

Abstract . . . . .	11
Acknowledgements . . . . .	13
1. Introduction . . . . .	15
2. Second Language Learning (SLL) and the Language Learning Process . . . . .	21
2.1 Differences Between Second Language Acquisition (SLA) and Second Language Learning (SLL) . . . . .	21
2.2 Major Approaches in SLL . . . . .	22
2.2.1 Behaviourism . . . . .	22
2.2.2 The Input Hypothesis . . . . .	23
2.2.3 The Interaction Hypothesis . . . . .	24
2.2.4 The Output Hypothesis . . . . .	24
2.2.5 Sociocultural Theory . . . . .	25
3. Teaching and Learning English as a Foreign Language (EFL) in Primary Classrooms in Baden-Württemberg . . . . .	28
3.1 The EFL Primary School Curriculum ( <i>Bildungsplan Grundschule</i> ) in Baden-Württemberg . . . . .	28
3.1.1 Central Language Skills in the EFL Primary School Classroom in Baden-Württemberg . . . . .	31
3.1.2 Principles of Foreign Language Teaching in the EFL Primary Classroom . . . . .	32
3.2 Introduction to the Concept of Heterogeneity . . . . .	32
3.3 Heterogeneity at School . . . . .	33
3.4 Heterogeneity in the EFL Classroom . . . . .	35
3.5 Heterogeneity in the Young Learners' EFL Classroom . . . . .	36
4. Communicative Competence in the EFL Classroom . . . . .	38
4.1 Oral Communicative Competence . . . . .	38
4.2 Oral Communicative Competence in the Young Learners' EFL Classroom . . . . .	39
5. Tasks in Foreign Language Learning . . . . .	45
5.1 What Is a Task? . . . . .	45
5.2 Task Features . . . . .	49
5.3 Task-Facilitated Approaches in EFL Teaching . . . . .	52
5.3.1 Task-Based Language Teaching . . . . .	52

5.3.2	Task-Supported Language Learning . . . . .	52
5.3.3	Task-Supported Language Learning and Teaching . . . . .	53
5.4	Task-Supported Language Learning and Teaching in the Young Learners' EFL Classroom . . . . .	54
6.	Computer-Assisted Language Learning (CALL): Teaching and Learning Languages With Technology . . . . .	56
6.1	A Brief History of CALL . . . . .	57
6.2	The Potential of CALL to Enhance EFL Learning . . . . .	59
6.3	CALL in the Primary EFL Classroom: Technology and Young Learners . . . . .	61
7.	Task and Technology in EFL Learning . . . . .	63
7.1	Incorporating Task and Technology in EFL Classrooms . . . . .	63
7.2	Incorporating Task and Technology in the Young Learners' EFL Classroom . . . . .	64
8.	Teacher Cognition Research . . . . .	71
8.1	The Development of Teacher Cognition Research and What Is Recognised in the Field Today . . . . .	71
8.2	Differences in Teacher Beliefs . . . . .	76
9.	Research Context: Participants and Classroom Projects . . . . .	78
9.1	Schools . . . . .	78
9.1.1	School 1 . . . . .	78
9.1.2	School 2 . . . . .	79
9.1.3	School 3 . . . . .	80
9.2	Primary School Classes . . . . .	81
9.2.1	Primary School Class 1 . . . . .	81
9.2.2	Primary School Class 2 . . . . .	81
9.2.3	Primary School Class 3 . . . . .	81
9.3	Teachers . . . . .	81
9.3.1	Teacher 1 . . . . .	81
9.3.2	Teacher 2 . . . . .	82
9.3.3	Teacher 3 . . . . .	83
9.4	Pre-Service Teachers . . . . .	84
9.4.1	Pre-Service Teacher 1 . . . . .	84
9.4.2	Pre-Service Teacher 2 . . . . .	84
9.4.3	Pre-Service Teacher 3 . . . . .	85
9.5	Teacher Training Programme . . . . .	85
9.6	Technology-Enhanced and Task-Supported Classroom Projects . . . .	86
9.6.1	Project 1 . . . . .	87
9.6.2	Project 2 . . . . .	90
9.6.3	Project 3 . . . . .	93

10.	The Professional Development of the In-Service Teachers During the Projects . . . . .	96
10.1	The Development of T1: A Traditional Guardian . . . . .	96
10.2	The Development of T2: An Interested Practicalist . . . . .	98
10.3	The Development of T3: An Enthusiastic Practicalist . . . . .	99
11.	Research Methodology . . . . .	102
11.1	Data Collection and Methods . . . . .	102
11.1.1	Classroom Observations . . . . .	103
11.1.2	Teacher Workshop . . . . .	104
11.1.3	Guided Interviews . . . . .	104
11.1.4	Videography of Classroom Action . . . . .	109
11.2	Data Analysis . . . . .	110
11.2.1	A Framework for Researching Language Teacher Cognition . . . . .	110
11.2.2	Reflexive Thematic Analysis . . . . .	118
12.	Presentation of Research Findings . . . . .	125
12.1	Aspects of Technology-Enhanced Tasks That Participants Perceive as Having an Impact on the Development of Oral Communicative Competence . . . . .	127
12.2	Criteria Participants Consider Relevant for the Design of Technology-Enhanced Communicative Language Learning Tasks . . .	149
12.3	Support Participants Consider Helpful to Be Able to Design and Implement Technology-Enhanced Language Learning Tasks . . .	165
13.	Concluding Discussion . . . . .	184
13.1	Discussion of Research findings . . . . .	184
13.1.1	Technology-Enhanced Tasks and Learners' Oral Communicative Competence . . . . .	186
13.1.2	Criteria for the Design of Technology-Enhanced Communicative Language Learning Tasks . . . . .	190
13.1.3	Support for the Design and Implementation of Technology- Enhanced Language Learning Tasks . . . . .	193
13.2	Contributions . . . . .	195
14.	Limitations of the Study and Future Research . . . . .	198
	List of Abbreviations . . . . .	200
	List of Figures . . . . .	201
	List of Tables . . . . .	202
	References . . . . .	203
	Appendix . . . . .	222

A.1 Lesson Plans ..... 222

A.1.1 Lesson Plan 1 ..... 222

A.1.2 Lesson Plan 2 ..... 228

A.1.3 Lesson Plan 3 ..... 233

A.2 Guiding questions for classroom observations ..... 238

A.3 Interview Guides ..... 239

A.3.1 Interview Guide 1 (Before the Projects) ..... 239

A.3.2 Interview Guide 2 (After the Projects) ..... 243