

Table of contents

CHAPTER 1	
Researching the implementation of TBLT in the classroom	1
Introduction	1
Why TBLT?	4
The theoretical rationale for TBLT	5
The pedagogical rationale for tasks	7
The options for TBLT in the pedagogical context	8
Issues to consider in the implementation of TBLT	11
The New Zealand context	13
The curriculum	14
The learning languages area in the <i>New Zealand Curriculum</i>	14
The assessment of learning	15
Support for language teaching with the implementation of the new curriculum	16
An initiative to equip teachers to teach languages in New Zealand schools – TPD L	18
The current research and its relationship to the TPD L programme	26
Summary of factors relevant to implementation of TBLT/tasks in the New Zealand context	27
Outline of the book	30
Introduction to Part 1	33
CHAPTER 2	
Teachers learning about TBLT and tasks	39
Introduction	39
Reflection	39
The reading log assignment	40
Teachers' understandings of the rationale and theory behind TBLT	42
Relevance that teachers ascribe to TBLT in their current teaching contexts	48
Differences teachers notice between TBLT and their current pedagogical approach	49
Conclusion	56

CHAPTER 3	
Teacher learning through inquiry into TBLT	59
Introduction	59
Inquiry	60
The learning inquiry assignment	61
Context of teaching	63
Focus of learning inquiry	64
Task design and planning	65
Task evaluation	74
Task revision	77
Teachers' conclusions of their inquiries	78
Limitations	78
Conclusion	81
CHAPTER 4	
From learning about TBLT to implementing TBLT	85
Section I: Bringing TBLT to practice	86
Impact of the TPD professional learning programme	86
Changes to practice	88
TBLT and language teaching	89
Implementing TBLT	91
Enablers and constraints for implementing TBLT	92
Section II: TBLT in the classroom	96
Teachers' practices	97
TBLT as seen in teacher practices	114
Conclusion	116
Introduction to Part 2	119
CHAPTER 5	
Voices from the classroom	131
Data sets	131
The 10 tasks	136
Conclusion	175
CHAPTER 6	
An evaluation of the use of tasks in the classroom	179
Data sets	180
Evidence of teacher fulfilment of task criteria	180
Target tasks and pedagogic tasks	183
Task goals	185

Communicative goals	187
The task cycle	189
Task type	190
Implementation of principles of TBLT	192
Conclusion	198
CHAPTER 7	
The teachers' perspectives	203
Teacher orientation to tasks and TBLT	204
Learning about and reaction to TBLT during professional development	206
Prior knowledge of TBLT	206
Teachers' understanding and implementation of TBLT	208
The benefits of and role for tasks	217
Factors motivating or constraining implementation of TBLT and use of tasks	219
Embracing TBLT and tasks in the classroom: Accounting for change in teacher practice	223
Conclusion	225
CHAPTER 8	
Conclusion	229
Introduction	229
Learning about tasks	230
Implementing tasks in the classroom	234
Tasks opening up "pedagogical spaces" for language learning	235
The context behind the use of tasks and TBLT	239
The beginner language learner	239
Blurring the dichotomies	241
The challenge for TBLT	243
The TB syllabus – realistic or not?	243
Equipping teachers to implement TBLT and use tasks in their instructional contexts	246
Limitations	251
In summary	252
References	253
Appendices	263
Name index	277
Subject index	279