

The Case for Introducing Task-Based Language Teaching in Asian Primary Schools

日時

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場所

関西大学 千里山キャンパス
岩崎記念館 F401

講演者

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概要

The global importance of English has led a number of Asian countries to introduce English in primary school despite the fact that there is no clear evidence that an early start results in higher levels of English proficiency. At the same time educational authorities in these countries have mandated the use of communicative language teaching - and, in particular, task-based language teaching (TBLT) - as the means for developing children's communicative skills. These changes have been resisted in some quarters and TBLT in particular has been subjected to considerable criticism. I will begin by reviewing language policy in Asian primary schools. Then, after reviewing research on the relationship between age and second language acquisition, I will argue that if English is to be introduced at the elementary level, it is essential that a strong communicative approach, as found in TBLT, is adopted as TBLT is the approach most likely to develop a capacity to communicate confidently in English. I will also consider a number of misconceptions about TBLT that underlie the criticisms that have been directed at it. Finally, I will address a number of practical and structural problems that prevent the effective implementation of TBLT in primary schools in countries such as Japan.

申込み
方法

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