

**DIGITAL MEDIA & SOCIAL ACTIVITY:
A WAY TO REACH CRITICAL COLLABORATION IN THE
TEACHING -LEARNING OF FOREIGN LANGUAGES**

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RESEARCH CONTEXT



The study took place in a College in Jandira, a city located in the outskirts of São Paulo city with approximately 100.000 inhabitants.

It is located near a slum.

Classes are given in the evening since most of the students work during the day.

RESEARCH PROBLEM

This research covers the main problems faced by Language courses, graduation in Foreign Language, student development most coming from public schools. That usually do not dominate foreign languages and finish the university course without being prepared to act in classrooms.

PARTICIPANTS

- **Teacher researcher: Teacher for the class teaching Practice of Foreign Language (English and Spanish)**

- **Student teachers**

- **The research was carried out with 40 students ages from 20 to 34 – here student teachers :**

- . **English language: 25**

- . **Spanish language : 15**

Some of the university students (perhaps most of them) are from poor backgrounds. They had poor knowledge and mastery of foreign languages; and had low confidence in themselves as learners.

Among the participants two were chosen, one for each language: English and Spanish to analyze the data. The selection criterion was the students-teachers who participated in all stages of project development. (Focal participants).

GENERAL OBJECTIVE

Reflecting on students' education as future teachers of foreign languages.

RESEARCH QUESTIONS:

- 1. What are students' senses and meanings about foreign language teaching-learning?**
- 2. To what extent does the social activity and the use of digital media contributes to the development of students as future foreign language teachers.**

THEORETICAL FRAMEWORK

This study is inserted in Applied Linguistics (Bygate, 2005), Language and Education (Pennycook, 1998; Vygotsky, 1934/2001) research area:

- language organization has a key role for the discussions on knowledge production;
- the research is supported in a critical paradigm, in which creating contexts for dialogue among participants is a central point for learning and development.

THEORETICAL FRAMEWORK

Bases on:

- **Socio-Cultural-Historical Activity Theory (Vygotsky, 1934/1998, 1930/2004, Leontiev, 1978, Engeström, 2001);**

•Focus on:

- **Teaching-learning, development and mediation concepts;**

- **ZPD as a socio- historical-cultural space of becoming in which:**

- ✓ **language is the central instrument that mediates the relationship among participants in a critical-collaborative way;**

- ✓ **the dialectical and dialogical movement constitutive of language enables the collaborative production of new knowledge.**

METODOLOGY

CRITICAL PARADIGM (Magalhães, 2003/2007; Magalhães and Fidalgo, 2007; Ninin, 2006; Liberali, 2010):

- **A movement of comprehension and transformation;**
- **PCCo1 - CRITICAL COLLABORATIVE RESEARCH:**
 - a methodological choice to build contexts of Understanding and Transformation.

DATA PRODUCTION

Class discussion of the relationship between theory and practice, the concept of social activities with the use of medias to teach LE and methodology (data collected: written evaluation).



Class planning lessons -based activities with the use of social medias (how and what media will be used) a survey of possible contexts (data collected: videos and writing pre-planning).



STUDENTS PRESENTING THEIR LESSON PLANS

**Presentation in
class (College) of
the Classes' plans:
rehearsal (collected
data: written pre-
planning and
videos)**



STUDENT-TEACHERS TEACHING AT PUBLIC SCHOOLS



Students and teacher in class at the college, reflect collaboratively on the videos collected: classes taught by student-teachers in the public school.

Re-planning of classes taught by students - (video, written testimony and recording collected at the end of the course on experiences)



REFLEXIVE SESSIONS

DATA PRODUCTION: STUDENTS' PARTICIPATION IN

VIRTUAL SITES:

- **MOODLE:** virtual platform deployed by the college (formal setting) to complement the classes of teachers. Through this: discussion forums, delivery of requested activities in class, discussions in chat etc..
- **FACEBOOK:** group created by the teacher on a social network to promote informal interaction with students, encourage discussion of topics and studies inside and outside the classroom. Interaction continues on Facebook after the end of the course (written data collected, available online).

DATA PRODUCTION: STUDENTS' PARTICIPATION IN VIDEO

CONFERENCE: teacher and students invited to deepen their knowledge in the subject they studied (Social Activity).

Academic Events

- **WEB Currículo 2012** – introduction of participants, students and teacher-researcher, in Session: Projects and activities with teachers and students on the use of technology.
- **Simpósio Ação Cidadã (SIAC) 2012** – presentation by students and teacher-researcher
- **Semana Acadêmica FACEQ 2013** – students' presentation



RESEARCH FINDING (so far)

- The practice of teaching and learning of foreign language through activities with the use of Social media favored the development of the student-teachers involved;
- most students discovered that they would be willing to teach in poor communities;
- the two focal students became part of research groups, academic communities, postgraduate courses;
- 99% of students continue to attend the Facebook even after completing the course, to exchange information about the area of education, job opportunities, academic events etc..



TEACHING

MY QUESTION IS:

I made a selection from participants and data. I chose 2 students to follow their learning process through the project. Data selected was:

- written evaluation
- written pre-planning
- written testimony and recording collected at the end of the course on experiences
- written data collected, available online on Facebook

I am now looking for how to analyse data in order to answer the research questions.

How to analyse data?

Thank you!

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