

Guest Editors' Introduction

TBLT in Asia: Constraints and Opportunities

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Task-based language teaching (TBLT) has been adopted by several Asian governments as the national approach to English language pedagogy, and principles associated with task-based teaching have been advocated in a range of other curriculum initiatives. However, large scale top-down curricular revisions may not directly impact actual language teaching practice. In this article, a brief description of curricular innovation and curriculum dissemination, as well as an overview of task-based teaching is provided. This is followed by a discussion of institutional, classroom, and teacher development constraints that may limit the implementation of TBLT in Asian English language teaching. Despite these challenges, emerging evidence of successful, grass-roots implementation of task-based teaching in Asia points to opportunities for further adoption—and adaptation—of task-based English language teaching in Asian educational settings.