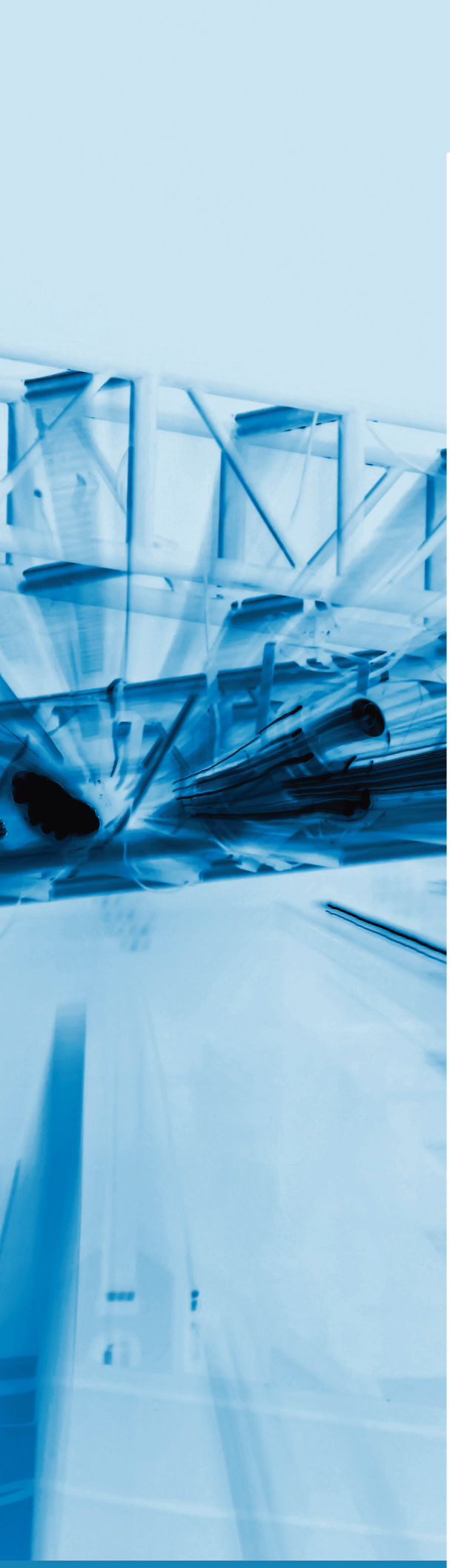

Rosana Satorre Cuerda (Ed.)

Nuevos formatos para el aprendizaje informal, ¿útiles para el formal?

universidad

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Índice

3. The Internet as a source of vocabulary and cultural learning for Italian as a Foreign Language (IFL)

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Universidad de Alicante

ABSTRACT

The present study, framed within the project Xarxes 2023 of University of Alicante, investigates the integration of information and communication technologies (ICT) in the teaching of Italian as a foreign language (IFL) through inter-university tele-collaboration. This specific activity focuses on supporting students create thematic glossaries to expand their lexicon in a real cultural context and improve their communication skills in Italian through guided research and practice. The overall goal is to redirect students' digital skills towards foreign language teaching and learning. CALL (Computer-Assisted Language Learning) and MALL (Mobile-Assisted Language Learning) approaches are used to promote self-learning and autonomous practice in authentic contexts. All data collected through the university platform (UACloud) will be analysed to assess the acquisition of communication skills and the effectiveness of ICT integration in IFL teaching. Based on the results obtained over the second semester of study (A2 level; specifically in the course of Italian Language D-II within the Translation and Interpretation degree programme), an action and research process of review and improvement will be carried out and implemented in the upcoming academic year.

KEY WORDS: IFL, meaningful learning, task-based learning, problem solving, class observation.

1.INTRODUCTION

The study is part of the Xarxes Programme (2022-23) at the University of Alicante and investigates university teaching in the field of Italian as a Foreign Language (IFL). Technology, including mobile devices and computers, is utilized to facilitate the learning of the subject both inside and outside the classroom, resulting in an augmented reality (Lombardi, 2016). Despite originating from authors who developed their theories during the 20th century, the constructivist approach (Vygotsky, 1978) in foreign language teaching and learning has gained recognition in recent years due to its efficacy in promoting active student participation and fostering meaningful learning (Ausubel, 1963, p. 255; Novak, 2009). In this type of learning, students actively construct their understanding and establish significant connections between concepts, enabling them to retain and apply knowledge more effectively. This process is facilitated through the teacher's guidance, which provides structured activities and scaffolding, leading the learners towards the Zone of Proximal Development (ZPD) (Wood, Bruner & Ross, 1976) "*that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts*." (p. 90). Among the noteworthy guidelines of this approach, the fundamental idea that learners construct their own knowledge through interaction with the environment and collaboration with their peers (Johnson, Johnson & Smith, 2014) stands out. One key strategy in foreign language teaching and learning is problem-solving, which enables learners to develop communicative skills in a meaningful way. By engaging in challenging tasks that simulate real-life situations,

learners must actively and reflectively use the foreign language to solve the problems to finalise the assignment. This fosters authentic language use, contextualized understanding, and more effective acquisition of vocabulary and linguistic structures. Through teamwork and interaction, learners have the opportunity to collaboratively construct knowledge within a broad Situated Learning (SL) (Lave & Wenger, 1991; Kurt, 2021; Seely Brown & Duguid, 2002). Currently, these approaches can be integrated with technological tools, and in this regard, Siemens (2005) speaks about connectivism and labels it as a form of learning based on the exchange of information and knowledge through the network. The primary focus of this perspective is to seek environments in which individuals can connect, share information, and learn from one another:

> *Connectivism presents a model of learning that acknowledges the tectonic shifts in society where learning is no longer an internal, individualistic activity. How people work and function is altered when new tools are utilized. The field of education has been slow to recognize both the impact of new learning tools and the environmental changes in what it means to learn. Connectivism provides insight into learning skills and tasks needed for learners to flourish in a digital era.*

In close relation to these approaches, we find that technological advances rapidly shape the evolution of methodologies, with new concepts emerging and quickly replacing or integrating existing ones. While TELL (Technology-Enhanced Language Learning) and CALL (Computer-Assisted Language Learning) were exclusively discussed a few years ago, we now have more specific methodologies such as MALL (Mobile-Assisted Language Learning) (Kukulska-Hulme, 2021a, 2021b) and MALLAS (Mobile-Assisted Language Learning through Learning Analytics for Self-Regulated Learning) (Viberg, Wasson & Kukulska-Hulme, 2020). Promoting TELL, CALL, and MALL competencies not only leads to positive outcomes in the application of these approaches to foreign language teaching but also bridges the language gap by aiming to democratize contexts and tools (UNESCO, 2000), ensuring access to the target language and, consequently, language proficiency. Worth mentioning is the Technological Pedagogical Content Knowledge Framework (TPACK) (Mishra & Koehler, 2006), which represents the intersections between technological knowledge, pedagogical knowledge, and content knowledge that are crucial for designing effective instructional activities. This approach emphasizes the importance of balanced integration of technology, pedagogy, and subject matter to facilitate student learning. Therefore, teachers need to be able to effectively manage technology, apply relevant pedagogical strategies, and have a solid grasp of subject matter. The integration of these factors within the TPACK provides valuable guidance for making informed decisions in designing instructional activities that maximize learning opportunities and student engagement. Additionally, for informational purposes, we mention the MALLAS approach, which considers the potential of Learning Analytics (LA) and MALL for more effective language learning. The alignment between Learning Design (LD) and LA in mobile learning is still uncommon. LD refers to the activities, resources, and support developed by educators to create learning environments, while LA provides techniques for managing and analyzing data to support decision-making in learning or self-learning (Barth, Zou, Spector-Cohen & Sitman, 2020), and teaching. The integration of LD and LA in m-learning is of growing interest for optimizing the learning experience and decision-making process. In this regard, Viberg, Wasson, and Kukulska-Hulme's study (2020) highlights the importance of this integration for enhancing language learning. Lastly, we mention Sijia Xue's work at the University of Hong Kong (2020), where a conceptual model for integrating MALL into a task-based language teaching context was outlined, which is relevant to our discussion. However, further research on the use of

technology in language teaching and learning is needed to explore this promising and extensive area of study. As can be inferred, classroom observation (Leone et al., 2015, pp. 101-134) is an important tool in teaching practice that allows teacher-researchers to obtain valuable information about learners' performance, their level of participation within a specific Situated Learning (SL) framework (Lave & Wenger, 1991), and their motivation (Maslow, 1987; Csikszentmihalyi, 1990; De Beni & Moè, 2000; Moè, 2010) in the learning process. Systematic and detailed classroom observation can help teachers identify factors that affect student motivation and foster a stimulating learning environment. Some key aspects related to classroom observation and student motivation include: a) maintaining a positive classroom climate, b) encouraging active participation, c) providing effective feedback, d) offering a variety of activities, and e) aligning students' interests with the curriculum (Leone et al., 2015, pp. 101-134). The main objective of the proposals we present is to redirect students' digital skills towards effective foreign language teaching and learning for translation purposes. Specifically, the focus is on the process, which involves collaboratively creating thematic glossaries related to the curriculum and subsequently reusing them in students' oral and written discourse through meaningful learning and problem-solving (PBL) (Jonassen, 2011.)

2. METHODOLOGY

Our research is framed as an empirical study on a defined sample of informants. An observational methodology has been adopted for activities that provide data constituting a corpus, which is then analyzed and interpreted based on the objectives expressed above.

The employed methodology for the activities is student-centered (Nunan, 1989) and is situated within the framework of action research (McNiff & Whitehead, 2011). Concrete proposals are made for each thematic block, supported by MALL technology, as mentioned in the introduction.

2.1. Context and participants

The proposals are situated within an academic context, specifically in the course of Italian Language D-II within the Translation and Interpretation degree programme during the second semester of the academic year 2022-2023. This course corresponds to the elementary A2 level of proficiency. This group is composed of 52 multi- and plurilingual students, including 47 women and 5 men, with the predominant age being around 19 years. It's worth noting that they attended the two years of high school under lockdown, and therefore, the relationship with ICT has been intense in all vital aspects and consequently in the educational field as well.

A total of 52 students are enrolled in this course, and out of these, 43 of them have opted for continuous assessment and are eligible to participate in this experience. To facilitate collaboration and team work, the students form nine groups, at random, consisting of four or five members each.

2.2. Tools and materials

Taking into account the availability of technological devices such as mobile phone, tablet and laptop to connect to internet, the learners are provided with a prompt designed by the teacher, according to a criteria that obey to the steps to be followed for every topic. The prompt includes instructions for carrying out each activity separately, suggested links to initiate the search, a proposal for organizing vocabulary based on each topic, and a problem solving that enhances the reuse of the same vocabulary. The first task emphasises on "*Televisione in Italia*" (watching and commenting on selected Rai broadcasts), while the second task revolves around the topic of *"Concerto di una band o cantante*

italiano" (aiming to purchase a ticket for the concert of their favorite artist). Refer to Table 1. The materials produced and submitted by the learners constitute the corpus for analysis in this study.

Table 1. Tasks / Prompt

Tasks	1) Sito Rai https://www.raiplay.it/	2) Andiamoci tutti!! Il concerto
To look for information and complete the table	To find specific examples: Canale; Tipologia di programma; I vostri programmi preferiti; Qualche titolo (esempio); Altre parole che avete imparato (20-30)	About a music band or a favourite singer: "Nomi; Biografia; Canzoni che vi piacciono di più (selezione); Sito ufficiale / Link; Informazioni più interessanti del sito; Principali concerti futuri; Prezzi/ città"
Multimedia resources	Links to various programmes (interviews, cartoons, etc.), thematic channels, series, live streams, etc. are provided, with the indication: "**Navigate e curiosate nei link"**	Sito ufficiale / Link; Informazioni più interessanti del sito; Testo di una canzone che vi piace: Lessico interessante; Grammatica (esempi)
Problem solving **Reuse of lexicon**	To answer some questions (e.g.) Che cos'è RaiPlay? Perchè registrarsi su RaiPlay? Come accedere a RaiPlay senza registrarsi? Come funziona RaiPlay? Come posso vedere i contenuti Offline?	a) Istruzioni per acquistare un biglietto b) A quale concerto vorreste andare? Perché? Quanto spenderete in cinque?

Under an observational point of view, the teacher carries out the analysis using the teacher's class diary where reflections on learning and teaching are noted. The parameters are learner's behaviour during the activity inside and outside the classroom, highlighting their participation and motivation, learners-teacher/ teacher-learners interaction, and ultimately the use of ICT and internet. (Leone et al., 2015, pp. 101-134). The evaluation scheme relies on the required skills of CERF (2001) for A2 level ([...] *e.g. very basic personal and family information, shopping, local geography, employment. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.*), but we mainly focused on grammar correction and lexicon adjustment.

2.3. Procedure

The teacher-researchers have planned and designed the data collection activity with a representative sampling of A2 level. On one hand, data collection respected the classroom observation noted in the teacher's journal, and on the other hand, collected the portfolio of activities submitted by the students who completed them. Data interpretation focused on the qualitative evaluation of some of the short texts produced by learners, based on their level of proficiency as beginner users, and using specific examples to illustrate the results; and on the quantitative assessment of aspects related to participation in the two proposed activities. Lastly, participants' impressions were gathered through an open debate about the work carried out, although these were not statistically quantified.

As previously stated, the methodology employed in this empirical study embraces the use of digital technology and places a strong emphasis on learner-centeredness (Nunan, 1989), with the teacher-researcher playing a pivotal role in the planning of the teaching and learning process (Whitehead & McNiff, 2011). The methodology adheres rigorously to the three essential phases: planning, acting, and evaluating for both tasks. During the planning phase, accurate consideration

is given to various aspects, including the formation of five-member groups, which allows for student autonomy in selecting their peers. Additionally, a well-defined timeline is established, along with specific prompts tailored to each task, and comprehensive instructions that guide the learners throughout the process.

The acting phase encompasses both in-class and out-of-class team work, leveraging the use of mobile devices with internet connectivity that are available to the learners. Each learner activates their digital skills according to their existing proficiency or desired level of mastery. If we focus on the specific skills exercised, we first emphasize on reading strategies such as skimming, scanning, extensive, and intensive reading (Nation, 2011; Nuttall, 2005; Richards & Renandya, 2002) to facilitate the acquisition of vocabulary in context and gathering of information. Then, the learners are called to fill up a table with topic's related details in order for them to reuse, later on, the acquired vocabulary (see Example 1). To this purpose, problem-solving activities are employed to encourage this practice. Lastly, interaction with peers and the production of a written text during the examination phase play a crucial role. The collaborative submission of each task by each team occurs through the *Campus Virtual* platform ("*Debates*" section), allowing for the sharing of each group's production with the entire class, while also receiving teacher feedback on the team work. Evaluation, as the last phase, takes place within the classroom setting, as well as in virtual tutorial sessions and through the "*Debates*" feature of the *Campus Virtual* platform.

3. RESULTS

The collected data offer valuable insights for analysing the outcomes of the practice, addressing three fundamental aspects from both qualitative and quantitative perspectives. Firstly, by closely observing the classroom environment (Leone et al., 2015, pp. 101-134), we have been able to capture the results of various parameters, shedding light on learners' behaviour during different stages of the activity, their utilization of technology and computer-assisted approaches, engagement in both physical and virtual spaces, levels of motivation, and active participation in the proposed practices. From the notes taken by the teacher in the personal journal, we can briefly describe the learners' behaviour as follows: organized in their work groups, they have received the prompt for each activity and have tried to clearly understand the task to be accomplished. In case of doubt, they have consulted the other group members or the teacher. Maintaining communication in the foreign language has not been possible throughout the entire work with peers, despite attempting it on occasion, and never with the teacher. Using their mobile devices, they have accessed the links provided in the prompt to consult multi-channel resources on the topic and subsequently initiate the construction of their thematic glossaries in the corresponding tables (see example 1). In case they need more time, they have continued the task outside the classroom. Finally, collaboratively, they have moved on to the problem-solving phase (see examples 2, 3, and 4), having all online tools at their disposal to consult doubts. They have also interacted with the teacher and have voluntarily submitted the completed task through the "Debates" feature of UACloud within the established timeframe. Table 2 concisely presents a detailed overview of these key elements.

Table 2. Class observation

Class observation: to analyse the management of phases of the activity			
Interaction (Teacher-learner; Learner-learner; Learner-teacher)			
Technology	**MALL**	Laptop, Tablet, Mobile, Internet connection, Use of web pages, Spotify, multimedia and multimodal resources	
Work setting	**Inside the classroom**	Team interaction face-to-face Inappropriate space to team work	
	Outside the classroom	Team meeting: Videoconference: Meet, Whatsapp; email; other apps	
Motivation	**Information Research**	To answer to the exercise proposed by the teacher in the document (prompt)	
	Work on IFL	Reading (skimming, scanning, intensive, extensive); use of multimodal and multimedia resources (written, audio, video documents) construction of glossaries, texts, instructions, information, interaction, oral and written practice	
	Behaviour	active team interaction (inside and outside the classrooms); spontaneously they stay in the classroom extra time	
Participation	**Interest in researching**	Questions aimed at delving deeper into the topic	
	Clarifications request	To the teacher, to the team mates	
	Initiatives & proposals	Deepening, expanding, and completing the task; Discussion, negotiation, and reaching agreements	
	Task submission	Students participants: Task 1: 86%; Task 2: 70%	Complete tasks: Task 1: 100%; Task 2: 77%

Secondly, in the last row of Table 2 and in Figure 1, the number of participating students and groups, as well as the number of completed assignments submitted to the teacher for each of the two tasks presented in this contribution, are quantified. The numerical results are indicative of the level of engagement: out of the 43 learners who were expected to carry out the activity, only 37 (nine groups) completed the first task, and 30 (seven out of the nine groups) completed the second task. The maximum participation rate reached 86% for Task 1, whereas it decreased to 70% for Task 2. When considering the number of groups, all nine of them (100%) contributed to the first task, while only seven groups (77%) contributed to the second task. Consequently, we received nine complete examples for the first task and seven for the second one.

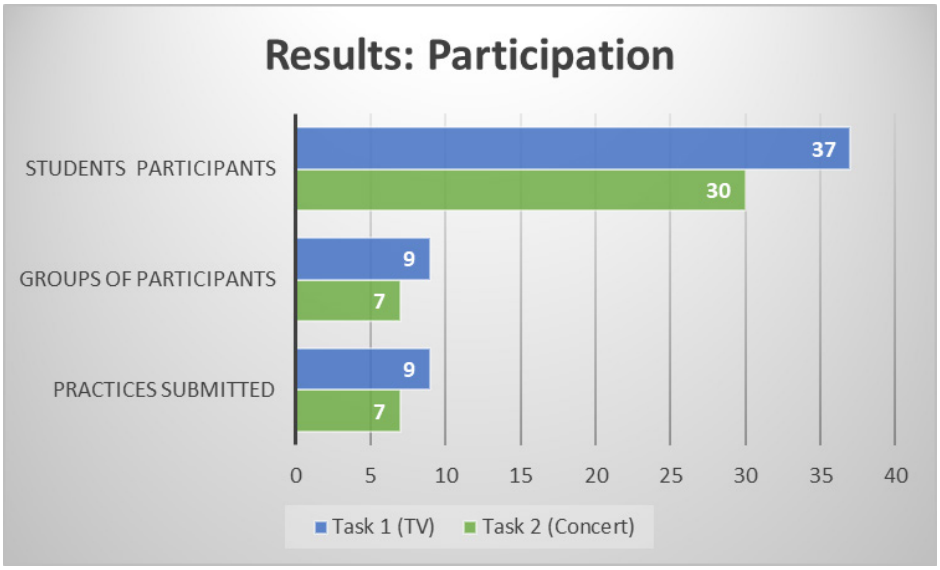

Figure 1. Chart of participation

Lastly, we will provide an overview of the findings pertaining to the specific content of the subject matter found in the generated texts, thereby contributing to the comprehensive analysis. During the construction of the glossary, the learners were tasked with reading the designated resources, either handpicked by the teacher or selected by the group members themselves. Following this, they were required to fill up the table, ensuring adherence to the provided headings for each assigned task. To exemplify, we present an excerpt from the glossary produced by one of the groups, wherein the catalogued terms are specified in accordance with the given instructions.

Example 1. Task 1: Glossary (Group 7)

Canale	Tipologia di programma	I vostri programmi preferiti	Qualche titolo (esempio)	Altre parole che avete imparato (20-30)
RAI 1	Notizie	tg1	TGunomattina	Lessico sul tempo in Italia
RAI 2	Notizie e serie televisive	La Grande Vallata	Il rapimento di Audra	cacciatore, dimostrino, delinquente, avventure, ranch, orizzonti, gloria, generale, stivali, odissea, eredità, proprietà, assassinio, morso, falsario, ricatto, azzardo, difesa, evaso, vallata e scoprire.
RAI 3	Notizie	Agorà	Patti di rigori	sviluppi, guerra, dibattito, patto, argomenti, puntata, ospiti, approfondimento, quotidiano, firmato, presidente, broncopolmonite, telespettatori, patologia, direttore, notiziario, consumatori, agricoltura, conduzione e attualità.
RAI 4	Serie di crimini	Bones	Hawaii Five 0	

Canale	Tipologia di programma	I vostri programmi preferiti	Qualche titolo (esempio)	Altre parole che avete imparato (20-30)
RAI 5	Documentari, cultura, notizie e musica.	Italian Beauty e La serie di RaiCultura.it	Art Rider, Di Là dal fiume e tra gli alberi, Messico selvaggio…	cronaca, abruzzese, transumanza, omaggio, spoleto, sabauda, bosforo, carovana, allestimento, innescare.
RAI MOVIE	Film	Bohemian Rhapsody	The Square, Preparati la bara!, La felicità degli altri, Totò e Cleopatra	imporsi, celeberrimo, scarcerato, allevatore, scagionato, fuorilegge, zitella, codardo, spogliarellista, raspiscare.
RAI PREMIUM	Serie televisive	Che Dio ci aiuti	Non lasciarmi più	Lasciare, convento, distogliere, compiere, sensi, colpa, combattivo, giallo, carcerata, rischiare, mancanza, convitto, linfa, legare, accogliere, avvocato, extraconiugale, affidato, sfrattare e acquisita.
RAI GULP	Cartoni animati	Geronimo Stilton	Cocco Bill, Gormiti, Winx Club, Crush, Mia and Me	permanenza, cotonificio, sconvolgere, pietoso, tessera, ricattare, boccetta.
RAI YOYO	Cartoni animati per bambini piccoli	Shaun vita da peco	Pimpa	Lessico semplice e di base per bambini piccoli
RAI STORIA	Documentari	Il giorno e la storia	passato e presente	La storia della catastrofe di Chernobyl

In task 2, one of the items in the questionnaire required participants to respond to the prompt: "*Istruzioni per comprare un biglietto*." Each group compiled their text based on the website they had consulted. In the following example, we present one of the nine instances provided by the learners. The objective was not solely focused on the production aspect (output), but rather on the detection, observation, and comprehension of the input.

Example 2. Instructive text (Group 9)

1. Registrati sul sito.
2. Non collegarti all´ultimo, almeno 30 minuti prima
3. Cerca «Capo Plaza» e seleziona quello che vuoi
4. Clicca su «Aggiungi al carrello»
5. Verifica che tutto sia corretto
6. Clicca su «Continua con l'acquisto»
7. Inserisci i tuoi dati personali e i dati di pagamento…

In the previous examples, our focus was primarily on observing and classifying vocabulary in glossaries and tables to organize the task. However, as we move forward to examples 3, 4, and 5, we delve into the written production. It's worth acknowledging that our audience comprises novice users,

whose level of proficiency in the given subjects is yet to be established. Consequently, learners are embarking on their preliminary encounters with these thematic blocks so that we consider that our goals have been accomplished. Example 3 was collaboratively composed, with the collective support of all available reference materials, drawing upon their existing linguistic and cultural knowledge. On the other hand, examples 4 and 5 were individually crafted by group members during the exam, without the aid of any external resources. While some grammatical errors were noted with an asterisk, it is noteworthy that both the group and individual works exhibit a commendable level of expression. The problem statement to which they needed to respond is as follows: "*A quale concerto vorreste andare? Perché? Quanto spenderete in cinque?"*

Example 3. Script: "*Concerto di Mahmood a Murcia"* (Group 4)

Vogliamo andare al concerto che Mahmood farà a Murcia l'11 maggio 2024. Vogliamo andare a Murcia perché è vicina e la città ci piace molto. Andremo in autobus, ci costerà 10 euro a testa. Il biglietto costa 35 euro. Di notte andremo nella città di Nome, Città, e dormiremo lì, quindi non pagheremo l'albergo. Il giorno dopo i suoi genitori ci porteranno ad Alicante e pagheremo 3 euro di benzina.*

In example 3, we identified a single instance of a lexical error stemming from negative transfer (despite the allowed consultation of resources), where "*autobus*" was used in Italian instead of "*pullman*" or "*corriera*." In the exam, the problem statement for addressing the issue is similar: "*Dopo la cena avete deciso di cercare un concerto per il mese di agosto. A quale concerto vorreste andare? Perché? Quanto spenderete in cinque?"*

Example 4. Script: "*Concerto di Mahmood a Murcia"* (individual 1, exam)

Vorrei andare al concerto di Mahmood perché è degli miei cantanti preferiti. Il concerto sarà in* Murcia il dieci di* agosto. Come** è prossimo alla mia città non avremo di* spendere molto.*
Abbiamo visto un appartamento che non è molto costoso e per 4 persone è buono e sta bene.*
Il coste totale per persona è 50€ e il concerto è 100€.*

Example 5. Script: "*Concerto di Mahmood a Murcia"* (individuale 2, esame)

*Le mie amiche e io** vogliamo andare al concerto di Mahmood, perché è un artista italiano che ci piace molto. Il concerto è a Murcia, una città in Spagna. Per andare a Murcia, dobbiamo cercare un hotel per dormire la notte. Un hotel può costare 200€ per le quattre*, quindi è più economico. I quattri* bigglietti* costano 80€, che è anche più economico! Il giorno dopo il concerto possiamo fare una gità* per la città e vedere molte cose. Che bello!*

In examples 4 and 5, which were chosen randomly, we have identified errors in the execution, specifically in the grammatical domain, including morphology, syntax, and spelling. These errors have been marked with an asterisk. However, it is worth noting that the lexical choices made by the learners do not display any significant error. In instances where errors transcend a higher level of competence, they have been denoted with two asterisks ("*Come*" > "*Siccome*", in example 4; "*Le mie amiche e io"* > "*Io e le mie amiche"*/ "*Le mie amiche ed io"*, in example 5.)Although we did not submit an official inquiry to the students for lack of time, through the comprehensive feedback from learners, we can satisfactorily assess both the process and the outcomes.

4. DISCUSSION AND CONCLUSIONS

The course under consideration is conducted in a face-to-face format, albeit with blended activities that incorporate two significant tasks: (a) teletandem and (b) vocabulary development, along with exposure to culture and linguistic diversity using online platforms. These tasks involve independent utilization of technology to foster authentic online learning experiences. Extensive deliberations on these subjects have taken place within university teaching research networks, scholarly publications, and specialized conference presentations in recent years. For the sake of providing further insight, it is worth mentioning some of our contributions that have been completed (González-Royo, 2023; Chiapello, González-Royo & Pascual-Escagedo, 2010; Chiapello & González-Royo, 2022). This study delves into the role of MALL in the acquisition of IFL, with a particular emphasis on lexical learning and students' ability to self-regulate their learning. The findings underscore the significance of MALL in cultivating favorable attitudes towards vocabulary acquisition and empowering learners to autonomously regulate their learning process.

Alongside a constructivist approach, foreign language teaching and learning offer learners the opportunity to construct knowledge in a meaningful and autonomous manner through problem-solving and peer collaboration. By engaging with authentic challenges, learners have developed strong communicative skills, intercultural competences, and problem-solving abilities in a multicultural environment. Task-based learning organized by thematic units has proven to be a dynamic and effective methodological approach that fosters interaction, language acquisition, and practice through communicative activities. Furthermore, the role of the teacher-researcher emerges as fundamental in promoting a constructivist approach to learning and guiding students towards the ZPD. The teacher-researcher has the task of creating a stimulating learning environment, offering support, providing guidance, and facilitating students' autonomous learning. In this way, the development of students' cognitive and metacognitive abilities has been fostered to achieve higher levels of learning. Therefore, the active involvement of learners, together with the guiding role of the teacher-researcher, has undoubtedly promoted meaningful learning and individual progress. They have been exposed to diverse inputs through multimodal and multimedia resources, which have materialized in written (and oral) productions of considerable accuracy, even individually, and without reference materials. In summary, based on classroom observation and in accordance with the TPACK framework, it can be inferred that participation has been active, with an average of 81.5% considering both activities. These data demonstrate the high level of motivation resulting from engagement and collaboration both inside and outside the classroom, aided by the available technologies. As for the disciplinary content aspect, it can be affirmed that the response has been comprehensive in all submitted work: the available input has been fully utilized to achieve the final output through the production of glossaries, answers to questions, and problem-solving. We would like to highlight that we preferred to carry out

this kind of activity instead of proposing an individual survey in order to complete a qualitative assessment through students' feedback.

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