


Thursday		Keoni		Asia		Kaniela		Pacific		Tagore		Wailana	
2:30–4:30		registration & coffee on the Imin Center lanai										registration & coffee	
4:30–6:00		<b>PLENARY</b> <b>Task-based language education: From theory to practice...and back again</b> <i>Kris Van den Branden</i> in Keoni Auditorium										registration & coffee	
6:00–8:00		opening reception on the Imin Center lanai										registration & coffee	
Friday		Keoni		Asia		Kaniela		Pacific		Tagore		Wailana	
7:30		••••• technology volunteers on hand to help you set up your presentation •••••										registration & coffee	
8:00–8:45												registration & coffee	
8:45–9:15		<b>COLLOQUIUM 1</b> <b>Tasks and the integrated assessment of language and content</b> <i>convener: Bernard Mohan</i>										registration & coffee	
9:15–9:45		Does focus-on-form promote learning in second language tasks? ( <i>Adams</i> )		Integrating input, interaction, and production through CALL tasks in an online task-based multimedia environment for EFL/ESL ( <i>Bañados</i> )		Task-based language teaching and vocabulary acquisition ( <i>N. Schmitt</i> )		Tasks and exercises: How do teachers perceive them? ( <i>Xavier</i> )		The translation of teacher training input on differentiation into classroom practice ( <i>Devlieger, Goossens</i> )		registration	
9:45–10:15		Teacher- and learner-led discourse as tools for L2 grammatical development in task-based Spanish instruction ( <i>Toth</i> )		Exploring task-based curriculum development in a hybrid web-based conversational Chinese program ( <i>Hill, Tschudi</i> )		Word usage of L2 learners in performing narrative tasks: An analysis of task types and learner proficiencies ( <i>H. Huang</i> )		Teaching task-based teaching ( <i>Feryok</i> )					
10:15–10:45		The effects of modified elaborated texts on ESL reading comprehension ( <i>Vatz</i> )		Blended tasks: Face-to-face and online task development ( <i>Tuzi</i> )		Task type effects on use and recall of task vocabulary in oral production tasks ( <i>Newton</i> )						registration & coffee	
10:45–11:15		Investigating the empirical links between learner uptake and acquisition through task-based interaction ( <i>W. Huang</i> )		Designing online reading courses and tasks to maximize second language vocabulary learning and use ( <i>Loucky</i> )		The effect of task-based group and individual peer feedback on student writing in an EFL context ( <i>Shehadeh</i> )		Teacher's dilemma: Balancing institutional expectations with teacher's own beliefs ( <i>B. Kim</i> )				registration	

11:15–11:45	Is the efficacy of implicit and explicit corrective feedback in SLA affected by prior knowledge? (Bowles)	A task-based approach in synchronous computer-mediated communication: Preliminary findings (Aloesnita, Adams)	The effect of task complexity and conditions on learner-learner interaction (Y. Kim)	Task-based conference interpreter training and second language acquisition (Zannirato)	boxed lunches (by pre-arrangement) in Makana & Ohana Rooms
11:45–1:15	..... technology volunteers on hand to help you set up your presentation .....				
12:30–1:10	..... technology volunteers on hand to help you set up your presentation .....				
1:15–1:45	Implementing task-based curricula: An ethnomethodological approach (Markee)	Japanese high school English teachers' beliefs regarding task-based language teaching (Wistner, Sakai, Kikuchi)	Exploring task difficulty in ESL reading assessment (Brindley, Hargreaves, Moore, Slatyer)	Learning about global issues through task-based activities: Mixing and matching the four skills (Andrade)	registration
1:45–2:15	Using language, in theory and in TBLT-practice (Jaspert)	Adaptation of task design across contexts (Riley)	Language testing and culture (Wijnants, van Oel, Teijsse-Jongkind, Roppe)	The implementation of a TBLT module for adult learners of Indonesian into a communicative language learning environment (Kwong)	
2:15–2:45	Developing Finnish language curricula through research and development project 2006–2009 (Hildén)	Empowering EFL teachers to implement "expansive learning" (Suzuki, Collins)		TBLT curriculum design in teaching Cantonese as a foreign language (S. Lee)	registration & coffee
2:45–3:15	Towards a version of task-based approaches suitable for schooling (Carless)	Japanese university student attitudes toward task-based language teaching (Hood, Elwood, Falout)	The common European framework of reference: Is alignment with functional performance based language examinations possible? (Roppe, Teijsse, van Oel, Gysen)	TBLT and American sign language: Creating and adapting materials for teaching ASL (Bouton)	registration
3:15–3:45					

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3:45–4:15	COLLOQUIUM 2 <i>continued</i>	TBLT in kindergarten: Finding a balance between language acquisition in a child- centred approach and language teaching in a teacher-directed approach ( <i>Verheist</i> )	Taking program innovation to task: A descriptive account of how a task-based language program was introduced into a Japanese university ( <i>Moser</i> )	A comprehensive descriptive model for speaking and oral interaction: Theoretical and practical implications for the development of task-based language assessment instruments ( <i>Gysen, Jordens, Maddens</i> )	TBLT in professional law enforcement ( <i>Burwell, Rodriguez, González-Loret, Wickham</i> )	registration until 4pm
4:30–6:00		<b>POINT-COUNTERPOINT PLENARY</b> <b>Rethinking-for-speaking and L2 task demands: The Cognition Hypothesis, task classification, and sequencing</b> <i>Peter Robinson</i> *** <b>Tradeoff and cognition: Two hypotheses regarding attention during task-based performance</b> <i>Peter Skehan</i> in Keoni Auditorium				
6:30–9:00		<b>Waikīki Aquarium party (off-site ticket event)</b> 				

7:30	..... technology volunteers on hand to help you set up your presentation .....					registration
8:00–8:45						registration & coffee
8:45–9:15	<b>COLLOQUIUM 3</b> <b>Developing a task-based language program for advanced L2 learners: From needs analysis to program evaluation</b> <i>convenor: Jinhwa Lee</i>	Task complexity and linguistic complexity: An exploratory study ( <i>Choong, Han</i> )	A rich linguistic meal ( <i>de Vos, Bordier</i> )	An event history approach to unbiased task-based assessment ( <i>Ross</i> )	Qualitative differences in teachers' enactment of task-based language teaching in the English as second language (ESL) primary classroom ( <i>Chan</i> )	registration & poster presentations
9:15–9:45		The interaction of task condition and task complexity in the oral performance of Turkish and Moroccan learners of Dutch ( <i>Michel, Kuiken, Vedder</i> )	A study of Chinese EFL learners' task-specific motivation ( <i>Wu, Nan</i> )	Task-based assessment of FL skills in vocational training in Finland ( <i>Härmälä</i> )	TBLT for teacher development: Implementing an online course ( <i>Solares-Altamirano</i> )	
9:45–10:15		Lexical and syntactic complexity in a task-based, CMC environment ( <i>Collentine, Collentine</i> )	Effects of conducting a survey research task by employing problem-based learning techniques ( <i>Kongchan, Neubauer</i> )	An IPO task difficulty matrix for prototypical tasks for task-based assessment ( <i>Luo</i> )	Training novice teachers in implementing a task-based approach: Benefits and challenges ( <i>Brandl, Meyer</i> )	
10:15–10:45						
10:45–11:15	The influence of strategic task-based planning on the fluency, accuracy and complexity of speech in two L2s ( <i>van Daele, Housen, Pierrard, De Bruyn</i> )	Choice of task topic and task motivation ( <i>Thurman</i> )	An investigation of test-taker performance on integrated and stand-alone academic speaking tasks ( <i>Iwashita, Brown, McNamara, O'Hagan</i> )	Taking teacher education to task: A critical analysis of TBLT utilization by pre-service teachers ( <i>Ogilvie, Dunn</i> )	registration & poster presentations	
11:15–11:45	Task complexity, focus on form, and L2 acquisition of tense-aspect marking ( <i>Révész</i> )	Implementing task-based intercultural training into Japanese secondary EFL classrooms ( <i>Ishii</i> )	The effects of task on examinee performances in group speaking tests ( <i>Van Moere</i> )	"Innovatibility" analysis: Teachers and task-based language education ( <i>Shoen</i> )		

