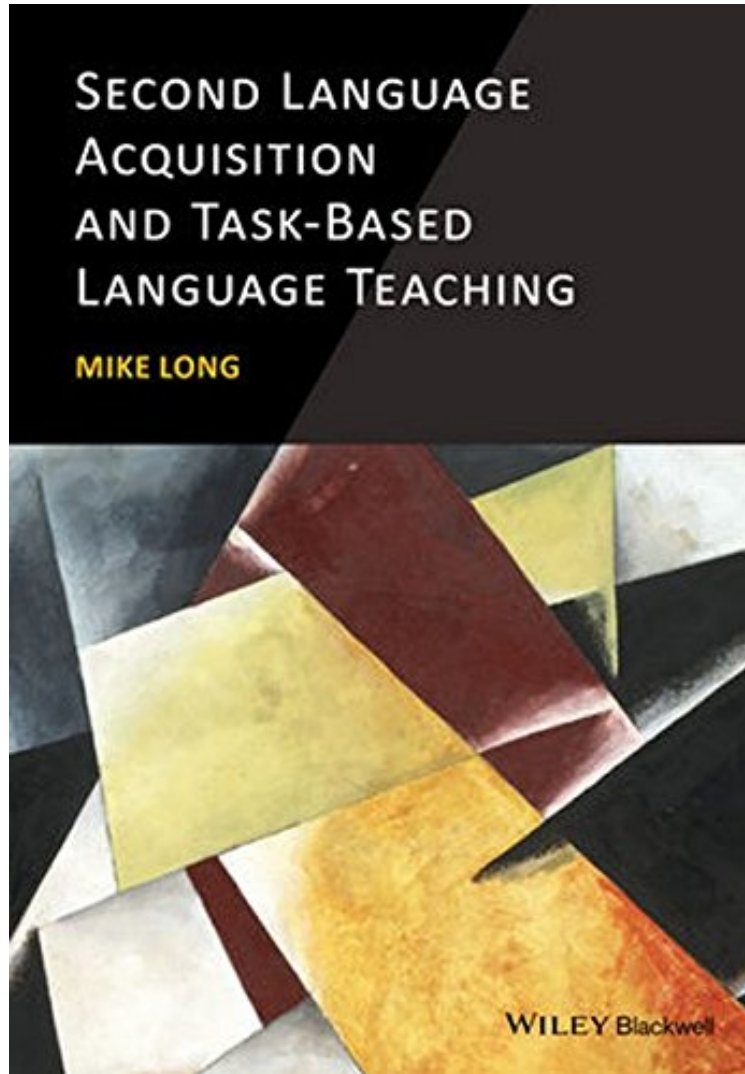


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Second Language Acquisition and Task-Based Language Teaching

Mike Long

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"Longs thorough knowledge of a broad range of LT related theories and research makes *Second Language Acquisition and Task-Based Language Teaching* a book that both current and potential users of TBLT are highly recommended to read. It offers not only an understanding of the theoretical rationale of TBLT but also support in the form of a range of practical suggestions associated with the implementation of TBLT in specific circumstances." (Oxford Journals 2016)

A compelling case for the integration of Second Language Acquisition theory and research findings with the systematic framework of Task-Based Language Teaching, culminating in a comprehensive approach to language educational design, implementation, and evaluation. Readers will benefit not only from the book's groundings in psycholinguistic as well as philosophical (indeed, social justice) rationales, but also from the copious examples and illustrations, including everything from needs analysis to materials design and pedagogic practice. John Norris, Georgetown University. This volume is a must-read for anyone who aims to discover what task-based language teaching is really about. Well documented, thought-provoking, eloquently written and, above all, sharply to the point!

Kris Van den Branden, Katholieke Universiteit Leuven, Belgium. A major achievement: a research-based pedagogy for task-based instruction. Peter Skehan, St. Mary's University, Twickenham, UK. From the Back Cover. Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience, this book offers an in-depth analysis of Task-Based Language Teaching (TBLT) and the methods necessary to implement it in the language classroom successfully. The first part of the book combines a survey of theory and research in instructed second language acquisition (ISLA) with insights from language teaching and the philosophy of education. The second part details best practices for TBLT programs, from design to implementation and evaluation. It includes discussion of learner needs and means analysis; syllabus design; materials writing; choice of methodological principles and pedagogic procedures; criterion-referenced, task-based performance assessment; and program evaluation. A final chapter analyzes recent findings in the diffusion of innovation in education and assesses the potential impact of TBLT on second and foreign language learning. Innovative and forward-thinking, this is an exciting new approach to language teaching with important ideas for researchers and classroom practitioners alike.