

Task-Based Language

Learning & Teaching

BEYOND

The Classroom

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B243 Wells Hall

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Abstract

With their focus on genuine interaction and real-world outcomes, tasks lend themselves well to preparing learners for and supporting them in learning beyond the classroom (LBC). Yet this potential is often not realised. In this presentation I will first show how, at present, classroom practice, teacher education and learning materials do not include a focus on preparing learners for or supporting them in their learning beyond formal, highly structured and teacher-driven contexts. Next, I will consider the natural links between TBLT, learning beyond the classroom and the development of lifelong, lifewide and autonomous learning skills. I will consider how LBC can be conceptualised and propose a framework for evaluating tasks for their contribution to increased learner control over the learning process. Finally, I will briefly consider ways in which tasks can be adapted and new task types can be developed, drawing on the affordances of recent developments in education in general and educational technology in particular. I will do this by considering ways in which tasks can be designed and evaluated for 1) the extent to which the potential educational affordances of LBC are exploited in the learning design; 2) the extent to which the learning design corresponds to general pedagogical approaches underpinning LBC; 3) the extent to which the learning design corresponds to specific second language (L2) pedagogical approaches; 4) the extent to which the learning design correspond to second language acquisition (SLA) principles; and, 5) finally, the extent to which the learning design takes into account affective principles of LBC.

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