

1. Record Nr.	UNINA9910968670803321
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Titolo	Task-based language teaching from the teacher's perspective : insights from New Zealand / / Martin East
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, : J. Benjamins Pub. Co., c2012 Amsterdam : , : John Benjamins Publishing Co., , 2012
ISBN	1-283-42490-8 9786613424907 90-272-8182-3
Descrizione fisica	1 online resource (279 pages)
Collana	Task-based language teaching : issues, research and practice (TBLT), , 1877-346X ; ; 3
Disciplina	418.0071/093
Soggetti	Language and languages - Study and teaching - New Zealand
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Task-Based Language Teaching from the Teachers' Perspective; Editorial page; Title page; LCC data; Table of contents; Author's preface; Acknowledgments; List of key acronyms; 1. TBLT in foreign language classrooms: Fundamental considerations; Why New Zealand?; Structure of the book; 2. TBLT in New Zealand: Curriculum renewal; Background; Communicative Language Teaching: A paradigm found wanting?; Problems with the guidelines; Problems with assessment; Subject enrolments; The new learning area: Moving away from CLT; Practitioner perspectives; The number one problem - recruitment and retention Curriculum and assessment requirementsConclusions; 3. TBLT in New Zealand: Curriculum support; Background; The Ellis report: Introduction; The ten principles in theory; The ten principles in practice; Opportunities for professional development and teacher support; The ten principles and Learning Languages; New curriculum support guidelines; Curriculum Support Days; The Teacher Professional Development Languages (TPDL) programme; A new operational framework for FL teaching and learning; Practitioner perspectives; The benefits of formulaic expressions Formulaic sequences and communicative activitiesThe limitations of

formulaic expressions; Conclusions; 4. TBLT and communication; Background; The core communication strand; Tasks and pedagogical practice: Misunderstandings; Defining tasks in theory; Practitioner perspectives; Viewpoints from the advisors; Viewpoints from the teachers; More developed interpretations of task; Tasks for beginners in the language; Tasks at the senior level; Group work tasks as opportunities for co-construction of knowledge; Conclusions; 5. TBLT and language knowledge; Background  
The supporting language knowledge strand  
Formal language knowledge within a TBLT framework; Pedagogical implications; Task selection and target structures: Should teachers make deliberate choices?; Task completion and noticed structures: Should teachers make the rules explicit?; Task follow-up and practice: Can teachers use grammar exercises?; Focus on form in TBLT; Practitioner perspectives; Viewpoints from the advisors; Viewpoints from the teachers; Past and present experiences; Inductive and deductive approaches; Differentiating between the junior and senior years  
Transitioning towards TBLT: The case of Sophie  
Conclusions; 6. TBLT and cultural knowledge; Background; The supporting cultural knowledge strand; Communicative competence and intercultural competence; Intercultural communicative competence as a theoretical construct; Intercultural competence and TBLT; Practitioner perspectives; Culture as artefact; Culture embedded within language / language as a mediator of culture; Being intercultural and relating to otherness; Culture and tasks; Conclusions; 7. TBLT and assessment; Background; Assessment paradigms  
Assessment for learning - the use of classroom-based tasks

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## Sommario/riassunto

Task-based language teaching (TBLT) is being encouraged as part of a major overhaul of the entire school languages curriculum in New Zealand. However, teachers often struggle with understanding what TBLT is, and how to make TBLT work in classrooms. Using the stories that emerged from a series of interviews with teachers (the curriculum implementers) and with advisors (the curriculum leaders), this book highlights the possibilities for TBLT innovation in schools. It also identifies the constraints, and proposes how these might be addressed. The result is a book that, whilst rooted in a particular

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