## **Table of contents**

Acknowledgements
Series Editors' Preface
CHAPTER 1
Getting started with task-based teaching
The starting point – presentation, practice, production (PPP) 1  Moving forward – task-based language teaching 3  Input-based TBLT 7
Conclusion 8
CHAPTER 2
Task-based language teaching in "difficult" contexts: Pedagogical issues
Background: "Communicative English ability" in Japan 12
English education in the elementary school in Japan 13
Issues in implementing TBLT in Japan 15
Institutional factors 15
Examination system 17
Classroom factors 18
Teacher factors 24
Conclusion 30
CHAPTER 3
Theoretical foundation of task-based language teaching  31  What is its identical and intentional learning and how does incidental/intentional
What is incidental and intentional learning and how does incidental/intentional
language acquisition take place in PPP and TBLT? 34  How has incidental and intentional language acquisition been compared in
do dans an mante a constitue
previous studies? 39 What theoretical perspectives support language acquisition through input? 42
In what ways does interaction in the classroom create opportunities
for L2 learning? 44
What does previous research tell us about task repetition? 51
What do we currently know about how young, beginner L2 learners acquire
vocabulary and grammar? 52
What steps can be taken to improve the validity of a comparative
method study? 55
Conclusion 58

CHAPTER 4	
Introducing the comparative method study of PPP and TBL	T 61
Participants 62	
Instructional treatments 64	
Instructional materials and procedures for the PPP gro	up 64
Instructional materials and procedures for the TBLT gr	
Instructional materials for the control group 68	A STATE CHARLES ASSESSED
Research design 69	
Recording and transcribing of lessons 69	
T	
Target grammatical features 71	
Testing materials 72	
Vocabulary tests 72	
Plural tests 74	
Copula tests 75	
Reliability of the testing instruments 77	
Conclusion 79	
Comparing the process features of the two types of instruction	on 81
Turn-taking 82	
Characteristics of turn-taking in the PPP lessons 84	
Characteristics of turn-taking in the TBLT lessons 89	
Repair 96	
Characteristics of repair in the PPP lessons 97	
or repair in the TEET resions for	
Differences between the two groups 109	
Conclusion 110	
CHAPTER 6	
The second secon	
Learning vocabulary through PPP and TBLT  Test results for nouns 114	113
Test results for adjectives 116 Input and output in the classroom 118	
Conclusion 127	

CHAPTER 7	
Incidental acquisition of grammatical features in PPP and TBLT	129
Results for plural -s 130	
Results for copula be 139	
Conclusion 142	
for their professional and thoughtful editorship of this book. I received a	
CHAPTER 8	
Theoretical implications of the study	143
Incidental and intentional vocabulary learning 143	
Incidental grammar acquisition 148	
Conversational differences of PPP and TBLT 149	
Research methodology 151	
Future research 152	
CHAPTER 9	
Pedagogical implications of the study	155
Input-based tasks for young, beginner learners 155	
General issues in English teaching in Japan 161	
Moving forward 164	
Conclusion 169	
CHAPTER 10	
Conclusion	171
TBLT in elementary schools in Japan 172	
Ideological issues 172	
References	175
APPENDIX A	
Transcription conventions (adapted from Markee, 2008)	189
APPENDIX B	
Inferential statistics for vocabulary tests	190
APPENDIX C	
Statistical results for the multiple-choice plural -s listening test	196
Index	199