Task-based Language Teaching

This practical book contains over 100 different speaking exercises, including interviews, guessing games, problem solving, role play and story telling with accompanying photocopiable worksheets.

Input-based Tasks in Foreign Language Instruction for Young Learners

This book investigates the ways in which new developments in areas of language teaching practice, such as policymaking, planning, methodology and the use of educational technology spread globally and are adopted, rejected or adapted locally.

The Handbook of Technology and Second Language Teaching and Learning

Task-based language teaching (TBLT) has been attracting the attention of researchers, curriculum developers, teacher trainers and language teachers for many years. However, much of the available literature and research has been from a psycholinguistic perspective, driven by the desire to understand how people acquire a second language. Far less research has been carried out as to whether TBLT works for real teachers and real learners in a classroom environment. This book aims to offer a unique contribution by uniting a discussion of task-based pedagogical principles with descriptions of their application to real life language education problems. It provides an account of the many
challenges and obstacles that the implementation of TBLT raises and discusses the different options for overcoming them. The book contains a substantial body of research from Flanders, where the implementation of TBLT has been a nationwide project for fifteen years in primary, secondary and adult education.

**Network-Based Language Teaching**

This edited collection considers the relationship between task-based language teaching (TBLT) and technology-enhanced learning. TBLT is concerned with a number of macro-tasks such as information gathering and problem-solving as well as evaluative tasks, all of which are increasingly available via online and Web-based technologies. Technology Enhanced Learning refers to a broad conception of technology use in the language classroom and incorporates a range of interactive learning technologies such as Interactive Whiteboards and mobile learning devices. The popularity of Web 2.0 technologies (blogs, wikis, social networking sites, podcasting, virtual worlds), as well as practical applications of mobile learning, place a fresh emphasis on creating project-orientated language learning tasks with a clear real-world significance for learners of foreign languages. This book examines the widespread interest in these new technology-enhanced learning environments and looks at how they are being used to promote task-based learning. This book will appeal to practitioners and researchers in applied linguistics, second language acquisition and education studies.

**The Cambridge Guide to Pedagogy and Practice in Second Language Teaching**

This comprehensive anthology gives an overview of current approaches, issues and practices in the teaching of English to speakers of other languages at elementary, secondary, and tertiary levels.

**Task-Based Language Learning in a Real-World Digital Environment**

This book offers an in-depth explanation of Task-Based Language Teaching (TBLT) and the methods necessary to implement it in the language classroom successfully. Combines a survey of theory and research in instructed second language acquisition (ISLA) with insights from language teaching and the philosophy of education. Details best practice for TBLT programs, including discussion of learner needs and means analysis; syllabus design; materials writing; choice of methodological principles and pedagogic procedures; criterion-referenced, task-based performance assessment; and program evaluation. Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience. Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning.

**Character Strengths and Virtues**

"Character" has become a front-and-center topic in contemporary discourse, but this term does not have a fixed meaning. Character may be simply defined by what someone does not do, but a more active and thorough definition is necessary, one that addresses certain vital questions. Is character a singular characteristic of an individual, or is it composed of different aspects? Does character--however we define it--exist in degrees, or is it simply something one happens to have? How can character be developed? Can it be learned? Relatedly, can it be...
taught, and who might be the most effective teacher? What roles are played by family, schools, the media, religion, and the larger culture? This groundbreaking handbook of character strengths and virtues is the first progress report from a prestigious group of researchers who have undertaken the systematic classification and measurement of widely valued positive traits. They approach good character in terms of separate strengths-authenticity, persistence, kindness, gratitude, hope, humor, and so on-each of which exists in degrees. Character Strengths and Virtues classifies twenty-four specific strengths under six broad virtues that consistently emerge across history and culture: wisdom, courage, humanity, justice, temperance, and transcendence. Each strength is thoroughly examined in its own chapter, with special attention to its meaning, explanation, measurement, causes, correlates, consequences, and development across the life span, as well as to strategies for its deliberate cultivation. This book demands the attention of anyone interested in psychology and what it can teach about the good life.

**TBLT as a Researched Pedagogy**

Gives a clear explanation of the basic principles of task-based teaching Contains many examples of tasks and lesson plans from teachers around the world Provides sample materials and lesson plans showing how to focus on meaning, language, and form Includes guidance on adapting existing course materials to include a task-based element Suitable for teacher training courses or for individual teachers Authors are leading world experts on task-based teaching

**Doing Task-Based Teaching**

Providing a comprehensive survey of cutting-edge work on second language learning, this Handbook, written by a team of leading experts, surveys the nature of second language learning and its implications for teaching. Prominent theories and methods from linguistics, psycholinguistics, processing-based, and cognitive approaches are covered and organised thematically across sections dealing with skill development, individual differences, pedagogical interventions and approaches, and context and environment. This state-of-the-art volume will interest researchers in second language studies and language education, and will also reach out to advanced undergraduate and graduate students in these and other related areas.

**About Language**

Ideal for PET and FCE preparation Packed full of useful study extras, the Cambridge Learner's Dictionary helps you on your way to becoming a confident, natural English speaker. With clear definitions, written especially for intermediate level students, and thousands of examples that put the language into context, this dictionary is an invaluable companion, whether you are learning English for work or pleasure, or preparing for an exam. The best bits of the dictionary * NEW! Improved and expanded study pages include the innovative 'Talk' section, focusing on conversation, and how people really speak in day-to-day situations. * NEW! Word Partner boxes show how words are used together, helping you develop natural sounding English. * NEW! Special 'new words' section focuses on the latest words to enter the English language, ensuring that the language you learn is always up to date. * NEW! Thesaurus boxes make your English sound more natural by providing alternatives to over-used words, helping you to widen your vocabulary. * Learner Error notes taken from the Cambridge Learner Corpus - based on real student errors from Cambridge ESOL papers - help you to avoid typical mistakes. The Cambridge Learner's Dictionary CD-ROM includes the whole dictionary in a handy searchable format and much more, too! You can listen to every word in British and American English - and even
Technology-mediated TBLT

Task-based language teaching (TBLT) is an innovative approach to language teaching which emphasises the importance of engaging learners' natural abilities for acquiring language incidentally. The speed with which the field is expanding makes it difficult to keep up with recent developments, for novices and experienced researchers alike. This handbook meets that need, providing a comprehensive, up-to-date overview of the field, written by a stellar line-up of leading international experts. Chapters are divided into five thematic areas, and as well as covering theory, also contain case studies to show how TBLT can be implemented in practice, in a range of global contexts, as well as questions for discussion, and suggested further readings. Comprehensive in its coverage, and written in an accessible style, it will appeal to a wide readership, not only researchers and graduate students, but also classroom teachers working in a variety of educational and cultural contexts around the world.

Interaction, Feedback and Task Research in Second Language Learning

Based on a treasure trove of letters, this fascinating book tells the history of a seventeenth-century nun in a convent in Leuven and how her complaints—of sexual harassment, fears of demonic possession, alliances among the other sisters against her—led to her banishment from the convent on two occasions. Highly acclaimed when it was first published as a revealing look at female religious life in early modern Europe, the book is now available in an abridged paperbound version with a new preface by the author. Reviews of the clothbound edition: “A window to the past. . . . I loved, just loved, this book.”—Carolyn See, Washington Post “The world Mr. Harline uncovers is a fascinating one. . . . The story of Sister Margaret gives an extra dimension of humanity to a turning point in the history of ideas.”—Sonia Gernes, Wall Street Journal “Better-than-fiction social history. . . . This is a glimpse into diaries, letters, hearts, minds, hatreds, and hopes; it will enthral.”—Christian Century “Harline’s graceful writing allows the women and men in this religious community to breathe, gossip, pray with tears. . . . The Burdens of Sister Margaret helps us see the familiar Reformation in a fresh way.”—Kevin A. Miller, Christianity Today “Microhistory at its best.”—Larissa Taylor, Renaissance Quarterly

Task-Based Language Teaching in Foreign Language Contexts

This book raises the issue of what a teacher needs to know about English in order to teach it effectively. It leads teachers to awareness of the language through a wide range of tasks which involve them in analysing English to discover its underlying system.

Task-based Language Learning and Teaching

Task-based language teaching is now a well-established pedagogic approach but problematic issues remain, such as whether it is appropriate
for all learners and in all instructional contexts. This book draws on the author’s experience of working with teachers, together with his knowledge of relevant research and theory, to examine the key issues. It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task-based language teaching. It will appeal to researchers and teachers who are interested in task-based language teaching and the practical and theoretical issues involved. It will also be of interest to students and researchers working in the areas of applied linguistics, TESOL and second language acquisition.

Designing Tasks for the Communicative Classroom

The book seeks to enlarge the theoretical scope, research agenda, and practices associated with TBLT in a two-way dynamic, by exploring how insights from writing might reconfigure our understanding of tasks and, in turn, how work associated with TBLT might benefit the learning and teaching of writing. In order to enrich the domain of task and to advance the educational interests of TBLT, it adopts both a psycholinguistic and a textual meaning-making orientation. Following an issues-oriented introductory chapter, Part I of the volume explores tenets, methods, and findings in task-oriented theory and research in the context of writing; the chapters in Part II present empirical findings on task-based writing by investigating how writing tasks are implemented, how writers differentially respond to tasks, and how tasks can contribute to language development. A coda chapter summarizes the volume’s contribution and suggests directions for advancing TBLT constructs and research agendas.

Task-Based Language Learning and Teaching with Technology

This collection of research in on-line communication for second language learning inlcudes use of electronic mail, real-time writing and the World Wide Web. It analyses the theories underlying computer-assisted learning.

Innovation in Language Learning and Teaching

This book explores the relationship between research, teaching, and tasks, and seeks to clarify the issues raised by recent work in this field. The book shows how research and task-based teaching can mutually inform each other and illuminate the areas of task-based course design, methodology, and assessment. The author brings an accessible style and broad scope to an area of contemporary importance to both SLA and language pedagogy.

Methodology in Language Teaching

How can you use the latest digital technology to create an environment in which people can learn European languages while performing a meaningful real-world task and experiencing the cultural aspect of learning to cook European dishes? This book explains how to do this from A to Z, covering how a real-world digital environment for language learning was designed, built and researched. The project makes language learning motivational and fun by tapping into people's interest in both cooking and technology – you can learn a language while cooking and interacting with a speaking digital kitchen. The kitchens provide spoken instructions in the foreign language on how to prepare European cuisine. Digital sensors are inserted in or attached to all the kitchen equipment and ingredients, so the digital kitchen detects what learners
are doing and gives them feedback. Learners are also able to communicate with the kitchens and can ask for help via photos and videos if they don't understand any foreign language words. Based on two research grants, the book provides five research studies showing the learning experiences of users in five European countries. The book explains the principles and procedures involved in the project, enabling others to design and implement a real-world digital learning environment in the same way. It includes numerous photographs of the system in use and evidence of how and what 250 users actually learnt.

**Researching L2 Task Performance and Pedagogy**

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.

**The Burdens of Sister Margaret**

A comprehensive account of the research and practice of task-based language teaching.

**Between Feminism and Psychoanalysis**

This is a user-friendly guide to the theory and practice of task-based learning for the classroom teacher. The book shows how the task-based approach can be used to deal with all ages and levels, including mixed-ability classes, integrated skills and corpus work, and grammatical analysis.

**Keep Talking**

**Task-Based Language Education**

Understanding how second language task-based performance can be raised is vital for progress with task-based approaches to instruction. The chapters in this volume all attempt to advance this understanding, and do so within a viewpoint which assumes limited attentional capacities and accounts for second language speaking based on Levelt's model of first language speaking. Six empirical chapters present original...
Where To Download Task Based Language Teaching Cambridge Language Teaching Library

studies. They explore the topics of task planning, familiarity of information in a task, task repetition, task characteristics, and the effects of using post-task transcription. The studies interweave with and build upon each other, reflecting their conjoint focus on how second language learning memory and attention limitations shape their performance in using the target language. In the concluding chapter the accumulated findings across these studies are discussed in terms of the nature of preparation for a task, the role of task structure, the respective claims of the Tradeoff and Cognition Hypotheses, the role of selective attention, and the implications of the studies for pedagogy. The book is a central reference for students in psycholinguistics, second language acquisition, and task-based language teaching.

**Second Language Acquisition and Task-Based Language Teaching**

A remarkable restatement of current positions within psychoanalysis and feminism, this collection of essays includes discussions of Freud, Lacan and 'French feminism'.

**Cambridge Learner's Dictionary with CD-ROM**

This collection provides a state-of-the-art survey of key issues and approaches in contemporary second language teaching.

**Task-based Language Teaching**

This book contains 40 tasks of two types: discussion tasks and classroom-based tasks.

**The Cambridge Handbook of Task-Based Language Teaching**

**Task-Based Language Teaching**

This volume extends the Task-Based Language Teaching: Issues, Research and Practice books series by deliberately exploring the potential of task-based language teaching (TBLT) in a range of EFL contexts. It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts, particularly where English is not the dominant language. By including contributions from settings as varied as Japan, China, Korea, Venezuela, Turkey, Spain, and France, this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse, not least because it must respond to the distinct contexts, constraints, and possibilities of foreign language learning. The book will be of interest to SLA researchers and students in applied linguistics and TESOL. It will also be of value to course designers and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners.

**Contemporary Task-Based Language Teaching in Asia**
Designing Tasks for the Communicative Classroom provides a balanced introduction to both the theoretical and practical aspects of communicative task design, and is aimed at all second and foreign language teachers who want to develop their own tasks, or adopt/adapt those of others. The major purpose is to integrate recent research and practice in language teaching into a framework for analysing learning tasks. This framework should help teachers select, adapt or create their own communicative tasks. The ideas presented are relevant to teachers working in or preparing for a range of teaching situations with a variety of learner types.

Key Issues in Language Teaching

This volume honours Peter Skehan’s landmark contributions to research in Task-Based Language Teaching. It offers state-of-the-art reviews as well as cutting-edge new research studies, all reflective of key theoretical and methodological issues in current research, such as the role and nature of task complexity and the distinct dimensions of L2 task performance. Collectively, these chapters celebrate Professor Skehan’s seminal influence on TBLT and second language acquisition research, and they bear witness to the sustained academic mentoring and collaboration that have characterised his career. Contributed both by senior academics and more recent participants in SLA and TBLT research, the chapters variously explore conceptual frameworks and methodological insights on central issues in TBLT research, theoretical debates, innovative research paradigms and methodologies, as well as practical pedagogical proposals. The book provides a wide-ranging and balanced account of Skehan’s work and its impact on other researchers, serving as an introduction as well as a critical review for both seasoned and novice researchers and for interested practitioners.

Task-Based Language Learning - Insights from and for L2 Writing

Includes bibliographical references and index.

A Framework for Task-based Learning

Over the last decade task-based approaches to language learning and teaching (TBLT) have become a global focus of increased levels of research. Governments around the world have turned to TBLT as a potential solution for curricula that lack authentic and meaningful engagement with language learning and are failing to motivate students as a result. This book focuses on Asia, where this shift has been particularly in evidence. TBLT has often been implemented in top-down approaches to curriculum development, which presents a huge range of challenges at the cultural as well as the pedagogic level. Contemporary Task Based Language Teaching in Asia looks at the drivers, stakeholders and obstacles across the region. Some countries have adapted TBLT to deal with the local constraints, others have found it hard to apply and many are still in the process of investigating its implementation in their specific contexts. This collection is important to all involved in language development, from curriculum reform to materials development. It assists from programme evaluation to the setting of assessment standards. The chapters cover all aspects of language education across Asia, from primary to tertiary, private and public education, as well as innovations at local, regional and national levels.

Activities for Task-based Learning
Introduces machine learning and its algorithmic paradigms, explaining the principles behind automated learning approaches and the considerations underlying their usage.

**Tasks for Language Teachers**

The role of interaction and corrective feedback is central to research in second language learning and teaching, and this volume is the first of its kind to explain and apply design methodologies and materials in an approachable way. Using examples from interaction, feedback and task studies, it presents clear and practical advice on how to carry out research in these areas, providing step-by-step guides to design and methodological principles, suggestions for reading, short activities, memory aids and an A-Z glossary for easy reference. Its informative approach to study design, and in-depth discussions of implementing research methodology, make it accessible to novice and experienced researchers alike. Commonly used tools in these paradigms are explained, including stimulated recalls, surveys, eye-tracking, meta-analysis and research synthesis. Open research areas and gaps in the literature are also discussed, providing a point-of-departure for researchers making their first foray into interaction, feedback and task-based teaching research.

**Reflections on Task-Based Language Teaching**

A comprehensive and extensively researched overview of key issues in language teaching today. This essential text for English language teachers surveys a broad range of core topics that are important in understanding contemporary approaches to teaching English as a second or international language, and which form the content of many professional development courses for language teachers. A wide range of issues is examined, including a consideration of the nature of English in the world, the way the English teaching profession works, the development of teaching methods, the nature of classroom teaching, teaching the four skills, teaching the language system, and elements of a language program.

**Task-Based Language Learning**

This volume contributes to the development and advancement of TBLT as a research domain by investigating the intersection between tasks and technology from a variety of theoretical perspectives (e.g., educational, cognitive, sociocultural) and by gathering empirical findings on the design and implementation of diverse tasks for writing, interaction, and assessment with the mediation of technological tools such as wikis, blogs, CMC, Fanfiction sites, and virtual and synthetic environments. The innovative blend of tasks and technology in technology-mediated communication is guided by task-based language teaching and learning principles, and the contexts of study span adult college-level education settings in the United States, Mexico, the Netherlands, and Malaysia. The volume opens up a new framework that the authors call “technology-mediated TBLT,” in which tasks and technology are genuinely and productively integrated in the curriculum according to learning-by-doing philosophies of language pedagogy, new language education needs, and digital technology realities.

**The Cambridge Handbook of Language Learning**

*Page 9/10*
The book examines how task-based language teaching (TBLT) can be carried out with young beginner learners in a foreign language context. It addresses how TBLT can be introduced and implemented in a difficult instructional context where traditional teaching approaches are entrenched. The book reports a study that examined how TBLT can be made to work in such a context. The study compares the effectiveness of TBLT and the traditional “present-practice-produce” (PPP) approach for teaching English to young beginner learners in Japan. The TBLT researched in this study is unique as it employed input-based tasks rather than oral production tasks. The study shows that such tasks constitute an ideal means of inducting beginner learners into listening and processing English. It also shows that such tasks lead naturally to the learners trying to use the L2 in communication. It provides evidence to support the claim that TBLT promotes the kind of naturalistic interaction which is beneficial for the development of both interactional and linguistic competence. The book concludes with suggestions for how to implement TBLT in Japanese school contexts.

**Processing Perspectives on Task Performance**

While Designing Tasks underpins this new title, the material has been thoroughly updated and includes four new chapters.

**Task Based Language Teaching**

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners’ language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

**Understanding Machine Learning**

This text presents a collection of 20 reprinted articles and chapters re

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