Adapting Commercial EFL Textbooks for the TBLT Classroom in Asia

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Abstract　　The introduction of a task-based language teaching（TBLT）approach in the Asian context has been the subject of debate in foreign language education （Jeon, 2006; Thomas, 2015; Zhang, 2015）.　It has been argued that because this approach often carries with it the values and expectations of Western education professionals, it is ill-suited for certain socio-cultural and context-specific reasons (Meas, 2010; Sato, 2009).　Also, as the approach has often been implemented from the government level in a top-down manner（Lai, 2015）, this has meant that teachers are sometimes ill-prepared to successfully carry out TBLT in foreign language classrooms in Asia. This problem is often compounded by a lack of materials specifically tailored for TBLT classes（Lai, 2015）.　This paper outlines the results of a survey of practicing teachers' beliefs about the availability and adaptability of existing EFL textbooks for use in TBLT classes.　An online survey was sent to 118 members of an academic group for language teachers in Japan focused on TBLT.　The survey was completed by 78 of these people.　　Results show that while half of the respondents agree that there is a lack of materials for such a purpose, the vast majority（85%）believe that existing commercially available textbooks can be adapted successfully with TBLT. Given this result, the rest of the article focuses on ways that this might be done by using a well-known commercial textbook with a Presentation, Practice, Production （PPP）focus as an example.　A practical example of how to reorder existing elements in the book is given, so as to provide a method to do so with other similar PPP-focused textbooks.　Finally, other considerations and general principles for how to strengthen a TBLT focus in textbooks are outlined.

Key words　　Task-based language teaching, English as a Lingua Franca, Language learning textbooks, Materials design

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Introduction

Task-based language teaching (TBLT) has grown quickly to become a popular language teaching approach around the world, and this is also true of the Asia-Pacific region (Goto-Butler, 2011) where TBLT is often implemented from the government level in a top-down manner (Lai, 2015). This has resulted in a situation across much of Asia in which teachers and students unaccustomed to the method must adapt quite quickly. TBLT is often viewed as an extension of (and usually as an improvement on) Communicative Language Teaching (CLT), in that while it maintains CLT's focus on meaningful language use for the purposes of successfully developing ability in a second or foreign language, TBLT also places importance on a *focus on form* of the language being studied, and also provides necessary scaffolding for language students in the form of pre-task activities. While the CLT "revolution" (Stanley Whitley, 1993) in the 1980's and 1990's brought with it a surge in textbook publishing aimed at these CLT classes, the availability of textbooks for TBLT doesn't match the prevalence of the method itself (Comer, 2007). In fact, some scholars lament the "paucity of genuine TBLT textbooks" (Lai, 2015, p.17) and suggest that even those textbooks claiming to have a task-based focus are not structured in a way amenable to a TBLT approach (Wicking, 2010). Therefore many teachers are faced with the prospect of either using existing textbooks, which are often designed around a Presentation, Practice, Production (PPP) model, or to create all of their materials from scratch. Yet textbooks are preferred by many teachers due to the time saved in preparation for classes, or because they can provide guidance and structure to less experienced teachers. At the same time, the increasing professionalism of ELT in university departments in Asia brings with it the phenomenon of "set" textbooks, so many teachers are also not able to use their own materials, even if they want to do so. This study investigates the beliefs of teachers in Japan regarding the availability or adaptability of textbooks for use with a TBLT approach. It also aims to address the issue of how to adapt existing commercial ELT textbooks for TBLT classes. It begins with an overview of the literature regarding the essential

elements of a task and a TBLT class. A report on a survey of teachers' beliefs about textbooks for TBLT in Japan follows this. Finally, an example adaption of a well-known EFL textbook will be discussed in order to illustrate general principles for how to adapt textbooks for use in TBLT classrooms.

Defining a "task"

Two very well-known definitions of a "task" for the purposes of language teaching come from Skehan (1998) and Ellis (2003), and share a number of similarities. These definitions are outlined in Table 1. While the definitions vary slightly, they both highlight the central importance of meaningful communication is order to solve a problem with a clear outcome. Other well-known definitions support this (Nunan, 2004; Willis, 1996).

Skehan (1998)	Ellis (2003)
• a primary focus on meaning	• a task is a workplan
• a communication problem to solve	• a primary focus on meaning
• relationship to real world activities	• real-world processes of language use
• priority on task completion	• engages cognitive processes
• assessment in terms of outcome	• a clearly defined communicative outcome

Table 1. Primary features of a "task"

For the purposes of ELT textbooks and materials, Willis (2006) states that teachers should ask a set of questions when trying to determine how useful a given textbook is for a TBLT class. These are:

- Does the activity engage learners' interests ?
- Is there a primary focus on meaning ?
- Is there an outcome ?
- Is success judged in terms of outcome ? Is a completion a priority ?
- Does the activity relate to real-world activities ? (Willis, 2006)

All of these questions share a common feature: they all relate to the "task" itself, rather than the whole task-based lesson.　For a teacher critiquing a textbook with the view to using it in the classroom, arguably there needs to be an extension of these criteria to the *whole* lesson.　For example, is there adequate material to use as scaffolding for students in pre-task activities？　In many EFL countries or with low-level learners, there may be the need for increased input opportunities initially, or input providing tasks (Shintani, 2011).　Is there a part of each textbook unit devoted to language form for use in post-task activities？　Is the book organized in such a way as to facilitate the process required for TBLT？　If we add in these three questions, we may end up with a framework such as that shown in table 2, which attempts to address the TBLT-like nature of a textbook for the *whole* TBLT class, not just the main task itself.　By answering or assigning a value to each question, a teacher can gain a sense of how "TBLT-friendly" a textbook is, in a structured way.　This would also clearly demarcate textbooks that lend themselves more to the TBLT classroom, and those that are "task-based" in name only, or give no more than a passing nod to a task-based approach.　Presently, a large number of books fall into the latter category (Urano, 2015).

One further note of particular importance for classrooms in many Asian countries regards the definition of "real-world activities", because as Widdowson (2003) has explained, "what happens in the real world of language users may be utterly unreal for learners"(p. 126).　With the above in mind, an adapted list of questions to ask when selecting an appropriate textbook for the TBLT classroom is provided in Table 2.　The kind of rating scale employed would be up to the teacher, but a simple numerical scale, showing how closely aligned each point is to a TBLT approach would provide a clear way for teachers to evaluate how well a potential textbook would suit a TBLT class.

METHOD

Participants and methodology
A link to an online survey enquiring into teachers' beliefs was created on

Questions to ask	Rating
Is there a primary focus on meaning in the task ?	
Does the task engage learners' interests ?	
Is there a communicative problem to solve during the task ?	
Is success of the task judged in terms of outcome ?	
Does the task relate to "real world" activities ?	
Is there the amount of scaffolding necessary for use prior to and during the task ?	
Is there sufficient material for use in focus on form activities ?	
Does the book format support "meaning first" - "form later" ?	

Table 2. Factors for assessing how "TBLT-friendly" the text is.
The first five are taken from Willis (2006)

surveymonkey.com. The intent of the survey was to enquire into teacher beliefs regarding a wide range of issues related to the implementation of TBLT in Japan. A survey created by Jeon and Hahn (2006) was used as the starting point to which some extra questions were added, and existing questions were altered to account for the fact that respondents in this study would probably for the most part already be using a TBLT approach. The resulting survey was markedly different from the original. The survey consisted of general background questions about teaching experience and context, as well as statements followed by Likert scales enquiring into teacher beliefs regarding general principles of TBLT, as well as its application in foreign language classrooms in Japan. Statements about the availability or otherwise of suitable textbooks for a TBLT approach were included in this section. For the purposes of this paper, only those questions concerned with textbooks will be discussed. The full survey is included in the Appendix.

The survey was sent to 118 members of a Japan-based Special Interest Group related to TBLT in Japan. As these members pay to join the group, it is expected that the majority should probably be expected to have an interest in TBLT, and therefore have some knowledge of the methodology. The survey was completed by 78 of these members, a response rate of 66%.

FINDINGS AND DISCUSSION

The first five questions in the survey were aimed at identifying participant attributes, such as teaching context, teaching experience, language background and experience using a TBLT approach in language teaching.

The question enquiring into teaching context allowed respondents to choose more than one answer, so a result cannot be provided in percentages. However, the majority of respondents work in tertiary education（61 people）. 10 teachers answered that they teach adults, and less than 10 selected senior high schools, junior schools, and young learners.

As Chart 1 shows, the vast majority of the respondents were experienced teachers, with 82% of them having over 11 years of experience.
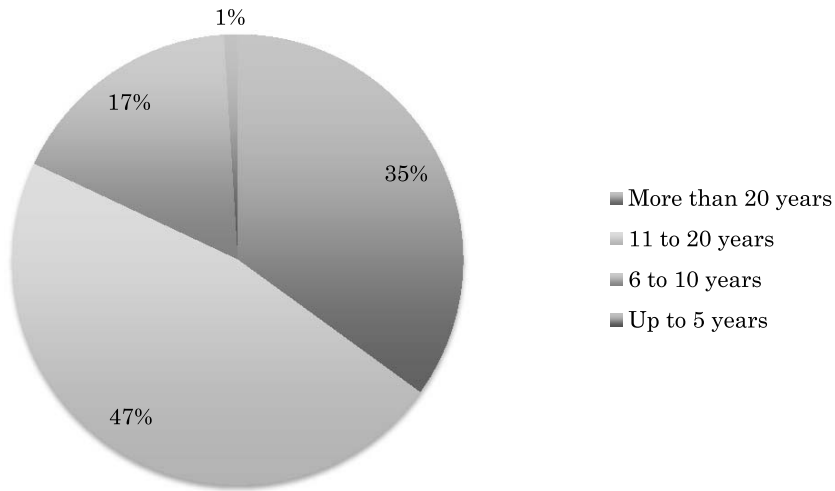

Chart 1.　Experience teaching English

The majority of respondents（74%）came from a native-English speaking background, while 23% were native Japanese speakers. Only one person was a native speaker of another language（Dutch）. In order to make sure that they had reasonable understanding of TBLT, question 5 enquired into respondents' experience using a TBLT approach. As Table 3 shows, 97% have at least some experience with TBLT,

Item	Response
I always follow a TBLT approach	1 %
I sometimes follow a TBLT approach	90%
I previously followed a TBLT approach but no longer do	6 %
I presently don't follow a TBLT approach but wish to in the future	3 %
I don't and never will follow a TBLT approach	0 %

Table 3.　Use of TBLT by survey respondents

which should mean that they answered the survey with some understanding of the approach.

　With regard to the respondents' beliefs about textbooks, while exactly half of these teachers believe that most commercially available textbooks are unsuitable for use in the TBLT classroom, a vast majority of them (85%) believe that such books can still be adapted for use in a TBLT classroom. If indeed, the majority of teachers who have taught with a TBLT approach in Japan believe that commercially available textbooks can be successfully adapted for use with TBLT, how can this be practically done? It is to this question that we now turn.

ADAPTING TEXTBOOKS FOR US WITH TBLT

　In view of the survey results outlined above, this section delves into some potential ways that textbook adaption might be carried out, starting with a practical example of developing part of a unit of a well-known EFL textbook, *Touchstone, Level 1* (McCarthy, McCarten & Sandiford, 2014) for use in a TBLT classroom.

　As a commercially successful textbook made for the global ELT market, *Touchstone,* with its glossy color design, corpus-based language focus, and heavy use of images featuring young adults, serves as a typical example of the type of books many secondary and tertiary institutions use as set textbooks for English classes. The book is divided into 12 units and each unit contains four separate "lessons", which have different pedagogical aims. For example, the first lesson of each unit generally focuses on a grammatical target, whereas the third lesson targets conversational strategies, and the fourth lesson contains reading and writing activities. The

book is designed with a PPP focus, as vocabulary and grammar are presented first, and meaningful communicative activities are for the most part relegated to later in each lesson. However, it can be argued that most of the elements necessary for a successful TBLT lesson are included in the textbook (and many other commercial textbooks of a similar vein). While the sequencing is not ideal for TBLT, the book does contain a great deal of material suitable for pre- and post-task activities, there is a noticeable attempt to focus on topics which may relate to students' real-world activities and the lives of the many of the students who make up its intended audience (although due to the fact that the book is aimed at a multi-cultural global market, this is not always the case), and importantly, throughout the book there are tasks, often with non-linguistic outcomes. As Willis and Willis (2007) have explained, many textbooks feature tasks, which are sometimes not even described as such, which they refers to as tasks "in disguise" (2007, p. 201). They outline a number of common textbook areas that can be effectively implemented as the central task, such as warm-up sections at the beginning of units or vocabulary matching and sorting activities. Therefore, to an extent, *Touchstone* answers to many of the fundamental questions in table 2, and with a simple refocusing and rearranging of the content, it may be successfully used in a TBLT classroom. An example of how to do this is outlined below, and this is intended to provide the basis for a set of general principles which follows.

The example below is drawn from Touchstone, Level 1, Unit 7, Lesson A on pages 66 and 67. The lesson sequence, as it appears in the textbook, starts with a listening activity, although this could also become a reading activity because a complete transcript of the audio is provided in speech bubbles on the page. Students are instructed to listen to the audio and answer questions about what each character is doing. The target grammar point here is the present continuous and the content focuses on what a number of imaginary characters (drawn in cartoon form) are doing now. The next part of the lesson is a grammar focus with explicit instruction on the present continuous, followed by a close activity employing the grammar laid out above. Finally, there is a simple task, which involves students imagining that they are experiencing their "perfect day" and explaining what they are "doing"

to others. Thus, the PPP approach can be clearly seen in the layout. Students are *presented* with the grammar point in the initial listening and grammar explanation, they then *practice* it in the close activity, and finally they have a chance to *produce* it in the lesson-end task. The relative importance attached to each "P" may be seen in the space allocated to each part. The presentation of the language takes place over one and one-third page, while the practice close activity and the final, meaning-focused task are only afforded a third of a page each. This latter task might indeed be the part that many teachers omit due to time issues and the tendency for teacher-fronted classrooms to feature a focus on the first two "P"s (Littlewood, 2015). An overview of the lesson sequence is provided in Figure 1.

While it is sometimes stated in teacher editions of such textbooks that lesson sequence should adhere to the order of the textbook, disregarding this advice and rearranging the sequence and time allotted to each part of the lesson may make these books more appropriate for the TBLT classroom. The following lesson plan (Figure 2) outlines a way to do just that.
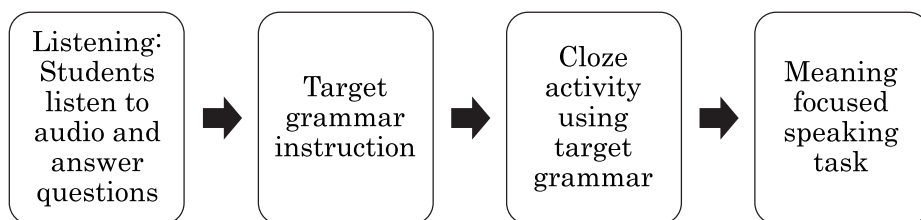

Figure 1. Flowchart of lesson plan of original lesson plan

Lesson Plan

It needs to be stressed that the following lesson plan outline is only *one* possible approach and serves to demonstrate how a PPP-designed textbook can with consideration, be used in a TBLT classroom. There will of course be multiple possibilities when approaching the task of adapting textbooks. The lesson plan below contains the details of each stage, but a brief discussion of these stages also follows below.

Task cycle	Unit section	Sequencing	Rationale
Pre-task	Listening (Top of page 66)	-Teacher instructs students to look at pictures on pg. 66. -Without reading the speech bubbles, students think briefly about what each person is doing. -Students close books. -Students listen to audio. -In pairs, students take turns to paraphrase to their partner what each person is doing, where there are, and the time of day. -When all four conversations are finished, students open their books and check how close their explanations were to the originals.	For low-level students, it is important to have input tasks in the early stages of learning. This pre-task activity serves as an example of the subsequent task, which should give students more confidence when they attempt to complete it. However, it is not "feeding them the answer" as such, because the subsequent task requires different information.
Task	Communication activity (Bottom of page 67)	-Students describe their dream day to their partner. -Partner listens and remembers as much of the information as possible. -When both are finished, the pairs join to make groups of four. -Each person describes their partner's dream day to the other members of the group (probably the language here will become third-person). The person about whom they are talking checks, and at the end, corrects any information that their partner got wrong. -Teacher informs students that each group will report on one person's perfect day (for example perhaps the most interesting, or unique). They also elect a speaker to do this report about their fellow group member. -At this reporting stage, there may well be difficulties with using third person, or other language issues which can provide content for post-task activities	
Post-task		-Teacher informs students to read the speech bubbles at the top of page 66 and to highlight the use of the present continuous in first and third person in each. This may help students to notice differences between the textbook version and their own spoken output. -Then, students read grammar explanation and complete the close activity at the top of pg. 67.	

Figure 2. Lesson Plan

Pre-task

The first quarter of the unit serves as an exemplary *input-rich* pre-task. It can be completed as a listening activity, as intended by the textbook authors, but could as easily become a reading task, because the content of the audio is written on the page in speech bubbles. As a listening activity, students close their books, listen to the audio and are then instructed to paraphrase the main content to their partner. This helps students to complete the subsequent task by giving some structure to work with. It doesn't however spoon-feed them the content, as their own talk will be quite different.

Main task

This unit features a section called "Talk about it" which has the necessary elements for a suitable main task. It is meaningful, because each student is listening for information unique to the individual, and authentic, because students talk about something real to themselves. The students also have a communicative goal, the need to explain clearly to their partner, so that the partner can later repeat it to others. It also has a clear outcome, that being the ability (or inability) or their partner to successfully transmit this information to others.

Post task

This unit has a number of areas that could be used for post-task work, but in the lesson plan above, the focus is grammatical, on possible errors that students might make in reporting in the third person. While one of the common criticisms of the use of textbooks in TBLT is that teachers can't predetermine mistakes or misunderstandings that might occur in a task, because teachers can't predetermine what language students will use to complete a task (Seedhouse, 2005), teachers do often have a strong idea from experience the kind of language and language errors that will occur when completing certain activities. The task in this unit retains openness in the respect that what each student says will be highly individualized, but it is quite closed grammatically. Teachers can quite confidentially assume that some use of the present continuous and the third person copula *be* will occur

in the course of completing the task.　An overview of this adapted lesson sequence is provided in Figure 3.

　　As can be seen from the example above, something as simple as rearranging the section of a textbook unit can change the focus of the book.　Following is a general guideline for doing so with other textbooks, as well as a discussion on further areas that may require reconsideration when using a TBLT approach with a textbook not designed for TBLT classrooms.　These ideas have been developed over a number of years of trying to implement a TBLT approach in classrooms in which a textbook had already been set by program administrators.
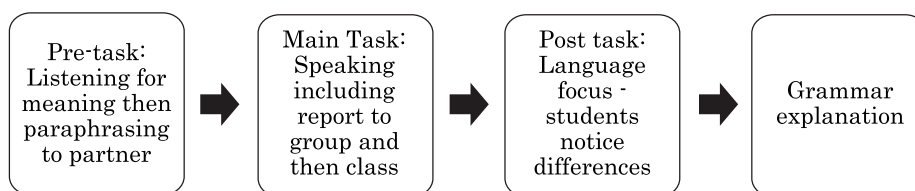
Pre-task: Listening for meaning then paraphrasing to partner → Main Task: Speaking including report to group and then class → Post task: Language focus - students notice differences → Grammar explanation

Figure 3.　Flowchart of lesson plan of an adapted task-based informed lesson plan

A "PPPP" APPROACH

　　While TBLT is often juxtaposed with the PPP (Presentation, Practice, Production) approach, it might be argued that most of the elements of TBLT are actually present in PPP, and that reordering and rethinking PPP, such as placing the last "P" at the start, may result in an approach very close to TBLT (Willis & Willis, 1996). This has been referred to as "PPP upside down" (Willis & Willis, 1996, p. 62).

　　First, as the central focus of a TBLT class should be on the meaningful use of language in some kind of communicative encounter, the final "P" (*production*), should be placed in an early position.　In the above example, this would be the students explaining their "perfect day" to each other.　Also, because scaffolding is usually required for lower level learners who often lack confidence or ability in the target language, an input-rich *pre-task*, which might be though of as an extra "P", can be placed before *production*.　The first P of "PPP" is a *presentation* of the language,

and in a TBLT approach, this should come after the main task, and would constitute the *focus on form.* In the example above, this could either be the listening activity, or the explicit grammar focus. As opposed to the *present* in a PPP class though, this may well be a more student-centered *present* where for example, they are set a post-task activity of noticing certain grammar features in a reading, or it may be teacher-fronted explication of areas of misunderstanding discovered during the main task. The second "P" of PPP is for *practice,* and in a TBLT approach this should be placed towards the end, either in a redoing of the task with the knowledge gained from the *focus on form,* or in some other kind of follow-up activity, (such as the close activity in the case above). While acknowledging that this is somewhat simplistic, this rearranging of "P"s would leave us with "PPPP", or *pre-task, production, present, practice.*

OTHER CONSIDERATIONS

Relevance

One of the generally agreed upon tenets of TBLT is that it should be relevant to students. While it is of course difficult for commercial textbook publishers to take every possible student context into consideration when designing textbooks, it might be argued that the interest levels of students, especially less motivated students forced to study in compulsory English classes, such as is often the case in Japan, regarding what imagined cartoon-drawn characters are "doing at the moment" might be somewhat low. Authentic language use outside the classroom does not necessarily remain authentic for learners (Widdowson, 1990)- because it can be argued that the study of language is the authentic use for most students. Add to this that topics in textbooks often assume native speaker norms, and it becomes even more complicated. Siegel's (2014) comparison of commercial textbooks topics vs. actual conversations between Japanese students and non-native speakers or native speakers reveals major differences, and she suggests that locally-situated topics are the focus of many real conversations compared with textbooks topics which "focus on universal and potentially superficial topics" (p. 371). In the end, the

teacher will know their students better than any textbook producer, and will be able to select or adapt textbooks to focus on those topics of most interest to them.

Avoiding heavy prescriptivism

As the number of "non-native"[1] speakers of English continues to grow around the world, and that now, speakers of English from Outer Circle and Expanding Circle[2] (Kachru, 1985) countries clearly outnumber "native" speakers, it is increasingly understood by English language teaching professionals that the goal for language learners should not necessarily be a "native-speaker". While indeed some language learners study English in order to integrate into Inner Circle countries such as the United States and Australia, the field of English as a Lingua Franca（ELF）has held an increasingly strong position that the majority of interactions for non-native speakers will occur with other non-native speakers. Add in the fact that many speakers of English in so-called Inner Circle countries are also competent bilingual speakers of other languages and/or recent immigrants to the country, and we can see that the idea of a native speaker norm for many learners of English may be inappropriate. In fact, some studies have shown that non-native speakers are actually more intelligible to other non-native speakers when from the same language background

(1) This term is used with awareness that it is somewhat contentious, in that what constitutes a native speaker is unclear（Davies, 2003）, and which is further complicated by the international nature of English. In the words of Rajagopalan "English has no native speakers", （2004, p. 112）. However, for brevity's sake, I choose to use the terms "native speaker" and "non-native speaker" in this paper in lieu of any other suitable terms.

(2) Kachru's (1985) well-known model holds that English speakers can be divided, usually along geographic lines, into three groups. The *Inner Circle* consists of the "native-speaking countries" such as the United Kingdom and New Zealand. Many speakers in these countries are monolingual English speakers and English is an official language. The number of speakers in the *Inner Circle* is estimated to be around 300 million people with no or little growth. The *Outer Circle* is made up of countries in which English usually serves as an official language alongside others, and these countries are often ex-British or ex-American colonies. Such countries include Singapore, Kenya and the Philippines. The number of speakers in the *Outer Circle* is estimated to be slightly larger than the *Inner Circle,* and growing. The *Expanding Circle* is the fastest growing group of the three. These are countries in which English is often learnt as a foreign language, but where English is not an official language of the country（although it does sometimes have official functions at state or educational level）. Countries such as Japan, China, Turkey and Brazil suggest the large population of this particular group. Some estimates suggest that there are as many as two billion English users in the *Expanding Circle,* a population over three times that of the *Inner* and *Outer Circles* put together. This model has been criticized for outgrowing its usefulness, due to among other things, its simplistic nature in the face of a complex global reality (Bruthiaux, 2003), but still serves to hint at the various functions that English serves world citizens.

(Imai, Walley & Flege, 2005; Munro, Derwing & Morton, 2006), an advantage referred to as the "interlanguage speech intelligibility benefit" (Bent & Bradlow, 2003). It has been argued that TBLT and ELF can complement each other, as they are "two sides of the same coin" (Willis, 2009). That is, the fact that TBLT allows students to achieve communicative successes in the very prominent main task part of a lesson without relying on a particular "correct" grammar point fits with the growing realization that ELF contact situations require less initial focus on exact grammar, and increasing focus on communicative strategies to express and comprehend meaning. This is also relevant when considering the cultural content of books. Luo and Gong (2015) describe an activity about going to the movie theatre in a textbook for young Chinese learners in a country situation where there is no movie theatre in the town. Again, teachers should know their own contexts and employ common sense when decided on how to adapt topics for their local environments.

CONCLUSION

This article has outlined the results of a survey of 78 practicing foreign language teachers in Japan regarding the availability and adaptability of commercial EFL textbooks for use in TBLT classrooms. Responses from teachers suggest that while there may indeed be a "paucity of genuine TBLT textbooks" (Lai, 2015), with certain modifications, even language learning textbooks made for PPP classrooms can be successfully adapted for TBLT classrooms. An example adaption from a well-known EFL textbook was provided and general principles for doing so were also discussed.

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APPENDIX

ONLINE SURVEY

The following survey is intended for teachers working in language education in Japan. All personal information will remain confidential.　Thank you !

Question 1.　Demographic information (All answers will be treated confidentially. Name and email address is requested only in case there is a need to clarify an answer).

☐ Name
☐ Contact email address

Question 2.　What is your main teaching context ?　More than one can be checked, but please choose the context(s) you spend most time in.

☐ Young learners (Kindergarten/Elementary school)
☐ Junior high school
☐ Senior high school
☐ Tertiary (University/Vocational school)
☐ Adult learners

Question 3.　In total, how long have you been teaching language ?　Also, it is assumed that for most respondents, English is the language being taught.　In the case that you are teaching a language other than English, please write that language in the box below).

☐ up to 5 years
☐ 6 to 10 years
☐ 11 to 20 years
☐ more than 20 years

Question 4.   Please describe your language ability in English, Japanese and any other languages you speak.   For "Other languages' please specify in the box below. If you speak more than two other languages, please just include the two other languages you speak most fluently.

（Native speaker / Near-native speaker / Advanced learner / Intermediate learner / Beginner)

☐ English

☐ Japanese

☐ Other Language #1 （Specify below)

☐ Other Language #2 （Specify below)

Question 5.   Please choose the statement that best describes your experience with TBLT in foreign language classrooms in Japan.   If you wish to expand on your answer, please use the comment field below.

☐ I always follow a TBLT approach.

☐ I sometimes include TBLT approaches as part of my teaching.

☐ I have utilised TBLT approaches in the past, but no longer do.

☐ I don't implement TBLT in the classroom, but I'm interested in attempting to use it in the future.

☐ I don't implement TBLT in the classroom, and I have no interest in attempting to use it in the future.

Question 6.   The following statements focus on teacher beliefs about TBLT in foreign language classrooms in Japan.   For each of the following statements, please indicate your level of agreement, in accordance with the following scale.
（Strongly disagree / Disagree / Agree / Strongly disagree)

☐ A TBLT approach should include three stages: a pre-task, a main task, and a post-task.

☐ A TBLT approach should have a primary focus on meaning.

☐ A task should have a non-linguistic outcome.

☐ A TBLT approach should always include a focus on form.

☐ Language use in classroom tasks should be restricted to L2 only.

☐ Materials used with a TBLT approach should be based on real-world contexts.

☐ There are commercially available textbooks that are in line with a TBLT approach.

☐ Commercially available textbooks that DON'T follow a TBLT approach can be adapted for TBLT classrooms.

☐ Most commercially available textbook materials are not suitable for use with a TBLT approach.

☐ TBLT is only useful for higher level learners.

☐ TBLT is only useful for communication classes.

☐ A TBLT approach is not suitable for large class sizes.

☐ TBLT approaches result in difficulties when assessing student performance.

☐ Effective implementation of TBLT in class is too time-consuming.

☐ TBLT approaches are not effective for comprehensive language learning.

☐ Exclusive use of TBLT results in a lack of focus on form in the classroom.

Question 7.　The following statements relate to teacher beliefs about the appropriateness of TBLT approaches in the language classroom in Japan.　Whether or not you utilise a TBLT approach in your teaching, please include your thoughts here. For each of the following statements, please indicate your level of agreement, in accordance with the following scale.

(Strongly disagree / Disagree / Agree / Strongly disagree)

☐ TBLT addresses the needs of language students in Japan.

☐ TBLT engages Japanese students' interests.

☐ TBLT develops Japanese students' language skills.

☐ TBLT improves Japanese students' interaction skills.

☐ TBLT motivates Japanese students to use the target language in the classroom.

☐ TBLT facilitates a collaborative learning environment in language classes in

Japan.

☐ TBLT is appropriate for small group work with Japanese students.

☐ TBLT approaches imported from abroad need to be adapted for the Japanese context.

☐ Students in Japan have very little opportunity to use a foreign language outside the classroom, so TBLT is inappropriate.

☐ Students in Japan are used to teaching approaches that are very different to TBLT, resulting in student expectations that make TBLT difficult to implement.

☐ Students in Japan do not respond well to the student-centered style of TBLT.

Question 8.　What, if any, special considerations need to be taken into account when implementing TBLT in your language classes in Japan? If none, please write "None".

Question 9.　Would you be willing to be contacted for a follow-up interview regarding your beliefs about TBLT in Japan?

☐ Yes
☐ No