



Title of Project:

Task-based Teacher Training: Implementation and Evaluation in Central American Bilingual Schools

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Project Summary:

This study examines the outcomes of the implementation of a training program for novice English language teachers to enact a pedagogical innovation in a network of Honduran bilingual schools. Task-based language teaching (TBLT, Long, 2016) is an approach to language pedagogy that utilizes authentic, communicative tasks rather than grammatical structures as the basis of instruction. Within bilingual programs, research-driven curricular innovations such as TBLT have met with widespread acclaim and practical success in many economically developed contexts (e.g., González-Lloret & Nielson, 2015), but have not yet reached most areas of the Global South. Little research in any world regions has focused on the relationship between language teacher education programs and the outcomes of pedagogical innovations, or the ability of teacher training programs to alter novice teachers' cognitions about language learning and teaching. The present study will utilize a mixed-methods design to investigate the implementation of a task-based teacher training program for a cohort of pre-service teachers preparing to teach English at three bilingual schools in Honduras. Pre- and post-training surveys and follow-up interviews will measure changes in teacher cognitions about task-based language teaching after training. Data will be triangulated with daily teacher reflections and surveys on their experiences in the training. Video-recorded observations of teachers in their classrooms during training and six months after training will be used for stimulated recall interviews and to assess the success of implementation of task-based pedagogy along with in-class observations of students performing tasks and parent focus group interviews.