

Exploring innovative methods and approaches: Task-based Teaching & Learning

TARGET AUDIENCE:

All Teachers, Coordinators, Principals and Heads

Facilitator: Lucilla Lopriore

Webinar Moderator: Dr. Bushra Ahmed Khurram

Date: March 20, 2021

Time: 3:00pm – 6:00pm

Fee:

For Member: PKR 2000/

Non Member: PKR 2500/

- E-Certificate will be provided
- Limited seats on first come, first served basis

Registration Link

<https://docs.google.com/forms/d/1XQR0i8r770eiG1YWkpc-BwvJAIZzXOJA1sPETfBR-Yo/>

The long history of teaching methods and approaches, primarily concerned with finding more effective methods of language teaching, has recently witnessed a shift from a preoccupation with 'methods' to "a more complex view of language teaching which encompasses a multi-faceted understanding of the teaching and learning processes: a "focus on pedagogy". Originally, methods were considered 'top-down impositions' of experts' views of teaching and the role of the individual teacher was minimized. Now, things have changed and teachers' function seems to be valued more than in the past. Task Based Language Teaching (TBLT) is closely connected to communicative language teaching, it focuses on learners' needs and on making learners interact through authentic tasks in the target language. TBLT emerges as one of the most appropriate approaches in foreign language learning, mainly because of the emphasis laid upon: • learning to communicate through interaction, • the use of authentic texts, • the learning process, • learners' own personal experiences, • linking classroom language learning with language use outside the classroom, • learners' involvement in authentic language search and use outside the traditional coursebook language input, • the need to take the outside world into the classroom in order to involve learners in real life interactions. Language teachers are interested in developing tasks that help learners learn (i.e. produce language that will stay with them and will be later used in meaningful ways and contexts). Webinar participants will be introduced to the notion of authenticity, pivotal in TBLT because learners' personal experience in the classroom should be closely connected with what happens outside the classroom, in the real world, where they are often being exposed to and use varieties of authentic English.

References

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- Willis, J., (1996). *A Framework for Task-based learning*, Harlow, Addison Wesley Longman Limited.



Lucilla Lopriore, full professor in English linguistics and translation, Dept. of Foreign Languages, Literatures and Cultures, Roma Tre University. MA TEFL, Reading, UK; PhD Italian L2, Siena for Foreigners University. TESOL Intl. Board of Directors (2001-2004), TESOL Intl. Research Professional Council Chair. ELLiE project (2006-2010) and ENRICH Erasmus+KA2 Project (2018-2021) Italian national coordinator. Course-book writer (GE & ESP) and teacher

educator, her fields of interest are: Teacher Education, Assessment & Evaluation, Early Language Learning, Multilingualism, Mediation, English as a Lingua Franca (ELF), Italian L2, CLIL. She has published extensively in the above fields of interest.

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