

Contents

1	Introduction	11
1.1	Tasks, teachers, their teaching practice and research	11
1.2	Focus and starting point of the study	15
1.3	An interdiscursive research approach	16
1.4	The structure of this book	20
2	The research context and its influence on the overall research methodology	25
2.1	The German research context and the research project setting	26
2.1.1	Project members	28
2.1.2	Project goals and structure	31
2.1.3	Summary	33
2.2	Collaborative research: The project's approach	33
2.2.1	Time constraints: Teachers' research involvement ...	37
2.2.2	Building confidence so teachers can voice their ideas .	38
2.2.3	Validation of everyday practice: The search for treasures	41
2.2.4	Building a working relationship on trust	43
2.2.5	Establishing a 'safe space'	46
2.3	My involvement in the project	46
2.4	Theoretical framework and description of the study	58
2.4.1	Paradigm, methodology and method	58
2.4.2	Quality	60
2.4.3	Ethnographic research	63
2.4.4	Case study research	65
2.4.5	My original sampling strategies	67
2.4.6	From research inquiry to research questions	69
3	Task-as-workplan: Focus on task concepts present in the literature ...	73
3.1	State of the art: TBLT	76
3.2	Modern EFL task concepts	77
3.2.1	Task development	78

3.2.2	Task definitions	81
3.2.3	Task components and sequence	83
3.2.4	Task features	86
3.2.5	Task pre-requisites	88
3.3	Task concepts for the secondary school within the unique German context	91
3.4	TBLT approaches for young learners	94
3.4.1	A task concept for 11+-year-old EFL learners outside of Germany	95
3.4.2	A task-supported approach for young EFL learners in Germany	98
3.4.3	Comparison of primary and secondary school task approaches	99
3.5	Overview of eEFLT approaches in Germany	101
3.5.1	Overall educational goals	102
3.5.2	Teaching aims and approaches	103
3.5.3	Skill level	105
3.5.4	Key features	108
3.5.5	Textbooks and teaching materials	111
3.6	General PS teaching approaches and curricular demands	112
3.6.1	Development of PS children	113
3.6.2	Curricula used in the project and their tasks features	115
3.7	Summary	119
4	Task-as-workplan: Focus on project teachers' task concepts	121
4.1	Description of the study in relation to the first set of research questions	122
4.1.1	Interview form and other forms of data	123
4.1.2	Process of data gathering	125
4.2	Analysis	127
4.2.1	Illustration of the analysis	132
4.2.2	Teachers' key features of tasks	142
4.2.3	Teacher educators' task concepts	148
4.3	Summary	150

5	Task-in-action: Focus on task formats in Grades 1-4	153
5.1	Mini-presentations, –interviews, and –role-plays in a context of story – and / or song-based action	155
5.2	Taking a stronger lead in authorship: Imagining story endings and sharing personal stories with others	165
5.2.1	Grade 3 task formats	168
5.2.2	Grade 4 task formats	170
5.3	Summary	177
6	Task-in-action: Focus on the project teachers' enactments of tasks	179
6.1	A multi-faceted and multimodal analysis	181
6.2	Four key practices	192
6.2.1	Teacher A's teaching practices – Grades 1/2	200
6.2.2	Teacher B's teaching practices – Grades 1/2	212
6.2.3	Comparison of the teachers' teaching practices: Teacher D – Grade 4	220
6.3	The teachers' task enactments: further examples	227
6.4	Summary	233
7	The nature and enactment of eEFL tasks within the project setting	235
7.1	eEFL task features	235
7.2	eEFLT tasks and their enactments	244
8	Task-in-reflection	253
8.1	Reflecting on the collaborative research: Relationships and knowledge	255
8.2	Reflecting on my research involvement	258
8.2.1	Personal assumptions	259
8.2.2	Finding a voice as a novice researcher	262
8.3	Re-examining the evaluation criteria	264
8.4	Summary and evaluation	265
9	Broadening the perspective on eEFL tasks	267
9.1	The scope of the study and a personal evaluation of the research process	267

9.2 Reconsidering the aspects that have been investigated and presented and those that offer possible further exploration . . 271

9.3 Future steps 274

10 References 277

11 Appendix 305

List of Figures 311

List of Tables 313