# Contents

*List of Figures* ix

*Acknowledgements* x

**1 Why Study Task Design?** 1
- 1.1 Designing language teaching tasks: an expertise study and a procedural analysis 1
- 1.2 Applied linguistic expertise studies: a sparsely populated terrain 2
- 1.3 Tasks and activities 4
- 1.4 The need for applied linguistic expertise studies 6
- 1.5 The ESRC project 7
- 1.6 The Leverhulme project 9
- 1.7 Plan of the book 9
- 1.8 Troublesome pronouns 10

**2 Some Studies in Expertise** 11
- 2.1 Studies into the general nature of expertise 11
- 2.2 Specific expertise studies of particular relevance 17
- 2.3 Conclusion 27

**3 Studying Task Designers at Work** 28
- 3.1 The design brief 28
- 3.2 Concurrent verbalisation 33
- 3.3 Alternative data collection methods 40
- 3.4 Coding the data 42
- 3.5 Development of 'TADECS' 50

**4 A Look at Two Designers** 56
- 4.1 An S designer's protocol (D1 – George) 57
- 4.2 An NS/T designer's protocol (D12 – Colin) 65
- 4.3 George and Colin: a salient difference 70

**5 Designing Language Teaching Tasks: Beginnings** 73
- 5.1 What happens at *Read brief* and *Analyse* 73
- 5.2 *Analyse* exemplified: a major difference between S and NS/T designers 75
- 5.3 Questioning and commenting on the brief 77

5.4 Reviewing the brief 80
5.5 Identifying perspectives, frameworks and important considerations 82
5.6 What decisions are made 85
5.7 Do designers do what they say they will do? 89
5.8 What designers in fact do 92
5.9 The emerging picture 95

**6 Designing Language Teaching Tasks: Middles and Ends** 96
6.1 Middles: the *Explore* macrostage 96
6.2 Ends: the *Instantiate*, *Write TN* and *Write WS* macrostages 109

**7 The Good Task Designer: Some Hypotheses** 126
7.1 A general characterisation 126
7.2 Characteristics of the good task designer 128
7.3 Are the experts expert? By nature or nurture? 137

**8 Evaluating and Teaching Task Design** 138
8.1 How expert are the experts? 138
8.2 Teaching task design 143
8.3 Envoy 145

*Appendix 1: TADECS Codes with Working Definitions and Notes* 146

*Appendix 2: Example of ATLAS.ti Coding* 161

*Appendix 3: Example of an Action Box Sequence* 162

*Appendix 4: Decisions Made by the End of* Analyse 164

*Appendix 5: Some Designers Philosophise* 167

*Appendix 6: The Designers' Tasks* 174

*Notes* 185

*References* 188

*Index* 193