the description of the task and the specifications of the final product well detailed?"

4. *Detailed planning/programme*: “What is the quality of the working procedures to help students do the task?”
5. *Resources*: “Are there sources of information available and to what extent are they functional for the execution of the task?”
6. *Evaluation*: “Are the criteria for the final product on the basis of which students will be evaluated well defined? To what extent do they provide clarity for students to plan ahead and realise their work, including their share in the realisation of a collective outcome/result, if applicable?”

The criteria for the evaluation of national courses by the external reviewer and end-users were as follows:

1. *Overall quality of design*: “Does the course evidence concern for pedagogical quality?”
2. *Coherence*: “Does the course form a coherent whole?”
3. *Clarity of instructions and presentation of course*: “Is it clear what trainees are supposed to do?”
4. *Effectiveness*: “Does the course achieve the stated aims?”
5. *Up-to-dateness*: “Does course contain up-to-date information?”
6. *Appropriateness for target group*: “Does the course address the needs of the target group?”

Upon the submission of the interim report, the external evaluator provided critical feedback on the progress of the project, its organisation, its functioning and impact. Now that the lifetime of the project has come to an end, the external evaluator has evaluated the project in terms of its:

1. *Effectiveness* (How far have the objectives of intervention been achieved? Are the effects produced the ones that were expected?)
2. *Efficiency* (How well are the resources/inputs converted into outcomes/products/results?)
3. *Impact* (what kind of effects (primary, secondary, short-term, long-term, direct, indirect) are produced by the project? How is that reflected in the responses of the target groups?)
4. *Coherence* (how coherent are the activities and outcomes taking into account the objectives to be achieved?)
5. *Relevance* (how consistent are the project objectives and outcomes with the requirements and needs of the target groups?)

D. Dissemination and exploitation

The consortium is aware that dissemination activities are of the essence to deploy the results of the project. Real impact on the European educational space can only exist if the results are widely disseminated by the consortium partners, accepted and put to practice by end-users.

The goals for the dissemination of this project are: to spread the project outcomes; to achieve a certain impact by addressing the appropriate target groups (teachers, learners, trainers, policy makers, researchers); and to raise awareness of European cultural diversity and similarity.

For this purpose, a general exploitation and dissemination plan was produced. It covers actions carried out in the lifetime of the project, as well as other actions yet to be carried out. This document is based on the set of plans that the tandems submitted to the coordinator, which were in turn developed in the light of the guidelines established by the coordinator after the Belgrade meeting in 2015. These guidelines recommended the use of a variety of different communication channels and dissemination tools, the participation in, or organization of, different types of events, the delivery of different products and their adequacy to different stakeholders/target groups.

There are as many as 142 actions listed in the general exploitation and dissemination, with an estimate of approximately eighty thousand people reached. Nevertheless, at the final meeting in Granada, the consortium agreed that the results had the potential to go on being exploited beyond its lifetime and that the project itself could still go on yielding more results in terms of research and teacher training. Four courses of action were then defined (see below 5. Plans for the future).

As far as the dissemination and exploitation actions implemented until the end date of the project, the members of the consortium presented papers and posters in conferences and scientific meetings, delivered lectures, held meetings with teachers and teacher students, visited regional higher education institutions, organised workshops, submitted articles to peer-reviewed publications, offered seminars in MEd and PhD programmes, and distributed its brochures (in all the languages of the consortium), amongst other activities.

Another important initiative that crossed the Atlantic and that helped spread the word about PETALL in the US was the international survey comprising 31 questions and aiming at determining how well acquainted teachers are with task-based language teaching (TBLT) and with the potential that ICT has to offer in TBLT. Provisional results of this survey were presented at the PETALL international conference and are available from the project website.

The translation of most of PETALL's products into the languages of the consortium represented a major challenge given the amount of products ([40 tasks + 10 national courses + 1 brochure + website] X 11 languages).

However, it should be pointed out that the multilingual website is not just a key factor in the dissemination of the project: it is also instrumental for one of the project's main purposes, which is the promotion of the teaching of less widely spoken and taught languages, an objective that is fully justified by the current challenges European countries are faced with, namely the integration of refugees and asylum seekers. Actually, actions presented by Portugal, Serbia and the Netherlands in their exploitation and dissemination plans specifically address this issue. Task-based language learning is about helping people use the language in real-life situations, with a strong communicative emphasis, and it is therefore an approach that can help build bridges between the learners and the communities in which they are settling.

3. Project Outcomes & Results

The major results in line with the project objectives that have been achieved to date are:

- a) Development and implementation of a functional model of transnational collaboration for the creation of didactic resources for language learning that travel well across Europe, where teachers were given the room and the conditions to share their ideas, know-how and experience, but also to develop a critical approach to the construction of didactic resources for language teaching (Objective 1);
- b) Development and implementation of a methodological framework for the design of technology-mediated tasks that could be implemented in different languages, levels, and educational contexts (Objectives 2 and 5);
- c) Development and implementation of a quality plan and respective evaluation tools for both samples and teacher training courses that could safeguard the respective scientific integrity and pedagogical effectiveness (Objective 4);
- d) the production of 40 samples of good practice (4 per tandem), reviewed, translated into the languages of the consortium (including Scottish Gaelic) and published in the project website (400 translations); these samples cover a wide variety of topics/themes, with information on the CEFR levels required in primary and secondary education, the different combinations of skills (both language and ECDL); they also involve different types of ICT resources to be used and products to be delivered. Practical advice and methodological remarks are offered to the teachers (Objective 2); the tasks are, alongside the national courses, the most important product of the project and have had a direct impact on language teachers: tasks have been used for training purposes (as an illustration showing what teachers can do in class and as orientation to the task design process) and integrated into their teaching practice.
- e) the delivery of all national courses, whose plans of study were also reviewed, translated into the languages of the consortium (including Scottish Gaelic) and published in the project website (100 translations); these plans provide details about such aspects as the rationale and justification for the course, investigation of the field and innovative character, target groups, outcomes (changes in practices, procedures or didactic materials), contents, methodologies, evaluation procedures, follow-up strategy, schedule, approval by national body, scientific advisor(s), bibliography and other resources (Objectives 1, 3, 4 and 5).
- f) the bilateral visits between the tandems of neighbouring countries for the trialling of the tasks and subsequent discussion of the implementation process (where things worked out, where they did not, what solutions had to be found, what can be improved or further exploited, etc.) (Objective 1);

- g) the production of the implementation reports of both tasks and national courses, which played an instrumental role in the reviewing process (Objective 4);
- h) the delivery of the reviews of the 40 samples and of the 10 national courses, as well as the revision of the texts in English, by a team of independent experts, based on which these deliverables were fine-tuned and finalised (Objective 4);
- i) the project website in 11 languages (Dutch, English, German, Greek, Hungarian, Italian, Portuguese, Scottish Gaelic, Serbian, Spanish and Turkish), containing its public products and integrating interactive functionalities; it allows editing permissions, and has been used as virtual office; it serves as platform for the dissemination of the products and results, as well as a means of communication between teacher trainers and teachers to facilitate the exchange of ideas, practices and experiences (Objectives 1, 2 and 3);
- j) the organization of the project international conference, held in Granada in April 2016, with approximately a hundred presentations, including lectures, workshops, poster sessions and a round table (Objectives 4 and 5);
- k) the delivery of the interim and final reports of the external evaluator, which provided a critical overview of the whole process of development of the project in terms of its quality and effectiveness (Objective 3).

Other outcomes that have been successfully met are:

- l) the organisation of the Virtual Office, according to the 5 Work Packages (Management; Implementation; Quality Plan; Dissemination; Exploitation) and containing all the documents produced and shared by the consortium;
- m) the organization of the three meetings of the consortium (in Faro (2014), Belgrade (2015) and Granada (2016)) and the production of the tandems' respective reports in their own national languages;
- n) the publication of presentations at national and international conferences (including the PETALL conference) in the project website;
- o) papers published in peer-reviewed publications;
- p) 10 exploitation and dissemination plans (one by each tandem in English and in the respective national language), drawn up in accordance with the *PETALL Guidelines* and integrated in the...
- q) *PETALL General Exploitation and Dissemination Plan*, which contains not only a description of past actions, but also of future actions, as well as the main courses of action agreed on at the Granada meeting for further exploitation to sustain the results and benefits of the project in the future;
- r) A total of 116 exploitation and dissemination actions carried out until the end date of the project, with an estimated reach of approximately 79000 people, and which include workshops, seminars, meetings with the teaching staff of schools and universities, presentations at national and international

conferences, research, collaboration with PhD and MEd programmes, articles in journals, magazines, and social media;

s) The formats for:

- a. the designing of the language learning tasks (samples of good practice);
- b. the evaluation of learning tasks (including evaluation criteria, parameters, rates and descriptors) by teachers and students, as well as by the external reviewers;
- c. the designing of the national courses;
- d. the evaluation of the national courses (including evaluation criteria, parameters, rates and descriptors) by teacher trainees and external evaluators;
- e. the evaluation of the consortium meetings;
- f. the reviewing of the papers presented at the PETALL conference and submitted for publication with an academic publishing house.

Most of these results are available at <http://petallproject.eu>. Access to some of its content requires login, which can be requested from the project coordinator. The website features a contact form (<http://petallproject.eu/petall/index.php/en/contact>).

The international teacher training course that was to be delivered by the University of Amsterdam did not take place due to insufficient number of applicants.

4. Partnerships

As explained above, the consortium set up a collaborative network in which tandems worked together with the tandems of the two neighbouring countries in the development of its products. The chain operated in the following order: Portugal<—> UK<—>Netherlands<—>Germany<—>Hungary<—>Serbia<—>Turkey<—>Greece<—>Italy<—>Spain<—>Portugal.

At the core of the project lies the collaborative work between teachers and teacher trainers from different countries, not only learning from each other in the designing of the tasks, but also supporting each other in the joint implementation, trialling and evaluation of those tasks in schools in the neighbouring countries.

Each country participating in the consortium is represented by a tandem composed of a teacher training institution and a practice school, which entails a constructivist dialogue between theoretical and practical knowledge within each tandem, thus helping to envisage the best solutions to address the methodological and practical challenges posed by task-based learning. This very same dialogic principle also applies in the articulation between the tandems.

Since each tandem developed two learning tasks in close cooperation with the tandem of one of the neighbouring countries and two other tasks with the tandem of the other neighbouring country in a series of bilateral visits, the project built a chain of partners across the map of Europe which allowed ideas and information about TBLT and ICT resources to be exchanged and discussed.

The fact that ten tandems of such diverse backgrounds successfully managed to work together, to share ideas and expertise, and to create a set of forty ICT-based language learning tasks in a spirit of constructive and yet critical dialogue is in itself a considerable achievement. This was only possible due to the strong sense of shared responsibility and collective effort, as well as to the personal ties that were created between teaching professionals and students from so many different countries and which were cemented by the very collaborative nature of the project itself.

This spirit of cooperation, further strengthened by the three consortium meetings, proved of great value, as it gave the teaching staff participating in the project the opportunity to gain intimate knowledge of other European educational systems, especially through classroom observation and interviews with the other teachers of the language departments. This acquaintance with other educational systems enabled participants to put those solutions found in other educational systems into practice, but also allowed them to look at their own teaching practices with a critical mind.

It should be noted that the samples of tasks are themselves intended to “travel well”, i.e. to straddle cultural and geographical divides, especially to cut across differences that may exist in the European education systems as far as language learning is

concerned. That is the reason why the project rests so heavily on the *Common European Framework of Reference*: not so much to underscore its theoretical principles, but to negotiate its potential to improve language learning in Europe.

No less fruitful was the participation of PETALL in two other European-funded projects, namely:

- The CAMELOT project (CreAting Machinima Empowers Live Online Language Teaching and Learning, project number 543481-LLP-1-2013-1-UK-KA3-KA3MP; <http://camelotproject.eu>): delivery of a live webinar on the PETALL project
- The MIME project (Mobility and Inclusion in a Multilingual Europe, project number FP7-SSH-2013-1-613344; <http://www.mime-project.org>): participation in the 2016 stakeholders forum

Both interventions increased the visibility of the project to other stakeholders and potential future collaborators in the fields of CALL and multilingualism, both of which lie at the core of the PETALL project.

At the 2015 ICT for Language Learning Conference in Florence the presentation of the project elicited the interest of a group of American colleagues, who expressed their intention to officially join the consortium and to carry out some of the project's activities back in the US. Since their participation in the consortium was not possible, they offered to disseminate the international survey among their peers and associations, and also to make use of the samples in their own classes.

5. Plans for the Future

The sustainability of the project is a major concern for the consortium.

Its members succeeded in completing all its deliverables within the deadline set for the project despite the constraints that the project team were facing from the outset. All of the work initially planned to last three years was actually done in just two years (from the kick-off meeting in Faro in July 2014 until 30 June 2016), and therefore by the end date of the project the consortium had gathered its momentum and was keen to further explore the whole range of possibilities of PETALL.

It is in the interest of the partners involved not only to carry to a successful conclusion those exploitation actions that been set in motion in the meantime, but above all to derive the maximum benefits of the products and realise the full potential of the project.

However, this begs the question of how to assure that concrete actions will be carried through, especially as far as funding is concerned.

As a matter of fact, when it comes to participating in national and even international conferences, the university teaching staff have covered travelling and subsistence expenses by themselves since long. However, this is neither a reliable nor sustainable solution.

A more viable alternative is the annual budget allocation of the departments. There is part of it that usually goes to supporting the staff's participation in conferences or the organisation of events.

The PETALL project can occupy a central role in the definition of the future activities of the department (participation in, or organization of, scientific events; research development programmes; publication policies), and may therefore be allocated a share of its budget.

On the other hand, the national courses have also been a source of income to the departments themselves. Since more national courses are planned to be delivered in the next few years, the revenues yielded can in turn be invested in the project's exploitation actions. The same with the part of the revenues of the master's and PhD programmes related to the field of language teaching and where some of the students are expected to develop their theses in Task-based Language Teaching and ICT.

Finally, one more course of action to be pursued to secure the sustainability of the project is to provide language teaching services by designing and implementing tasks tailored to meet the specific language training needs of companies and institutions.

In order to systematise the future lines of action for the sustainability of the project, the consortium developed a general exploitation and dissemination plan. In this respect, at the final meeting four main lines of action were defined concerning:

1. the expansion of the reach and scope of the project;
2. further research and publications;
3. teacher education programmes;
4. the PETALL international conference.

In practical terms, this means that at the level of dissemination and exploitation, it is the purpose of the consortium:

- a) To continue with dissemination activities, including visits to other schools and higher education institutions in the region and/or country, now that the website is fully functional and the project's main products have been completed and are available for public use (Line of action 1);
- b) To submit presentation proposals to national and international conferences, not only to secure the project's presence in those events, but also to go on reaching out to experts and teachers willing to collaborate in the project (Line 1);
- c) Translation of the website and of the project's products into French (Line 1);
- d) To submit future project proposals built on the work developed by the project (Line 1);
- e) To provide language teaching services based on the design and implementation of tasks tailored to suit the language training needs of companies and institutions (Line 1);
- f) To submit article proposals to other indexed journals based on studies, if possible with an international reach, carried out within the scope of the project (case studies, educational design research, etc.; the international survey is a case in point). The consortium believes that the effort that was put into implementation and dissemination can now go into the exploitation of results and therefore the teaching staff can invest more of their time in research papers (Line 2);
- g) Complete the proposal for publication of the best papers presented at the PETALL conference and submit it to an academic publishing house (Line 2);
- h) ;
- i) To offer more national courses in the field of TBLT, putting to use the samples of good practice in the context of teacher training (Line 3);
- j) To integrate the project's products into the master's and PhD programmes in language teaching (Line 3);
- k) Turning the PETALL International Conference into a biannual event and to organise the second PETALL international conference in two years' time (Line 4).

Other future actions to be carried out by each partner have been incorporated into the PETALL General Exploitation and Dissemination Plan.

6. Contribution to EU policies

As the project progressed, the members of the consortium had the opportunity to perceive the plurality of practices and perspectives that characterises the phenomenon of education at a European scale, particularly in the field of language teaching. At the same time, however, it has helped the consortium to clearly identify the strong commonalities that exist between the different countries in terms of goals, concerns and principles. Both differences and commonalities at the educational and cultural levels have been taken into account in the designing of tasks that are intended to travel well.

With its strong emphasis on the *Common European Framework of Reference*, this project, as it tries to put to practice its recommendations, acknowledges and reinforces the centrality of the document in the definition of the language policies in Europe.

In general terms, the project itself embodies the concerns voiced in the communication from the European Commission of September 2008 entitled *Multilingualism – an asset and a commitment*. Its main priorities are the development of new educational tools to improve the language skills of school-leavers, data collection to monitor progress in language teaching and learning and the reward for innovative practices in language teaching and learning. Likewise, this project seeks to (a) develop new educational tools to be made available to the language teaching community, (b) gather information through the surveys that are being planned to help us gain a more comprehensive view of the evolution of TBLT approach in Europe and (c) encourage innovation in language teaching by exploiting the potential of ICT.

On the other hand, PETALL valorises multilingualism through the furtherance of cultural and language diversity since it is bent on promoting the learning of less widely spoken languages. However, PETALL goes beyond that since its very implementation entails intercultural communication, mutual understanding and cross-border collaboration through a constructive dialogue aimed at knowledge sharing, team effectiveness and education innovation.

The project has also sought to foster the reflection on the future language policies in Europe by inviting to its international conference a group of specialists in this area involved in the development of language policies in their own countries, who debated the future prospects of the CEFR, the impact of ICT on language learning in the future, the approaches that will prevail, what issues need to be addressed and what needs to be done in terms of language policies.

