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in memoriam

Craig Chaudron
1946–2006
Welcome to the second International Conference on Task-Based Language Teaching! We are very happy to be hosting TBLT 2007 at the University of Hawai‘i, and your participation is indicative of the burgeoning worldwide interest in TBLT as a basis for improving language education. Planning for this event began two years ago at the 1st TBLT conference at the Katholieke Universiteit Lueven, and we hope to sustain and build upon the momentum generated by the organizers and participants at that superb initial meeting.

This year’s program features 100 paper and poster presentations selected from 200 high-quality proposal abstracts (for an overall acceptance rate of 50%); we are grateful to our international panel of expert reviewers for making the difficult selection decisions. In addition to the 22 different countries and numerous languages represented by presenters, several themes are particularly prominent, including: task-based assessment, tasks and technology, teacher perceptions and teacher development in TBLT, the effects of TBLT on L2 acquisition, and task-based curriculum. Three colloquia cover the intriguing topics of: language versus content in task-based assessment; enhancing critical language awareness through task-based teaching; and the full-scale implementation of a task-based program. We are excited to feature three plenary sessions which explore in depth several themes that have come to mark the development of TBLT in recent years: the relationship between theory and practice (Van den Branden); cognitive underpinnings for task-based learning (a point-counterpoint plenary with Robinson and Skehan); and the fundamental importance of teachers interacting with task designs in realizing effective TBLT (Samuda). All of these sessions will go a long way towards advancing the conference theme of “putting TBLT principles to work.”

We are very grateful to the many sponsoring individuals and organizations behind this event, and in particular to the student volunteers who have devoted considerable energies to its success. We invite you to peruse the program for further information about the conference events, as well as updates on the newly formed International Consortium on TBLT, the John Benjamins book series *Task-Based Language Teaching: Issues, Research, and Practice*, the retrospective TBLT book exhibit; and the announcement for TBLT 2009. If you have any needs or questions, please do not hesitate to talk with one of the many volunteers, who may be identified by their brightly colored volunteer badges.

Finally, we would like to dedicate TBLT 2007 to the memory of our dear friend and colleague, Craig Chaudron, whose support and enthusiasm was essential for enabling this conference to happen.

Aloha and welcome,

TBLT 2007 Organizing Committee
  John Norris, Chair
  Marta González-Lloret
  Lourdes Ortega
  Richard Schmidt
  Jim Yoshioka
  Craig Chaudron (in memoriam)
National Foreign Language Resource Center

Drawing on the abundance of resources afforded by our locale, we at the National Foreign Language Resource Center (NFLRC) focus our efforts on the less commonly taught languages—particularly those of Asia and the Pacific—recognizing that competence in these languages is increasingly vital to the nation’s future. We engage in research and materials development projects, conduct workshops and conferences for language professionals, and distribute a wide variety of publications on center projects and programs. The projects and educational programs we undertake have broader implications for the teaching of all languages.

Under the Language Resource Centers program, the United States Department of Education awards grants to a small number of institutions of higher education for the purpose of establishing, strengthening, and operating centers that serve as resources to improve the nation’s capacity to teach and learn foreign languages effectively. In 1990, the University of Hawai‘i was first granted funds to develop a National Foreign Language Resource Center (NFLRC), one of three such centers at that time—the number has since grown to fifteen. Find out more about the NFLRC, its projects, products, and personnel at http://www.nflrc.hawaii.edu

The University of Hawai‘i National Foreign Language Resource Center is supported by a grant from the United States Department of Education CFDA 84.229, P229A060002.

Department of Second Language Studies

Probably the oldest and largest independent department of its kind in the world, the Department of Second Language Studies (SLS) focuses on the learning, teaching, and use of languages in a variety of contexts. The 15 members of the SLS faculty serve on the boards of numerous academic journals, book series, and professional organizations, and SLS programs offer a primary locus in the Pacific region for applied linguistics research and practice. The SLS Department also administers several research centers and language teaching units.

The Department offers a Master of Arts in Second Language Studies (including five specialized tracks of study), a PhD program in Second Language Acquisition, an Advanced Graduate Certificate in Second Language Studies, a BA with an ESL specialization, and an Undergraduate Certificate in Pidgin and Creole Studies. The Department’s programs are intended to provide advanced academic preparation for second language acquisition researchers, language teachers, and other language professionals. For more information about SLS, visit http://www.hawaii.edu/sls/

College of Languages, Linguistics, and Literature

Offering a broad curriculum in English studies, foreign languages, second language acquisition, and linguistics, the College of Languages, Linguistics, and Literature is one of the four Arts and Sciences colleges of the University of Hawai‘i at Mānoa. LLL (as it is popularly called) is composed of six departments
and several programs and centers. The College capitalizes on Hawai‘i's location in the Pacific to provide, in addition to traditional fields of study, curricula with a focus on Asia and the Pacific unique in the nation. LLL regularly teaches 30 languages, mostly Asian and Indo-Pacific, and has the capacity to teach 50 more according to demand.

The programs in the College offer a full range of degrees, from the BA to the MA and the PhD. The faculty has long been recognized for its commitment to innovative research in language and literature and for the excellence of its teaching, with an emphasis on small classes (averaging 20 students) and close interaction between teacher and student.

The College is led by Interim Dean Joseph O’Mealy and Interim Associate Dean Jean Toyama. For more information about LLL and its departments and centers, visit [http://www.lll.hawaii.edu](http://www.lll.hawaii.edu).

John Benjamins Publishing Company

John Benjamins (JB) Publishing Company is an independent, family-owned academic publisher headquartered in Amsterdam, The Netherlands. Founded over 40 years ago by John and Claire Benjamins, the company is currently under the general management of their daughter Seline Benjamins. Over the years, JB has been firmly rooted in every imaginable subfield of Language and Linguistics. In the area of Applied Linguistics, they currently publish several book series, including among others: *Language Learning and Language Teaching, Studies in Bilingualism, Studies in Corpus Linguistics, and Studies in Discourse and Grammar*. They are also the publishers of the new series *Task-Based Language Teaching: Issues, Research, and Practice*.

JB publications are selected under expert academic editorship and peer-reviewing by and for academic researchers and trainers, and include, in addition to works of pure research, excellent university-level course books. JB takes pride in maintaining a constant dialogue with the various academic communities to stay at the forefront of research developments and needs, and in serving as an academic exchange for scholars from every part of the world. Find out more at [http://www.benjamins.nl](http://www.benjamins.nl).

Language Learning Center

The Language Learning Center (LLC) at the University of Hawai‘i at Mānoa provides technical support services to enhance language teaching and learning in the College of Languages, Linguistics, and Literature. The Center facilitates research and development projects and the implementation of innovative language teaching methods and approaches.

LLC supports language laboratories, a multi-purpose media room, viewing rooms, and a variety of audio-visual equipment available for check out. The LLC regularly hosts national and international events sponsored by various units in the College. Find out more at [http://www.mcl.lll.hawaii.edu/llc/](http://www.mcl.lll.hawaii.edu/llc/).

University of Hawai‘i Endowment for the Humanities

Administered by the University Research Council, the Endowment for the Humanities is a special fund that provides support for hosting conferences across the broad disciplines of the Humanities. In particular, it is used for bringing plenary speakers of international renown to the University of Hawai‘i.
Sponsors
National Foreign Language Resource Center
Department of Second Language Studies
College of Languages, Linguistics, and Literature
John Benjamins Publishing Company
Language Learning Center
University of Hawai‘i Endowment for the Humanities

TBLT 2007 web design
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Program design
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Lourdes Ortega
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Jim Yoshioka
Craig Chaudron (in memoriam)

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Barry O’Sullivan, University of Roehampton
Kris Van den Branden, Katholieke Universiteit Leuven
Machteld Verhelst, Katholieke Universiteit Leuven

...and an especially BIG MAHALO to the many conference volunteers!

John Kawahara, College of LLL
David Hiple John Standal, and Dan Tom
Language Learning Center
Carolyn Nakamura, Queen Kapi‘olani and
Ocean Resort Hotels
East-West Center Housing Office
Hawai‘i Imin International Conference Center
Kakaako Kitchen
Keawe and Tracie Lopes and
Halau – Ka La ‘Onohi Mai o Ha’e‘e’a
Sodexho Catering
Tropical Smoothie Cafe
Waikiki Aquarium
Conference Details and Helpful Information

Conference shuttle service

For the convenience of conference attendees staying at the Ocean Resort (OR) and Queen Kapi‘olani (QK) hotels, we will be providing shuttle service to the Imin Center (IC) and Waikiki Aquarium (WA) as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>OR → QK → IC</th>
<th>OR → QK → IC</th>
<th>IC → OR &amp; QK</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>3:30pm</td>
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<td>IC → OR &amp; QK</td>
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<td>8:00am</td>
<td>OR → QK → IC</td>
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<td>6:15pm</td>
<td>IC → OR &amp; QK</td>
<td>6:30pm</td>
<td>IC → OR &amp; QK</td>
</tr>
</tbody>
</table>

The buses are “sunflower yellow” and have “Roberts Hawai‘i School Bus” written on the side.

Please be waiting near the street in front of the building at least five minutes before pick-up time to ensure that you don’t miss your bus. These shuttle routes are one-way and fixed. If you desire to go to the Imin Center or your hotel at a time other than indicated above, you will be on your own for transportation (see Local Transportation information in your registration packet for other options).

Tip: Don’t wait till the last minute! If you are planning to go to (or present in) an early morning session, we recommend that you try for the earliest shuttle bus in case there are delays because of traffic.

Conference registration & information desk

Check in at the registration desk to pick up your conference packet and tickets, to ask questions, or to get ‘local’ information.

- Thursday, 9/20, 2:30pm–4:30pm, Imin Center Lanai (outside)
- Friday, 9/21, 7:30am–4:00pm, Wailana Room (garden level—downstairs)
- Saturday, 9/22, 7:30am–2:00pm, Wailana Room (garden level—downstairs)

Technology for paper presentations

Each presentation room comes equipped with the following: PC laptop computer, LCD projector and cables, overhead transparency projector. Technology volunteers will also be on hand in each room to assist presenters.

Tip: Presenters should load PowerPoint presentations in advance of their sessions. Rooms will be open both Friday and Saturday with technology volunteers on hand during the following times, for the express purpose of loading presentations onto the computers.

- Friday & Saturday, 7:30am–8:40am; 12:30pm–1:10pm

Opening reception

- Thursday, 9/20, 6:00pm–8:00pm, Imin Center Lanai (outside)

Please join us for the opening reception, featuring complimentary light pupus (hors d'oeuvres) and beverages. The reception will be held immediately after the opening plenary, on the lanai overlooking the Japanese Garden.
Waikiki Aquarium party (ticketed event)
Friday, 9/21, 6:30–9:00pm

Pre-paid ticket holders will enjoy a private party at the Waikiki Aquarium with its beautiful displays of local marine life as well as a prime beachside view of the spectacular Hawaiian sunset. Pupus (local hors d’oeuvres) and drinks will be served under the moonlight in the Aquarium’s tropical garden setting. Guests will also enjoy live Hawaiian music and hula performances provided by Keawe and Tracie Lopes & Halau – Ka La ‘Onohi Mai o Ha’eha’e. Shuttle transportation to the Aquarium from the conference center (one-way) will be provided (see above). Don’t miss this special event!

For party attendees with cars, here are directions to the Waikiki Aquarium (2777 Kalakaua Avenue), which is adjacent to the New Otani Kaimana Beach Hotel.

- From the lower campus parking structure, TURN LEFT onto DOLE STREET
- At the signal, TURN LEFT onto UNIVERSITY AVENUE
- Go straight, crossing under the highway, staying in the leftmost lane
- AT THE SECOND SIGNAL, TURN LEFT onto KING STREET
- Stay to your right, and A LITTLE BEFORE THE SECOND SIGNAL, follow the road and TURN RIGHT onto Kap'i'OLANI BLVD
- QUICKLY MOVE OVER TO THE LEFTMOST LANE and TURN LEFT onto KAIMUKI AVENUE (the first cross street). You will see Kaimuki High School and then a park on your right
- At the signal, TURN RIGHT onto KAPAHALU AVENUE
- Go all the way to the END of KAPAHALU (by the seashore) and TURN LEFT onto KALAKAUA AVENUE. You will be entering KAPI'OLANI PARK, where the Waikiki Aquarium is located. Go straight (bearing right) and you will see it on your righthand side. If you pass the fountain, you have gone too far.
- There are metered parking lots and street parking all around the park. No parking will be available at the aquarium itself

Coffee service

Complimentary morning and afternoon coffee/tea service is offered to all conference participants.

- Thursday, 9/20, 2:30pm–4:30pm, Imin Center Lanai (outside, next to registration)
- Friday, 9/21, 8:00am–8:45am, 10:15am–10:45am, 2:45pm–3:15pm, Wailana Room (garden level—downstairs)
- Saturday, 9/22, 8:00am–8:45am, 10:15am–10:45am, 2:45pm–3:15pm, Wailana Room (garden level—downstairs)

Note: No food is allowed in the Keoni Auditorium, the second floor presentation rooms, or the Japanese garden.

Boxed lunches (ticketed option)

Friday, 9/21, & Saturday, 9/22, 11:45am–1:15pm, Makana & Ohana Rooms (garden level)

Boxed lunches will be available for those who have pre-paid for the lunch option(s). Lunch tickets indicating nonvegetarian or vegetarian preference come with your conference packets if you ordered and paid for them; please present your ticket to receive your lunch.
**note:** Please eat either in the designated rooms or outside by the Thai Pavilion (the grassy area to the left of the Imin Center). No food is allowed in the Keoni Auditorium, the second floor presentation rooms, or the Japanese garden.

**Retrospective TBLT book exhibit**

Friday, 9/21, & Saturday, 9/22, all day, Wailana Room (garden level)

Visit the retrospective TBLT book exhibit “Two decades of TBLT publishing”, downstairs next to the coffee service. On display will be a collection of monographs published over the past two decades on the subject of TBLT. Publishers’ information will also be available.

**note:** Sale of books is not allowed in the Imin Center; there will be no opportunity to purchase books at TBLT 2007.

**Copying**

Copies can be made at the following locations on campus or nearby (see campus map):

- **Imin Conference Center** (Room 225) 944–7159. Open during conference hours; contact Imin Center staff in room 225. Self-service, 10¢ a copy.
- **Hamilton Library** (located across East-West Road from the Imin Center) 956–7204. Open Monday–Thursday 8:00am–9:00pm, Friday 8:00am–5:00pm, Saturday 12:00pm–6:00pm. Coin- or card-operated machines.
- **Business Works of Hawai’i, Inc.** (located at Campus Center) 941–1098. Open Monday–Thursday 8:00am–4:00pm, Friday 8:00am–3:30pm.
- **Kinko’s** (located at the corner of S. King Street and University Avenue) 943–0005. Open 24 hours a day, seven days a week.

**Internet access**

Hamilton Library (see above) provides free internet stations, though they can get busy when classes are in session. Kinko’s (see above) rents internet access as well. Wireless access on campus is password protected, so generally not viable for visitors. Campus residences provide high-speed ethernet connections (cable, not wireless). There are several internet cafes in the vicinity of the campus who offer free wireless internet access, the closest being Volcano Joe’s (1810 University Ave).

**Imin Center phone**

Pay phones are located on the garden level under the stairs and on the second floor by the men’s restroom.

**Evaluation forms**

Please fill out the conference evaluation form included in your registration packet. Submit your form in the marked “evaluation box” at the registration table and detach and drop off your “prize drawing” ticket in the marked “prize drawing” box. Prizes include books on TBLT. The prize drawing will be held following the final plenary session of the conference.
Meeting rooms are located on the second floor (see map).
Keoni Auditorium is located on the ground floor.
The Wailana, Ohana, and Makana Rooms are located downstairs on the garden level.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>registration &amp; coffee on the Imin Center lanai</td>
</tr>
</tbody>
</table>
| 4:30–6:00| PLENARY Task-based language education: From theory to practice...and back again  
               
               *Kris Van den Branden* in Keoni Auditorium                      |
| 6:00–8:00| opening reception on the Imin Center lanai                             |

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday</td>
<td>registration</td>
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<tr>
<td>7:30</td>
<td>technology volunteers on hand to help you set up your presentation</td>
</tr>
<tr>
<td>8:00–8:45</td>
<td>registration &amp; coffee</td>
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</tbody>
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<tr>
<th>Time</th>
<th>Event</th>
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</table>
| 8:45–9:15| COLLOQUIUM 1 Tasks and the integrated assessment of language and content convener: Bernard Mohan  
               
               *Does focus-on-form promote learning in second language tasks? (Adams)*  
               
               *Integrating input, interaction, and production through CALL tasks in an online task-based multimedia environment for EFL/ESL (Bañados)*  
               
               *Task-based language teaching and vocabulary acquisition (N. Schmitt)*  
               
               *Tasks and exercises: How do teachers perceive them? (Xavier)*          |
| 9:15–9:45|  
               
               *Teacher- and learner-led discourse as tools for L2 grammatical development in task-based Spanish instruction (Toth)*  
               
               *Exploring task-based curriculum development in a hybrid web-based conversational Chinese program (Hill, Tschudi)*  
               
               *Word usage of L2 learners in performing narrative tasks: An analysis of task types and learner proficiencies (H. Huang)*  
               
               *The translation of teacher training input on differentiation into classroom practice (Devlieger, Goossens)* |
| 9:45–10:15|  
               
               *The effects of modified elaborated texts on ESL reading comprehension (Vatz)*  
               
               *Blended tasks: Face-to-face and online task development (Tuzi)*  
               
               *Task type effects on use and recall of task vocabulary in oral production tasks (Newton)*  
               
               *Teaching task-based teaching (Feryok)*                                  |
<p>| 10:15–10:45| registration &amp; coffee                                                |
| 10:45–11:15| registration                                                        |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>11:15–11:45</td>
<td>Is the efficacy of implicit and explicit corrective feedback in SLA affected by prior knowledge?</td>
<td>(Bowles)</td>
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<tr>
<td></td>
<td>A task-based approach in synchronous computer-mediated communication: Preliminary findings</td>
<td>(Abe, Adams)</td>
</tr>
<tr>
<td></td>
<td>The effect of task complexity and conditions on learner-learner interaction</td>
<td>(Y. Kim)</td>
</tr>
<tr>
<td></td>
<td>Task-based conference interpreter training and second language acquisition</td>
<td>(Zannirato)</td>
</tr>
<tr>
<td>11:45–1:15</td>
<td>boxed lunches (by pre-arrangement) in Makana &amp; Ohana Rooms</td>
<td></td>
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<tr>
<td>12:30–1:10</td>
<td>technology volunteers on hand to help you set up your presentation</td>
<td></td>
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<tr>
<td>1:15–1:45</td>
<td>COLLOQUIUM 2 Enhancing critical language awareness through task-based teaching: Principles,</td>
<td>Marianne Rachel G. Perfecto</td>
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<td></td>
<td>processes, and practices convener:</td>
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<td></td>
<td>Using language, in theory and in TBLT-practice</td>
<td>(Jaspaert)</td>
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<tr>
<td></td>
<td>Adaptation of task design across contexts</td>
<td>(Riley)</td>
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<tr>
<td></td>
<td>Language testing and culture</td>
<td>(Wijnants, van Oel, Teijssse-Jongkind, Roppe)</td>
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<td>The implementation of a TBLT module for adult learners of Indonesian into a communicative</td>
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<td>Learning about global issues through task-based activities: Mixing and matching the four skills</td>
<td>(Andrade)</td>
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<tr>
<td>1:45–2:15</td>
<td>Developing Finnish language curricula through research and development project 2006–2009</td>
<td>(Hildén)</td>
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<td></td>
<td>Empowering EFL teachers to implement &quot;expansive learning&quot;</td>
<td>(Suzuki, Collins)</td>
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<td>TBLT curriculum design in teaching Cantonese as a foreign language</td>
<td>(S. Lee)</td>
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<tr>
<td>2:15–2:45</td>
<td>Towards a version of task-based approaches suitable for schooling</td>
<td>(Carless)</td>
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<td>Japanese university student attitudes toward task-based language teaching</td>
<td>(Hood, Elwood, Falout)</td>
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<td></td>
<td>The common European framework of reference: Is alignment with functional performance based</td>
<td>(Roppe, Teijssse, van Oel, Gysen)</td>
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<td></td>
<td>language examinations possible?</td>
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<tr>
<td>2:45–3:15</td>
<td>TBLT and American sign language: Creating and adapting materials for teaching ASL</td>
<td>(Bouton)</td>
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<tr>
<td>3:15–3:45</td>
<td>registration &amp; coffee</td>
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<td>Time</td>
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<tr>
<td>3:45–4:15</td>
<td>Keoni</td>
<td>COLLOQUIUM 2 continued: TBLT in kindergarten: Finding a balance between language acquisition in a child-centred approach and language teaching in a teacher-directed approach (Verhelst)</td>
</tr>
<tr>
<td></td>
<td>Asia</td>
<td>Taking program innovation to task: A descriptive account of how a task-based language program was introduced into a Japanese university (Moser)</td>
</tr>
<tr>
<td></td>
<td>Kaniela</td>
<td>A comprehensive descriptive model for speaking and oral interaction: Theoretical and practical implications for the development of task-based language assessment instruments (Gysen, Jordens, Maddens)</td>
</tr>
<tr>
<td></td>
<td>Pacific</td>
<td>TBLT in professional law enforcement (Burwell, Rodriguez, González-Lloret, Wickham)</td>
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<tr>
<td></td>
<td>Tagore</td>
<td>Registration until 4pm</td>
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<tr>
<td></td>
<td>Wailana</td>
<td></td>
</tr>
<tr>
<td>4:30–6:00</td>
<td>Keoni</td>
<td>POINT-COUNTERPOINT PLENARY: Rethinking-for-speaking and L2 task demands: The Cognition Hypothesis, task classification, and sequencing Peter Robinson</td>
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<td>Tradeoff and cognition: Two hypotheses regarding attention during task-based performance Peter Skehan in Keoni Auditorium</td>
</tr>
<tr>
<td>6:30–9:00</td>
<td></td>
<td>Waikīkī Aquarium party (off-site ticket event)</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Task Complexity and Linguistic Complexity: An Exploratory Study (Choong, Han)</td>
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<tr>
<td>8:00–8:45</td>
<td><strong>COLLOQUIUM 3</strong> Developing a Task-Based Language Program for Advanced L2 Learners: From Needs Analysis to Program Evaluation <strong>Convener:</strong> Jinhwa Lee</td>
<td>Task Complexity and Linguistic Complexity: An Exploratory Study (Choong, Han)</td>
</tr>
<tr>
<td>8:45–9:15</td>
<td>Task Complexity and Linguistic Complexity: An Exploratory Study (Choong, Han)</td>
<td>The Interaction of Task Condition and Task Complexity in the Oral Performance of Turkish and Moroccan Learners of Dutch (Michel, Kuiken, Vedder)</td>
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<td>9:15–9:45</td>
<td>Task Complexity and Linguistic Complexity: An Exploratory Study (Choong, Han)</td>
<td>Lexical and Syntactic Complexity in a Task-Based, CMC Environment (Collentine, Collentine)</td>
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<td>10:15–10:45</td>
<td>Task Complexity, Focus on Form, and L2 Acquisition of Tense-Aspect Marking (Révész)</td>
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<td>• technology volunteers on hand to help you set up your presentation</td>
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<td>1:45–2:15</td>
<td>Asia</td>
<td>Extending task-based research paradigms to university-level writing tasks</td>
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<td>Kaniela</td>
<td>Using summaries to measure reading and writing ability (Vongpumivitch)</td>
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<td>Pacific</td>
<td>From &quot;task-as-workplan&quot; to &quot;task-as-process&quot;: TBA practices in primary schools</td>
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<td>Tagore</td>
<td>in the Chinese EFL context (Zhan, Robertson)</td>
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<td>Increasing syntactic complexity of language in an online TBLL environment (Arslanyilmaz, Pedersen)</td>
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<td>2:15–2:45</td>
<td>Wailana</td>
<td>A research agenda for TBLT (Long)</td>
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<td>Teaching the research paper in freshman composition: A task-based approach (Koestner)</td>
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<td>The measurement of task-based second language production: The validity of fluency,</td>
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<td>accuracy and complexity (Sheppard)</td>
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<td>Investigating challenges in implementing task-based instruction (Cobb, Lovick)</td>
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<td>Blended approach for basic level EFL students in a Japanese university (Odaira, Fujieda)</td>
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<td>2:45–3:15</td>
<td>Asia</td>
<td>Understanding task demands: The whole as a sum of its parts (Bygate)</td>
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<td>3:15–3:45</td>
<td>Keoni</td>
<td>Needs analysis and developing a module of task-based summary writing (Ko)</td>
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<td>Assessing task based assessment too: Are we on the right track? (Paredes, Munné)</td>
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<td>Task complexity: The bridge from theory to practice in task-based language teaching</td>
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<td>(TBLT) (Ellis)</td>
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<td>Applying TBLT to videoconferencing: The effects of pre-task preparation on</td>
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<td>performance (Kinoshita, Sheppard)</td>
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<td>3:45–4:15</td>
<td>Wailana</td>
<td>Defining needs in terms of tasks: The future L2 demands of English majors at a</td>
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<td>Japanese university (Lambert)</td>
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<td>Determining the effects of personality on group oral test scores with SEM</td>
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<td>techniques (Ockey)</td>
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<td>Researching the effect of pre-teaching on task performance (Muller)</td>
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<td>4:30–6:00</td>
<td>Wailana</td>
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<td>Tasks, design, and the architecture of pedagogic spaces</td>
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<td>Virginia Samuda</td>
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Task-based language teaching starts from the basic idea that people learn a (second) language by performing tasks. In turn, tasks have been defined as things that people do with a view to achieving a non-linguistic goal and which involve the use of language; while performing tasks, the primary focus of the language user is on exchanging meaning. All this implies that the language learning potential of tasks strongly depends on what language learners actually do, aim for, and focus upon when confronted with tasks.

In my plenary lecture, I will discuss this theory from a classroom-based perspective. Starting from a number of empirical studies that report on how language learners, and their teachers, react to tasks, I will explore the complexity of the social interaction that tasks in authentic classroom settings give rise to. I will both highlight the many variables that impact upon the learners’ perceptions of tasks and their actions while performing tasks, and the variables that influence what teachers do and think when they work with tasks. As a result of the multidimensional interplay of the social, motivational, cognitive, and affective variables that are at work in authentic classrooms, ‘tasks’ tend to be redefined in multiple ways by both teachers and learners during the process of task performance. By exploring what tasks do to learners and teachers, and what learners and teachers do with tasks, the practice of task-based interaction offers valuable insights that may enrich the basic theory behind task-based language learning.

Kris Van den Branden is a professor of linguistics at the Faculty of Arts of the Katholieke Universiteit Leuven. At the same university, he is the current director of the Centre for Language and Education. He is also one of the directors of the Flemish government-subsidized Centre for Equity in Education. Kris Van den Branden’s main research interests are with interaction in second language acquisition, the implementation of task-based language teaching, the diffusion of educational innovation and the role of the teacher in (task-based) language teaching. Kris Van den Branden has published a wide range of articles and books in Dutch and in English, and has edited a volume on task-based language teaching recently published by Cambridge University Press. Together with Lies Sercu he is the chief editor of ITL International Journal of Applied Linguistics. Together with John Norris and Martin Bygate, he currently edits a series of volumes on task-based language teaching published by John Benjamins.
Rethinking-for-speaking and L2 task demands: the Cognition Hypothesis, task classification, and sequencing

Peter Robinson
Aoyama Gakuin University

The Cognition Hypothesis (Robinson, 2001, 2003a) claims that increasing the cognitive 'complexity' of tasks leads to more L2 learning and measurable improvements in L2 production, comprehension, and performance (see e.g., García Mayo, 2007; Robinson, 2005). It also claims, largely for these reasons, that in pedagogic practice task complexity should be the basis of L2 task-based sequencing decisions and syllabus design (Robinson, 2007, in press). The Cognition Hypothesis is motivated by a theoretical 'type' distinction between cognitive dimensions of tasks contributing to their complexity, that is, that: i) increasing the conceptual/communicative demands of L2 pedagogic tasks causes attention to be directed to the language needed to meet task demands, so leading to 'rethinking-for-speaking,' grammaticization and thereby L2 development (Robinson, & Ellis, 2007; Slobin, 1996); and also that, ii) increasing the procedural/performative demands of tasks causes attention to be dispersed across many nonlinguistic aspects of task demands, and therefore promotes conservation of, and automatic 'nonthinking-for-access' to, needed current L2 resources for performing the task (Robinson, 2003b). I describe how these 'types' of cognitive demand can be combined to optimize both L2 development and automaticity via task design and sequencing options for learners, and illustrate them in a taxonomy for pedagogic task classification which operationally distinguishes task 'complexity' (as defined above) from task 'condition' (the interactive demands of tasks) and task 'difficulty' (learner perceptions of task demands).

Peter Robinson (B.A. Wales, M.A. London, Ph.D. Hawai‘i) is Professor of Linguistics and SLA at Aoyama Gakuin University, Tokyo. He is interested in the roles of attention and memory, person-in-situation approaches to aptitude(s); and cognitive complexity and task sequencing during instructed SLA. Recent publications include Task Complexity, the Cognition Hypothesis and Second Language Instruction (2007) Special Issue of IRAL: Mouton DeGruyter (co-edited with Roger Gilabert), and The Handbook of Cognitive Linguistics and SLA (2007) Routledge (co-edited with Nick Ellis). He is also editor of the book series Cognitive Science and SLA published by Lawrence Erlbaum.
The last decade has seen a proliferation in studies of task-based performance. There have also been proposals on the connections between task and performance variables. This paper will explore two of these: Robinson’s Cognition Hypothesis and Skehan’s Tradeoff Hypothesis. Robinson proposes (a) attentional limitations do not constrain performance, and (b) language complexity and language accuracy are driven by task complexity. Skehan proposes (a) attentional limitations do constrain performance, and (b) sometimes this manifests itself in tradeoff effects. But in addition, Skehan proposes that there are a number of distinct influences on different aspects of task performance, and so therefore, despite attentional limitations, there will also be occasions where complexity and accuracy may be separately favoured and therefore raised simultaneously. The presentation will propose that combinations of task characteristics and task conditions are sufficient to account for, e.g., simultaneously raised accuracy and complexity, and that these findings are perfectly compatible with limited capacity models of attention. Three research studies will be discussed where accuracy and complexity are both raised. It will be claimed that this effect is due to the precise conditions under which tasks are done, e.g., nature of planning (the first study); nature of post-task activity (the second study), or combinations of task characteristics interacting (the third study). The key issue then becomes how to promote effective task performance within attentional limitations.

Peter Skehan is Professor of Applied English Linguistics at the Chinese University of Hong Kong. His interests are in individual differences in language learning, second language acquisition, and task-based performance. Currently he is researching the role of information organisation in task performance, as well as what learners do during pre-task planning time. He is also interested in developing new measures of task performance, especially regarding lexical content.
It is generally accepted that the way tasks are designed can have differential effects on the opportunities for language use, processing, and development that may be created. To date, empirical insights relevant to task design have been derived primarily from the study of combinations of task components, characteristics, and/or conditions and their impacts on different dimensions of performance (the Skehan & Foster studies, Robinson, 2001, 2007, Ellis, 2001, Pica et al, 1993 inter alia). However relatively little attention has been paid to task design as an area of empirical inquiry in its own right, and as a result the broader applied linguistic implications of a number of questions about tasks as ‘designed’ events remain under-explored. Such questions include: What is involved in creating a task designed to generate multilevel integrated uses of language? What can this tell us about the applied language understanding of those who design tasks? What can this tell us about this particular kind of applied language knowledge? And what can this tell us about where ‘design’ begins and where it ends? In this talk, I’ll be exploring these questions in light of recent studies of the working practices of task designers developing tasks, and the working practices of teachers implementing them in the classroom. I’ll be highlighting methodological implications for the study of design issues that this work brings to the fore, as well as ways in which it complements and builds on insights from studies of performance, and how it could contribute to the preparation of teachers working with tasks.

Virginia Samuda has worked in Brazil, Singapore, the US and the UK as a language teacher, materials writer, teacher educator and researcher. Publications include Designing language learning tasks: a guide (2000, co-authored with Keith Johnson and Jim Ridgway); Guiding relationships between form and meaning during task performance: The role of the teacher (2001, in Bygate et al., Researching Pedagogic Tasks); Expertise in second language pedagogic task design (2005, in Johnson, Expertise in second language learning and teaching); Tasks in second language learning (in press, co-authored with Martin Bygate). Her current research interests at Lancaster University are pedagogic task design and teachers’ use of tasks in the classroom.
Colloquium 1:

Tasks and the Integrated Assessment of Language and Content

Convener: Bernard Mohan, University of British Columbia

Friday, September 21, 8:45am—11:45am, Keoni auditorium

Language educators, especially in TBLT, face the problem of assessing task performances from the perspective of conveyed meaning as well as language form (i.e., as both content and language). But how? We provide principled insights into this problem from: the history of Language for Specific Purposes assessment, an ecological framework for using assessments to understand learners’ integrated development, the enhancement of content-language integration through the framing of writing prompts as genre-based tasks, and approaches to causal discourse development in science tasks.

Introduction:
The content problem in the context of assessment research in Language for Specific Purposes

Dan Douglas, Iowa State University

This introduction contextualizes the content problem in the history of research on Language for Specific Purposes (Douglas 2000), where language assessment specialists have made little progress despite repeated attempts, and recommends a new approach, from the perspective of contextualized, content-based instruction in which task, content, and language ability are integrated in authentic communicative performance.

Ecologically valid uses for assessment at the nexus between language, content, and task

John Norris, University of Hawai'i at Mānoa
Barry O’Sullivan, Roehampton University

In concert with task-based and related innovations, this presentation introduces a framework for helping language educators develop assessment systems that can (a) illuminate learners’ development of language/content/task abilities, (b) support the integrated teaching of the same, and (c) fulfill the variety of assessment uses that language programs now face.

Assessing L2 writing performance: Reconsidering writing prompts as genre-based tasks

Heidi Byrnes, Georgetown University

The paper investigates the link between L2 writing tasks and assessment with a focus on the creation of writing prompts. It does so by specifying how “content” and “language” as crucial and integrated features of meaning-making in texts can be enhanced by framing writing prompts as genre-based tasks.

Assessing discourse functionally in practice and theory: The case of causal discourse

Bernard Mohan, University of British Columbia
Tammy Slater, University of British Columbia
Marilyn Low, Pacific Resources for Education and Learning
Constant Leung, King’s College London

Assessing meaning in task, and taking the case of causal discourse, we analyze learner discourse functionally as integrated form and meaning (language and content) using a functional model of causal discourse development. It offers principled criteria for assessment, and illuminates learner difficulties and functional teacher and learner scaffolding and recasting.
COLLOQUIUM 2:
ENHANCING CRITICAL LANGUAGE AWARENESS THROUGH TASK-BASED TEACHING: PRINCIPLES, PROCESSES, AND PRACTICES

convener: Marianne Rachel G. Perfecto, Ateneo de Manila University

Friday, September 21, 1:15pm – 4:15pm, Keoni auditorium

This colloquium will clarify Critical Language Awareness (CLA) and introduce principles of critical reading and writing, situate CLA within a task-based framework, and emphasize the importance of teaching language as a system of communication that belies particular biases. The implications for course design and materials development will also be discussed.

Critical reading and writing in the task-based framework
Marianne Rachel G. Perfecto, Ateneo de Manila University

This paper clarifies critical language awareness, particularly the need for a critical approach to the teaching of language. It shows how TBLT is the ideal venue for this because teachers can integrate the discussion of genre and content of texts, and the context and purpose of reading and writing.

Helping learners think for themselves: A task-based approach to teaching critical writing
Maria Luz Elena N. Canilao, Ateneo de Manila University

This paper shows how TBLT may be used in enhancing students’ critical language awareness in the writing classroom. It shows how research paper writing, for example, may be made more meaningful through oral communication tasks. It discusses the art of helping students become analytical thinkers, confident communicators, and autonomous learners.

Working with worksheets: Developing critical reading practices in the language classroom
Michelle Guevara Paterno, Ateneo de Manila University

Although critical reading is an integral part of task-based teaching, it remains largely underutilized, especially in the context of second language remedial learners. This paper presents how critical reading practices may be incorporated within a task-based framework for second language learners. It also discusses implications for syllabus and materials development.
Colloquium 3:

Developing A Task-Based Language Program for Advanced L2 Learners: From Needs Analysis to Program Evaluation

Convener: Jinhwa Lee, University of Hawai’i at Mānoa

Saturday, September 22, 8:45am – 11:45am, Keoni Auditorium

This colloquium describes the implementation of a task-based approach in an advanced L2 program. Four aspects of program development will be discussed with concrete examples and data, in relation to main proposals of TBLT. Practical and theoretical challenges faced in TBLT program development will be discussed.

Task-based needs analysis for curriculum development

Jinhwa Lee and Dong Jae Lee, University of Hawai’i at Mānoa

This session will illustrate how a task-based needs analysis using multiple sources and multiple methods can be conducted to identify target tasks, and how the identified tasks can be sequenced in a way to facilitate students’ target task performance.

Implementing SLA-motivated methodology and pedagogy in a TBLT curriculum

DongKwan Kong, Bumyoung Choi, and Yeon-Hee Yoon, University of Hawai’i at Mānoa

We will illustrate how SLA-motivated methodological principles (MPs) and pedagogic procedures (PPs) are realized in a TBLT module. Sample materials and the teachers’ explanation will show the interconnectivity of pedagogic tasks in a target task. In the course of introducing classes and materials, some of the challenges will also be addressed.

TBLT in an overseas program

Seok-Hoon Yoo, Chung-Sook Kim, Dong Eun Lee, and Minkyung Chang, Korea University

This presentation introduces the Korea Flagship Overseas Program at Korea University (KFOP-KU) as an exemplary demonstration of TBLT in an overseas setting. In addition to the detailed description of the KFOP-KU curriculum, the advantages of TBLT in a total immersion setting are highlighted with concrete examples.

Does TBLT really work?: Assessment of student progress in a TBLT program

Sumi Chang, Hye-Young Kwak, Seungyeon Lee, and Heeyeon Yoon, University of Hawai’i at Mānoa

In a language program evaluation, assessing learner proficiency is critical. To investigate whether a TBLT curriculum facilitates foreign language proficiency, we analyzed students’ data from various tests administered in the Korean Flagship Program. The results showed a substantial improvement in general Korean proficiency, indicating the effectiveness of TBLT as a foreign language teaching approach.
Does focus-on-form promote learning in second language tasks?
Rebecca Adams, Victoria University of Wellington
Learners can vary substantially in rates of learning from engagement in second language tasks. This study examines the role of learner tendency to focus-on-form on learning from task-based dyadic interactions. Evidence of the effectiveness of focus-on-form in this context is discussed.
Friday | September 21 | 8:45–9:15 Asia

A task-based approach in synchronous computer-mediated communication: Preliminary findings
Nik Aloesnita, Victoria University of Wellington & Rebecca Adams, Victoria University of Wellington
This presentation will focus on the description of the study on the influence of task characteristics on learner language production while engaging in problem-based Synchronous Computer-mediated Communication and its preliminary findings.
Friday | September 21 | 11:15–11:45 Kaniela

Learning about global issues through task-based activities: Mixing and matching the four skills
Melvin R. Andrade, Sophia Junior College & Aoyama Gakuin University
This paper investigates the extent to which EFL textbooks for university-level students in Japan reflect the principles of task-based learning in their lesson formats and practice activities. In particular, it looks at books and lessons focusing on global trends and issues such as energy, environment, migration, population, and world health.
Friday | September 21 | 1:15–1:45 Tagore

Increasing syntactic complexity of language in an online TBLL environment
Abdurrahman Arslanyilmaz, Youngstown State University & Susan Pedersen, Texas A&M University
Many variables have been found to affect syntactic complexity of language produced in task-based language learning (TBLL) environments. The purpose of this study is to investigate whether the provision of models of similar tasks increase the syntactic complexity of language produced in an online TBLL or not.
Saturday | September 22 | 1:45–2:15 Tagore

Integrating input, interaction, and production through CALL tasks in an online task-based multimedia environment for EFL/ESL
Emerita Bañados, Universidad de Concepción
ICT can be used imaginatively to create CALL tasks that promote conditions for second language learning. This paper describes opportunities for input, for oral production and for three types of beneficial interaction: human/computer, human/human, and intrapersonal (Chapelle, 2003; Ellis, 1999) through CALL tasks in a web-based multimedia language learning environment (Bañados, 2006).
Friday | September 21 | 8:45–9:15 Kaniela

TBLT and American sign language: Creating and adapting materials for teaching ASL
Cathi Bouton, University of Alaska Fairbanks
This paper will look at the results of a project which developed a curriculum based on concepts of task-based teaching for entry level ASL learners. We will present detailed examples of lessons, videoclips of students interacting while carrying out tasks, and suggestions for evaluating tasks as well as student performance of them.
Friday | September 21 | 3:15–3:45 Tagore
Is the efficacy of implicit and explicit corrective feedback in SLA affected by prior knowledge?
Melissa A. Bowles, University of Illinois at Urbana-Champaign
A central research question in SLA is the relative efficacy of implicit and explicit corrective feedback. This study investigates whether naive learners and learners with some prior knowledge of the targets of feedback are differentially affected by implicit or explicit feedback. Implications for SLA theory-building and pedagogy are discussed.
Friday | September 21 | 11:15–11:45 Asia

Training novice teachers in implementing a task-based approach: Benefits and challenges
Klaus Brandl, University of Washington & Hedwige Meyer, University of Washington
In this session, we present issues that we faced in training our Teaching Assistants as we implemented a new task-based curriculum in our French program. Based on class observations and follow-up interviews with novice instructors, we argue that they still need extensive training in the implementation of pedagogical tasks.
Saturday | September 22 | 9:45–10:15 Tagore

Exploring task difficulty in ESL reading assessment
Geoff Brindley, Macquarie University, Marian Hargreaves, Macquarie University, Stephen Moore, Macquarie University & Helen Slatyer, Macquarie University
This paper reports on a study aimed at investigating factors affecting the difficulty of reading assessment tasks that are used to assess learning outcomes in the Australian Adult Migrant English program. Teacher, learner and psychometric perspectives on difficulty are explored using test analysis, focus groups and verbal protocols.
Friday | September 21 | 1:15–1:45 Pacific

TBLT in professional law enforcement
Greg Burwell, Border Patrol Academy Spanish Department, Raul Rodriguez, Border Patrol Academy Spanish Department, Marta González-Lloret, University of Hawai‘i at Mānoa & Robert Wickham, US Border Patrol
This paper will present a Spanish TBLT curriculum currently being employed at the United States Border Patrol Academy. It will discuss how the program decided to implement TBLT, how the curriculum was created, organized, and implemented, as well as some of the challenges and solutions of the endeavor.
Friday | September 21 | 3:45–4:15 Tagore

Understanding task demands: The whole as a sum of its parts
Martin Bygate, Lancaster University
Drawing on transcript and post-task interview data following a picture sequencing and story telling task, this paper explores how six groups carry out the same task, how they structure the task into distinct phases, and the different challenges these seem to pose the participants.
Saturday | September 22 | 3:15–3:45 Keoni

Towards a version of task-based approaches suitable for schooling
David Carless, University of Hong Kong
This paper uses interview data to explore the suitability of task-based approaches for secondary schools. It analyses various dimensions in the implementation of task-based teaching including, grammar instruction, examinations and the role of oral production. It argues for situated task-based approaches sensitive to the contexts in which they are being implemented.
Friday | September 21 | 3:15–3:45 Asia
Qualitative differences in teachers’ enactment of task-based language teaching in the English as second language (ESL) primary classroom
Su Ping Chan, The Hong Kong Institute of Education

This paper discusses the qualitative differences of teachers’ enactment of task-based instruction in the primary ESL classroom. It suggests that what is most important in TBLT is the ways in which the teachers as well as the learners orient to the task that finally determines the kind of learning has taken place.
Saturday | September 22 | 8:45–9:15 Tagore

Task complexity and linguistic complexity: An exploratory study
K. Philip Choong, Columbia University & Zhao Hong Han, Columbia University

This paper reports an exploratory study on the relationship between task complexity and linguistic complexity, against the backdrop of Robinson’s (2001, 2005) Cognition Hypothesis. ESL learners and native speakers of English undertook four tasks of picture stories narration across which complexity varied along two dimensions, reasoning demands and contextual support.
Saturday | September 22 | 8:45–9:15 Asia

Investigating challenges in implementing task-based instruction
Marina L. Cobb, Defense Language Institute Foreign Language Center & Natalie Lovick, Defense Language Institute Foreign Language Center

Presenters discuss the results of their investigation of common challenges, concerns and misconceptions about implementing TBI as viewed through the eyes of foreign language teachers and program administrators. Data were collected during several iterations of TBI workshops for program managers, as well as during pre-service and in-service workshops for faculty.
Saturday | September 22 | 2:15–2:45 Pacific

Lexical and syntactic complexity in a task-based, CMC environment
Joe Collentine, Northern Arizona University & Karina Collentine, Yavapai College

We present the results of a study of L2 Spanish in CMC task-based activities varying in complexity. To both gage the extent to which the tasks encouraged complexity and to provide a picture of the acquisitional processes, the researchers provide a corpus analysis of the morphosyntactic complexity of learner data during the tasks.
Saturday | September 22 | 9:45–10:15 Asia

A rich linguistic meal
Bert de Vos, APS & Chantal Bordier, APS

“A rich, linguistic meal” is a film of a task based project. Special needs pupils are working on a two week task. We’ll show the movie and discuss the following: language learning while working on content; how the teacher can support all pupils; the role of reflection.
Saturday | September 22 | 8:45–9:15 Kaniela

The translation of teacher training input on differentiation into classroom practice
Mieke Devlieger, Katholieke Universiteit Leuven & Greet Goossens, Katholieke Universiteit Leuven

In this paper the main results of an in-depth analysis will be presented of how primary school teachers do (or do not) succeed in translating teacher training input on differentiation within task-based teaching into various levels of their daily practice.
Friday | September 21 | 9:15–9:45 Tagore

Task complexity: The bridge from theory to practice in task-based language teaching (TBLT)
David P. Ellis, University of Maryland

Skehan (1998) and Robinson (2005) have proposed task complexity models to help practitioners implement TBLT. However, the models differ fundamentally in their design and predictions. Hence, this poster will introduce a study design that can not only help clarify task complexity characteristics, but also determine which model is more plausible.
Saturday | September 22 | 3:15–3:45 Pacific
Teaching task-based teaching
Anne Feryok, *The University of Auckland*

During a development programme for Malaysian secondary math and science teachers converting to English medium instruction, teacher trainers were exposed to task-based teaching through participation in tasks, including microteaching. Analysis of videotaped and written data shows that the teacher trainers appropriated tasks in light of their beliefs.

Friday | September 21 | 9:45–10:15 Tagore

A comprehensive descriptive model for speaking and oral interaction: Theoretical and practical implications for the development of task-based language assessment instruments

To construct tests for speaking and oral interaction we adopted a TBLT approach. Guided by the literature we first described a comprehensive model for speaking proficiency in which a high number of interrelated parameters are identified. In this paper we try to answer how the model can be used as workable basis for test construction.

Friday | September 21 | 3:45–4:15 Pacific

Task-based assessment of FL skills in vocational training in Finland
Marita Härmälä, *University of Jyväskylä*

The presenter analyzes the tasks and assessment criteria used to measure FL skills of adult language users in a high-stakes vocational skills test in Finland, and discusses the validity and reliability of such task-based performance tests.

Saturday | September 22 | 9:15–9:45 Pacific

Developing Finnish language curricula through research and development project 2006–2009
Raili Hildén, *University of Helsinki*

How to promote language teacher interpretation of written curricula as to create well-balanced learning tasks? How to encourage learners to turn task instructions into meaningful action? A nationwide action research project aims to produce a selection of digitally delivered tasks equipped with detailed specifications and teacher and student reflections.

Friday | September 21 | 2:15–2:45 Asia

Exploring task-based curriculum development in a hybrid web-based conversational Chinese program
Yao Zhang Hill, *University of Hawai‘i at Manoa* & Stephen Tschudi, *University of Hawai‘i at Manoa*

This project demonstrates how language teachers working in a hybrid instructional setting, under constraints on time and resources, embarked on task-based curriculum development by beginning with one thematic unit —focusing on the task domain of “directions and transportation”— following principled task-based curriculum design phases from needs analysis to achievement assessment.

Friday | September 21 | 9:15–9:45 Kaniela

Japanese university student attitudes toward task-based language teaching

This session reports the results of a study to determine Japanese student attitudes about the usefulness of TBLT methodology. A total of 739 university students completed a survey designed by the researchers. Qualitative and quantitative data suggest that students have a positive attitude toward TBLT, regardless of demographic variables.

Friday | September 21 | 3:15–3:45 Kaniela
**Word usage of L2 learners in performing narrative tasks:**

An analysis of task types and learner proficiencies

Hungtzu Huang, University of Hawai‘i at Manoa

This study analyzed learner production from different proficiency levels on three narrative tasks, utilizing the Lexical Frequency Profile and lexical diversity indices to illuminate features of word usage. How such analyses on learner production can contribute to the theoretical frameworks of task complexity and difficulty is further discussed.

Friday | September 21 | 9:15–9:45 Pacific

**Investigating the empirical links between learner uptake and acquisition through task-based interaction**

Wenchi Huang

In this article, task-based language teaching is carried out to investigate the relationship between negotiated interaction and learner uptake. The results indicate that the application of tasks instruction and the opportunities for pushed output play crucial roles on learner uptake in the processes of language acquisition.

Friday | September 21 | 10:45–11:15 Asia

**Implementing task-based intercultural training into Japanese secondary EFL classrooms**

Eriko Ishii, Sophia University

This paper discusses a case study of integrating task-based intercultural training into EFL classroom for secondary school students in Japan. The findings demonstrate such an implementation increased interest for students and encouraged students to take a more active role in their language learning.

Saturday | September 22 | 11:15–11:45 Kaniela

**An investigation of test-taker performance on integrated and stand-alone academic speaking tasks**


The study reported in this paper is an investigation of the impact of task types on test-taker performance in English as a second language. In the study, 200 spoken test performances representing five different tasks were analyzed using a range of measures. Overall few differences were observed between task types.

Saturday | September 22 | 10:45–11:15 Pacific

**Using language, in theory and in TBLT-practice**

Koen Jaspaert, Katholieke Universiteit Leuven

In this paper, the usefulness of Clark’s (1996) views on language for the study of language acquisition in general and TBLT in particular will be illustrated. It is my contention that this theory enables us to formulate testable hypotheses on the effectiveness of language education from a sociocultural perspective.

Friday | September 21 | 1:45–2:15 Asia

**The effect of task complexity and conditions on learner-learner interaction**

YouJin Kim, Northern Arizona University

This study explored the impact of task complexity and conditions on the occurrence of LREs during learner-learner interaction. The findings will be discussed in terms of the theoretical implications for Robison’s Cognition Hypothesis and pedagogical implications for task-based language teaching.

Friday | September 21 | 11:15–11:45 Pacific
**Teacher’s dilemma: Balancing institutional expectations with teacher’s own beliefs**  
**Booyeon Kim, Defense Language Institute**

This paper will examine instructor beliefs about Task-Based Instruction at the Defense Language Institute Foreign Language Center and analyze the discrepancies between instructor beliefs and expectations at the institute. Further implications and suggestions also are presented.

Friday | September 21 | 10:45–11:15 Tagore

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**Applying TBLT to videoconferencing: The effects of pre-task preparation on performance**  
**Naoko Kinoshita, Meikai University & Chris Sheppard, Waseda University**

The context reduced nature of videoconferencing makes this technology very difficult to use effectively as a language teaching tool. However, this presentation reports research which demonstrates TBLT can be used to reduce the cognitive processing load during interaction, freeing resources which can be used to improve productive fluency and complexity.

Saturday | September 22 | 3:15–3:45 Tagore

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**Needs analysis and developing a module of task-based summary writing**  
**Myong Hee Ko, University of Hawai’i at Mānoa**

This study demonstrates how the findings of needs analysis can be connected to production of teaching materials. A module of task-based summary writing was made with three phases: pre-task, during-task, and post-task. It was implemented with college students in Korea, and their reactions to the material were discussed.

Saturday | September 22 | 3:15–3:45 Asia

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**Teaching the research paper in freshman composition: A task-based approach**  
**Sylvia Koestner, University of Alabama**

The presentation reports about teaching academic literacy in a freshman composition course for non-native speakers. The data demonstrates how students conduct academic research using electronic sources and how they report their findings in staged assignments and in the final product. The presentation also addresses the development of cognitive and affective components.

Saturday | September 22 | 2:15–2:45 Asia

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**Effects of conducting a survey research task by employing problem-based learning techniques**  
**Chada Kongchan, King Mongkut’s University of Technology Thonburi & Deane Neubauer, University of Hawai’i at Mānoa**

This paper reports on the use of Problem-based Learning techniques to obtain results in Task-based Language Teaching. We focus on the problems that Science and Engineering students encounter in learning to conduct survey research focused on social issues and how discrete teacher interventions produce acceptable outcomes within the framework of a task-based English curriculum.

Saturday | September 22 | 9:45–10:15 Kaniela

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**The implementation of a TBLT module for adult learners of Indonesian into a communicative language learning environment**  
**Dana Kwong, University of Hawai’i at Mānoa**

This paper discusses the outcomes and challenges of incorporating an experimental TBLT module for beginning level, adult learners of Indonesian into a communicative based language syllabus and classroom environment. Emphasis is placed on the strategies used to manifest small-scale TBLT innovations within a larger, predetermined language-learning framework.

Friday | September 21 | 1:45–2:15 Tagore
Defining needs in terms of tasks:

The future L2 demands of English majors at a Japanese university
Craig P. Lambert, University of Kitakyushu

This study represents an attempt to identify the L2 tasks that English majors at a Japanese university face after graduation in terms which can serve as a practical basis for program development. It took into account: (1) job placement records, (2) specialist interviews, and (3) a three-cycle survey of graduates.

Saturday | September 22 | 3:45–4:15 Asia

TBLT curriculum design in teaching Cantonese as a foreign language
Siu-lun Lee, The Chinese University of Hong Kong

This study is to integrate CBI and TBI in grammar teaching in a Taiwanese context. An example within the content area “disasters” will be demonstrated: inauthentic readings to authentic readings, analysis of formal features, listening tasks, speaking tasks (news reporting) and writing tasks (news reporting for school paper).

Friday | September 21 | 2:15–2:45 Tagore

A research agenda for TBLT
Michael H. Long, University of Maryland

Most empirical studies of TBLT have focused on easier studied issues, such as relationships between text modification types and L2 comprehension, and pedagogic task-types and L2 production. I will outline needed research on harder issues, including parameters of task complexity, alternatives in task-based testing, and TBLT program evaluation.

Saturday | September 22 | 2:15–2:45 Keoni

Designing online reading courses and tasks to maximize second language vocabulary learning and use
John Paul Loucky, Seinan JoGakuin University

This presentation will demonstrate the combination of Text-to-Speech for listening support with WebReader glossing to assist L2 readers in learning up to 60 languages online. A bilingual, computerized Semantic Field Keyword Approach using a Pushed Output Productive method will also be shown.

Friday | September 21 | 10:45–11:15 Kaniela

An IPO task difficulty matrix for prototypical tasks for task-based assessment
Shaoqian Luo, the Chinese University of Hong Kong

The Task Difficulty Matrix for Prototypical Tasks for Task-based Assessment (Skehan-Luo, 2007) is a prototypical instrument for assessing task-based language performance to minimize ambiguity in assessment procedures. In this matrix, with an interpretable scale of difficulty students’ underlying abilities can be inferred in the Chinese school context.

Saturday | September 22 | 9:45–10:15 Pacific

Implementing task-based curricula: An ethnomethodological approach
Numa Markee, University of Illinois at Urbana-Champaign

This paper outlines how an ethnomethodological, case study-based, methodology may be used to study the implementation of a task-based, second language curriculum in the all-too common real world context of minimal advance notice to the ESL curriculum provider, and maximal expectations of success by the client.

Friday | September 21 | 1:15–1:45 Asia
The interaction of task condition and task complexity in the oral performance of Turkish and Moroccan learners of Dutch
Marije C. Michel, University of Amsterdam, Folkert Kuiken, University of Amsterdam & Ineke Vedder, University of Amsterdam
This study investigates the effects of differences in task complexity and task condition on the performance of Turkish and Moroccan learners of Dutch. Data of these L2-learners performing on +/- complex tasks in a +/- monologic setting are discussed within the Cognition Hypothesis (Robinson 2001; 2006).
Saturday | September 22 | 9:15–9:45 Asia

Taking program innovation to task: A descriptive account of how a task-based language program was introduced into a Japanese university
Jason Moser, Osaka Shoin Women’s University
The presentation describes the implementation of a task-based language program at Japanese University. The presentation focuses on how it was designed, and in particular what accountability measures were created to ensure a relatively unified implementation at the classroom level. The presentation will also review the successes and failures of the program.
Friday | September 21 | 3:45–4:15 Kaniela

Researching the effect of pre-teaching on task performance
Theron Muller, Noah Learning Center
TBL research warns of the danger of pre-teaching language, which can direct student attention away from meaning, emphasizing form. This research asks the question: How does pre-taught language influence student task performance? Results indicate students use pre-taught language as a scaffold, deviating from suggested vocabulary, but not varying grammatical forms.
Saturday | September 22 | 3:45–4:15 Tagore

Task type effects on use and recall of task vocabulary in oral production tasks
Jonathan Newton, Victoria University of Wellington
This paper reports on a study into task-type effects on attention to unfamiliar vocabulary met in oral production tasks. Levels of generative use of task vocabulary are compared across task types and discussed in relation to gains in recall of word meaning measured on pre- and post-vocabulary tests.
Friday | September 21 | 9:45–10:15 Pacific

Determining the effects of personality on group oral test scores with SEM techniques
Gary J. Ockey, University of New Mexico
The extent to which test takers’ personality scores related to their scores on a group oral test were investigated using structural equation modeling (SEM) techniques. Japanese university students (N=360) were given the Revised NEO Personality Inventory and a group oral English test. Results of the analysis and oral testing implications will be discussed.
Saturday | September 22 | 3:45–4:15 Kaniela

Blended approach for basic level EFL students in a Japanese university
Masako Odaira, Tokai University & Miho Fujieda, Kyoto College of Medical Technology
This paper indicates the result of a remedial English education at a Japanese university. By combining conventional, face-to-face classroom-based teaching with a multimedia CALL program and LMS technology, both collaborative and individual learning are enhanced by giving various kinds of tasks both inside and outside classroom.
Saturday | September 22 | 2:15–2:45 Tagore
Taking teacher education to task: A critical analysis of TBLT utilization by pre-service teachers
Greg Ogilvie, University of Alberta & William Dunn, University of Alberta

Despite its potential as an efficacious approach to second language instruction, TBLT has had limited influence on actual teaching practices. Assuming a critical, socio-cultural perspective, this paper analyzes the influence of intuitive epistemologies and culturally established norms of teaching on instructional decisions. Strategies for teacher educators will be discussed.
Saturday | September 22 | 10:45–11:15 Tagore

Assessing task based assessment too: Are we on the right track?
Liliana Paredes, Duke University & Joan Munné, Duke University

In this paper we will present our first approach to measure the validity of new testing tools created to be consistent with a task based approach to language teaching. We will present a qualitative analysis of the tools and the linguistic outcome they elicit.
Saturday | September 22 | 3:15–3:45 Kaniela

Task complexity, focus on form, and L2 acquisition of tense-aspect marking
Andrea Révész, Columbia University

This study explored the effects of recasts and the presence versus absence of contextual support on adult EFL learners' acquisition of the past progressive form. Results from multi-faceted Rasch measurement are discussed in terms of the predictions of the Cognition Hypothesis (Robinson, 2005) and the Limited Capacity Model (Skehan, 1998).
Saturday | September 22 | 11:15–11:45 Asia

Adaptation of task design across contexts
Lesley D. Riley, University of Toyama–Sugitani Campus

Results of interviews with teachers of learners with different language learning needs, language abilities, and environments are presented to compare the extent to which a task designed for medical students can be adapted across contexts. The presenter discusses the implications of these results for task-based materials design and classroom implementation.
Friday | September 21 | 1:45–2:15 Kaniela

The common European framework of reference:
Is alignment with functional performance based language examinations possible?
Shalini Roppe, Certificate Dutch as a Foreign Language, Eva Teijsse, Certificate Dutch as a Foreign Language, Bregje van Oel, Certificate Dutch as a Foreign Language & Sara Gysen, Certificate Dutch as a Foreign Language

How are domain specific language exams to be aligned with a framework describing successive levels of language proficiency? This paper presents next to theoretical and user-oriented considerations also the design and results of a study linking both systems on the basis of expert judgement (by domain experts and language experts).
Friday | September 21 | 3:15–3:45 Pacific

An event history approach to unbiased task-based assessment
Steven J. Ross, Kwansei Gakuin University

Task-based assessments such as oral proficiency interviews involve performance ratings. When assessments are criterion-referenced, candidates often require repeated interviews to gauge growth in proficiency. The present study examines 756 repeated OPIs over an eight year period using an event history analysis to examine the impact of rater equating on growth.
Saturday | September 22 | 8:45–9:15 Pacific
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<th>Title</th>
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<tbody>
<tr>
<td>Extending task-based research paradigms to university-level writing tasks</td>
<td>Diane Schmitt, Nottingham Trent University</td>
<td></td>
<td>This presentation reports on work in progress which uses task-based research paradigms to explore the university level task of essay writing from sources. It will explore the interaction of task characteristics and cognitive load to determine the extent to which noticing and proficiency improvement are likely to occur.</td>
<td>Saturday</td>
<td>1:45–2:15</td>
<td>Asia</td>
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<td>Task-based language teaching and vocabulary acquisition</td>
<td>Norbert Schmitt, University of Nottingham</td>
<td></td>
<td>This presentation will review the effectiveness of task-based teaching on vocabulary acquisition, both in terms of increasing vocabulary size and in improving the quality of knowledge about words already partially known. Suggestions will then be made about the best ways of embedding principled vocabulary instruction into a task-based learning environment.</td>
<td>Friday</td>
<td>8:45–9:15</td>
<td>Pacific</td>
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<td>The effect of task-based group and individual peer feedback on student writing in an EFL context</td>
<td>Ali Shehadeh, United Arab Emirates University</td>
<td></td>
<td>Based on the findings of a classroom-based experimental study which showed that task-based groupwork significantly improved students' ability in L2 writing, the presenter argues that task-based groupwork must be considered an important tool in the EFL classroom not only for the skill of speaking, but also for the skill of writing as well.</td>
<td>Friday</td>
<td>10:45–11:15</td>
<td>Pacific</td>
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<td>The measurement of task-based second language production:</td>
<td>Chris Sheppard, Waseda University</td>
<td></td>
<td>This paper attempts to validate the oral production measures of fluency, complexity and accuracy, the use of which are prevalent in TBLT literature. The results demonstrated that Skehan's (1998) triadic model may not be the best representation. The six factor solution obtained is explained and suggestions for measurement are given.</td>
<td>Saturday</td>
<td>2:15–2:45</td>
<td>Kaniela</td>
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<td>“Innovatability” analysis: Teachers and task-based language education</td>
<td>Brian Shoen, Kanda University of International Studies</td>
<td></td>
<td>TBLT proponents advocate that language education should innovate based on TBLT principles. Consequently, a grounded understanding of teachers’ role in curricular innovation is critical. This paper describes a systematic investigation of the relationship between teacher conceptions of TBLT, what happens in the classroom, and what kinds of innovation are possible.</td>
<td>Saturday</td>
<td>11:15–11:45</td>
<td>Tagore</td>
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<td>TBLT for teacher development: Implementing an online course</td>
<td>Maria Elena Solares-Altimirano, Universidad Nacional Autónoma de México</td>
<td></td>
<td>This paper presents the design of an online course on TBLT which encourages teachers to comprehend and exploit this new methodology, but also to assess its appropriateness for their teaching context. Course objectives, tasks included, design problems and impressions on its first implementation will be the focus of the presentation.</td>
<td>Saturday</td>
<td>9:15–9:45</td>
<td>Tagore</td>
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<td>Empowering EFL teachers to implement “expansive learning”</td>
<td>Hiroko Suzuki, Tokai University &amp; Peter Collins, Tokai University</td>
<td></td>
<td>The presenters will offer an educational model incorporating the concepts of task-based and expansive learning. They will then outline the ways in which participants in a teacher development program are empowered to implement the process of task-sequencing in their own EFL classes.</td>
<td>Friday</td>
<td>2:15–2:45</td>
<td>Kaniela</td>
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Choice of task topic and task motivation

John Thurman, Hyogo University of Education

This presentation reviews repeated-measures analysis survey and taped conversation research that took place in a Japanese university that assimilated task-based language learning with providing different levels of task topic choice to examine changes in levels of task motivation and output when topic choice was or wasn’t available.

Saturday | September 22 | 10:45–11:15 Kaniela

Teacher- and learner-led discourse as tools for L2 grammatical development in task-based Spanish instruction

Paul D. Toth, University of Wisconsin-Madison

This study compares whole-class, teacher-led discourse to small-group, learner-led discourse using quantitative and qualitative data gathered under similar task conditions. Stronger outcomes for teacher-led discourse suggest that teachers, rather than learner peers, may more readily direct attention to target L2 forms and provide learners with procedural assistance in formulating output.

Friday | September 21 | 9:15–9:45 Asia

Blended tasks: Face-to-face and online task development

Frank Tuzi, Tokyo Christian University

How can teachers incorporate Internet-based communication tools into a task-based syllabus and how effective are these tools within a task? The presenter addresses the applicability and impact of blended tasks in language courses and introduces a framework for their development.

Friday | September 21 | 9:45–10:15 Kaniela

The influence of strategic task-based planning on the fluency, accuracy and complexity of speech in two L2s

Siska van Daele, Vrije Universiteit Brussel, Alex Housen, Vrije Universiteit Brussel, Michel Pierrard, Vrije Universiteit Brussel & Luc De Bruyn, Universiteit Antwerpen

This paper focuses on the effects of unguided strategic planning on the speech production of L2 learners in two different second languages. We hypothesized that the speech produced with opportunity for planning would be characterized by higher fluency, accuracy and complexity than the speech produced under conditions without planning time.

Saturday | September 22 | 10:45–11:15 Asia

The effects of task on examinee performances in group speaking tests

Alistair Van Moere, Lancaster University

The paper investigates a group speaking test as administered at a university in Japan. Examinees performed on three variations of the test: a discussion task, a consensus-reaching task and an information-gap task. An analysis of generalizability of test scores and of test performances elicited by the various tasks was undertaken.

Saturday | September 22 | 11:15–11:45 Pacific

The effects of modified elaborated texts on ESL reading comprehension

Karen Vatz, University of Maryland

This study compared the effects of four text types (baseline, simplified, elaborated, and modified elaborated) on ESL learners’ reading comprehension. While simplification and elaboration were not found to facilitate comprehension, results indicate that modified elaboration may be effective in facilitating comprehension of information requiring synthesis and inference.

Friday | September 21 | 9:45–10:15 Asia
TBLT in kindergarten: Finding a balance between language acquisition in a child-centred approach and language teaching in a teacher-directed approach
Machteld Verhelst, Katholieke Universiteit Leuven
In kindergarten TBLT, children engage in tasks in which language use is necessary to obtain a real-life objective. This presentation focuses on examples of tasks and what teachers make of them. Teachers have difficulties to find a balance between a child-centred approach and purposeful instruction.
Friday | September 20 | 3:45–4:15 Asia

Using summaries to measure reading and writing ability
Viphavee Vongpumivitch, National Tsing Hua University
This presentation focuses on evaluating EFL university students’ summaries by treating the summaries as a reflection of both reading and writing ability. The study investigates the relationship among these two types of measures, and also tests the hypothesis that different text structure types will affect the students’ ability to summarize.
Saturday | September 22 | 1:45–2:15 Kaniela

Language testing and culture
Lies Wijnants, Certificaat Nederlands als Vreemde Taal, Bregje van Oel, Certificaat Nederlands als Vreemde Taal, Eva Teijsse-Jongkind, Certificaat Nederlands als Vreemde Taal & Shalini Roppe, Certificaat Nederlands als Vreemde Taal
In this presentation, the Certificate Dutch as a foreign language (CNaVT) will focus on the tension between functional contextualised task-based tests and valid, impartial exams. This tension will be illustrated by qualitative data and built-in filters and by quantitative data of groups of candidates of the CNaVT in different countries.
Friday | September 21 | 1:45–2:15 Pacific

Japanese high school English teachers’ beliefs regarding task-based language teaching
Brian Wistner, Temple University, Hideki Sakai, Shinshu University & Keita Kikuchi, Waseda University
This study seeks to explore the beliefs of Japanese teachers of English regarding TBLT, and to clarify the possible benefits and constraints of implementing various language teaching approaches in Japanese classrooms. Results from interview data are situated within previous research findings and implications for English education in Japan are discussed.
Friday | September 21 | 1:15–1:45 Kaniela

A study of Chinese EFL learners’ task-specific motivation
Yi’an Wu, Beijing Foreign Studies University & Li Nan, The High School Affiliated to the Renmin University of China
This paper reports an empirical study into task-specific motivation from a dynamic perspective. The results show that (1) topic familiarity, task type and contextual supporting material influenced task motivation during classroom tasks, and (2) among general motivation types, only intrinsic motivation had significantly positive correlation with task motivation.
Saturday | September 22 | 9:15–9:45 Kaniela

Tasks and exercises: How do teachers perceive them?
Rosely Perez Xavier, Federal University of Santa Catarina
This study investigates how teachers perceive the difference between an exercise and a task, and their design features. Fifty Brazilian teachers of English were asked to devise and analyze both pedagogical instruments. Some of them also had their classes observed. The results aim to provide an insight into teacher knowledge and his needs.
Friday | September 21 | 8:45–9:15 Tagore
Task-based conference interpreter training and second language acquisition
Alessandro Zannirato, Johns Hopkins University
In this paper, I discuss the use of Conference Interpreter Training (CIT) techniques in a Second Language Acquisition (SLA) context. CIT techniques have several similarities with task-based language learning practices. I present the results of a qualitative research which suggests that task-based CIT are useful tools both in terms of Focus on Meaning and Focus on Form.
Friday | September 21 | 11:15–11:45 Tagore

From “task-as-workplan” to “task-as-process”:
TBA practices in primary schools in the Chinese EFL context
Suxian Zhan, Macquarie University & Greg Robertson, Macquarie University
This paper employs qualitative data to explore the implementation of TBA in the Chinese EFL context. From designing “task-as-workplan” to implementing “task-as-process”, issues are discussed. An exploratory model of designing and evaluating a task for young learners in the EFL context is proposed. Implications for teacher development programs are made.
Saturday | September 22 | 1:45–2:15 Pacific
Abstracts are arranged alphabetically by the first presenter’s last name.

A comparative study on the effect of task-based syllabus VS. traditional syllabi in essay writing classes among Iranian English language learners

Nabi-Olla Akbarnetaj, Islamic Azad University of Iran–Babol Branch & Mehdi Qorbani, Islamic Azad University of Iran–Qaemshar Branch

Essay writing for Iranian students seems to be a complicated and overwhelming task. Years experiences of running such classes and also a practical research on the issue relate the inability in writing to the lack of an appropriate teaching syllabi. It is believed that the defects can be detected via a task oriented syllabus.

Extended projects in the EFL classroom:
Creating and maintaining a meaningful social context for task-based language teaching

Clay Bussinger, Tokiwa University

This poster will follow the EFL-student-generated topic of Chikan (molestation) on Public Trains in Tokyo. Through this extended project students created a citywide survey, thoroughly engaging the attention of students. This meaningful project resulted in a world-wide research project, involving both language professionals and eminent victimologists in Japan.

Technology tasks in an ESP setting

Paul Daniels, Kochi University of Technology

This poster session introduces a task-based science course developed for engineers. The course is unique in that it combines a task-based syllabus with science content and project work. The tasks involve real-world scientific problem solving activities in addition to linguistic elements such as technical vocabulary and grammar structures.

Practicing what we preach: A reflective, task-based approach to teacher development

Grazyna M. Dudney, Defense Language Institute

In a highly task-based, learner-centered language teaching environment, in order to “practice what we preach,” we need to ensure that our teacher development programs are firmly grounded in principles of experiential learning. This approach uses meaningful tasks and reflective practice that trainees can continue applying to their own classroom teaching. Handouts.

Switching to TBL: Issues and problems

Elvira Fonacier, University of Hawai’i at Mānoa & Imelda Gasmen, University of Hawai’i at Mānoa

This poster describes and analyzes the “journey” of a group of teachers in switching from a traditional functional grammar approach to a task-based language teaching approach. It highlights the process of switching with particular focus on the practical issues and problems they faced, and how they managed them.

Task-based language teaching: New interpretations, challenging emphases

Pirjo Harjanne, University of Helsinki & Seppo Tella, University of Helsinki

Task-based language teaching (TBLT) represents a modern communicative approach to language teaching. Combining TBLT with socio-culturalism and socio-constructivism help create a new synthesis. Via TBLT, FL teaching methodology may include various knowledge creation mechanisms. Recent PISA results bridge US interpretations with those in Europe and in Finland.
MultiPod: A multi-linguistic word learning system based on iPods

Kazunori Hasegawa, Tokyo University of Agriculture and Technology, Satoko Amemiya, Tokyo University of Agriculture and Technology, Keiichi Kaneko, Tokyo University of Agriculture and Technology, Haruko Miyakoda, Tokyo University of Agriculture and Technology & Wataru Tsukahara, Tokyo University of Agriculture and Technology

We have developed a multi-linguistic learning system, the “MultiPod”, based on iPods. The system is based on visual and aural information. Since the contents can easily be distributed through the Web database, the Pre-task stage in TBL is immensely facilitated. Our evaluation experiment clearly indicated the effectiveness of MultiPod.

Another look at convergent and divergent tasks:
Evidence from synchronous computer-mediated communication

Daniel O. Jackson, Obirin University

This pilot study examined learner discourse in convergent and divergent tasks during synchronous computer-mediated communication (SCMC). While the interactional outcomes of convergent and divergent tasks in SCMC appear similar to those in face-to-face settings, a questionnaire indicated that there were differences in participants’ affective responses to electronic and face-to-face discussion.

TBLT in reading class under electronic learning environment

Shaobin Ji, Wenzhou Vocational and Technical College

In contrast with former linguistic theories introduced from English countries, TBLT is the pedagogy that best fits the reading class under Chinese language learning environment. Meanwhile Internet plays a vital role in facilitating the process in which creativity, imagination, exploration, construction, social and cultural collaboration are combined effectively.

From needs analysis to a plan for action: Deriving appropriate tasks from learners’ needs in an intensive English program at a Japanese university

Keita Kikuchi, Waseda University & Joseph Dias, Aoyama Gakuin University

Poster presenters investigating an EFL listening program at a university in Japan will show how a needs analysis — comprised of questionnaires, interviews with teachers, classroom observation, and course evaluations — led to the identification and application of appropriate tasks and revisions of existing ones.

Task-oriented, content-based instruction for grammar teaching in a Taiwanese context

Shu-Ping Lee, Nanhua University

This paper discusses the empirical experience of TBLT syllabus and curriculum designed in the Chinese Language Center at the Chinese University of Hong Kong. Discussions will be concentrated on how to incorporate language functions and real life learning opportunities in TBLT syllabus and curriculum development.

Task-based activities and bilingualism: Teaching Spanish in the US

Amàlia Llombart-Huesca, University of Redlands

The bilingual context of Spanish in the US creates a series of challenges for task-based instruction, such as creating authentic negotiation situations in an unrealistic monolingual context; dealing with English interference and authenticity; establishing goals for a diverse learners’ motivation; and incorporating a minority culture into language learning.

Choosing gifts for your host family

Momoyo Kubo Lowdermilk, Stanford University

Students of Japanese are to find gifts for their host-family with whom they lived in the previous year. They will work in pairs with laptop computers and present their gift that they found on the internet, showing the web sites side-by-side on big screens.
The implementation of TBLT for critical thinking: A debating class in an EFL context

Hideki Ohno, Daito Bunka University

This presentation shows research examining the effectiveness of TBLT in the acquisition of critical thinking skills. The Treatment Group received a task-based curriculum aimed at developing debating skills. The results demonstrated improvement for the Treatment in detecting the weakness of arguments and in the quality of English argumentative writing.

NNS-NNS negotiations on communicative pronunciation tasks

Laura Sicola, University of Pennsylvania

This study demonstrates how targeted, communicative, pronunciation tasks facilitate learners’ ability to notice target phonological forms. The task design balances form-essentialness and communicative purpose, linking accurate pronunciation to meaning and successful task completion. NNSs draw each other’s attention to target forms in negotiations including focused corrective feedback and pushed output.

Task-generated oral language in an EFL classroom

Issares Surachestpong, ADF School of Languages, Royal Australian Air Force

This poster reports on research in progress, focusing on results of an investigation into intensive task-based LOTE teaching of the ADF Group 3 languages: Thai and Persian. Data are from students and staff about their experiences, characteristics, and the effect of the variations in ADF background on intensive task-based language training.

Task-generated oral language in an EFL classroom

Golda J. Tulung, University of Ottawa, Canada

This study aims at exploring the oral language generated during communicative tasks, both from the teacher and peer interaction in an EFL classroom. An analysis of the teacher's and students’ oral language and of their attitudes and perceptions with regards to the use of communicative tasks will be presented.

Critical task-based needs analysis for empowering adult immigrant learners

Yukiko Watanabe, University of Hawai’i at Mānoa & Adam Pang, McKinley Community School for Adults

This reports on a critical needs analysis examining multiple sources and power differentials using interviews, surveys, and ethnographic methods. We propose the value of blending task-based and critical approaches to education in our investigation of students’ task needs in an advanced adult ESL class.

Teacher development in TBLT: Sensitizing teachers to authentic discourse

Miwako Yanagisawa, Tokyo Christian University

This paper discusses how language teachers can be sensitized to authentic discourse. In this project, JSL- (Japanese as a second language) teachers engaged in simple discourse analysis. Analyzing real-world authentic interaction helped the teachers to see what characterizes real-world communication and evaluate their task-based instructions from the emic perspective.
In order to realize more fully the contributions of TBLT to language education worldwide, the efforts of individual scholars, practitioners, and policy makers would benefit from (a) the coordination of specially focused and structured opportunities to disseminate and exchange ideas, and (b) the support and encouragement to pursue good and relevant work. Founded in 2006, the International Consortium on Task-Based Language Teaching (ICTBLT) is a voluntary collective of scholars who share interests in the TBLT domain. The basic mission of the ICTBLT is to foster excellence in TBLT work—from theoretical, empirical, and practical perspectives—across the diverse contexts of language education worldwide. The ICTBLT consists of two interconnected groups, the Scientific Committee and the International Advisory Board, each with distinct roles and responsibilities.

The principal activity of the Scientific Committee is to coordinate, organize, and host the biennial international conference on TBLT. Membership rotates as the conference moves from one location to the next. Current members are: Kris Van den Branden (TBLT 2005, Leuven), John Norris (TBLT 2007, Honolulu), and Martin Bygate (TBLT 2009, Lancaster).

The principal activities of the International Advisory Board are to advise on the location and academic program of the biennial TBLT conference, to review proposals for presentation, to develop additional opportunities and sources of funding for TBLT research and practice, and to otherwise promote good work in the TBLT name. Current members of the advisory board are: Geoff Brindley, Heidi Byrnes, Michael Long, Bernard Mohan, Teresa Pica, Ali Shehadeh, and Machteld Verhelst.

Further information about the ICTBLT activities can be monitored for the time being at the current conference web site:

http://www.tblt2007.org

Immediate plans include the development of a generic TBLT web site, the pursuit of funding for international collaborative research projects, and the selection of a site for the fourth TBLT conference.
The vitality of an area of study is often reflected in the variety and quality of publications it inspires. Task-based language teaching researchers and educators have been publishing articles and books on the topic for at least 20 years now. At TBLT 2007, we have assembled monographs and edited collections on the topic, and they are displayed in a special historical exhibit designed and tended by our student volunteers. We invite you to visit the exhibit and enjoy a trip down TBLT memory lane! You will also find catalogs and related information from a variety of publishers at the exhibit.

The first full-volume publications appeared in the late 1980s, with three books that put forth rather different visions of task-based language learning by Christopher Candlin, David Nunan, and N. S. Prabhu. The largest intellectual influence from those times, although never replicated in its entirety, was perhaps Prabhu’s five-year classroom experiment in Bangalore with the procedural task-based syllabus.

The early 1990s gave rise to five volumes. Prominent among these was the seminal publication of two collections edited by Susan Gass and Graham Crookes, both of which advanced research on the psycholinguistic and educational foundations of task-based learning and teaching. During the same period, Peter Robinson began developing his Cognition Hypothesis, a psycholinguistic explanation for TBLT that appeared early on in an edited collection of empirical studies conducted by Robinson and his students in Australia. Two other volumes by Jean Willis and by Sheila Esteire and Javier Zanón, continued to pursue the perspectives on tasks and pedagogy that had characterized the early TBLT work of the 1980s.

The end of the 1990s showed a steady publication growth, with six books on TBLT in the five-year span between 1997 and 2001. Two volumes offered empirical selections by second language acquisition researchers with diverse epistemological affiliations, ranging from the cognitive (Peter Skehan) to the educational (Martin Bygate) to the sociocultural (Merrill Swain). In addition, a third collection, edited by Michael Breen and Andrew Littlejohn, gathered pedagogical accounts by language teachers in favor of the implementation of task-based negotiated syllabi. Three monographs, on the other hand, developed rationales for TBLT from perspectives that had never been fully considered or explicated before. Thus, Peter Skehan offered the first full-blown cognitive account of TBLT, John Norris et al. explored a novel educational assessment framework for TBLT, and James Lee translated TBLT principles for educators working with languages other than English in foreign language settings.

Publication growth has been exponential in most recent years, with 12 volumes between 2002 and 2007 representing the vibrant directions that have been charted for TBLT over 20 years of research and practice. Rod Ellis’ encyclopedic treatment of TBLT research and David Nunan’s revised edition of his 1989 book attest to the establishment of TBLT as a fundamental focus within applied linguistics. The psycholinguistic research side of TBLT continues to show signs of healthy growth with three volumes, one edited by Rod Ellis on pre-task planning, another edited by María del Pilar García Mayo on Robinson’s Cognition Hypothesis, and a third edited by Peter
Robinson and Roger Gilabert also on the Cognition Hypothesis. At the same time, educational dimensions of TBLT have begun to exhibit a true expansion of horizons in the areas of teacher and tasks, assessment and tasks, and tasks in curricular and full educational perspectives. In the first area, Jean Willis’ work with tasks and teachers has been sustained and extended to a variety of second as well as foreign language contexts, with two volumes co-edited with Betty Lou Beaver and Corony Edwards, respectively, and a book with Dave Willis. In the second area, through a collection of papers in the flagship journal Language Testing and a book that continued the work initiated five years earlier at the University of Hawai‘i, John Norris and colleagues have carved a space for TBLT in the realm of assessment and evaluation. Finally, Michael Long and Kris Van den Branden have offered collections of work that take a more integral and curricular perspective than has been the norm until now. Van den Branden’s edited collection of the Belgian experience with task-based approaches to the teaching of Dutch as a second language is the first to offer a complete examination of an educational and programmatic ecology in which TBLT has thrived.

What can we hope for the next 20 years? We expect a continuation of all the threads represented in these publications, and would hope to see incursions into new areas that seem ripe for TBLT in the 21st century, such as tasks and teacher cognition, tasks and individual differences, tasks and technology, and tasks and culture.

**2002–2007**


Willis, D., & Willis, J. R. *Doing task-based teaching*. Oxford University Press.


1997–2001


1992–1996


1987–1991


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Teaching Second Language Reading

Thom Hudson

A thorough overview of the background to second language reading, this new handbook presents implications for classroom practice of research findings.

Each chapter includes discussion and study questions designed to promote further discussion.

Thom Hudson is Professor of Second Language Acquisition Studies at the University of Hawaii and coeditor of Reading in a Foreign Language, an online journal. He is coauthor of Designing Second Language Assessments and Criterion-Referenced Language Testing.
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Task-Based Language Teaching (TBLT) is an educational framework for the theory and practice of teaching second or foreign languages. It is based on a constellation of ideas issuing from philosophy of education, theories of second language acquisition, empirical findings on effective instructional techniques, and the exigencies of language learning in contemporary society. Though there is broad interest in the potential value of TBLT to foster worthwhile language teaching and learning, there is also considerable diversity in the theoretical scope, applied practice, and research that corresponds with the TBLT name.

In concert with current interest in Task-Based Language Teaching, this book series is devoted to the dissemination of TBLT issues and practices, and to fostering improved understanding and communication across the various clines of TBLT work. As series editors, we seek to publish cutting-edge work that defines and advances the domain. Empirical research, theoretical discourse, and well-informed practical applications of TBLT constitute the core features highlighted in the series. We welcome edited as well as authored volumes, and we invite submissions related to the full diversity of language education contexts, including bi- and multi-lingual, heritage, second, foreign, child, and adult language learning.

The targeted audiences for this series include students, scholars, practitioners, and policy makers around the globe. Key among these are:

1. University undergraduate and graduate students engaged in courses of study related to language teaching, applied linguistics, second language studies, second language acquisition, and other fields.
2. Academics conducting research and teaching on TBLT, language pedagogy, second language acquisition, and related disciplines.
3. Educators and policy makers concerned with work at the interface between instructional practice and the value of language learning in schools and for the benefit of individuals and society.

Invitation for proposals

Book proposals are invited. For specific TBLT proposal guidelines please contact one of the series editors:

Martin Bygate: m.bygate@lancaster.ac.uk
John Norris: jnorris@hawaii.edu
Kris van den Branden: kris.vandenbranden@arts.kuleuven.be

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Task-Based Language Teaching: A demonstration video

This text plus video plus audio CD set illustrates Task-Based Language Teaching (TBLT) as developed by Michael H. Long. The introduction in the text describes TBLT, the task-based needs analysis and materials development underlying pedagogic tasks, and teaching procedures. In addition, the text contains a demonstration lesson including a Teacher’s Manual and Student Workbook (in both Korean, the demonstration language, and in English, as a template for other languages), color maps, scripts, Korean language audio files on CD, transcripts of the audio files, and two sample tests.


An investigation of second language task-based performance assessments

This volume describes the creation of performance assessment instruments and their validation (based on work started in Designing second language performance assessments). It begins by explaining the test and rating scale development processes and the administration of the resulting three seven-task tests to 90 university level EFL and ESL students. The results are examined in terms of (a) the effects of test revision; (b) comparisons among the task-dependent, task-independent, and self-rating scales; and (c) reliability and validity issues.


Designing second language performance assessments

This technical report focuses on the decision-making potential provided by second language performance assessments. The authors first situate performance assessment within a broader discussion of alternatives in language assessment and in educational assessment in general. They then discuss issues in performance assessment design, implementation, reliability, and validity. Finally, they present a prototype framework for second language performance assessment based on the integration of theoretical underpinnings and research findings from the task-based language teaching literature, the language testing literature, and the educational measurement literature. The authors outline test and item specifications, and they present numerous examples of prototypical language tasks. They also propose a research agenda focusing on the operationalization of second language performance assessments.


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