

**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.*

## **TBLT and Asian Educational Policy**

In many Asian countries, educational policies and national curricula devised for English language teaching in the past ten years have adopted communicative and task-based language teaching (TBLT). National curricula and Ministry of Education policies in countries including China (Hu, 2005; Zhang, 2007), Taiwan (Sung, 2005), and Hong Kong (Carless, 2007) specify that task-based approaches to teaching English should be