

Table of contents

Preface	XI
Foreword <i>Teresa Pica</i>	XV
CHAPTER 1	
Introduction: Broadening the perspective of task-based language teaching scholarship: The contribution of research in foreign language contexts <i>Ali Shehadeh</i>	1
SECTION I. Variables affecting task-based language learning and performance	
CHAPTER 2	
Effects of task complexity and pre-task planning on Japanese EFL learners' oral production <i>Shoko Sasayama and Shinichi Izumi</i>	23
CHAPTER 3	
Measuring task complexity: Does EFL proficiency matter? <i>Aleksandra Malicka and Mayya Levkina</i>	43
CHAPTER 4	
Effects of strategic planning on the accuracy of oral and written tasks in the performance of Turkish EFL learners <i>Zubeyde Sinem Genc</i>	67
CHAPTER 5	
Effects of task instructions on text processing and learning in a Japanese EFL college nursing setting <i>Yukie Horiba and Keiko Fukaya</i>	89

CHAPTER 6		
Task structure and patterns of interaction: What can we learn from observing native speakers performing tasks?	109	
<i>James Hobbs</i>		
SECTION II. Implementation of task-based language teaching		
CHAPTER 7		
Patterns of corrective feedback in a task-based adult EFL classroom setting in China	137	
<i>Noriko Iwashita and Huifang (Lydia) Li</i>		
CHAPTER 8		
Incidental learner-generated focus on form in a task-based EFL classroom	163	
<i>Paul J. Moore</i>		
CHAPTER 9		
Qualitative differences in novice teachers' enactment of task-based language teaching in Hong Kong primary classrooms	187	
<i>Sui Ping (Shirley) Chan</i>		
CHAPTER 10		
Implementing computer-assisted task-based language teaching in the Korean secondary EFL context	215	
<i>Moonyoung Park</i>		
CHAPTER 11		
Task-based language teaching through film-oriented activities in a teacher education program in Venezuela	241	
<i>Carmen Teresa Chacón</i>		
CHAPTER 12		
Task-based language teacher education in an undergraduate program in Japan	267	
<i>Daniel O. Jackson</i>		
CHAPTER 13		
Incorporating a formative assessment cycle into task-based language teaching in a university setting in Japan	287	
<i>Christopher Weaver</i>		

CHAPTER 14		
Language teachers' perceptions of a task-based learning programme in a French University	313	
<i>Julie McAllister, Marie-Françoise Narcy-Combes, and Rebecca Starkey-Perret</i>		
EPILOGUE. What is next for task-based language teaching?		
CHAPTER 15		
TBLT in EFL settings: Looking back and moving forward	345	
<i>David Carless</i>		
About the contributors	359	
Index	363	