

A new book is out there!



Gulbahar H. Beckett and Tammy Slater, two of the most prominent researchers in the field of Project-based language learning and teaching, have just launched a new book to review the latest philosophical and theoretical views on this approach and to present studies from a wide range of learning settings and milieus. A special emphasis is given to the use of technology combined with PBL.

Dolors Masats, one of the co-leaders in **A+ Project team**, co-authors one of the chapters:

Dooly, Melinda & Masats, Dolors (2019). 'What do you zinc about the project?': Examples of technology-enhanced project-based language learning. In Gulbahar Beckett & Tammy Slater (Eds.), *Global perspectives on project-based language learning, teaching, and assessment: Key approaches, technology tools, and frameworks* (pp. 126–145). NY/Milton Park, Abingdon: Routledge.

Enjoy the Reading!

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## The so-called postmethod era

Second language acquisition (SLA) and educational research in the 20<sup>th</sup> century focussed on the elaboration of theories to describe and understand language and language learning. (Socio)linguists, psychologists, sociologists, anthropologists and other academics interested in educational researchers also sought the best approaches and methods to learn a foreign language. At the end of the century, we entered the so-called postmethod era that empowered us, teachers, to create coherent alternatives to the existing methods (Kumaravadivelu, 1994).

No new language learning theory, approach or method has emerged during the 21st century. As teachers we have had to test and adapt existing theories to the peculiarities of our teaching contexts. Consequently, we have learnt to envision our own approach to foreign language teaching and to develop our personal method. While doing so, we also had to be attentive to the numerous technological advancements in our global and wired society. This means that we constantly need to be eager to (a) experiment new digital tools and resources, (b) open our classrooms to other realities and learning environments, (c) test new teaching strategies/modes and (d) learn to cooperate and (tele)collaborate with other teachers (Sadler & Dooly, 2016).

Source: (text) Orihuela, Antonio, & Masats Dolors (2019). Innovative approaches and pioneering resources for the foreign language classroom: An introduction. In Dolors Masats, Maria Mont & Nathaly Gonzalez-Acevedo (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp.55-57). Rothersthorpe: Paragon Publishing. [DOI:10.5281/zenodo.3064130](https://doi.org/10.5281/zenodo.3064130)

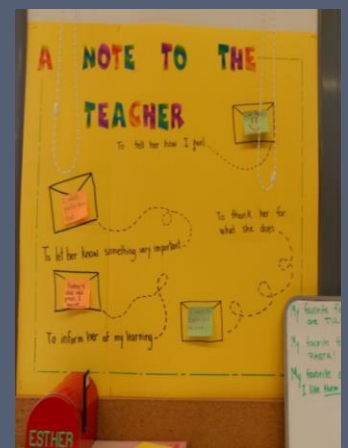
Texts cited:

Kumaravadivelu, B. (2016). The postmethod condition: (E)merging strategies for second/foreign language teaching. *Tesol Quarterly*, 28 (1), 27-48.  
Sadler, Randall, & Dooly, Melinda (2016). Twelve years of telecollaboration: What we have learnt. *ELT Journal*, 70 (04), 401-413.

### INSPIRING IDEAS \* INSPIRING IDEAS \* INSPIRING IDEAS \* INSPIRING IDEAS

What it is important for creating positive learning environments is to set activities and routines that trigger student's spontaneous use of the language. A routine that works well in my classroom to encourage spontaneous writing is what we call a note to the teacher. I display a poster on the wall to invite students to send me notes (on how they feel, on ideas they have, etc). The poster is above a table decorated with two small attractive mailboxes (one per each English teacher who uses the room, colour papers and pens.

It is a voluntary task and they know their teacher will reply to them and will not use their notes for assessing their writing skills. Grading all texts students produce is counterproductive. Writing spontaneously and with no pressure allows students to feel more confident about writing.



Source: (pictures & text): Serramià, Esther (2019). Classroom management. In Dolors Masats, Maria Mont & Nathaly Gonzalez-Acevedo (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp. 89-98). Rothersthorpe: Paragon Publishing. [DOI:10.5281/zenodo.3064130](https://doi.org/10.5281/zenodo.3064130)