

Organization for
Fundamental Education

Key words

Task-based language teaching, intercultural communication



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Education

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Professional Background

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Consultations, Lectures, and Collaborative Research Themes

learner interaction, cultural aspects of education

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Main research themes and their characteristics

「Learner Interaction」

Task-based language teaching (TBLT) is a teaching method that has found a number of advocates in Japan and other English as a Foreign Language education contexts. Ostensibly, tasks are meant to be engaging and interesting; they are meant to provide an intrinsic value to learners who undertake them. Tasks have goals, usually built around real-world interactions, that are separate from the use of specific language forms. One main benefit for using tasks, beyond their presumed greater appeal to learners in comparison to standard language drills, reading and translation, or test practice, is that they typically involve some form of learner collaboration. This can be in pairs, in small groups, or as a whole classroom. Many proponents of TBLT put emphasis on this learner-learner interaction as vital to fulfilling more a more communicative focus in language classrooms.

In my research, I have been interested in both the limits of a TBLT approach and the nature of the interaction between learners during tasks. Promoting more spoken or written communication in class are surely a good thing in a context that lacks real external reinforcement of the target language outside of school. At the same time, the quality of interaction often involves an economy of means from the learners when it comes to using English to actually carry out and complete the tasks in their lessons. One primary focus of research for me is around how learners' first and second languages are used to mediate tasks and also how task conditions affect this mediation.

I choose to look at more 'unusual' tasks like drama and tabletop games because I have an interest in connecting more to the 'real-world' I mentioned above. There are plenty of tasks available that have deliberate pedagogical motivations baked in to their design. I am more interested in finding out how real activities that native speakers do fare as classroom activities for language learners.

Major academic publications

Reid, R. (2021). My method and your culture: a discussion of English language teaching in Japan. *Memoirs of the Faculty of Education, Miyazaki University* (96), 84-99.

Reid, R. (2018). Students' perceptions of collaborative playwriting projects undertaken at a high school in Japan. *The Journal of Drama and Theatre in Asia* (8,1), 71-96.