

A literature review by Karen Hu, Professional Expert, Future Learning Solutions – Centre for Languages

Article: Agency and technology-mediated task repetition with young learners

Research and implications for primary classroom practice

Audience: teachers who are teaching beginner students (pre-school to college) and wanting to move towards using communicative tasks and digital-mediated learning and teaching methods.

This article provides hope for teachers who struggle to comprehend and implement task-based language teaching (TBLT), especially for teaching young and beginner students. TBLT in second language education has been a buoyant topic in research and teachers' professional development (PD) programs. Due to the complexity of applying the theory directly into to classroom practice, many teachers have expressed doubts and difficulties. To some extent, this article has bridged the gap between theory and practice, has provided practical ideas for using tasks when teaching young learners. Furthermore, it may provide relief for teachers who have encounter challenges when trying TBLT in the past. This article has shed light on why TBLT theories and instructions in early research are difficult to implement when teaching young learners. The article also provides some examples and suggestions on how and why you may use technology-mediated activities and tasks in the language classroom. It begins to motivate the teachers to think about the use of various technologies in language teaching and prompt the teachers to further research and continue to explore the possibility of using digital technology in the language classroom.

If you are planning to try TBLT in your classroom, thinking of implementing Technology-mediated language teaching, or if you are struggling with TBLT in your classroom, this article would be beneficial to read. The author Annamaria Pinter is an Associate Professor of Applied Linguistics at the University of Warwick, UK. Her research interests include all aspects of second/foreign language learning in childhood, TBLT, inclusive research methods and working with children as co-researchers. She is also the author of *Teaching Young Language Learners*.

Reference:

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