



# ICT IN TASK-BASED LANGUAGE LEARNING – ANALYZING A LESSON PLAN IN PETALL PROJECT

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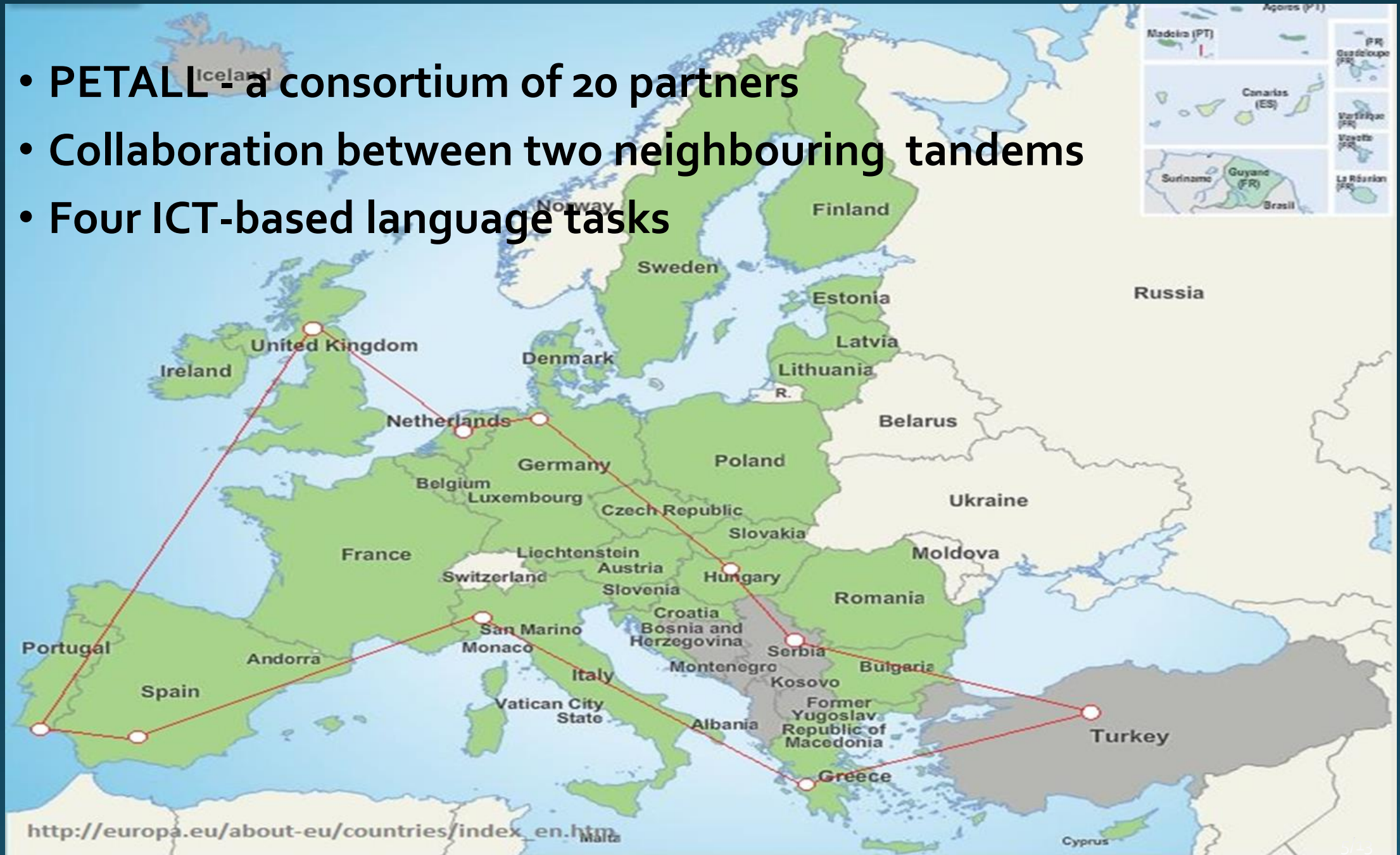
# INTRODUCTION

- TBLT-a teaching methodology of L2 -integral part of communicative language teaching
- In compliance with European language education policy
- What is a TASK?
- Meaning is primary
- TBLT facilitates SLA and makes L2 learning and teaching more effective
- Form is not put aside

# PETALL PROJECT

- PETALL – Pan European Task Activities for Language Learning
- Long life Learning Project, European Commission (through the EACEA)
- PETALL promotes TBLT through ICT in FL with emphasis on improving both language and ICT competencies

- **PETALL** - a consortium of 20 partners
- Collaboration between two neighbouring tandems
- Four ICT-based language tasks



## PETALL objectives:

- collaborative work
- the access to technology-mediated tasks
- mutual understanding and awareness of linguistic and cultural diversity
- the quality of teacher education in technology-mediated TBLT
- teachers' digital competence

# TASKS IN PETALL

- Task -a workplan with a focus on meaning, involving real-world language use and all four language skills through cognitive process with a clearly defined communicative outcome (Ellis, 2003).
- Tasks are learner-centered
- A lot of issues teachers need to be aware

# TASK FRAMEWORK LAYOUT OF TBL LESSON

Willis' framework (1996):

- Pre-task
- Task cycle
- Language Focus

Ellis' framework (2003):

- Pre-task
- During task
- Post-task



- Task “Traveling” to Hungarian partners
- The task has two dimensions:
  - ✓ Linguistic: reading, writing and speaking skills
  - ✓ ICT: make a power point presentation; find relevant information on internet using appropriate search engine
- B<sub>1</sub>/B<sub>2</sub> CEFR level

- Students have difficulty estimating how successful their interaction will be
- Time is a significant factor
- Students prepare power point presentation following the pattern
- be creative
- time pressure factor

# CONCLUSION

- TBLT - inevitable part of a communicative approach
- students learn language better when they are not aware of language but their attention is on meaning, not on form
- performing a task in a simulated real-life situations
- student-centered
- ICT and language competencies
- tasks to be evaluated and revised by external evaluators
- check adequacy for implementing in different cultural, social and educational context

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# Thank you for your attention

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