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Nota di contenuto	How do beginning teachers conceptualise and enact tasks in school foreign language classrooms? / Martin East -- Teacher transformation of textbook tasks in Vietnamese EFL high school classrooms / Bao Trang Nguyen, Jonathan Newton & David Crabbe -- Teacher perceptions and use of tasks in school ESL classrooms / Rhonda Oliver & Tatiana Bogachenko -- The challenges of integrating focus on form within tasks : findings from a classroom research project in secondary EFL classrooms / Andreas Muller Hartmann & Marita Schocker -- Optimal conditions for TBLT? A case study of teachers' orientation to TBLT in the commercial EFL for adults sector in the UK / Nick Andon -- Task-based language teaching : how task-based is it really? / Goedele Vandommele, Kris Van den Branden & Koen Van Gorp -- Researching TBLT for young, beginner learners in Japan / Natsuko Shintani -- Promoting learning from second language speaking tasks : exploring learner attitudes to the use of comparators and oral feedback / Tony Lynch -- Tasks in the pedagogic space : using online discussion forum tasks and formative feedback to develop academic discourse skills at master's level / Nick Andon, Martin Dewey & Constant Leung -- Becoming a task-based teacher educator : a case study / Melissa Baralt.

"Bringing together experienced classroom researchers and teacher educators from different countries where tasks are playing an influential role in language education, this collected volume critically explores how TBLT research can engage with pedagogy, and how TBLT pedagogy can engage with research. A defining part of the TBLT project has always been a dual concern - both with the nature and use of tasks in language teaching, and with empirical research to guide and support classroom practitioners, the two concerns suggesting a central and reciprocal relationship between research and pedagogy. However this relationship has at times been unbalanced, and its centrality has sometimes gone by default, problems which this volume aims to address. The introduction proposes criteria to improve the congruence between the research base of TBLT and the concerns and terms of reference of classroom practitioners. Using a range of methodologies, the individual chapters illustrate and explore different aspects of this theme. The book will be of interest to all those wishing to further their understanding of - and/or investigate - the use of TBLT in educational contexts"--
