



# **DIGITAL TECHNOLOGIES AND FOREIGN LANGUAGE LEARNING IN TOURISM STUDIES**

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# Outline

- Research objectives
- Theoretical framework
- Methods
- Results
- Conclusions



# Objectives

- Foster critical capacities
- Promote self and peer assessment through ICT
- Develop out-of-class tasks (ECTS)
- Develop learners' autonomy and professional competences
- Focus on communicative competence (oral skills)



# Framework of the study

- Communicative competence
- Assessment
- Politeness strategies
- Key competences
- Blogs

# Communicative competence

- Hymes (1971) - SPEAKING
- Canale & Swain (1980) - model of communicative competence:
  - Grammatical competence
  - Sociolinguistic competence
  - Discourse competence
  - Strategic competence
- CEFR: Linguistic / Sociolinguistic / Pragmatic competences



# Assessment

- Validity, reliability and feasibility
- Constructivist approach
- Continuous, multidimensional, contextualised, collaborative and feedback-oriented (Colén, Giné & Imbernón, 2006)
- Initial, formative and summative
- Self and peer assessment: strengths and weaknesses



# Politeness strategies

- Politeness strategies to save interlocutor's face (Brown & Levinson, 1987)
- Types:
  - Bald on-record
  - Negative politeness
  - Positive politeness
  - Off-record-indirect strategy



# Key competences

- Basic competences
- Professional competences
- Competences for lifelong learning: Digital / Communication in L2 / Learning to learn / Interpersonal / Entrepreneurship
- Cross curricular competences at EUHT  
CETT – UB: Acting proactively / Teamwork / Customer oriented / Working in an international context



# Blogs

- Public nature: focus on competences and assessment skills
- Types (Campbell, 2003):
  - Tutor blogs
  - Learner blogs
  - Class blogs



# Data collection

- EUHT CETT - UB: Degree in Tourism
- 3rd year students
- Level B2 in EFL
- Portfolio-driven course
  - Project: oral presentation
  - Self assessment sheet
  - Blog: <http://englishcett.blogspot.com>  
(peer assessment)
  - <http://englishcett.blogspot.com.es/>



# Research questions

- **RQ 1:** What aspects do students focus on when giving positive and negative feedback?
- **RQ 2:** Do the blog comments reflect the work on assessment criteria carried out throughout the course?
- **RQ 3:** How do students express politeness in their feedback?



## RQ 1

- What aspects do students focus on when giving positive and negative feedback?



# Data analysis and results RQ 1 (I)

- Presentation: Previous work / Topic / Support material / Structure
- Presenter: Pronunciation / Professional skills / Discourse management / Analytic ability / Ability to synthesise / Audience motivation
- Language: Vocabulary

# Data analysis and results RQ 1 (II)

	<b>Positive</b>	<b>Negative</b>
<b>Presentation</b>	13	5
<b>Presenter</b>	15	2
<b>Language</b>	2	0

# Data analysis and results RQ 1 (III)

- Positive feedback:
  - Discourse management: *All of them have explain their section very well and clearly*
  - Previous work: *The project was very well prepared*
  - Topic: *Interesting topic*

# Data analysis and results RQ 1 (III)

## ● Negative feedback

<b>Aspect</b>	<b>Items</b>	<b>Frequency</b>
<b>Support materials</b>	Slow presentation	2
	Power point too long	2
	Reading from screen	3

# Discussion RQ 1

- Positive feedback is more complete.
- Most frequent positive feedback:
  - Discourse management
  - Previous work
- Negative feedback: focus on external factors
- Absence of comments on language



## RQ 2

- Do the blog comments reflect the work on assessment criteria carried out throughout the course?



# Data analysis and results RQ 2 (I)

General recurrence related to assessment sheets:

- Structure
- Support materials
- Discourse management
- Pronunciation

# Data analysis and results RQ 2 (II)

## **Recurrence - Group range:**

- Structure (6)
- Support materials (4)
- Peer and teacher comments (4)
- Pronunciation (4)
- Discourse management (4)

**Not mentioned:** interactive communication



## Discussion RQ 2

- Blog reflects work on oral assessment criteria ⇒ critical thinking
- Most frequent comments related to assessment sheets:
  - Structure
  - Support materials
  - Discourse management
  - Pronunciation
- No comments on interactive communication



## RQ 3

- How do students express politeness in their feedback?

# Data analysis and results RQ 3 (I)

## Politeness:

- ❑ Bald on-record: *They need a fluence*
- ❑ Positive politeness: *Congratulations!!! The three girls were fantastic!!*
- ❑ Negative politeness: *It was a little slowly, so sometimes you got lost on what they were saying*

## Data analysis and results RQ 3 (II)

- More positive than negative feedback
- 3 strategies used equally
- Negative politeness:
  - Minimisers (little, sometimes): *It was a little slowly*
  - Modalisers (maybe): (...) *maybe there were too many ideas included*

# Data analysis and results RQ 3 (III)

## ○ **Positive politeness:**

- Flattery: *Fantastic!!*
- Repair and justification: *sometimes they read the screen but it's normal in this types of activities because you get nervous*
- Accompanying expressions: *the only thing we think can be improved is...*
- Emphatic punctuation marks

## Data analysis and results RQ 3 (IV)

- Bald on-record strategies (no indicators):  
*“They need fluence”*
- No politeness  $\Rightarrow$  negative reaction  
*“We thing that fluency is an important factor (...), although we think our fluency was ok with the level we have”*



## Discussion RQ 3

- Ways of expressing politeness: positive, negative and bald on-record
- Negative feedback – lack of politeness indicators from less proficient students
- Need to work on strategies of politeness

# Evaluation of the experience (I)

How did you feel about watching your presentations?





## Evaluation of the experience (II)

- Students' portfolios: motivating experience  
*“A improvement in the class was the “new technologies”, because is a great motivation for students (...)”*
- Teachers/researchers:
  - Objectives accomplished
  - Bad timing
  - Technical problems
  - No continuity



# Future implications

- Use of blogs throughout the term
- Technical requirements before and during the task

Blogs are an excellent means to develop students' competences and enable them to take part in their own learning process !!

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**Thank you for your attention!**

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