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USING LEGO BLOCKS FOR TECHNOLOGY-MEDIATED TASK-BASED ENGLISH LANGUAGE LEARNING

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Summary/Abstract: Lego blocks have been played with by generations of children worldwide since the 1950s. It is undeniable that they boost creativity, eye-hand coordination, focus, planning, problem solving and many other skills. Lego bricks have been also used by educators across the curricula as they are extremely motivating and engaging and, in effect, make learning effective. The toy has developed with time, as a result of technology impact as well as users' needs and expectations. This paper describes the transformation of the use of Lego based activity in the academic writing class in the Institute of English Studies at the University of Social Sciences and Humanities in Warsaw, Poland spanning a period of the last seven years. Originally, the author's idea was just to illustrate in theory the principle of cohesion and coherence on the example of Lego composition instruction, a concept described by Joseph Williams; however, it evolved into a highly successful technology mediated task-based

activity. The activity has been conducted since 2008 and in the author's newest 2014/15 version, it involves online writing, digital photography, computer editing programs, animation, e-learning tools and blogging; it boosts, apart from the above mentioned skills, writing, reading, teamwork and IT skills. Its teaching/ learning success results also from its multimodality, learner empowerment and authenticity. Moreover, the case illustrates teacher development due to both external and internal class factors, including the impact of learners' competence and skills on the transformation of the activity itself and the resulting teacher training. Finally, the paper focuses on the role of the fast changing ICT technology in the development and adjustment of the English language learning task, the task based on the innovative use of Lego blocks in teaching academic skills to the students of the English studies program.

Details

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1. Introduction Task Based English Language Learning (TBLL) has been considered beneficial in motivating learners to engage in authentic and meaningful tasks (Ellis, 2003). Nevertheless, "from pedagogical perspectives, real world target tasks are likely to be too difficult for learners to. Teaching English with Technology, 15(2), 120-132, <http://www.tewtjournal.org>. 121. achieve because of potential semantic, pragmatic, lexical and syntactic difficulties. Thus, pedagogical tasks should represent a bridge to real world tasks" (Izadpanah, 2010: 49). It is, therefore, the teacher's role and respo TBL (Task-based learning), or TBLT (Task-based language teaching) is an approach in which learning revolves around the completion of meaningful tasks. In the T. In the TBL approach, the main focus is the authentic use of language for genuine communication. In this post, we'll talk about what defines a task, the possible phases of a TBL lesson and give you an example of a TBL lesson. Defining tasks. In order for us to understand TBL, we

need to define what a task is. According to Willis, tasks can be real-life situations or have a pedagogical purpose. In both cases, a task should Task-based learning (TBL) is a teaching method that focuses on context and meaning. Teachers give students tasks to complete so that they can practise the language in a useful way. The focus of a task-based language learning class is completion of the task itself, which uncovers useful vocabulary and language structures. Some teachers offer task-based learning as a viable alternative to PPP as a more practical teaching method. A problem with PPP is that students can sometimes end up using unnatural ways to practice new language structures. Task-based learning is supposed to overcome that problem by putting all the emphasis on useful and meaningful tasks as the way to actually learn the language and vocabulary. Image source. Students' role in task-based language learning.