Exploring Teachers' Perceptions and Implementation of Task-based Language Teaching in the Australian ELICOS Sector

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Declaration

I hereby declare that this thesis is my own work, and that, to the best of my knowledge, it does not contain any unattributed material previously published or written by any other person except where due reference is made. I also declare that the work in this thesis has not been previously submitted to any other institution for, or as part of, a degree.

An approval for the research has been obtained from the Macquarie University Ethics Review Committee (protocol number: 5201600339), and the research was conducted in accordance with the guidelines stipulated.

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Abstract

Task-based language teaching (TBLT), which is an approach evolving from communicative approach, has been considered one of the most popular trends in teaching English as a foreign or second language. This research applies a mixed-methods approach to explore teachers' perceptions of task-based language pedagogy and its implementation in the ELICOS (English Language Intensive Courses for Oversea Students) setting. The sources of data were gathered in two phases, comprising an online survey with 58 respondents from various ELICOS colleges across Australia, and semi-structured interviews with eight teachers who have varying teaching experience. Based on the data which were both quantitatively and qualitatively analyzed, the overall findings show that the majority of the teachers have a high level of understanding of TBLT principles and hold positive attitudes towards its execution in their classroom practice. The research also reveals a number of constrains that affect the successful implementation of TBLT, which thus proposes useful implications for facilitating the efficiency of TBLT adoption in the Australian ELICOS sector.

Abbreviations

ASQA: Australian Skills Quality Authority

BA: Bachelor

CELTA: Certificate in Teaching English to Speakers of Other Languages

CLT: Communicative Language Teaching

EAP: English for Academic Purposes

EFL: English as a foreign language

EFS: English for Further Studies

ELICOS: English Language Intensive Courses for Overseas Students

ELT: English Language Teaching

ESL: English as a second language

ESOS Act: Education Services for Overseas Students Act

IELTS: International English Language Testing Systems

L1: first language / mother tongue

LOTE: Languages Other than English

MA: Master

NEAS: National ELT Accreditation Scheme

PPP: Presentation – Practice - Production

SLA: Second Language Acquisition

TAFE: Technical and Further Education

TAS: Tuition Assurance Scheme

TBLT: Task-based Language Teaching

TEQSA: Tertiary Education Quality and Standard Agency

TESOL: Teaching English to Speakers of Other Languages

VET: Vocational Educational and Training

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1 Chapter One: Introduction

1.1 Rationale

In recent decades, Task-based Language Teaching (TBLT) has become one of the most significant trends in the second/foreign languages teaching and learning field. As an 'offset' that arises out of Communicative Language Teaching (CLT) (Kumaravadivelu, 2006, p. 66; Littlewood, 2014), task-based instruction has been widely adopted in various contexts throughout the world (Butler, 2011; Carless, 2004, 2007; East, 2012; Ellis, 2000, 2003; Hu, 2013; Jeon & Hahn, 2006; McDonough & Chaikitmongkol, 2007; Van den Branden, 2006; Zheng & Borg, 2014 among others). Evolving as a reaction to previous traditional approaches that failed to promote leaners' communicative ability, TBLT has been considered to offer numerous benefits to aid language learning and teaching (Ellis, 2009) by providing opportunities for students to engage in using the target language through purposeful, meaningful tasks. Tasks play a fundamental role in TBLT, and the underlying language systems are believed to be enhanced when learners focus on the process of performing tasks (Skehan, 1994).

However, while TBLT seems to be an ideal option for language teaching and learning, a perceived deficit associated with TBLT which leads to discussion is that it may be difficult to be implemented in different contexts (Ellis, 2009). It is argued that TBLT implementation has not yet been sufficiently researched in foreign language learning contexts (Carless, 2004; Jeon & Hahn, 2006; Shehadeh, 2012; Xiongyong & Samuel, 2011), and a similar situation has been reported for the second language learning setting (Douglas & Kim, 2014). Another drawback of TBLT may come from the misunderstandings and misconceptions surrounding it (Ellis, 2009). In addition, there exists a relationship between teachers' cognitions and their instructional practices (Borg, 2015); thus, how a teacher perceives and understands TBLT may significantly influence their classroom teaching. Teachers often struggle with TBLT and apply what they perceive to be TBLT in ways that may be inconsistent with actual TBLT principles (Plews & Zhao, 2010). Research on curriculum innovation and implementation also suggests that, "if teachers' views are not sufficiently taken account of, the already

challenging nature of implementing something new may be exacerbated" (Carless, 2003, p. 485).

English with its status in the global economy has guaranteed Australia a competitive position as education export in the Asia Pacific region (Sign & Doherty, 2004). In fact, Australia is one of three most popular destinations for international students worldwide. In order to ensure a high quality of instruction in the English teaching sector for all international students, the Australian Government regulates the quality of English instruction via the English Language Intensive Courses for Overseas Students (ELICOS) sector. The sector offers an essential 'pathway' role in assisting international students to develop the English language skills necessary for their success in further studies at schools, TAFE colleges, VET colleges and universities. The two among three objectives for the ELICOS sector are delivering quality English language instruction and protecting Australia's reputation as a provider of quality English language teaching to international students (ELICOS National Standards, 2011, pp.3-4). Given in this context, the teachers' role and the methodology they choose to apply have significance in achieving these objectives.

Research has revealed that TESOL in Australia is no exception to the global trend of adopting communicative approaches such as Communicative Language Teaching (CLT) in language teaching and learning (Mangubhai *et al.*, 2004; Sato & Kleinsasser, 1999). It also indicates that teachers in the ELICOS setting favour a combination of Communicative Language Teaching and Task-based learning (Agosti & Bernat, 2009, p.32). However, there exists a significant gap in the literature, in terms of the paucity of research examining how language teachers perceive and implement task-based instruction in the ELICOS sector. A number of studies have been conducted in the ELICOS setting, mainly in relevant to teacher professional development via action research, or other issues (Agosti & Bernat, 2009; Burns, 1999, 2010, 2011; Burns & Brandon, 2013; Chappell & Bodis, 2015); yet no research has been found that sought to explore ELICOS teachers' perceptions of task- based language pedagogy and their views on how it is implemented in their classrooms. Consequently, all the above-mentioned factors inspired the researcher to carry out the present study.

1.2 Research aims and research questions

The present study is an attempt to explore teachers' perceptions of Task-based Language Teaching and its implementation in ELICOS settings. It also aims to identify the practical reasons for teachers' willingness or reluctance to adopt the approach, as well as the challenges in the execution of TBLT. In light of these research aims, the following research questions are posed:

1. What are teachers' overall beliefs and understanding of CLT core principles?
2. What understandings do teachers have of TBLT in terms of its concepts?
3. What is the attitude of teachers with respect to TBLT and its implementation?
4. For what reasons do teachers choose or avoid the adoption of TBLT?
5. What challenges do teachers face when applying TBLT?

1.3 Significance

From a theoretical perspective, the present study is significant in adding to the literature an understanding of teachers' cognition and practice of task-based instruction in a context that has been under-investigated, that is an ELICOS setting. In fact, almost no scholars or practitioners have examined the reality of TBLT as well as how teachers perceive task-based instruction in this setting. Research into how teachers interpret and implement the approach can be useful in providing methodological insights into how to improve teaching efficiency as well as being crucial in helping teachers to better understand TBLT, its theories, methods and application in the context. Accordingly, this research also helps to raise teachers' awareness about their language teaching and to develop their own teaching career.

In particular, since the research aims to explore the favourable factors and perceived difficulties for teachers in the TBLT implementation, it provides practical implications for the development of English language curricula and teachers' professional development in the ELICOS sector. This study proposes improvements for practice (Creswell, 2008), in not only the in-service but also the pre-service training courses, by providing comprehension of teachers' perceptions relevant to classroom practices and by making suggestions for organizing professional development programs and more appropriate assessment in the setting.

The issues addressed in this study also address potential concerns for other stakeholders. They provide useful information to those who take responsibility for English language teaching in the context, such as administrators, language-planners,

curriculum designers, textbook developers and test constructors. This research may also provide a platform for further research in this field, and in particular contributes as a pilot study for further research that will be conducted by the author.

1.4 Overview of chapters

This thesis comprises six chapters.

The present chapter has provided a general introduction to the research, which presents the problem statement, aims, as well as the significance of the study.

Chapter Two provides a theoretical and empirical framework for the study by reviewing current literature on Task-based Language Teaching with special attention to CLT, task definitions and the framework of TBLT implementation. It also describes the ELICOS sector, which serves as the setting for the present research.

Chapter Three presents the mixed-method design that has been utilized for conducting the study. It also provides a description of the participants, the instruments and operational procedures for data collection and analysis.

Chapter Four reports the research findings and the analysis of collected data.

Chapter Five summarizes the research findings, and discusses features from the data and findings in relation to previous research.

Chapter Six draws conclusions from the study and provides the implications of the findings. The chapter also considers research limitations, and concludes by making suggestions for further research.

2 Chapter Two: Literature Review

This chapter discusses the research literature relevant to the scope of the study. It consists of five major sections. The chapter first outlines the background of Task-based Language Teaching (TBLT) then progresses in the second section with a particular attention to Communicative Language Teaching and its guiding principles, since task-based instruction takes a strong view of this approach. The third section briefly describes and discusses what TBLT entails, defining task as well as framework for implementing TBLT. The fourth section then reviews studies that are related to the research topic. Finally, this chapter presents a brief description of the ELICOS sector, which is the setting of the research, and leads to the impetus for the research study.

2.1 Background of Task-based Language Teaching

Prior to the introduction of TBLT, PPP (Presentation-Practice-Production) was used since the mid-1960s and has been considered one of the most widely adopted methodologies (Cook, 2008, Harmer, 2010, Richards & Rodgers, 2014). In the PPP paradigm, the teacher presents a target language item (e.g. in terms of grammar or vocabulary), which learners then practice in a controlled way with drills or exercises to enhance accuracy. The final stage, Production, is expected to encourage students to produce the language more freely in less controlled contexts with more attention to fluency. However, while the PPP method is formed on the assumption that what is taught is what is learnt, it has been criticized as being unable to help learners acquire the target language despite its focus on direct grammar instruction. Learners of this approach are recognized to graduate but cannot communicate effectively because the final 'P' is not usually achieved; and even when students produce, their performances are not truly free, in the situations of being required to focus on patterns or forms that have been presented previously (Willis, 2005). Research findings in second language acquisition (SLA) have shown that language learning is not just an issue of converting input into output (Skehan, 1996) and that teaching and learning does not necessarily follow a narrow linear pattern (Jarvis, 2015).

Evolving in response to a better understanding of the ways languages are learned (Foster, 1999), and as an alternative to previous approaches, for instance PPP, the

rationale for TBLT as a teaching approach emphasizes the pivotal role of meaningful language use in language learning, associated with opportunities for meanings to be created through the target language (Long, 1996; Skehan, 1998). In addition, one of the pioneers in TBLT adoption, Prabhu (1987), argued that it was essential to specify the teaching content in regard to the holistic unit of communication or tasks rather than the pre-selected linguistic items in any forms. In other words, in TBLT, teaching should be 'through' communication rather than 'for' communication (Ellis, 2003; Prabhu, 1987).

Various scholars express their views on how TBLT emerged, but one of the most popular viewpoints is that TBLT is regarded as "a logical development of the Communicative Language Teaching" approach (Richards and Rodgers, 2014, p.174). According to Willis (1996), TBLT is an approach that relies on activities/tasks, where learners use the target language with a communicative purpose in order to attain a real outcome. From these views, it can be seen that CLT and TBLT share many things in common. Both of them focus on using the target language in the classroom to teach a foreign language, aiming to promote the students' communicative competence by using tasks (activities) as major elements in language teaching. As TBLT is believed to have risen from the umbrella approach of CLT (Kumaravadivelu, 2006; Nunan, 2004; Richards & Rodgers, 2014), understanding CLT as well as its key principles should be a necessary step to understanding TBLT.

2.2 Communicative Language Teaching

The origin of Communicative Language Teaching dates back to the early 1970s as a response against traditional language teaching (Johnson, 2001). Since then, it has been an influential approach in many parts of the world and discussed among various scholars in the field. In contradiction to former methods and approaches (e.g. Grammar Translation Method or Audio-lingual method) that put the concentration on form and grammatical structures rather than on meaning (Richards, 2006) in a one-way transmission of knowledge from the teacher to students, CLT emphasizes meaning and communication with purpose to foster learners' acquisition of communicative competence.

The main concept of CLT, *communicative competence,* was set up by Hymes in 1972 as a response to perceived limitations in Chomsky's (1965) view of language

competence (i.e. 'linguistic competence and performance') that competence means the mastery of abstract systems of grammatical rules. Hymes (1972) broadened the notion of competence by arguing that a person who acquires communicative competence acquires not only the linguistic knowledge but also the ability to use the language appropriately in different contexts, for instance, being aware of "when to speak, when not, what to talk about with whom, when, where and in what manner" (Hymes, 1972, p. 277). In other words, communicative competence involves the ability to understand linguistic rules, use language appropriately in various situations, and associate utterances in a discourse, as well as to apply strategies for language use.

Language is viewed and taught as a means of communication to express meaning, in this approach. CLT supporters consider that the best way to teach a language is to provide learners with significant opportunities to communicate in that language. Richards (2006) considered making real communication the focus of language learning as one of the most crucial principles of CLT methodology. Sharing this view, Larsen–Freeman (2000, p.132) highlighted the crucial characteristic of CLT as being that "almost everything is done with a communicative intent". Students can use language a great deal while taking different roles to communicate meaningfully in different situations to learn a language through communicative activities, such as role plays, games and problem-solving tasks. With regard to teaching methodology, CLT emphasizes communicative activities in the classroom which should be realistic and necessarily reflect characteristics of usual real-world conversations with socio-interactive, unpredictable and creative features (Canale & Swain, 1980).

As a reaction to unsatisfactory prior methods that failed to satisfy learners' communicative needs, CLT is distinctive in facilitating the learners' engagement in realistic situations through meaningful tasks along with the use of authentic materials to maximize the opportunities for them to acquire the language used by native speakers (Canale & Swain, 1980; Larsen Freeman, 2000; McKay, 2002; Nunan, 1988; Rao, 2002; Richards & Rodgers, 2014). The authentic materials can be exploited from various sources such as extracts from television, newspapers and radio, video clips, magazines, books, maps and charts, flyers, timetables and schedules. In addition, CLT also embraces

both written and spoken language with the integration of all four language skills (i.e., listening, reading, speaking and writing) usually in an integrative manner.

Another feature of CLT that makes it divergent from the previous approaches is that its activities are often carried out in small groups of students. According to Larsen-Freeman (2000, p. 65), it is necessary "to facilitate small group and paired activities in which students have opportunities to interact. The activities themselves often engage students in communicative tasks such as filling information gaps using authentic materials." Through interacting in small group activities, learners can engage in meaningful and authentic language use instead of mechanically practicing the patterns of language.

Significantly, contrary to traditional methods, CLT pays less attention to the apparent presentation or explicit instruction of grammatical rules (Brown, 2007); however, it does not eliminate grammar. Instead, grammar is seen as a means to achieve communication that needs to be related to the learner's communicative needs and experiences (Lightbown & Spada, 2011). Grammatical structures might be better understood "within various categories" (Brown, 2007, p.242); and grammar should have an implicit treatment in the curriculum to facilitate the understanding of messages (Savignon, 2002). Equal attention is paid to both accuracy and fluency, noting that building fluency is the aim but the teacher should not concern excessively with gaps in lexis and grammar, in order to benefit the communication flow. Thus, errors are acknowledged as natural and tolerable (Larsen-Freeman, 2000); and their treatment should be oriented to communicative competence, rather than with a focus on language form. While errors are considered as signs of poor learning in traditional methods, the tolerance of errors in CLT is to encourage learners to take risks, thus involving them fully in the learning process.

In contrast to past teacher-centered approaches, CLT does not regard teachers as knowledge transmitters and learners as receivers. Instead, this approach manifests a more social interaction between the teacher and learners and offers students a sense of 'ownership'of their learning, thus developing their motivation (Brown, 1994). This leads to different teachers' and leaners' roles to those found in more traditional language

classrooms (Richards & Rodgers, 2014). The role of learner is as "negotiator between the self, the learning process, and the object of learning" (p. 98) when participating in classroom procedures and activities; meanwhile, the teacher takes two major roles, including facilitating the communication process between all the participants in the classroom and being an independent participant within the language teaching group (Breen & Candlin, 1980; as cited in Richards & Rodgers, 2014). Additionally, the teacher are also assumed other roles that are incompatible with traditional roles such as need analyst, counselor and group process manager (Richards & Rogers, 2014).

From the most common characteristics and principles that have been discussed above, the emergence of CLT indeed marked a radical reaction to long-established but no longer satisfactory language teaching methods. According to Nunan (2004, p.7), CLT is "a family of approaches" rather than a "unitary one". It is a broad, theoretically-based approach; thus, when it is regarded in terms of classroom practice and at the level of syllabus design, it has various applications, comprising the two most popular variations, namely weak version and strong version (Howatt, 1984). The versions of CLT are mainly different in their focus on communication and meaning merely or on both meaning and language form. The weak version "…stresses the importance of providing learners with opportunities to use their English with communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching"; whereas the strong version "advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language system itself" (Howatt, 1984; as cited in Richards & Rodgers, 2014, p.86). In Howatt's (1984) opinion, the former refers to "learning to use" English while the latter entails "using English to learn it" (in Richards & Rodgers, 2014, p.86). The weak version, which involves structuralism, such as controlled practice of language form and the employment of PPP principles, has been criticized for being unsuccessful in promoting the learner's ability to use language in daily life communication. On the contrary, the strong version is highly appreciated because of its emphasis on learners' experiencing language use through comprehensible and meaningful input, real life tasks, and project-based activities (Karakas, 2013).

Apart from the two discussed versions of CLT above, task-based instruction or TBLT which aims at promoting both fluency and accuracy, is considered the most current and emerged version of CLT. Richards and Rodgers (2014) consider it as an extension and fine-tuning of the principles of CLT in its strong form, because it builds teaching and learning around real-life tasks from which the aspects of communicative language use and a knowledge of grammar can emerge. In fact, TBLT has been regarded as replacing CLT and has attracted much discussion in the field of applied linguistics in recent decades (Bygate, Skehan & Swain, 2001; Carless, 2003, 2007, Crookes & Gass, 1993; Ellis, 2003; Leaver & Kaplan, 2004; Nunan, 2004; Skehan, 1998; Van den Branden, 2006; Willis, 1996).

2.3 Task-based Language Teaching

Since its first introduction by Prabhu in the 1980s, task-based instruction has been recognized by a number of researchers as effective in facilitating the communicative language approach in classrooms (Gass & Crookes, 1993; Long & Crookes, 1992; Nunan, 1989; Prabhu, 1987; Skehan, 1998; Willis, 1996). TBLT has been favoured and adopted due to its sound basis of assumptions and rationales underlying its application. As a model of CLT, TBLT highlights the prominent feature of real and meaningful communication in language teaching (Richards & Rodgers, 2014; Willis, 1996), but with greater emphasis on communicative and meaningful tasks.

One of the TBLT elements that is advocated by many authors is the primary focus on meaning during the task (Ellis, 2003; Nunan 1989; Prabhu 1987; Skehan 1998; Swan, 2005; Willis, 1996). With their concentration on meaning, learners are expected to display the language knowledge that they have been taught in a natural environment, and to use the language they already know to accomplish a communicative task with their friends. Ellis (2005) distinguishes semantic meaning (i.e. meanings of language features such as lexical items and grammar structures) from pragmatic meaning (i.e. the meanings that occur due to highly contextualized communication), and affirms that the latter should be the focus in TBLT. He also states that to achieve pragmatic meaning in task performance, language should be viewed as a tool for reaching task outcomes, rather than the object of learning. In regard to corrective feedback, it is proposed that error treatment should focus primarily on content (i.e. meaning) rather than on linguistic errors (i.e.

form); and that, even when linguistic errors are corrected, there should be no explanation, exemplification or generalization as these may interrupt the flow of meaning expressed by learners (Beretta, 1989; Prabhu, 1987).

In TBLT, learners are directed to a finish line in order to achieve a non-linguistic outcome in task completion, which provides the students with a motivation in doing the task. This may contribute to students reaching the outcome of the task while not necessarily paying attention to the linguistic forms of the target language. In other words, the pedagogical and interactional focus is on the accomplishment of the task rather than on the language used (Seedhouse, 1999, p. 150).

TBLT has also strengthened the completion of tasks that emphasize everyday language use in situations where learners can practice realistic language that is used in actual life. Nunan (2004, p.1) states that the connection between classroom language learning and language use outside the classroom is an important one among principles and practices of TBLT. Accordingly, the tasks should be designed within an authentic scenario to engage leaners in using the realistic language meaningfully.

In addition, although the focal point of TBLT is on meaning and realistic language use, its focus on form takes a parallel importance in the process of language learning (Ellis, 2003; Long, 1991, 1996; Swan, 2005). In the framework of TBLT, Willis (1996) suggests that the focus on form is the result of the task performance and takes place in post-task (language focus) when learners have experienced linguistic problems in the main task (Willis, 1996). In contrast, Skehan (1998) and Nunan (2004) argue for a focus on form in the pre-task stage, before the main task but after learners have had exposure to meaningful linguistic input. This manifestation is different from that of traditional methods in which linguistic items are isolated and presented out of context.

Regarding the balance between focus on meaning and focus on form in task-based instruction, TBLT is considered as existing in two types: strong form and weak form (Carless, 2007; Ellis, 2003; Skehan, 1996). The strong version of task-based instruction or 'task-based language teaching' (Willis, 1996) treats "tasks as units of teaching", and the whole courses are designed around the tasks (Ellis, 2003, p.27). Skehan (1996, p.39) also states that, in the strong form of TBLT, tasks should be the unit of language

teaching, and everything else should be subsidiary. On the contrary, the weak form of TBLT, which is referred to 'task-supported language teaching' (Ellis, 2003), claims that "tasks are vital part of language instruction, but that they are embedded in a more complex pedagogic context" (Skehan, 1996, p. 39). In this version, there may be an incorporation of tasks into traditional approaches (Ellis, 2003), for instance, the PPP paradigm, with the production stage based on tasks instead of rigid and guided activities (Carless, 2007; Littlewood, 1981). In fact, it has been reported that local teachers tend to 'adapt rather than adopt' (Littlewood, 2007) TBLT in order to suit the local contexts (Zheng & Adamson, 2003; Carless, 2004 & 2007; İlin *et al.*, 2007 and Hu, 2013).

2.3.1 The notion of task as a central unit in task-based instruction

In task-based instruction, tasks are employed as the "central unit of planning and teaching" (Richards & Rodgers, 2014, p. 177) or principal focus of instruction (Willis, 1996); and the language use during tasks is to promote interaction and language development (Long, 1989; Prabhu, 1987). Tasks form the focus of TBLT; in other words, tasks are given particular emphasis to present the target language naturally in the classroom.

Tasks have been defined and articulated in a variety of ways, based upon the theoretical perspectives taken, as well as the purpose for defining them. However, "the definition of a task itself has been a matter of some debate" (Butler, 2011, p.38), since no full agreement has been reached in regard to defining a task (Ellis, 2003). The notion of task has been utilized in a variety of way due to various dimensions.

From the view of an interactive perspective, a classroom task is defined as "a goal-oriented activity in which learners use language to achieve a real outcome" (Willis, 1996, p. 53). This definition suggests that language used to accomplish these tasks is expected to simulate the natural and meaningful use of the target language. Using the term "task" rather than "activity", Nunan's (2004, p.4) definition of task is consistent with Willis' perspective and slightly expands Willis' definition by pointing out that "a pedagogical task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language…and in which the intention is to convey meaning rather than to manipulate form". This implies that the

communicative use can be seen where the learners focus on meaning instead of linguistic structure. He also indicates that there should be a sense of completeness in the task, and that the task can stand alone as a communicative act in its own right with a beginning, middle and end. Listening to a weather forecast to decide what to wear, responding to a party invitation, completing a banking application, and describing the photo of a family are some examples of tasks suggested by Nunan.

In another view of task from a cognitive perspective, Ellis (2003) defines a task as follows:

> "a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills; and also various cognitive processes." (p.16)

In this definition, an important task feature, which is cognitive processing, is mentioned. He stresses the learners' use of cognitive skills such as ''selecting, classifying, ordering, reasoning, and evaluating information'' during achieving a given task (Ellis, 2003, p.10). Ellis also highlights that the primary characteristic of tasks is meaning and emphasizes the important role of the outcome in a task, by stating: "The real purpose of the task is not that learners should arrive at a successful outcome but that they should use language in ways that will promote language learning" (p. 8). His definition is the most explicit from the perspective of language pedagogy.

In a similar vein, Skehan (1996) has discussed in detail the cognitive approaches to tasks by explaining the difference between the systems (exemplar-based and rule-based) used by learners when demonstrating their second language knowledge. The exemplar-based system stores formulas that exist in the learners' memories to foster fluency. Meanwhile, the rule-based system leads to more consciously controlled language use and supports accuracy. Both Skehan (1996) and Ellis (2003) suggest that the effectiveness of task performance will increase when these learning systems are

employed together. The core features of tasks appear to be fully illustrated in Skehan's (1996) definition "A task is an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome" (p. 38).

It is essential to note that tasks are distinguished from another type of classroom work - *exercises*. According to Ellis (2003, p.3), "Tasks are activities that call for primarily meaning-focused language use. In contrast, exercises are activities that call for primarily for form-focused language use". While tasks require correct language usage in a realistic communication context, exercises emphasize the correctness of linguistic forms (Nunan, 2004). Another feature which makes tasks distinctive from exercises is that tasks have "non-linguistic outcome" (p.2), and learners are free to use any linguistic resources to achieve that outcome; whereas exercises are designed in advance with the aim to teach grammatical forms (Nunan, 2004). In addition, tasks are not activities that are prepared for learners to act out conversations with already provided parts (Ellis, 2003; Willis, 1996). For instance, a role-play is considered a task when it has a goal for leaners to solve a problem but a role-play would not be regarded a task if it is to practice a prescribed item of grammar (Willis, 1996).

2.3.2 Framework for the implementation of TBLT

Various models for TBLT have been proposed by researchers in the field (Ellis, 2003; Lee, 2000; Nunan, 1989, Skehan, 1996; Prabhu, 1987; Willis, 1996). The common model for TBLT operation is assumed to have three principal phases although authors give different names to components of task-based lessons. For instance, while Ellis (2003) identifies a task cycle with three stages, 'pre-task', 'during task' and 'post-task', Willis (1996) names these 'pre-task', 'task cycle' and 'language focus'. Among the frameworks, that of Willis (1996) has been most commonly used, cited and employed by language teachers and researchers (Edwards and Willis, 2005) because it is "quite practical and straightforward" (Shehadeh, 2005, p.26). It comprises three major parts, as follows:

- Pre-task: The pre-task is the first phase, which occurs before the students start to accomplish the given task, and introduces to the class the task topic. In

addition, learners may be provided exposure to real language, such as topic-related words and phrases, but not new structures.

- Task cycle: In the task cycle, learners carry out a meaning-focused activity. Task cycle offers learners a holistic experience in using the target language. The learners can work interactively or individually to develop their language proficiency through a process of three stages: task – planning - report. Learners are given an opportunity to use whatever target language they already know to accomplish task requirements and then to improve their language with the teacher's assistance only when necessary.

- Language focus: In this stage, learners have an opportunity to make a closer study of the specific linguistic items naturally occurring in the language used during the task cycle, which can help learners to achieve greater level of accuracy. The language focus stage is to direct learners towards the language analysis based on the language used in the prior phase, and to practice the target language using that language analysis work. The focus on form after the main task in this framework is contrary to Nunan's (2004) and Skehan's (1998) models as mentioned before.

The components of each stage in this framework are clearly illustrated, which is useful for identifying task-based classroom instruction as well as appropriate to be adopted at different cognitive levels. The model also fits with the cognitive approach that Skehan (1998) supports, and is followed by many ESL textbooks because it embeds tasks into a sequence as part of a unit of work or study.

The above sections have presented basic concepts relevant to TBLT in regard to providing a background to the issue. The following will present and critically evaluate how TBLT has been applied. Meanwhile, the factors that challenge TBLT implementation in various contexts will also be addressed.

2.4 Research studies on TBLT in different contexts

During the past, communicative approaches, especially CLT and its extension, TBLT, have attracted a growing number of SLA research on their efficiency for second/foreign

language teaching and learning. However, it is natural to see problems occurring when a theory is put into practice in different contexts over time, and CLT/TBLT are not exception. For instance, CLT, with its principles is favoured by the participants in numerous studies (Liao, 2003; Karim, 2004; Hawkey, 2006; Razmjoo and Riazi, 2006; Chang, 2011); however, it is resisted in some contexts due to the fact that teachers are in favour of more traditional methods of instruction (Gorsuch, 2000; Lewis and McCook, 2002), or that it fails to work effectively due to various constraints (Burnaby & Sun, 1989; KaravasDoukas, 1996; Li, 1998; Liao, 2000; Sato & Kleinsasser, 1999). Similarly, although TBLT has been adopted successfully in various settings (Van den Branden, 2006), the allure of TBLT is still causing debate because of challenges that have been reported in research studies conducted in a variety of contexts. The following section will review the research studies in the field in regard to three main themes: teachers' understanding of TBLT; teachers' attitudes towards TBLT; and constraints on the implementation of TBLT.

2.4.1 Teachers' understanding of task-based instruction

There have been many studies investigating the extent to which teachers understand TBLT, and definitions and characteristics of tasks (e.g Carless, 2003; East, 2012; Hui, 2004; İlin *et al.*, 2007; Jeon and Hahn, 2006; Tabatabaei & Hadi, 2011; Xhaferi, B. & Xhaferi G., 2013; Zheng and Borg, 2014). Hui (2004) conducted a survey of 50 teachers, and examined two case studies to discover teachers' perceptions of TBLT in Hong Kong. The results reported that teachers expressed their familiarity with the approach, but that their understanding of task-based instruction was "rather restricted" (p.59) when they appeared to focus on one specific feature, for instance, communication; and showed misconceptions of TBLT. These findings were due to a lack of sufficient training and materials for the instructors. Another study was carried out by Carless (2003) in Hong Kong, which reveals that two of the three participants in his research manifested basic knowledge of TBLT because they were well-trained and experienced; whereas, the other vaguely defined tasks or could not distinguish tasks from exercises or worksheets (p. 490). In addition, Zheng and Borg (2014) state in their study conducted through interviewing and observing three secondary teachers in China that teachers defined TBLT in a narrow manner and described it in relevance to oral communicative activities

only. In New Zealand, East (2012) concluded from a number of interviews that teachers in his research had a very broad idea of what constitutes a language task (as cited in Erlam, 2015, p.6). The mentioned studies all revealed teachers' limited understanding of TBLT, although there were differences in the level of understanding.

In contrast, Jeon and Hahn (2006) report from a survey in Korea that the participating teachers embraced sound understandings of TBLT concepts in regard to major features such as primary focus on meaning, communicative purpose, target language use, and student-centredness. In other contexts such as Iran, Turkey and Macedonia, similar findings are shown in studies that adopted Jeon and Hahn's (2006) questionnaire (İlin *et al.*, 2007; Tabatabaei & Hadi, 2011; Xhaferi, B. & Xhaferi G., 2013). In Iran, Tabatabaei and Hadi (2011, p.4) claim that "teachers convey a considerable amount of practical understanding about key concepts of TBLT", while İlin *et al.*(2007) observe that the teacher in their study in Turkey "seems to have developed a sound understanding of task-based learning" (p. 63). Xhaferi, B. and Xhaferi G. (2013) also state that a majority of participants in their research had a high level of understanding of TBLT principles (p. 54).

2.4.2 Teachers' attitudes towards the implementation of TBLT

Research studies also reveal teachers' attitudes towards TBLT implementation. On the one hand, a number of studies show teachers' negative attitudes towards task-based instruction adoption. Hui's (2004) research indicates that teachers thought TBLT was impractical in their context and supported traditional approaches rather than implementing TBLT. Jeon and Hahn (2006) also found that teachers held a negative view of applying TBLT because they perceived obstacles related to time for preparation, classroom management and TBLT's psychological burden on the teacher. A similar situation was reported in the study of İlin *et al.* (2007), that the TBLT implementation was limited only to language practice activities focusing mainly on form.

On the other hand, a number of studies report teachers' willingness to apply TBLT. In his study, Carless (2003) claims that two experienced teachers among three participants were positive toward TBLT. McDonough and Chaikitmongkol (2007) also explored teachers' and learners' reactions to a task-based program at a university in

Thailand. The finding reports that the teachers' positive attitudes towards the course developed during the progress of the course in terms of increased learner independence, course content, and real world relevance. Similarly, it is shown in Tabatabaei and Hadi's (2011) and Xhaferi, B. and Xhaferi G.'s (2013) studies that teachers held positive views on implementing TBLT as an instructional method in classroom practice due to their good knowledge of TBLT.

2.4.3 Constraints in the implementation of TBLT

Another emerging theme in research on TBLT in the field is constraints in the implementation of the approach. Carless's research (2003, 2007) indicate that one of the difficulties in applying TBLT was related to teachers' perceived idea that they did not have enough time for task-based instruction as well as for task preparation, and that the completion of syllabus put pressure on them. For these reasons, they had to follow the tight schedule of the syllabus rather than focused on TBLT. In McDonough and Chaikitmongkol's (2007) study, the problem of time was not relevant to TBLT preparation and implementation, but it was in terms of teachers' needed time to become familiar with task-based instruction practices. Zheng and Borg (2014) also mention, in their study, the time-consumption issue for learners working at tasks. In addition, Erlam's (2015) research notes the time constraint in relation to the lack of resources to support TBLT adoption.

Teachers' concerns about their proficiency have also been revealed by studies on TBLT implementation. Jeon and Hahn (2006) state that teachers' lack of confidence (in knowledge about TBLT) and their self-perceived inability in using the target language were reasons that teachers avoided adopting TBLT. Similar results are reported by Carless (2004), Li (1998), McDonough and Chaikitmongkol (2007) and Tabatabaei and Hadi (2011).

Obstacles that relate to learners' ability and behaviours were also reflected throughout the studies. Carless's (2003) and Pei's (2008) studies report teachers' concerns about learners' levels of proficiency when applying TBLT. For instance, Carless (2003) states that two teachers who taught lower level students found their

students' language ability problematic, whereas the other teacher who taught higher-level students favoured TBLT and did not report the same problem.

The use of learners' mother tongue when completing tasks was reported as an impediment in a number of studies (Burrows, 2008; Carless, 2004, 2008). Carless (2004) claims that the teachers in his study thought that pupils' use of Cantonese was the most prominent difficulty during tasks, and that the pupils tended to use their first language rather than the target language to accomplish the tasks in a monolingual context. In addition, the large size of classes was also a problem to teachers in applying TBLT (Carless, 2002; Jeon & Hahn, 2006; Li, 1998; Liao, 2003; Pei, 2008; Zhang, 2007). In situations where teachers had to teach in large classes, the teachers were inhibited from conducting successful modes of working in TBLT.

Assessment of task-based performance is also a challenge in implementing TBLT. Jeon and Hahn (2006) indicate that one of the major reasons that teachers avoided applying TBLT in their study was due to the difficulty in assessing learner's task-based performance. The same problem was also reported in studies by Hui (2004) and Tabatabaei and Hadi (2011).

2.5 English Language Teaching in ELICOS setting

2.5.1 What is ELICOS?

The ELICOS sector, with a total of 170,628 international students commencing English language programs in 2015 (Australian Department of Education and Training, 2016), is one of the major contributors of international education in Australia. The sector has two roles: providing an essential pathway into other Australian education sectors; and supporting those seeking to improve their English for career advancement, migration or work purposes in Australia, or for further studies abroad (Bundesen, 2011). Various English courses are provided by ELICOS colleges, from courses in general English, and English for specific purposes (e.g., Business English) to examination preparation courses (e.g. the Cambridge First Certificate, the IELTS Test); or courses for Secondary/High school preparation, EAP, EFS, English for Teaching (e.g. TESOL), and study-tour programs.

2.5.2 How do ELICOS colleges work?

With the existence of more than 216 providers throughout Australia (National Regulation of ELICOS Providers, 2012), ELICOS is divided into two types, comprising public sector (e.g. centres associated with a university or Technical and Further Education College) and private sector providers. The ELICOS providers are regulated by TEQSA and ASQA. NEAS (National ELT Accreditation Scheme), which was created in 1991, acts as a quality assurance body for TEQSA and as an independent watchdog for the ELICOS industry (Bundesen, 1990). The two duties of the NEAS are to accredit new institutions and to renew the accreditation of existing institutions (English Australia, 1999). In addition, in order to ensure all ELICOS institutions maintain standards of quality, other measures were introduced. The Education Services for Overseas Students Act (ESOS Act) and the Tuition Assurance Scheme (TAS), which were passed in 1991 and 1994, respectively, are to maintain a certain code of conduct and to regulate the issues related to tuition fees, etc.

In terms of ELICOS sector operation, ELICOS National Standards (2011) require that the ELICOS centres are to provide a minimum of 20 hours of scheduled classes involving face-to-face contact hours of English language instruction (p. 6), and that no class should have more than 18 students. It is possible for students to enrol for any length of period, from one or two weeks up to 52 weeks, for General English courses while other courses are generally provided in five or ten week blocks (https://www.englishaustralia.com.au/industry-faqs). In addition, English Australia, which is a professional association with over 120 member colleges throughout Australia, takes an important role in the sector. Annually, it holds conferences and conducts industry surveys to represent its interests to the government. English Australia also has its own refereed journal, which runs professional development for ELICOS and produces a best-practice guide.

2.5.3 Teaching English in ELICOS setting

According to ELICOS National Standards (2011), to become an ELICOS teacher, one needs to meet requirements comprising (i) a degree or diploma of at least three years full-time or equivalent (teaching or other); (ii) a suitable TESOL qualification or

qualification that contains TESOL as a method; and (iii) appropriate TESOL teaching experience or experience of formal mentoring by a senior staff member with this experience (p.10). In practical terms, the minimum TESOL qualification accepted is the CELTA, which is possessed by a large number of teachers in the ELICOS sector. With a TESOL certificate, teachers are expected to have competence in terms of knowledge and practice about theoretical approaches to language teaching, and to relate these to current theoretical approaches in order to reach desired outcomes and to meet learner needs (Strong & Hogan, 1994, pp.10, 12).

Teaching English in the ELICOS setting has its own distinctive features by comparison to other contexts. The learning environment in this setting may be referred to as English as second Language (ESL), as English is the native language. However, it may also be labeled as teaching English as a foreign language (EFL) to non-resident overseas learners who studied English as a foreign language in their home countries for a while and who are provisionally residing in Australia for personal or academic reasons. In such a context, it would be crucial to seek for an adequate and global approach so as to cater for various needs of learners in the sector. Kollman (2005) recommends that ELICOS colleges should "devise and follow a unified but flexible approach to teaching and a specifically agreed upon methodology" (p.61). She also proposes that the task-based language learning methodology is a suitable option because it satisfies learners' needs and contributes to individualized language development (Kollman, 2005, p.61). However, too little attention has been paid to the approaches that have been implemented in the ELICOS setting so far. No report has been found relevant to this issue to the best of the researcher's knowledge. For this reason, the present study is conducted to contribute to theory by enriching the field with a focus on the latest trend in English language teaching, Task-based Language Teaching.

3 Chapter Three: Methodology

This chapter presents the methodology of this study for the purpose of providing an understanding of how the research was conducted. The chapter begins by addressing the research questions, and then it presents a description of the research design, participants, and research instruments used to obtain the data. The chapter proceeds to explain how the data were collected and analyzed, and concludes with an explanation of the limitations and ethical issues of the study.

3.1 Research questions

The goal of the current study is to investigate teachers' perceptions and their implementation of Task-based Language Teaching, as well as to identify the challenges and possibilities in the implementation of this approach in an ELICOS setting. For this purpose, the following questions were formulated to be pursued:

1. What are teachers' overall beliefs and understanding of CLT core principles?
2. What understandings do teachers have of TBLT in terms of its concepts?
3. What is the attitude of teachers with respect to TBLT and its implementation?
4. For what reasons do teachers choose or avoid the adoption of TBLT?
5. What challenges do teachers face when applying TBLT?

3.2 Research design

This study employed a mixed-method design, which was a combination of quantitative and qualitative approaches, for the purpose of supplying meaningful and rich information and enhancing the validity of the overall analysis. A mixed utilization of the two types of research methodologies is considered to provide "a more comprehensive understanding of the object of the study" (Riazi and Candlin, 2014, p. 136), and can maximize the strengths and minimize the weaknesses of each (Johnson & Onwuegbuzie, 2004).

In this study, the quantitative method comprised a questionnaire with closed-ended questions while the open-ended questions in the questionnaire and the semi-structured interview formed the body of qualitative data. In the questionnaire, the quantitative parts used a Likert scale; which thus allowed a statistical analysis that helped to derive important facts from the research data. The quantitative techniques were applied

to give a full analysis of the descriptive data related to teachers' attitudes toward CLT/TBLT tenets as well as the extent to which they practiced TBLT.

While quantitative data provide useful information on a large sample and yield results on frequency and magnitude of trends, qualitative inquiry is better able to provide rich understanding of the research problem in the specific context from the insider perspective (Denzin & Lincoln, 2000; Guba & Lincoln, 1994). In addition, it is considered better when examining in-depth individual cases to help to extend the applicability that statistical generalizations fail to provide (Guba & Lincoln, 1994). The current research relied mostly on teachers' attitudes, feelings and experiences about the implementation of TBLT in classrooms. Thus, a qualitative method was appropriate because the study deals with personal perspectives and experiences. Qualitative research design, in the case of this study, provides the researcher with an insightful evaluation of natural phenomena such as individual perspectives and experiences.

3.3 Participants

3.3.1 Sampling strategy

The population for this study was teachers who were teaching English in different ELICOS colleges across Australia. Non-probability method or convenience sampling was adopted to recruit the participants in the study. After removing 3 responses from respondents who only filled in their profile but gave no answers to the survey questions, the number of the participants for the study was 58. During the first stage (the online survey), the 'prevent ballot-box stuffing' method was chosen to prevent the respondents from taking the survey more than once.

In the second stage of the study, 8 teachers (6 females, 2 males) drawn from the total sample were interviewed. A purposive sampling strategy was applied to select the interviewees. Among 38 respondents who indicated willingness to participate in the interviews, by giving names, email addresses and phone numbers in the online survey, eight teachers were chosen. All the participants in this phase stated in the questionnaire that they were applying TBLT in their practice; and their teaching experience ranged in length from novices with less than five years to veterans with more than 20 years (Table

4). They all were teaching in different ELICOS colleges in Sydney, which matched the convenience criterion of the researcher in travelling to collect data.

3.3.2 Demographic information of participants

The number of participants was 58, exceeding the 30-sample size that has been described as the minimum for using statistical analysis (Cohen and Manion, 2007). From the total amount of the participants, 43 of them were female, and 15 were male. In terms of the teachers' working place, teachers came from various colleges in Sydney (43.10%), Melbourne (34.48%), Brisbane (8.62%), Canberra (3.45%), Gold Coast (3.45%), Adelaide (3.45%), Armidale (1.72%), and Sunshine Coast (1.72%).

Regarding professional training, 43 teachers held a variety of ELT qualifications ranging from a PhD in TESOL/Applied Linguistics to a minimal ELT qualification such as CELTA (Table 1); while the other 15 teachers held other qualifications.

Qualifications	Frequency	Percentage
Tesol Certificate (e.g. CELTA)	34	58.62%
Postgraduate TESOL Certificate	10	17.24%
TESOL Diploma	8	13.79%
TESOL/Applied Linguistics Masters	24	41.38%
PhD TESOL/Applied Linguistics	2	3.45%
Other	15	25.86%

Table 1. Teachers' Professional Qualifications (n = 58)

The teachers ranged in age from their twenties to fifties. Among them, 34.48% were in their fifties, 25.86% in their forties, 27.59% in their thirties, and 12.07% in their twenties (Table 2).

Age	Frequency	Percentage
20-29	7	12.07%
30-39	16	27.59%
40-49	15	25.86%
50+	20	34.48%

Table 2. Teachers' Distribution of Age

The number of years they had taught English varied, ranging from 1 to 2 years (n= 4, 6.9%), 3 to 5 years (n= 8, 13.79%), 5 to 9 years (n=10, 17.24%), 10 to 20 years (n=27, 46.55%), to more than 20 years (n=9, 15.52%).

3.4 Research instruments

In order to obtain adequate data for the study, two instruments were used for collecting data, namely a questionnaire and a semi-structured interview.

3.4.1 Questionnaire

A perception questionnaire was used to investigate how teachers perceived basic tenets of CLT, the teachers' perception of TBLT and its practice as well as the reasons why they chose or avoided implementing TBLT (see Appendix D).

Apart from the demographic information such as gender, age, teaching English experience, qualifications, and location of teaching, the questionnaire comprises four sections. The first section was designed to explore teachers' understanding of CLT principles with 15 questions. The second part measured the teachers' knowledge of task and TBLT (10 questions). The third part was to explore the teachers' views on adopting TBLT in their classrooms (8 questions). Finally, the fourth part, with two open-ended questions, was designed to investigate teachers' reasons for their willingness or reluctance towards TBLT implementation. The survey was partly adapted from Jeon and Hahn's Teacher Questionnaire (2006) and Lin and Wu's questionnaire (2012). The adapted questionnaire with its sections is summarized in Table 3.

Sections	Content	Category	Focused area
Demographic information	Collecting teachers' demographic information	Closed-ended Open-ended	Background
I	Teachers' understandings of CLT principles	Likert-type	Concept
II	Teachers' understandings of task and TBLT	Dichotomous	Concept
III	Teachers' views on implementing TBLT	Likert-type	Opinion
IV	Reasons for teachers' choosing or avoiding TBLT	Open-ended	Implementation

Table 3. Questionnaire Sections and Scopes

In the first and third sections, teachers were asked to respond to 4-point scale questions ranging from "strongly agree" to "strongly disagree". An even-numbered scale without an "undecided/neutral" option was used out of concern that respondents may rely too much on the middle category and to prevent them from avoiding making a real choice or from not taking the questionnaire seriously (Dörnyei, 2010). The reliability in terms of Cronbach alpha for the whole questionnaire was .836, which is preferable and suggests good internal consistency reliability for the scale with the sample (Pallant, 2016).

3.4.2 Semi-structured interview

The purpose of the interviews was to provide the researcher with an in-depth understanding of teachers' perceptions of TBLT implementation in the ELICOS setting. Interviews were also used as a way to add supplementary data to and triangulate the data during the survey, and to find out the difficulties the teachers may face when applying TBLT. Eight of the participants were interviewed, and each interview lasted from 20 to 30 minutes. The selecting criteria for the interviews were teachers' teaching experience and their availability. All the selected interviewees, who had fully completed the questionnaires and were teaching in various colleges in Sydney, were chosen due to the reason of convenience in travelling for the researcher when conducting the interviews. In order to keep the participating teachers' identities anonymous, all of them are given pseudonyms throughout the present thesis. The participants' information is presented in Table 4.

Participants	Gender	Years of teaching	Qualifications
James	male	20+	Postgraduate TESOL Certificate
Lillian	female	20+	CELTA, TESOL Diploma, Postgraduate TESOL Certificate , MA(Applied Linguistics/TESOL)
Claire	female	20+	MA(Applied Linguistics/TESOL), BA (Education)
Emily	female	20+	CELTA
Emma	female	10-20	Postgraduate TESOL Certificate, MA (International Relation)
Sarah	female	5-9	CELTA
George	male	3-5	CELTA
Stella	female	3-5	CELTA

Table 4. Demographic Information of the Interviewees

In order to prepare for the interviews, a list of ten open-ended questions (see Appendix E) was composed based on the data collected via questionnaire. The ten interview questions that were developed out of the quantitative results were to provide in-depth information with a focus on exploring teachers' understanding of task and TBLT, teachers' views on TBLT and its practice, and teachers' challenges in applying TBLT.

According to Marshall and Rossman (2011), qualitative in-depth interviews are much more like conversations than formal events with predetermined response categories. Thus, all of the interviews took place in a relaxed atmosphere and were like conversations with no undue stress or risk to the participants. They were free to state their ideas and add additional information or explanations to specific questions. All of the interviews were undertaken at ELICOS colleges in Sydney, inside the campus at the participants' convenience. The interviews were all recorded via digital recorder with

participants' approval and later transcribed by the researcher.

3.5 Data collection procedures

The study involves two interrelated research activities in two phases. In the first stage, an online survey was carried out aimed at all teachers who are teaching ESL ELICOS courses at any colleges in Australia. After receiving the Faculty of Human Sciences ethics board approvals, the researcher sent an e-mail invitation to the ELICOS membership to offer teachers to take part in the survey. The letters of invitation were emailed and posted to Directors of Studies and Head Teachers from a publicly available list of 122 ELICOS colleges in the English Australia association to request their teachers to complete the questionnaire (see Appendix A). Social networking sites involving ELICOS teachers (Twitter, hashtag #AusELT through the CI's Twitter account @TESOLatMQ, AusELT and English Australia Facebook pages) and a web blog (tbltblog.wordpress.com) were also used to promote the survey. In addition, the letters of invitation and the advertisement posters (see Appendix F) were posted to all ELICOS colleges for display in staff rooms. The survey was administered online through *mqedu.qualtrics.com*. The link to the online survey was shown clearly in the posters, web blog and social networking sites. The survey was conducted over approximately 6 weeks from June, 2016.

Based on the quantitative data collected in the questionnaire, the researcher purposefully identified eight teachers for the second stage of the study. Four experienced and four less experienced participants created a variation sampling with the purpose to explore the variation in the responses. The purpose of adopting semi-structured interviews was to provide in-depth understanding to the quantitative analyses. According to Gillham (2000, as cited in Dörnyei, 2007, p.82) it is important for "survey researchers to conduct semi-structured interviews to accompany questionnaire results … [because] interview data can both illustrate and illuminate questionnaire results and can bring your research study to life".

In this stage of the study, all the eight teachers agreed to participate in the interviews, indicating their high level of willingness when the researcher contacted them. They all had completed the entire questionnaire and were in Sydney. Each interviewee was asked ten open-ended questions according to a semi-structured interview protocol.

Data gathered through interviews included: (1) teachers' knowledge of TBLT, (2) teachers' views on TBLT and its practice, and (3) teachers' challenges in applying TBLT. The interviews took place in quiet and separate rooms in the colleges, which was advantageous for audio recording work. During all the face-to-face interviews, the researcher asked participants the pre-set questions and also explored some of the ideas that came up at the time. The entire interviews were conducted in a relaxed though professional manner and lasted three weeks since mid-July, 2016.

3.6 Data analysis

The present study includes both quantitative and qualitative data. Therefore, the analytical process was conducted in different stages. After exporting the online questionnaire data from Qualtrics, the SPSS software version 22.0 was used to analyze the quantitative data. The Likert-type items of the questionnaires were given a numerical score (e.g., *strongly disagree =1,disagree =2, agree= 3, and strongly agree=4).* For the dichotomous questions in Section II, numerical values were assigned to each answer (i.e., *true = 1 and false = 2*). In the open-ended item where the participants stated their own reasons for being in favour of or against TBLT application, the selected items were given the numerical score of "1" and the unselected ones were given "0". Data analysis in forms of frequencies, percentages and mean of ratings were carried out on all the responses collected through the questionnaire to explore how the participants understood the CLT/TBLT concepts, their attitudes towards TBLT and its implementation, and the prominent reasons why they chose or avoided TBLT adoption.

In terms of qualitative data, a thematic analysis procedure suggested in Murray (2009) and Miles and Huberman (1994) was used, and the data information of interview transcripts was analyzed manually. The researcher categorized and coded the eight interviewees' responses into various themes, in three main steps. Firstly, coding is an important step in the analysis of qualitative data (Creswell, 2013), so the researcher tried to code data from the interviews, following Braun and Clarke's (2006, p. 87) two major analytic steps: getting familiar with the data, and generating initial codes. Data that were in different segments but conveyed the same meaning or phenomenon were put in the same code. Secondly, when coding was done, the researcher compared and contrasted

across pieces of coded data to categorize similar or related codes into categories. Finally, the identified themes that emerged from the categories were considered in order to give answers to the research questions.

3.7 Ethical issues

The ethical issue represented a crucial procedure that the researcher considered. This study was reviewed by the Macquarie University Human Research Ethics Committee, and abided strictly the regulations of the National Statement on Ethical Conduct in Human Research. In the case of this study, the researcher maintained ethical consideration through the following procedures. Firstly, she clarified the purpose and procedures of the study to the subjects. When participating in the online survey, the participants could download an attached electronic consent form, which provided a brief description of the research. The questionnaire was not mandatory to fill in but voluntary. There was no question in the questionnaire aiming to cause stress, embarrassment or discomfort to the participants. In the interviews, the teachers were explained all information they wanted to know as well as being encouraged to ask questions about the research, and they willingly participated to formally sign the consent forms. Secondly, the participants' participation was entirely voluntary; also, they could withdraw from participating in the research at any time without any negative consequences. Finally, the colleges' and the teachers' identities were protected strictly in the study. No real names are used in any parts of this thesis and any related publications to maintain the confidentiality of the participants. Instead, pseudonyms were mentioned in publicly reported findings. The Participant Information and Consent form for the online questionnaire is given in Appendix B and the Consent Form for the interview is in Appendix C.

This chapter has provided in detail a comprehensive framework for the appropriate data collection process, in order to achieve the aims of the study. The findings that accumulated from collected data in the fieldwork will be presented in the next chapter.

4 Chapter Four: Findings

The present chapter is devoted to the findings of the study. In the first section, the findings from processing data from the questionnaire are presented. Then, data obtained from the interviews are analyzed descriptively in the second section.

4.1 Findings from the questionnaire

4.1.1 Teachers' beliefs and understanding of CLT core principles

The first section of the questionnaire was designed to explore how teachers perceive the tenets of CLT - the precursor of TBLT. There were fifteen statements which were composed based on the main principles and features of CLT. These comprised fifteen items regarding the language skills integration, the use of pair/group work, student-centered learning, contextualized learning, error correction, activity/task-oriented teachings, authentic materials, the role of teachers and learners, the students' needs and the importance as well as place of grammar. Each statement had four possible responses: 'strongly agree', 'agree', 'disagree' and 'strongly disagree'; thus every response was rated on a scale of values ranging from 4 to 1 in the same order. The highest score on the scale (4) indicated that the relevant statement is compatible with the principles of the CLT whereas the lowest possible score (1) expressed incompatibility with CLT principles. This implies that a higher score on the scale means a more favourable attitude of the respondents. Of all the statements, items 6 and 7 were unfavourable as they reflected the principles of traditional methods. Thus, in the following data analysis, these two negatively-worded items have been recoded and (4) is still the positive end of the scale (*).

Table 5 indicates that the vast majority of the participants gave a score of (3) or (4) on the four-point scale to nearly all the items. Most of the items received mean of ratings over 2.00 – the average score of the scale. In general, these scores indicate that the participants held a favorable attitude towards the basic principles of CLT.

In terms of specifics, 100% of respondents believed that "Language teaching should be student-centered" (item 1), "Group work and pair work activities can help learners co-operate with their classmates and is a useful way to learn a language" (item 5) and "Language tasks should be meaningful and purposeful" (item 12). The other items (2,

4, 8, 11, 13, and 14), which show the same pattern of favourable attitude with a percentage of over 95, indicate that teachers favoured the use of authentic language and materials in real-world context (item 2), the role of teachers as facilitators (item 4), the integration of four language skills (item 11), the focus on students' needs and interests (item 13), and contextualized learning (item 14). Although it possibly existed a confusion (with regard to negative responses only) created by disagreeing with a negative statement, a clear majority of the participants agreed that "knowledge of the rules of English grammar does not guarantee ability to use English to communicate" (item 3, 91.4%). Similarly, most of the teachers believed that "Language teaching should be activity or task oriented "(item 10, 89.7%), "Language is learned most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way" (item 15, 81.1%). Most of the teachers did not think their main role is to explain the English grammar rules (item 7, 98.3%) or that "Learning a language is mostly learning grammar and vocabulary" (item 6, 89.7%).

However, in terms of views on error correction (item 9), while more than one-third of the respondents (37.9%) were in favour of the omission of correcting mistakes unless they may cause communication breakdown, the majority of them (62.1%) were against the absence of error correction. This suggests that the majority of the teachers considered error correction as an essential element in language teaching.

Items	SA	A	D	SD	Mean
	Teachers' responses				
	f	f	f	f	
	%	%	%	%	
1. Language teaching should be student-centered.	37	21	0	0	3.64
	63.8	36.2	0.0	0.0	
2. Whenever possible, the students should be exposed to authentic language and material.	41	15	2	0	3.67
	70.7	25.9	3.4	0.0	
3. Knowledge of the rules of English grammar does not guarantee ability to use English to communicate with.	25	28	4	1	3.33
	43.1	48.3	6.9	1.7	
4. The teacher should be a facilitator for students.	32	24	1	1	3.50
	55.2	41.4	1.7	1.7	
5. Group work and pair work activities can help learners co-operate with their classmates and is a useful way to learn a language.	41	17	0	0	3.71
	70.7	29.3	0.0	0.0	
6. Learning a language is mostly learning grammar and vocabulary.*	0	6	44	8	3.03*
	0.0	10.3	75.9	13.8	
7. The teacher's main role is to explain the rules of English grammar.*	1	0	29	28	3.45*
	1.7	0.0	50.0	48.3	

Statement	SA	A	D	SD	Mean
8. Teaching materials should be meaningful and purposeful based on the real-world context.	36 62.1	21 36.2	0 0.0	1 1.7	3.59
9. The teacher should not correct the learners' mistakes, unless they may cause communication breakdown.	4 6.9	18 31.0	32 55.2	4 6.9	2.38
10. Language teaching should be activity or task oriented.	17 29.3	35 60.4	6 10.3	0 0.0	3.19
11. Integration of all four language skills in language learning is important.	41 70.7	15 25.9	2 3.4	0 0.0	3.67
12. Language tasks should be meaningful and purposeful.	43 74.1	15 25.9	0 0.0	0 0.0	3.74
13. Language teaching should suit the needs and interests of students.	37 63.8	20 34.5	1 1.7	0 0.0	3.62
14. Learning should be contextualized.	39 67.3	17 29.3	2 3.4	0 0.0	3.64
15. Language is learned most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.	15 25.9	32 55.2	10 17.2	1 1.7	3.05

Note: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; f = frequency; % = percentage

Table 5. Teachers' Beliefs and Understanding of CLT Principles (n= 58)

4.1.2 Teachers' Understandings of Task and TBLT

In this section, responses to 10 dichotomous questions to explore teachers' responses to the key concepts of task and TBLT are presented. The first five statements were designed to test participants' understanding in terms of task, and the rest of items were to find out their knowledge of TBLT.

Items (correct answers)	Teachers' responses (%)	
	True	False
1. A task is an exercise (e.g. a gap-fill). (F)	30.8	69.2
2. A task should involve a primary focus on meaning. (T)	67.3	32.7
3. A task does not reflect real-world language use. (F)	1.9	98.1
4. A task involves any of the four macro skills—reading, writing, listening, and speaking. (T)	84.6	15.4
5. A task does not need to have a clear communicative outcome. (F)	13.5	86.5
6. TBLT is based on a teacher-centered teaching approach instead of learner-centered teaching approach. (F)	1.9	98.1
7. TBLT should give learners enough opportunities to work on tasks in pairs or groups. (T)	98.1	1.9
8. The priority for TBLT is to focus on grammar and vocabulary rather than on communication. (F)	0.0	100.0
9. TBLT is consistent with the principles of Communicative Language Teaching. (T)	96.1	3.9
10. TBLT should involve the learners in language tasks which are similar to those found in the real world. (T)	98.1	1.9

Note: F = False; T = True, 6 respondents skipped this section of the questionnaire

Table 6. Teachers' Knowledge of Task and TBLT (n=52)

It appears from Table 6 that participants manifested a good level of knowledge about task and TBLT. The responses to items 1 to 5 show that the majority of teachers understood fairly well what a task is. For specific examples, almost all of the respondents (n=51, 98.1%) understood that a task should reflect real-world language use (item 3); a large majority of them (n=45, 44) believed a task needs to have a clear communicative outcome (item 5, 86.5%), and a task should involve any of the four macro skills - reading, writing, listening and speaking (item 4, 84.6%). A significant proportion of the teachers viewed a task as different from an exercise (item 1, n=36, 69.2%) and claimed that a task should involve a primary focus on meaning (item 2, n=35, 67.3%). However, there was nearly a third of the participants having a misconception when thinking a task is similar to an exercise (item 1, n=16, 30.8%), and who underestimated the focus on the meaning of a task (item 2, n=17, 32.7%). This indicates that, while most teachers generally agreed with the aspects of task definition as it is mentioned in the theoretical background section, there was a type of diversity in opinions among the teachers in terms of distinguishing a task from an exercise and putting the focus on form or meaning in TBLT.

In response to items 6 to 10, the results reveal that all the participants (n=52) considered the priority for TBLT is to focus on communication rather than on grammar and vocabulary. A vast majority of them (n=51, 51, 51, 50) held a firm belief in learner-centeredness (98.1%), believed TBLT should involve learners in real-world language tasks (98.1%) and give them opportunities to work on tasks in pairs or groups (98.1%), and perceived the relevance between TBLT and CLT (96.1%).

4.1.3 Teachers' attitudes towards TBLT and its implementation

In order to investigate teachers' views on implementing TBLT, eight questions in a Likert-scale of four options were asked (Table 7). Among the statements, items 5 and 6, which were unfavourable as they reflected the negative aspects of TBLT implementation, were recoded and (4) still made the positive end of the scale in the following data analysis (*). For some reasons, 5 participants skipped this part, thus the total number of respondents was 53.

Overall, findings from the present section of the questionnaire indicate that participants had favourable attitudes towards TBLT and its practice in their context, since the mean value of all items exceed 2.00, which is the average score of the scale.

As illustrated in Table 7, in response to item 1, 100% of the respondents showed interest in applying TBLT in their classrooms, which implies that teachers' task-based instruction application might come from their conceptual understanding of TBLT. Items 2 to 8 explored teachers' beliefs about TBLT as a teaching approach. All the participants (100%) stated that task-based teaching was useful to develop learners' integrated skills (item 4) and that materials used in TBLT should be meaningful, purposeful and based on the real-world context (item 8). Most of the teachers (n= 51, 96.2%) considered TBLT an effective approach that provides a relaxed atmosphere to promote target language use (item 2) and activates learners' needs and interests (item 3). A few teachers (n= 11, 20.8%) asserted that TBLT is stressful for them to implement (item 5) while twice this number of them (n = 22, 41.5%) expressed that it requires more preparation time in comparison with other approaches (item 6). Respecting item 7, nearly two thirds of the respondents (n = 35, 66%) believed that TBLT is appropriate for controlling classroom arrangements.

Items	Teachers' responses				
	SA f %	A f %	D f %	SD f %	Mean
1. I like the idea of using TBLT in the classroom	28 52.8	25 47.2	0 0	0 0	3.53
2. TBLT provides a relaxed atmosphere for students to use the target language (i.e. English).	15 28.3	36 67.9	2 3.8	0 0	3.25
3. TBLT activates learners' needs and interests.	22 41.5	29 54.7	2 3.8	0 0	3.38
4. TBLT supports the development of integrated skills in the classroom.	30 56.6	23 43.4	0 0	0 0	3.57
5. TBLT is stressful for the teacher to implement.*	0 0	11 20.8	30 56.6	12 22.6	3.02*
6. TBLT requires much preparation time compared to other approaches.*	1 1.9	21 39.6	27 50.9	4 7.5	2.64*
7. TBLT is suitable for controlling classroom arrangements (e.g. organizing pair work or group work activities)	5 9.4	30 56.6	18 34	0 0	2.75
8. TBLT materials should be meaningful and purposeful based on the real-world context.	35 66	18 34	0 0	0 0	3.66

Note: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; f = frequency; % = percentage

Table 7. Teacher's Views on TBLT Execution (n=53)

The teachers' positive attitudes towards TBLT and its implementation in their practice could partly infer the potential of their willingness in applying TBLT in their teaching.

4.1.4 Teachers' view regarding applying or avoiding TBLT

The final section of the questionnaire asked participants to respond to the open-ended questions about their own reasons for implementing or avoiding TBLT in their classrooms. Before that, in response to whether or not they implemented TBLT in their practice, 46 teachers (90.2%) among a total of 51 participants (7 missing values excluded) affirmed that they were applying TBLT in their classrooms, while 5 teachers (9.8%) responded negatively.

Table 8 displays the teachers' responses identifying the reasons why they decided to adopt TBLT in classroom practice. The three most stated reasons teachers applied task-based methods are associated with creating a collaborative learning environment (n = 41, 89.1%), promoting learners' language development (n =40, 86.9%), and improving learners' interaction skills (n = 40, 86.9%). The reason that TBLT motivates learners attracted 76.1% (n = 35) of the teachers' vote. A smaller percentage of teachers (n = 30, 65.2%) stated that TBLT is appropriate for small group work. The 'other reasons' category (n = 16, 34.8%) concerned enhancing target language use, integration of language skills, TBLT being part of syllabus and textbook, promotion of students' interests and interactions, stimulating learners' thinking about language, and student-centeredness.

Reasons	Teachers' responses	
	Frequency	Percentage (%)
TBLT promotes learners' language development.	40	86.9
TBLT improves learners' interaction skills.	40	86.9
TBLT motivates learners.	35	76.1
TBLT creates a collaborative learning environment.	41	89.1
TBLT is appropriate for small group work.	30	65.2
Other reasons	16	34.8

Table 8. Reasons Teachers Use TBLT in their Classrooms (n = 46)

Data findings presented in Table 9 indicate that following a defined syllabus was the major reason that teachers avoided task-based instruction in their class (n = 4). Difficulty relevant to coursebooks was also stated by two of the respondents. Their lack of time to do TBLT (n = 2), their heavy workload (n = 1), with the paucity of relevant courses on TBLT in the teaching training programs (n = 1), as well as their self-perceived lack of knowledge and familiarity with TBLT implementation (n = 1) were other reasons why teachers were reluctant to adopt TBLT. Teachers also reported problems dealing with learners who would prefer to learn grammar and vocabulary in a more traditional way (n = 2), and who would resist task-based learning (n = 1) due to their low English proficiency (n = 1). Other responses (n = 3) involved impediments from rolling intake, TAFE's bound unit-based assessment procedures penalizing cross-modal assessment, co-teaching situations confounding reliable assessment, and difficulties in encouraging students when there is an existing L1 predominance in the class. No reason was reported coming from large classes, classroom setting, and teachers' lack of self-confidence in their ability to apply TBLT.

Answers	Frequency
My students' English proficiency is too low for TBLT to work.	1
My students would resist task-based learning.	1
My students would prefer to learn grammar and vocabulary in a more traditional way.	2
My coursebooks make it difficult to do TBLT.	2
My classes are too large for TBLT	0
The classroom setting does not allow students to work in groups.	0
There is not enough time for me to do TBLT in my classroom.	2
There is no relevant course in the teaching training programs.	1
I am not familiar with TBLT because I have never learned how to implement TBLT.	1
I need to follow a defined syllabus.	4
I do not have enough time to prepare tasks because my workload is heavy.	1
I am not confident in my ability to do TBLT with my students	0
Other reasons	3

Table 9. Reasons Presented by Teachers for Avoiding TBLT in the Classroom (n=5)

4.2 Findings from the semi-structured interviews

In order to provide an in-depth insight into teachers' TBLT implementation in the Australian ELICOS context, the researcher conducted follow-up interviews with eight teachers. The teachers had varying experience in teaching ESL, and all stated in the survey that they applied TBLT in their practice. This section will detail the major findings in themes and sub-themes about teachers' understanding of TBLT, their attitudes and practices of TBLT, and the challenges they faced when implementing the approach.

4.2.1 Teachers' knowledge of TBLT and its theories

Regarding the findings that emerged from the questionnaire, teachers generally showed that they had a good level of knowledge about task and TBLT. However, in the supplementary data collected through the interviews, some problems in teachers' understanding of TBLT were found from the responses of the participants.

When requested to define TBLT, most of the teachers could describe task-based instruction in relation to some main concepts in TBLT including the task and the completion of task, learner-centeredness, group work and the focus on real language. The definitions of TBLT given by teachers are illustrated in the following excerpts:

> James: A kind of teaching where I can say there is more output from students than normal discharge students. Conversations are more; more outcomes come from the students themselves.

> George: The task comes first and the language arises out of the task.

> Lillian: Well, basically give them something that might be useful for them in order to use real language. That's the way I see it.

> Stella: I would say it's a free environment for students to produce language and ideas around a set of tasks. So in that sense it's students oriented learning and the teacher as their server.

> Claire: Creating an experience for the students to negotiate that requires developing students' language connected language based skills in order to accomplish a task.

Emma: I don't how to define it much more than the idea that most of your lessons have to be practically oriented and engaging for students. So that's the learning, and quite often you might lead with the practice and then follow up with the theory. I mean it really has to be the dominant part of the students' experience. So if you've got smaller classes especially, if you've got people enough, you can actually put… you can create a lot of different styles of tasks. So it might be group work or it might be individual work or it might be research but it's basically around something which is controlled by the students. So they are doing something which they have some control over what they're doing.

Generally speaking, most of the teachers could mention at least one characteristic in TBLT; however, vagueness (in George's and Lillian's definitions), oversimplification (in George's, James's, Lillian's and Claire's definitions) or overemphasis (in Emma's lengthy definition), as well as a narrow focus in most of the definitions, were revealed. Specifically, two of eight teachers (Emily, Sarah) could not define the approach and admitted that they had no idea about TBLT before the survey.

When the participants were asked about the main emphasis of TBLT, one teacher (Emily) could not it point out clearly while the other teachers considered task-based instruction emphasized a "better outcome" (James), "experiencing the language" (George), "using language to achieve something for a particular purpose" (Lillian), "personal skills, own creativity, independent learning skills", "onus off the teacher" (Claire), "actions" and students' control in their learning and students' getting the feedback they need (Emma), "the task" (Stella), and "appropriate situation context for language" (Sarah). Teachers stated various aspects of TBLT and some of these (Lillian's, Claire's, Emma's, Stella's) were more in accordance with the task-based instruction concepts; however, ambiguity in how they conceived task-based instruction could be recognized. The data suggest that few teachers had a truly strong understanding of TBLT.

In addition, a number of misconceptions of the knowledge of TBLT echoed through the interviewees' responses. One of the teachers' misunderstandings was illustrated when George indicated that task-based learning that required leaners to report back was only suitable for the higher level students. He claimed:

In my opinion it (TBLT) is better suited to the higher levels […] You've got a problem asking the group to report back. Many are shy. They struggle with the reporting. That's more an upper intermediate or advanced or in particular that, say, English for academic purposes skill.

Some teachers seemed unclear about the objective of TBLT as well. One teacher believed that the use of a task was to get students to apply the four macro skills in a practical way (Emily); however, in fact, there is always a learning goal in the tasks, though they may or may not have a structural focus. Another teacher (George) even stated that "task based learning is another just to eliciting meaning and then providing the vocabulary."

The teachers' misconceptions also lay in their using tasks to get students to practice a prescribed grammar item, although in TBLT the teacher may focus on specific structures that are useful for the task but students do not have to use the language form. This finding is evident in these two comments:

Emily: If I was teaching prepositions *on , in, beside, next*, I would make it a pair activity and I would have students working in pairs and I would ask one student to describe the placement and get the other person to draw something and that they had to draw something. After they had done it, they would check with this where they were wrong in their in their description. So it was an activity (task) that had a purpose. That you could demonstrate and that was also practicing something that they were learning […]

George: Task-based learning is like dropping a person into a pool. They are forced to talk about a subject. But I like to force some to talk in that particular tense if possible […] I think they learn much faster than trying to make them remember the rules.

Similarly, in response to the question of when to apply TBLT, a teacher (Emma) attributed it as follows:

It's mostly to consolidate learning. It might be that there is an aspect about a point in grammar or it might be that we're teaching the language in the context

of academic English or something like that and we want them to understand something.

With regards to task – the central notion in TBLT, there were a range of views on what constitutes a task according to the interviewees. Teachers showed their various views in understanding task, which is in accordance with what has been discussed among applied linguists in the field. Four teachers viewed a task as similar to an exercise, which is a misconception in TBLT. This corresponds with the teachers' diversity in opinions in regard to distinguishing a task from an exercise in the survey's findings. The other four participants defined task in different ways, as follow:

James: A task is a lesson in class.

Lillian: Well basically you're given a job to do and you go and do it.

Claire: a task is like just reword it but it's like a puzzle or an experience that the student has to, like a puzzle to solve or an experience … something to fix. It can take a lot of different forms but it's sort of finding way through a maze that it's something that the student has to complete and by virtue the path that they take to complete, that they would do the majority of the learning.

Stella: I would say a task would be something you do in everyday life. So it might be something you do at home or at work.

From how all of interviewed teachers defined task, it can be recognized that most of the teachers did not understand clearly what a task is or could not describe the task in an adequate way. In particular, one interviewee (George) incorrectly stated that a task should neither reflect the real world, focus on meaning, nor have a communicative outcome.

The finding on teachers' vague understanding of TBLT is consolidated when interpreting the teachers' examples of how they practiced task-based instruction in their classroom. Some interviewees (n = 3) could give instances on tasks that reflected the 'gap' or the focus on meaning by giving students the need to share their opinions in order to solve a problem. Claire provided a situation in which students had to set up a restaurant while claiming that "the sort of the skeleton the idea and experience in a

restaurant can still be provided to them but there are certain items in how they flesh that out will vary from one group to the next". Similarly, in Lillian's and Stella's examples of investigating a particular company and organizing a night out, the tasks were put in context with the content focus, and learners had freedom in solving the problem, in other words, using language for communicative purpose. However, in some other teachers' responses to illustrate their application of TBLT in the classroom, a prominent idea that emerged from the data was that the main intention of using tasks (to different extents) was to practice skills or grammar in a different way but not to convey the meaning. This is evident in the example of a task given by George. He got students to work in pairs talking about a topic (e.g. the worst ever trip), and his purpose was to "force them into a particular tense or grammar point". Emily also illustrated her practice with a group activity where students had to find who had stolen something, and then she held a mock court, which aimed to help learners in "practicing a past simple and continuous tense". This again illustrates teachers' unclear concept of the role of grammar or form in TBLT, which was mentioned above.

Most of the participants (n = 6) were aware of their role in TBLT as a facilitator who supports learners when coping with the tasks. One of them also mentioned the motivating role in "both praising and criticizing the language" (Stella) that students produced. However, the other two teachers appeared to have different points of view on their role in TBLT. Emily declared:

> My role as a teacher is a bit like a conductor. You have that you are in control the whole time […] I am the center of attention when I'm explaining something that nobody knows.

George's responses indicated his belief that his role is as a motivator, and emphasized the emotional aspect in a teacher's role, by stating:

> My job is to make it a little bit funny or a little bit traumatic. If a thing is funny or sad or traumatic, you brought up the emotions and something changes. We tend to learn more if it is emotional and my job is a motivator.

To summarize, the limited scope in definitions given by some of the teachers, as well as the misconceptions that those teachers held, possibly reflect the diversity of different

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versions of TBLT and the utilization of tasks in CLT and in PPP, and in various kinds of ELT textbooks. In association with the findings in teachers' understanding of the approach from the online survey, a number of the interviewed teachers appeared to have basic but limited knowledge about TBLT.

4.2.2 Teachers' attitudes towards TBLT and its implementation

The ways teachers understand and perceive TBLT may affect the adoption of TBLT, both directly and indirectly. In general, the data from interviews show that teachers held favourable attitudes towards TBLT. However, regarding the implementation of the approach, teachers revealed mixed perceptions, with both positive and negative opinions.

4.2.2.1 Teachers' attitude towards TBLT

Overall, most of the teachers (n=6) indicated positive attitudes towards task-based instruction, which corresponds to the data gathered through the questionnaire. However, the responses in the interviews reported a wide range of opinions. At one end were the teachers who strongly favoured TBLT, which is evident in their comments:

> Researcher: What is your overall perception towards Task-based Language Teaching?
>
> James: Actually a very good way of doing things, very effective [...] I love TBLT.
>
> Emma: TBLT was helpful for people, particularly in communication, in the communicative aspects of language learning. […] It fits for me as part of my philosophy and also experience as a learner.
>
> Stella: Something that I would definitely like to implement more personally and it is something that we should always be in for.

The positive attitude towards TBLT was also manifested when teachers considered it as "useful" (Lillian, Sarah), "realistic" (Stella), "practical, learn much faster" (George) and "good teaching" (James, Emily) that was beneficial to language teaching and learning by increasing learner-centeredness, involving students' prior knowledge (Emma, James) in a way "much more similar to just the way we would naturally develop our first language" (Claire).

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However, at the other end were two teachers who showed uncertain opinions about TBLT. For instance, Lillian expressed a neutral attitude toward task-based instruction, while Claire expressed an unenthusiastic attitude as follows:

> It was supposed to be the new pathway that was to replace communicative teaching but I don't know that it's really taken off as much as it should.

4.2.2.2 Teachers' perceptions of the implementation of TBLT and their own practice in classroom

The data from interviews yielded useful information on how the participants perceived the adoption of TBLT as well as their practice of the approach. As concluded in the previous section, most of the teachers held a favourable attitude toward task-based instruction, which supports the findings illustrated in the survey. However, the responses revealed teachers' mixed perceptions with various opinions when referring to the execution of TBLT in their context.

One teacher (James) showed great interest in TBLT and declared that he tried to apply task-based instruction in his lesson every day to get effective results and better outcomes from the students. He found that TBLT gave his students more confidence and more opportunities to open up in responses with their friends and make more friends.

Nevertheless, in the meantime, a prevalent theme in the replies of the rest of the interviewed respondents (n = 7) was the partial reservation about their adoption of task-based approach. In response to "When do you apply TBLT in your teaching?", Lillian declared, "When it's on the program, to tell you the truth", and stated the reasons why she chose to apply TBLT:

> I guess to give students a different kind of experience because the way that sometimes we teach here it's not always definitely task-based, very communicative and it's related to academic studies. So the reason we must choose to do that may be to give students a break.

Two teachers (Claire, Emma) admitted that they applied TBLT but only occasionally and not in a consistent way. They expressed that they did not apply the method as often as they probably could or wish.

In relation to her perception toward TBLT, Stella stated that she felt an obligation to teach her students grammar with more traditional methods, and thus could not apply TBLT as much as she would love to. In her opinion, there was "a focus on grammar" at the school where she was teaching, which led to her responsibility of teaching her students grammar:

Researcher: So when do you apply TBLT in your class?

Stella: Most often you know I'm trying to teach functional language. So in the textbooks that we use there is always a section which includes functional language and functional language we used most often when we're doing in a certain situation or when we do a particular task. So I will teach the language and will go through the scenario but then I will set a different task.

Stella's response revealed her confusion in distinguishing the coursebook from the syllabus while she interpreted coursebook as having a focus on the "functional language" and presenting the language in a PPP model. In fact, in her accompanying explanation with an example, the "different task" appeared to practice the language in a controlled practice activity. This implies that TBLT did not work well in her classroom. This finding is partly explicable when looking back to her "False" option in the questionnaire to "A task should involve a primary focus on meaning".

Similarly, another teacher, George, expressed his hesitation in the implementation of TBLT. When asked, "What is your overall perception towards TBLT?", he mentioned a number of reasons for his troubles in adopting task-based instruction. George appeared to prefer a method in which his students could do controlled practice to a task that could not help them use some particular language structure. It can be implied that, instead of implementing TBLT as he had confirmed in the survey, George hardly applied this method, and indeed tended to use PPP in his practice. The finding is evident in the conclusion of his answer:

George: So I do part task-based learning. True, but I could never do it exclusively at the level of students I teach. We need some of the three P's, Present-Practice-Produce.

As mentioned in 4.2.1 section, the other two teachers (Emily, Sarah) revealed, surprisingly, that they had never heard the term TBLT before doing the survey. This contradicts what they stated in the questionnaire that they applied TBLT in practice. They explained this contradiction, that in their view they were implementing a method that was relevant to task-based instruction. For instance, Emily stated:

> I found the description of it (TBLT) is exactly what I've been doing all my life […] It's just … you've just got another name for what we've all been doing for years and say that's my approach.

However, it is probable that the method(s) they considered relevant to TBLT, in fact, might not be the task-based instruction. In relation to what these two teachers had stated in the survey, both Emily and Sarah conceived learning a language as mostly learning grammar and vocabulary. In addition, Sarah strongly disagreed with "knowledge of the rule of English grammar does not guarantee ability to use English to communicate", and strongly believed that "the teacher's main role is to explain the rules of English grammar", not to be a facilitator for students. Some other misunderstandings of TBLT were manifested in her questionnaire responses as well.

At this point, it implies that teachers' lack of thorough grasp of the approach that was the present study's focus and even of the method that they were applying in their practice might cause their mixed perceptions in the execution of TBLT. In addition, it is undeniable that there must be causes, in other words, challenges that hindered the TBLT adoption, which will be revealed in the following section.

4.2.3 The challenges in applying TBLT

Through the interview data, a number of difficulties that teachers encountered when teaching according to task-based instruction were revealed. Overall, almost all the teachers (n = 7) described at least one challenge regarding the adoption of TBLT. On the basis of the patterns emerging from the data, these difficulties are classified into subgroups relating to teachers, learners, and contextual factors.

4.2.3.1 Teacher-related factors

Not many teacher-related difficulties were stated in hindering TBLT implementation. A

prominent perceived hindrance for teachers when applying TBLT comes from the way they perceived task-based instruction in terms of it requiring more from the instructors, especially their preparation. For example, Stella commented:

> It just takes some planning to organize activities, definitely creativity thinking about how to encourage students to produce certain language even if you give them a task. So in that sense it causes a bit more planning than traditional teaching.

In the same view, participants also considered adopting TBLT a challenge to teachers as they indicated that TBLT "places more of a burden on the teacher" (Stella), because teachers are required to monitor more closely in order to give students language feedback later, "as a teacher you got to work very hard to bring the lessons out on the task" (George), or "It's a lot more, quite a lot more creativity and there is a lot more work on the part of the teacher" (Claire).

Two respondents referred to a limitation of teachers' "creativity" (Claire) or "imagination" (George) in applying TBLT while another (Emily) emphasized that was challenging for teachers to meet all students' needs.

Two teachers (Lillian, Emma) claimed that some tasks were too high or difficult for students; thus this implied that the teachers' competence in estimating difficulty level appropriately was an issue; in other words, teachers should have ability in adapting the task to the level of the students.

Another challenge is related to teachers' lack of organizational skills. James commented that to have an effective outcome, a teacher had to know what he/she was doing and it was very important to scaffold for the beginning stage.

4.2.3.2 Learner-related factors

To begin with, a lack of learners' language proficiency was considered an impediment to implementing a task-based methodology. Lillian explained, "Students are not having the ability to achieve the task. I think they're not having enough language or communicative ability"; while Stella stated, "some students are fantastic at grammar but have problems with speaking in a natural, in a fluid way".

Another hindrance from the learners is that they were perceived as lacking of motivation in participating in TBLT due to their different expectations for teaching and learning. This is evident in Stella's comment:

> Starting from the base level, students might not realize the importance or the value of task-based on them. They would say I want to study grammar or I want you to teach me this kind of a vocabulary or I would want to practice writing.

She also implied that certain students might be accustomed to doing controlled practiced or being taught grammar in a more traditional mode.

Learners' characteristics caused some certain difficulties in TBLT implementation, according to some teachers. Emily observed that "some of them were a bit shy and they weren't working well together and they just wanted the teacher to do the speaking", while her colleague, Claire admitted as follows:

> Now I have a lot of students coming from Asian countries so they're very focused on those grades at the end. And they want to have something you know is exactly what I was saying before.

The use of learners' first language is also one challenge in TBLT adoption, as James stated:

> Sometimes they (students) start talking in their own language, their mother tongue. I try to mix the group right one Saudi one Vietnamese, but sometimes they are together. So that's the main difficulty. They resort to their own language, they started speaking in their own language. That's the most difficult thing to monitor.

Age group was also considered a challenge, according to Emma. She explained, "if you go to eighteen year olds, they're not the same as teaching twenty four year olds. […] So the twenty four year olds are very self-directed, eighteen year olds are very focused on each other. So you might think this is a great task put for that group. It's not, because that's actually too much at stake for them to look weird in front of their friends".

To summarize the learner-related factors that caused difficulties to TBLT adoption, the researcher would borrow a respondent's statement to conclude "So they are all from different countries from different ability levels and they have different requisite levels that they have to reach and they have different subject areas that they're interested in" (Emily).

4.2.3.3 Contextual factors

A range of contextual constraints in implementing TBLT were perceived by the teachers. Part of the challenges impeding TBLT adoption is attributed to course content, which was reported by one interviewee, and textbook by another one. When explaining why she chose to apply a traditional method rather than task-based methodology in teaching, Stella explained:

> Mostly because I have to follow the textbook. […] So, because we are expected to follow the path most of the textbook and the textbooks were obviously, usually following traditional teaching techniques.

Another challenge from the point of view of the participants was related to culture. This was evident when Emma stated:

> Culture might for a short term be a problem. So you have different expectations with one group or another and you have to manage the feelings around place, so you were less free to allow the class to kind of set the pace.

Interestingly, the lack of resources was also one of the challenges according to Stella. She explained:

> Of course, there are so many materials on the internet but occasionally there might not be material suited for my purpose in this case and to create it, which takes more time. […] Even though I do believe authentic material should be used of course, it requires editing and so in that case, in that sense it takes more preparation for the teacher's part […] So, again the idea that it is great but the actual practice might be more difficult.

Significantly, Claire mentioned the obstacle arising from "the parameters of the management and of the particular colleges they (teachers) work within" that caused the

pressure of "marking judgment" on teachers. According to her, marking in TBLT should be a little more individual but the "stakeholders" would not favour that: "students are all being measured against the same measuring stake". This teacher implied that there should be relevant and appropriate assessment methods that manifest the underlying TBLT theory and criteria and also commented:

> It would be nice if the educational industry was flexible like what I was just saying. That the industry leaders and those sort of in charge did appreciate the educational value of having something that is less prescriptive on the teacher, on the part of the teacher, and it allows a little more independent student exploration.

In addition, one of the teachers referred to the lack of teacher training in TBLT in the sector. Stella indicated:

> We do it in CELTA, having a task based lesson but I think it would be great that there would be more emphasis put on that form and ELICOS sector perspective because it's not regulated in the sense that schools, colleges pretty much over … they choose which textbooks they want. There needs to be a curriculum but you can choose what goes in the curriculum. So just having more emphasis on it in the industry would be great. Just to be in clear understanding of what it was.

Finally, class size and room shape (when teaching in lecture theatres) were also mentioned as two hindering factors to the effective adoption of TBLT, in one teacher's opinion (Emma); though in fact no teachers reported facing these problems in their practice.

In summary, in relation to the challenges that teachers had in implementing TBLT in ELICOS setting, most of the reasons stated by the teachers in the questionnaire for avoiding implementing TBLT were reiterated in the interviews. These included students' low proficiency, students' preference to learn vocabulary and grammar in a more traditional way, the coursebook, time constraint, use of L1, and lack of teacher training. Other factors, relating to more requirements on teachers from TBLT, teachers' lack of creativity, imagination or organizational skills, students' lack of motivation in learning with TBLT, age group and lack of materials and appropriate assessment, were also

revealed by the interviewees. All of these challenges, to some extent, contributed to the complete picture of how TBLT was adopted in the current setting.

5 Chapter Five: Discussion

This chapter firstly provides an overview of the significant findings of the study, with reference to the research questions. It then discusses the results in relation to the literature. Finally, the chapter sums up to pave the way for the significance and implications of the study, which are presented in the final chapter.

5.1 Summary of findings

5.1.1 Research question 1

What are teachers' overall beliefs and understandings of CLT core principles?

The quantitative data in the study reveals that most of the ELICOS teachers expressed favourable responses towards the Communicative Language Teaching general principles. Overall, the basic tenets of CLT, including student-centered learning, the use of pair/group work, language skills interaction, activity/task-oriented teachings, contextualized learning, the use of authentic materials, the role of teachers and learners, the students' needs, as well as the place and importance of grammar were highly acknowledged by most of the teachers. Specifically, since nearly two thirds of the participants disagreed and strongly disagreed with the error correction omission, this suggests that many teachers in this study respected the important role of correcting student's errors.

5.1.2 Research question 2

What understandings do teachers have of TBLT in terms of its concepts?

This study has indicated that the majority of the participants had a good grasp of TBLT principles, although there was a certain diversity in their views regarding distinguishing a task from an exercise and the focus on form or meaning in TBLT. However, when articulating their in-depth understandings of task and TBLT concepts, a number of misconceptions in teachers' knowledge were evident, which suggests that some of the teachers had a basic but rather restricted-level understanding of TBLT.

5.1.3 Research question 3

What is the attitude of teachers with respect to TBLT and its implementation?

Qualitative and quantitative findings reveal that most of the teachers held a positive attitude towards TBLT. All of the participants had an interest in applying TBLT, and viewed it as effective in promoting students' integrated language skills in meaningful and real world-based contexts. Additionally, most of them considered TBLT a good method of teaching that encourages students to use the target language in a relaxed atmosphere while activating their needs and interests. However, when expressing their views in regard to the adoption of TBLT in their context, the teachers showed mixed perceptions, with both positive and negative opinions.

5.1.4 Research question 4

For what reasons do teachers choose or avoid the adoption of TBLT?

The findings from the survey reveal that the teachers chose to apply TBLT in their class due to its three major benefits, which are creating a collaborative learning environment, promoting learners' language development, and improving learners' interaction skills. The other reasons concerned motivating learners, being appropriate for small group work, enhancing of target language use, integration of language skills, being part of syllabus and textbook, promoting learners' interests and interactions, stimulating learners' thinking about language, and student-centeredness. Conversely, the teachers who avoided applying TBLT stated their main difficulties as following a defined syllabus, limitations of the coursebooks, the lack of time to do TBLT, and learners' preference for learning grammar and vocabulary in a more traditional way. In addition, various other reasons were stated, such as teachers' heavy workload, their self-perceived lack of knowledge and familiarity with TBLT implementation due to the paucity of relevant courses on TBLT in the teacher training programs, learners' low English proficiency, rolling intake, bound unit-based assessment procedures penalizing cross-modal assessment, co-teaching situations confounding reliable assessment, and difficulties in encouraging students when there was L1 predominance in the class.

5.1.5 Research question 5

What challenges do teachers face when implementing TBLT?

Through data emerging from the interview, it can be concluded that teachers encountered a number of challenges when teaching according to task-based instruction. These challenges related to teachers (feeling of too much onus being on teachers, lack of imagination, creativity and organizational skills, and teachers' ability in adapting tasks), learners (low language proficiency, lack of motivation due to preference for learning grammar or vocabulary by traditional methods, different characteristics, use of mother tongue, age group), and context (course content, culture, lack of appropriate assessment methods, and culture).

5.2 Discussion

The results from the study highlight that the participant teachers who were teaching in the ELICOS setting had favourable attitudes and good understanding toward the basic tenets of Communicative Language Teaching. In contradiction to previous results reported in the literature about teachers' favouring traditional instruction (Gorsuch, 2000), this study is in line with findings that teachers hold a positive attitude towards CLT and its principles (Liao, 2003; Karim, 2004; Hawkey, 2006; Razmjoo and Riazi, 2006 and Chang, 2011). This implies that, due to the good understanding of CLT, the participants may have certain knowledge about the principles of TBLT.

The findings related to the teachers' knowledge of TBLT reveal that, overall; most of the teachers had a good understanding of the characteristics of task and key features of TBLT. These findings correspond with the earlier findings on teachers' considerable level of practical comprehension of TBLT's major concepts (Jeon & Hahn, 2006; Tabatabaei & Hadi, 2011; Xhaferi, B. & Xhaferi G., 2013). These results could be a consequence of the common shift towards communicative approaches in ESL/EFL teaching in many countries, including in the Asia Pacific region (Carless, 2003; Butler, 2011), and specifically in Australia (Mangubhai *et al.*, 2004; Sato & Kleinsasser, 1999). In addition, in order to be qualified to teach English in the ELICOS sector, teachers have to obtain a TESOL certificate (at least CELTA), which focuses on equipping knowledge of applying task-based learning and activity oriented language learning to promote the

learners' communicative competence (http://www.neas.org.au/teaching/teachers/).

However, it is evident that a number of teachers had misconceptions in perceiving TBLT as well as its principles. For example, a number of teachers were incapable of distinguishing a task from an exercise (30.8% of the respondents in the questionnaire, 50% of the interviewees) and underestimated the focus on meaning of tasks (32.7%). The in-depth interviews, which focused on teachers' understandings of TBLT and task also revealed that almost no indication in the teachers' definitions of tasks and TBLT was found in line with those mentioned in the literature by Ellis (2003), Nunan (2004), Skehan (1996) and Willis (1996). This is consistent with what Ellis (2003) claimed that the confusion may come from the dearth of a "task" single definition.

The findings also indicate that some teachers perceived the notion of task in different ways, which implies that they held broad and vague views of what a task is, which is consistent with past studies (East, 2012; Zheng and Borg, 2014). It may be argued that, although the teachers might have vagueness in understanding tasks and TBLT, they could answer the questions in the second part of the survey possibly because there are some resemblances between this approach and CLT.

Regarding teachers' views on the implementation of TBLT in this study, the quantitative and qualitative analyses manifest that teachers' attitudes towards the task-based instruction were positive on the basis of their understanding of the approach. The results share a similarity with those of previous studies' that teachers held positive views on applying TBLT in the classroom due to their good grasp of TBLT principles (Carless, 2003; McDonough & Chaikitmongkol, 2007; Tabatabaei & Hadi, 2011; Xhaferi, B. & Xhaferi G., 2013). However, the present study may disprove earlier researchers' argument that teachers' comparatively higher-level understanding of TBLT concepts does not necessarily lead to the practical use of tasks in practice. In earlier research, teachers were reported showing great hesitations in implementing TBLT despite their highly conceptual understanding of TBLT principles, because they were accustomed to the traditional lecture-oriented methods and felt the psychological pressure of facing new disciplinary problems in using TBLT (Hui, 2004; İlin *et al.*, 2007; Jeon & Hahn, 2006).

Further analysis of the in-depth comments from teachers which emerged from the

interviews shows that some teachers implied caution in terms of the TBLT execution in their practice. It can be inferred that the teachers' mixed perceptions of TBLT might come from their basic but restricted knowledge of task-based instruction, and that they did not receive enough concrete support, for instance, in intensive training programs for teachers or courses in TBLT.

In terms of what teachers self-reported on their own adoption of TBLT during the interviews, some teachers stated the explicit teaching of grammar either as a part of the pre-task stage (Stella, Emily) or as a self-contained teaching process (Emily, Sarah). These findings appear to present a counter-argument to the idea of Willis (1996) on the language focus in the post-task stage, as well as being different from what Nunan (2004) and Skehan (1998) argue, that the focus on form should come after the learners have had exposure to meaningful language input. It is also possible to realize from some of the teachers' examples of their TBLT practice in the classroom that the tasks were utilized as language practice activities with the focus on form rather than on meaning (George, Stella, Emily, Sarah), which thus might potentially inhibit the application of meaning-focused approaches (Carless, 2007). Significantly, some teachers expressed their preferences for the PPP, or for using tasks roughly comparable to the production stage of this method, which corresponds with Skehan's (1996) description of a weak version of the task-based learning approach. The findings from the analysis in the present research also corroborates the situation found in prior studies that refer to a weak version of the task-based instruction context (Carless, 2004 & 2007; Hu, 2013; İlin *et al.*, 2007; Zheng & Adamson, 2003). This also reflects the term 'task-supported teaching', which was proposed to describe the TBLT application in Hong Kong (Carless, 2004), where the use of tasks was to promote the communicative practice of language items, which were previously presented in a traditional way (Ellis, 2003), rather than a strong approach with the ultimate focus on tasks and where the language is expected to emerge from these tasks (Carless, 2003).

It is important to note that the number of teachers who favoured the TBLT adoption (90.2%) outweighed the number of those who disfavoured this approach (9.8%). This implies a great potential for task-based instruction to be applied in the ELICOS sector. In addition, a variety of practical reasons explaining why teachers chose or

avoided implementing TBLT was revealed. The three major reasons teachers favoured task-based instruction were associated with creating a collaborative learning environment, promoting learners' language development and improving learners' interaction skills, which are partly similar to those in research by Jeon and Hahn (2006) and Tabatabaei and Hadi (2011). However, for the teachers who were against task-based instruction adoption, this was mainly due to the obligation to follow a syllabus, time constraint, learners' preference for learning grammar and vocabulary in a traditional way, and difficulties coming from their course books.

In this study, the lack of time was mentioned in relation to carrying out tasks in the classroom and preparing tasks under a heavy workload. It seems that the teachers' views of time as a barrier in practicing the communicative tasks in TBLT may derive from their perceived pressure to complete a defined syllabus and coursebooks, which has been another problem mentioned earlier. The finding is in the lines of earlier literature that found time constraint to be one of the difficulties that teachers faced when applying TBLT (Carless, 2003, 2007; Erlam, 2015; McDonough & Chaikitmongkol, 2007; Zheng & Borg, 2014); and lends support to Carless's (2003) findings that the restricted classroom time available for task-based teaching under the strain of completing the syllabus or textbook formed an impediment to TBLT adoption.

The results reveal other reasons for which teachers declined the implementation of task-based instruction in the present research, which were related to learners in terms of their desire to learn grammar and vocabulary in a more traditional way, their low English proficiency, and their possible resistance to task-based learning. All these causes, which have been presented in literature by various researchers (Carless, 2003; Pei, 2008), were also referred to in the qualitative findings of this study where teachers expressed their obstacles in applying TBLT. When the teachers claimed that their learners did not have enough language or communicative ability to achieve the tasks (Lillian, Stella), it appears that these teachers were not aware of the idea that tasks do not always demand language output from students and that input-based tasks are necessary for leaners at the starting levels as well. This is in line with the argument that those teachers' views actually reflect their misperceptions about the communicative approaches, as well as the selection of inappropriate tasks, and that their stated opinions might partly be to argue for

continuing to use their favoured method in practice (Carless, 2003). From this argument, it suggests that teachers would have more acceptance of TBLT when they have greater understanding of this approach. In adition, from the teachers' views considering TBLT adoption to be a challenge as it requires more teachers' preparation and ability to adjust tasks in response to learners' communication needs, it also suggests that the teachers need to have better knowledge of the nature of tasks and how these tasks can develop learning.

Consistent with findings of past studies by Carless (2004, 2008) and Burrows (2008), the learners' use of mother tongue was also pointed out as a challenge to teachers, and was reported in both survey and interview phases of the present study. The use of the first language is a common feature in EFL worldwide and a complex matter (Carless, 2004). However, the issue of L1, which is discussed in the setting of this study, is different from that of other EFL research where the students and even the teacher share the same language. In the ELICOS setting, there may be various native languages from groups of students in a class; and thus the problem can be solved by mixing these groups of students (as suggested by one of the interviewees) or sometimes it may be necessary for the teacher to "tolerate a certain amount natural mother tongue dialogue" so long as students are trying to produce additional English language output (Carless, 2002, p. 393).

The difficulty in evaluating learners' performance in task-based instruction was mentioned by some of the teachers both in the survey and the interviews. It is also implied from this study that there is a need for appropriate assessment methods and more flexibility in administration from the industry as well. In order to partly solve these problems, it was recommended that teachers need to employ both inter-group (giving equal marks to all group members based on the group's products) and intra-group (focusing on individual's evaluation) assessments, to enhance the quality of task-based cooperative work (Jeon & Hahn, 2006).

In contradiction with past findings that large class size may be one of the problematic factors that prevent teachers from implementing TBLT (Carless, 2002; Jeon & Hahn, 2006; Li, 1998; Liao, 2003; Pei, 2008; Zhang, 2007), no teacher in the present study reported that they faced this problem in the ELICOS setting. It appears that the teachers might think TBLT could work well in large classes and/or with the maximum

number of eighteen students in each class, which is regulated by NEAS (ELICOS National standards, 2011), as an ideal size to facilitate the employment of task-based techniques.

The present findings also reveal that teachers were confident of their language abilities in applying TBLT with their students, which significantly differs from past results reported in the literature that instructors' deficiency in the target language hindered them in executing communicative approaches in their classrooms (Carless, 2004; Jeon & Hahn, 2006; Li, 1998; McDonough & Chaikitmongkol, 2007; Tabatabaei & Hadi, 2011). This indicates an advantage in adopting TBLT in the ELICOS setting because the lack of English language proficiency or confidence may prevent teachers from trying task-based instruction, especially in more open-ended task-based activities (Carless, 2003). However, although there was no evidence on teachers' lack of confidence in their English proficiency, the misconceptions of task and TBLT that were manifested by some teachers in the study implicate, again, the need for teacher training. In fact, the issue of teacher training was also raised in this study by the teachers in terms of having more emphasis on providing greater understanding of what constitutes task-based instruction, with the hope to facilitate TBLT execution in their own context.

Finally, a reason that was acknowledged as impeding teachers from being flexible and oriented towards TBLT implementation is concerned with the programmatic restraints. Some participants mentioned in their interviews pressure coming from "the parameters of the management and of the particular colleges" (Claire) on the teachers, as well as the need to have a curriculum but that teachers should have the right to "choose what goes in the curriculum" (Stella). This implies that the teachers probably did not have the privilege of choosing what their courses could include, or in other words, the course syllabus application is a top-down process originating from the ELICOS colleges' authority.

5.3 Summary

The present chapter has presented and discussed the significant findings with reference to the research questions. To sum up, most of the teachers in this study generally had a good understanding of as well as held a positive attitude toward the basic principles of CLT

and TBLT. Although there still existed misconceptions and diversity in how teachers perceived the tasks and task-based instruction, this finding implies a great potential for adopting this approach in the ELICOS context. In addition, this study revealed the reasons that explain teachers' willingness or reluctance to apply TBLT. A number of hindering factors to the effective implementation of task-based teaching and learning in the teachers' classroom practice were also reported. As a whole, these findings will serve as a reflection on how communicative approaches are adopted in the ELICOS setting, and thus provide the implications for TBLT execution, which will be discussed in the following chapter.

6 Chapter Six: Conclusions and Implications

This chapter concludes the thesis with a brief summary of the research, comprising its significant findings and achievements. It will then present the implications relevant to the data analysis, and acknowledge the limitations of the study. Finally, it will suggest directions for future research into TBLT with reference to the current setting of ELICOS as well as the relatable contexts.

6.1 Summary of Study

The purpose of the present research was to investigate perceptions of TBLT and its implementation among teachers who are teaching English in the context of the ELICOS sector. It also explored the favourable factors, as well as perceived challenges, that teachers are confronting in the adoption of task-based instruction in this setting. Data were collected based on a mixed method approach, which comprises both an online survey and semi-structured interviews. Based on the results of the present study, it can be concluded that most of the participants held a positive attitude towards TBLT and its execution, due to their good understanding of CLT and TBLT principles. Nevertheless, some misconceptions and inadequate knowledge were revealed from the questionnaire, and specifically in response to the interview questions, which indicates that some teachers might not have a thorough grasp of theories of the approach.

Teachers appeared to acknowledge benefits of task-based teaching and showed their interest in its application. A vast majority of them perceived TBLT to be a good method that develops students' language skills with a special focus on the meaningful and real world context. They believed that this approach gives learners opportunities to utilize the target language in a relaxed environment and stimulates their needs and interests as well. However, mixed feelings arose among the participants in regard to the task-based instruction practice. Besides the positive and confident opinions about the adoption of TBLT, there still existed a few comments with the opposite view, for instance, that the approach took more time for preparation in comparison to other approaches. In addition, some participants remained in hesitation when applying TBLT as they seemed to prefer more a focus on form and a PPP paradigm in which, according to them, their students could better practice a particular language item.

Generally, most of the participants stated that they were applying TBLT in their practice due to three major reasons: creating a collaborative learning environment, promoting learners' language development, and improving learners' interaction skills. In contrast, only a small number of the teachers avoided adopting the method, as they found obstacles from following a defined syllabus, their coursebooks and spending time to practice TBLT, as well as their learners' preference for learning grammar and vocabulary in a more traditional way. In addition, a number of challenges to teachers who were applying TBLT were also revealed, which leads to the implications that will be presented in the following section. Hopefully, the findings of the present study will be helpful to future research and will encourage an extension of research into teachers' knowledge and implementation of TBLT.

6.2 Implications

On the basis of the summarized findings that have been discussed, the following implications are proposed.

First of all, the findings imply the task-based instruction that is operationalized in the current context is in line with the weak form of TBLT where tasks are used comparably to the production stage in the PPP model. This could potentially lead to the suggestion that there is a need for adaptation towards "situated task-based approaches" (Carless, 2007, p. 604). Specifically, teachers should be encouraged to appreciate the value of different stages in a task cycle as well as invest more time in them. Teachers may need expert support in how to employ more communicative tasks in the sequence of lesson, which can be resolved with appropriate TBLT training.

Secondly, it has been considered that how teachers understand a certain approach may have a great impact on their attitudes towards that approach. In turn, the attitudes of the teachers may greatly influence their classroom implementation. In other words, when teachers have good knowledge of and hold a positive attitude toward TBLT, they would potentially apply it more successfully. For this reason, and from the findings of the study, it is essential that teachers are offered more opportunities to improve not only their knowledge of this specific approach, concerning theories, methodologies and assessment

criteria, but especially the know-how application as well. It is also crucial that teachers are trained to be able to evaluate the task-based syllabus on the background of SLA knowledge. In addition, the pre-service and in-service training programs for teachers may also concentrate on clarifying both the benefits and shortcomings of TBLT as an instructional approach so that teachers are well-prepared and more proactive in adopting the approach.

The in-service training can be performed in various modes, from teacher-sharing meetings among colleagues, and ELICOS colleges to workshops or courses conducted by official bodies, and even via online seminars or practical websites with specific techniques. Meanwhile, the idea of self-responsibility and ongoing professional development of teachers should be emphasized. Teachers need to be aware of the importance of enriching themselves for the effective application of this approach, and keeping up-to-date with the latest language teaching methods in order to be more confident and avoid misconceptions they may have in their language teaching.

Thirdly, among the reasons that participants stated for not choosing TBLT in their practice were factors that related to the syllabus or the coursebooks that were not appropriate for task-based instruction. This implies that teachers did not have much control or freedom over their teaching. There should be more support from the educational institutions and curriculum designers in terms of giving teachers more flexibility instead of adhering to the textbooks. As for teachers, they should not consider themselves as the implementers only; instead, they need to take an active role in every teaching innovation. In the current situation, it is necessary for the teachers to use textbooks with various pedagogical tasks and know how to design some content or adapt the materials in more traditional textbooks to be compatible with the task-based instruction principles and procedure, as well as supplement their own tasks from authentic materials.

Fourthly, the difficulty in evaluating the learners' progress in TBLT was also mentioned as one of the challenges that teachers confronted. The finding indicates that teachers may not be informed of or familiar with the assessment methods in TBLT. Therefore, it would be better if teachers experiment with new methods of assessing in

their classroom and be accustomed to the criteria for evaluating task performance in task-based instruction. They should be authoritative in grading individual learners with respect to their learners' diversity in communicative tasks, instead of taking the same measurement. This also suggests that any training courses for TBLT include task-based assessment as well.

In another aspect, the unit-based assessment procedures (e.g. reading, speaking) in co-teaching situations in some parts of the ELICOS sector (TAFE) were reported in the survey as an impediment to teachers' adoption of the task-based approach. This suggests that there should be a change to the introduction of an alternative assessment system which is more appropriate to TBLT in the sector. Formative rather than summative assessments should be encouraged; and, more importantly, all the co-teachers who are in charge of different units share the same grasp of task-based evaluating criteria and reach a consensus in regard to their application.

In addition, learners should be prepared for task-based assessment methods by becoming informed about the evaluating criteria and performance-based assessment. As a result, they would acknowledge that the course evaluation is no longer based on their knowledge of the target language's grammar but relies on how well they can show competency in completing the tasks in the target language.

Finally, another implication comes from some teachers' view that one of the impediments was caused by their learners. The students' lack of proficiency as well as motivation, or their preference for learning language items in more traditional methods, may hinder the effective execution of task-based instruction. The fact is that most of the international students who are taking ELICOS courses come from EFL environments where they might be used to previous foreign language education with traditional methods. Thus, it would be understandable that they may not immediately welcome the TBLT adoption. It is advisable that teachers should address such hesitations by explaining explicitly the benefits and reasons why they should participate in communicative activities. Teachers should also think about how they can assist these students to adapt to and feel willing to deal with difficulties in language use. At this point, it is also essential to emphasize the significance of the teachers' ability in

designing tasks that are suitable to learners' language levels, with a focus not only on the output but the input as well.

6.3 Limitations

The present study has achieved its aims; however, a number of potential shortcomings need to be considered. Firstly, due to time constraints, the first phase of the research – the online survey was conducted over a short duration, thus it was impossible to reach the large sample size as anticipated. For this reason, it would appear that generalizations are not possible and the findings of that the study cannot represent the situation of the whole ELICOS sector.

Secondly, despite the fact that this research employed both quantitative and qualitative methods, in terms of online survey and semi-structured interviews in collecting data, the data were only based on participants' self-reporting. It could be argued that observation of classroom practice would have ideally provided valuable understanding of how teachers actually implemented TBLT in their contexts. Such supplemental qualitative data would benefit further studies although it was not in the scope of the current research.

Finally, another limitation may be related to self-selection, which is common in online surveys. The respondents who completed the questionnaire might have a special interest in or motivation for the research topic, which may aggravate the problem of representativeness in the study. In addition, for various reasons, a few respondents did not provide answers to all questions in the survey; which may thus affect the reliability of the data.

6.4 Recommendations for Future Research

In light of the results and the above-mentioned limitations of the research, the following possibilities for future research are proposed.

Further research is highly recommended in the same topic but with a more extended timeframe so that a greater rate of responses is achieved and from more ELICOS colleges throughout the country. Consequently, more data could be obtained,

which would help to make adequate generalizations and positively affect the research quality. Additionally, as discussed above, the classroom observation method should be involved in the data collection process. This would provide a different layer of data that would contribute to a better and sufficient knowledge of teachers' implementation of TBLT within their context and could allow data triangulation.

In any teaching innovation, the major purposes usually aim to facilitate language learning and to serve the learners' needs. As a result, future investigation should take the students' views into account in research on TBLT implementation, in order to offer insights into the potential of applying the approach as well as how task-based teaching and learning actually happens.

In addition, exploring the views of administrators in the ELICOS colleges may help to unveil institutional factors that promote or hinder the execution of TBLT in this setting. Such research may inform administrators regarding the task-based instruction, and thus they may become familiar with and have a positive attitude towards the approach. The administrators' better understanding of and positive attitudes towards TBLT may facilitate the process of its adoption conducted by teachers.

Besides a number of research that have been carried out in regard to task-based teaching theories and methodologies, few studies have addressed TBLT implementation and criteria for evaluating the language courses that employ a task-based approach. Accordingly, more research should be carried out in order to find out the most practical challenges, including issues of task-based assessment in the application of task-based language teaching.

To sum up, this research was conducted with a specific population in a particular context (teachers who are teaching in ELICOS); however, it is considered that the findings can be relevant to other contexts where English is taught as a second or foreign language, where the task-based approach is being introduced or applied.

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APPENDICES

APPENDIX A: INFORMATION FORM TO DIRECTORS OF STUDIES AND HEAD TEACHERS

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Faculty of Human Sciences
MACQUARIE UNIVERSITY
NSW   2109
Phone: +61 (0) *2 9850 9603*
Fax: +61 (0) 2 9850 9199
Email: philip.chappell@mq.edu.au

Chief Investigator's / Supervisor's Name & Title: Dr. Philip Chappell

Information Form

Name of Project: *Exploring Teachers' Perceptions and Implementation of Task-based Language Teaching in the Australian ELICOS sector*

We would like to inform you of a study of teachers' beliefs, attitudes and implementation of Task-based Language Teaching (TBLT). The purpose of the study is to gain understanding on how teachers perceive of TBLT and the extent they think it is implemented in their classrooms. It also aims to identify the challenges and possibilities in the implementation of TBLT in the ELICOS setting.

The study is being conducted by Ms. Truc Ly (truc.ly@student.mq.edu.au) to meet the requirements of the Master of Research in Linguistics under the supervision of Dr. Philip Chappell (philip.chappell@mq.edu.au, tel.: 061 2 9850 9603) from the Department of Linguistics, Macquarie University.

The study involves two interrelated research activities, including two following phases:

1. Completion of an online questionnaire by all teachers who are teaching the ELICOS programs

2. Participation in a face-to-face interview for 30 minutes with one of the researchers. During the interview, the researcher will ask them some pre-set questions, and also explore some of the ideas that come up at the time. The responses will be audio-recorded so that the interview can be replayed and analysed at a later time. The interview will be conducted in a relaxed though

professional manner and should not present any undue stress or risk to the teachers.

We encourage all teachers who are teaching ELICOS courses at any colleges to complete phase 1 – the online questionnaire. Once the questionnaires have been completed, we will invite four to ten teachers to our further interviews in phase 2.

We ask that you provide all teachers in your college with information about the study (by posting the attached poster in a staff common room) and encourage them to complete the first phase: the online questionnaire. We would highly appreciate if you invite them to volunteer to take part by directly contacting Ms Truc Ly, truc.ly@students.mq.edu.au.

As a small token of appreciation for generating new knowledge and understandings about the profession, when a teacher participates in the second phase of the project (Interview), s/he will receive a $30 Coles Corporate gift card (i.e., to be used at Meyer, Coles, Kmart, etc.)

Any information or personal details gathered in the course of the study are confidential, except as required by law. No individual will be identified in any publication of the results. Quotes from interviews may be used in the dissertation or resulting publications but they will be de-identified. Only the researcher and her supervisor (Truc Ly and Dr. Philip Chappell) can have access to the data. A summary of the results of the data can be made available to you on request via email or in person.

If you wish to have any further information, please contact the researchers at the email addresses given above.

Your sincerely,

Dr Philip Chappell

Truc Ly

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Chief Investigator / Supervisor: Dr. Philip Chappell

Participant Information and Consent Form (ELICOS Teachers)

Name of Project: *Exploring Teachers' Perceptions and Implementation of Task-based Language Teaching in the Australian ELICOS sector*

We would like to invite you to participate in a study of teachers' beliefs, attitudes and implementation of Task-based Language Teaching (TBLT). The purpose of the study is to gain understanding on how teachers perceive of TBLT and the extent they think it is implemented in their classrooms. It also aims to identify the challenges and possibilities in the implementation of TBLT in the ELICOS setting.

The study is being conducted by Ms. Truc Ly (truc.ly@student.mq.edu.au) to meet the requirements of the Master of Research in Linguistics under the supervision of Dr. Philip Chappell (philip.chappell@mq.edu.au, tel.: 061 2 9850 9603) from the Department of Linguistics, Macquarie University.

The study involves two interrelated research activities, including two following phases:

1. Completion of an online questionnaire by all teachers who are teaching the ELICOS programs

2. Participation in a face-to-face interview for 30 minutes with one of the researchers. During the interview, the researcher will ask them some pre-set questions, and also explore some of the ideas that come up at the time. The responses will be audio-recorded so that the interview can be replayed and

analysed at a later time. The interview will be conducted in a relaxed though professional manner and should not present any undue stress or risk to the teachers.

We encourage all teachers who are teaching ELICOS courses at any colleges to complete phase 1 – the online questionnaire. At the end of the questionnaire, you will be asked whether you would like to participate at a later date in an interview at your college.

Any information or personal details gathered in the course of the study are confidential, except as required by law. No individual will be identified in any publication of the results. Quotes from interviews may be used in the dissertation or resulting publications but they will be de-identified. Only the researcher and her supervisor (Truc Ly and Dr. Philip Chappell) can have access to the data. A summary of the results of the data can be made available to you on request via email or in person. If you wish to have a summary of the findings, please contact Truc Ly at the email address given above.

Your contribution is vital in achieving the aim of the project. If you take part in the second phase of the study (Interview), you will receive a $30 Coles Corporate gift card (i.e., to be used at Meyer, Coles, Kmart, etc.) as a small token of appreciation for generating new knowledge and understandings about the profession.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

PARTICIPANT'S COPY

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Chief Investigator / Supervisor: Dr. Philip Chappell

Participant Information and Consent Form

Name of Project: *Exploring Teachers' Perceptions and Implementation of Task-based Language Teaching in the Australian ELICOS sector*

Dear Teachers,

We would like to inform you of a study of teachers' beliefs, attitudes and implementation of Task-based Language Teaching (TBLT). The purpose of the study is to gain understanding on how teachers perceive of TBLT and the extent they think it is implemented in their classrooms. It also aims to identify the challenges and possibilities in the implementation of TBLT in the ELICOS setting.

The study is being conducted by Ms. Truc Ly (truc.ly@student.mq.edu.au) to meet the requirements of the Master of Research in Linguistics under the supervision of Dr. Philip Chappell (philip.chappell@mq.edu.au, tel.: 061 2 9850 9603) from the Department of Linguistics, Macquarie University.

If you decide to participate, you will be asked to take part in a 30-minute interview with one of the researchers. During the interview, the researcher will ask you some pre-set questions, and also explore some of the ideas that come up at the time. Your responses will be audio-recorded so that the interview can be replayed and analysed at a later time. The interview will be conducted in a relaxed though professional manner and should not present any undue stress or risk to you.

Any information or personal details gathered in the course of the study are confidential, except as required by law. No individual will be identified in any publication of the results. Quotes from your interviews may be used in the dissertation or resulting

publications but they will be de-identified. Only the researcher and her supervisor (Truc Ly and Dr. Philip Chappell) can have access to the data. A summary of the results of the data can be made available to you on request via email or in person. If you wish to have a summary of the findings, please contact Truc Ly at the email address given above.

Your contribution is vital in achieving the aim of the project and thus we would greatly appreciate your involvement. You will receive a $30 Coles Corporate gift card (i.e., to be used at Meyer, Coles, Kmart, etc.) as a small token of appreciation for generating new knowledge and understandings about the profession.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

I, *(participant's name)* _____ have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name:_____
(Block letters)
Participant's Signature:_____ Date:_____

Investigator's Name:_____
(Block letters)
Investigator's Signature:_____Date:_____
The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

APPENDIX D: ONLINE QUESTIONNAIRE

Name of Project: Exploring Teachers' Perceptions and Implementation of Task-based Language Teaching in the Australian ELICOS sector

We are conducting a study into Task-based Language Teaching, an approach which was developed from Communicative Language Teaching. This current research is to gain an understanding of the perceptions of teachers about Task-based Language Teaching (TBLT) and the extent that they implement it in their classrooms. It also aims to identify the challenges and possibilities for the implementation of TBLT in the ELICOS setting.

The research is being carried out by Philip Chappell and Truc Ly of Macquarie University.

You are invited to participate in this research project and your contribution is highly important for the success of this study. The researchers would like to assure you that all the responses you give to this questionnaire will be treated in confidence and used only for the stated research purpose.

If you decide to participate, you will be asked to complete a questionnaire; the questionnaire should only take you 15-20 minutes. Once the questionnaires have been completed, we will invite four to ten teachers to our further interviews. Each interviewee will receive a $30 Coles Cooperate gift card for his/her contribution to the research.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

Thank you very much for your time and co-operation. We would be much grateful if you complete the consent note below.

_____

Participant Declaration

I understand that participation in this study is voluntary and anonymous; and, that I will not be identified in any reporting of the results.

By logging in to this website and completing the questionnaire, I agree to my responses being used for research purposes.

I agree to participate

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email ethics@mq.edu.au).   Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Please **click here** to download a copy of the Participant Consent Form for your records (PDF)

QUESTIONNAIRE

General and Demographic Information

Gender	☐ male	☐ female		
Age	☐ 20-29	☐ 30-39	☐ 40-49	☐ 50+
Total number of years teaching English	☐ 1 to 2 years	☐ 3 to 5 years	☐ 5 to 9 years	☐ 10 to 20 years
				☐ more than 20 years
Qualifications	_____			
The city where you teach	_____			

Section I: Language teaching perspectives.

Please check the statement to indicate how much you agree or disagree with the following beliefs in teaching English language.

Questionnaire items	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Language teaching should be student-centered.				
2. Whenever possible, the students should be exposed to authentic language and material.				
3. Knowledge of the rules of English grammar does not guarantee ability to use English to communicate with.				
4. The teacher should be a facilitator for students.				
5. Group work and pair work activities can help learners co-operate with their classmates and is a useful way to learn a language.				
6. Learning a language is mostly learning grammar and vocabulary.				
7. The teacher's main role is to explain the rules of English grammar.				
8. Teaching materials should be meaningful and purposeful based on the real-world context.				
9. The teacher should not correct the learners' mistakes, unless they may cause communication breakdown.				
10. Language teaching should be activity or task oriented.				
11. Integration of all four language skills in language learning				

is important.				
12. Language tasks should be meaningful and purposeful.				
13. Language teaching should suit the needs and interests of students.				
14. Learning should be contextualized.				
15. Language is learned most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.				

Section II: Teachers' Understandings of Language Task and Task-based Language Teaching

Please check whether each of the following statements is True or False

Questionnaire items	True	False
1. A task is an exercise (e.g. gap fill).	☐	☐
2. A task should involve a primary focus on meaning.	☐	☐
3. A task does not reflect real-world language use.	☐	☐
4. A task involves any of the four language skills—reading, writing, listening, and speaking.	☐	☐
5. A task does not need to have a clear communicative outcome.	☐	☐
6. TBLT is based on a teacher-centered teaching approach instead of learner-centered teaching approach	☐	☐
7. TBLT should give learners enough opportunities to work on tasks in pairs or groups.	☐	☐
8. The priority for TBLT is to focus on grammar and vocabulary rather than on communication.	☐	☐
9. TBLT is consistent with the principles of Communicative Language Teaching.	☐	☐
10. TBLT should involve the learners in language tasks which are similar to those found in the real world.	☐	☐

Section III: Teachers' Views on Implementing TBLT

The following statements are various views on implementing TBLT in the classroom. Please rate how much you agree or disagree with the statements by checking one box for each statement.

Questionnaire items	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I like the idea of using the TBLT in the classroom				
2. TBLT provides a relaxed atmosphere for students to use the target language (i.e. English).				
3. TBLT activates learners' needs and interests.				
4. TBLT supports the development of integrated skills in the classroom.				
5. TBLT is stressful for the teacher to implement.				
6. TBLT requires much preparation time compared to other approaches.				
7. TBLT is suitable for controlling classroom arrangements (e.g. organizing pair work or group work activities)				
8. TBLT materials should be meaningful and purposeful based on the real-world context.				

Section IV: Reasons Teachers Choose or Avoid Implementing TBLT

Do you use TBLT in your teaching? ☐ YES   ☐ NO

*If **YES**, please check any of the following reasons why you use TBLT.*

I apply Task-based language teaching because it…

    ☐ promotes learners' language development..

    ☐ improves learners' interaction skills.

    ☐ motivates learners.

    ☐ creates a collaborative learning environment.

    ☐ is appropriate for small group work.

   If you have other reasons, please write them down.

   (…………………………………………………………………………………………………......

   …………………………………………………………………………………………………)

If **NO**, please check any reasons that you avoid implementing TBLT.

☐ My students' English proficiency is too low for TBLT to work.

☐ My students would resist task-based learning.

☐ My students would prefer to learn grammar and vocabulary in a more traditional way.

☐ My course books make it difficult to do TBLT.

☐ My classes are too large for TBLT

☐ The classroom setting does not allow students to work in groups.

☐ There is not enough time for me to do TBLT in my classroom.

☐ There is no relevant course in the teaching training programs.

☐ I am not familiar with TBLT because I have never learned how to implement TBLT.

☐ I need to follow a defined syllabus.

☐ I do not have enough time to prepare tasks because my workload is heavy.

☐ I am not confident in my ability to do TBLT with my students

If you have other reasons, please write them down.
(………
…….)

Thank you for your valuable time and co-operation!

APPENDIX E: SEMI-STRUCTURED INTERVIEW QUESTIONS

1. How did you learn about Task-based Language Teaching (TBLT) as a teacher?
   probe: training on TBLT, workshops, reading, informal talk in staff room, conferences, etc.

2. What is your overall perception towards TBLT?

3. How would you define Task-based Language Teaching?

4. What does TBLT emphasize?

5. How would you define a Task in TBLT?

6. To what extent did you implement TBLT? Please describe your experience with TBLT.

7. What method(s) do you use to teach the class as a whole?

9. What are the factors that may hinder the implementation of TBLT?

10. Do you have any other comments in relation to implementing TBLT?

APPENDIX F: POSTER OF PARTICIPANT RECRUITMENT ADVERTISEMENT

APPENDIX G: TRANSCRIPTS OF INTERVIEWS

Interview 1 – Participant: George

Researcher	Have you always been teaching English?
George	I used to teach creative thinking. I have taught creative thinking to management conferences in eight countries. But my health deteriorated and I needed a job. We could still use my brain but I could work part time I only work four hours a day. There was such pressure and no trouble now. I did my CELTA, the Cambridge CELTA at U.T.S. Insearch.
Researcher	How did you learn about Task-based Language Teaching as a teacher?
George	I have read. I have read sufficient of task-based language learning to understand the concept.
Researcher	What is your overall perception towards TBLT?
George	In my opinion it's better suited to the higher levels but we do… I used task-based learning but with simpler themes and with shorter projects in intermediate, you've got a problem asking the group to report back. Many are shy. They struggle with the reporting. That's more an upper intermediate or advance or in particular that say English for academic purposes skill. I should also add that when we teach general English. Here in Embassy we don't teach much writing for general English. We teach plenty of speaking then listening then grammar then reading. Writing does not form a major part of general English courses that is concentrated on English for academic purposes which is seventy percent writing, thirty percent how to research or we do preparation for IELTS and preparation for Cambridge first certificate in English. They are internationally recognized qualifications and they include a writing component. So I do part task based learning. True but I could never do it exclusively at the level of students I teach. We need some of the three P's present practice produce
Researcher	Why do you choose to apply TBLT in your language teaching?
George	To me task based learning, it's very like if you teach someone how to play tennis and they hold the tennis racket. You cannot teach the theory of tennis. You cannot give a person a lecture and expect they can hear the tennis ball. Now in language, everything is a task and doing a task. So life is a task. Even if you go to bed and sleep, it's still a task. And there is to me a very strong connection between touching doing and moving and absorbing knowledge. I think we

	call that kinesthetic learning. I think kinesthetic learning is the expression for just getting the person to hold a tennis racket and you show them what you do. Later on, you might explain what you're doing but they do exist, now theory opening the racket it and the ball. Now task based learning is like dropping a person into a pool. They are forced to talk about a subject. But I like to force some to talk in that particular tense if possible. So I narrow without. When the discussion is over, I ask 'what word do you use?' 'What words did you need?' and my students might say what's the word for what person, a person has brave and I say 'no, you don't have brave you are brave'. It's an adjective or you have courage. It's a noun. So I thought the board with words that you used and correct them maybe. And words they wanted to use but could not bring to mind at the time or didn't know. And you can see the light come on you can see them say Ah that is what of what it does say so it's practical. I just think they learn faster true. I think they learn much faster than trying to make them remember the rules.
Researcher	How would you define Task-based Language Teaching?
George	The task comes first and the language arises out of the task. In traditional teaching, today we will learn the present perfect. The present perfect is how you are now because of something that happened in the past I have is that now. Yes of I have. I have visited France is that now you know it's the past the present perfect connects the past with the present. Now that's explaining a tense but how many times have you flown. Have you been to France, get them talking about it in as use as that trying natural. So it's a combination. I certainly do 3 Ps and I certainly do TBL but as I said before for pre-intermediate and intermediate, the tasks have to be short and it would take much too long to make them do written report. I think…to play when they understand and the present to the class.
Researcher	Do you think teachers should teach language explicitly?
George	Only after the task not before. It's a little bit like when you're reading a story, a tactic novel and some scenes come up and there was a dark stranger who hiding behind the door. The story said nothing more and then later in the book you realize who that was. And you "ah that who the stranger was". That was the wicked uncle. So a little bit of mystery and then you find out. It's like a light comes on. So, Task First I try to push them to have to say a particular tense when will you be going back home. What will you be doing over the weekend. So I'm trying to push them into the future continuous "what will you doing?" And I try to ask them staying in a tense as

	much as they can. And then at the end of it on "What words did you use?" "What words did you want to use?" "What tense did you use?" "How does that tense work?" and now I explain it explicitly only after I have used it.
	I don't care if they use it badly true. I would rather them use a badly and try then me tell it correctly. But it means nothing to them. Remember I said when we were downstairs over coffee. Meaning is first. What am I doing get the meaning in and then supply the words now. Task based learning is another just to eliciting meaning and then providing the vocabulary. So what am I they thinking. They don't know the word bird or don't know the word flying or the tense present continuous, but I get the idea in the head and then explain the tense. So elicit explain model drill. That's my method for teaching vocabulary or grammar. Task-based is much the same thing to get the meaning of. Would you travel with your mother? Has it finished? No, it would you travel. It's just an idea. We get them to say I would travel with my mother but she wouldn't like it very much. She is too old but if we were going back to Vietnam, then she would like it. I try to keep it in that idea of a possibility. And then outcome all the words used all the words I wanted and then an explanation of the grandma or the tense but just after the task.
Researcher	Can you think of any similarities or differences of TBLT with other second language teaching pedagogies?
George	Look I think they're very similar I already said. Get the meaning across. You know. Arguments that sort of pretend you're having an argument. Angry discussion of right to get the meaning across with no words so that elicit the meaning when you can see they know which you mean when. Brought up the vocabulary. So they're having the experience of what it means before you teach them the vocabulary in the grammar. Now task-based learning is the same but with traditional elicitation the teacher uses actions or maybe they draw or maybe they make a sound. And once the meaning is clear. Then they supply the vocabulary. It's the same with task based learning. They have the experience and then you explain the vocabulary or the grammar.
Researcher	What does TBLT emphasize? What are the important aspects of TBLT?
George	It emphasizes experiencing the language before you know what will. With Task-based learning you're let to do it best. With P.P.P. the teacher always does it well. They're the expert but with a task based learning. If we have a task… How do you spend your time when you

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	are on holiday and the weather is bad? Now the student may say if the weather will be bad I am staying indoors. They might mix up their tenses but that's OK where we're forcing them to get a nice mental picture. So they can see the rain. They can see the lovely holiday place very unhappy because it … can't go to the beach. They have the experience then I show them. Which tenses and which words and when we show them after they've experienced it. It falls into place even to traditional reading is the same thing. I've never let my students just start at the beginning and read. They look over. Maybe read the first few words of each paragraph look at the pictures. So they've got a bit of a structure and then they read in detail and they feel in the facts and the figures. So all three, reading (forty) is just could quickly idea what's coming then read the detail. So we're having the general idea even if we're wrong even if we read for just and we haven't understood. We got something some sort of a frame, a list of meaning it might not be a bird. It might be helicopter. I don't care even if you're wrong or you got some framework and then I and task based learning even if when you describe what you would do if it rained on your holiday and you get it badly wrong. I will stay inside. That's OK At least you've tried and it's meaningful. And then I put correct words into those into those gaps.
Researcher	How would you define a Task in TBLT?
George	Look when I read about tasks they were clearly for a little higher than I teach. They really were more suited to English for academic purposes whereby you would for example you would debate something quite complex. What. North Korea and South Korea combined. Why would that be good? Why would that be bad? What might happen? What method would you use to encourage peace between two old enemies? That's a little bit appear to my group and then to get them to compare their notes. Maybe debate among their group and produce a final report with points for and a point against .That's a little bit above my students but what are described would be a classic task here in the literature anyway.
Researcher	Is a task an exercise?
George	Yes it is an exercise but it's not an exercise of something I have already told you. The task, according to the literature, they just rely on their limited vocabulary and their limited experience. They do the task even if they do it badly and we correct it later. In traditional teaching the teacher presents absolutely correct. English they learn as their practices. So I guess task is about experience even if you get it wrong. The same thing applies to reading for just a quick look

	over the reading and you think I know what this is going to say then you need to detail and you were wrong. It's still OK. But at least you've got some sort of an expectation in your mind as to what is coming.
Researcher	Could you give an example to illustrate what a task is?
George	Yes there's simpler then the sorts of tasks in the TB learning literature. For the recording, on the sheet I leave it with you. Of sixty eight questions and this I would give the students we did this recently. (A paradox to the US) Take them up and you get two and four you multiply them two and two times four which is eight what was your word? It's a Trip. They would talk about their worst ever trip. Each student has to describe their worst ever trip. How were they similar? How were they different? and then without having to stand up just sitting down, they reported back. I don't make them both report back because I usually put a shy student and a confident one together and I let them choose which one. I don't find embarrassing students who are shy help very much.
Researcher	Should a task reflect real-world language use?
George	It depends what you mean by real world language. I do not teach in-between. It's like. You know when you put extra one of my saying here. You know how you put like I mean extra words in between. Now I know teachers who seriously teach those in between are like you know I mean I don't understand why, I know it's I know it's real world but the student will find their own ways of saying. Uhm, Ah .. I don't teach it. Second I don't teach slang that's I find that very funny. I know that to really master a language you have to you have to know when someone got the rough end of the pineapple. Or they're pulling your leg of their up a creek without a paddle. But you need to be pretty advanced before you can get the subtleties of idioms. So advantage in between. I don't teach idioms and I don't teach colloquial phrase. I can recall when I bought this watch. It was quite a classy jewelry store and I was wearing a suit so they let me in. Well the young lady pushed the buzzer and I pulled the door didn't work so then I pulled the door and then she pressed the buzzer where it was like a bit of a dance. So when I finally got in I went to I think a young Chinese lady behind the counter and I said I was beginning to think you didn't want me in the store and she said to the contrary. Such a beautiful polite phrase to the contrary. Yes strict English does sound a little bit too poise. But you will always be understood here. So I don't teach colloquialisms I don't teach in between. Don't teach idioms and they have got so much to learn with all them which is vast as English straight and correct English. That's quite enough to remember.

Researcher	Should a task have a primary focus on meaning?
George	A primary focus on the meaning. No, not a primary focus on the meaning.
Researcher	So what is the focus of a task?
George	Task will be something that is evocative, it is something you do. It's hot in this room. What way could be make it cooler? Something that you can see touch but no I don't I don't think probably focus on the meaning you know as an activity which is evocative which is visual which you can imagine yourself doing. OK you're only in the classroom. But what would you do if it was raining on your holiday. It's visual like playing Monopoly. Maybe we go outside. We get wet. We don't care because it's summer time with us. It's evocative true. Not so close on the meaning.
Researcher	Should a task need to have a clear communicative outcome?
George	I don't think so
Researcher	To what extent do you implement TBLT? Please describe your experience with TBLT.
George	Look there are two methods that I use a lot. As already explained I prompt them with unexpected questions and they have to discuss and those questions force them into a particular tense or grammar point. If that's what you mean by meaning than I still say it's not meaning. Now I force them into a grammar point. What will you do what did you do what were you doing. Another quite useful one is I show a short video from a series called Just For Laughs. They're always funny just for laughs like they had a camera when I was a child. You have to choose which one but it always just for laughs There are actors and the bystander does not know and they're immensely funny. So I divide the students up into pairs, people on the left turn around, all can hear the music. People on the right watch the just the laugh, stop of the video. I have to tell you what happened. Then we showed the video again. Did and the people who did not see it the first time they decide. Did they neighbor do a good job of telling them what the video would show or when they saw the video was it different from what I heard. That's an example of a task whereby the scene and recounting it quick and it's funny and we must have used to ...doesn't just for laugh for that purpose.
Researcher	What do you think about the students' errors in your teaching?
George	With task based learning, they are let to make as many errors as they want. I'm going to fix it up. It is necessary to correct their mistakes but only at the end. As I mentioned earlier, true. I say "what words did you use" because they all use different words here. For their particular Just for

	Laughs, when they might have used different words for their particular question. So we're sharing everyone's useful words and I'm spelling them the correctly. Sometimes I will do collocation like - you can't just say courage and brave, you would have to say the soldier has courage. The soldier is brave. So I bring out all the vocabulary, put some useful collocations that help them understand the meaning and then say what words did you want and here they say. What do you call it? When And they try very hard to tell me otherwise I don't teaching meaning other teachers in the scene do.
Researcher	What do you think about the role of grammar in TBLT?
George	It's most important of course they have to be taught grammar. English learners who make grammatical mistakes, they sound silly. They're going for a job interview and I was liking to working with you. Never going to get the job because they sound stupid. They're not stupid. They might be very articulate in their own language to literally get the grammar right. People are going to get stupid. Of course it matters. But the grammar comes after the task and then they think Ah yes that's how I should have said that. I will say one thing that I do not result from. Other teachers don't emphasize that as much as I do. We do drills. It's like going to gym. I say you say , I say you say . It would have been better had we started earlier and short sections after me 'it would have been better' 'if what is being better' .Then I'll say Sally say would … (drill example) she doesn't have to get it quite right but move her the right direction. So I say you say in there is short phrases. It's surprising. Once it gets too long doesn't work as well. So I do accent reduction and I make sure that my phrases are useful. So I do teach in whole chunks. With task based learning - do the task. What would you use? What words do you want? Put some collocations- make some whole phrases - explain the grammar and then I do drills. I don't do right Them out but I will do drills using the themes and using the words they can see. What would you have done if it had rained?
Researcher	What do you think about your role as teacher in TBLT?
George	I'm a motivator. I need to get them excited and the best thing is if it's interesting or funny, I tried… There were two teachers myself and Jerry. We are the only ones who think that joyfulism to teach them more than an ordinary lesson. We have teachers here who just teach straight curriculum and they do it well. And they rely on the videos and the color pictures, rely on the color pictures you choose can bring me a fact between a tiger and an anaconda on the palm of my hand on how could I get excited if on the student as a broad color picture. They are so stimulated these days that we got to compete

	with that hardly stimulating environment they have in the palm of their hand. So my job is to make it a little bit funny or a little bit traumatic. If a thing is funny or sad or traumatic, you brought up the emotions and something changes. We tend to learn more if it is emotional and my job as a motivator.
Researcher	What methods do you use to teach the class as a whole?
George	Not in groups. We do so much in pairs. True, that it is working in pairs more naturally than do as a whole. An example would be hoot. Are you familiar with kahood? That can be taught. Kahood.it. This is an example of a whole class. Now how it works. It's brilliant. The short answer to your question is competitions team A team B. the dream team. The champion's right. Now with Kahood. They log in. So you load up with Kahood game. There's a log in number one three five seven eight two they go into Google Chrome they load Kahood.it on their mobiles and they are prompted for that number and then they give themselves in the name. So you might be true blue. I might be true blue. Give us of the daemon your nick name comes up on the screen. When everybody is in that teach eclipse. Next, and there's a question right. Which is correct and they'll be four sentences or four phrases and he wanted to correct. You've got to be quick on your fine in some red blue yellow you can see straight away. It's very easy to pick like number two or so you give your answer and you get points by being correct but by being correct and quick. They love it. So, competitions, team based activities they work for the whole of class.
Researcher	What are the factors that may hinder the implementation of TBLT?
George	Oh look I'll tell you now what's a hinder. I don't think some teachers can do it. I just think some teachers are so used to opening up the book. Today we are going to learn for the future continuous using "will" or I will be teaching tomorrow right up on the board subject will be verb my verb plus O and G.. I just don't think some teachers can do it true.
Researcher	Do you think it's because their ability or their other some reasons that make them cannot apply TBLT well?
George	I don't think many ESL teachers have much imagination. The job doesn't pay very well, so it doesn't attract brilliant minds. I do it because I want to do the job for a short time each day. Not to be fair. The teachers here all qualified but on my level, listen to this master's degree, credit, CELTA and the certificate IV; that's why I experience teaching creative thinking. I have a second language French. So I understand the language learner. I have a trained voice like acting training and I have also and as musicians I have really

	good hearing. Now I what they called Step two will level two out of twelve. This system despite all those credentials puts me on the second lowest level. There is level one to twelve. It mainly that level system may mainly just base on years of service as well as full of occasions. Now the annual salary if I was full time, forty four thousand a year or more on my stage, my level. The average weekly wage is a better seventy thousand. So this job doesn't pay well. So it doesn't attract great minds. It certainly doesn't attract people who can make the listen joyful. You see task-based learning…you don't quite know what's going to happen. So as a teacher you got to work very hard to bring the lessons out on the task and I don't think some teachers can do it.
Researcher	What are other difficulties that affect the implementation of TBLT?
George	Now the one I say that is the main one. The teacher doesn't know what's going to come out from the student. So the teacher doesn't know where it's heading. They need to carefully steer what the students say to get the listen they want. They will have lots of imagination to bring it into a clear lesson from chaos. The task is chaos but it's practical. It's kinesthetic you do get; so it creates this and defames. It takes a teacher with a lot of the imagination and quick thinking to define out of that, the things he or she wants the students to learn. And I repeat I don't believe most ESL teachers mentally quick enough or have sufficient imagination.
Researcher	Do you have any other comments in relation to implementing TBLT?
George	Yes I do. The most props you can use- things I touch. Even if it's just throwing the dice, I don't know why but when you use your hands. If that (textile). Kinesthetic means I move textile means you touch. It finds the imagination better than just asking the person to picture something in their mind. So the task really leaves something ideally that they do with their hands.

Interview 2 – Participant: Emily

Researcher	How did you learn about Task-based Language Teaching as a teacher?
Emily	I don't know that term about what you described. I've been teaching for forty years so I just want to know what you mean by it. So that's to me it's just good language teaching. So I am very interested in this interview because I can't say that it's any different from what I've been doing for 40 years.
Researcher	Have you ever learn about TBLT before?
Emily	To me I was taught to teach at Macquarie in 1970 to 1973. I started off as a premise on course in England for two years but in Macquarie, I was taught that it's the teaching is a student centered and that task have to be relevant to the student. And so I don't really see any difference.
Researcher	So did you know any training course or workshops on TBLT?
Emily	I've never heard that term before. But the description of it is exactly what I've been doing all my life.
Researcher	So what is your overall perception when you think of TBLT?
Emily	My understanding from you is that it means that what you are teaching is a task for people to do that has relevance to them and a lot to communicate. Is that correct?
Researcher	Do you apply TBLT in your class?
Emily	Do I make the teaching relevant? Yes yes. And do they have to follow a task? Yes they do.
Researcher	So when?
Emily	Every day every time I'm teaching I apply. When I am speaking I say that what I'm teaching is relevant.
Researcher	So how do you use the task in your teaching?
Emily	How do I make the something relevant to people? I just want to be clear what you're asking me.
Researcher	Because in your responses you said that you apply TBLT….
Emily	I apply the principles as it was described that way.
Researcher	The principles? So could you tell me what they are?
Emily	That the students have to use when they, when they learn something. It is when they're following a task that has meaning to them that allows them to communicate. That's my understanding of it. So do I

	follow those principles when I'm teaching? The answer is yes. It's just good teaching and... It's just you've just got another name for what we've all been doing for years and say that's my approach. I'm sorry that's well what we were doing with that refugees immigrants thirty forty years ago. So when I taught people who were illiterate in their first language, to read and write for the first time and they had never held a pen before. And you taught them with sand and you had a stick and you got them to you to draw a picture in the sand that meant something to them and you put it on paper and show them what it meant and it's the same it was a meaningful activity.
Researcher	So in your opinion what does the methodology that you are using emphasize?
Emily	It depends what the lesson is about. For example, If I was teaching preposition on , in, beside, next , I would make it a pair activity and I would have students working in pairs and I would ask one student to describe the placement and get the other person to draw something and that they had to draw something. After they had done it, they would check with this where they were wrong in their in their description. So it was an activity that had a purpose. That you could demonstrate and that was also practicing something that they were learning.
Researcher	Is that similar to an information gap exercise?
Emily	Well. Information gap could be could just be a grammar lesson where you're just giving them the propositions. But from my understanding of this, the program that you have is that you are then getting them to apply those skills in a practical way which is what I do which is for example this is to get this lesson.
Researcher	Do you think a task is an exercise?
Emily	Interesting question. I think all tasks are exercises if they are usefully applied. So if you are, for example yesterday I was revising how to collect data and how to draw a diagram. So I got the students to interview each other and then they had to draw, make up a table or a polygraph or whatever that explained what they had that collected all the data from their interviews with each other. And then they had to- one of them had to describe the table to the rest of the class and then have to draw according to their description. So to me that is an exercise , it's a task. What was the other way to use in your question? Sorry your commitment again?
Researcher	Is a task an exercise?

Emily	so the task is to collect information there's a bar graph or a pie chart either they have to then decide the best way to display this information then became an exercise in actually drawing it. And then it was an interpretive exercise because having worked it out as a team that then had to describe it to the class and the class and had to draw so it came full circle. So I said really the principles that you're using ? Because there's a principle that I've been using as it were 40 years and I was taught by a Macquarie lecturer 1973. I'm not trying to be , I think Macquarie University was the best university in learning how to teach and (). So that is how we were taught that everything that you got your students to do had to be relevant and had to be demonstrable.
Researcher	Have you ever heard about the CLT approach?
Emily	Yes every few years there are different terms for it. And I'm told in different countries and good teaching is always …teaching the student something and then getting them to apply it in a useful exercise. This is not just filling in a grammar sheet.
Researcher	So in your opinion should a task reflect the real world language use?
Emily	Of course it should. Because otherwise it has no relevance to the students. So when I taught many people have written right. So when I've taught people who are apprentices then the reading and writing would be the manuals that they needed in their apprenticeship course so they would be learning to read and write from that if they were for their second argument and () ever. Then I would get the manuals that they had use in their apprenticeship and we will do all our exercises from those manuals, of course. But that could teach.
Researcher	Should a task have a primary focus on meaning?
Emily	Yes there's a primary OK if you look at the days teaching say teaching five hours a day. In one day I would be covering different grammatical areas different listening different speaking I might be looking at critical analysis I might be looking at evidence providing references what every day is it's different but they're different skills that you're trying to achieve at the end of the day. So a bit you can't have multiple, many multiple tasks within one task so if you're in a speaking, practicing speaking you are also might be ahhh..Say as I am playing a TED talk and they're listening to a talk that they might be happy to take notes and they might be discussing their notes with their partner that they might be answering questions they might be critically analyzing for evidence. So you're using different skills at different times.
Researcher	Should a task need to have a communicative outcome?

Emily	All language is communication whether it is written communications being spoken and in fact nonverbal communication supposed to be sixty to ninety percent of an indication so nonverbal is a very important component as well. So if we're practicing presentations. Then the nonverbal component in the marking guide is quite substantial as well so is also non-verbal communication.
Researcher	Do you use do you use the use pair work or group work in your classroom?
Emily	I use everything. I am the center of attention when I'm explaining something that nobody knows. I then will have individual work when people practice but then they will share it and discuss it with each other and then they will sometimes working groups and then have to report back. So in any in any two hour session, you have all of those things, you have the teacher speaking ,you have individual work, you have pair work and you have group work.
Researcher	Can you give me an example to illustrate your practice in teaching?
Emily	Yeah, this is a fun one. Because I have students going on to do a master in business and administration and you really don't necessarily want to look at what I say but this is a fun activity. When practicing a past simple and continuous tense so that's the verbal part of it. But I was finding that the students weren't listening for precise information and some of them were going on to different courses particularly health courses when they needed to be very precise in note taking skills. Also some of them were a bit shy and they weren't working well together and they were they just wanted the teacher to do the speaking.

So this is a group activity where you have to find out who actually stole something. And so you have a group of students who are the suspects and the group of students who are the police officers and you have the group say you're going to dozen students in the class, you have a group of say three and then you have one policeman the police person can't hear what the groups (just kind of) they all have to decide what they were doing from say seven o'clock at night at ten o'clock at night where they went to dinner where and where they met what they did before the meal the name of the restaurant why they chose a restaurant other people. The waiters a waitress what they were like what they ate and drank the bill cetera et cetera and they have to make those questions they have to then record the answers. Then they police, the papers that the students who are police officers come in and interview them individually. And then we have a mock court where we have the judge and we have different lawyers have to defend them and then we hear the police reports and the place if |

	there's any discrepancy in the police reports that means that they didn't take notes properly and then they are going to victim it and then so you go back and you listen to the different groups and you see which group had the best alibi and another was which group had when they were all interviewed individually and exactly the same result. So that actually listen to each other and actually come up with the same story. So that it's a very simple fun thing to do at the end of the day sometimes with that sort of thing where you're asking students to works solve a problem together. Work it out and then be interviewed separately and see whether or not you've got the same information.
Researcher	How do you prepare for the students to the task?
Emily	Well it depends on the task. I mean sometimes you can give a very simple explanation because you want them to read the instructions. Another time you can give an instruction and then go around and say whether or not they're doing it and if they're having trouble then you explain it again so I think it's depends on the people and it depends on what nationality they speak or language they speak but nationality they are. Some students… If I don't understand that when I ask if they come from certain nationalities. There are students always putting their hand up and asking me. So yes you have to prepare all the time.
Researcher	So in your opinion what do you think about the role of grammar?
Emily	Grammar is immensely important and hugely under-rated and I'm an old teacher and we are saying now the teachers in the schools now who went through education in the many schools in Australia or in the seventy's and eighty's they want to talk grammar and they don't understand why people are making mistakes and they can't explain it. Of course grammar is important.
Researcher	How do you teach grammar in class?
Emily	I teach it. We do grammar exercises. They spend, in five and a half hours of teaching we must spend half an hour.
Researcher	Do you teach grammar explicitly or implicitly?
	Everything. They have to understand the rule and they have to apply it so you give the model and then you give them a close exercise where that if it isn't correct word, the correct the form of the tense I mean the definite article, indefinite article and then when you correct their essays and they might make a mistake you get them to look up the grammar sheet that you gave them to say look which will rule which

	group ask by and ask (). So. If that singular is a plural, and then you look up and you say look back at the sheet I gave you on definite articles and look up and show me the rule that this applies to, and then I understand the shift to teach grammar. Why do some people always ask us to teach? Because we know our grammar.
Researcher	So what do you think your role as a teacher?
Emily	My role as a teacher is a bit like a conductor. You have that you are in control the whole time. And yes there can be group activities where people can communicate and improve their fluency through talking but it is up to the teacher to then pull back everybody and say this is what we learn from this and OK These are the arguments for and against these arguments valid in what way are they bothered in what way do they answer the question what is wrong with this evidence etc. If you just let them talk. It's very easy to sit in that talk. I mean not teaching them anything. Of course they need to practice a little bit and you need some fluency practice of course but to just sit there for hours on end and just say them practice is just ridiculous.
Researcher	So the role of a teacher is as a conductor?
Emily	Yes, and you have to plan, all the plan and all the activities. So they help the students with the problems that they particularly have, not working from ages there in textbook. But what other problems that my class has one of the exercises that my class needs to do.
Researcher	So when you teach a class as a whole, what methods or activities do you often use?
Emily	As I said, listening speaking reading and writing will have a listening activity. It could be a lecture to take notes. It could be a dialogue could be a TED talk and from that they might have to do a listening exercise, question and answer exercise in as…. We're just listening to this talk. TED talk. OK so then they watch the TED talk and then they have to answer true or false. And then they have to give the reason why it was true or false and whether or not they agree to it or whether or not they agree with the answer. So why was this and was this attitude different from that country in the country said was his attitude to two people who were called disabled the same as in their country so they had to take note. Be able to answer be able to discuss be able to justify So it's just a …so a listening activity could be as was a last lesson was a springboard to reading and that was then I gave them the whole tape as well. So they just listen to that. Talk. But then I gave them a script after they had answered the questions I gave them a script to look at so that they would because we have different ability level. So

	this was it to what they had listened to so we went through the vocabulary we went through different expressions that they're marking of nine and we discussed the answers and the justification behind the answers and then we did some grammar and then you can see for example some summary work and then we did vocabulary in context and then we just some critical, critical thinking, critical discussion.
Researcher	Do you have we have any difficulties in teaching?
Emily	Difficulty. I find it challenging to see that all my students reach their potential.
Researcher	Can you tell me more in detail?
Emily	Well because I have some South American students who are going on to do an M.B.A. I have some Chinese students who are going on to be chefs this is all in the same class. I have some other students from various other countries are going on to do a therapy herbal medicine. So they are all from different countries from different ability levels and they have different requisite levels that they have to reach and they have different subject areas that they're interested in. So I find it challenging to say that I mean all their names .
Researcher	So are students' needs important?
Emily	I just said that I find it challenging to make all their needs. So if I have said that the hardest thing about teaching is the challenge of meeting their needs. I think that answer that question.

Interview 3 – Participant: Claire

Researcher	How did you learn about Task-based Language Teaching as a teacher?
Claire	How did I learn about it and then as I think in some of my curriculum classes when I was doing my education degree we looked at it as sort of one of the tricks in the teacher's hand-bags we speak and looking at some of the different ways to teach and present. I think I did my university study in Canada and so some of the terms don't quite fit exactly I think we referred to it more as experiential learning. And it was supposed to be the new pathway that was to replace communicative teaching but I don't know that it's really taken off as much as it should. I think some of the curriculum and the actual methodology courses when I was doing my education degree.
Researcher	What is your overall perception towards TBLT method?
Claire	So you're only one of this interview to be presented in thirty minutes. I know that for the students there are definitely. Yes I think it's much more and it's much more similar to just the way we would naturally develop in our first language. I think it's the philosophy; methodology rationale behind it is that you learn through creating experiences and in this case accomplishing certain tasks. And through sort of finding your way through the puzzle and getting to the ending that's And also in that way it makes it much more meaningful to the student that they have learned this vocabulary or this certain items. The negatives definitely are of course as always it's just for the teacher in that it requires a lot more creativity and I think also in terms of external stakeholders it might be a little more difficult because you can't really give a number grade and it's a little more like they're more display different kinds of discrete points. You can't always necessarily give a number. I'm using numbers as an example but a certain value as you know what percentage has the student learn well like the exact vocabulary items might be different for each student or the usual sort of tick the box kind of exam sort of marking isn't his work as well. It has to be a little bit more did they learn ten new words or did they learn fifteen new words rather than judging what fifteen words they learn. So the marking is a little less uniform and actually coming up with the activities ourselves would be. It's a lot more , quite a lot more creativity and there a lot more work on the part of the teacher.
Researcher	Why do you choose to apply TBLT in your language teaching?
Claire	I have applied it occasionally when I've been creative enough to come up with ideas that they could apply. I certainly don't apply as often as I probably could. I'm sure there's much more. So with the limitation of my own creativity as to whether or not (slash) if I have had …you know I feel I've had no opportunity to use it.
Researcher	How would you define Task-based Language Teaching?

Claire	Creating an experience for the students to negotiate that requires developing students' language connected language based skills in order to accomplish a task.
Researcher	Can you think of any similarities or differences of TBLT with other second language teaching pedagogies?
Claire	There are pretty definitely differences and that the shift does much more to the student and students are much more in control. It's very much go away from your traditional teacher standing at the front of the room model of learning and to students it may seem a little scarier because they're like the teachers and they're holding my hand and you know they don't get …I got so many right answers out of twenty years something like that to kind of objectively judge. Now I have a lot of students coming from Asian countries so they're very focused on those grades at the end. And they want to have something you know is exactly what I was saying before that the marking system is a little it's you know … fifteen or twenty four little difficult to give it that kind of the focus kind of grade when it's… you know there are certain … the criterion the answer to. The marking judgment to success at the end of it is it's a little more individual and it's more difficult to sort of standardize which one of my students would have a really dark apart and they would really kind of like but it may have been he said and but his mark and you know it's you can't really compare in that way and it's not… so does he have …because it is a new system in a new way of looking at judging that system then it's going to get it's going to cause confusion for a lot of people who haven't done all the research into all the pluses behind it like you … I have been marking mode right now so everything's coming up marking I'm sorry. I mean as in terms of applying it in terms of the benefits of it. I mean those are those are huge and dramatic and it functions a lot more you know just your basic concepts of human psychology and how people, I mean of course you want something that's meaningful and personal but on the other hand of the way a lot of our system is set up is paying for things to not be personal and to be sort of standardized so that you can use so that well, you not necessarily the teacher but the external stakeholders would be able to see your objectively feel that the students are all being measured against the same measuring stake so to speak. Whereas by the very nature of the task that's going to put before them, the students very usually aren't put measured against a certain you know the same stake which excellent stakeholders don't like that.
Researcher	In your opinion, what does TBLT emphasize?
Claire	Personal skills, their own creativity independent learning skills. One

	of the things that I do really love is that it… It does take a lot of onus off the teacher to sort of be you know the source of all knowledge and …I mean given my current situation working with sort of not necessarily uni students but sort of pre uni students. I mean that's definitely a skill that they will need at uni and one of the main skills that I hope to impart as a sidebar to the rest of the content of what they're learning in the course. They do need to take charge of their own you know self and learning and direction and independence and maturity. That's one thing and this is I mean it can be implemented. You know as young as you like and it still helps start to develop those kind of personal skills - not just the language skills that they think that is the main point of it.
Researcher	How would you define a Task in TBLT?
Claire	How I define a task? If you're testing memory, a task is like just reword it but it's like a puzzle or an experience that the student has to, like a puzzle to solve or an experience … something to fix. it can take a lot of different forms but it's sort of finding way through a maze that it's something that the student has to complete and by virtue the path that they take to complete ,that they would do the majority of the learning.
Researcher	Is a task an exercise?
Claire	No. An exercise is a discrete teacher … teacher like that activity. The task is definitely sort of give the skeleton of the activity but exactly how that fleshes out for each student is going to be slightly different.
Researcher	Could you give an example to illustrate a task in your opinion?
Claire	Say to rather low level thing if a student if we're working for vocabulary and the students have to go to a restaurant and you know work out you know items on the menu or they're given a situation where they're setting up a restaurant. Now this is going to set up an Italian restaurant that is going to set up the Chinese restaurant so the exact terms and what not that they …and vocabulary that they're going to use may vary slightly from you know these dishes to those dishes but they're still going. I mean the sort of the skeleton the idea and experience in a restaurant can still be provided to them but there's a certain items in how they flesh that out will vary from one group to the next.
Researcher	Should a task reflect real-world language use?
Claire	Oh yes it's the whole point of my understanding. I know this is testing my memory a little bit is that it is an experience and it should. Yes definitely should reflect the real world

Researcher	Should a task involve any of the four macro skills?
Claire	All of them. Any or all. It depends on the creativity of the teacher, ideally yes all of them but it's the weird thing is that the students almost (I don't like using that expression) but they almost learn by accident. They almost don't really it's like they learn the language by accident but if they're trying to …in my restaurant example it's just like a lot I'm hungry and I need to get something in my (gut) so how do I accomplish that. And by accident they have been told vocabulary items or politeness sentence instructions or something like that. And yeah they can sort of do this accidentally learning that in any of the form of her skills or all of them depending on how the activities are.
Researcher	Do you think a task should have a primary focus on meaning?
Claire	Yeah yeah, it's good.
Researcher	To what extent do you implement TBLT?
Claire	As I said in the over the course of my career I have had certain active like certain discrete you know lessons or parts of lessons that have been creative enough to come up with such a task but particularly with the position I'm in for the most part now it's not really language teaching. So I have much less opportunity for it. So, limitations of the courses that I've been given to teach and at the end my own creativity I suppose of recent is saying the last two three years I probably haven't implemented it very much. And as I said I could probably think of maybe it doesn't all of instances where a certain lesson or a certain topic that I was to teach on a certain day lent itself to such an activity or such a lesson.
Researcher	What are some examples that illustrate how you practiced the elements of TBLT in your classroom?
Claire	I'm sure I'm blanking completely. I'm sorry.
Researcher	What do you think about the students' errors in your teaching?
Claire	Correcting them only slightly and only if absolutely necessary to if they're impeding meaning as your value in meaning over exact accuracy. Certainly if it's just a simple matter of you know a minor pronunciation slip or something but you still understand the thrust of the question then skip over it because that's only going to frustrate the student.
Researcher	When should the teacher correct students' errors?
Claire	Only if it impedes meaning. Yes I'd say that if it's if it's really causing another person you know it's like you're saying something like that has

	a completely different meaning or you or I don't understand the question you're asking or you know the sentence construction or something is giving a different meaning you know than what it was required for the situation .as it's kind of like as long as you know I understand what you're trying to say but that's good enough.
Researcher	So how do you correct your students' errors?
Claire	There was a wide variety of ways. Depends on the students some of them, you know it's not like for example some of them get really they get really sort of upset and uncomfortable if you correct them in front of the class. Whereas other people they might go well wait a minute that way I can learn from his mistake and I don't have to make the mistake myself .But that you have to teach on each student as well. Sometimes if it's a word or thing you know simply counting on fingers and then you know "Wait a minute you have to do this instead" and that's for students to learn a little more visually. It's yeah it's correcting the same way every time doesn't work doesn't always work anyways. Sometimes it's you know stop the student Oh wait a minute try that again. Sometimes I'll correct it themselves and just kind of pretend I didn't hear you know I'm sorry I didn't hear you right. Can you repeat the question you just asked or something just fact and sometimes as simple as that word. And the biggest how to correct their errors in a variety of ways. Sorry that's the short answer.
Researcher	What do you think about the role of grammar in TBLT?
Claire	Again it's by accident. It's not discreetly time. It's not sort of point blank you know here's the lesson that probably what fits into the learning by accident.
Researcher	What do you think about your role as teacher in TBLT?
Claire	Let's not so much as teacher as found of knowledge is more like facilitating their learning. My usual model (that I you know when they used to say this one for job interviews) but my usual model of my role in the classroom is that it's like the student is the person driving the car on the map. Yes they can choose to follow me on or not follow me or you know they may decide they know a better route of how to get to their just mission. But nonetheless that's probably an update. I'm OK I've got an update my model. If I'm the G.P.S. and the little voice coming out of the box saying you know you know hundred meters turn left. They can go wait a minute but there's construction there and I have to go this way. And then you know they still have the judgment of whether or not they're going to fall of those directions but I'm still that little box with the voice saying "Turn left one hundred

	meters".
Researcher	So you think your role as the facilitator?
Claire	They're still there weren't as if they're still the one driving the car and at the end of the day I mean it's their foot on the gas and their foot on the brake and their hands on the steering wheel. I'm just sitting back on you know giving them advice. So they're the ones driving the car.
Researcher	What methods do you use to teach the class as a whole?
Claire	I have students away from a lot of technologies but these days you can't attain anymore so I'm slowly educating myself on other kinds of you know virtual situations. We normally have put real life or an actual I'm going back to my restaurant example again I'm sorry. but put in actual you know menus and menus have stolen from restaurants or … just like the real those real kind of documents that they would come in contact with whereas I mean these days you can just you know go to this website and download that and that would almost I mean there are all these people do it in a virtual world anyways which. It does help make the meaning and you know the fact that the culture is reflecting the real world and it does help to bridge that but it's also there's less control and teachers paradise to you know what are they going to say really. When they go out you know is it you know the Chinese students or you know setting up a Chinese restaurant and they are downloading some menu that's half in Chinese. So they feel that they understand it anyways. And they're not really getting a proper model or example of how to set up an English….
Researcher	What are the factors that may hinder the implementation of TBLT?
Claire	I'm saying. With the situation I'm in right now is the content of the Course ,creativity of the teacher and you know I guess parameters (trying to figure out how to word this) the parameters of the management and of the particular colleges they work within and. You know as I was saying like you know by external extremely interested parties. They may want those you know I want a fifteen out of twenty mark at the end of this and those people might be in management of the college .so, that does then sort of trickle down to the teacher going well wait a minute if I have to end up with a fifteen or twenty mark, instead of like I'm not going to be able to do that by you know in tasks like in activities by implementing this type of learning environment. So because you know it's almost at the tail wagging the dog unfortunately but it's the management of what the management's expectations are do then implement all of the teachers able to do or feels able to do within their class on a daily basis.
Researcher	Do you have any other comments in relation to implementing TBLT?
Claire	I can think of it would be nice if the educational industry was flexible like what I was just saying that the industry leaders and those sort of in

	charge did appreciate the educational value of having something that less prescriptive on the teacher on the part of the teacher and it allows a little more independent student exploration. But I don't think that's unique to language learning I think that's you know uniform throughout education as a whole but (unfortunately that's not the case) first person with all of the industry.

Interview 4 – Participant: Stella

Researcher	How did you learn about Task-based Language Teaching?
Stella	It's all I've been doing since I graduated from university. I love it actually definitely challenging but also rewarding. To be completely honest I wasn't in exactly sure what it was until I saw the questionnaire but I googled it and I looked at an article by the British Council and I realized that actually something that we are encouraged to do during the CELTA years. So I think to be completely honest in terms of actually knowing what has been when I did the questionnaire but actually learning about it and implementing it would have been since CELTA I did three years ago.
Researcher	What is your overall perception towards TBLT method?
Stella	I think it is something that I would definitely like to implement more personally. And it is something that we should always in for. Because as a teacher I believe that Grammar, vocabulary and those two skills that we teach will that we're trying to impart to our students is really the foundation because I always tell my students don't stress so much about grammar or spend all your time studying it because knowing perfectly what the future progressive is or how to make the past perfect is not going to help you to actually facilitate a conversation. However; in real life, we're all set to set out to achieve tasks. So that's why and indeed, I would like to see task based learning or task-based teaching implemented more in whatever ESL environment we're talking about. However in practice I think that I don't implement it or I don't get around to it even though I would like to. Because at this school where I'm teaching at, there is a focus on grammar so it is something I must teach. Other things I can choose what to teach or if I don't have time it's not essential. But I must teach my students grammar. So it's something I must do for them and also a functional language which occasionally is a task based lesson. But a lot of times that is also just a set language lesson. So it's not really free of practice in that sense. Definitely It's really steep as I said because we all do tasks in everyday life and we don't set out to use a particular language. So it's certainly realistic. It's productive in a natural way. So it's not controlled practice. So in that sense you can see what the students know and sometimes they are really surprising in what they produce and also it helps you see what their level is because some students are fantastic at grammar but have problems with speaking in a natural in a fluid way. In terms of downsides, I would say maybe it takes a little time for certain students. Maybe who are accustomed to doing very … or controlled practiced so just to gap fill or just doing a sort of controlled speech in

	practice for example. Also I do think it places more of a burden on the teacher because you are required or you do have to monitor the more closely in order to give them language feedback later.
Researcher	In practice, do you apply TBLT in your language teaching?
Stella	In practice I would say ….so I teach in the standard out of the twenty hours. I would say probably twice a week and that would be maybe an hour or two hours. So definitely not as much as I'd like to.
Researcher	So when do you apply TBLT in your class?
Stella	Most often you know I'm trying to teach functional language. So in the textbooks that we use there is always a section which includes functional language and but functional language we used most often when we're doing in a certain situation or when we do a particular task. So I will teach the language and will go through the scenario but then I will set a different task. So for example, a lesson I was doing to my intermediate students the team was work. So we watched a video from the office and we looked at a little bit at the language but then I gave them the logic problem. You know. The one way as chicken, a fox () and they have to figure out how to get the three across the river without losing one of them. So I have given that problem. The scene is actually from the video and I gave them a certain amount of time and they had to solve the problem or try to solve with their classmates. So there's something to do with the task and I monitor them to see what kind of language they were producing to see if they were getting the answers are correct or to help them. But if we're talking about time that was maybe once lesson twice.
Researcher	Why do you choose to apply TBLT?
Stella	As I said it's realistic. I do think there should be more focus on it. Also it's a break from treating grammar or pronunciation, vocabulary but something that is emphasized in CELTA and which I really try to apply to all my lessons is that it's more student oriented. And I always feel that especially when teaching grammar, grammar point to a certain levels that I am the focus, but it shouldn't be like that, should be the students are the focus. So definitely that's, I think the greatest benefit of TBLT.
Researcher	How would you define Task-based Language Teaching?
Stella	I would say it's a free environment for students to produce language and ideas around a set of tasks. So in that sense it's students oriented learning and with the teachers as their server.
Researcher	Can you think of any similarities or differences of TBLT with other second language teaching pedagogies?
Stella	OK so I know that, for example what we do in CELTA when you teach something there are different models of course; so it's actually teach something and then give them free control practice first and then free

	a practice later if possible completely free practice which is not always possible to type strings. So I think that is the traditional kind of teaching, mostly teacher oriented attempting to give students some practice.
	So the similarities and differences? The similarities would be that the teacher still has to observe- observe for language areas or good language and the ultimate goal is I think the same production of language. Differences are passed, I would say against a teacher and students oriented learning; so obviously traditional pedagogy focuses mostly on the teacher as a facilitator rather than the teacher as an observer and what are the differences? Mostly in the source of language you're aiming for. So for grammar or vocabulary, even in listening and reading often you're looking at a certain language point or a theme and but for the task based learning, you're looking at certain tasks which might incorporate several themes such as organizing the night out which incorporates not only organizational issues such as calling somebody but also social aspects of conversations with friends to language differently. I can't think the others. Sorry.
Researcher	What does TBLT emphasize?
Stella	Mostly I teach students oriented learning, so putting the focus on the student to produce language in a free environment but it also emphasizes in one sense it's relaxed because the student doesn't have to be pressured all reminded to produce a certain language point. And as I've said it's also realistic. So most of the time I think task based learning is focusing about on the task that we do; for example organizing a night out or to be solving a problem.
Researcher	How would you define a Task in TBLT?
Stella	I would say a task would be something you do in everyday life. So it might be something you do at home or at work.
Researcher	Is a task an exercise?
Stella	What kind of exercise for example?
Researcher	Such as gapfill, clozetext, reading comprehension…
Stella	I think you could definitely cooperate it. To be honest, you could do a few different ways. It depends, so for example, when I was doing a task with my lower level students I gave them a period of time to brainstorm phrases and then I would write them on the board and at the end, maybe I would give them for example, again on the board because it's on this board. Maybe they have to find a mistake or they have to fill in the sentence the correct word for example, the preposition. However in general, I think because it's essentially you know encouraging students' speaking and you're also aiming for- I think you should be aiming for natural language, giving them some kind

	of for example cloze or gapfill ; or to be honest even giving them a list of suggestions which you had. It is imposing your own ideas on them so in that sense; No I don't think it's an exercise, it's an activity.
Researcher	Could you give an example to illustrate?
Stella	So for example as I've said organizing a night out. So the students have to choose if I was doing this as a lesson I would say you have to choose and activities are agreeing with on an activity and arrange a time and a place to meet and then you could also make it check how would they share that information their friends or how they let everybody who's coming know about this event
Researcher	Should a task need to have a clear communicative outcome?
Stella	Yes it should because you are setting out to achieve a task; so telling students especially because they often confused what you're aiming to do is important.
Researcher	Please describe your experience with TBLT in your classroom.
Stella	I think generally students like it. However obviously they don't tell me everything. So I'm never quite certain if there are students who think this is a waste of time, about that be learning about grammar or vocabulary. However as I said, a few I incorporate the macro skills like reading or listening or writing; I think in general that satisfies all different types of learners and I think also in general from my experience having a task allows different learner styles to come out. So for example, if a learner has a bit more … they can explain in a way they might not be able to do in a traditional language setting because it's mostly visual or beaten. However one downside I have found is that there are students too obviously are leaders but they might be kind of overpowering and there are students who are a bit too shy who might not contribute but usually I always turn music. So the students can't hear each other that well but I can still hear them and I always make an effort to potentially kind not look intently observing them. So hopefully that encourages them to be a bit more relaxed or more outspoken but that is a problem I do find in a good work.
Researcher	What are some examples or activities that illustrate how you practiced the elements of TBLT in your classroom?
Stella	Another example for all of the class I did with lower levels from beginner to pre-intermediate is and I gave them a list of social activities that was that were going to take place. I think it was for a long weekend and I said, well you got three days holiday so you've got this diary filled with a diary as possible you can. So choose activities and

	make plans with one of your fellow classmates. They worked individually. So as I said before you know I have time to brainstorm phrases you can use phrases they could use to ask politely and accept or decline to get politely. So we brainstormed that I brought it up in the board and I gave them time to mingle and again I played music I stepped back and I only jumped in when there was a student who was not participating or when students asked me a question. But I was monitoring and then after that because it was a one hour class I didn't have time unfortunately to write up anything which would have been nice. But we did have language feedback in terms of good language.
Researcher	What do you think about the students' errors in your teaching?
Stella	Apart from obvious problems like pronunciation grammar of course, not using the correct word and most be occurring problem is tone so students are often unwillingly or unknowingly blunt or impolite or brash when they speak so might be competition of tone and also the language they're using. Definitely should correct students' errors. If it's something that's seriously offensive, I will correct them on this fault. So, for example when we were doing that task that you had to invite somebody and for example if I said if a student said to another student "Hey, you want to go to me this Saturday to this event?" and other says "no". I said "Softly, no , no thanks or I'm busy" . So those kinds of serious issues which I consider offensive, I do want to spot but other things like grammar I think it's not causing a serious communication breakdown, I would leave to the end. But even if there was a breakdown in communication, I would still wait to see how they resolved it and early as they have some serious problem would I step in but mostly at the end.
Researcher	What do you think about your role as teacher in TBLT?
Stella	A facilitator at the beginning, setting it up and during the actual production of Language - Monitor and at the end - both praising and criticizing the language but mostly facilitator and motivator. So really stepping back there.
Researcher	What methods do you use to teach the class as a whole?
Stella	Do you mean just in everyday teaching? Unfortunately most or and I'm sure it's unfortunately but mostly it's the traditional teaching technique So a lot of times I will use test teach test based listening models or text based teaching. I usually only drills for pronunciation.
Researcher	Do you think the traditional methods work well in your classes?
Stella	They work well in terms of producing language or producing grammar at that time but they are not the most effective for long term memory or long term attention.

Researcher	So why did you choose to use the traditional methods in your teaching?
Stella	Mostly because I have to follow the textbook. I use different textbook for different levels. I teach elementary and intermediate and also English for academic purposes. So for elementary we use English file, for formal intermediate we use Life from the National Geographic and for English Resident purposes the level I teach we don't actually have a textbook. So, because we are expected to follow the path most of the textbook and the textbooks were obviously usually follow traditional teaching techniques. That's why I use it. Also to be completely honest, it does take some preparation or organization. It just takes some planning to organize activities, definitely creativity thinking about how to encourage students to produce certain language even if you give them a task. So in that sense, it causes a bit more planning then traditional teaching.
Researcher	What are the factors that may hinder the implementation of TBLT?
Stella	So many factors, to be honest. Starting from the base level, students might not realize the importance or the value of task-based on it. They would say I want to study grammar or I want to I want you to teach me this kind of a vocabulary or I would want to practice writing. The teacher's perspective as I said it does take a bit more progression or planning in certain cases; for example if you're substituting the lesson from the book with the task it does take creativity or planning. Also as I said I must teach. Time constraints. Maybe lack of materials this was another one. So of course there are so many materials are there on the internet but occasionally there might not be material suited for my purpose in this case and to create it which takes more time. Authentic materials? Oh definitely. Even though I do believe authentic material should be used of course, it requires editing and so in that case in that sense so it takes more preparation for the teacher's part and also just finding again finding what exactly what you have in mind is quite difficult sometimes impossible. So again the idea that it is great but the actual practice might be more difficult.
Researcher	Do you have any other comments in relation to implementing TBLT?
Stella	No but just one thing that we should we do it in CELTA, having a task based lesson but I think it would be great that there would be more emphasis put on that form and ELICOS sector perspective because it's not regulated in the sense that schools, colleges pretty much over … they choose which textbooks they want. There needs to be a curriculum but you can choose what goes in the curriculum. So just having more emphasis on it in the industry would be great. Just to be in clear understanding of what it was. Because I just had to double check

	what it was. But that just might be me... I mean I have to do more research on it but I'm not sure if there are websites that focus on TBLT. Maybe things like that would be useful.
Researcher	Do you think that teachers need more training courses or workshops?
Stella	I think for example at our college we have a usually set with two or three months we have a teacher's information exchange station. It's pretty much anything the teacher thinks is useful or interesting or important. So it's a combination of methodologies and activities or research that they recently read but in general I think it would be very useful. Firstly to the me just read what it is the importance of it and sharing ideas.

Interview 5 – Participant: Lillian

Researcher	How did you learn about Task-based Language Teaching as a teacher?
Lillian	Through a TESOL course and when I was doing my diplomas.
Researcher	What is your overall perception towards TBLT method?
Lillian	Well I guess the way that I see it is it's based on doing something. It's doing something useful and you know trying to do real task. It's something that people do. I think probably, the benefit is that students experience the language in the real situation, but at the same time the issue might be that level of the language that they have to produce is a little bit higher than what they usually would. You know when it's very structured. Because TB is structured but not that structured because they're using real language so it's very difficult for students to use real language rather than happens.
Researcher	Why do you choose to apply TBLT in your language teaching?
Lillian	I guess to give students you know a different kind of experience because the way that sometimes we teach here it's not always definitely not task- based… very communicative and it's related to academic studies. So the reason we must choose to do that may be to give students a break. Or there are some TB activities we do as part of big projects that students have to do. I mean there would be you knowsmall activities wouldbe more to just you know give the students a bit of a break be able to give them the opportunity to just go in the community and usereal language I guess.
Researcher	When do you apply TBLT in your language teaching?
Lillian	When it's on the program to tell you the truth and when it's not, it'smore about when we got an excursion and we give them a bit of a task to do you know they might like to figure out the sculpture by the sea we might get them to communicate about what they see in their opinion about the different sculptures and you know you get them to communicate about that it's more often in this spare time that we get them to do these things so we just get them to go and interview people and ask questions about their opinions about things and you know get them to show up something you know what they found out in the interview in one of the course I'

	m teaching we give them to more of a big project where they have to evaluate a compan y's relation to financial performance and ethical performance so they have to investigate particular company look at different aspects of the company in and then make an evaluation of you know what that company in view of you know advising go to potential investor. I think that's very interesting for them. It's big challenging but it you know could be real life things. Yes you know looking a different case studiesgiving I supp ose maybe role plays as well where you get them to put themselves i n the situation of particular people like a manager is acting in a particular way. Now all of the alternatives how can they solve the problems that they have with their staff and so it's in that sense it's TB because they have to find a solution to something and they have to you know there's going to be an outcome and a res ult some way they have to work out how to to use what theyhave learned to know why in order to sol ve a problem. So I think they're quite like that.
Researcher	How would you define Task-based Language Teaching?
Lillian	Well, basically give them something that might be useful for them to use in order to use real language. That's the way that I see it.
Researcher	Can you think of any similarities or differences of TBLT with other second language teaching pedagogies?
Lillian	Communicative language teaching is very similar. Yes it's got a lot ofsimilarities because it's all about getting your mes sage across and yeah basically it's a communicative language a lot o f the activitiesmore and more now about real communication and a bout using what they know and giving them a bit more of a free right like free activitiesfor a lot of guides. I think communicative languages even were quite similar to them.
Researcher	What does TBLT emphasize?
Lillian	It emphasizes the idea of using language to achieve something for a particular purpose.
Researcher	How would you define a Task in TBLT?
Lillian	Well basically you're given a job to do and you go and do it.
Researcher	Is a task an exercise? Could you give an example to illustrate?
Lillian	Well like I was telling you about doing an evaluation on a company and you know you have to find out what their particular co mpanies are ethical or not ethical. Use tasks to investigate find out where that company is ethical or not

	ethical. So that would be a task.
Researcher	Should a task need to have a clear communicative outcome?
Lillian	If you give a task it's going to be an outcome. Well I suppose part of the process of the task as leaning to achieve a goal. well that's my understanding.
Researcher	To what extent do you implement TBLT?
Lillian	That was must look like to think or it's possible because since we prepare students to universities there's certain things that we need to teach them like doing presentations, doing the report like that so You pretty limited by what you can actually do … OK So really I think it really sometimes depends on well …actually because what we teach here is basically to prepare students to universities. So we'retrying to get students to do activities which will they will do at universities so I don't know whether that would consider the tasks because you know we haveto they have to take note the lectures have to do research some materials in order to to be able to report to on thatwould be considered a task that is mainly the focus here is about university studies academic studies. So is that the real task here while we thought they are real task as in the world. So I think it depends.
Researcher	What do you think about the students' errors in your teaching?
Lillian	While there is room for errors there's a room for communicate if the communication happens I think it depends on the focus you're trying to keep them on a particular language then you focus on the errors but then if you use task as achieving something is the focus you don't need to do that or you don't usually worry too much about the errors. Although It can be a part of during the actual activity, you would actually you got as long as it's being efficient in the way that they carry out communication I think
Researcher	What do you think about the role of grammar in TBLT?
Lillian	In relation to TBL. I think that I don't worry about grammar as long as the communication is efficient. So it really depends on what you're trying to achieve if the language is efficient. Then either communication happens it might stand in task-based learning but it doesn't matter.
Researcher	What do you think about your role as teacher in TBLT?
Lillian	More like a facilitator, just explain this is the task. You know this is what you need toachieve this is the goal here. So it's it's up to you how you get there. We have a lot of pair work and group work.

Researcher	What methods do you use to teach the class as a whole?
Lillian	I think it depends it depends what you're teaching you know if you if you try to teach abouta particular topic and you know you
Researcher	Might build some vocabulary about their particular topic. Then you might get them to you know to listening about the topic or to reading about the topic into communication about the topic. You know it really depends. It's it's like you know the main idea for me is to able to set thestudents up so they are able to do the activity they need to be prepared in that sense. So that's the basic way that I would teach. Important thing to apply TBLT, but a lot of things you have to set it up properly. Yeah you have to give the students everything that they need in order to be able to achieve the task.
Lillian	How do you prepare or set up the activities?
Researcher	Well like I said you would if if it was a particular thing that you know you'd have to make sure that they have the language for it and you need to know what the level of the Students, their needs in the order to be able to set them up for something that they can achieve but if they can't. You might help them along by teaching them some strategies maybe before. A few communicative strategies or teaching them the vocabulary to help them achieve the task.
Lillian	How do you teach grammar?
Researcher	Well it depends on the source integrated usually from in reading there might be some particular grammar points come out from the reading. It might be to achieve a particular thing. For example, if they have to make-suggestions about something then you teach them the language of suggestion. Well you know language for advance. You know basically you know the grammar the sheet. Plus you know you you get them to discover or you know think about the how and last take look at how you know what language is being used. How it's used inwhat context, what is around it.
Lillian	What are the factors that may hinder the implementation of TBLT?
Researcher	Students not having the abilityto achieve the task I think they're not having enough language or communicative ability.
Lillian	What are other factors?
Researcher	Maybe the task is too high, not pitching

	the task to the level of the student.
Lillian	Do you have any other comments in relation to implementing TBLT?
Researcher	We probably use it a lot more than we think but we don't actually cal l it TBL. Yes it's not like OK this is TB teaching that's what we teachingit's it's small. You know the way that we teach is more fluid, more tactics so we might do TB… for one thing. There are different kinds of approaches so the difficulty is. I think for me OK so we are using TB so this is what we have to do .I think teaching actually be a bit more fluid than that.

Interview 6 – Participant: Sarah

Researcher	How did you learn about Task-based Language Teaching as a teacher?
Sarah	I have only been teaching English about seven years. I owned my own business and then I retired and I retrained to teach and so this is why I specialize in business English because of my business background. I like teaching business English. I don't know teaching general English is not as interesting for me. Well I don't think we've really called that when I was studying it. It is self-explanatory in one way and I actually out of curiosity looked at my teaching books and no, it's not mentioned in there. Anything would be functional English probably the terminology that was used. I just assumed to make assumptions from the questions and the language that was used as well it must mean which I don't know you tell me what it is. In the questionnaire what is actually described as it was the first question was Do you know anything about task based. I said No and then no time was it ever explained. So the whole questionnaire was done with I don't know what it is about.
Researcher	But you stated in the survey that you were applying TBLT?
Sarah	That's right. I had to think well because of the language used, it's probably this. And there was no option really to say no in the sense because you don't know what it is so I can't.
Researcher	What is your overall perception towards TBLT method?
Sarah	Well I thought that it probably meant that you used to real world tasks as much as you could create within a classroom for students to apply the language that you were targeting.so we said this is that's what I felt that it must be that you're applying the target language to a task and that was helping you learn or at least learn how the context in which you could use it.
Researcher	What is your impression or attitude towards it?
Sarah	Given that I don't know what it is, it's difficult to have an attitude. Even if it is what I think it is within in business, It is very useful. Because this is if you simply learn how to write letter, for example. Well nobody writes letters these days really very few letters are written. How we need to apply to the language of letters we need to update that and look at how we might use that in e-mails in text messaging and sort of different professions and situations where you might use those and just practice all that. So you're doing tasks and there is closely related to real world applications as

	possible. So context is everything with language.
Researcher	In your opinion, how would you define Task-based Language Teaching?
Sarah	I thought I just had no idea what it is.
Researcher	What do you think TBLT emphasize?
Sarah	Appropriate situation context for language. But it is most important I haven't really thought about what the other things might be important about it. Certainly it would be useless; otherwise it would if it was inappropriate.
Researcher	Could you give me an example of appropriate context?
Sarah	Well there's certain formal language and informal language and when I might use those in the workplace which is probably a lot a lot of people when they haven't worked before they aren't sure about whom they can use what language to. So what language to use when you're talking to somebody who's more senior. What language do you use if you're talking to somebody who's junior or somebody who is your peer and when you're writing an e-mail for example, there's a lot of standard phrases that are used know which ones were appropriate to senior people which ones are appropriate to Junior which ones were appropriate to peers. Which ones were appropriate to external kinds and those sort of activities would give to students to practice and using the language and getting a used to making the appropriate language for the appropriate situation.
Researcher	How would you define a Task in TBLT?
Sarah	Well a task is anything that those students have to do. Yes. Yeah OK so we did make telephone calls. We do e-mail right. We do text writing we do report writing we write proposals who responses to tenders we do presentations.
Researcher	Is a task an exercise?
Sarah	It could be. It's an exercise it's approaching it. It might be nice not use the game that it's an activity or an exercise or project depends on the size of it and whether I'm using it as a language to or a skill to because in business you're so learning a little bit of how to do business or whether we're doing some team building and therefore it's an energy energizing get to know you thing so it depends on the purpose. Whether it's an exercise next to you to your project.
Researcher	Please give an example to illustrate?
Sarah	I've written a list of vocabulary that we've been there come up in lesson and give them a task of creating an email using the vocabulary that's on the board.

Researcher	Should a task involve any of the four macro skills?
Sarah	Well it sometimes difficult to get one task that does all of those but you would try in any one day to give the students as sufficient time to be able to do all of that. So they would always be a listening. They would always be a writing of some sort. Although sometimes a writing task might be as homework. Simply because of the time and this it's a very short but you try to cover all of those within the day.
Researcher	Should a task have a primary focus on meaning?
Sarah	It needs to focus. It needs to be this. I feel that there's no point to do a task even it's just seems to be a rather silly useless exercise in business where students think a little bit more serious perhaps. We are not really looking to play games we get very competitive they do get very competitive. It does need to have a purpose and most of the time the purpose is quite clear. You know it will beats to practice a grammar or a vocabulary or a skill …
Researcher	Please describe your experience in teaching.
Sarah	For example I will get the stock market we did the previous day. What we much is a couple of activities you can do around that about. One of the tasks will be to actually read the stock market report. Look at the colorful language that is used and you can then from that not only look at how you can describe a graph and build up the language around the journalistic language which also take into presentations. If you're doing a sales presentation, for example you can use as more colorful language to indicate not just that things are going up or coming down or staying the same which is extremely boring. You need to persuade motivate and communicate with your audience. So by studying the stock market graphs and the language that is used to round them the build up knowledge of what's happening in the economy what's happening in politics. Both the global in the local influences that are happening in our day to day lives they build up knowledge around different companies what's happening with companies and at the same time, learning how to describe a graph. So there's a lot tasking happening and I think sometimes I'll just put the graph drawing on the board and they just practice presenting that graph again to other students.
Researcher	What do you think about the students' errors in your teaching?
Sarah	Yes we talk about our errors quite a lot and we try and classify the ones that are going to get in the way of our communication and

	those that it really doesn't matter. Because in international business often students when they're working in international business they will not be interacting very much with native speakers. They'll be interacting with second language speakers like themselves. So we would use a different language only to you. They can use a different language in that situation to the language that they use with native speakers so we talk about those two languages who we separate them out a little bit so that the language of communicating with native speakers does not overwhelm them or intimidate them all or get in the way of them to communicate in international business and it quite almost separate languages if you must make it different. IS in business particularly if you're working with native speakers. Native speakers make judgments of the language and students need to know which errors can cause a collapse in trust or confidence or whatever in business and business is quite different from general English in that respect.
Researcher	What do you think about the role of grammar in TBLT?
Sarah	I think for some students that's important. It personally doesn't work for me so much. So my students don't respond like that. Now I think people starting up the rules are useful gives them something to hang on but with English there is hardly any rules this sort of like guidelines so I've found that it becomes quite difficult if they get people get to hung up on the rules.
Researcher	What do you think about the role of grammar?
Sarah	It's very important and I think it has changed so I don't think we need in international business. We don't need quite the whole range of grammar that we used to. It was if you deal with native speakers or you want to work in an English speaking country which you need the more difficult complex grammar. But if you're only (not so much) Only if you will notice in that situation then you can work. You just need a really solid grounding in some basic grammar . if you present tense you past tense and would be the main ones you don't need know perfect for them.
Researcher	How do you teach grammar?
Sarah	Well it's usually attached to what we have a textbook and in the textbook there's a topic and there are grammar notes supplement that with other grammar exercises and then we just keep coming back all the time coming back to the grammar so we don't just do grammar and then don't touch it again. We're always coming back and doing building on a reviewing it there.
Researcher	So do you teach explicit grammar in your practice?
Sarah	yeah

Researcher	Could you give any examples?
Sarah	OK whatever the grammar is you put there the context and some examples of out I used to put the little diagram up on the board or put some examples invite students to repeat the language, we do exercises and then there will be some sort of task it must be a writing task or speaking task that uses that grammar. So present the grammar, we try it out , we go back where we found we rebuild on a practice and then I suppose with these sort of like testing so it's presentation practice so testing.
Researcher	What do you think about your role as teacher in TBLT?
Sarah	I think it's more like a facilitator in some ways and most of the students at the level of business they already have probably at least a pre-intermediate level and often they have a very good business background. So I see myself as just facilitating their interest in learning and find the correct language. There are a lot of business is developing the vocabulary and gaining confidence in using it in certain contexts. And that my role is to give them some contexts where they can use it from my experience and I have a lot of business experience to help and see when this is appropriate or than when this isn't appropriate. And for them to share their experiences too because they do learn from each other.
Researcher	Do you focus on student-centered method?
Sarah	Very much it works well for business. Now I don't just go through a textbook. I might have a group of students who are mostly in sales or marketing and so on and they certainly need other vocabulary other than that and we will certainly do it but if that it is interest and that's what they're trying to build up so that they can work in that vocabulary. But then that's what we focus on. If I got hold of bankers and engineers and accountants, Well then we're sort of working on a whole lot of other stuff as well but nevertheless we still will do some marketing whatever because every job needs to know how to market and they need to know the language. But it's not going to keep them engaged very long. If they're interested in figures within. So in which case we would buy and sell some stocks or something.
Researcher	Do you usually use pair work or group work in your class?
Sarah	We do a lot of pair work, we do a lot of small group work.
Researcher	What methods do you use to teach the class as a whole?
Sarah	I don't really know it just depends on what the mood is that day. If everybody's a bit sleepy or whatever with their stuff. One thing or another day would be something else but typically the day will start with a reading where they will read out loud to go around the

	room. Everyone read a little bit so they can practice their pronunciation, start to get their vocal chords warmed up for the day and will start to build up well the vocabulary then do some work there will be a bit of pairwork or present the grammar of that goes with it and so on and then we might go into a listening to something else. It just depends. It seems to flow. Have in mind to have a program for the day based on what their interests are what we've covered what I feel that we need to review or something somebody said I thought well that's really interesting that we could bring that in. all this being a world event that you need to bring in and so I've got some idea and all my preparation is done. But if the class other things are happening within I will go with that.
Researcher	So do you have any difficulties in your teaching practice?
Sarah	I don't think so. I think because I prepare to be very flexible and I'm quite confident about what I do while it's very student centered, I don't let the students run us. You know what I mean? I don't let them control the class. I still manage the class.
Researcher	How do you create a student-centered class?
Sarah	We're talking about things that they are interested in to do. We might go with my one of them might say something or another is really interested in that. So all that that run and take its course and then I might take something from that I hear there are mispronunciation or grammar errors, and so we will come back to me not present that grammar talk about the errors or whatever and then we might go on to something that I know that we need to move on to; or depending on the time who sort of turn back and they can continue on. It's often. Yes So it's backwards and forwards and sometimes I'll let them come up As a facilitator you still ways in control. The role of the facilitator is to make sure everything goes smoothly. So that is control. It's not control as "OK, now you do it" No, No. The facilitator's role is to make sure everything flows smoothly and that nobody really dominates. So, people are feeling bored or whatever. So the job is to keep things flowing, keep the energy levels are .When time to move on to another task even if something's not finished. If you feel that the interest is large, the energy levels are going down or it's too hard or it's too easy. You know we need to change pace.

Interview 7 – Participant: James

Researcher	How did you learn about Task-based Language Teaching (TBLT) as a teacher?
James	I knew TBLT in a course in university but all is theory, not make sense. Later when I joined teaching I realized TBLT is quite effective.
Researcher	What is your overall perception towards TBLT?
James	Actually a very good way of doing things, very effective For example it mostly focuses on group learning. I often divide students into groups, give them a task, allocate a leader, get better results in TB learning. There are more advantages to use TBLT because students stick to language, learn the target language, and it involves students' prior language, share the knowledge. I love TBLT. There is time when students direct from the main point. They used their mother tongue but as teacher I know how to bring them back.
Researcher	Why do you choose to apply TBLT in your language teaching?
James	To get effective results, to get effective outcomes. I try to use it every day in my lesson. Because English is their second language and I find that TBLT gives them more confidence, give them more chance to open up with responses, open up with friends, make more friends.
Researcher	How would you define Task-based Language Teaching?
James	A kind of teaching where I can say that there is more output from students than just normal discharge students. Conversations are more, more outcomes coming from the students themselves. TBLT uses the teacher's monitor more, I have moved around.
Researcher	What does TBLT emphasize?
James	For example, when I introduce a new lesson or topic, I think doing brainstorming is better in TBLT. The students tell more, teacher speaks less. Students' talk is much more teacher's talk. It is very interesting. There are a lot of responses. Task is to get better outcome from students.
Researcher	How would you define a Task in TBLT?
James	A lesson in class
Researcher	Is a task an exercise?
James	T is different from exercise. The exercise comes afterwards a task.
Researcher	Could you give an example to illustrate?
James	Now I give an example of a Task, a group task. I divide class into 4 groups and do not introduce task. Then I introduce groups, ok you guys talk about social media. Students check and share own opinions. After 15 minutes their task is done, then I give them the worksheets that are their exercises related to the task .What are

	their effects on education? – They can do in pairs/groups/ individually. So their exercises are after the task. Task is like the beginning of an exercise.
Researcher	Should a task need to have a clear communicative outcome?
James	Yes
Researcher	To what extent do you implement TBLT?
James	I use it every day, all the time especially for ESL. When at high school I did know TBLT but did not use it often. Now very effective – encourage students to do it as well a bit of work for teachers. The important is the scaffolding at the beginning, the instructions should be clear, … students need to know the purpose, meaning of the task. I stress on spending a lot of time in giving instruction before their task, if instructions are clear then no problem. If you have a very noisy class, it doesn't matter. The more noise the better. We don't want a very quiet class.
Researcher	What are some examples or activities that illustrate how you practiced the elements of TBLT in your classroom?
James	Like the topic Social media I divide them in pairs or groups. Give them an activity like deforestation then they present the effects of deforestation. So what happens when they discuss and then they come up and present and give everybody a small paper a peer valuation and everybody will sit down and observe the speech and they will write the strengths of the speaker and the weaknesses of the speaker and they don't write their names. So once they're finished the paper is given to them .so it's a task-based they read the comments and work on that next time.
Researcher	So do you think error correction is a necessary part in your teaching?
James	It is important very important but if it hinders the meaning: Yes. If it doesn't hinder with the meaning. No. When it hinders the meaning and then the target language.
Researcher	What do you think about the role of grammar in TBLT?
James	I am a big advocator of grammar. However I think when I am giving the task-based things to do grammar is out the window, I don't worry about that. Once the activity is finished then what I do I have a separate fifteen minutes for grammar. What I do normally when they have a group ,I move around and I listen to the mistakes that they make but I don't correcting there because then they will not open up really. It was the activity finishes as it is a worksheet. I would say I did not I moved around the class and I've noticed some mistakes. I would not say you've made a mistake. So I would correct on the board. but not right there and then not to embarrass them not to… one time there was the

	student from Vietnam said every time I say you correct me. I said sorry to the student. But then, after the class it's my duty to come up here This is this... I always do that here at the end at the end not there not while they're talking there.
Researcher	What do you think about your role as teacher in TBLT?
James	My role as a teacher is I become a facilitator. I'm not a teacher I become a facilitator. I go around and help each other things like that. So I don't I'm not a teacher that you know it doesn't sit with them they did talk I continue talking with them you know. So I move around. I've made some notes but then I'm not a teacher at that time.
Researcher	What methods do you use to teach the class as a whole?
James	My focus is group work, pair work. Pair work, group work is my more focus. And then we sometimes we do good writing as well . My main focus is group work. In my example we have a group. Not all the time but most of the time.
Researcher	Do you find them effective?
James	Very, very effective.
Researcher	What are the factors that may hinder the implementation of TBLT?
James	What are the factors? Organizational skills, how will the teachers organize. So before every day, before going home, I have to organize if I have a good work or if I have task-based learning. So to be to have an effective outcome the teacher needs to be effective. The teacher has to know what he's doing and he has to scaffold for the beginning very important. Sometimes they start talking in their own language, their mother tongue. I try to mix the group right one Saudi one Vietnamese but sometimes they are together. So that's the main difficulty. They resort to their own language they started speaking in their own language. That's the most difficult thing to monitor. I find it quite easy I have no problem.
Researcher	What about schedule or the syllabus?
James	No, in this course no but in high school yes. When I was teaching high school it was twenty five twenty five and now eighty eight is the minimum but indeed seven eight. Yes I mean it was eighteen. In high school when I was a teacher to before that but twenty nine twenty eight students in a small classroom and the desks placing a desk. There's no space to move around and to do those things. So there are many factors the pastor was a bit of a problem and High school there were a big of other problems. So like I said, space is problem here. Number of students number three and number four time constraints. If you do a sixty minute

	period. If you do a task based thinking it's going to take long it takes a long time is the problem there. The problem is the noise but the noise here is OK. And you have classrooms or close air conditioning and everything is no problem. high school there were problems like that and the student has become very cheeky , not going at all for our move around. So there a lot of disadvantages there.
Researcher	Do you have any other comments in relation to implementing TBLT?
James	I think.. So this is particularly for use in the second language correct. English is a second language I think all the teachers should have. This is number one priority to TBLL. Give the task, scaffold, and let them sort it out talk amongst themselves teacher talks less students talk more and things like that. I think every English speaker should teachers should implement this all the all. I think it depends how a well-equipped the teacher's, well equipped in the sense of here and sense of knowledge of the subject knowledge. I believe from the experience, If a teacher is not very good in scaffolding the Beginning of the task then we have lots of problems. Spend more time instructions even write down number one let's do this. Number 2, Let's do this. Number three. Let's do this let's do it. I love TBLT.

Interview 8 – Participant: Emma

Researcher	How did you learn about Task-based Language Teaching?
Emma	I think I might have learnt something in my methodologies section of the TESOL course and also probably just being discussion with other teachers who teach Master course. I think there was one part of my course probably like a week. There's a part of my TESOL courses. There was one unit which was teaching methodology and so I think we might spend about a week or maybe two weeks on that.
Researcher	What is your overall perception towards TBLT method?
Emma	I think it's part of the kind of the movement towards student centered learning and it says the general idea about adult education which basically allows people to apply their existing skills to a problem or a task and you kind of help them from where they starting at rather than basically using just theory or teaching big chunks of grammar or something like that. It is part of kind of something helpful for people, particularly in communication in the communicative aspects of language learning.
Researcher	Why do you choose to apply TBLT in your language teaching?
Emma	I think it just fits for me as part of my philosophy and also experience as a learner. I think I like the idea that people learn by doing and that seems to be true for all the ages actually certainly adults who want to be able to think about stuff and apply, thinking because that's essentially what adults do. But even the young people. I don't teach for young people but I teach people of 18, economics and they're very they get very bored very quickly if they're not doing something. It's all just teacher talking. So they just disengage and look at their phones.
Researcher	So when do you apply TBLT?
Emma	It's probably not in a consistent way but it's more about how I read the class. So it's mostly to consolidate learning it might be that there is an aspect about a point in grammar or it might be that we're teaching the language in the context of academic English or something like that and we want them to understand something. And we know that in fact if they're going to understand it, they have to use that actually in some form or other. So it's not until they're actually practicing it as a skill that it actually sinks in. That's true with it almost every aspect of our language. There is for vocabulary or speaking skills, can't learn speaking without doing it or to do it.
Researcher	How would you define Task-based Language Teaching?
Emma	I don't how to define it much more than the idea that most of your lessons have to be practically oriented and engaging for students. So that's the learning, and quite often you might lead with the practice

	and then follow up with the theory. I mean it really has to be the dominant part of the students' experience. So if you've got smaller classes especially, if you've got people enough, you can actually put… you can create a lot of different styles of tasks. So it might be group work or it might be individual work or it might be research but it's basically around something which is controlled by the students. So they are doing something which they have some control over what they're doing.
Researcher	Can you think of any similarities or differences of TBLT with other second language teaching pedagogies?
Emma	OK we'll I haven't got a lot of the theory in the back , you could probably tell I did a TESOL or qualification of a deep but I see it as being related to communicative learning. So, because a lot of the things are based on people doing and speaking and just trying to get ideas across for rather than just learning from the book from the text. Although I think that it's really somewhere, it's a balance. It's actually you need to be able to do both and I think the task-based language learning is a little bit in that area. Because it allows for people to learn directly from doing but those tasks are actually based in structured; there are structured tasks so millions of people are working through maybe step by step process to come up to (fix up) with a skill.
Researcher	What does TBLT emphasize?
Emma	Actions.
Researcher	What are the important aspects of TBLT?
Emma	I think it's the sense of the student being in control of their learning and getting feedback but feedback on the basis of what they think they need. So it's not necessarily and then this can be individualized to some extent but it's not something where it's driven completely by the teacher. So the task is important but the student has some capacity for making decisions for themselves and I think that's students don't learn by machines. You know that maybe they learn more if they feel that they are in control.
Researcher	How would you define a Task in TBLT?
Emma	I think. It could be a range of things I think it's something we're probably that the definition is something which allows a student to gain a productive skill. So it may be a tiny skill, micro skill or it might be something which is of a higher order. It may be something where they are able to shift their understanding from becoming in a sense , like a very specific elements of a task to being able to see something more general. So it may be able to generalize that knowledge more and apply something we've learned here to something else. So you would hope that if you were able to (set) tasks across a range of things like that. So it might be that in some tasks you are simply asking for them

	to identify things or to correct things but in other tasks, you may be able to set things where they are synthesizing information so they are looking from this and seeing there's a comparison or contrast here or being able to say "Oh, look I understand this rule because I've got three examples here and now I can actually work out what that rule is". So they can engage them more productively in their learning in the sense makes it curious.
Researcher	Is a task an exercise?
Emma	An exercise could be a task. Maybe that might be the best word to say it wouldn't be I wouldn't define every task as an exercise.
Researcher	Could you give me an example of a task?
Emma	Well it could be a problem to solve. It could be a group discussion where they are trying to resolve some kind of issue or try to understand some kind of issue. It could be something where they are trying to explain something. I see task as being a range of things, not just a small activity, could be a fairly big one. Not a research project but it's more something where they might be seeking to understand something create synonyms for something or create a different way of expressing something .I see maybe I'm misunderstanding you but I see it as being kind of potentially a range of different activities.
Researcher	So how is a task different from an exercise?
Emma	Well an exercise it suggests a very, like a fairly small thing to do, like you see the limited were as I think a task is could be exercise, also it could be a discussion which is not an exercise.
Researcher	Should a task reflect real-world language use?
Emma	Yes. I mean I think all language learning should be placed in the real world language use whether it's academic or business or just General learn language.
Researcher	Should a task have a primary focus on meaning?
Emma	Probably although I can imagine sometimes you may be looking just that trying to understand rule which is may not actually be about meaning and may just be about structure. So it could be about that too. I don't see the reason. But I mean meaning is probably the place that we mostly teach in language.
Researcher	Should a task need to have a clear communicative outcome?
Emma	Yes, that's true.
Researcher	To what extent do you implement TBLT? Please describe your experience with TBLT.
Emma	I think that my colleagues are leaning in that direction. A lot of our curriculum leans in that direction. Our class size is small at eighteen people in a class. So much of materials are based on tasks. So, to some extent I think it's part of the kind of the pedagogy of this school. So I probably would say that in a class, I was looking at a four hours class. I

	would say at least fifty percent, more like sixty percent of the time students are busy with activities or tasks which relate to their learning outcomes and maybe some other part of that is explanation or feedback or which is I suppose a part of task but you know it's essentially it's driven here largely by working on tasks and some of that's task which they're doing in class and some of its tasks which they're doing elsewhere.
Researcher	What are some examples or activities that illustrate how you practiced the elements of TBLT in your classroom?
Emma	Yes OK We'll see what I do today. I might quite often on my say "OK I've been working a lot with reading. So they've done all reading today and that's I think is developing an understanding around a particular topic. But I know I look and say there's no way we're going to do any more reading today the body language tells you that's it. So we might take that same topic and do say really dicta gloss or something like that to actually kind of help keep the topic running and because the ideas are going to be somewhere else. But they're now going to be looking at different skills we're going to be listening and writing. You know what I mean by dicta gloss ? OK so it's like a dictation but you read things and you get them in groups to work. You really do only a few times and your read in a normal pace and this is for intermediaries have advanced students and they write down as much as they can, and then together they work out how to reproduce that and they usually put that on the wall. You know way that is actually accurate and carries a meaning sometimes doesn't have to be perfect but they work out the language structure and so on. But they do it as a group so again that means also they're out of their seats. They're not just sitting and you get a chance to feedback on writing as well. So it's kind of a way to keep the engagement but without necessarily loading more information in through reading. There are a lot of things we do. Sometimes it may actually involve going off site and seeing things or it might be if it's younger students, you may actually get them engaged in doing things which are physical because they are physically very energetic. So you might actually get them to do something which involves them running or running and you don't have running dictation. You know things like that you might do things which are actually specifically geared to that group at that time so you prepare things you may very well change your mind according to what's happening in the room but this all basically tended to keep the students engaged as possible because the learning doesn't happen if they are not engaged.
Researcher	So do you think TBLT works well in your class?
Emma	It's the only way I can't see any other. I mean Yes it works really well I

	can't see any reason. How on earth you could teach eighteen students without actually telling engaging them.
Researcher	What do you think about the students' errors in your teaching?
Emma	There are times to focus on that but what like to do is actually teach and the skills, teach them skills to find their own errors as much as possible. Sometimes that's not easy to find that they prefer to have the teacher correct everything but I look and see most of our students are going to university and that means that they're basically going to be on their own. The big thing I try to do is get them as independent as possible. So I focus on errors that they can correct so that they become more independent from me. And with spoken errors I tend not to spend a lot of time correcting unless it fixes meaning. I have Chinese students, a lot of Chinese students and sometimes they offer me a snake says Would you like a snake and I say do you mean a snack? So it doesn't matter to me is as long as I understand the meaning. So, if it's something which creates a problem for meaning, I'll correct it otherwise I really keen for them to learn how like to feel more confident about speaking.
Researcher	What do you think about the role of grammar in TBLT?
Emma	You can't ignore it. It doesn't need to be taught. I do feel that… I think I'm in two minds about this because I think a lot of the kinds of ways we teach it are a little bit by little bit whereas I think sometimes would be very good if we were able to structure maybe a day around specific grammar. So let people have a deeper understanding of why certain things are grammatically. You know, structured in that way and I think sometimes I don't think I've got a good handle on that. I do think it's task-based is still the right way to go, people need to practice something because unless they've actually written it a few times or spoken it a few times it doesn't stick. You know it's a vocabulary you can recognise it but you can't retrieve it. If you haven't used it so it's important as part of practice but I still feel like we don't do that very well I don't do that very well.
Researcher	So how do you teach grammar?
Emma	Well we might, for example, talk about compound sentences today and tomorrow it might be complex sentences and the next set might be compound complex sentences and I can see that that's logically make sense. But I think that is it's often I think we need to be more specifically focused on grammar structures and also making a bit simpler. We often put them into an academic context and I think really people struggling with academic for vocabulary and grammar. I find that quite difficult. So I haven't figured that out yet. I haven't figured out a good way to teach all of those things but my general direction at the moment is to actually try and work on things that

	affect me. That's really where I go. So if somebody is not putting the article in the right place that usually doesn't bother me. I'm not so worried about that because it doesn't much affect meaning. It's when people get word order wrong or possibly even put a full stop where there shouldn't be one, so we've got half of the sentence here and another half here and then it really stops, things like that to cause the reader to be confused and so that's the area that I would like to focus more on and that's where I try to focus on where the meanings affected.
Researcher	What do you think about your role as teacher in TBLT?
Emma	Many roles as a teacher but I think the role that I probably gravitate more to is a facilitator and I think my job is to try to create an environment where students are engaged and motivated to learn. So to me a good part of a successful class is noisy and possibly where people are asking questions and also in some way not talking to me, talking to each other, you know where there's a lot of animation and the my role there is to actually just guide the direction of that to something which I () because it's true but it's not want basically stand at the front and give them my wisdom. My wisdom is not necessarily what's going to help. It is actually what they need to do is actually to get a kind of a point where they say oh I get that I understand that. Sometimes this comes in maybe an explanation but it might also come from just simply working through an activity or a task and seeing it for themselves.
Researcher	What methods do you use to teach the class as a whole?
Emma	Discussion. So I may raise a question and get people to respond. We might do a listening together as a whole; we might try to think what you really mean by kind of a whole group. Reporting back might be that for example I give a task where there are small groups working on a particular thing and then we get something back for each one of those groups. Somebody will speak about whatever it was that they're working on and that's usually related to other things people working. So the discussion is structured but it's in the whole group so everyone gets a chance to speak or to listen to someone else. Those are examples I can't think anymore.
Researcher	What are the factors that may hinder the implementation of TBLT?
Emma	Size of class. It's so it's not necessarily so easy to crowd classes like that. So with fifty you can, but it's not so easy. Still possible. I know lecture who do some task-based teaching two hundred people in their Class. They're very skilled but it is not an easy thing to do and I think there's modern technology that helps with that. Now and you can do things like you have your phone be connected through various apps these days. So the question what you're saying comes up on screen

	and so on. But that's not something I have to do. I don't have to do that very much because I have a small class but besides class size sometimes culture. Culture might for short term be a problem. So you have different expectations with one group or another and you have to manage the feelings around place so that can be that you were less free to allow the class to kind of set the pace. You might need to be more directive. I'm not sure I can think of any others really, just cite the big thing. Possibly you could think that maybe some room shape may not be as easy as well. I have had the university I have done some classes in lecture theatres which are here and that it's difficult to get them to talk for the first year you know just because this low, that's high. That those kinds of things can be an impediment but it's not that it's not impossible to do that. You rearrange your thinking a bit.
Researcher	Do you have other difficulties?
Emma	Some days are better than others. I think sometimes some tasks are better than others. And you might quite often think all that hard work it doesn't. Sometimes I might design or somebody else's design the task that is too high level for that group. You know what I mean that you were expecting that group to understand something or it might also be () the challenges. It's the age group. You know if you go to eighteen year olds, they're not the same as teaching twenty four year olds. It's a different a different challenge. So the twenty four year olds are very self-directed, eighteen year olds are very focused on each other. So you might think this is a great task put for that group. It's not because that's actually too much at stake for them to look weird in front of their friends. So something that works why it may not work with another. That's something which I think that's those are the mistakes are made in the past.
Researcher	Do you have any other comments in relation to implementing TBLT?
Emma	No, I think you've pretty much covered most of them out. I think that's pretty much all I've got. You covered a lot of things.

APPENDIX H: ETHICS APPROVAL

MACQUARIE
University

TRUC LY <truc.ly@students.mq.edu.au>

RE: HS Ethics Application - Approved (5201600339)(Con/Met)
1 message

Fhs Ethics <fhs.ethics@mq.edu.au>   Fri, May 27, 2016 at 9:29 AM
To: Dr Philip Chappell <philip.chappell@mq.edu.au>
Cc: Ms Truc Thi Thanh Ly <truc.ly@students.mq.edu.au>

Dear Dr Chappell,

Re: "Exploring Teachers' Perceptions and Implementation of Task-based
Language Teaching among ELICOS teachers in Australia" (5201600339)

Thank you very much for your response. Your response has addressed the
issues raised by the Faculty of Human Sciences Human Research Ethics
Sub-Committee and approval has been granted, effective 27th May 2016. This
email constitutes ethical approval only.

This research meets the requirements of the National Statement on Ethical
Conduct in Human Research (2007). The National Statement is available at
the following web site:

http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/e72.pdf.

The following personnel are authorised to conduct this research:

Dr Philip Chappell
Ms Truc Thi Thanh Ly

Please note the following standard requirements of approval:

1.   The approval of this project is conditional upon your continuing
compliance with the National Statement on Ethical Conduct in Human Research
(2007).

2.   Approval will be for a period of five (5) years subject to the provision
of annual reports.

Progress Report 1 Due: 27th May 2017
Progress Report 2 Due: 27th May 2018
Progress Report 3 Due: 27th May 2019
Progress Report 4 Due: 27th May 2020
Final Report Due: 27th May 2021

NB. If you complete the work earlier than you had planned you must submit a
Final Report as soon as the work is completed. If the project has been
discontinued or not commenced for any reason, you are also required to
submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/a
pplication_resources

3.   If the project has run for more than five (5) years you cannot renew
approval for the project. You will need to complete and submit a Final
Report and submit a new application for the project. (The five year limit
on renewal of approvals allows the Sub-Committee to fully re-review
research in an environment where legislation, guidelines and requirements
are continually changing, for example, new child protection and privacy
laws).

4.   All amendments to the project must be reviewed and approved by the
Sub-Committee before implementation. Please complete and submit a Request

for Amendment Form available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/m
anaging_approved_research_projects

5.   Please notify the Sub-Committee immediately in the event of any adverse
effects on participants or of any unforeseen events that affect the
continued ethical acceptability of the project.

6.   At all times you are responsible for the ethical conduct of your
research in accordance with the guidelines established by the University.
This information is available at the following websites:

http://www.mq.edu.au/policy

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/
human_research_ethics/policy

If you will be applying for or have applied for internal or external
funding for the above project it is your responsibility to provide the
Macquarie University's Research Grants Management Assistant with a copy of
this email as soon as possible. Internal and External funding agencies will
not be informed that you have approval for your project and funds will not
be released until the Research Grants Management Assistant has received a
copy of this email.

If you need to provide a hard copy letter of approval to an external
organisation as evidence that you have approval, please do not hesitate to
contact the Ethics Secretariat at the address below.

Please retain a copy of this email as this is your official notification of
ethics approval.

Yours sincerely,

Dr Anthony Miller
Chair
Faculty of Human Sciences
Human Research Ethics Sub-Committee
———————————————————————
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