

TBLT
2019 Ottawa

**Eighth International Conference on
Task-Based Language Teaching**



Ottawa, August 19-21, 2019
carleton.ca/tblt/



Carleton
UNIVERSITY

Canada's Capital University

TBLT 2019 Ottawa

8th International Conference on Task-Based Language Teaching

“TBLT: Insight, Instruction, Outcomes”

**Carleton University
August 19-21, 2019**

Conference Program

Welcome Message from the President of IATBLT



Professor Martin East

University of Auckland, New Zealand

As President of the International Association for Task-Based Language Teaching (IATBLT vzw.), I am delighted to welcome you to our eighth international conference on TBLT in Ottawa, Canada. If you are a regular attendee at TBLT conferences, welcome back! If this is your first time here, I hope you will feel at home among us.

This year's conference is organised around the broad themes of *Insight, Instruction, and Outcomes*. These themes accurately reflect the stated goals of our Association as an international and worldwide organisation of scholars interested in and active contributors to the field of TBLT. That is, we will: promote research, applications, and development of TBLT; help to disseminate both results and resources; and promote international and interdisciplinary cooperation in the field. Looking at what is on offer in our Conference 2019, I am confident that each contribution, whether as paper, workshop, or poster, will help us achieve those goals.

Our plenary talks will present different and complementary takes on the TBLT endeavour. Nina Spada, our opening plenary, will offer an important opportunity to consider the vital interface between TBLT and instructed second language acquisition. Paula Winke will provide a much-needed discussion of how we can measure students' learning outcomes most appropriately through benchmarking performances against adequately articulated criteria. Folkert Kuiken and Ineke Vedder will continue this vital debate, and will apply it across a range of languages and task types. In our closing plenary, Andrea Révész (Vice President of the IATBLT) will offer a useful summative opportunity to consider all that has been discussed, with a particular focus on methodological innovations and challenges in investigating TBLT going forward.

On behalf of the Executive Board of the IATBLT, I would like to thank the conference organising committee, ably chaired by Eva Kartchava, for all their hard work in putting this event together. I know from experience just how much work goes into planning and organising events such as these, and I greatly appreciate, and am hugely grateful for, the generously given time and commitment of all those involved. In particular, Eva has been an absolute delight to work with over the past months as we have corresponded together about many different aspects of the conference. It was also a great pleasure to meet David Wood, Head of the School of Linguistics and Language Studies (our hosts here at Carleton), during his academic visit to my own institution in Auckland as part of his sabbatical year.

It is my sincere wish that all participants will leave the conference having been renewed and refreshed for our on-going worldwide work in promoting task-based ideas. I look forward to opportunities to catch up with many of you over the coming days. I particularly invite you to attend our **General Meeting** at 11.25 a.m. on the last day of the conference where you will be updated on the work of the IATBLT over the last two years and will have the opportunity to celebrate and honour our 2019 award winners. Please note that the proceedings of the General Meeting are not valid unless a majority of the members are present or represented by proxies. So, your attendance, and your opinions, matter a great deal!

Welcome Message from the Conference Chair



Associate Professor Eva Kartchava

Carleton University, Canada

The School of Linguistics and Language Studies is thrilled to bring together scholars and educators to the beautiful campus of Carleton University, located in Canada's capital, for the 8th International conference on Task-Based Language Teaching (TBLT).

The 2019 conference marks only the second time since the instigation of TBLT conferences that a Canadian university hosts this prestigious event and the very first time that the venue takes place in the eastern part of the country. The honor to host is precipitated by the fact that task-based language teaching has become both a well-established presence in our teaching at undergraduate and graduate levels as well as in research that we conduct and supervise. The fact that TBLT is widely used in the second language education offered to adult newcomers to Canada furthers our motivation to gain knowledge and increase understanding about task-based theoretical insights, instructional practices, and assessment strategies from researchers and educators from around the world.

With the “TBLT: Insight, Instruction, Outcomes” theme, the conference aims to broaden the current perspectives on TBLT by focusing on the learner, teaching, and evaluation of learning by asking “what lies ahead?” To this end, the topics covered by the 2019 conference include: theoretical perspectives on TBLT, task assessment and needs analysis, task complexity and task repetition, focus on the role of the learner and the teacher in TBLT, peer interaction, corrective feedback, motivation and affect, and innovations in the delivery/implementation of TBLT across contexts, modes, and materials. We are grateful to our plenary speakers, colloquia organizers, and practitioner workshop conveners for agreeing to share their knowledge with us – we know that their expertise will make a positive and invaluable impact on the overall quality of the conference.

We extend our most sincere thanks to the reviewers who have generously given their time and expertise in helping us select the papers, colloquia, show-and-tell sessions, workshops, and posters that make up the conference program. This conference would not be possible without the help of the IATBLT, its Executive, and most importantly, Martin East, the IATBLT's President. We would also like to acknowledge the generous support of the John Benjamins Publishing Company, Social Sciences and Humanities Research Council of Canada (SSHRC) Exchange Program - Knowledge Mobilization grant, and the Carleton community, including the Office of the Provost and Vice-President (Academic), Faculty of Arts and Social Sciences, Department of English Language and Literature, Institute of African Studies, and the School of Linguistics and Language Studies.

We recognize and thank the researchers and practitioners who have traveled to Ottawa to participate in the conference - we look forward to learning from and alongside you! Kindly note that the members of the organizing committee and volunteers (many of whom are students of Applied Linguistics and Discourse Studies) are here to help in any way, so please don't hesitate to call on us.

Welcome to the TBLT 2019 conference, Carleton University, and Ottawa!

Scientific Committee

Mohammad Javad Ahmadian	Kim McDonough
Maria Andria	Marije Michel
Agurtzane Azkarai Garai	Maribel Montero Perez
Kristof Baten	Mike Murphy
Ana Boman	Don Myles
Bram Bulte	Jonathan Newton
Diego Cortés Velásquez	John Norris
Larry Davis	Lourdes Ortega
Rick de Graaff	Carmen Pérez-Vidal
Bart Deygers	Elke Peters
Natalia Dolgova	Geoffrey Pinchbeck
Bill Dunn	Leila Ranta
Martin East	Andrea Révész
Farahnaz Faez	Peter Robinson
Sara Feijoo Antolin	Michael Rodgers
Maria del Pilar Garcia Mayo	Shoko Sasayama
Marta Gonzalez-Lloret	Raquel Serrano
Gisela Granena	Ali Shehadeh
Roger Guerrero	Chris Sheppard
Laura Gurzynski-Weiss	Jaffer Sheyholislami
Daniel O. Jackson	Natsuko Shintani
Eva Kartchava	Nina Spada
Casey Keck	Veronika Timpe-Laughlin
YouJin Kim	Elsa Tragant
Folkert Kuiken	Koen Van Gorp
Craig Lambert	Ineke Vedder
Justine Light	Paula Winke
Àngels Llanes Baró	David Wood
Shawn Loewen	Yucel Yilmaz
Marlene Lundy	Nicole Ziegler
Rosa M. Manchon	

Organizing Committee

Eva Kartchava (Conference Chair)
Geoffrey Pinchbeck
Michael Rodgers
Jaffer Sheyholislami
David Wood
Tracey Wright

Volunteers

Fatima Ady
Laura Astwood
Aleksandra Bartosiewicz
Amy Burlock
June Creighton Payne
Hesam Farahani
Hiba Fazlullah
Amir Elazhary
Julian Heidt
Ibtisam Joma
Sebin Jung
Yasin Kokarca
Neil Lapierre
Marlene Lundy
Yana Lysiak
Michaela Macdonald
Gillian McLellan
Mike Murphy
Don Myles
Patricia Saravesi
Judy Seal
Judy Senecal
Lisa Valenta
Helena Verdier
Mercedes Van Noppen
Connie Wall
Nick Ward
Alisa Zavialova

General Information

Conference site

All conference sessions will be held on Carleton University campus, at **Richcraft Hall**. This part of campus is the newest addition, with an open concept design and technologically-equipped rooms. The building also features a beautiful balcony that overlooks the Rideau River.

Richcraft Hall (marked as “RB” in the Conference program) is easily accessible above ground or via the tunnel that stretches the length of the University (maps on pp. 94-98).

Registration

The registration desk is located in the Atrium of Richcraft Hall and will operate throughout the conference.

Equipment

All conference rooms are equipped with a computer, screen, high-speed Internet connection, and a projector. Presenters are encouraged to **bring their presentations on a USB key**. Should you, however, need to use a laptop, please be sure to bring with you the necessary dongle/adaptor to connect your laptop to the projector – we cannot guarantee that our Audiovisual service may be able to provide you with the necessary equipment and as such, ask for your cooperation in this regard.

Lapel microphones will only be provided in RB 2200; the smaller conference rooms are not equipped with microphones.

Internet access

Complementary Wi-Fi will be made available across Richcraft Hall for the duration of the conference (August 19-21, 2019). Please use the following information to log in:

Wifi Network Name: **SLALS**

Password: **carleton2019**

AV support

Our Audiovisual technicians will be checking in on all conference rooms at certain times during the conference. Should you need technical assistance in a conference room and a technician is not around, please alert the conference Registration Desk.

Handouts/Visual aids

Should you wish to provide your audience with handouts or any other visual aids, please bring these with you.

Sustenance

All delegates are invited to enjoy a **daily coffee break** served mid-morning (please check the schedule for specific times) in the Atrium of Richcraft Hall. **Lunch** will be offered in the conference rooms adjacent to the Atrium; different menus will be available each day of the conference and there will be tables to sit at.

Photography and Recording policy

Please note that photographs and/or audio/video will be taken at the conference. By attending TBLT 2019 conference events, you consent to photography, audio/video recording to be used for news, advertising, inclusion on websites, social media, or any other promotional purpose by Carleton University and/or the IATBLT. You also waive all rights (including the right to inspect or approve any image/recording) to any claims for payment or royalties in connection with any use of photography/recording at the event. If you **DO NOT** want your picture/recording being used, please inform the event photographer.

Social program

We have planned three social events for the delegates and hope that you will be able to join us for:

(1) **The welcome reception**, scheduled for 6-8 pm on August 19 - it will be held in the Atrium and is open to all attendees. In addition to an array of hors d'oeuvres and drinks, there will be a Jazz trio to set the mood for the evening.

(2) **The conference dinner** will be held off campus, at **Lago Bar and Grill**, on August 20, 7-9 pm. The Lago's Vista Room and the adjacent patio are an ideal spot for the TBLT 2019 conference attendees to take in the city's views and enjoy a taste of Canadiana. The dinner will be buffet style and will accommodate different tastes and dietary restrictions. The restaurant has an elevator and is wheelchair accessible. Price: \$80.00 CDN (the price includes a glass of wine with the meal). *A complementary shuttle will be made available to take delegates to the restaurant and bring them back to campus – please notify the Registration Desk if you would like to use the service.*

(3) **Art Gallery's summer exhibition guided tour**, scheduled for 4:30-5:30 pm on August 21. Join a gallery educator for a walk-through tour of Carleton University Art Gallery's summer exhibition, *Marlene Creates: Places, Paths, and Pauses*. The Art Gallery is located in **St. Patrick's Building** (on campus), in close proximity to the conference venue. The tour is free, and all are welcome.

For more information:

- visit the TBLT 2019 website (<https://carleton.ca/tblt/>)
- follow us on Twitter (@TBLT2019)
- email us with any concerns or questions: tblt2019@carleton.ca
- speak to any of our volunteers

Plenary Speaker 1



Professor Emerita Nina Spada

*University of Toronto, Ontario Institute for Studies in Education,
Canada*

Reflecting on TBLT from an Instructed SLA perspective

Task-based language teaching (TBLT) and instructed second language acquisition (ISLA) have much in common: theoretical influences, empirical approaches, research questions and educational relevance. The main distinguishing characteristic between the two is that TBLT adopts “meaning-based, communicative tasks as the central unit for defining language learning needs, determining curriculum goals, designing activity in the (language) classroom, and assessing language competencies” (<http://www.tbtl.org>). ISLA research comprises a wider scope of L2 instructional activities which includes tasks, as well as a range of pedagogical practices that are more or less learner-focused, teacher-centered, and represent different degrees of form and meaning-based instruction, interaction, and assessment.

In my presentation I will focus on two of the themes for this conference – Instruction and Outcomes. It will include a discussion of my own work on the role of form-focused instruction (FFI) in L2 development as well as related classroom and laboratory ISLA studies. I will also draw from TBLT research to demonstrate areas of convergence and divergence. In addressing the theme of Instruction, I will review research that has explored the effect of type of instruction and corrective feedback (e.g. explicit/implicit) on L2 learning as well as investigations of the impact of differences in the pedagogical timing of FFI (e.g. integrated/isolated) and corrective feedback (e.g. immediate versus delayed) on L2 development. In discussing Outcomes I will examine work in ISLA and TBLT investigating the type of knowledge (e.g. explicit/implicit) and dimensions of L2 proficiency (e.g. accuracy, fluency, complexity) that result from instruction. This will include a discussion of the assessment of learners’ outcomes in terms of their ability to complete specific tasks under particular conditions. Throughout my presentation I will highlight the contributions of TBLT to the broader field of ISLA and reflect on how research in TBLT and ISLA inform, build on, and enhance one another.

Plenary Speaker 2



Associate Professor Paula Winke

Michigan State University, United States of America

We need to align our classroom tasks with ACTFL & CEFR can-do descriptors so that our TBLT programs are chock-full of proficiency indicators

Task-based language teaching is synonymous with language instruction that has a goal to increase the general language proficiency of students as they progress through the program. The key to this symbiotic relationship is the articulation of proficiency-oriented tasks across the program's courses that guide teaching and evaluation (see Calvert & Sheen, 2014; Norris, 2015; Van Gorp & Deygers, 2013). Language programs that outline increasingly higher-order (more complex, challenging, diverse, and culturally rich) tasks as students progress through the language program can use spoken and written language elicited through task performance to chart and measure proficiency growth. This is because any task can be an assessment: The trick is how to assess, as knighting a task as a "test" may change the way students prioritize their task-based performance goals (Skehan, 2018), and thus influence their performance. The key may be tag all classroom tasks along proficiency scale continua, and to test through tasks as often as possible (and through in a large variety of ways) so that the assessments are indistinguishable from learning. The goal is for all tasks to be proficiency indicators, which would make all tasks truly formative assessment-wise.

In addition to tagging tasks for proficiency level and using them throughout the course as formative assessments, educators should also consider assigning (and measuring their students' performances) on tasks that are well below the learners' expected or targeted proficiency levels. This needs to be done for two reasons: First, individuals in language classes can be at very different levels of proficiency, so dips into lower-level tasks may be needed for instruction to be as beneficial as possible for all. And second, even after evidence of task-mastery, students need practice to fully master the task genre, that is, to be able to perform similarly well on related tasks.

I will overview how and why language classes, especially at upper levels of instruction, need to be chock-full of tasks that align with a wide variety of proficiency indicators. I discuss how the ACTFL and CEFR scales and their Can-Do descriptors can help with this work (i.e., ACTFL's Can-Do Statements, 2017; the Council of Europe European Language Portfolio <https://www.coe.int/en/web/portfolio>; Little, 2009). Language classes can be terribly heterogeneous, even when placement tests are sound and promotion between levels within a program are hard earned. I will show data from the Language Flagship Proficiency Initiative at Michigan State University that suggests that individuals in upper-level classes may not have mastered tasks taught in lower-level classes, a striking finding that surprised educators in our foreign language programs. The upshot is that upper-level language learners may still need instruction in basic communicative tasks that are further down on the language proficiency scale, but this practice can co-occur as they learn to perform academically and culturally challenging upper-level tasks.

Plenary Speakers 3 and 4



Professor Folkert Kuiken

University of Amsterdam, the Netherlands



Dr. Ineke Vedder

University of Amsterdam, the Netherlands

From CAF to CAFFA. Measuring linguistic performance and functional adequacy in Task-Based Language Teaching

Linguistic performance elicited by language tasks has been generally assessed in terms of complexity, accuracy and fluency (CAF; Housen, Kuiken & Vedder, 2012). A whole array of measures has been proposed for the assessment of these three dimensions (e.g. WolfeQuintero, Inagaki & Kim, 1998; Norris & Ortega, 2009; Bulté & Housen, 2012). There seems to be, however, growing agreement among researchers which measures are best suited to assess linguistic performance, although additional measures are still being proposed (e.g. Pallotti, 2014, 2015).

We will argue that in the CAF-triad an important dimension is missing, i.e. functional adequacy (FA), defined in terms of successful task fulfilment (Kuiken & Vedder, 2017). Our claim is that language performance is impossible without taking into account FA, as we consider FA to be a crucial dimension of language proficiency. In our presentation we will first discuss how FA as a construct can be operationalized and how it relates to CAF. We will then show how FA has been reliably assessed by both expert and non-expert raters in different learning contexts, involving various source and target languages (Dutch, German, English, Italian), diverse proficiency levels (A2-C1), task types (instruction, narration, argumentation, decision and problem-solving), and task modality (speaking versus writing).

Next recommendations for future research will be provided as well as implications for instructional practice. We will demonstrate how the FA-scale can be used as a diagnostic tool, including the possibility of giving focused feedback to L2-learners. We will further emphasize the need to standardize methodology, rater training and data analysis of FA in order to assure comparability of studies. Finally, we will argue that in future research linguistic performance should not only be assessed by measures along the CAF-triad, but in terms of CAFFA.

Plenary Speaker 5



Associate Professor Andrea Révész

UCL Institute of Education, London, United Kingdom

Exploring task-based cognitive processes: Methodological advances and challenges

The last three decades have seen a significant advancement in describing and understanding task-based language performance and development. So far, however, the bulk of cognitively-oriented TBLT research has focused on the products of task-based use and learning, relatively little research has examined the cognitive processes in which learners engage during task-based work.

In this talk, I will argue that, to facilitate TBLT theory-construction as well as pedagogical practices, it is crucial that researchers dedicate more attention to task-generated cognitive processes. I will review state-of-the-art approaches to examining task-based processes while discussing methodological innovations and challenges in the field. I will also demonstrate how adopting more novel data collection techniques (e.g., eye-tracking, keystroke logging) and combining these with more traditional tools (e.g., verbal protocols) can help us achieve a fuller and more complete understanding of task-based processing and learning. In doing so, I will draw on my own and others' recent work exploring the cognitive processes involved in L2 writing, reading and speaking task performance. I will end the talk with some methodological recommendations for future cognitively-oriented TBLT research.

Invited Colloquium 1



Professor Marta González-Lloret (Convenor)
University of Hawai'i, United States of America

Technology-mediated tasks: Development, implementation, and assessment

This colloquium focuses on the affordances of technology to bring authentic, goal oriented, meaning-focused tasks to language learners. The presentations illustrate best practices, informed by TBLT Principles and research, on task development, implementation, and assessment.

The first presentation by Rebecca Adams showcases those aspects of task design, modality and student grouping that facilitate and shape the online communicative interaction to make it effectively for language learning. Our second presentation by Nicole Ziegler, serves as a link between development and implementation, and it explores the potential of training to create more dynamic and autonomous interaction in online language courses. The third presentation by Melissa Baralt explores the implementation of computer-mediated tasks for a fully online Spanish heritage course. She discusses the challenges that teachers face when using a task-based methodology online and provides suggestions on task development, and feedback provision specific to heritage learners. In the fourth presentation, Katie Nielson focuses on the assessment of written tasks in a real-time online environment. She discusses the development of the task, how feedback is provided implementation, as well as the changes to the task based on the assessment of the task. All the presentations include examples from existing technology-mediated tasks to illustrate how these tasks were developed, implemented, and evaluated.

The colloquium includes a discussion to highlight how to most effectively translate the findings from these studies into practical applications for those who would like to implement similar tasks in their teaching practice, and it leaves ample time for the public to ask questions and share their experiences on developing, implementing and assessing technology-mediated tasks.

Invited Colloquium 2



Associate Professor Natsuko Shintani (Convenor)
Kobe Gakuin University, Japan

Focusing on the teacher and the students in TBLT for young learners

The aim of this colloquium is to explore research approaches to task-based language teaching (TBLT) for young learners. It includes five studies that examine the effects of TBLT with young learners focusing on either the teacher or the students.

The first two papers examine how teachers implement TBLT with young learners. Oliver, Zhang and Sato report on an eight-month longitudinal study in which they employed detailed field notes and video recordings of informal interviews to investigate how teachers used “focus on form” strategies in their classrooms with children aged 5–9. Zhu presents a collaborative-action research project on the effects of task repetition. She examined a six-week instruction involving different types of tasks with the idea of building the teachers’ confidence and expertise in using tasks.

The next three papers focus on the students. García Mayo and Agurtzane Azkarai report on a study investigating the behaviour of children (aged 11–12) as they engaged in collaborative tasks. They analysed task-modality effects, pair dynamics and the quality of the students’ oral and written output. Pinter adopts a novel approach by asking the children (aged 9–10) in her study to function as the researchers. She reported on how the children prepared short oral presentations and then reflected on both their own and other students’ oral output. Finally, Butler, presents a large-scale study involving semester-long instruction using three different types of tasks with 120 children (aged 10–11). She investigated how inter- and intra- individual factors impacted on the effects of the tasks on the children’s language development. The study addresses the challenges of developing age- and context-appropriate tasks for young learners.

Together, these five papers give us insights into how to implement tasks in classrooms with young learners, as well as how to research the effectiveness of TBLT for such learners. The colloquium concludes with a discussion of the papers’ implications.

Invited Workshop 1



Professor Martin East

University of Auckland, New Zealand

Task development: Discussing task examples that illustrate task principles

Task-based language teaching (TBLT) is a learner-centered and experiential approach to language pedagogy that claims significant support from experimental research studies that have aimed to demonstrate how, and in what respects, tasks can and do promote SLA. However, favourable research findings are not necessarily finding their way into classrooms, and TBLT remains in practice a contested endeavour. As Long (2016, p. 28) put it, TBLT is “still a relatively recent innovation – one whose adoption requires expertise.” Most particularly, to many teachers the notion of task is still “somewhat fuzzy” (Richards, 2006, p. 31), and there remain “numerous interpretations and orientations to the concept” of TBLT (Nunan, 2004, p. 14).

This workshop has the following aims which will balance theory with practice: First I will consider what a ‘task’ might look like, in theory and in practice. Then, participants will look at a range of tasks that have been developed for the instructed foreign language classroom in New Zealand and evaluate them for their task-likeness. They will then be asked to come up with some task-based ideas for a selected typical language learning topic. It is hoped that, by the end of this workshop, participants will have a clearer theory-informed idea of what a task is for the task-based language classroom alongside deeper understanding of the challenges of creating valid language use tasks.

Note: *This workshop replaces the workshop originally planned by Professor Marita Schocker, who is unable to attend.*

Invited Workshop 2



Associate Professor Leila Ranta
University of Alberta, Canada



Justine Light
University of Alberta, Canada

Task-Based Language Teaching, Canadian style

In Canada, there are three pillars that support the framework of English language instruction for adult newcomers: the Canadian Language Benchmarks (CLBs), task-based language teaching (TBLT), and portfolio-based language assessment (PBLA). These are described and illustrated in a number of curricular documents produced by the Centre for Canadian Language Benchmarks as well as by provincial teacher associations, school boards, and individual educational institutions. In this session, we address each of these pillars using illustrative materials and hands-on activities. Our intention with this workshop is to offer both local and international educators a comprehensive picture of the practical aspects of Canadian-style TBLT.

We begin with a brief overview of the organization of the CLB and of the principles of TBLT. The task of the adult ESL teacher is to bring together these two distinct conceptual frameworks and interpret them for lesson and unit planning. Doing this presents three challenges which will be the focus of the workshop. The first challenge relates to the basic procedure of aligning task design with the functional CLB descriptions of ‘what a learner can do’ under specified conditions. The next challenge is the need for including a focus on form, which emerges from the fact that the CLB descriptors do not specify what linguistic structures are to be used. Thus, teachers need to analyze learning tasks to identify useful grammar targets (or other linguistic forms) for pre-task, during-task or post-task form-focused treatment. Our discussion here will draw attention to insights from SLA about effective grammar instruction. The third challenge is that of designing tasks for summative assessment using portfolios. After discussing the elements of a task-based approach to language assessment, analyzing an assessment task, and examining different rubrics, we conclude with reflections on how portfolio-based assessment can support task-based teaching and vice versa.

Day 1 at a Glance

Monday, August 19, 2019

8:00-9:00 a.m.	Registration
9:00-9:40 a.m.	Welcome
9:45-10:45 a.m.	Plenary speaker: Nina Spada
10:50-11:20 a.m.	Coffee break
11:25 a.m.-1:40 p.m.	Invited Colloquium, Workshops, Individual Papers
12:00-1:40 p.m.	Poster sessions
1:45-2:45 p.m.	Lunch
2:50-5:05 p.m.	Colloquium and Individual Papers
6:00-8:00 p.m.	Welcome reception

Monday, August 19, 2019

8:00 9:00 AM	Registration (Atrium, Richcraft Hall)						
9:00 9:40 AM	Welcome (RB 2200)						
9:45 10:45 AM	Plenary: Professor Emerita Nina Spada <i>Reflecting on TBLT from an Instructed SLA perspective</i> (RB 2200)						
10:50 11:20 AM	Coffee break (Atrium, Richcraft Hall)						
Location	ATRIUM	RB 2200	RB 1200	RB 1201	RB 3110	RB 3201	RB 3202
<i>Theme</i>	<i>Poster Sessions</i>	<i>Invited Colloquium</i>	<i>Workshops</i>	<i>Tasks features, complexity, design</i>	<i>Peer interaction</i>	<i>Tasks and Vocabulary/Grammar Learning</i>	<i>Theoretical perspectives on/aspects of TBLT</i>
11:25 11:55 AM		<p>Focusing on the teacher and the students in TBLT for young learners</p> <p>Convener: Natsuko Shintani</p> <p>Oliver, Zhang & Sato</p>	<p>Baralt</p> <p><i>How to do Task-Based Language Teaching with Children</i></p>	<p>Revesz, Michel, Lu, Kourtali & Borges</p> <p><i>Effects of task type on L2 writing processes: Triangulating key-stroke logging, eye-tracking, stimulated recall, and automatic text analyses</i></p>	<p>Calzada & García Mayo</p> <p><i>Collaborative is better? Analyzing child EFL writing in dictogloss tasks</i></p>	<p>Duong & Peters</p> <p><i>The differential effects of Input-based and Output-based Tasks on Vocabulary Learning</i></p>	<p>Czyzak</p> <p><i>Saving Face in Communicative Tasks – Two Perspectives on Group Work</i></p>
12:00 12:30 PM	<p>Sato</p> <p><i>Developing Preservice Elementary School Teachers' Beliefs and Practices through TBLT-Based Teacher Education</i></p> <p>Yamashita & Ranalli</p>	<p><i>Learning content, learning language: Children in Australia learning Mandarin as a second language</i></p> <p>Zhu</p>		<p>Garcia Ponce, Tavakoli & Mora</p> <p><i>Effects of degree of dialogic task interaction and proficiency on oral performance</i></p>	<p>Dao</p> <p><i>Effect of task goal on learner engagement in peer interaction</i></p>	<p>Kim, Kang & D'Arienzo</p> <p><i>Task-Based Vocabulary Learning through Real-World Tasks</i></p>	<p>Evans</p> <p><i>Exploring the Diachronic Development of Syntactic Diversity</i></p>
12:35 1:05 PM	<p><i>Corrective feedback in synchronous computer-mediated collaborative writing: Potential interactions among learner-internal, learner-external, and task-as-process factors</i></p>	<p><i>Task-based language teaching for young learners: A teacher educator's collaborative action research study</i></p>	<p>Caruso & Hofmann</p> <p><i>How to Create Digitally Mediated Tasks in the Foreign Language Classroom</i></p>	<p>Sasayama & Norris</p> <p><i>Re-examining cognitive task complexity through the lens of Cognitive Load Theory</i></p>	<p>Leeming</p> <p><i>Emergent leadership and interaction in the task-based language classroom</i></p>		<p>T. J. West</p> <p><i>The Effects of a FonFs Approach in Task-supported Language Teaching: A Corpus Study</i></p>

<p>1:10 1:40 PM</p>	<p>Ogawa & Holsworth <i>The effects of explicit and implicit form-focused instruction on development of CALF and communicative adequacy</i></p> <p>Luquin Urtasun & García Mayo <i>Collaborative writing and models: A pilot study with young EFL learners</i></p> <p>Su <i>Effect of intervention on learner's dispositions towards TBLT and task engagement</i></p> <p>Kato, Kobayashi, Matsumura, Tamura, Wicking, & Yokoyama <i>Materials Development for TBLT in an EFL Setting: Challenges and Possibilities</i></p>	<p>García Mayo & Agurtzane Azkarai <i>Issues on EFL children's performance in collaborative tasks: Findings and future research agenda</i></p> <p>Pinter <i>Children engaging in self-motivated task repetition</i></p> <p>Goto Butler <i>Individual variabilities that result when young learners are given grammar instruction tasks</i></p>		<p>Monteiro & Kim <i>Effects of Task Complexity and Individual Differences on Listening Comprehension: Authentic Lectures in EAP Classroom</i></p>	<p>Ahmadian <i>Using the L1 for collaborative pre-task planning</i></p>		<p>Poupore <i>L2 Learners' Flow Experiences during a TED Talk Listening Task</i></p>
<p>1:45 2:45 PM</p>	<p>Lunch (Conference Rooms adjacent to Atrium, Richcraft Hall)</p>						

Monday, August 19, 2019

Location	ATRIUM	RB 2200	RB 1200	RB 1201	RB 3110	RB 3201	RB 3202
Theme		Colloquium	TBLT in Contexts	TBLT implementation and innovations	Tasks and the Learner	Teachers and TBLT	Technology-mediated TBLT
2:50 3:20 PM		<p>TBLT and Peter Skehan: Insights, Impacts, and the Festschrift</p> <p>Convener: Zhisheng Edward Wen</p> <p>Ahmadian & Wen <i>Researching L2 task performance and pedagogy in honour of Peter Skehan</i></p> <p>Wen <i>Peter Skehan's Contributions to Applied Linguistics, SLA, and TBLT</i></p> <p>Xing <i>The effects of reasoning demands on Chinese EFL learners' oral performance and cognitive processes</i></p> <p>Zhan Wang & Bui <i>Task-readiness and L2 task performance across proficiency levels</i></p> <p>Norris & Van den Branden <i>Discussion</i></p>	<p>Harris <i>TBLT in Asia: Reflections from the classroom</i></p>	<p>Maynard <i>Task-based teaching of French grammatical morphology: insights on the effects of an innovative approach</i></p>	<p>Gijzen, Kohn, Jauregi, de Graaff <i>Task engagement in online intercultural foreign language learning: case studies with Dutch-German secondary school students</i></p>	<p>Van Gorp, Heidrich & Giupponi <i>Teachers of Less Commonly Taught Languages and TBLT: Exploring common ground</i></p>	<p>van de Guchte & Rijlaarsdam <i>Chatting in the Task-based Foreign Language Classroom: Effects on Target Language Use and Learner Experiences</i></p>

3:25 3:55 PM			<p>Reyes <i>Using the Task-Based Framework for Internationalization Purposes: The case of UNAM-Canada</i></p>	<p>Ohno <i>Creating tasks for the development of critical thinking skills: Through the content of intercultural learning</i></p>	<p>Suzuki <i>Developing and validating the Speaking Awareness Questionnaire: The case of utterance fluency performance</i></p>	<p>da Silva <i>The role of the teacher in the implementation of tasks designed from a critical perspective</i></p>	<p>Torres & Yanguas <i>Levels of Engagement and Text Quality in Interactive SCMC Environments</i></p>
4:00 4:30 PM			<p>Granger <i>Administrators' role in international languages curriculum implementation through an action-oriented plurilingual pedagogy</i></p>	<p>Schiepers & De Paepe <i>Language and literacy acquisition of low literate adult newcomers: towards a demand-oriented and project-based approach</i></p>	<p>Huh <i>The Role of Learner's Developmental Readiness in Task-Based Language Instruction</i></p>	<p>Bryfonski <i>Putting training to the test: Teachers' implementation, introspections, and perceptions of TBLT</i></p>	<p>Caruso, Hofmann & Rohde <i>Complex Digital Tasks for Young EFL Learners</i></p>
4:35 5:05 PM			<p>Serafini <i>Critical Task-Based Language Teaching: Exploring the dynamic development of critical language awareness in service learning</i></p>	<p>Versteden & Hauben <i>The implementation of TBLT in Flemish primary schools: different approaches, different effects?</i></p>	<p>Shimoura <i>Bridge the gap with the Task-Based Language Teaching (TBLT) principles</i></p>	<p>Gutierrez, Dunn & Ranta <i>TBLT-focused teacher education: Exploring student teachers' disposition towards task-based teaching</i></p>	<p>Loewen, Kessler & Trego <i>The occurrence and noticing of language-related episodes in task-based videoconferencing using TalkAbroad</i></p>
6:00 8:00 PM	<p>Welcome reception (Atrium, Richcraft Hall)</p>						

Day 2 at a Glance

Tuesday, August 20, 2019

8:00-8:30 a.m.	Registration
8:35-9:40 a.m.	Invited Workshop and Individual Papers
9:45-10:45 a.m.	Plenary speaker: Paula Winke
10:50-11:20 a.m.	Coffee break
11:25 a.m. – 1:40 p.m.	Invited Colloquium, Workshops, Individual Papers
12:00 – 1:40 p.m.	Poster sessions
1:45-2:45 p.m.	Lunch
2:50 – 3:50 p.m.	Plenary speakers: Folkert Kuiken and Ineke Vedder
2:50 – 5:05 p.m.	Colloquium, Workshops, Show-and-Tells, Individual Papers
4:30-6:10 p.m.	Poster sessions
7:00-9:00 p.m.	Conference dinner

Tuesday, August 20, 2019

8:00 8:30 AM	Registration (Atrium, Richcraft Hall)						
Location	ATRIUM	RB 2200	RB 1200	RB 1201	RB 3110	RB 3201	RB 3202
Theme		<i>Invited Workshop</i>	<i>Teachers and TBLT</i>	<i>Task repetition</i>	<i>TBLT in Contexts</i>	<i>Technology-mediated TBLT</i>	<i>Needs Analysis in TBLT</i>
8:35 9:05 AM		Task development: Discussing task examples that illustrate task principles Convener: Martin East	González <i>Task design in foreign language education at German schools</i>	Kartchava & Nassaji <i>Task repetition and learner reflection on task performance and outcomes in an L2 classroom</i>		Sabbaghan, Peglar & Tweedie <i>The Multimodal Effects of Voice-based Asynchronous Technology-mediated Academic Speaking Tasks</i>	Ziegler <i>Miscommunication in Maritime English: Insights from a Task-Based Needs Analysis</i>
9:10 9:40 AM			Jaruteerapan & Newton <i>The experience of novice EFL teachers in Thailand teaching with tasks</i>	Lysiak, Kartchava & Wood <i>The role of TR in the development of FL and fluency</i>	Vanbuel & Van den Branden <i>Task-based language learning outside the language classroom?</i>	Trevisol & Ferraz D'Ely <i>Tasks, technology & the L2 classroom: Investigating the effects of digital storytelling on learners' oral production</i>	Rouault <i>Needs Analysis for Narrow Context ESP Task Design</i>
9:45 10:45 PM	Plenary: Associate Professor Paula Winke <i>We need to align our classroom tasks with ACTFL & CEFR can-do descriptors so that our TBLT programs are chock-full of proficiency indicators</i> (RB 2200)						
10:50 11:20 AM	Coffee break (Atrium, Richcraft Hall)						
Location	ATRIUM	RB 2200	RB 1200	RB 1201	RB 3110	RB 3201	RB 3202
Theme	<i>Poster Sessions</i>	<i>Invited Colloquium</i>	<i>Workshops</i>	<i>Task repetition</i>	<i>Focus on form/ Corrective feedback</i>	<i>Motivation and Affect</i>	<i>Needs Analysis in TBLT</i>
11:25 11:55 AM		Technology-mediated tasks: Development, implementation, and assessment Convener: Marta González-Lloret	Jacobs <i>Let's get real: How to effectively evaluate listening comprehension through authentic,</i>	Suzuki <i>The effects of blocked and interleaved task repetition on fluency development</i>	Sánchez, Manchón & Gilabert <i>Task repetition in writing as mediated by written corrective feedback and proficiency.</i>	van Batenburg <i>Oral Interaction in the EFL Classroom: The Effects of Instructional Focus and Task Type on Learner Affect</i>	Van Phung <i>Task-based Needs Analysis for an EAP Hybrid Course</i>

12:00 12:30 PM	<p>Dao, Nguyen & Do-Na <i>Effects of reflective learning practice on learners' attention to form in peer interaction</i></p> <p>Natsukari <i>Mologue task repetition under different conditions</i></p> <p>Saunders & Serafini <i>Effects of task-supported instruction on young beginning Spanish learners' pragmatic comprehension of forms of address</i></p> <p>Mehmet <i>Intercultural implications for TBLT in a private Japanese university</i></p> <p>Evans <i>Bifurcations and the Emergence of Complex Syntax: A Complexity Theory Perspective</i></p> <p>Garcia De Freitas <i>Boosting novice teacher's confidence with TBLT: Italian teachers in a Brazilian public university under focus</i></p>	<p>Adams <i>Development of technology mediated tasks</i></p> <p>Ziegler <i>Meta cognitive training in a computer mediated task-based environment</i></p> <p>Baralt <i>The implementation of a fully online, task-based Spanish course for heritage learners</i></p> <p>Nielson <i>Real-time assessment of learners' writing tasks: simultaneously improving outcomes and instruction</i></p>	<p><i>task-based assessments</i></p>	<p>Fukunaga <i>Investigating the dynamic co-development of complexity, accuracy, fluency, and communicative adequacy in college-level Japanese-as-a-foreign-language classrooms</i></p>	<p>McGarrell <i>Insights from TBLT to motivate instruction that improves outcomes on students' texts</i></p>	<p>Wang <i>Task motivation and its relationship to L2 motivation</i></p>	<p>Park & Thornbury <i>Task-Based Analysis of Discourse: A Case for Teaching English for a Specific Military Purpose</i></p>
12:35 1:05 PM			<p>van Batenburg & Groeneveld <i>Dare to speak! Using information gap tasks to foster learners' self-confidence in FL spoken interaction</i></p>	<p>Bui & Ahmadian <i>Spacing Effects on L2 Task Repetition</i></p>	<p>Payant, Fortier, Jean & Maatouk <i>Drawing on multilingual repertoire during collaborative writing tasks: The case of L3/n learners</i></p>	<p>Jacobs <i>Can't stop, won't stop: Learning through "flow" in TBLT</i></p>	<p>Iizuka <i>Task-Based Needs Analysis: Identifying Communicative Needs for Study Abroad Students in Japan</i></p>
1:10 1:40 PM				<p>Yu <i>Immediate Task Repetition as Task Planning</i></p>	<p>Cortés Velásquez & Nuzzo <i>The effects of different types of peer written corrective feedback on attention to form in telecollaborative tasks</i></p>	<p>Azkarai, Kopinska & Agirre <i>Motivation among young EFL learners: Comparing pair and individual work with a dictogloss</i></p>	<p>Taglieber, Pieber, Kapelari, Dür & Hinger <i>A needs analysis to identify linguistic challenges of Austrian high school learners in science education</i></p>
1:45 2:45 PM	<p>Lunch (Conference Rooms adjacent to Atrium, Richcraft Hall)</p>						
2:50 3:50 PM	<p>Plenary: Professor Folkert Kuiken and Dr. Ineke Vedder <i>From CAF to CAFFA. Measuring linguistic performance and functional adequacy in Task-Based Language Teaching</i> (RB 2200)</p>						

Tuesday, August 20, 2019

Location	ATRIUM	RB 2200	RB 1200	RB 1201	RB 3110	RB 3201	RB 3202
Theme	Poster Sessions	Colloquium	Workshop and Show-and-Tells	Colloquium	Task-based assessment	TBLT implementation and innovations	Task features, complexity, design
3:55 4:25 PM		Task-based domestic immersion for Spanish in the US: The intersection of research and pedagogy	Ferraz D'Ely, da Silva & Farias <i>Tasks as a locus for critical language development</i>	Linguistic Risk-Taking in TBLT Convener: Nikolay Slavkov Slavkov & Griffiths <i>The Linguistic Risk-Taking Initiative: Overview, Theoretical Insights, and Implementation</i> Rhéaume & Cames <i>Linguistic Risk-Taking in French and in English in New Intercultural and Technological Environments</i> Cajka & Vetter <i>The Application of the Linguistic Risk-Taking Initiative as a Task-Based Language Learning Approach at the University of Vienna</i> Séror <i>Synthesis and Discussion</i>	Caresse Valies <i>Authentic Competency-based and Task-based Teaching and Assessment in Tertiary EFL in Japan</i>	Payant & Zuniga <i>A study of flow theory and task repetition: Comparing ESL learners and pre-service teachers' emotional experiences</i>	Duran Karaoz <i>The effect of task structure on fluency performance in L1 Turkish and L2 English</i>
4:30 5:00 PM	Koizumi <i>Focus on form during meaning-focused tasks: What can teachers do to increase the opportunity?</i>	Conveners: Laura Gurzynski-Weiss, Giacomino & Jarrett Gurzynski-Weiss, Jarrett, & Giacomino <i>Creating a task-based Spanish immersion experience on a US college campus</i>	Kennedy-Barrows <i>CAEL CE: Assessing test takers' language skills for the academic tasks that lie ahead</i>		Tavakoli, Skehan & Faez <i>Task design features in second language teaching and assessment</i>	Goldenberg & de la Fuente <i>Understanding L1 in task-based ISLA: a principled approach to L1 use in the FL classroom</i>	Díez-Ortega <i>Cognitive complexity and technology-mediated TBLT: An analysis of tasks characteristics in a Spanish 3D game</i>
5:05 5:35 PM	N. Suzuki <i>Task authenticity and learners' shared L1 use in foreign language contexts</i> Mathies & Hinger <i>Evaluating task-based materials: A comparison of two Spanish textbooks (Gente Joven, 2016, and ¡Adelante!, 2011)</i>	Giacomino & Gurzynski-Weiss <i>The interplay of individual differences and task complexity: Is a task "complex" for everyone?</i>			Timpe-Laughlin <i>Pragmatics in task-based language assessment: Opportunities and challenges</i>	Hao Dao & Newton <i>De-tasking and re-tasking a task-based textbook: The case of EFL teachers using 'Cutting Edge' at a Vietnamese university</i>	Aubrey <i>The role of intra- and inter-cultural task-based interaction in perceived language learning</i>
5:40 6:10 PM	Ady, Kartchava & Rodgers <i>Exploring Underlying Elements of the Motivational Self System Among Learners in a Workplace Language Training Program</i>	Jarrett & Gurzynski-Weiss <i>Task-specific motivation and the development of L2 self during domestic immersion</i>	Ruiz de Arbulo <i>Strategies to Promote Inclusion and Overcome Sociocultural Differences for Novice Learners of Spanish</i>		Haider <i>Task-Based Assessment of Second Language Pragmatic Competence in Academic Settings</i>	Oba <i>Effects of Form-Focused Practice at Pre-Task Stage on Proceduralizing L2 Grammar During EFL Task-Based Interaction</i>	Shea Carver <i>Collaborative writing for French past tense development: The effects of procedural and content repetition</i>

7:00 9:00 PM	Conference Dinner (Off campus: Lago Bar & Grill)
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Day 3 at a Glance

Wednesday, August 21, 2019

8:00-8:30 a.m.	Registration
8:30-10:45 a.m.	Colloquium, Workshops, and Individual Papers
9:05-10:45 a.m.	Poster sessions
10:50-11:20 a.m.	Coffee break
11:25 a.m. – 12:35 p.m.	General IATBLT meeting and IATBLT awards
12:40 – 1:40 p.m.	Plenary speaker: Andrea Révész
1:45-2:45 p.m.	Lunch
2:50 – 3:55 p.m.	Invited Workshop, Show-and-Tells, Individual Papers
4:00-4:20 p.m.	Conference closing and announcement of TBLT 2021
4:30-5:30 p.m.	Art Gallery's summer exhibition guided tour

Wednesday, August 21, 2019

8:00 8:30 AM	Registration (Atrium, Richcraft Hall)						
Location	ATRIUM	RB 2200	RB 1200	RB 1201	RB 3110	RB 3201	RB 3202
Theme	Posters	Colloquium	Workshops	Technology-mediated TBLT	Teachers and TBLT	TBLT Methodology and Materials	Task features, complexity, design
8:30 9:00 AM		<p>Finding a place for language focus in a task-based curriculum</p> <p>Convener: Justine Light Martin Guardado</p> <p><i>The EAP context in Canada and our philosophy of curriculum design</i></p>	<p>Van den Branden</p> <p><i>From TBLT to PBLT: language tasks in interdisciplinary projects</i></p>	<p>Van Nuffel & Schiepers</p> <p><i>Practising second language skills through online tasks: a match made in heaven?</i></p>	<p>Solares-Altamirano</p> <p><i>Teachers' Responses to an Online Course on Task-Based Language Teaching in Mexico</i></p>		<p>Berton & Sánchez</p> <p><i>The effects of manipulating task complexity on lexical complexity in a written decision making task</i></p>
9:05 9:35 AM	<p>Salen & Malone</p> <p><i>Developing a Language Test Corpus of Communicative Tasks for Assessment Research</i></p> <p>Fazio & Fiorenza</p> <p><i>Task based EFL course for student athletes and sports professionals</i></p>	<p>Justine Light</p> <p><i>Grappling with grammar in a task-based curriculum</i></p>		<p>De Paepe</p> <p><i>Interactivity in online TBLT: the case of Dutch as a second language for adult immigrants</i></p>	<p>Jackson</p> <p><i>Pre-service English language teachers' dialogic descriptions of motion: Task effects and trouble sources</i></p>	<p>Boston</p> <p><i>Engagement with Language during Transcript Revision Tasks</i></p>	<p>Gomez Laich & Taguchi</p> <p><i>Effects of Manipulating Task Complexity on L2 Written Discourse: The Case of Comparison/Contrast and Argumentative Writing</i></p>
9:40 10:10 AM	<p>Trevisol</p> <p><i>Learners' perceptions of a task cycle with digital stories: Exploring opportunities for L2 learning</i></p> <p>Melki & Ammar</p> <p><i>Collaborative revision: effects on FSL students' writing accuracy.</i></p>	<p>Denise Lo</p> <p><i>Targeting grammar and lexis in a task-based curriculum</i></p> <p>Justine Light</p> <p><i>Pronunciation: The Cinderella skill in TBLT</i></p>	<p>Meyer Sterzik</p> <p><i>Applying Needs Analysis Findings to EAP with TBLT</i></p>	<p>Rock</p> <p><i>Creating a Rubric to Fit the Task: An Academic Blog Post</i></p>	<p>Erlam</p> <p><i>What role for tasks in the foreign language classroom?</i></p>	<p>Imai, Sakata & Li</p> <p><i>What are the tasks? Development of task-based Japanese beginner's textbook</i></p>	<p>Márquez Guzmán</p> <p><i>Increasing Task Complexity to Elicit L2 Pragmatic Moves: Assessment of L2 Accuracy and Complexity</i></p>
10:15 10:45 AM	<p>Cusen</p> <p><i>Student reflections on student-led lessons as</i></p>	<p>Koen Van Gorp</p> <p><i>Discussant</i></p>		<p>McLellan, Kartchava & Rodgers</p> <p><i>Technology-mediated workplace language training: Developing and assessing a module for a blended</i></p>	<p>Zhong</p> <p><i>A Task-based program for teaching English to children of migrant workers in Beijing</i></p>	<p>Benevides, Harris & Leeming</p> <p><i>Task-based textbook design: challenges and solutions</i></p>	<p>Soh & Tam</p> <p><i>The Effects of Task Complexity and Number of Participants on Interaction and L2 Written Production</i></p>

	<i>part of project-based learning and teaching</i>			<i>curriculum for newcomers</i>			
	Hirano & Vincent <i>Thinking Abstract: Collaborative Task-based Learning of EAP Writing Skills</i>						
10:50 11:20 AM	Coffee break (Atrium, Richcraft Hall)						
11:25 12:35 PM	General IATBLT Meeting and IATBLT Awards (RB 2200)						
12:40 1:40 PM	Plenary: Associate Professor Andrea Révész <i>Exploring task-based cognitive processes: Methodological advances and challenges</i> (RB 2200)						
1:45 2:45 PM	Lunch (Conference Rooms adjacent to Atrium, Richcraft Hall)						
Location	ATRIUM	RB 2200	RB 1200	RB 1201	RB 3110	RB 3201	RB 3202
Theme		<i>Invited Workshop</i>	<i>Show-and-Tells</i>	<i>Tasks and the Learner</i>	<i>Task-based assessment</i>	<i>Workshop</i>	<i>Focus on Form/ Corrective feedback</i>
2:50 3:20 PM		Task-Based Language Teaching, Canadian Style Conveners: Leila Ranta and Justine Light	Malone, Sağdıç, Sykes & Forrest <i>Task-Based Approach to Measuring L2 Intercultural, Pragmatic, and Interactional Competence</i>	Le <i>Exploring L2 Learners' Task-related Identities in a Reading Circle Task through Conversation Analysis</i>	Vandommele, Strobbe, Reinders, Maes & Luyten <i>TBLA in an online environment. Opportunities and challenges for authenticity and learner autonomy?</i>	Hughes & O'Shea <i>Advice and perspectives from learners on implementing assessment for learning practices</i>	Michaud & Ammar <i>Timing of focus on form in TBLT</i>
3:25 3:55 PM			Arce <i>From simulation to real-life tasks: A Tale of Two Projects (25 years apart)</i>		Bach <i>A corpus approach to functional adequacy at different proficiency levels</i>		Zalbidea <i>Task modality, salience, and opportunities for L2 development: A triangulated approach</i>
4:00 4:20 PM	Closing and Announcement of TBLT 2021 (RB 2200)						
4:30 5:30 PM	Art Gallery's summer exhibition guided tour, <i>Marlene Creates: Places, Paths, and Pauses</i> (Carleton University's Art Gallery, St. Patrick's Building)						

COLLOQUIA

Monday, August 19, 2019: 2:50pm - 5:05pm
RB 2200

TBLT and Peter Skehan: Insights, impacts, and the Festschrift

Zhisheng Edward Wen¹, Mohammed Ahmadian², Jiaxin Xing³, Zhan Wang⁴, Gavin Bui⁵, John Norris⁶, Kris Van den Branden⁷

¹Macao Polytechnic Institute, Macao S.A.R. (China); ²Leeds University, UK; ³Qufu Normal University, China; ⁴University of Hong Kong; ⁵The Hang Seng University of Hong Kong; ⁶ETS, USA; ⁷KU Leuven, Belgium

The objective of this proposed symposium is twofold, first, it aims to provide state-of-the-art reviews of key theoretical and methodological issues in current L2 task performance and pedagogy research. Second, it is also a tribute to Peter Skehan for his decades of celebratory achievements in various research domains of applied linguistics and second language acquisition in general, and his pioneering work as well as intellectual academic leadership in L2 task performance and pedagogy in particular. The papers presented in this symposium are mostly based on and slightly expanded from major chapters in the festschrift entitled "Researching L2 Task Performance and Pedagogy in honour of Peter Skehan" edited by the two convenors (Wen & Ahmadian, 2019) and published in the TBLT series of John Benjamin.

As such, the symposium is structured as follows. It begins with **(1)** an introduction by **Edward Wen** who will outline the background, its structure, and major contents as well as key features of the recent Festschrift dedicated to Peter Skehan. Then, **(2) Mohammad Ahmadian and Edward Wen** continue to provide an overview of Peter Skehan's many contributions to the broad domains of Applied Linguistics and SLA as a productive researcher, gifted teacher, and supportive mentor and particularly highlights his influence in TBLT and task performance and pedagogy. Following this, **(3) Jiaxin Xing** first compares Peter Skehan's Limited Attention Capacity hypothesis vis-à-vis Peter Robinson's Cognition Hypothesis and then reports on results of an investigation into the effects of reasoning demands on Chinese EFL learners' oral performance and cognitive processes. Then, **(4) Jan Wang and Gavin Bui** expound the theoretical framework of 'Task-readiness' as well as results of an empirical study applying this framework to investigate task performance among L2 EFL learners across proficiency levels. Finally, **(5)** the two discussants **John Norris and Kris Van den Branden** will comment on the presentations and further highlight directions for future research in L2 task performance and pedagogy based on theoretical and methodological issues raised in the colloquium and the festschrift.

Abstracts of the individual presentations/papers

Researching L2 task performance and pedagogy in honour of Peter Skehan

Mohammad Ahmadian, Leeds University, UK

Zhisheng (Edward) Wen, Macao Polytechnic Institute, Macau, China

This presentation serves as an introduction to the symposium in which we aim to provide an overview of the background of the recently published festschrift to Peter Skehan edited by the two convenors of the symposium (Wen & Ahmadian, 2019, in John Benjamins' TBLT series), as well as its structure and major contents, and key features. Following the Foreword by Michael Long, the whole volume is divided into three sections, each having 4 chapters, concluding with an epilogue by Brian MacWhinney. Specifically, Section 1 provides theoretical insights on key underlying constructs of L2 task performance and pedagogy, such as 'task preparedness' (Ellis), 'automaticity and L2 fluency' (Tavakoli), and 'task motivation' (Dornyei) etc. Section 2 focuses on L2 task performance and task complexity issues, while Section 3 addresses more practical issues in L2 task instructions and long-term development. The epilogue by Brian MacWhinney recapitulates Peter Skehan's task analytical framework (i.e., the CALF) vis-à-vis the competition model and calls for further collaborations between the two.

Peter Skehan's Contributions to Applied Linguistics, SLA, and TBLT

Zhisheng (Edward) Wen, Macao Polytechnic Institute, Macau, China

In this presentation, I will provide an overview of the many contributions of Peter Skehan to these key areas of applied linguistics and SLA in general, and to his great insights and influence in L2 task performance and pedagogy research in particular. Peter Skehan has been a prolific researcher, a gifted teacher, a congenial colleague, and a supportive supervisor, providing a constant source of inspiration for both seasoned researchers and junior scholars alike. Peter has made enormous contributions to the broad field of applied linguistics throughout his long career, serving in academia for over forty years. In the presentation, I will briefly highlight each of these four aspects of his activities, namely, in terms of (1) publications, (2) teaching, (3) research supervision, and (4) community service.

The effects of reasoning demands on Chinese EFL learners' oral performance and cognitive processes

Jiaxin Xing, Qufu Normal University, China

After a brief review of the Limited Attention Capacity Hypothesis (Skehan, 1998; 2001; 2009a; 2014) and the Cognition Hypothesis (Robinson, 2001; 2007; 2011), this presentation explores the effects of reasoning demands on Chinese EFL learners' oral performance and cognitive processes. Thirty-four participants were asked to complete two narrative tasks with different reasoning demands - one simple and one more complex, under the same planning conditions. Their performance was measured in terms of complexity, accuracy, lexis, and fluency (CALF). Ten participants also engaged in stimulated recall as a means of eliciting reports of their cognitive processes. Results reveal that: (a) reasoning demand does not have a significant effect on learners' oral performance

in terms of CALF; (b) learners show a slightly lower percentage of cognitive processes at the stage of *conceptualization* and *formulation* and a higher percentage linked to *comprehension/monitoring* in the complex task, which might indicate they allocate attention differently in the more demanding task; (c) learners' fluency in oral performance is likely to be jointly affected by the cognitive processes at all the stages of speech production. Accuracy seems to be most enhanced by learners' form monitoring at the *comprehension* stage.

Task-readiness and L2 task performance across proficiency levels

Jan Zhan Wang (The University of Hong Kong, HKSAR, China)

Gavin Bui (The Hang Seng University of Hong Kong, HKSAR, China)

L2 Task performance is typically measured along the dimensions of complexity, accuracy, and fluency (CAF, or CALF when lexis is seen as an independent area). This paper examines the correlational patterns of CALF in two parallel task-readiness conditions (familiar vs. unfamiliar tasks) at two different proficiency levels (intermediate vs. high). The results, in general, showed that some trade-offs occur, but only with lower to intermediate learners. This pattern attenuates at the more advanced levels, suggesting that limited attention capacity (LAC; Skehan, 2014) can be compensated for, and better parallel processing abilities can be achieved, as L2 proficiency grows. This study sheds light on the nature of task performance at more advanced proficiency levels; it also unveils how complexity results vary when the construct is measured as different syntactic or lexical indexes.

Discussion

John Norris, ETS, USA

Kris Van den Branden, KU Leuven, Belgium

The two discussants John Norris and Kris Van den Branden will first briefly comment on the presentations and then further highlight key theoretical and methodological issues raised in current L2 task performance and pedagogy arising from the colloquium and the festschrift for Peter Skehan. Future directions for research in relevant areas will be outlined as well.

Brief Summary:

Overall, the symposium features presentations that not just highlight Peter Skehan's many contributions and profound influence in Applied Linguistics and TBLT, but also provides state-of-the-art reviews of key theoretical and methodological issues such as task-induced reasoning demands, task-readiness, and task complexity in current research of L2 task performance and pedagogy.

Tuesday, August 20, 2019: 3:55pm - 6:10pm
RB 2200

Task-based domestic immersion for Spanish in the US: The intersection of research and pedagogy

Laura Gurzynski-Weiss, Lindsay Giacomino, Dylan Jarrett

Indiana University, United States of America

Task-based domestic immersion for Spanish in the US: The intersection of research and pedagogy

Colloquium organizer: Laura Gurzynski-Weiss, Indiana University

The colloquium unveils the design of a two-week task-based domestic Spanish immersion program held in the US. We begin with the motivations for this program, the logistics, and description about the Indiana learners, teachers, and Spanish-speaking community members who participated (15 minutes). This overview is followed by our design for the program content (30 minutes). Following a needs analysis, we identified Willis's task cycle (1996) and Ellis's modular curriculum (2018) as the optimal combination for our context. Content was designed around five domains of target language use: *university life*, *#adulthood*, *travel*, *recreation*, and *on the job*. We discuss the target tasks designed for each domain, how we designed the tasks for the middle of three proficiency levels, and we show how we created guides for the three instructors, which included suggestions for making tasks more or less difficult, as well as guidance on how to interpret the data collected following each task cycle (task complexity and difficulty as well as motivation data). The next presentation outlines how our program was designed to keep learner motivation high, and how we tracked task-specific motivation throughout the program via quantitative and qualitative measures, as well as learner development of the L2 self by micro and macro evaluations, including daily questionnaires and reflective journals (30 minutes). We discuss how instructors used this information in real-time after each task cycle and each day to adjust their teaching and maximize learner motivation. The third presentation outlines our examination of task complexity. We discuss our triangulation of data collected that captured if our tasks were sequenced appropriately for our learners and examines how researcher and learner notions of task complexity compared in our context (30 minutes). Finally, we summarize changes that will be made following the data collected and analyzed during this inaugural program iteration (10 minutes).

100-word colloquium summary: This colloquium unveils the design of a two-week task-based domestic Spanish immersion program held in the US. We first share the pedagogic units and task cycles created based on a needs analysis, followed by two of the research components built-into the program: independent measures of task complexity and difficulty, and learner motivation and the development of the L2 self. We aim to demonstrate how our design accommodated learners who were completely new to TBLT, and how we included built-in checks throughout each day to provide meaningful data for adjustment during the program as well as for next year's iteration.

Creating a task-based Spanish immersion experience on a US college campus

Laura Gurzynski-Weiss, Dylan Jarrett, & Lindsay Giacomino, Indiana University

In this presentation, we detail our design for a two-week task-based Spanish immersion program for 40 high school students (divided into three proficiency levels) on a US university campus, a program designed to give students who are not financially or otherwise ready to go abroad an opportunity to have an immersion experience.

Following a needs analysis, we identified Willis's task cycle (1996) and Ellis's modular curriculum (2018) as the optimal combination for our context. Program content was designed around five domains of target language use: *university life*, *#adulthood*, *travel*, *recreation*, and *on the job*. Pedagogical tasks and corresponding guides were created for the three language instructors. Tasks were designed for the middle proficiency level, with suggestions for making the tasks more or less difficult to meet the needs of each proficiency group. Instructor guides also included lists of structures likely to arise during the task (Ellis, 2018) to assist instructors during the language analysis time of the Willis task cycle.

Students had three hours of daily proficiency-specific instruction during which 2-3 Willis task cycles occurred. Following lunch all three proficiency groups completed an exit task. Students and teachers completed post-task difficulty and motivation questionnaires and daily journals for additional context.

The interplay of individual differences and task complexity: Is a task "complex" for everyone?

Lindsay Giacomino & Laura Gurzynski-Weiss, Indiana University

When used to design and sequence task-based lessons and curricula, task complexity is often operationalized by researchers, leaving learners' perceptions and individual differences (IDs) out of the equation. The few studies that have examined potential relationships between task complexity, learner experiences and IDs have been limited to considerations of learner working memory (Nielson, 2014; Kim et. al, 2015; Zalbidea, 2017), with some exceptions (Révész, 2011). The current study expands on this limited research by exploring how 40 learners of L2 Spanish in a domestic immersion program experience task complexity. Specifically, we investigate whether tasks designed to be complex are indeed complex for everyone, or if certain learner IDs interact with complexity. This study adopts a triangulated way of measuring task complexity through Likert-scale questionnaire (Robinson, 2001b), time estimation (Baralt, 2010, 2013), and qualitative statements about the tasks themselves. Results will discuss the relationship (or lack thereof) between researcher ideas and learner perceptions of task complexity, and a learner ID questionnaire will provide insight into explaining any patterns found. The Data collected will be used to further adjust the task-based lessons and sequencing of the immersion program and will also provide insight into theoretical discussions about task complexity and learner factors.

Task-specific motivation and the development of L2 self during domestic immersion

Dylan Jarrett & Laura Gurzynski-Weiss, Indiana University

Prior research has shown that second language (L2) learners' task-specific motivation fluctuates at different points during task completion (Dörnyei & Kormos 2000; Kormos & Dörnyei 2004; Yanguas 2011). Torres and Serafini (2016), however, found task-specific motivation to be higher among students when completing tasks designed following a needs analysis (Long 2015). The present study extends this line of work to a unique TBLT context: a two-week, domestic Spanish immersion program for high school students in the United States. Additionally, the study examines the development of learners' L2 self (Dörnyei, 2005; Serafini, in press), a second way of examining motivation as a dynamic construct.

To examine a potential relationship between task-specific motivation and the development of the L2 self, each of the 40 students will complete two questionnaires. The first, based on Serafini (in press), measures L2 selves, and will be administered before, during and after the program. The second questionnaire, based on MacIntyre and Serroul (2015), is a micro-evaluation which will be completed at the culmination of each task cycle, which were created following a needs analysis. Finally, students will complete nightly journals in which they reflect upon their interactions in Spanish, which will provide context to explain potential changes in motivation.

Brief Summary:

This colloquium unveils the design of a task-based domestic Spanish immersion program held in the US. We share the pedagogic units and task cycles created following needs analysis and the research components built-into the program: independent measures of task complexity and difficult and learner motivation and L2 self-development data.

Tuesday, August 20, 2019: 3:55pm - 6:10pm

RB 1201

Linguistic risk-taking in TBLT

Nikolay Slavkov¹, Ed Griffiths¹, Martine Rhéaume¹, Mathilde Cames¹, Stefanie Cajka², Eva Vetter², Jérémie Séror¹

¹University of Ottawa; ²University of Vienna

We focus on the notion of linguistic risk-taking (Beebe, 1983; Cervantes, 2013; Slavkov & Séror, in press) implemented within a TBLT framework (e.g. Long 1985; Nunan 2005, and later work) and detail a new pedagogical initiative conceived at the University of Ottawa where courses, programs, and services in both English and French are available. In this bilingual context, we define linguistic risks as authentic communicative tasks in learners' second official language (French/English) which may be "risky" due to discomfort about making mistakes, being misunderstood, misunderstanding others, being judged, taking on a different identity, or changing existing language habits. This may cause learners to remain within the comfort zone of their preferred (i.e. stronger) language, instead of taking advantage of opportunities for authentic second language engagement that abound on this bilingual campus. To engage learners, we designed a compilation of tasks in the form of a Linguistic Risk-Taking Passport (over 70 tasks) distributed to over 800 language learners (French/English) in print and digitally. The risks represent meaningful daily activities (e.g. speak the second language at the library, approach a passer-by for directions, order food at the cafeteria, interact with a professor, send an email, etc.)

in authentic and natural communicative environments. Over the course of a semester learners must autonomously check off/stamp risks in their passports, indicate perceived difficulty levels, propose additional risks, and can submit passports for prizes. We also discuss a pilot extension of the initiative in German at the University of Vienna, Austria.

Organization: Three presentations of 20 minutes plus 10 minutes for discussion each. Fourth slot reserved for invited discussant and additional questions from the audience. This colloquium is co-organized by the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) of the Official Languages and Bilingualism Institute (OLBI) at the University of Ottawa and the Language Teaching and Learning Research Unit at the University of Vienna.

Presentation 1

The Linguistic Risk-Taking Initiative: Overview, Theoretical Insights, and Implementation

Nikolay Slavkov and Ed Griffiths

University of Ottawa

This presentation situates the Linguistic Risk-Taking Initiative within TBLT and also includes theoretical background related to language anxiety, motivation, and willingness to communicate (Dörnyei et al., 2015; MacIntyre, 2017; MacIntyre et al., 1998). It then details the creation of the Linguistic Risk-Taking Passport and how this pedagogical innovation containing authentic tasks was subsequently converted into a data collection tool tracking quantitative patterns (number, type, level, frequency and repetition of tasks by learners) and qualitative reflections (comments about specific tasks and the initiative in general). Based on data from four semesters of piloting and implementation, we offer an analysis indicating the need of a more precise description of tasks by skill and theme, a more fine-grained system of measuring risk-level than the existing High(H), Medium(M), and Low(L) classification, and a need to find new ways of investigating the level of enjoyment and feeling of accomplishment associated with taking linguistic risk tasks. These findings are then discussed in terms of the ongoing design of a Linguistic Risk-Taking phone app as an alternative to the paper-based passport booklet. We conclude by commenting on strategic learner competence and future directions for the initiative, including continuous data-driven improvement and expansion to additional languages and contexts.

Presentation 2

Linguistic Risk-Taking in French and in English in New Intercultural and Technological Environments

Martine Rhéaume and Mathilde Cames

University of Ottawa

In an era of major demographic and higher education (HE) changes coupled with ever-changing technological developments, second language teaching and learning is taking on a new face. This presentation looks at linguistic risk-taking through the lens of an internationalized environment in HE where social media and technology intervene in various daily interactions. We demonstrate the importance of questioning and adjusting methods and approaches of language teaching and learning according to these emergent contextual factors. Focusing on the implementation of the French Linguistic Risk-Taking Passport as a task-based tool in 3 intermediate courses (approx. 50 students), we discuss student questionnaire data in relation to the influence of factors such as the state of mind of students (Dweck, 2002), the selection of S.M.A.R.T goals (Doran, 1981), and students' reflection (metacognition) on their willingness to take linguistic risks in the L2. The importance of teachers' pedagogical intervention (cf. Dörnyei 2005; Dörnyei & Ryan, 2015) is also discussed in relation to the questionnaire results. Implementation in the English Passport is also discussed, specifically in the context of international students at the University of Ottawa.

Presentation 3

The Application of the Linguistic Risk-Taking Initiative as a Task-Based Language Learning Approach at the University of Vienna

Stefanie Cajka and Eva Vetter

University of Vienna

This presentation focuses on the implementation of the Linguistic Risk-Taking Initiative in a linguistically different context: Austria. The University of Vienna where the initiative was adapted is dominated by a mostly monolingual habitus (cf. Gogolin, 1994), at least with regard to admission. Hence, proof of German knowledge at the C1 level of the CEFR (Council of Europe, 2001) is required for students in degree programmes. To help them obtain this proficiency level, the institution offers a University Preparation Programme. In this context, the application of the Linguistic Risk-Taking Initiative was viewed as an expedient tool to accompany the learning process. Students were encouraged to complete tasks outside the classroom – dubbed as linguistic risks – in order to raise their confidence and awareness of authentic resources available in everyday life and to foster their engagement in meaningful language use. This presentation offers data analysis from learner questionnaires (20) and completed passports (200) from the Canadian initiative, juxtaposes this with the Austrian context, and details the developmental a Linguistic Risk-Taking Passport as a TBLT tool in German. Findings relate to the need of risk categorization, consistent strategic motivational support, and the opportunity of (cyclical) feedback as a focal element of the initiative.

Presentation 4: Synthesis and Discussion

Jérémie Séror

University of Ottawa

The discussant will offer synthesis and further reflections on the Linguistic Risk-Taking Initiative. Additional time for questions and discussion with the audience will be included.

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Brief Summary:

We detail the development and implementation of the Linguistic Risk-Taking Initiative/Passport, a TBLT tool (print and digital) conceived at the bilingual (English/French) University of Ottawa to foster both competence and confidence among language learners. An expansion of the initiative to German teaching at the University of Vienna is also discussed.

Wednesday, August 21, 2019: 8:30am - 10:45am

RB 2200

Finding a place for language focus in a task-based curriculum

Justine Light¹, Martin Guardado¹, Denise Lo¹, Koen Van Gorp²

¹University of Alberta, Canada; ²Michigan State University, USA

In this practice-oriented session, the team from the English Language School (ELS) at the University of Alberta will present a comprehensive overview of implementing a task-based curriculum in the English for Academic Purposes (EAP) program.

The curriculum team at ELS have a high level of understanding of task-based principles, as well as a strong commitment to this type of "proactive syllabus design" (East, 2012 p. 14). The goal for the new curriculum was to maintain tasks as the "central point of orientation within the program" (Bygate, 2016), while accommodating a mix of classroom approaches demonstrated by the experienced teaching team. The majority of teachers supported the notion that "the EAP classroom is seen as a natural fit for task-based language teaching," (Douglas & Kim, 2014); however, one of the key questions posed by teachers during the needs analysis phase concerned the place for language focus within the new curriculum. Teachers particularly wanted to understand instruction and assessment in relation to grammatical accuracy and pronunciation intelligibility.

1. The EAP context in Canada and our philosophy of curriculum design (15 minutes)

Martin Guardado will describe the ELS and Canadian context for EAP, outlining the steps taken in the curriculum design process.

2. Grappling with grammar in a task-based curriculum (30)

Justine Light will outline how explicit goals for teaching and assessing grammar were integrated into the task-based curriculum documents.

3. Targeting grammar and lexis in a task-based curriculum (30)

Denise Lo will demonstrate the approach to grammar practice through a blended delivery of form-focused instruction and an integrated approach to vocabulary instruction.

4. Pronunciation: The Cinderella skill in TBLT (30)

Justine Light will describe how pronunciation instruction is integrated through professional development and an online course for students.

5. Discussant: (15)

Koen Van Gorp will reflect on the main issues raised and facilitate a general discussion of the implementation of TBLT by the audience and authors.

The EAP context in Canada and our philosophy of curriculum design

EAP has been offered at the ELS since 2004 and has supported the transition of thousands of international students into mainstream undergraduate programming. Growth in this program is paralleled by growth in similar programming in Canada (Douglas & Kim, 2014). Recognizing a need to constantly evaluate the effectiveness of this program, the curriculum team undertook a two-year

curriculum renewal project. In addition to a paradigmatic shift from a document describing a vision for teaching to one describing a vision for learning, the curriculum team were determined to design a program with authentic pedagogical tasks at the core.

Grappling with grammar in a task-based curriculum

Teachers' misunderstandings and misconceptions around TBLT may persist in the Canadian context (Plews & Zhao, 2010). Despite findings that many EAP teachers describe TBLT to be prevalent in their classrooms, concerns may persist that TBLT leaves linguistic forms unattended to and that tasks are too time-consuming to plan (Douglas & Kim, 2014). Because "tasks are not blueprints for action," (Van den Branden, 2009), curriculum developers developed a document with greater clarity around the place of language focus, intending to mitigate a situation where teachers may "transform TBLT into a Present, Practice, and Produce (PPP) mode of instruction." (Plews & Zhao, 2010).

A program plan for teachers was provided, which placed tasks at the core of instruction. This plan included a clear description of the expectations for mastery of language forms in a separate document focused on grammar items. These items were described in terms of 'Grammar Assessment Items' to be assessed during task performance, as well as 'Target Teaching Items', to be addressed during separate, linguistically-focused instruction. The presentation will include feedback from teachers on their experience implementing the curriculum.

Targeting grammar and lexis in a task-based curriculum

To address the common challenges of insufficient class time and uncertainty about how to focus on form in a task (Douglas & Kim, 2014), a blended learning model was developed to deliver consistent grammar content based on the syllabus with "a focus on accuracy ... to result in consolidation of what the learner already knows" (Bygate, 2015 p. 392). Two levels of online modules were created for self-study including a series of short videos with accompanying study guides and form-focused tasks, using authentic reading and listening texts. Post-task activities are delivered in class to connect form, meaning, and use.

Students' mistakes relating to vocabulary, such as word choice errors, provide a meaningful context for instructors to engage students to negotiate meaning and purpose in the production of their own language, as Bygate (2015) suggests. One useful tool to do so is Longman Dictionary of Contemporary English Online which raises the students' awareness in other aspects of vocabulary learning in addition to meaning.

Pronunciation: The Cinderella skill in TBLT

Traditionally, pronunciation has been neglected in L2 research and teaching, leading to those working in pronunciation to call it the "Cinderella" of language skills (e.g. Celce-Murica, Brinton & Goodwin, 1996, p. 323). While there has been a dramatic positive shift in the amount of attention pronunciation receives from SLA researchers in the past 10 years, it is still largely absent from TBLT research (Gurzynski-Weiss, Long & Solon, 2017). Fortunately, there are signs of this shifting with the 2017, *Studies in Second Language Acquisition* special issue dedicated to empirical pronunciation studies in TBLT. While this is promising, the current lack of pronunciation in TBLT materials and research can make integration into a task-based curriculum difficult. It is vital that this gap be addressed, as intelligible pronunciation is necessary for successful communication (Moyer, 2013).

This presentation will introduce ways in which pronunciation has been incorporated into EAP programming within a task-based curriculum. It will focus on both the development of online materials that target pronunciation, and on professional development for instructors.

Brief Summary:

In this practice-oriented session, the University of Alberta team present an overview of the implementation of a task-based curriculum in the EAP program. Teachers demanded greater clarity around language focus within the curriculum. Discussant Koen Van Gorp facilitates a dialogue on the challenges faced during implementation, offering others practical considerations.

WORKSHOPS

Monday, August 19, 2019

11:25am - 12:30pm, RB 1200

How to do Task-Based Language Teaching with children

Melissa Baralt

Florida International University, United States of America

Abstract:

To date, very little research has been published on how teachers can implement Task-Based Language Teaching (TBLT) with young learners. However, TBLT absolutely is suitable for children who are complete beginners (Baralt, 2019; Ellis, 2003; Shintani, 2018; Willis, 1996; Willis & Willis, 2007). In task-based methodology, some of the main challenges that teachers face when supporting the learning of young children are: 1) how to move from input-based tasks to more output-based tasks, and 2) how do a language focus with children to facilitate their awareness of specific features of language that they have already experienced (Baralt, 2019).

In this workshop, participants will learn these essential design and methodological principles. They will also see how to effectively design and sequence tasks for children so as to maximize children's learning. To begin, we will briefly review key TBLT fundamentals. These include TBLT, a definition of a task with examples, and task-based methodology (e.g., the Ellis model of pre-task, main-task, and post-task phases; Ellis 2018). Participants will then review and practice *three* examples each of the following:

1. Tasks that do not involve learners in production, but that encourage comprehension
2. Tasks that offer exposure and minimum language use
3. Tasks that require a bit more language production
4. Language focus activities that teachers can do methodologically around a task (for example, singular versus plural forms)

We will also discuss age-appropriate activities and tasks in accordance with children's cognitive developmental stages, as well as tips for teachers who support linguistically and culturally diverse children and their families. To conclude, we will discuss our privileged role as teachers in the language learning process of children.

Note – participants should wear comfortable clothing as well as socks to the workshop.

Brief Summary:

Contrary to common belief, TBLT *is* suitable for children who are complete beginners. However, sequencing tasks to move from input- to output-based, as well as designing language foci, can be challenging for teachers. In this workshop, participants will learn—and practice! — how to do TBLT for children. (Wear comfortable clothing).

12:35pm - 1:40pm, RB 1200

How to create digitally mediated tasks in the foreign language classroom

Celestine Caruso, Judith Hofmann

University of Cologne, Germany

Abstract:

How to Create Digitally Mediated Tasks in the Foreign Language Classroom

It goes without saying that digitalization has a strong impact on approaches to teaching and learning. The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (in Germany) reacted to this "digital revolution" (KMK, 2016: 8) by calling on the educational duty of schools to help students lead an autonomous, critical and responsible life in a digital world (ibid.: 10). Teachers, consequently, have to be digitally competent themselves, knowing how to meaningfully integrate these quickly changing new media into their classrooms. At the same time, learning goals and methodological principles should always form the foundation of each lesson (Kolb, 2017), so that both teachers and learners can profit most from the advantages that digital media do offer. One key principle of working with apps and tablets in the EFL classroom is to develop digitally mediated tasks that fulfill the criteria of TBLT (cf. e.g. Biebighäuser et al., 2012; González-Lloret & Ortega, 2014). Based on their skills and (language) levels as well as appropriate scaffolding, learners can profit from the multimodality of digital tools, find creative ways of dealing with a task, and claim authorship over unique products, which they can present, share or reuse (cf. Dausend & Nickel, 2017).

In the first part of our workshop, we will have a look at the quality criteria of digitally mediated tasks and present some examples of app-based tasks that future teachers developed for pupils as well as some of the pupils' results (e.g. short videos, ebooks etc.). Together with the participants, we will discuss whether the presented tasks fulfil these quality criteria. In the second part, the participants will have the possibility to get to know and work with some useful apps for the (foreign) language classroom and to develop prototypical tasks for their own purposes.

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Brief Summary:

This workshop aims at presenting and working with apps that are useful for (foreign) language teaching and learning. Together with the participants, we will look at and discuss different examples for apps and app-based tasks. After this, the participants will work with different apps and develop prototypical tasks themselves.

Tuesday, August 20, 2019

11:25am - 12:30pm, RB 1200

Let's get real: How to effectively evaluate listening comprehension through authentic, task-based assessments

Christopher John Jacobs

Temple University, United States of America

Abstract:

Most educators would agree that assessment is a necessary component of language learning: without it, both student progress and teacher effectiveness would be difficult to measure. However, an assessment is only useful if it measures what students have learned to do. By this logic, a real-world-focused, task-based teaching approach begets a real-world-focused, task-based testing approach. However, this is often not the case (Giraldo Aristizábal, 2018; Lewkowicz, 2000; Wiggins, 1993, 1998).

Such is particularly true with listening comprehension, which is frequently assessed through materials and exercises that bear little resemblance to what students would encounter outside of the classroom (Wagner & Toth, 2014). Yet, research shows that students are not only very capable of learning to complete authentic, task-based listening assessments, but also receive a confidence boost while doing so, and recognise the value of the real-world preparation that they are receiving (Cacchione, 2015; Gilmore, 2011; Peacock, 1997; Weyers, 1999). Such positive emotions, in turn, continue to positively impact language learning (Dörnyei, 2015; Garrett & Young, 2009).

Many teachers would like to better prepare their students for real-world listening, yet they find themselves asking how (Adrianto Sangia, 2018; Aksu Ataç, 2012). This highly-practical and interactive workshop seeks to answer this question. In exploring how to authentically evaluate listening comprehension, attendees will analyse examples of task-based listening assessments, as well as make their own such assessments. During this process, attendees will discuss how to choose authentic materials—that is, materials made by and for target-language communities—and how to design accompanying comprehension and extension tasks that mimic what students would be likely to do in the real world outside of the classroom. This workshop will equip attendees with both a greater theoretical understanding of authentic listening assessment and the skills necessary to implement such assessments in their own particular contexts.

Brief Summary:

Valid assessments must reflect what we teach. Therefore, a task-based teaching approach requires a task-based testing approach. In this workshop, we'll discuss and design task-based listening comprehension assessments that use authentic materials to prepare students for the real world, while also improving student learning by improving affect.

12:35pm - 1:40pm, RB 1200

Dare to speak! Using information gap tasks to foster learners' self-confidence in FL spoken interaction

Eline van Batenburg, Annika Groeneveld

Amsterdam University of Applied Sciences, Netherlands, The

Abstract:

Even learners with good language ability do not always want to partake in speech tasks. Affective factors, such as learners' willingness to communicate (WTC), self-confidence and enjoyment of oral interaction play an important role in this (e.g. Dewaele & MacIntyre, 2014; MacIntyre, 2002). A recent study by Van Batenburg et al. (in press) has revealed that combining the use of information gap tasks with explicit instruction and practice of interactional strategies positively affects the development of FL learners' self-confidence in spoken interaction. In turn, this study showed that self-confidence explains task achievement in interaction to some extent.

Using examples from lessons designed for teenagers learning English as a Foreign Language (Van Batenburg) and French as a Foreign Language (Groeneveld), this workshop will demonstrate practical ways to introduce and model compensation- and meaning negotiation strategies in the classroom, and easy and engaging ways to practice these using an array of both simple and complex information gap tasks. Participants will participate in short interaction activities and group discussions. The benefits of modelling, instruction, information gaps and formative feedback will be discussed. Following a set of design principles, participants will engage in the design of short, playful information gap tasks that suit their own teaching context, and that can be used in class at the earliest opportunity.

The workshop is open to all levels of education and to all source- and target languages.

- Dewaele, J.-M., & MacIntyre, P. D. (2014) The two faces of Janys? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237–274.
- MacIntyre, P. D. (2002). Motivation, anxiety and emotion in second language acquisition. In P. Robinson (Ed.), *Individual differences and instructed language learning*, Vol. 2 Philadelphia/Amsterdam: John Benjamins, pp. 45–68.

Brief Summary:

This workshop focuses on developing FL learners' self-confidence in spoken interaction. Practical ways to foster self-confidence by combining information gap tasks with strategy instruction will be presented and participants will engage in the design of short, playful information gap tasks that trains FL learners' ability to use interaction strategies.

3:55pm - 5:00pm, RB 1200

Tasks as a locus for critical language development

Raquel Carolina Ferraz D Ely¹, Leonardo da Silva², Priscila Fabiane Farias³

¹Universidade Federal de Santa Catarina, Brazil; ²Instituto Federal de Santa Catarina, Brazil; ³Secretaria de Educação do Estado de Santa Catarina, Brazil

Abstract:

Foreign and second language classes should cater for students' linguistic and critical development (Crookes, 2013), especially when it comes to understanding and fighting against different forms of oppression through language use (Pessoa and Freitas, 2012). Tasks may serve the purpose of critical language development due to their very nature, since they are student-centered, they involve processes of language use related to the real world, they focus on pragmatic meaning, and they have a communicative outcome (Ellis, 2003). Additionally, the philosophical underpinnings of task-based language teaching are for the most part congruent with the premises of Critical Pedagogy (Freire, 1996), since its main principles involve *l'éducation integrale*, learning by doing, and an emphasis in individual freedom, rationality, emancipation, learner-centeredness, egalitarian teacher-student relationships, participatory democracy, mutual aid, and cooperation (Long, 2015). Thus, based on the results of empirical studies on the implementation of critical cycle of tasks in the Brazilian contexts of elementary and high school education (Farias, 2018; Silva, 2018) this workshop aims at promoting discussion around the need and feasibility of designing tasks with a focus on the development of critical citizens. Participants will be invited to analyze tasks and their potential for critical development as well as to reflect upon the challenges involved in implementing tasks from a critical perspective. It is expected that this workshop may shed some light on possibilities for transgressive educational practices (Hooks, 1994) that may promote the development of students' agency and empowerment (Freire, 1973) through the use of tasks.

Brief Summary:

This workshop aims at promoting discussion around the need and feasibility of designing tasks focusing on the development of critical citizens. Participants will be invited to analyze tasks and their potential for critical development as well as to reflect upon the challenges involved in implementing tasks from a critical perspective.

Wednesday, August 21, 2019

8:30am - 9:35am, RB 1200

From TBLT to PBLT: Language tasks in interdisciplinary projects

Kris Van den Branden

University of Leuven, Belgium

Abstract:

Across the world, interdisciplinary projects and integrated subject teaching are gaining ground in education. In contrast to content-and-language integrated learning, where one subject (e.g. science or maths) is taught through the medium of a foreign/second language, interdisciplinary projects aim to provide the students with the opportunity to develop key 21st-century competences (such as higher-order thinking, creative thinking, ICT skills, social and linguistic skills) while solving authentic problems that require the integration of knowledge related to various disciplines. From a task-based perspective, these kinds of projects incorporate a variety of language tasks and offer the student the opportunity to practise and develop target language competences in meaningful and holistic contexts.

In this workshop I will first introduce the basic principles of interdisciplinary projects and discuss their potential benefits for language learning and the available research underpinning those claims (10 minutes). Next the participants are asked (during a whole-group discussion) to identify the language tasks and language learning potential in 2 authentic examples of interdisciplinary projects which were tried out in a Flemish and Korean context (8 minutes).

Then it's up to the participants (in groups of maximally 5) to design an interdisciplinary project incorporating language tasks themselves. They choose one out of three authentic problems/challenges that mankind is currently struggling with (presented by the workshop leader) and are asked to design the scenario for an interdisciplinary project in which various language tasks are functionally embedded (20 minutes).

During the presentation stage (20 minutes) the groups presenting their proposal sit in the inner circle, while the audience (the other participants) sit in the outer circle. The latter are asked to comment on the group presentations making explicit use of the principles that were presented in the introduction.

Finally I will wrap up the workshop with a few concluding remarks (2 minutes).

Brief Summary:

This workshop gives participants hands-on opportunities to discuss and design interdisciplinary projects in which functional target language tasks are skillfully integrated with the teaching of 21st-century skills. While designing their own project, the participants wonder: Is this the future of language teaching?

9:40am - 10:45am, RB 1200

Applying needs analysis findings to EAP with TBLT

Angela Meyer Sterzik

Fanshawe College, Canada

Abstract:

Making EAP course outcomes congruent with post-secondary demands requires a needs analysis, in which a target situation analysis (TSA) is imperative (Bocanegra-Valle, 2016; Hyland, 2016; Cabinda, 2013; Rosenfeld, Leung, & Oltman, 2001; Upton, 2012). The literature provides the requisite components and steps involved in a TSA (Bocanegra-Valle, 2016), but very few provide concrete examples of each component. Additionally, the majority comes from in-session (during post-secondary) programs which often employ English for specific purposes (ESP). Many EAP programs are preparatory (pre-session) and include students from multiple disciplines. Thus, specificity is problematic, so they are English for general academic purposes (EGAP). This workshop begins by briefly detailing the major TSA considerations: language theory, context, and purpose, and reports the TSA findings in all four language skills (reading, writing, listening & speaking) completed for a pre-session, EGAP program (Author, 2018).

TBLT tasks must be linked to the 'real-world' (Skehan, 1998); the 'real-world' for EAP students is post-secondary contexts. Further, TBLT tasks focus on meaning, close a 'gap', include students' linguistic resources, and have a defined outcome (Ellis, 2009) while including notions of authenticity, purposeful use, and focused and unfocused tasks. Thus, participants will be placed into 'language skill groups' to create a 'capstone' (major summative assessment) task for their language skill in relation to the TSA findings and TBLT theory and practice (e.g. communicative, learner-centred, focus on form, input & output). Participants will analyse their capstone task for major grammatical, pragmatic, semantic, lexical etc. requirements and describe several possible pre-capstone teaching points and tasks that could be included to scaffold student success. A jigsaw activity will follow. In conclusion, this workshop will present TBLT tasks and rubrics implemented by the EGAP program for discussion, critique, and suggestions.

Brief Summary:

This workshop defines target situation analysis (TSA) and presents findings of one completed in Ontario. Participants will collaboratively apply findings to create TBLT outcomes and tasks for EAP students. A jigsaw will follow. Examples of actual outcomes and tasks implemented by the program will be shared for critique and discussion.

2:50pm - 3:55pm, RB 3201

Advice and perspectives from learners on implementing assessment for learning practices

Kathy Hughes¹, Ryan O'Shea²

¹Centre for Canadian Language Benchmarks, Canada; ²Consultant

Abstract:

Drawing on research from Ryan O'Shea's Master's thesis: *PBLA: Perspectives of Newcomer Adult English Second Language Learners*, this Centre for Canadian Language Benchmarks (CCLB) workshop will present a practical path to implementing five assessment for learning strategies (goal setting, peer-feedback, self-feedback, teacher-feedback, and learning reflections) in the classroom based on feedback and advice from learners.

Using the Canadian Language Benchmarks and their task based approach as an anchor, Portfolio Based Language Assessment (PBLA) requires the learner to take an active role in their own language journey. This role may be new for the learners, and giving up some of that responsibility may also be new for the instructors. With the emergence of PBLA, learners and instructors are learning how to shift this responsibility to place more onus on the learners. When introduced and implemented effectively, the five assessment for learning tools can become the most important elements in the learner's language journey.

Through classroom-based research, CCLB will present a model that has shown to be effective in introducing these five elements. Learners who gave feedback to inform research on developing best practices have directly influenced this model.

This workshop will include a brief overview of research, a quick explanation of how the five assessment for learning strategies are implemented and how the learners influence each strategy. Then, it will be followed by 8-10 minutes with each assessment for learning strategy, a look at the developed resources that the attendees can take home, discussion of the tools and sharing of best practices in small groups, and finally a debrief as a whole group. Each attendee will be able to take home a package of usable handouts, as well as having editable resources emailed to them after the session.

Brief Summary:

This practical workshop will introduce five assessment for learning strategies and propose a method for introducing them in the classroom. The method has been shaped by learners who participated in a class-room-based research project. This workshop will include resources to be mailed and small group discussions of best practices.

SHOW-AND-TELL SESSIONS

Tuesday, August 20, 2019

5:05pm - 5:35pm, RB 1200

CAEL CE: Assessing test takers' language skills for the academic tasks that lie ahead

Lauren Culzean Kennedy-Barrows

Paragon Language Testing Enterprises, Canada

Abstract:

The Canadian Academic English Language Assessment Computer Edition (CAEL CE) measures language proficiency in an academic setting. The test applies the concept of *academic language in use* which views language and academic skills not as separate abilities, but rather as interconnected elements of academic practices. Test tasks are constructed to reflect this view by assessing competence in the academic practices essential for post-secondary success in an academic context and provide shared sources of input that can be referenced before and during speaking and writing tasks.

Integrated tasks involve the assessment of speaking or writing ability through the use of input stimuli in the form of reading or listening materials (Gebriel & Plakans, 2013). Different skills can be elicited in the expected response. For instance, some integrated writing tasks require the integration of ideas from source materials as support for an argument in persuasive writing, while others require written and oral responses. CAEL CE uses an integrated, topic-based task design in which responses are based on test taker interpretations of information from written or orally-delivered input materials that mirror the types of reading and listening texts students encounter in first-year university courses. Integrated tasks are seen as having greater authenticity and greater similarity with real-life language use tasks (Butler *et al.*, 2000; Weigle, 2002, 2004). For these reasons, integrated tasks have better predictive validity, lead to more positive washback on learners, and increase learner motivation (Huang & Hung 2010). The integrated nature of CAEL CE allows for the interaction of receptive and productive skills, creating a more authentic and representative testing experience with respect to simulating the requirements of the real-life academic context.

This show-and-tell session will present how the task design of CAEL CE tasks include critical features from the academic context to improve insights into test takers' language proficiency.

Brief Summary:

CAEL CE is an integrated-skills test that measures academic English proficiency. Learn how CAEL CE replicates critical features of a university classroom. Discover the range of dynamic features that scaffold performances, such as the ability to review reading passages and lecture notes before and during speaking and writing tasks.

5:40pm - 6:10pm, RB 1200

Strategies to promote Inclusion and overcome sociocultural differences for novice learners of Spanish

Borja Ruiz de Arbulo

Boston University, United States of America

Abstract:

This Show-and-tell presentation will describe strategies to handle sociocultural differences amongst students when it comes to discussing their immediate reality – one of the most commonly used subjects in the novice level curriculum. The topic of “belonging” has long been presented in the second language classroom, primarily stemming from textbooks that contain descriptions of what families and social connections have traditionally looked like. While these portraits serve as meaningful models for many of our students, efforts need to be made to be inclusive of those whose realities are different from the norm. With this in mind, this presentation seeks to analyze ways to facilitate alternative classroom discussions that allow all students to feel accepted and respected.

Attendees will be presented with sample instructional strategies that shift the way information is elicited from students during task-based negotiations of meaning. Even though these strategies have been designed to meet the needs of novice learners of Spanish in a face-to-face setting, the presenter will provide guidance for adaptation to different instructional scenarios. Special attention will also be given to ways to provide constructive feedback to students, so that they can continue to grow in their language learning in a safe and inclusive environment.

This session will be conducted in English with examples of English and Spanish.

Brief Summary:

This presentation will describe strategies to handle sociocultural differences amongst students when it comes to discussing one's family and social circle. Given the diversity that comes with the notion of belonging, this session will focus on ways to promote inclusion as a pathway to success for novice learners of Spanish.

Wednesday, August 21, 2019

2:50pm - 3:20pm, RB 1200

Task-Based approach to measuring L2 intercultural, pragmatic, and interactional competence

Margaret Malone¹, Ayşenur Sağdıç¹, Julie Sykes², Linda Forrest²

¹Georgetown University, United States of America; ²University of Oregon, United States of America

Abstract:

Despite the critical need for intercultural, pragmatic, and interactional competence for second language (L2) learning and instruction, there is a lack of task-based assessment tools to measure these skills (Jianda, 2006; Roever, 2013). Challenges, such as the complex nature of the constructs and layers of language variation and difficulty in designing reliable and valid assessment materials, contribute to this lack (Bardovi-Harlig, 2001; Félix-Brasdefer, 2007; LoCastro, 2003). Meeting these challenges has been made practically attainable by emergent technological tools which are able to deliver lifelike scenarios in an immersive digital environment. In this preliminary study, we sought to address the research gap by developing a computerized, scenario-based assessment task that uses communicative tasks reflecting real-life situations that L2 learners are likely to encounter in their daily multilingual interactions. This presentation describes the stages of the development process of this innovative assessment tool including the scenario and simulation development and approach to rating, which is based extensive research on intercultural competence (Byram, 1997; Deardorff, 2006) and incorporates the American Council on the Teaching of Foreign Languages (ACTFL) Interculturality Can-do statements for ease of use with classroom instructors. The presentation also shows the results of a pilot study conducted with native and L2 speakers of English. Implications for assessing L2 intercultural, pragmatic, and interactional skills are discussed and suggestions are provided for improving instrument validity through ensuring correspondence between characteristics of target language use and the assessment task.

Brief Summary:

This presentation describes the development and piloting of a task-based, computerized assessment tool that measures L2 learners' intercultural, pragmatic, and interactional competence. Implications for assessing these skills are discussed and suggestions are provided for improving instrument validity by ensuring correspondence between characteristics of target language use and the assessment task.

3:25pm - 3:55pm, RB 1200

From simulation to real-life tasks: A tale of two projects (25 years apart)

Sarah Arce

ELTE International School, Spain

Abstract:

Task-based learning has been around for several decades now. Both, teachers and students of different disciplines and ages have embraced it as an engaging and relevant approach to gain knowledge and train skills. Tasks are mostly defined and assigned by teachers based on what they have seen that works well as part of a given curriculum or previous class experience. Students' creativity is then limited by the framework given as well as by the assigned work teams, without the students having a choice or the opportunity of real contribution. Although this practice has not been proven unsuccessful, this work showcases what happens in class and in a larger training environment when the students are the decision-makers of what to train and how to do it as part of the task at hand, which would help shape other tasks that may range from simulations to real life ones. This video will show two projects, a simulation and a real-life experience. The former involves sophomore students of the Faculty of Biology from the Havana University, Cuba, back in 1994 who created scientific magazines resembling the ones they used for their studies. The latter highlights the current work process of professionals from different sectors in Barcelona, Spain, to define, prepare, curate and create a conference to train and improve their communicative skills at work, which mainly includes public speaking and debate. Despite being 25 years apart, both experiences share the same outcomes: creativity boost, relevant teamwork and sustainable acquisition of language and skills. Students sitting in the driver seat of any TBLT, teachers teaming up with them to create real-life tasks that bring engagement and accountability to the learning process are some of the challenges lying ahead of us all, which I am sure we welcome.

Brief Summary:

Students know what they need to learn. What if we leave students the role of defining, creating and later performing the tasks they consider best while teachers support and facilitate this process? Two projects, different tasks, same outcome: students' engagement, creativity and sustainable acquisition of language and skills.

INDIVIDUAL PAPERS

Monday, August 19, 2019: 11:25am – 1:40pm

Task features, complexity, design

11:25am – 11:55am, RB 1201

Effects of task type on L2 writing processes: Triangulating key-stroke logging, eye-tracking, stimulated recall, and automatic text analyses

Andrea Revesz¹, Marije Michel^{2,3}, Xiaojun Lu¹, Nektaria Kourtali¹, Lais Borges¹

¹University College London, UK; ²Groningen University, The Netherlands; ³Lancaster University, UK

Abstract:

While a considerable body of L2 writing research has explored the effects of different task manipulations on text quality, much less attention has been given to L2 writing as a process, that is, studying the behaviours (e.g., pausing) as well as the underlying cognitive processes (e.g., planning) L2 users engage in while writing a text. It is also underexplored how these behaviours and processes may relate to text quality. Using an innovative combination of eye-tracking, keystroke logging, stimulated recall, and automatic text analyses, this study aimed to address these gaps by comparing the behaviours and processes of L2 writers performing independent (argumentative essay) vs. integrated (listen-read-write summary) assessment tasks. Another goal of the study was to explore how task type might influence relationships between writing behaviours and text quality.

Sixty L2 writers at B1 to C1 CEFR levels performed two independent and two integrated academic writing tasks (task type/topic counterbalanced). Participants' eye-movements were tracked to observe viewing patterns during writing, and keystrokes were logged to investigate writing behaviours. After their last task performance, writers participated in a stimulated recall interview reporting on their thought processes. For the eye-gaze data, we computed measures of fixations, saccades, and number of switches between reading and writing windows. Keystroke logging data were analysed for speed fluency and frequency and length of pausing at various textual locations. Stimulated recall comments were coded for processes of planning, translation, and monitoring. Text quality was gauged by means of holistic ratings, computer-generated indices of linguistic complexity, and manual accuracy coding.

Results of linear mixed-effects regressions and stimulated recall comments suggest that writers focused more on planning and linguistic encoding processes (e.g., content, lexical retrieval) in the independent tasks, while the integrated tasks led to frequent reliance on the source text at the expense of planning and linguistic encoding.

Brief Summary:

Using a combination of eye-tracking, keystroke logging, stimulated recall, and automatic text analyses, this study compared the behaviours and processes of L2 writers performing independent (argumentative essay) vs. integrated (listen-read-write summary) academic tasks. It was also explored how task type might influence relationships between writing behaviours and text quality.

12:00pm - 12:30pm, RB 1201

Effects of degree of dialogic task interaction and proficiency on oral performance

Edgar Emmanuell Garcia Ponce¹, Parvaneh Tavakoli², Irasema Mora³

¹Universidad de Guanajuato, Mexico; ²University of Reading, UK; ³Universidad de Guanajuato, Mexico

Abstract:

Research into the effects of task design on L2 performance, (Foster & Skehan, 1996; Yuan & Ellis, 2003) has been a productive area of enquiry in TBLT. This body of research, however, has shown substantial interest in examining such effects in monologic tasks with less attention paid to dialogic performance for practical, methodological and measurement reasons. Investigating effects of task design across different levels of proficiency is also an under-researched area. The originality of the study reported in this paper lies in the examination of the interplay between task design characteristics and proficiency levels on learners' language dialogic performance. We are also interested in investigating the effects of task design on the kinds of interaction dialogic tasks generate. Data were collected from 30 students at three proficiency levels (A2, B1 and B2 levels of the CEFR) at a university in Central Mexico performing three dialogic tasks (i.e., a personal information question and answer task, a collaborative oral narrative task, and a decision-making discussion task) under intact classroom conditions.

The data were recorded, transcribed and analysed for a range of complexity, accuracy, lexis and fluency (CALF) measures and frequency of discourse markers' type. The data were further investigated qualitatively to examine the quality of interaction the three dialogic tasks promoted. A range of statistical analysis including a multivariate analysis and ANOVAs were run to analyse the data. The results suggest that task type has more wide-ranging effects on different aspects of CALF and discourse marker type than proficiency. The effects of proficiency levels are more visible for fluency and accuracy. The kinds of interaction motivated by different task types are discussed in general and in relation to CALF measures and discourse markers in particular. The significant implications of the findings for both TBLT and L2 classroom research will be discussed.

Brief Summary:

This paper examines the interplay between task characteristics and proficiency levels on learners' language dialogic performance. It also investigates the effects of task design on the kinds of interaction. Data were collected from 30 students at three proficiency levels at a Mexican university in three dialogic tasks.

12:35pm - 1:05pm, RB 1201

Re-examining cognitive task complexity through the lens of Cognitive Load Theory

Shoko Sasayama, John Norris

Educational Testing Service, United States of America

Abstract:

L2 researchers have traditionally assumed that differing degrees of cognitive complexity can be inferred from task design or through differing qualities in linguistic production elicited by tasks. However, resulting from a recent methodological reform (e.g., Norris, 2010), it is becoming a new norm to independently measure the degree of cognitive complexity associated with a task (e.g., Révész, Michel, & Gilibert, 2016). In addition to this welcome focus on the amount of complexity, a critical next step should be to uncover what exactly makes a task more/less complex and how distinct types of complexity affect L2 performance.

Accordingly, this study explored the relationship between task design features, the degree and type of cognitive complexity experienced by L2 learners, and resulting effects on task performance. 120 English-L2 speakers in Japan narrated four picture sequences, each containing distinct numbers of characters (varying degrees of complexity by design). To gauge their perceptions of tasks, learners rated each version according to perceived difficulty and mental effort exerted, and they provided written explanatory comments for their ratings.

Bottom-up coding of participants' comments revealed three overarching factors to which they attributed difficulty/effort associated with the tasks: conceptual input, code complexity, and performance factors. These factors and associated comments were subsequently re-coded from the framework of *Cognitive Load Theory* (Sweller, 1994). Findings indicated that difficulty/effort was associated with three distinct types of cognitive complexity: (a) intrinsic complexity that was closely related to learners' English proficiency; (b) extraneous complexity perceived to be deleterious or irrelevant to task performance; and (c) germane complexity that encouraged learners to focus on improved performance. Critically, the task with a combination of *low* extraneous and *high* germane complexity elicited the best performances, as measured by linguistic complexity/accuracy/fluency indices. The presentation concludes with implications for task design as well as methodological improvements in future research.

References:

Norris, J. M. (2010, September). *Understanding instructed SLA: Constructs, contexts, and consequences*. Plenary address delivered at the annual conference of the European Second Language Association (EUROSLA), Reggio Emilia, Italy.

Révész, A., Michel, M., & Gilibert, R. (2016). Measuring cognitive task demands using dual task methodology, subjective self-ratings, and expert judgments: A validation study. *Studies in Second Language Acquisition*, 38(4), 703–737.

Sweller, J. (1994). Cognitive load theory, learning difficulty, and instructional design. *Learning and Instruction*, 4, 295–312.

Brief Summary:

This presentation explores critical questions into cognitive task complexity, in particular the intricate relationship between degree and types of complexity and resulting effects on L2 learner task performance. Learner perspectives on tasks were re-examined from the framework of *Cognitive Load Theory* (Sweller, 1994), with unexpected findings indicating optimal task designs.

1:10pm - 1:40pm, RB 1201

Effects of Task Complexity and Individual Differences on Listening Comprehension: Authentic Lectures in EAP Classroom

Katia Monteiro¹, YouJin Kim²

¹Georgia State University, United States of America; ²Korea Advanced Institute of Science and Technology

Abstract:

Within the task-based language teaching approach, task complexity has been found to impact second language learners' task performance (Jackson & Suethanapornkul, 2013). Research on task complexity effects has been centered on speaking and writing, while little research has examined receptive skills (Révész & Brunfaut, 2013). The current study compared L2 learners' comprehension of authentic lectures (i.e., the complex condition) and modified versions of these lectures (i.e., the simple condition) manipulated by task input characteristics. Additionally, how learner individual differences mediate the effects of task input characteristics on listening comprehension was examined.

In English for Academic Purposes classes, thirty-eight ESL learners were assigned to the simple or complex task conditions and completed the following: two listening tasks, listening aptitude tests, and surveys that measured levels of listening anxiety, task difficulty, task engagement, and topic familiarity. Two authentic lectures were included in the complex condition and a modified version of the same two lectures in the simple condition. Lectures were modified using natural language processing tools (e.g., Coh-Metrix) in terms of lexical and cohesion measures that were found to affect the comprehension of listening tasks (Brunfaut & Révész, 2015; Révész & Brunfaut, 2013). The lectures in the simple treatment were more cohesive and less lexically sophisticated compared to the lectures in the complex treatment. Students' listening comprehension was measured using 30 multiple-choice questions and used as the outcome variable in a Linear Mixed-Effects Model. Individual differences were used as fixed effects in interaction with task complexity. The results suggested that high task engagement and topic familiarity facilitated the performance in the complex condition, but the opposite was true in the simple condition, which was statistically easier. For instructors, this means that students might benefit from complex tasks when they are asked to engage with tasks with high topic familiarity.

Brief Summary:

This classroom-based study investigated the role of task complexity and individual differences in the listening comprehension of authentic lectures in EAP contexts. The results are discussed in terms of the role of task complexity of listening input and individual differences in students' comprehension of authentic lectures.

Peer interaction

11:25am – 11:55am, RB 3110

Collaborative is better? Analyzing child EFL writing in dictogloss tasks

Asier Calzada, María del Pilar García Mayo

Universidad del País Vasco / Euskal Herriko Unibertsitatea, Spain

Abstract:

Collaborative writing constitutes a very useful pedagogical tool to focus L2 learners' attention on form and generate discussions about language, eventually leading to linguistic gains (Storch, 2016). Yet, its impact on the quality of the written product has barely been researched, especially with child EFL learners. In this study, we analyzed the written product of 30 EFL children (aged 11-12) who completed three dictogloss tasks on three different occasions (T1 individually, T2 in pairs, T3 individually). According to a standardized test, within an A1-A2 band, learners were considered of low (n= 15) or high (n= 15) proficiency, and three pair settings were identified: high-high (n= 10), high-low (n= 10), low-low (n= 10). For the analysis of the written product we employed measures from a holistic rubric (Hedgcock & Lefkowitz, 1992) and more analytic ones, such as the correct third person singular -s production rate (our target form), Guiraud's index for lexical diversity and the number of idea units (Chafe, 1980) retrieved from the original texts. Results show that at T2, regardless of proficiency, child learners improved in text content, cohesion and lexical diversity, while measures of grammatical accuracy and third person singular -s rate decreased. At T3, learners still showed certain lasting improvement in lexical variety and cohesion as compared to T1. Regarding the influence of proficiency, collaboration helped to homogenize their writing, as significant differences in the dimensions between high and low proficiency learners were blurred from T1 to T2, and at T3 these were still fewer than at T1. As for grouping effects, the heterogeneous setting (high-low) showed the greatest gains from T1 to T2, as all dimensions of writing showed improvement, while low-low and high-high learners' accuracy measures worsened.

Some pedagogical recommendations and methodological issues will also be discussed in light of these findings.

Brief Summary:

This study analyzes the impact of a collaborative dictogloss task on the written production of EFL children. We compared several dimensions of their writing in the collaborative session with their respective individual production in the same task one week before and after, considering their proficiency level and pair setting.

12:00pm - 12:30pm, RB 3110

Effect of task goal on learner engagement in peer interaction

Phung Dao

Manchester Metropolitan University, England, United Kingdom

Abstract:

Tasks manipulated along goal orientation have been shown to affect task performance differently in terms of quantitative and qualitative uses of language (Jackson, 2007; Keller-Lally, 2006; Skehan & Foster, 2001). This body of research, however, focused largely on the effects of task goal on language use, with little research investigating comprehensively various aspects of task performance such as cognitive, social and emotional dimensions. The current study, therefore, investigated the potential impacts of task goal orientation (convergent decision-making and divergent opinion-exchange tasks) on cognitive, social and emotional aspects of task performance through the lens of learner engagement. Sixteen dyads of EFL Vietnamese learners ($Mage=22.44$, $SD=1.13$) completed a convergent decision-making task and a divergent opinion-exchange task, with task sequence being counterbalanced to avoid practice effects. Their audio-recorded interactions were transcribed and coded for evidence of each engagement type, including idea units and language-related episodes (cognitive engagement), instances of explicitly positive emotions and scores of self-reported emotions (emotional engagement), and instances of responsiveness (social engagement). They also completed a posttask exit questionnaire that is to gain understanding of the learners' perceptions towards their engagement in relation to task goal. To determine the effects of task goal orientation on learner engagement, scores for engagement types were calculated, normalized and compared between two tasks. To gain insights into learners' perceptions about their engagement and task goal, learners' responses from the posttask exit questionnaire were analyzed using content-analysis approach. Findings showed that the learners showed greater cognitive and social engagement in the convergent than divergent tasks. No differences were observed in learners' emotional engagement between the tasks. Qualitative analysis also showed that learners paid higher attention to language and partners' ideas (indicators of cognitive engagement) and felt socially engaged with partners. The results suggest that convergent tasks promote greater cognitive and social engagement in interaction.

Brief Summary:

The study investigated the impacts of task goal orientation (convergent versus divergent) on learner engagement in interaction. Findings showed that the learners showed greater cognitive and social engagement in the convergent than divergent tasks. No differences were observed in learners' emotional engagement between the tasks.

12:35pm - 1:05pm, RB 3110

Emergent leadership and interaction in the task-based language classroom

Paul Leeming

Kindai University, Japan

Abstract:

Researchers in the field of TBLT are increasingly aware of the importance of contextual factors in influencing the way that students interact while completing tasks (Sato & Ballinger, 2016). The relationship between interlocutors can have a large impact on the nature of the interaction, including the participation and willingness to communicate for individuals involved. Philp (2016) has called for researchers to consider contextual variables that have been investigated in general psychology and highlighted the importance of student engagement within tasks.

This paper reports on a study investigating the impact of emergent leadership on student engagement with tasks. Students in a compulsory tertiary educational context in Japan were placed into fixed small groups of four people for a semester. After five weeks they rated group members for perceived leadership, and all groups were recording completing conversational tasks in the middle and at the end of the semester. Engagement in tasks was measured using individual talk time as a behavioral measure of engagement (Dörnyei & Kormos, 2000; Yashima, Ikeda, & Nakahira, 2016), and LREs as a cognitive measure of engagement in tasks (Philp, 2016). Task interaction was also analyzed qualitatively, using the framework of mutuality and equality (Storch, 2002).

Results showed that more than individual proficiency or extraversion, it was leadership that predicted behavioral engagement with tasks. Strong leaders encouraged mutuality, with far more engagement with the responses of peers, while groups lacking in leadership struggled to maintain conversation. Cognitive engagement proved to have a complex relationship with leadership, with leaders seeming to focus on successful task performance, resulting in a lack of metalinguistic discussion.

The presenter argues that interaction research within TBLT must begin to consider emergent leadership as an important contextual variable. Teachers must also be aware of how emergent leadership may be influencing the learning opportunities provided by tasks.

Brief Summary:

Students in a university employing TBLT in Japan worked in small fixed groups and intra-group perceptions of leadership were measured. Subsequent interactions were examined to determine the influence of emergent leadership on students' behavioral and cognitive engagement with tasks. Results and implications are discussed.

1:10pm - 1:40pm, RB 3110

Using the L1 for collaborative pre-task planning

Mohammad Javad Ahmadian

University of Leeds, United Kingdom

Abstract:

Previous research on task-based planning shows that providing learners with planning time either prior to or while performing a task can improve their (oral/written) performance in terms of complexity, accuracy, fluency, and lexis. Although several studies have also examined how learners actually use the pre-task/online planning opportunity (e.g., Ahmadian & Tavakoli, 2014; Ortega, 2005), there is scope for further research to see how learners can be guided in using the planning time at their disposal. One possible way in which learners can make use of the pre-task planning time is to use their L1 and engage in collaborative pre-task planning. In collaborative pre-task planning, two or more learners work together to brainstorm, organize their thoughts and ideas, and plan their texts for the writing task at hand. This study aimed to address two questions: (a) to what extent does collaborative pre-task planning in L1 affect complexity, accuracy and text quality of L2 learners' written performances? and (b) In what ways does collaborative pre-task planning in L1 enhance learners' engagement with the writing task? 114 Iranian intermediate EFL learners with fairly similar level of proficiency participated in this study. In keeping with previous pre-task planning studies, 10 minutes was allowed for pre-task planning. Therefore, in the first group (pre-task planning in the L1), participants were asked to spend 10 minutes planning what they wanted to write. However, they were instructed to use their L1 for collaborative pre-task planning. In the second group (pre-task planning in the L2), participants were instructed to use their L2 (English) only. In this group, too, the teacher closely monitored participants' performance to ensure that they were using their L2 for pre-task planning. In the control group, participants were required to start writing without any pre-task planning opportunity. In all groups, they were paired together and required to perform a dictogloss task for a period of 20 minutes. Immediately after completing the task, five volunteer participants from each group were invited to another room for a semi-structure interview. Results revealed that: (a) overall, pre-task planning (be it in the L1 or the L2) leads to higher gains in complexity and accuracy, but not text quality; (b) using the L1 for pre-task planning keeps learners focused on the task and leads to enhanced cognitive, emotional, and social engagement with the writing task.

Brief Summary:

This study aimed to investigate whether and how using the L1 for collaborative pre-task planning could lead to improvements in terms of complexity, accuracy, and text quality. The study also examined the ways in which using the L1 could enhance learners' engagement with the pre-task planning opportunity and writing task.

Tasks and Vocabulary/Grammar Learning

11:25am – 11:55am, RB 3201

The differential effects of Input-based and Output-based Tasks on Vocabulary Learning

Phuong-Thao Duong, Elke Peters

KU Leuven, Belgium

Abstract:

Most TBLT studies have focused on output-based tasks, i.e. tasks aimed at producing meaningful output. Recently, studies on input-based tasks (= tasks focusing on comprehending meaningful input) have started to emerge. However, little is known about how output-based tasks differ from input-based tasks, especially with regard to vocabulary learning. The aim of this study is to investigate the differential effects of input- and output-based tasks on Vietnamese EFL learners' L2 vocabulary gains.

The study adopted a pretest-posttest between-participants design with treatment (experimental or control) as between-participants variable and task type (input-based vs. output-based tasks) as within-participants variable. Sixty Vietnamese university students completed four online input and four online output tasks. The input-based tasks involved two activities: 1) watch captioned English videos and write a reply email to a friend in Vietnamese; 2) watch captioned English videos and design a tour itinerary in Vietnamese. The output-based tasks involved two activities: 1) write a blog in English based on Instagram photos; 2) write a tour summary in English. The target items (ten single words and ten compounds) were counterbalanced across tasks. Learning gains were measured at four levels: spontaneous use of words in a writing task, form recall, meaning recall, and meaning recognition.

The analyses showed that both tasks resulted in vocabulary learning. Further, the input-based tasks resulted in higher gains at the level of meaning recall, whereas the output-based tasks resulted in better scores in form recall test. No difference was found in the spontaneous use and meaning recognition test. Finally, learners learned more compounds than single words at the level of form recall.

Our findings suggest that input-based tasks can be effective if the learning aim is comprehension and learning the meaning, while output-based tasks might be better suited to improve production and learning the form of new words.

Brief Summary:

This study investigates the differential effects of online input-based and output-based tasks on the vocabulary gains of intermediate EFL learners. The findings demonstrate that both task types result in vocabulary learning but each task type has its own benefit for specific word knowledge aspects.

12:00pm - 12:30pm, RB 3201

Task-Based Vocabulary Learning through Real-World Tasks

YouJin Kim¹, Sanghee Kang², Meredith D'Arienzo²

¹Korea Advanced Institute of Science and Technology, Korea; ²Georgia State University, USA

Abstract:

To date, the benefits of tasks in second language (L2) learning have been documented (Bygate, 2018; Long, 2014); however, the majority of studies have been situated in classroom contexts. Furthermore, although students' oral or written language production quality has been widely examined, how task performance impacts vocabulary learning has been less researched (c.f. Newton, 2013). The current multi-case study examined Korean high school students' vocabulary learning through task-based projects conducted in a historic site in Korea. Thirteen Korean high school learners completed a vocabulary pretest, the target task, a posttest and interviews over 8 weeks. The researcher visited the historic site, and based on the realia that the learners were expected to be exposed to (e.g., brochure), 102 target vocabulary words were identified. After the pretest, 96 vocabulary items unfamiliar to the learners were chosen for the study. The target task required students to create a travel guide video in English after visiting the historic site. Students spent 15 hours over five days to complete the video in pairs. Immediately after task completion, a posttest, which measured both receptive and productive knowledge of target words, was administered. Students' interaction during task performance was recorded and their use of target words was transcribed. Use of target words or discussion of target words with other learners was analyzed for frequency, and posttest responses were scored for accuracy. Findings showed that the extent to which learners discussed or used target words presented on the realia varied by pairs. Additionally, results further showed that students' vocabulary learning was impacted by how they created contexts for the target words in the tasks. Students' perceptions towards the real-world task also varied depending on their task engagement. Findings will be discussed in light of designing real-world tasks and their benefits of vocabulary learning.

Brief Summary:

The current study examined the role of using real-world tasks outside the classroom and the effect on Korean high school students' learning of new vocabulary words. Findings are discussed in light of implementing real-world tasks and maximizing the benefits of such tasks in vocabulary learning.

Theoretical Perspectives on/aspects of TBLT

11:25am – 11:55am, RB 3202

Saving face in communicative tasks – Two perspectives on group work

Olga Czyzak

Reitaku University, Japan

Abstract:

The interaction hypothesis has stimulated various studies seeking to elucidate factors that impact learning through using a new language in conversation. One aspect that frequently appears in this context, but is rarely specified in detail, is the role of face-threatening and -saving activities. Using initial results from a study in a beginner's German language class at a university in Japan, I seek to discover answers to the following:

- i. What might threaten a learner's face in group interaction?
- ii. How does a learner deal with such a threat?
- iii. How do these threats influence group work?

These questions were explored in a class-based study, which examined peer interaction in small group activities and focused on potential threats to a learner's face.

Over the course of five sessions in five weeks, all group work activities were video-recorded, serving as the basis for an outside-view interactional analysis. To obtain an inside-view, selected recordings of the group interactions were used to help evoke stimulated recall-interviews, which were also recorded. The class in which the data was collected follows a content driven approach in which focus on linguistic items plays only a minor role. Meaningful communication about complex topics constitutes the basic principle of this German program. The collected data show that learners chose different approaches when dealing with face-sensitive situations, depending on various factors such as individual assumptions about the language abilities or character traits of other group members.

Following an overview of the basic concept of the German language program, I will describe the process of data collection and data analysis, and then move on to present initial results from the ongoing research project.

Brief Summary:

What kind of face threatening acts occur in communicative group work tasks? How do they influence group work? This presentation shows initial results of a class-based study conducted in a German language program at a Japanese university focusing on sociocultural aspects in group work activities.

12:00pm - 12:30pm, RB 3202

Exploring the diachronic development of syntactic diversity

Reid Evans

University at Buffalo, United States of America

Abstract:

Historically, studies of syntactic complexity in applied linguistics have relied heavily on density-based metrics of syntax as indices of proficiency. These include, for example, supraclausal elaboration (e.g., mean number of clauses/unit of analysis) as well as count-based measures including mean length of clause and mean length of sentence. Though these measures are considered valid indices of proficiency (Housen, Kuiken, & Vedder, 2012), an inherent shortcoming of density-based measures has been noted in the literature. First indicated by DeClerq and Housen (2017), density-based measures limit the ability of analysis to distinguish between syntactic forms and, thus, limit the insight they provide regarding the emergence of novel syntactic structures. Instead, these authors highlight the need for diversity-based measures of complex syntax in which the emergence of novel syntactic structures can be more easily discerned.

Taking the need for diversity-based indices of syntactic complexity as a point of departure, this paper presents a study exploring the diachronic development of syntactic diversity in an adult learner of ESL. Informed by complex dynamic systems theory (Larsen-Freeman, 1997), data were collected on a weekly basis for one year across two oral tasks (e.g., monologic narrative/dialogic conversation). Syntactic diversity was measured in each task via a corrected type-token ratio of the number of unique syntactic constructions (types) divided by the square root of total syntactic constructions (tokens; see Guiraud's index, 1953). Results indicate that while historical measures of complex syntax may suggest stagnation in proficiency, syntactic diversity develops (a) independently of density-based measures, (b) independently across oral tasks, and (c) equally provides a window into the emergence of novel syntactic structures. In response to the guiding question of 'what lies ahead?' in task-based research, this paper posits the need for a departure from the strict adherence into density-based indices of complex syntax toward an inclusion of diversity-based metrics.

Brief Summary:

Unlike density-based measures of syntactic complexity (e.g., mean length of clause), studies incorporating diversity-based measures of complex syntax allow for the emergence of novel syntactic forms to be captured in analysis. This paper explores the development of syntactic diversity across tasks in a learner of ESL over one academic year.

12:35pm - 1:05pm, RB 3202

The effects of a FonFs approach in Task-supported Language Teaching: A corpus study

Travis Jeremy West

Rikkyo University, Japan

Abstract:

This paper addresses a pedagogic divide regarding teaching methodologies and Form-focused Instruction in Task-based Language Teaching. On one side are supporters of Long (1991), who maintain that language forms should be taught implicitly during meaning-focused communicative tasks – an approach referred to as *focus on form* (FonF). On the other side are those such as Ellis (2009) who advocate Task-supported Language Teaching (TSLT) in which language forms are explicitly presented to learners before participation in a communicative task – an approach referred to as *focus on formS* (FonFs). Long (2015) finds several problems with FonFs, arguing that language is not learned immediately upon being taught, nor do learners acquire language in linear patterns implicit in most FonFs approaches.

This study analyzes a FonFs approach to language teaching employed in a TSLT setting in light of specific arguments presented by Long (2015). The analysis utilizes the Rikkyo English Discussion Corpus (REDC), which consists of over 48,000 words, translated from over 750 minutes of learner-learner discourse recorded during one year of academic study in an English Discussion course at a university in Japan. The longitudinal frequency of six specific language forms was measured, both before they were explicitly taught and after. These measurements were then compared in order to determine the effects which explicit instruction had on learner output. The results of the analysis reveal that language forms representing already established procedural knowledge, such as giving opinions and reasons, occurred uniformly throughout the corpus regardless of when they were taught. However, the frequency of non-proceduralized target forms, such as joining a discussion and changing topic, displayed evidence of a post-treatment benefit – i.e. the frequency of target form use was significantly higher after explicit instruction. However, this benefit was found to be short-lived, as this frequency showed a general pattern of decline.

Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221-246.

Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39-52). Amsterdam: John Benjamins.

Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley Blackwell.

Brief Summary:

This study analyzes a focus on form approach to language teaching employed in a Task-supported Language Teaching setting at a university in Japan. The analysis utilizes the Rikkyo English Discussion Corpus, which consists of over 750 minutes of learner-learner discourse recorded during one year of academic study.

1:10pm - 1:40pm, RB 3202

L2 learners' Flow experiences during a TED Talk listening task

Glen Thomas Poupore

Minnesota State University, United States of America

Abstract:

A state of flow (Csikszentmihalyi, 1990), under conditions of high interest, intense focus, sense of control, and challenge-skill balance has been identified as an optimal learning experience leading to peak performance. The few flow studies that exist within language education have focused on tasks involving reading, communication via computers, and translation to the neglect of tasks that involve extended listening (Egbert, 2003; Mirlohi, Egbert, & Ghonsooly, 2011). TED Talks, as a form of extended listening, is a popular medium that is increasingly being used by language educators. The purpose of this study was to investigate whether language learners experience flow during a TED Talk listening task as part of EAP courses at an American university. The study also sought to identify task characteristics, including the content of the talk, that contribute to or inhibit flow. Additional purposes included investigating the use of and non-use of English subtitles as well as the role of language proficiency. The participants consisted of 63 learners from various nationalities. After completing the task, students filled out an online questionnaire that included closed-ended and open-ended items. Interviews were then conducted with 11 participants that were randomly selected. Both the interview and open-ended data from the questionnaire were analyzed for content analysis that included a process of collaborative coding.

Results indicated that learners did experience flow. This was attributed to specific task characteristics that have important implications for task design: (a) the storytelling element of the talk; (b) real-life and meaningful themes relevant to students' lives; (c) listening material at an appropriate level of difficulty; (d) use of images; (e) humor; and (f) the sequencing structure of the task. T-tests, meanwhile, revealed that there were no significant differences in flow between the subtitle group and the non-subtitle group and between lower and higher proficiency learners.

Brief Summary:

This study investigates whether university language learners of English experienced a state of flow during a TED Talk listening task. Results indicated that learners did experience flow which was mainly attributed to specific task characteristics, including the content of the talk that has important implications for task design.

Monday, August 19, 2019: 2:50pm – 5:05 pm

TBLT in Contexts

2:50pm - 3:20pm, RB 1200

TBLT in Asia: Reflections from the classroom

Justin Harris

Kindai University, Japan

Abstract:

Task-based language teaching (TBLT) has continued to develop as a popular teaching approach throughout Asia. At the same time, there have been some criticisms of the approach, due in part to a perception of it being unsuitable for Asian language learning contexts (Carless, 2009; Miyasako, 2012). Some argue for example, that TBLT is inappropriate for 'Confucian-heritage' cultures, as students are not comfortable with student-centered teaching approaches. As Ellis (2009) has pointed out, such criticisms are often due to misunderstandings. What though, do teachers involved in implementing TBLT around Asia believe regarding this? An understanding of teachers' views is essential for understanding what the *real* problems may be, and for developing practical solutions. There have been calls for more work investigating teacher beliefs in TBLT (Viet, 2014), and addressing this may facilitate a broader use of TBLT approaches across the region.

This paper will outline a study investigating the beliefs of in-service teachers involved with TBLT in diverse teaching contexts throughout Asia. An online survey was administered to 74 in-service teachers in Japan who are members of a TBLT special interest group. The survey included open and closed questions aimed at investigating these teachers' beliefs about implementing TBLT in their classrooms. Follow-up interviews were conducted with 10 of these teachers to further investigate how they have addressed these issues. Results of a questionnaire to 54 teachers in China, Indonesia, Korea, Vietnam, and Thailand highlight surprisingly

consistent beliefs across varied teaching contexts throughout Asia. Lai (2015) claims that statements regarding “cultural inappropriateness” are questionable when “the sociocultural landscape in Asia is constantly changing” (p.13), but the results of this study suggest that teachers around the region do share common concerns, which they are addressing in consistent ways. The presentation will conclude with suggestions for teachers wishing to implement TBLT in diverse contexts.

Brief Summary:

Online surveys were administered to 74 teacher-members of a TBLT SIG in Japan, and 54 teachers in five other Asian countries regarding beliefs about implementing TBLT in language classrooms. Results of the surveys and follow-up interviews show consistency in ways that teachers are addressing issues regarding successful implementation of TBLT.

3:25pm – 3:55pm, RB 1200

Using the Task-Based framework for internationalization purposes: The case of UNAM-Canada

Vanessa Reyes

UNAM-Canada, Canada

Abstract:

For over a decade, the satellite campus of the National Autonomous University of Mexico in Canada (UNAM-Canada) has been offering a short-term study-abroad ESL program to a Mexican audience. Initially, the program sought to develop oral communication skills primarily using a task-based approach. However, due to recent institutional policies, the promotion of internationalization, defined as the development of intercultural competence, academic/cultural exchange and research collaboration among others, has also become an important objective in this program. In this presentation, we will describe the implementation of the task-based framework in this intensive program and the needs analysis process that informed the design and selection of materials and assessment according to those recent policies. Furthermore, we will share the preliminary findings from a large-scale survey that was conducted with alumni in order to identify their linguistic, intercultural, and academic practices and understandings upon completion of their study abroad experience at UNAM-Canada. Preliminary results suggest that the program contributes to participants' personal, professional and academic development by promoting cultural exchange and interculturalism. However, the findings also indicate that even though achieving academic and initiating research collaboration was the ultimate goal of UNAM's institutional policy on internationalization, participants did not always relate to such objective due to external factors and challenges related to pursuing academic studies abroad. This case study at UNAM-Canada contributes to the discussion on the implementation and value of the task-based framework, in the context of short-term study-abroad programs with an intercultural emphasis, that serve institutional strategies and policies that go beyond language objectives.

Brief Summary:

This case study from the National Autonomous University of Mexico contributes to the discussion on the implementation and value of the task-based framework, in the context of short-term study-abroad programs with an intercultural emphasis, that serve institutional strategies and policies that go beyond language objectives.

4:00pm - 4:30pm, RB 1200

Administrators' role in international languages curriculum implementation through an action-oriented plurilingual pedagogy

Lesya Alexandra Granger

University of Ottawa, Canada

Abstract:

This presentation discusses the findings of a Canadian study on how education administrators see their role in helping language teachers implement the task-based language pedagogy in a foreign and heritage languages curriculum. Ontario's *Classical Studies and International Languages Curriculum* (2016) provides expectations and guidelines for courses in which over 80 languages are taught annually by several hundred language teachers to over 10,000 high school students and adult learners across Ontario. Challenges specific to multi-level classes of culturally and linguistically diverse learners and to teachers with varied training and classroom experience are addressed in this curriculum through a focus on task-based teaching combined with task-supported language teaching strategies for a cross-curricular, project-based approach.

Adopting plurilingualism as its theoretical foundation, the 2016 curriculum identifies the action-oriented approach (Council of Europe, 2001, 2017) as the guiding principle and key instructional strategy that emphasizes a focus on meaningful tasks connected to real-life contexts relevant to each particular class' regional and learner needs. The study design takes into account that curriculum implementation is a board-wide or system-wide responsibility, and not just the work of teachers alone (Richards, 2001). The data was collected and analysed through four separate cases, each with multiple units of analysis, based on four individual administrators' interviews and a focus group session. The core data is supplemented by questionnaire responses by the participants' colleagues across Ontario, and by the researcher's observations in administrators' work contexts, including her own professional practice with teams of international languages teachers, teacher trainers, and language teaching researchers, as well as with curriculum policy and planning at the Ministry of Education and subject association consultations.

The findings contribute to a better understanding of the challenges faced by administrators, and provide direction on implementation of a TBLT and plurilingual pedagogy in in-service training, teacher coaching, and program planning and evaluation.

Brief Summary:

This presentation discusses the findings of a Canadian study on how education administrators see their role in helping teachers implement the task-based language pedagogy of the Ontario international languages curriculum. The findings provide direction on the implementation of TBLT and plurilingual pedagogy in in-service training, program planning and evaluation.

4:35pm - 5:05pm, RB 1200

Critical Task-Based Language Teaching: Exploring the dynamic development of critical language awareness in service learning

Ellen Johnson Serafini

George Mason University, United States of America

Abstract:

While Task-Based Language Teaching (TBLT) has proven effective in diverse language learning contexts across the globe (Long, 2015), few studies have taken a task-based approach to design a service-learning curriculum, in which students address an identified community need outside the classroom. Moreover, no study has explored the effectiveness of tasks in promoting learners' critical language awareness (Fairclough, 1992), or an understanding of the social and political dimensions of language use (Leeman, 2018). These gaps motivated the current study to integrate principles of TBLT and critical pedagogical approaches to design a service-learning course, which responded to an identified need to support Spanish literacy development within a local elementary Spanish-English dual language program. In addition to readings and in-class instruction, thirteen advanced second language learners and heritage language speakers of Spanish worked as classroom aides, carried out a critical biliteracy task, and conducted interviews with stakeholders (e.g., in-service teachers). Course outcomes were based on learners' imagined 'critical educator selves', which adapted the construct of possible selves (Dörnyei, 2009) to encompass a critical awareness of one's role in ensuring educational equity for all children regardless of home language and the perceived potential for future social activism. To measure self-perceptions, learners completed a 50-item, Likert-scale online questionnaire four times over the 14-week semester, which were visualized for individual learners using line graphs. Critical self-reflections were collected in a course blog, reaction papers, and open-ended survey. Triangulation of the data revealed dynamic selves trajectories which were connected to students' linguistic and cultural backgrounds and contextual factors like assigned readings, target tasks, and peer interactions. Findings contribute a valuable perspective of the situated effectiveness of tasks in building learners' critical language awareness, with key implications for civic engagement in task-based approaches to language teaching.

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Brief Summary:

This study takes a novel approach to designing a service-learning curriculum by integrating principles of task-based and critical approaches to language teaching. The long-term development of learners' imagined 'critical educator selves' revealed dynamic trajectories in critical language awareness which were linked to situated factors and students' linguistic and cultural backgrounds.

TBLT Implementation and Innovations

2:50pm - 3:20pm, RB 1201

Task-based teaching of French grammatical morphology: insights on the effects of an innovative approach

Catherine Maynard

Université de Montréal, Canada

Abstract:

In recent years, "proposals have emphasized the need for attention to form in second language task-based teaching" (Nassaji and Fotos, 2011). In an effort to do just so, this study examines the implementation of a task-based approach for teaching French grammatical morphology in a multilingual secondary school (Montreal, Canada). Indeed, learning French grammatical morphology causes many difficulties for students (Manesse & Cogis, 2007), for example in Quebec, both in first and second language contexts (Lefrançois *et al.*, 2008).

Conceived in response to students' difficulties in a first language context, certain teaching practices, such as metacognitive dictations and an integrated approach to teaching spelling, tend to have positive effects on students' grammatical morphology development (Allal *et al.*, 2001; Nadeau & Fisher, 2014). In our research, we designed an approach inspired by those practices and aimed to engage students in authentic writing situations while taking into account the linguistic diversity of Quebec classrooms. To that end, we combined the writing of identity texts (Cummins and Early, 2011) and metacognitive dictations. Those dictations were supported by language awareness activities in which students compared a morphological feature (e.g. adjective's agreement) in several languages to identify difficulties in French.

We implemented this approach in six first-year secondary classes (n=141). Data were collected by the means of dictations, written productions, and metagraphic interviews. Two control classes (n=41) also participated in the research so that we could compare the approach's effects to those of ordinary teaching practices in French only. Preliminary results tend to indicate a stronger grammatical morphology development and greater metalinguistic skills among students who participated in the approach. Based on both the results obtained and our analysis of the implementation of the experiment, we propose avenues for the transfer of such a task-based approach in other language learning contexts.

Brief Summary:

This study documents the effects of a task-based approach to French grammatical morphology learning in a multilingual secondary school context in Montreal. This innovative approach combines the writing of identity texts and metacognitive dictations to engage students in authentic writing situations while taking into account the classrooms' linguistic diversity.

3:25pm – 3:55pm, RB 1201

Creating tasks for the development of critical thinking skills: Through the content of intercultural learning

Hideki Ohno

Daito Bunka University, Japan

Abstract:

In the field of applied linguistics there is a dearth of research into the creation of tasks that foster critical thinking (hereafter CT). To redress this issue, this study attempts to develop tasks that tap into the aspect of CT skills. Tasks were created based mainly on the frameworks of CT skills (Facione, 1990) and intercultural learning (Candler et al., 2012). The CT skill framework includes cognitive skills in (1) interpretation, (2) analysis, (3) evaluation, (4) inference, (5) explanation, and (6) self-regulation. The intercultural learning framework has similar traits as the CT skill framework but puts more emphasis on interacting and knowing how to learn. From each framework, descriptors deemed appropriate for an EFL context were chosen and used as a basis for each task. Based on the descriptors, tasks were created so they will guide learners to maximize the use of CT skills reflected in the descriptors. The task creation thus mandated clearly stating prompts in intercultural problem solving scenes. Self-regulation, a CT skill mentioned above, would be incorporated in a task to prod learners to examine their views on an intercultural issue and recognize their personal bias. These created tasks were modified after they were scrutinized by professionals in terms of task validity focusing on the descriptor-task connection. In this manner, over twenty tasks were produced. The created and modified tasks were administered at the tertiary level in an EFL context. Students were encouraged to use the above six CT skills through the content of intercultural issues. In every task they were required to write their solutions in English. In addition, the external validity was examined so some of the tasks will be used as CT tests in the future. Based on the findings, this study also discusses the possible applicability of the tasks for EFL instruction.

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Brief Summary:

This presentation demonstrates the manner of newly created tasks that aim to develop critical thinking skills of EFL learners at the tertiary level. The tasks are presented with the content of intercultural learning in a problem-solving situation. In addition, the applicability of the tasks to an EFL context is discussed.

4:00pm - 4:30pm, RB 1201

Language and literacy acquisition of low literate adult newcomers: Towards a demand-oriented and project-based approach

Mariet Schiepers, Liesbeth De Paepe

Centre for Language and Education, KU Leuven, Belgium

Abstract:

Western Europe and, more specifically, Flanders has seen a sharp rise in the number of immigrants from outside the European Union. A non-negligible share of these adult immigrants is low literate or even illiterate. This vulnerable group faces multiple challenges during their integration process. Not only do they have to learn to read and write; they also have to learn the language of their new country. Both language and literacy acquisition have proven to be long and often unrewarding processes, thus hampering these immigrants from fully participating in society and from getting access to the labour market in particular. Several studies have indicated that the current language and literacy courses in formal education in Flanders focus too strongly on language-as-a-system, on grammatical accuracy and vocabulary while the learners' primary needs are on more urgent meaningful everyday communication (Plichart, 2003; De Niel, 2016). This approach seems to be especially discouraging for those newcomers who want to go to work: it often takes them three to six years before they reach an A1 level which is often required to find a job or to enter into vocational training.

In our project we used Service Design as a methodology to perform a needs analysis on the basis of which we designed alternative pathways for these long and often unrewarding trajectories. Service Design implies that the experiences of the learners in their trajectories are analysed in order to design new services that better fit the needs of the target group. In our presentation we will first show how we customized this specific approach to learners with limited language and literacy skills. Second, we will explain how the results of this inquiry lead us to an innovative demand-oriented and project-based approach in a more informal learning setting outside the traditional classroom in which projects and real-life tasks – about a profession or about the preconditions to exercise a certain profession – are chosen by the participants themselves, so that they match their real-life (learning) needs as closely as possible. Other ingredients are learning on location and the involvement of role models, volunteers and employers. Finally, this paper will present the outcomes of a pilot study in which the new approach was being tested and in which was shown that the informal offer can enhance low literate adult immigrants' language and labour market skills through task- and project-based language teaching outside the traditional classroom.

Brief Summary:

For low literate newcomers, traditional L2 courses are often long and unrewarding. Using the Service Design methodology, we designed an innovative demand-oriented, project-based approach outside the traditional classroom in which learners can perform real-life tasks matching their needs and in which literacy, language and labour market skills are being developed.

4:35pm - 5:05pm, RB 1201

The implementation of TBLT in Flemish primary schools: Different approaches, different effects?

Pandora Verstedden, Machteld Hauben

KU Leuven – University of Leuven, Centre for Language and Education (Belgium)

Abstract:

In Flanders, the government stimulates schools to develop and implement a school-wide language policy. However, teachers and schools struggle often with bringing their language policy into practice. As school trainers at the Centre for Language and Education (CLE), we help schools to implement their language policy regarding task-based teaching in an effective way. Throughout the past decade, the CLE developed -in close collaboration with primary school teams and their stakeholders- three different approaches. For two of them we studied the effects.

Approach 1: pre-service training

Through an intensive training program, based on the model of change management (J.P. Kotter; 1996), coalitions of leading team members of different schools get practical tools and methods to develop their own school-based policy on task-based language teaching. After the training program these 'language coalitions' carry out their expertise and start working with their own teams with the support of the CLE.

Approach 2: in-service coaching

School boards appoint a coach to support the implementation of powerful language learning environments. These school-internal coaches are coached by a CLE-consultant who introduces them to the concepts of task-based language education and trains their coaching skills. The CLE also reaches out to all the teachers in the participating schools by organizing trainings focusing on task-based education.

Approach 3: collaborative networks

Starting from real-life questions from teachers about vulnerable pupils (f.e. refugees), an external group of professional experts creates a collaborative network with caretakers inside the school (special needs teacher, language policy coordinator, teachers...) and outside the school (parents, local actors...) in order to re-build a social and psychological network around the pupil in need. Language learning needs from vulnerable pupils result in reflections about effective language learning environments and language policy.

Throughout the paper presentation we reflect on the different approaches and the effects we studied on teachers' beliefs and behaviour as well as pupils' language learning outcomes.

Kotter, J. P. (1996). *Leading Change*. Harvard Business School Press: Boston

Brief Summary:

In this presentation, we describe and discuss different approaches for implementing language policies at primary schools, their positive and negative aspects and their effects on teachers' beliefs and behaviour as well as pupils' language learning outcomes.

Tasks and the Learner

2:50pm - 3:20pm, RB 3110

Task engagement in online intercultural foreign language learning: Case studies with Dutch-German secondary school students

Linda Gijsen¹, Kurt Kohn², Kristi Jauregi³, Rick de Graaff⁴

¹Utrecht University, The Netherlands; ²University of Tuebingen, Germany; ³Utrecht University, The Netherlands; ⁴Utrecht University, The Netherlands

Abstract:

In the context of task-based language teaching, this PhD project explores how foreign language learners engage with tasks during online intercultural exchanges (OICE) in secondary school teaching. In cooperation with the Erasmus+ TeCoLa project (www.tecola.eu), case study pilots have been carried out to study behavioural, cognitive and attitudinal facets of learners' task engagement (TE) and the influence of task conditions on the nature and strength of TE.

This is a report on the findings of 3 exchanges between December 2017 and May 2019: OICE 1 (31 learners, C1-level, aged 15-17), OICE 2 (16 learners, B1-level, aged 13-14), and OICE 3 (16 learners, B2-C1-level, aged 15-17). These learners joined the TeCoLa project together with their teachers, and English was used as a pedagogical lingua franca (Kohn, 2018). All participants attended mainstream secondary education and were primarily focussed on the opportunity to communicate with students from a different cultural background and to develop their oral interaction skills and intercultural communicative competence.

A task-based approach was adopted to design a variety of synchronous and asynchronous collaborative tasks involving the video-communication platform BigBlueButton, learning stations in the TeCoLa Virtual World, Moodle forum, Google Slides and Padlet. A mixed-method approach was used to collect data on how individual learners engaged with the tasks when working together in pairs and small groups. Focus was on to what extent students' TE depended on the environment in which the tasks were carried out and the kind of guidance that was provided.

- Kohn, Kurt (2018). Towards the reconciliation of ELF and EFL: Theoretical issues and pedagogical challenges. In N. Sifakis & N. Tsantila (eds.), *English as a Lingua Franca for EFL Contexts* (pp. 32.48). Bristol: Multilingual Matters.

Brief Summary:

This PhD project explores how foreign language learners engage with collaborative tasks during online intercultural exchanges in secondary school teaching. In cooperation with the European Erasmus+ TeCoLa project (www.tecola.eu), case study pilots were carried out to study behavioural, cognitive and attitudinal facets of learners' engagement with tasks.

3:25pm – 3:55pm, RB 3110

Developing and validating the Speaking Awareness Questionnaire: The case of utterance fluency performance

Shungo Suzuki

Lancaster University, United Kingdom

Abstract:

Second language (L2) performance research has shown that speaking performance is affected by various factors such as motivation (e.g., Dörnyei & Kormos, 2000) and task designs (see Jackson & Suethanapornkul, 2013). One of the determinant factors is learner's individual variability in the allotment of attentional resources during their performance which can theoretically explain within-individual performance variation (see Skehan, 2014). While prior research has extensively manipulated learner's attentional allocation by task design features (e.g., planning time, task repetition), their individual orientation toward speaking performance (e.g., fluency- vs. accuracy-oriented) has underresearched (for rare exceptions, see Ortega, 2005; Pang & Skehan, 2014). Due to the lack of methodological tools to quantify such learner's orientation, it is still unclear which aspects of performance are susceptible to learner's orientation toward speaking (hereafter, speaking awareness). Therefore, the current study developed and validated the Speaking Awareness Questionnaire (SAQ) and also investigated which aspects of fluency performance are associated with learner's speaking awareness.

First, the study conducted retrospective and stimulated recall interviews on their awareness during speaking with 18 Japanese learners of English to create the questionnaire items from learner's perspective. Second, an exploratory factor analysis was performed to examine the factor structure of the items based on the responses from 162 Japanese learners, resulting in a four-factor solution: Conceptualization, Formulation-Complexity, Formulation-Accuracy, and Articulation.

Moreover, another group of 48 Japanese learners performed an argumentative speaking task and responded to the questionnaire before (as their general predisposition) and immediately after their speaking (as their task-specific awareness). Correlational analyses showed that their task-specific Conceptualization scores (i.e., content elaboration) were positively associated with articulation rate (speed fluency) whereas the predisposition Formulation-Accuracy scores had detrimental effects on breakdown fluency measures (e.g., mid-clause pause ratio). These findings suggest how instructors should direct student's attention to meaning and form depending on expected speaking performance.

Brief Summary:

The current study developed and validated the Speaking Awareness Questionnaire, which captures learner's attention orientation toward speaking, and also investigated which aspects of fluency performance are related to such orientation. Results showed that learner's orientation was positively and negatively associated with different fluency measures (e.g., articulation rate, mid-clause pause ratio).

4:00pm - 4:30pm, RB 3110

The role of learner's developmental readiness in Task-Based Language Instruction

Sorin Huh

Pennsylvania State University, United States of America

Abstract:

It has been widely accepted in SLA research that the learners' developmental readiness plays a crucial role in the success of language instruction, especially in the case of form-focused instruction. However, despite such a vital role developmental readiness plays, learners' developmental readiness has often not been sufficiently addressed or properly controlled in previous TBLT literature (except for Mackey & Philp, 1998; McDonough & Mackey, 2006; Ammar, 2008; Ammar & Spada, 2006). The current study aims to investigate to what extent learners' developmental readiness mediates or intervenes with the efficacy of task-based language instruction, focusing on L2 development of Korean relative clauses (RCs).

Seventy-one KSL/KFL learners, recruited from high–beginning to intermediate level, were classified into developmentally ready and unready groups (based on pretest scores) and three different interaction treatment groups (i.e., explicit recasts, implicit recasts, and task-based interaction only). All learners participated in dyadic, task-based interactions with a native speaker interlocutor, using information gap-tasks, and the subsequent L2 development of Korean RCs was measured on two different occasions. The findings revealed that the developmentally ready group significantly outperformed the unready group in both immediate ($F(1, 68) = 45.478, p = .000, \eta^2 = .401$) and delayed posttests ($F(1, 68) = 85.659, p = .000, \eta^2 = .557$). In addition, all learner groups, as long as they were developmentally ready, made significant score improvements, regardless of the type of interaction treatment provided, indicating that the learner's developmentally readiness was the most decisive factor predicting L2 development of Korean RCs in this study. Further analysis of individual learners' RC stage increases (between developmentally ready–low and unready groups) also confirmed the findings; the relationship between the learners' developmental readiness and the subsequent RC stage increase was statistically significant ($X^2(1, 19) = 15.354, p = .000$), according to Chi-square test results.

Brief Summary:

Learners' developmental readiness plays a crucial role in the success of language instruction, although it has often not been sufficiently addressed or properly controlled in previous TBLT research. The current study aims to investigate to what extent learners' developmental readiness mediates or intervenes with the efficacy of task-based language instruction.

4:35pm - 5:05pm, RB 3110

Bridge the gap with the Task-Based Language Teaching (TBLT) principles

Shini Shimoura

University of South Florida, United States of America

Abstract:

Engaging learners with meaningful communication in the classroom is the goal for language teaching, which enables learners to be able to communicate in a foreign language on their own. A significant number of instructed SLA research kept showing the benefit of the use of tasks in language classrooms (Plonsky & Kim, 2016). However, in the beginning language courses especially on less commonly taught languages such as Japanese, instructors still rely on the grammatical syllabus in the classroom instead of creating a communicative context that learners use the language to complete the tasks. Furthermore, the textbooks are filled with grammar-based exercises, and we often lack sufficient real communication practice in class. The current study aims to fill the gap by investigating the development of a beginning-level Japanese as a Foreign Language (JFL) course with principles of TBLT. The researcher used the principles of Task-Based Language Teaching (TBLT) to change the classroom focus from learning by "knowing grammar and using it in the context" to "using the language to accomplish communicative tasks." The study reports on the learners' perceptions towards task-based course over the duration of a semester in beginning-level JFL. Ninety students in five intact classes in second-semester Japanese course participated in the study. Students' task performances were audio-recorded, and their perception of tasks was collected using post-task surveys throughout the semester as well as the survey at the end of the semester. Students' survey data were analyzed quantitatively to investigate the changes over the semester. The results showed that dynamic patterns of changes in students' perceptions were observed. The researcher discusses the benefit and challenges of designing task-based curricula for beginning foreign language courses.

Brief Summary:

This study investigated the learners' perception and their learning outcomes in a beginning level Japanese as a Foreign Language course designed with TBLT principles. During the presentation, the analysis of the learners' perception and their learning outcomes are reported, and the benefit of implementing the task-based curricula will be discussed.

Teachers and TBLT

2:50pm - 3:20pm, RB 3201

Teachers of less commonly taught languages and TBLT: Exploring common ground

Koen Van Gorp, Emily Heidrich, Luca Giupponi

Michigan State University, United States of America

Abstract:

Task-based language teaching (TBLT) has been an influential approach to second and foreign language education, and evidence for the impact of tasks on language learning is growing (Ellis & Shintani, 2013; Long, 2015). However, for many instructors of Less Commonly Taught Languages (LCTLs) at institutions of higher education, TBLT is still an innovative approach that deviates from more familiar structure-focused, teacher-dominated teaching methods. Although, TBLT principles might be conceptually simple and easy for instructors to grasp (Skehan, 1998; Ellis, 2003; Long, 2015), it can be hard for them to incorporate these principles in the development of their own lesson materials (e.g., Erlam, 2016).

This present study is part of an ongoing three-year LCTL project (September 2016 – August 2019) in which course development for advanced learners is shared across a consortium of universities. In the course of the project three Swahili, Hindi and Hebrew instructors worked together with three experts in instructional technology and curriculum/assessment to develop proficiency-oriented lesson materials supported by innovative pedagogies like TBLT. This study evaluated the continuing process of incorporating TBLT principles in the lesson materials and the nine instructors' understanding of these principles. The data consisted of the different working group's meeting notes, interviews with instructors, and feedback on piloting the materials. A qualitative content analysis of the data pointed to the struggle instructors have of integrating grammar and vocabulary activities with task-based, proficiency-oriented lesson materials in the curriculum. The construct 'task' appeared to be understood in theory, but difficult to operationalize in lesson activities. Traditional teacher beliefs and conditions of material development proved to be hurdles that were addressed in the course of the project by foregrounding a project-based approach (See Skehan, 2014) and reinterpreting tasks as project-essential units.

Brief Summary:

For many teachers of Less Commonly Taught Languages, TBLT is an innovative approach that deviates from more familiar structure-based, teacher-dominated methods. This qualitative study looks at the process of adopting TBLT principles in lesson materials for advanced learners of Swahili, Hindi and Hebrew, and the teachers' understanding of these principles.

3:25pm – 3:55pm, RB 3201

The role of the teacher in the implementation of tasks designed from a critical perspective

Leonardo da Silva

Instituto Federal de Santa Catarina, Brazil

Abstract:

Based on the premise that teaching is a political act and that it is thus necessary to engage foreign language students in the process of both linguistic and critical development (Crookes, 2013), this study aims at investigating the role of the teacher during the implementation of a cycle of tasks designed from the perspectives of the Task-based Approach (Ellis, 2003) and of Critical Pedagogy (Freire, 1996). According to Breen (2009), a task can be understood as a workplan which is modified and reinterpreted during its implementation. Samuda (2009) argues that one of the central roles of the teacher in task-based language teaching is to guide students in language processing so as to cater for linguistic development. In this sense, it is important to investigate the task as a process, that is, the strategies adopted by the teacher while implementing the task as a workplan. In order to do so, this study focuses on the reflexive diaries of the teacher-researcher, in which he describes and reflects upon the implementation of a critical cycle of tasks designed for a group of high school students in the Brazilian context. From the thematic analysis of the diaries, the theme 'strategies' could be identified, which demonstrates decisions that were taken by the teacher-researcher during implementation so as to: a) guarantee that the critical objective of the task would be met, b) guide the students' attention to a specific topic (such as focus on form or the critical topic at hand), c) overcome technical and material difficulties and d) facilitate students' learning process. The complexity involved in the implementation process of tasks designed from a critical perspective suggests the need for teachers to develop their critical reflexive skills in order to be able to make decisions that will be adequate for each specific educational context.

Brief Summary:

This study investigates the strategies adopted by a teacher-researcher while implementing a cycle of tasks aiming at fostering students' linguistic and critical development (Crookes, 2013) designed for a group of high school students in a federal institution in the Brazilian context.

4:00pm - 4:30pm, RB 3201

Putting training to the test: Teachers' implementation, introspections, and perceptions of TBLT

Lara Bryfonski

Georgetown University, United States of America

Abstract:

Much of what we know about the role of teachers in task-based classrooms comes from a body of research that has examined the various issues teachers face when attempting to implement TBLT for the first time (e.g. Carless, 2004; McDonough & Chaikitmongkol, 2007). Less empirical research has examined the connection between teacher education programs and subsequent successful TBLT implementation. Despite some previous studies on training teachers to implement TBLT (e.g. Ogilvie & Dunn, 2010), few have adequately described the training teachers received and connected training practices to successful TBLT implementation. This study addresses these gaps by examining the impacts of a task-based teacher training program on novice bilingual teachers' implementation of TBLT pedagogy during a teaching practicum and investigates what factors moderated their success.

A cohort of pre-service teachers ($N = 12$) preparing to teach English at three different bilingual schools in Honduras participated in the study. After completing task-based training, the teachers were video recorded teaching an hour-long, task-based lesson of their own design to groups of students at their intended grade-level. Immediately following the lesson, teachers participated in stimulated recall and semi-structured interviews utilizing the video recordings as stimuli. Videos and recalls were coded with a rubric aligned with the methodological principles laid out by Long (2015).

Results uncovered variation in observance of TBLT methods during the recorded lesson. On average, scores were highest in the category of elaborating input and lowest in the categories of individualizing instruction and respecting learner internal syllabi/processes. Statistical analyses found scores were predicted by teachers' previous education and teaching experiences. Stimulated recall data indicated that teachers primarily focused on promoting a cooperative/collaborative learning environment and less on providing feedback and promoting learning by doing. Results are discussed in terms of their implications for task-based teacher training in the understudied Central American context.

Brief Summary:

This study examines the implementation of TBLT in a teaching practicum following a task-based teacher education program. Video recordings and stimulated recall interviews investigated teachers' performance of TBLT lessons and were analyzed with a rubric of methodological principles. Results uncovered a link between prior teaching experiences and success of implementation.

4:35pm - 5:05pm, RB 3201

TBLT-focused teacher education: Exploring student teachers' disposition towards task-based teaching

Xavier Gutierrez, William Dunn, Leila Ranta

University of Alberta, Canada

Abstract:

Despite widespread support in the SLA literature, TBLT has had a somewhat limited influence on actual practice in some contexts, in part because of teachers' beliefs about language teaching and their misunderstandings of TBLT (Carless, 2004). Given the crucial role that teacher education plays in the adoption of pedagogical innovations such as TBLT (Ellis, 2017), it is important to explore TBLT-focused teacher education in multiple contexts. However, there is still a dearth of research on TBLT teacher education programs that examines issues such as teachers' beliefs about language teaching, their conceptualization of and attitudes toward TBLT, challenges in design and implementation, as well as the impact of teacher education (Brandl, 2016). The present study addresses this gap by building upon the work of Ogilvie and Dunn (2010) and of Erlam (2016) in a different context and with a different population: 20 students enrolled in a teacher education course focusing on Spanish as a foreign language at a Canadian university. Drawing from Ogilvie and Dunn (2010), the study explores the participants' attitudes and beliefs through responses to a pedagogical beliefs questionnaire administered at the beginning and at the end of the term and by means of written reflections gathered throughout the course. Erlam's (2016) work serves as the basis for examining the impact of the teacher education course on the design features of

task-based units developed as end-of-term projects through the analysis of participants' lesson plans and their written justifications for, and reflections about, those plans. In this presentation we discuss the findings obtained through the qualitative and quantitative analyses of both the beliefs and task-design data. We put forward implications for teacher education programs, focusing on factors that may foster innovation and promote a clearer understanding of TBLT. We also discuss some challenges of TBLT-focused teacher education.

Brief Summary:

Teacher education plays a crucial role in the adoption of pedagogical innovations such as TBLT. This study explores student teachers' disposition towards TBLT through the examination of their beliefs and attitudes, as well as the design features of task-based lessons. We will discuss implications and challenges for teacher education programs.

Technology-mediated TBLT

2:50pm - 3:20pm, RB 3202

Chatting in the Task-based foreign language classroom: Effects on target language use and learner experiences

Marrit van de Guchte, Gert Rijlaarsdam

University of Amsterdam, Netherlands, The

Abstract:

Drawing on both Swain's Output Hypothesis (2005) and Long's Interaction Hypothesis (1996), learner target language (TL) output and interaction is essential for foreign language development. Teachers at a Dutch secondary school noticed that their students only used the TL during their final presentations, and not during the task preparation, despite teachers offering them task-based oral tasks. Interviews revealed that students felt embarrassed to use the TL while preparing a task with their classmates in pairs. Therefore, we wanted to investigate whether text-chat, which has proven to decrease learner anxiety and promote the willingness to communicate, could increase TL use during task preparation and execution.

In an experiment we compared the effects of text-chat with face-to-face (F2F) task preparation on TL use: 1) during task preparation in pairs and 2) during subsequent individual oral presentations. Fifty-two ninth-grade students learning German as a foreign language were randomly assigned to two preparation conditions: text-chat (n=26) and F2F (n=26). During the task preparation phase students were asked to organise a school party and had to decide on a number of options. The experiment took three weeks: week 1: oral pre-test, week 2: pre-task with listening activities and vocabulary exercises, week 3: task preparation (20 minutes) in pairs. Afterwards, students presented the outcomes individually during oral presentations (post-test) and conducted questionnaires about their chat experiences.

Comparisons of students' task preparation showed that TL use was 96% for the chat-condition compared to 3% for the F2F condition. In addition, during subsequent oral presentations students in the chat-condition used significantly more TL words, which could indicate a transfer from chatting to speaking. Moreover, analyses of students' answers to the questionnaires revealed that most students found chatting to be an effective way to prepare for oral presentations and wanted to use it more often in the FL classroom.

Brief Summary:

An experimental study compared the effects of learners' task preparation in two modes, text-chat versus face-to-face, on their target language (TL) use during task preparation and subsequent individual oral presentations. Results showed a significant increase in TL use for task preparation and execution and revealed positive learner experiences regarding text-chat.

3:25pm – 3:55pm, RB 3202

Levels of engagement and text quality in interactive SCMC environments

Julio Torres¹, Iñigo Yanguas²

¹University of California, Irvine, United States of America; ²University of San Diego

Abstract:

Recently, Skehan (2016) argued convincingly that task conditions (e.g., interactive) play a more substantive role in task outcomes than task features. Task conditions that have increasingly received attention are L2 learners' interactive task execution across different modalities (e.g., audio, video) in synchronous computer-mediated communication (SCMC) environments (e.g., Jepson, 2005; Bueno-Alastuey, 2010; Yanguas, 2010, 2012; Kopf, 2012; Yanguas & Bergin, 2018). However, these studies have focused exclusively on negotiation for meaning and number of interactional moves (e.g., language related episodes or LREs) with pedagogic-oriented tasks (e.g., jigsaw puzzle). This study aims to broaden our understanding of the role of different SCMC conditions by examining L2 learners' levels of engagement (e.g., elaborate or limited LREs) and text quality (complexity, accuracy) as a result of an interactive real-world task.

Therefore, we tested 25 dyads of L2 Spanish intermediate learners who were randomly assigned to a video chat, audio chat or text chat condition. Each dyad completed a decision-making task. Participants were instructed that they were hired as business consultants for a cellphone company in Spain, and they needed to collaborate to recommend the hiring of an individual through a formal letter to the CEO of the company. Further, we measured participants' Spanish proficiency (elicited imitation task), language dominance (bilingual language profile), language learning background, computer use and their perceptions of the task.

Our main findings revealed that dyads in the audio chat condition were more engaged in interaction, as demonstrated by a higher number of elaborate LRE episodes. Regarding text quality, participants in the video chat condition produced more error-free T-units, while dyads in the audio chat condition produced a higher number of subordinate clauses. These findings will be compared to previous studies (e.g., Yanguas & Bergin, 2018) to shed light into how SCMC conditions can alter differentially L2 learners' task performance.

Brief Summary:

We tested intermediate Spanish learners' engagement and text quality during an interactive real-world task across video, audio and text modalities in a synchronous computer-mediated communication environment. The findings of the study are compared to previous studies to shed light into how SCMC conditions can alter differentially L2 learners' task performance.

4:00pm - 4:30pm, RB 3202

Complex digital tasks for young EFL learners

Celestine Caruso, Judith Hofmann, Andreas Rohde

University of Cologne, Germany

Abstract:

In Germany, teaching English in primary schools is mostly characterized by focusing on playful and communicative tasks. Even though this focus on meaning is a basic principle of TBLT, it is often assumed that problem-oriented tasks are too complex for young EFL learners. Furthermore, there is the ongoing debate on whether, when and how digital media can be meaningfully integrated into the (EFL) classroom.

In this paper, we suggest that both complex problem-oriented tasks and digital media can be introduced to learners as early as primary school level. As a theoretical basis, we will first outline the principles of teaching English in (German) primary schools and then analyze whether they are compatible with the standards of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in Germany, as these standards demand that teachers prepare their students successfully for a life in surroundings that are characterized by digitalization (KMK, 2016: 25). We will argue that the groundwork for achieving these standards can already be laid in primary school. To this end, we will present examples for complex digital tasks for young EFL learners that have already been tested by students of Cologne University. We will look at how the students planned the tasks ('task as workplan') as well as the videotaped 'tasks in action' (cf. Van den Branden, 2006), analyze how they fulfil a set of quality criteria and where the limitations of such tasks may lie.

References:

Kultusministerkonferenz (=Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in Germany).

2016. *Bildung in der digitalen Welt. Strategie der Kultusministerkonferenz.*

https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2016/Bildung_digitale_Welt_Webversion.pdf (last accessed on 05.01.2018)

Van den Branden, Kris. 2006. Introduction: Task-Based Language Teaching in a Nutshell. In Van den Branden, Kris (ed.). *Task-Based Language Education: From Theory to Practice*. Cambridge: Cambridge University Press, 1-16.

Brief Summary:

In this paper, we are going to look at problem-oriented, digitally mediated tasks for younger EFL learners. After describing the curricular background, we will present examples for such tasks that have already been tested and videotaped and discuss which quality criteria they need to fulfil.

4:35pm - 5:05pm, RB 3202

The occurrence and noticing of language-related episodes in task-based videoconferencing using TalkAbroad

Shawn Loewen, Matt Kessler, Daniel Trego

Michigan State University, United States of America

Abstract:

Considerable research (e.g., Loewen & Sato, 2018; Ellis, 2017) has explored task-based interaction, including negotiation of meaning/form, corrective feedback, and language-related episodes (LREs), within instructional contexts. LREs occur when learners discuss "the language they are producing, question their language use, or correct themselves or others" (Swain & Lapkin, 1998, p. 326). However, LRE research has primarily investigated interaction in laboratory or classroom settings where learners interact with classmates and/or instructors (e.g., Sato & Ballinger, 2016). Such studies typically have not examined LRE occurrence in interactions between L2 learners and L1 speakers of the target language, even though such interaction is increasingly more easily available with online communication.

Therefore, the current study examined the interaction that occurred through the use of the synchronous video-chat platform *TalkAbroad* by university-level, L2 learners of Spanish ($N = 35$) and their L1 Spanish-speaking interlocutors. The university's Spanish program required second-year Spanish learners to participate in five, synchronous, one-on-one, 30-minute video conversations with Spanish L1 speakers. As part of the requirement, learners reflected on their conversations by listening to and transcribing portions of their recorded conversations.

The researchers identified and coded LREs that occurred, as transcribed by participants. In addition, learner noticing of linguistic items (a) immediately following the live conversations, and (b) after the listening/transcription activities was investigated via questionnaires ($n = 35$) and interviews ($n = 10$). These retrospective reports were compared with the interactional LREs. Results suggest interaction with L1 speakers provided various opportunities for LREs; however, learners' noticing of linguistic items occurred primarily after the transcription process rather than immediately after synchronous interaction. These results suggest that while interaction with L1 speakers can provide important opportunities for L2 development, such interaction may be more effective if followed by activities that draw learners' attention to language forms.

Brief Summary:

This study explores the task-based interactions of L2 Spanish speakers ($N = 35$) with Spanish L1 speakers using the synchronous video-chat platform *TalkAbroad*. Using a combination of questionnaires, semi-structured interviews, and transcriptions completed by students following their conversations, the researchers examine L2 learners' noticing of linguistic items and language-related episodes.

Tuesday, August 20, 2019: 8:35 – 9:40am

Teachers and TBLT

8:35am - 9:05am, RB 1200

Task design in foreign language education at German schools

Virtudes González

University of Göttingen, Germany

Abstract:

Foreign language teachers in secondary schools in Germany are often recommended the use of TBLT in their classes as a way to implement the competence-oriented goals established in the different regional curricula (e.g. Lower Saxony curriculum for Spanish as a foreign language). These recommendations are given not only in curricular documents but also in textbooks and other published teaching materials and are followed by a great number of teacher-training courses and workshops.

This paper presents the results of a qualitative research project on the way teachers think about the implementation of TBLT in their daily teaching practice. It consists of semi-structured interviews with teachers who use TBLT on a regular basis and the analysis of their task-based teaching units. The main goal of the presentation is to analyse how teachers design tasks for their foreign language classrooms in secondary schools and how they implement the competence-goaled approach required by the curriculum. The research project describes how tasks are perceived to be useful for the school requirements, usually as rather complex third generation tasks (Ribé and Vidal 1993) and mostly focused in one sort of language activity, e.g. the "so-called" oral competence (Caspari and Kleppin 2008). This analysis shows thus how teachers understand the TBLT teaching approach and why some of them combine it with other teaching practices, like using a presentation-practice-production approach with a grammar-based teaching progression, while some few teachers use TBLT as a main teaching principle in their classes.

References:

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Brief Summary:

How do foreign language teachers at secondary schools in Germany design tasks to cope with new curriculum requirements? Through the analyses of teacher interviews and of teaching materials I will describe how teachers use and understand TBLT, often as complex "third generation" tasks and focused on a language competence.

9:10am - 9:40am, RB 1200

The experience of novice EFL teachers in Thailand teaching with tasks

Paweena Jaruteerapan, Jonathan Newton

Victoria University of Wellington, New Zealand

Abstract:

Research shows that the classroom implementation of TBLT has often met with mixed success, especially in Asian EFL contexts (Butler, 2011) One of the reasons is teachers' lack of understanding of TBLT (e.g., Carless, 2009; Thomas & Reinders, 2015) and it is this factor that the research reported in this paper focused on. Although TBLT is not widely known or practiced in Thailand, its potential has been noted (McDonough & Chaikitmongkol, 2007), and so this is an important topic to address in this context.

The research consisted of a two-phase, exploratory, qualitative study focused on the experience of 33 student teachers in a teacher education degree programme in Thailand. We sought to understand the readiness with which these novice teachers translated TBLT principles into classroom practice and the impact of targeted professional support during their practicum.

The data presented in this paper is from the second phase of the study, a multiple case study through which the progress of four student teachers who had participated in phase 1 was tracked as they undertook their one-year teaching practicum in schools. Data collection included classroom observations (video/audio-recordings and field notes), collaborative lesson planning sessions and stimulated recall interviews. An innovative aspect of the research was the provision of collaborative scaffolding of task-based lesson planning through which the teachers first planned and taught a series of lessons without guidance, then planned further lessons collaboratively with the researcher, and finally planned their lessons independently.

Our findings show how the student teachers' cognition and teaching practice evolved during the practicum, what factors mediated uptake of TBLT, and the particular aspects of task-based lesson design and implementation the teachers adopted easily and those they found challenging. The implications for introducing TBLT in teacher education programmes are discussed.

Brief Summary:

This paper reports on an exploratory study which investigated the experience of novice EFL teachers in a teacher education programme in Thailand as they encountered TBLT for the first time and then sought to translate TBLT principles into classroom practice during their practicum with the aid of targeted professional support.

Task repetition

8:35am - 9:05am, RB 1201

Task repetition and learner reflection on task performance and outcomes in an L2 classroom

Eva Kartchava¹, Hossein Nassaji²

¹Carleton University, Canada; ²University of Victoria, Canada

Abstract:

This is a follow-up study on the effects of task repetition (TR) – repeating the same or slightly different task - on L2 development. TR is viewed as potentially beneficial to L2 acquisition because it can improve not only comprehension but also learner fluency, grammatical and lexical complexity, and accuracy (Long, 2015). Most research examining TR has used two-way rather than one-way tasks. Although two-way tasks are considered to promote more interaction, one-way tasks have been shown to stimulate more output modifications (e.g., Iwashita, 2001). When planned, one way-tasks have also been suggested to lead to more fluent and complex language (e.g., Skehan & Foster, 1997). In an earlier study, we provided a within-group analysis of the effects of one-way task repetition when the same learners performed the task twice. The results were encouraging, showing improvements on learners' both accuracy and fluency. In this study, we examined these effects experimentally with two groups of learners. The experimental learners (n=26) recorded a 5-minute presentation on a topic of their choice. They performed the task twice. First, they presented the task to the whole-class, reflected on their performance in terms of language and format quality, and received teacher's feedback. Four weeks later, they produced a second recording and reflected on it. The control group (n=26) delivered a 5-minute presentation before a class but did it once without reflecting on their performance or receiving teacher feedback. The recordings for both groups were rated on five rubric-determined traits by the teacher and two independent raters; the scores were compared between groups. The reflections were analyzed using discourse coding techniques (Saldana, 2016). The results revealed benefits for TR and reflection during TR for the experimental group, confirming the importance of TR in EAP contexts and the need for learner reflection in learner task performance and outcome.

Brief Summary:

This is a follow-up study on the effects of TR in planned one-way tasks performed by two groups of EAP learners and the role of learner reflection during TR on their overall task improvement. The results revealed fluency and accuracy-based benefits for TR and a positive role for reflection on performance.

9:10am - 9:40am, RB 1201

The role of TR in the development of FL and fluency

Yana Lysiak, Eva Kartchava, David Wood

Carleton University, Canada

Abstract:

This study explored the impact of the task repetition (TR) – “repetitions of the same or slightly altered tasks” (Bygate & Samuda, 2005, p. 43) – on the development of formulaic language (FL) – prefabricated multiword units that are “stored and retrieved whole from memory at the time of use” (Wray, 2002, p. 9) - and perceived L2 speech fluency gain, with fluency defined as native-like ability in the L2. While there is a consensus that FL is fundamental to spoken language and facilitates fluent speech (Wood, 2015) and that TR can lead to L2 fluency development (Van de Guhte, Braaksma, Rijlaarsdam & Bimmel, 2016), it is not clear whether TR alone can yield gains in the FL use and fluency. This is especially the case with investigations in the EAP context that tend to focus on the development of writing and grammar abilities, not on speaking skills (Barnard & Scampton, 2008).

To investigate the effectiveness of TR in the development of FL use and perceived fluency gain, two versions of oral presentations delivered by 10 Mandarin Chinese L1 learners of English as part of their EAP course requirement were studied for instances of FL use and rated for fluency. Students were free to choose the topic for their presentation but had to repeat the task twice, four weeks apart. While the FL analysis was done using the Wray and Namba's (2003) checklist, fluency was measured as a function of such temporal variables of speech as: (1) rate of speech, (2) length of runs, and (3) pauses/hesitations (Wood, 2015). To ensure objectivity, three independent English native speaking raters assessed a representative portion of the presentations. The results indicate that TR led to significant gains in fluency and promoted an increased use of and variety in FL. Pedagogical implications are discussed.

Brief Summary:

This study explored the effect of task repetition on the development of formulaic language and perceived fluency gain without any pedagogical intervention analyzing the oral presentations of 10 Chinese EAP students. The results indicate significant gains in fluency and the increased use and variety of formulaic sequences.

TBLT in Contexts

9:10am - 9:40am, RB 3110

Task-based language learning outside the language classroom?

Marieke Vanbuel, Kris Van den Branden

Centre for Language and Education, KU Leuven, Belgium

Abstract:

Science classes provide excellent opportunities to stimulate pupils' language proficiency in a task-based manner: There is a meaningful, non-linguistic outcome to each lesson and in order to attain it, pupils need to use language (Van den Branden, 2006). In Flanders, the Dutch-speaking part of Belgium, the Flemish government's education policy explicitly asks every teacher to be aware of the linguistic pitfalls that students can struggle with during classes. Every teacher needs to pay specific attention to the complexity of their language of instruction in all courses.

In this presentation, we discuss the effectiveness of six science (world orientation) classes taught by six different 1st, 4th and 6th grade elementary school teachers from three multi-cultural Flemish schools. Following Vandommele, Van den Branden & Van Gorp (2018) we selected four of Long's (2009; 2014) Methodological Principles (MPs) that are considered key features of effective instruction and key principles of TBLT at the same time, in order to assess the effectiveness of each class. In particular, we examined whether the teachers 1) provided rich (not impoverished) input and opportunities for output (MP4), 2) promoted cooperative collaborative learning (MP9), 3) provided negative feedback (MP7), and 4) focused on form (MP6). All lessons were audio- or video-recorded. All principles were rated separately on a five-point Likert scale ranging from 'this principle never features in the teacher's behavior' to 'this principle is systematically present'. Both quantitative and qualitative data are used to illustrate our findings.

Brief Summary:

This study discusses the effectiveness for language development of six science classes taught by six different elementary school teachers from three multi-cultural schools. It examines to what extent four of the key principles of TBLT are present and in which ways they occur.

Technology-mediated TBLT

8:35am - 9:05am, RB 3201

The Multimodal Effects of Voice-based Asynchronous Technology-mediated Academic Speaking Tasks

Soroush Sabbaghan, Murray Peglar, M. Gregory Tweedie

University of Calgary, Canada

Abstract:

Delivering online support for oral communication, essential for academic success in English for Academic Purposes [EAP] speaking/listening courses, presents challenges. Research points to lack of sufficient opportunities to practice acquired language, and limited feedback on students' performance. This study of learner beliefs investigated the use of a voiced-based, asynchronous, technology-mediated tasks (ATMT) system in assisting development of academic speaking. This innovation has two benefits. It offers students more practice and better feedback via individualized written and video feedback (veedback). Researchers used a practitioner-enquiry methodology involving several cycles to improve system effectiveness. Data analysis incorporated instructor qualitative/quantitative assessments of performance; instructor inter-rater reliability; independent rater assessments; speaking confidence surveys; and 14 student interviews. Quantitative analysis indicated ATMT produced overall gains in accuracy and intelligibility, but not fluency. Analysis of speaking confidence surveys suggested that ATMT does not increase student confidence globally. However, interviews noted the system helped students become more confident in question-asking. Participants' qualitative comments indicated perceptions of improved speaking competencies because feedback was individualized, therefore, more applicable. Comments also noted veedback as more effective than written feedback due to oral modelling. Findings provide new insights into practicalities and affordances of the ATMT system in EAP.

Brief Summary:

A Canadian university has developed a series of technology-mediated academic speaking tasks offering individualized writing and video asynchronous feedback. Quantitative and qualitative data analysis show overall gains in accuracy and intelligibility, but not fluency. Participants also noted video feedback to be more effective than written feedback due to oral modelling.

9:10am - 9:40am, RB 3201

TASKS, TECHNOLOGY & THE L2 CLASSROOM: INVESTIGATING THE EFFECTS OF DIGITAL STORYTELLING ON LEARNERS' ORAL PRODUCTION

Juliane Regina Treviso¹, Raquel Carolina Ferraz D'Ely²

¹Universidade do Estado da Bahia (UNEB), Brazil; ²Universidade Federal de Santa Catarina (UFSC), Brazil

Abstract:

While the interest increases among researchers into unveiling the potentials of integrating digital technology into different L2 environments as a way to enhance SLA, for instance, plenty of questions still remain unanswered (González-Lloret & Ortega, 2014). In an attempt to merge tasks and technology into the L2 classroom, this study investigated the impact of a task cycle with digital storytelling on L2 learners' oral production. Participants were undergraduate learners, future EFL teachers (L1 Portuguese) from an intact classroom of a public university in the northeast of Brazil. The three-week experiment gathered speech data through pre and post-tests using Whatsapp, in three different moments. Qualitative data from seven online questionnaires were also collected throughout the experiment to understand participants' perceptions of the entire process. Assessment of productions encompassed a quantitative analysis of nine measures pertaining the traditional speech dimensions in task-based research: complexity, accuracy, fluency, and lexical density (Skehan, 2003). In addition, the digital stories produced were analyzed considering their communicative adequacy (Pallotti, 2009). Preliminary results have shown no statistically significant difference on L2 performance in post-tests, which might be explained by the short experimental time and small sample size, among other aspects. Nevertheless, gain scores revealed a positive change in most post-test productions for accuracy, fluency and lexical density. Learners' reports also indicated digital skills may have been fostered, together with perceived instances of awareness raising, noticing gaps in speech and focus on form, possibly

triggered by task repetition (Bygate, 2001). Overall, the study suggests a modest effect of digital storytelling tasks on Brazilian L2 learners' oral production, with implications for L2 pedagogy. It also reinforces the need for further studies that account for the possibilities (and implementation challenges) of integrating technology-mediated tasks in L2 classrooms, especially with underresearched populations.

Brief Summary:

This classroom-based study investigates the effect of a digital storytelling task cycle on L2 learners' oral production. Data from three moments were analyzed using CALF. Results suggest gains in post-test productions, opportunities to focus on form, develop autonomy and new sets of skills through multimodal storytelling tasks.

Needs Analysis in TBLT

8:35am - 9:05am, RB 3202

Miscommunication in Maritime English: Insights from a Task-Based Needs Analysis

Nicole Ziegler

University of Hawaii, United States of America

Abstract:

Over the last thirty years, the modern maritime industry has experienced steady growth, which has led to the development of a global labor market comprised of mariners from a wide variety of cultural and linguistic backgrounds. Currently, over eighty percent of all the world's crews are multi-national, with the common language spoken on board unlikely to be the native language of the majority of crew (SIRC). Although there are a variety of factors that can affect the ability of the crew to ensure the safety of the vessel, poor communication is a major contributing factor in the occurrence of an accident (Pyne & Koester, 2005; Sampson & Zhao, 2003; Trenkner, 2007; Ziarati, 2006, 2009). In recognition of the need for improved communication, a simplified and highly technical version of Maritime English (ME) was developed to serve as the lingua franca for mariners of varying linguistic backgrounds and proficiencies. However, lack of training in the use of ME, as well as inadequate proficiency levels of second language (L2) speakers, continues to negatively impact maritime interactions.

This presentation discusses the results of a multi-source and multi-method (Long, 2005) task-based needs analysis of the linguistic and pragmatic needs of users of ME. Data sources include learners and domain experts, including pilots, masters, crew, and shipping management companies, as well as administrators and instructors at maritime institutions. Open- and closed-ended surveys were administered to a broad range of stakeholders, including professional mariners, management personnel, and educators, in order to gather information regarding the linguistic and pragmatic needs of the maritime industry, as well as the perceived causes of miscommunication. Participants' perceptions were further explored and triangulated through unstructured and semi-structured interviews. Observations of bridge interactions were also conducted. The presentation will conclude with a discussion of the ongoing development of a task-based ME course.

Brief Summary:

Crews in commercial shipping are more culturally and linguistically diverse than ever before, leading to increased miscommunication at sea. This presentation reports on a needs analysis of the linguistic and pragmatic needs of users of Maritime English, including a discussion of the ongoing development of a task-based ME course.

9:10am - 9:40am, RB 3202

Needs Analysis for Narrow Context ESP Task Design

Gregory Rouault

Tezukayama Gakuin University, Japan

Abstract:

An analysis of the target language situation is often seen as the principal framework behind the development of authentic tasks for English for Specific Purposes (ESP) courses (Samuda & Bygate, 2008). Understanding the needs of the learners and the expectations of multiple stakeholders is paramount in designing effective training initiatives. This paper outlines a multilayered needs analysis (NA) and the rationale used in developing a task-based program to train International volleyball referees in ESP. In this context, the trainees were in-service content experts who lacked competence in the target language. In conducting the NA, it was critical to uncover the exchanges that occur among the participants active in the communication network. An in depth examination of the required interactions profiled a sequence of events as critical moments for target language performance which Ellis (2003, p. 346) defines as "the situations in which the language will be used and the communicative purposes it will be put to." These were used to outline a slate of communicative events that trainees would be required to manage to gain acceptance in the discourse community. The information gathered in the NA provided a basis for organizing content and developing materials and tasks to address the course aims and objectives for productive output. The primary outcome of the needs analysis was a blend of practical tasks for face-to-face interactive workshops and autonomous self-study materials reflecting the authentic tasks candidates must be able perform outside the classroom. Course evaluation feedback from the participants has been favorable on the NA based on the relevance and accountability (Long, 2015) as well as the face validity of the language training and communicative tasks. Although drawn from a narrow field of ESP, the approach to NA taken is highly adaptable for effective program development in other specialized task contexts.

Brief Summary:

English for Specific Purposes (ESP) courses require a more complex view of needs analysis (NA) to uncover the critical moments for language performance. This presentation details the structure of a multilayered NA used to arrive at a comprehensive description of the target context tasks demands, in a narrow context.

Tuesday, August 20, 2019: 11:25am - 1:40pm

Task repetition

11:25am – 11:55am, RB 1201

The effects of blocked and interleaved task repetition on fluency development

Yuichi Suzuki

Kanagawa University, Japan

Abstract:

Task repetition plays an important role in fluency development in L2 speaking skills (e.g., Bygate, 2018). The current study explores optimal scheduling of repeated task practice for fluency development. A body of cognitive psychology research (e.g., Kang, 2016) has demonstrated that interleaved repeated practice, wherein multiple target points are intermixed (e.g., ABCACBCAB), results in more learning and retention of knowledge and skills than blocked practice, wherein learners practice one target point at a time (e.g., AAABBBCCC). Despite the potential pedagogical values, there is no systematic investigation into optimal task sequencing in the TBLT literature.

In the current study, 54 EFL learners performed three oral narrative tasks of six-frame cartoons on each day for three consecutive days. They engaged in this task repetition treatment under either blocked (e.g., Day1: Cartoon A-A-A, Day2: B-B-B, Day3: C-C-C) or interleaved schedule (e.g., Day1: Cartoon A-B-C, Day2: A-B-C, Day3: A-B-C). A pretest and an immediate posttest were also narrative tasks of six-frame cartoons, but they involved different stories from the treatment tasks, in order to measure transfer of fluency improvement to different content of the same task type.

Data collection has already been completed, and the speech data are currently being analyzed in terms of speed fluency (e.g., mean syllable duration), breakdown fluency (e.g., mean length of silent pauses within/between clauses), and repair fluency (e.g., number of repetition). ANCOVAs will be conducted to compare the effects of schedules (blocked vs. interleaved) with pretest performance and L1 speech fluency (controlling for personal speaking styles) as covariates.

Based on the findings from cognitive psychology research, it is predicted that interleaved repetition will lead to more fluency development than blocked repetition. However, the exact same repetition within the same day (i.e., blocked practice) may be more conducive for fluency development or proceduralization (De Jong & Perfetti, 2011).

Brief Summary:

The present study compared the effects of blocked and interleaved task repetition on fluency development. EFL learners engaged in oral narrative tasks for three days under the blocked (Day1: AAA, Day2: BBB, Day3: CCC) or the interleaved schedule (ABC-ABC-ABC). Their fluency development was measured by transfer speaking tasks.

12:00pm - 12:30pm, RB 1201

Investigating the dynamic co-development of complexity, accuracy, fluency, and communicative adequacy in college-level Japanese-as-a-foreign-language classrooms

Tatsushi Fukunaga

University of Rhode Island, United States of America

Abstract:

Although much research has reported the effectiveness of task repetition on oral performance (Bygate, 2018), few studies have investigated its effectiveness on writing performance (Manchón, 2014), especially in languages other than English. For instance, Nitta and Baba's (2014) longitudinal study revealed that EFL undergraduates considerably progressed their syntactic complexity and lexical aspects through repeating a timed writing task but not fluency. It remains unclear, however, whether and how L2 learners develop their grammatical accuracy and communicative adequacy (Pallotti, 2009).

To address these issues, this longitudinal study explored the dynamic co-development of CAF measures arising through repeated iterations of writing tasks over one academic year. This study employed two different types of writing tasks: descriptive and argumentative essays. The research participants were 15 Japanese-as-a-foreign-language (JFL) learners who were enrolled in an intermediate-level course at an American university. After receiving the topics, the participants were required to write on the topic they chose for 15 minutes.

An analysis of 420 compositions (each essay type × 14 times) showed that the JFL learners statistically significantly improved overall complexity (i.e., mean length of sentence), subordination complexity (i.e., S-nodes per T-unit), and fluency (e.g., number of *bunsetsu*) during the study period. The dynamic systems approach (Verspoor & van Dijk, 2011) also unraveled the developmental trajectories of how different variables interacted throughout the measurement period. Despite nonsignificant differences in grammatical accuracy measures, the process of L2 writing development showed fluctuations, demonstrating that the improvements in syntactic complexity seemed to have caused many grammatical errors temporarily. Finally, the learners' compositions, which were also assessed qualitatively by two native Japanese speakers in terms of the readability, indicated the significant improvements in communicative adequacy. This study was the first attempt to provide insights into the year-long L2 writing development of JFL learners.

Brief Summary:

This longitudinal study explored the dynamic co-development of CAF measures arising through repeated iterations of writing tasks over one academic year. Fifteen Japanese-as-a-foreign-language learners' compositions ($n=420$) were also assessed qualitatively by native Japanese speakers to examine whether and how the learners developed their communicative adequacy over the period.

12:35pm - 1:05pm, RB 1201

Spacing effects on L2 task repetition

Gavin Bui¹, Mohammad Javad Ahmadian²

¹The Hang Seng University of Hong Kong, Hong Kong S.A.R. (China); ²University of Leeds

Abstract:

This study aimed to explore task repetition (TR) under five performance conditions with different intervals between the initial and repeated performance. 71 adult learners of English as a second language performed a picture description task and, in their randomly assigned groups, repeated the same, unanticipated task with either no interval (immediate repetition), a one-day, a three-day, a one-week, or a two-week interval. Performance was assessed using a range of measures which capture the three dimensions of complexity, accuracy, and fluency (CAF). Results showed that, overall, TR had a positive effect on L2 performance regardless of the length of intervals. Spacing appeared to mediate the effects of TR in terms of fluency and structural complexity with speed fluency benefitting most from immediate or small intervals between initial and repeated performances. Structural complexity and repair fluency scores were higher with an interval of one week between performances. Theoretical and pedagogical implications will be provided based on the findings.

Brief Summary:

This research investigates spacing effects on task repetition with five interval conditions between the initial and the repeated tasks among 71 L2 learners of English. The results show that spacing conditions influence fluency and complexity but not accuracy or lexical complexity performance in task repetition.

1:10pm - 1:40pm, RB 1201

Immediate task repetition as task planning

Qiaona Yu

Wake Forest University, United States of America

Abstract:

When investigating how cognitive task complexity affects language output, of the less-operated resource-dispersing dimension variables, planning has been mostly discussed. The time interval between two enactments of task performance can vary from as little as a few hours to that of weeks or even months. However, in a tightly scheduled classroom setting or in a test administration context, often it is neither applicable nor authentic to provide substantial planning.

This study introduces *immediate task repetition* as a way to operationalize the *task planning* variable. When compared with task repetition across a semester, immediate task completion partly improves the authenticity of long interval task repetition and can also function as self-assessment and self-correction. L1 and L2 Chinese speakers ($N=115$) were instructed to retell a story in Chinese (V1) after watching a short video narrated in English. V1 was immediately followed by another task in which the participants for a second time retold the same story without watching the video clip again (V2). The results first show that an almost equal number of participants increased their language complexity as those who decreased their complexity. Second, a repeated measures analysis suggests that immediate task repetition lowered learners' communication anxiety and improved their self-perceived performance regardless of their actual performance along with task repetition. Third, in a retrospective survey administered to participants upon their completion of both V1 and V2, it was noted that different concerns were addressed by different proficiency groups. Lower proficiency speakers were found to be struggling with linguistic items, higher proficiency speakers grappled with more precise language and better expressions, and native Chinese speakers focus on not missing any information from the video. This clearer picture of the concerns across proficiency levels provided more applicable insights regarding immediate task repetition in a classroom teaching context.

Brief Summary:

This study introduces *immediate task repetition* as a *task planning* variable. The results suggest that immediate task repetition lowered learners' communication anxiety and improved learners' self-perceived performance regardless of their actual performance. A retrospective survey addressed different concerns across proficiency groups and it also provided applicable insights for classroom teaching.

Focus on Form/ Corrective Feedback

11:25am – 11:55am, RB 3110

Task repetition in writing as mediated by written corrective feedback and proficiency

Alberto J. Sánchez¹, Rosa M. Manchón¹, Roger Gilabert²

¹University of Murcia, Spain; ²University of Barcelona, Spain

Abstract:

Task Repetition (TR) has attracted considerable attention in TBLT theoretical and empirical research agendas (Ahmadian & Tavakoli, 2010; Bygate, 1996, 2001, 2006; Bygate & Samuda, 2005; Gass et al., 1999; Hawkes, 2010; Kim & Tracy-Ventura, 2013; Lynch & Maclean, 2000; 2001) and a new book on the issue has just been published (Bygate, 2018). However, TR in writing has received minimal attention (Nitta & Baba, 2014, 2018, for notable exceptions) despite the claims that TR effects may vary across modalities (e.g. Manchón, 2014), especially bearing in mind the role that written corrective feedback (WCF) may play in TR in the environment of writing. More generally, it is also an empirical question whether or not TR effects may be mediated by proficiency (Mojavezi, 2013). Attempting to advance research in these domains, our study focused on (i) the effects of TR in writing with and without the availability of different types of WCF and (ii) the potential proficiency-dependency of any observed effects.

52 participants at different proficiency levels (High n=25;Low n=27) were distributed in four experimental conditions i.e. no feedback (G1: H n=7;L=8), self-correction (G2: H n=6;L n=5), direct WCF (G3: H n=6;L n=7) and indirect WCF (G4 H n=6;L n=7). All groups performed a decision-making task (Gilbert, 2005) (day 1) and repeated the task a week later (day 8) under unlimited-time conditions. Additionally, G2, G3 and G4 completed an in-between session (day 4) where they were asked to analyse the WCF provided on errors in their compositions (G3&G4) or to self-correct them (G2).

ANOVA tests showed a significant effect for TR on lexical complexity, fluency (for who did not receive and process WCF) and accuracy (for direct and indirect WCF groups). These findings will be interpreted from the perspective of what they add to previous research on both TR and WCF processing.

Brief Summary:

Task repetition (TR) has become a key issue receiving notable scholar attention in SLA-oriented research recently where it is generally agreed that it may be conducive to L2 development. This study is a pioneer attempt to analyse the effects of TR in writing as mediated by written corrective feedback and proficiency.

12:00pm - 12:30pm, RB 3110

Insights from TBLT to motivate instruction that improves outcomes on students' texts

Hedy McGarrell

Brock University, Canada

Abstract:

Insights from Written Corrective Feedback (WCF) teachers provide on language errors in developing writers' texts suggest that WCF is unsatisfactory: teachers continue to spend many hours correcting recurring problems (e.g., Crosthwaite, 2018). A study was designed to draw on TBLT principles to engage developing writers in techniques that promote their ability to proof-read their own work through tasks that promote consciousness-raising and noticing (Schmidt, 1990). The proposed presentation reports on the hypothesis that teaching L2 writers' self-editing skills through tasks leads to fewer recurring errors in their subsequent texts. A pre- and post-test design was used to examine the research question in two parallel process-based writing classes that provided a treatment and a control group. Both groups followed the same syllabus and received the same type of teacher commentary. All participants wrote the same pre- and post-test in weeks 1 and 11 of a 12-week program, but only the treatment group received explicit instruction in and practice of editing skills over a period of ten weeks. The control group spent the corresponding amount of time on revising their texts. Results show that overall, members of the treatment group performed significantly better on the post-test compared to the control group. Individually, all texts from the treatment group contained fewer errors in the post-test compared to the pre-test but not in those from the control group. Discussion of implications for theoretical and practical consideration for SLA and L2 writing will conclude the presentation.

References

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Brief Summary:

Research shows that L2 writing teachers spend many hours giving their students Written Corrective Feedback (WCF) on language errors, effectively training their student to view teachers as proof-readers. This presentation reports on a study that used TBLT principles to develop writers' ability to identify errors for improved accuracy.

12:35pm - 1:05pm, RB 3110

Drawing on multilingual repertoire during collaborative writing tasks: The case of L3/n learners

Caroline Payant, Véronique Fortier, Gladys Jean, Zeina Maatouk

Université du Québec à Montréal, Canada

Abstract:

From a cognitive-interactionist perspective, researchers have demonstrated that tasks promote L2 development (Kim, 2015). Research has primarily examined task-based teaching in L2 learning contexts. Although there is an increased interest in third/additional language (L3/n) learners (De Angelis, Jessner, & Kresić, 2015; Jessner, Megens, & Graus, 2016), TBLT researchers have seldom examined how multilingual learners draw on their entire repertoire during task-based interaction. To fill this gap, we examined how collaborative writing tasks create opportunities for L3/n learners to reflect on languages through their native and non-native languages.

L3/n learners of English (n=16) completed two collaborative tasks in a laboratory setting which targeted question formation and past tense constructions. On Day 1, learners collaboratively developed a survey, eliciting Canadians' opinion on the legalization of cannabis. Before Day 2, the research team compiled responses to the questionnaire from volunteers (N=10). On Day 2, participants created a collaborative written report based on the responses. Learners also completed a post-task on Day 1 and Day 2 which were designed to foster metalinguistic discussions. The researchers therefore read their written output, underlined erroneous and accurate structures, and asked that they discuss these structures and, if necessary, provide corrections.

Dyadic conversations were audio-recorded and analyzed for language-related episodes (LREs), namely instances where the learners questioned their language use. To measure language development, participants completed production (i.e., error identification/question-completion) and receptive (i.e., grammaticality judgment) pre- and post-tests. Interaction and L2 performance were measured for all learners and results indicate important differences in terms of LREs (focus and language patterns) for L3/n

learners from different linguistic backgrounds. Pedagogical implications for L3 learners and task-based language teaching will be discussed.

Brief Summary:

Second/foreign language classrooms around the world are welcoming learners with increasingly diverse linguistic profiles. This study looked at how learners with L3/n learning experiences draw on their linguistic repertoire during collaborative writing tasks. Practical implications for the use of tasks in classrooms with multilingual learners emerge.

1:10pm - 1:40pm, RB 3110

The effects of different types of peer written corrective feedback on attention to form in telecollaborative tasks

Diego Cortés Velásquez¹, Elena Nuzzo²

¹California State University, Long Beach, USA; ²Università degli Studi Roma Tre

Abstract:

In the growing body of literature devoted to students' L2 development through online interaction with peers, several studies have focused on the value of having learners actively reflect on language form in telecollaborative exchanges (for ex., Sotillo, 2005; Ware & O'Dowd, 2008). However, the relationship between peer feedback and attention to form within the context of intercultural exchange has not been fully explored yet (Lee, 2011). The present study is aimed to investigate the role of peer written corrective feedback (WCF) within this context. More specifically, we want to observe which WCF type is more effective in promoting attention to form when the students provide oral explanations about the written feedback they gave.

In the context of a telecollaboration project between Italian students of English and US students of Italian, participants were given a set of tasks, including that of providing WCF on three texts produced by the partner in the target language. The participants were divided into two groups. In the first group, each student was required to replace the wrong forms with the correct ones on the partner's text (direct WCF), whereas in the second group they had to signal the errors and give metalinguistic explanations, without providing the correct forms (indirect WCF + metalinguistic information). In both groups the students discussed with the partner once the text with the feedback had been returned.

A total of 12 feedback exchanges (6 in English and 6 in Italian) of about 30 minutes each were analyzed with regards to the production and resolution of language-related episodes. Preliminary results indicate that students in the second group engaged in longer and richer form-negotiation sequences, thus suggesting that indirect WCF + metalinguistic information is more likely to promote active reflection on language form in the context of peer online interaction.

Lee L. (2011), Focus-on-form through peer feedback in a Spanish–American telecollaborative exchange, *Language Awareness* 20(4): 343-357.

Sotillo S.M. (2005), Corrective feedback via Instant Messenger learning activities in NS-NNS and NNS-NNS dyads, *CALICO Journal* 22(3): 467-496.

Ware P. & O'Dowd R. (2008), Peer feedback on language form in telecollaboration, *Language Learning & Technology* 12(1): 43-63.

Brief Summary:

The present study aims to investigate the role of peer written corrective feedback within the context of a telecollaboration project. More specifically, we want to observe which WCF type is more effective in promoting attention to form when the students provide oral explanations about the written feedback they gave.

Motivation & Affect

11:25am – 11:55am, RB 3201

Oral interaction in the EFL classroom: The effects of instructional focus and task type on learner affect

Eline van Batenburg

Amsterdam University of Applied Sciences, Netherlands, The

Abstract:

Even L2 learners with good language ability do not automatically engage in L2 interactional encounters. Affective factors, such as speakers' willingness to communicate (WTC), self-confidence and enjoyment of oral interaction play an important role in this (e.g. Dewaele & MacIntyre, 2014; MacIntyre, 2002). Little is known, however, about the effects of different instructional approaches on learner affect in oral interaction in the foreign language classroom. In a randomized experiment with Dutch pre-vocational learners ($N = 147$), we evaluated the effects of three newly developed instructional programmes for English as a foreign language (EFL). These programmes differed in instructional focus (form-focused vs interaction strategies-oriented) and type of task (pre-scripted language tasks vs information gap tasks). Multilevel analyses revealed that learners' enjoyment of EFL oral interaction was not affected by instruction, that WTC decreased over time, and that self-confidence was positively affected by combining information gap tasks with interactional strategies instruction. In addition, regression analyses revealed that development in learners' WTC and enjoyment did not have predictive value for task achievement in EFL oral interaction, but that development in self-confidence did explain task achievement in trained interactional contexts.

- Dewaele, J.–M., & MacIntyre, P. D. (2014) The two faces of Janys? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237–274.
- MacIntyre, P. D. (2002). Motivation, anxiety and emotion in second language acquisition. In P. Robinson (Ed.), *Individual differences and instructed language learning*, Vol. 2 Philadelphia/Amsterdam: John Benjamins, pp. 45–68.

Brief Summary:

Research into the effects of three instructional EFL oral interaction programmes designed for pre-vocational learners in grade 9 ($n=147$) on learners' self-confidence, enjoyment and willingness to communicate revealed positive effects of condition on learners' self-confidence. In turn, only self-confidence was found to predict task achievement in dialogic speech tasks.

12:00pm - 12:30pm, RB 3201

Task motivation and its relationship to L2 motivation

Qiong Wang

The University of Auckland, New Zealand

Abstract:

Recently there has been a surge of interest in the role of individual difference variables, e.g., motivation in second language (L2) learners' task performance (e.g., Robinson, 2001, 2011). However, few studies have attempted to distinguish L2 learners' motivation related to tasks from the general motivation to learn English (e.g., Dörnyei, 2002). This paper presents a study to explore what task motivation is comprised of, and then to investigate its relationship to L2 motivation.

A video narration task was completed by 96 university students. They also completed a L2 motivation questionnaire adapted from Taguchi, Magid, and Papi (2009) and You and Dörnyei (2014), and a task motivation questionnaire based on in-depth interviews with 37 university students. As regards data analysis, first of all the underlying constructs of task motivation were determined by exploratory factor analysis. Then, to investigate whether task motivation is distinguishable from L2 motivation, the composite data of task motivation and L2 motivation were also subject to exploratory factor analysis. Finally a motivation model was attempted through structural equation modelling.

The results revealed the underlying constructs of task motivation. It was also found that task motivation and L2 motivation were conceptually distinct constructs, implying the need to distinguish task motivation from L2 motivation in future TBLT research. Structural equation modelling corroborated the results of the exploratory factor analysis. A hierarchical model of task motivation was built with satisfactory fit indexes, as was a model of L2 motivation. However, there was no evidence to indicate that task motivation and L2 motivation should be combined in a larger model. Based on the findings, this paper proposes suggestions to increase L2 learners' task motivation, and argues for the need to adopt a contextualized approach that investigates motivation in relation to L2 learners' task-based learning activities.

Brief Summary:

This paper aimed to explore the underlying constructs of task motivation, and its relationship to L2 motivation. Task motivation was measured by a questionnaire developed on the evidence of interviews with university students. The results of structural equation modelling indicated that task motivation and L2 motivation were conceptually distinct constructs.

12:35pm - 1:05pm, RB 3201

Can't stop, won't stop: Learning through "flow" in TBLT

Christopher John Jacobs

Temple University, United States of America

Abstract:

Research has shown that "flow" maximises language learning (Hong et al., 2017). While in this state of flow, which has been described as the optimal experience, an individual is developing skills while fully focused on an enjoyable activity that is both challenging and accessible (Csikszentmihályi, 1975, 1990, 2005). Given its potential, SLA researchers have begun to investigate how task design can promote flow. These studies have revealed that two types of activities tend to generate the most flow: authentic tasks that mimic real-world situations and competitive games (Aubrey, 2017; Egbert, 2003; Hong et al., 2017; Zuniga, 2017). However, such SLA flow research is scarce and exploratory, and more studies are certainly warranted.

To expand this line of research, this study seeks to determine which language class activities generate flow and how. One hundred North American undergraduate, intermediate level (estimated CEFR B1) students of French, Italian, German, and Spanish completed a questionnaire about their lifetime language-learning experiences. First, the participants rated a list of activities on perceived overall flow. Next, they rated the same activities on four key flow components: enjoyment, focused attention, positive challenges, and control. And finally, they answered open-ended questions about salient language-class experiences.

The preliminary results show that authentic tasks and games tend to generate the most flow, while also revealing noticeable individual learner differences. Furthermore, these results show that of the four flow components considered, enjoyment best predicts flow. This study suggests that in order to maximise opportunities for learning through flow, language teachers would do well to choose activities that students enjoy. While these tend to be authentic tasks and games, it is also important to keep individual learners' differences in mind and to include activities for each learner.

Brief Summary:

Research shows that "flow" maximises language learning. While in a state of flow, which is often called the optimal experience, a person develops skills while fully focused on an enjoyable, accessible, and clearly-defined task. This study of university students' lifetime language-learning experiences explores how to maximise learning opportunities through flow.

1:10pm - 1:40pm, RB 3201

Motivation among young EFL learners: Comparing pair and individual work with a dictogloss

Ahurtzane Azkarai¹, Marta Kopinska¹, Ainara Imaz Agirre²

¹University of the Basque Country (UPV/EHU), Spain; ²Mondragon University (MU), Spain

Abstract:

Motivation has been shown to be a crucial variable for successful L2 acquisition (Doiz, Lasagabaster & Sierra, 2014; Dörnyei, 2009). Research has shown that L2 learners may display different attitudes towards distinct tasks, which in turn might affect their active engagement (Dörnyei & Kormos, 2000). However, research on motivation from a task-based perspective and with young learners (YLS) is scarce (Muñoz, 2017), more so with tasks that require a written component (such as dictogloss), which have been claimed to provide more opportunities for L2 development than oral tasks (García Mayo & Azkarai, 2016), and with tasks carried out collaboratively, which have been shown to provide more opportunities for L2 learning than individual work (Storch, 2013).

This study explores the motivation of a group of 64 Spanish EFL learners (age: 11-12), (motivation understood as "the combination of effort plus desire to achieve the goal of learning the language" plus positive attitude towards such action (Gardner, 1985: 10)). They carried out the same dictogloss (Wajnryb, 1990) individually (week 1 and 3-twice) and in pairs (week 2-once), and completed a motivation questionnaire (MQ) - based on Doiz *et al.* (2014)- twice, before the first performance and after the last one. The MQ consisted of 32 items (Likert-scale) regarding pupils' motivation and attitudes towards learning English, the dictogloss and their preferences for individual vs. pair-work, among others.

The main findings showed that their motivation to learn English while engaged in the dictogloss increased significantly from the first time they completed the MQ to the second time while their anxiety levels lowered. Moreover, the children preferred to work collaboratively, although they claimed working individually provided them with more opportunities to learn English. These findings will be further discussed in light of the impact of task-based collaborative work on EFL YLS' motivation.

Brief Summary:

This study explores the motivation of EFL young learners when working on a dictogloss task individually and in pairs, by means of a motivation questionnaire including 32 items regarding motivation towards English, dictogloss, and individual/ pairwork, among others. These students' motivation increased, and they preferred pairwork over individual work.

Needs Analysis and TBLT

11:25am – 11:55am, RB 3202

Task-based needs analysis for an EAP hybrid course

Huy Van Phung

University of Hawai'i at Manoa, United States of America

Abstract:

This presentation reports on a needs analysis project to develop a hybrid EAP course at an American university. The study is situated in the task-based language teaching framework for every aspect of course development, implementation, and evaluation (Long, 2014) and employs the mixed methods research (MMR) design to allow the sophisticated combination of data from different sources (Brown, 2014; Johnson, Onwuegbuzie, & Turner, 2007). Multiple sources of information have been collected for this project. First, published and unpublished materials including journal articles, in-house reports on EAP were retrieved and analyzed. Second, syllabi from both previous EAP and major courses, meeting minutes, memos were utilized for the analysis. Third, past and current EAP students were consulted to provide insider knowledge of academic tasks they usually perform in their programs. EAP program directors, coordinators, instructors, and NA specialists have been requested to provide feedback on the project through biweekly meetings, teacher meetings, and graduate-level courses. Overall, the study indicates that students have diverse needs and different academic skills are needed for different disciplines. However, **the convergence of findings from different sources and methods suggests note-taking**, academic writing, and presentation-giving which subsumes several skills such as critical thinking, summary, synthesis, and evaluation are the most frequently mentioned throughout the study. The power of MMR for future NA studies and how the findings are used for the subsequent course design in terms of student learning outcomes, task sequencing, and task assessment will be discussed and demonstrated.

Brief Summary:

This presentation reports on a needs analysis project to develop a hybrid EAP course at an American university. The findings are used for the subsequent course design in terms of student learning outcomes, task sequencing, and task assessment will be discussed and demonstrated.

12:00pm - 12:30pm, RB 3202

Task-Based analysis of discourse: A case for teaching English for a specific military purpose

Kichan Park¹, Scott Thornbury²

¹University of Maryland College Park, United States of America; ²U.S. Naval War College

Abstract:

With the increased demand for accountability in education, institutions are increasingly required to provide *English for Specific Purposes (ESP)* programs. Although TBLT suggests an effective approach to teaching ESP, ESP practitioners face a great challenge preparing for TBLT materials that could satisfy their learners' needs. This is really the case, in particular, when ESP practitioners' access to their learners' target domain is limited as it is in teaching *English for Occupational Purposes* programs. Considering the scarcity of the research on authentic oral data produced in professional domains in the ESP literature, this paper illustrates how TBLT materials for Korean Navy personnel were developed through task-based analysis of discourse and what types of information the analysis of discourse provided. To develop materials helping learners equip themselves with the ability to lead a guided tour of a navy warship in English, which was one of these learners' target tasks, two rounds of guided tours offered on a US destroyer were audio-recorded with the tour guides' permission. The corpus was then complemented with 16 videos of guided tours of US navy warships,

which were carefully selected on the Internet according to the criteria set taking account of the learners' specific needs. After that, this corpus was used to identify technical vocabulary and formulaic sequences required for successfully performing the target task. In addition, a complete set of model scripts for leading a guided tour of different parts of a Korean naval warship was developed through data mining of the established corpus. The comparison of the developed materials and the others which Korean Navy crew had been using when performing this target task in their workplace suggested that the analysis of discourse is beneficial for effective instruction since it offers useful information which cannot be provided by the material writers' or domain experts' intuition.

Brief Summary:

Although the first phase of needs analysis (identifying the learners' target tasks) has been carried out worldwide, the analysis of discourse, the second phase in task-based needs analysis, has been considered more difficult to perform. This study presents the procedure to perform an analysis of discourse for an ESP program.

12:35pm - 1:05pm, RB 3202

Task-Based needs analysis: Identifying communicative needs for study abroad students in Japan

Takehiro Iizuka

University of Maryland, College Park, United States of America

Abstract:

This study explores the communicative needs of summer study abroad students in Japan. Despite the growing popularity of Task-Based Language Teaching (TBLT) (Long, 2015), identifying target tasks through needs analysis (NA), which is an integral part of the approach, is often skipped by teaching professionals and curriculum designers (see e.g., Bryfonski & McKay, 2017; González-Lloret, 2014), potentially obscuring the benefits TBLT can offer. The present study focuses on this important yet less-explored stage of TBLT. U.S. study abroad students in Japan and their local host families were surveyed through semi-structured interviews and questionnaires. As an important practice of a valid and credible NA (see Serafini, Lake, & Long, 2015), the present study consulted multiple sources (students & host families) through multiple methods (interviews & questionnaires). More specifically, this study first explored students' needs through an open-ended procedure, in this case, interviews with samples of students and host families to obtain qualitative data, which informed the subsequent "closed" questionnaires. Then, the questionnaires were administered to the entire populations of students and host families to ascertain the generalizability of the findings of the interviews using quantitative data. The results revealed the learners' speaking-oriented immediate needs, as well as several important yet problematic tasks (e.g., reading food labels). The study also showed some discrepancies in perception of problems around homestay between students and local families due to cultural differences, which may have been solved if learners had been aware of them. The present investigation highlights the importance of NA for curriculum construction, calling for more frequent and systematic implementation of NA in the field.

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Serafini, E. J., Lake, J. B., & Long, M. H. (2015). Needs analysis for specialized learner populations: Essential methodological improvements. *English for Specific Purposes*, 40, 11–26.

Brief Summary:

This study explores the communicative needs of American study-abroad students in Japan by surveying them and their host families through interviews and questionnaires. The results revealed several important yet problematic tasks along with some discrepancies in perception of problems around homestay between students and local families due to cultural differences.

1:10pm - 1:40pm, RB 3202

A needs analysis to identify linguistic challenges of Austrian high school learners in science education

Johanna Taglieber, Corinna Pieber, Suzanne Kapelari, Wolfgang Dür, Barbara Hinger

University of Innsbruck, Austria

Abstract:

Outline

Content-specific language is seen as "the greatest obstacle in learning science" (Wellington&Osborne 2001) and researchers even compare it to foreign language acquisition (Rincke 2011). In Austria, students are required to use content-specific language appropriately in oral and written assessments. However, there exist few evidence-based materials to enhance students' language proficiency in science subjects. Therefore, this research project aims at transferring TBLT to science education and presents a needs analysis as a first step towards an appropriate task-design.

Research Question

What linguistic challenges do students face in their written school-leaving exam in science education in Austria?

Research Design

To specify the linguistic challenges Austrian students face in the written school-leaving exam in science education, this needs analysis after Serafini et al. (2015) draws on data gathered from various sources (curriculum, high school students, science teachers, external experts) using multiple methods. The exploratory mixed-methods design (Creswell 2003) includes qualitative semi-structured interviews (Bortz&Döring 2002) leading to quantitative online questionnaires (Bühner 2011).

A review of the curriculum identified 'pre-scientific papers' as a linguistically challenging task which is mandatory in the Austrian K12 school-leaving exam (BMUKK 2012/174). So far, 15 students were interviewed and described several linguistic challenges in pre-scientific writing. A qualitative content analysis according to Mayring (2014) generated categories which built a scaffold for the questionnaire including 85 closed items regarding the respective pre-scientific papers as such, the linguistic challenges encountered, preparatory support and personal information. The questionnaire ran through two pilot phases [N_{P1}=10, N_{P2}=23] which indicated only few changes for its large-scale implementation [N~400] in February 2019.

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Rincke, Karsten (2011): It's Rather like Learning a Language: Development of talk and conceptual understanding in mechanics lessons. In *International Journal of Science Education* 33 (2), pp. 229–258.

Serafini, Ellen J.; Lake, Julie B.; Long, Michael H. (2015): Needs analysis for specialized learner populations: Essential methodological improvements. In *English for Specific Purposes* 40, pp. 11–26.

Wellington, Jerry; Osborne, Jonathan (2001): Language and literacy in science education. Buckingham, Philadelphia: Open Univ. Press.

Brief Summary:

Learning the language of science can be compared to foreign language learning. Therefore, this needs analysis aims at identifying linguistic challenges Austrian high-school students face in their written school-leaving exam. It draws on data gathered from various sources (curriculum, students, teachers, external experts) using both qualitative and quantitative research methods.

Tuesday, August 20, 2019: 3:55pm - 6:10pm

Task-based assessment

3:55pm - 4:25pm, RB 3110

Authentic competency-based and Task-based teaching and assessment in tertiary EFL in Japan

Kinsella Ibana Caresse Valies

Meiji Gakuin University, Japan

Abstract:

At tertiary institutions in Japan the image of passive note-taking during lectures is an enduring one that extends to the reality of the foreign language classroom. Though the last five decades has seen a nation-wide push towards communicative teaching, the classroom itself remains largely unchanged. Awareness of the tenets of CBLT and TBLT among practitioners is marginal. In the remaining two pre-Olympic (2020) years, new competency-based language teaching (CBLT) and task-based language teaching (TBLT) programs are heavily endorsed by stakeholders in society at large, making it vital that tertiary educators guide their learners towards autonomous learning. The purpose of this study is to conduct research examining the relationships between perceptions and implementation of CBLT and TBLT by Japanese university foreign language professors in the 2020 Olympic area, and localized approaches. Main research questions are: "what are common Japan-based teachers' views on CBLT, TBLT, and assessment in their own teaching contexts?" and "what learning instruments have been effective in fostering competency in Japanese, local contexts?" Qualitative data was collected through semi-structured interviews and focus groups. The participants involved in the study are foreign language teachers from various western countries with over 10 years of experience in teaching at university in Japan. The data was transcribed and inductively analyzed resulting in some unexpected themes. The results show that each practitioner has their own version of CBLT and TBLT that demonstrates parallels to expert-developed literature. In addition, they perceive both methodologies as being intrinsic to their teaching styles. The intuitive nature of the responses (based on experience and best-practices) results in a descriptive definition of Japan-based tertiary educators' CBLT and TBLT. Finally, the study's informants provide useful reflection on types of user-friendly activities and materials for language educators at the tertiary level of education.

Brief Summary:

This study examines the relationships between perceptions of competency-based (CBLT) and task-based language teaching (TBLT) by Japanese university foreign language professors and their implementation of localized approaches. Results provide an intuitive description of CBLT and TBLT as well as useful reflection on types of user-friendly materials for tertiary language educators.

4:30pm - 5:00pm, RB 3110

Task design features in second language teaching and assessment

Parvaneh Tavakoli¹, Peter Skehan², Farahnaz Faez³

¹University of Reading, United Kingdom; ²Birkbeck College, University of London; ³University of Western Ontario

Abstract:

Tasks are used in applied linguistics for a range of different purposes including task as a means of L2 teaching, as stimuli to elicit performance for assessment purposes, and as a research tool. While research in L2 teaching and learning have repeatedly demonstrated the significant effects of task design on L2 performance (Gilbert, 2007; Skehan and Foster, 1997; Tavakoli & Skehan, 2005 to name a few), research in L2 assessment provides evidence that test tasks have much less noticeable, if any, impact on L2 performance (Iwashita et al, 2002; Tavakoli et al, 2017). This paper investigates the contradictory research findings on the effects of task design in L2 teaching and assessment, and provides an analysis of the findings of this body of research. Drawing on the data from a number of previous studies the authors have been involved in (e.g. Aptis Speaking test, 2017; TEEP Speaking test, 2019), the paper aims to analyze the key task design features, i.e., task type and task condition, these studies have focused on, and provide an analytic framework in which such design features can be compared and contrasted. The paper will argue that the different rationales informing the use of tasks in these disciplines may help explain why task effects on L2 performance varies, sometimes to a great extent. The paper will conclude by discussing the implications of these findings for TBLT research, L2 teaching and L2 assessment.

Brief Summary:

In this paper, we will compare the construct of task in language teaching and language assessment, and highlight the differences that will lead to the kind of impact task design features would have on the speakers' performance.

5:05pm - 5:35pm, RB 3110

Pragmatics in task-based language assessment: Opportunities and challenges

Veronika Timpe-Laughlin

Educational Testing Service, USA

Abstract:

It has been repeatedly noted that synergies exists between task-based language assessment (TBLA) and L2 pragmatics assessment, insofar as both domains are based on a concern for effective communication in context (Kim & Taguchi, 2015; Norris, 2016; Timpe-Laughlin, Wain, & Schmidgall, 2015). It is therefore surprising that very little research has been carried out on pragmatics in TBLA. Kim and Taguchi (2015), for example, highlighted that “[p]ragmatics has been a particularly underinvestigated area of task-based research” (p. 660), both in teaching and assessment—a paradox given that the task-based language assessment paradigm provides a fitting framework for the assessment of L2 pragmatics. In other words, the context that can be provided when using tasks to elicit performance is exactly what is needed to elicit and measure pragmatic ability.

Bringing together the two lines of research—L2 pragmatics and TBLA—my talk will highlight similarities between the basic tenets of both domains, while discussing opportunities and challenges for employing TBLA as a framework for designing assessments that measure L2 pragmatics. I will begin the talk with a brief review of the fundamental concepts of task-based assessment, highlighting in particular the role of the task as a basic unit of analysis in designing tests that include a focus on pragmatics. I will discuss challenges related to generalizability, reliability, and validity as well as issues of task design and task difficulty. I will then canvass current uses of TBLA to assess L2 pragmatics, illustrating different types of task-based assessments that have included pragmatic phenomena, both in research and in operational testing (e.g., the Canadian English Language Benchmark Assessment for Nurses). Ultimately, I will argue that, as a foundation for assessing L2 pragmatics, a task-based approach offers a number of benefits that, despite the challenges, are worth pursuing.

Brief Summary:

It has been noted that synergies exists between TBLA and L2 pragmatics assessment, as both domains are based on a concern for effective communication in context. This talk highlights similarities between both domains, while discussing opportunities and challenges for employing TBLA as a framework for designing measures of L2 pragmatics.

5:40pm - 6:10pm, RB 3110

Task-Based assessment of second language pragmatic competence in academic settings

Iftikhar Haider

Illinois State University, United States of America

Abstract:

Task-based assessment of second language (L2) pragmatic knowledge is still a new and understudied area of research. Some researchers (Hudson, Detmer, & Brown, 1992, 1995; Roever, 2006, 2011) have played an important role in advancing the field. Methodologically, past studies mainly used closed role-play tasks based on predetermined interactional outcomes (Youn, 2015). The present study combines second language pragmatics and computer-mediated communication to assess the pragmatic knowledge of second language users of English. It uses Purpura's (2004) framework of communicative language ability for developing interactive, email-based role-play tasks to assess test takers' pragmatic ability with regard to sociolinguistic, sociocultural and psychological meanings, and the use of polite formulaic expressions. Using mixed methods (Greene, 2007), qualitative and quantitative evidence was provided to support test inferences. A thorough needs analysis was conducted first through semi-structured interviews and then through an online survey by involving different ESL stakeholders at a large university in the Midwestern U.S. The results of the needs analysis helped to determine appropriate role-play situations. A set of communicative role-play tasks was developed following Davidson and Lynch's (2002) test specification theory. A group of 52 graduate ESL students completed email role-play tasks. Role-play cards were used to enhance standardization, and test takers were allowed to communicate naturally without following fixed interactional outcomes. Two native-speaking raters evaluated the pragmatic ability of test takers and assigned scores using an analytical scoring rubric for the email threads. Given that most students scored high, there appears to be a correlation between the ESL proficiency level of students and their scores in the pragmatic ability test. Qualitative analysis of interactive data revealed a lack

of knowledge of politeness norms by the lower proficiency groups. Therefore, the low stakes test might have a great potential for developing assessment materials in an academic email communication context.

Brief Summary:

The presenter identifies the potential of using a new task-based computer-mediated approach towards assessment of second language pragmatic competence in academic settings. A set of communicative role-play tasks was employed to collect interactive task-based role-play data. Qualitative and Quantitative analysis revealed a lack of knowledge of pragmatic norms among test-takers.

TBLT Implementation and Innovation

3:55pm - 4:25pm, RB 3201

A study of flow theory and task repetition: Comparing ESL learners and pre-service teachers' emotional experiences

Caroline Payant, Michael Zuniga

Université du Québec à Montréal, Canada

Abstract:

A number of TBLT researchers have examined task implementation characteristics that foster interaction and engagement, thus prompting second language (L2) development. One such characteristic includes task repetition (Bui, Ahmadian, & Hunter, 2018; Bygate, 2018). This research demonstrates how repeating tasks impacts interaction behaviors and is positively perceived by teachers and learners (Payant & Reagan, 2018). Recently, L2 researchers have drawn on positive psychology to examine how certain task characteristics contribute to *emotional experience*, also known as *flow*, defined as a positive experiential state characterized by intense focus and involvement that leads to an increase in self-confidence and enhanced task performance (Aubrey, 2017; Czimmermann & Piniel, 2016; Zuniga & Rueb, 2018). While this research shows that task characteristics differentially influence the flow state, no such research has examined the influence of task repetition on flow or compared learners and teachers' responses. To address this gap, the current study examined the effects of task repetition on language learners and pre-service teachers' flow experience.

English L2 learners (n=40) and pre-service teachers (n=30) were randomly assigned to a treatment group: Task Repetition (TR) or Procedural Repetition (PR). TR was operationalized as same task/same content and PR as same task/new content. On Day 1, all participants completed a two-way decision-making gap task on travel destinations. On Day 2, TR repeated the identical task whereas the PR completed a two-way decision-making gap task on city apartments. Each task included an oral and a written modality. Flow data were collected with an adapted version of Egbert's (2003) perception questionnaire completed immediately following each modality and task. Results illustrate how modality and repetition mediate flow states, highlighting the importance of taking emotional experiences into consideration when making task design and implementation decisions. Pedagogical implications viewed from the perspective of positive psychology and task repetition frameworks are discussed.

Brief Summary:

The present study examines the influence of manipulating task repetition variables (task repetition and procedural repetition) on the state of flow. English language learners and pre-service ESL teachers completed two-way information gap tasks and completed a perception questionnaire. Results are framed within positive psychology and task repetition frameworks.

4:30pm - 5:00pm, RB 3201

Understanding L1 in task-based ISLA: A principled approach to L1 use in the FL classroom

Carola Goldenberg, Maria de la Fuente

The George Washington University, United States of America

Abstract:

Although task-based language learning has advocated for minimizing L1 use in order to maximize classroom exposure to the L2, FL classrooms have remained a multilingual environment as students cannot 'switch-off' their L1 on demand. The complex nature of TBL poses a number of challenges for the aspiring monolingual FL classroom. With this in mind, there has been a movement towards a reconceptualization of the foreign language classroom as a bilingual environment and language learners as aspiring bilinguals, which led to questioning whether the L1 can be used systematically and selectively as a positive resource for task-based classroom instruction. This study tried to ascertain if TBL classroom instruction that incorporates a principled approach to the use of L1 by students and instructors has an effect (positive or negative) on beginning learners' development of speaking and writing L2 proficiency, compared to L2-only instruction, over the course of one semester. Participants were 54 students of Spanish enrolled in six sections of an Elementary Spanish course. The six intact classes were randomly assigned to two experimental groups (+L1 and -L1). Both were exposed to the same task-based curriculum. For the -L1 group, instruction and interaction were conducted exclusively in L2, while for the +L1 instruction were marked by specific uses of L1. A pre-posttest design was used to measure proficiency. Significant differences between groups were eliminated at the onset of the study. Effects were assessed using a standardized measure of proficiency. Results indicated that courses under both conditions promoted improvements in speaking and writing. However, students in the +L1 condition improved significantly more than those in the control -L1, both in speaking and writing proficiency. This points to a potentially more important role for the L1 in the development of L2. Pedagogical implications are discussed and directions for further research are offered.

Brief Summary:

This semester-long study set up to shed some light on whether task-based classroom instruction which incorporates a principled approach to the use of L1 by students and instructors has an effect on the development of speaking and writing L2 proficiency by beginning learners of Spanish, compared to L2 only instruction.

5:05pm - 5:35pm, RB 3201

De-tasking and re-tasking a task-based textbook: The case of EFL teachers using 'Cutting Edge' at a Vietnamese university

Thi Thanh Hao Dao, Jonathan Newton

Victoria University of Wellington, New Zealand

Abstract:

This paper reports on an exploratory collaborative action research (CAR) project carried out with three EFL teachers at a Vietnamese university in late 2018. It sought first to understand the experience and cognition of the teachers as they taught using the textbook *New Cutting Edge Elementary* which is explicitly framed as "task-based", and second, to track their shifting perspectives and practices as they participated in the CAR project which had the explicit aim of 're-tasking' the way the teachers taught with the textbook. Classes in the study were for low proficiency non-English major students. Data included document analysis, classroom observations, accounts of collaborative lesson planning, and teacher and student interviews.

In this paper we first report on an analysis of the textbook, highlighting ways in which it does and does not align with core principles of task design (Ellis & Shintani, 2014). We then report on how the teachers used the textbook, notably their practice of explicitly pre-teaching language structures, avoiding group work, and skipping tasks. Data from stimulated recall interviews revealed that the teachers were not aware that the textbook was "task-based" nor what task-based teaching involved. Not surprisingly, student interview data showed that they viewed their EFL lessons as doing exercises from the book and answering the teachers' questions. The third data set we report on is from the second phase of the study in which the participating teachers participated in the 12-week CAR project in which they worked collaboratively to increase their awareness of the principles of teaching with tasks and to put this new awareness into practice in their teaching. We show how the CAR project had a transformative effect on their teaching and on student engagement and motivation. This research has important implications for understanding the relationship between TBLT, textbooks and teachers.

Brief Summary:

This paper reports on a collaborative action research project which investigated the experience and cognition of three EFL teachers at a Vietnamese university as they taught from a task-based textbook and then participated in the project for the purpose of 're-tasking' the way they used the textbook.

5:40pm - 6:10pm, RB 3201

Effects of form-focused practice at pre-task stage on proceduralizing L2 grammar during EFL Task-Based interaction

Takashi Oba

Showa Women's University, Japan

Abstract:

SLA researchers have argued that participating in meaning-oriented communicative tasks and mere repetition of tasks do not necessarily lead to second language (L2) accuracy development (e.g., Boers, 2014). As Ranta (2015) stressed, "enabling grammar activities" in the pre-task stage prior to meaning-focused communicative tasks may assist learners to gain control over the target form when performing the subsequent communicative tasks (also see Nunan, 2004). Hence, a proactive type of form-focused instruction (FFI), "form-focused practice" (FFP), may be able to compensate by repeatedly drawing learners' attention to L2 features in ways that facilitate L2 development (Ranta & Lyster, 2018).

This quasi-experimental study investigated whether proactive FFI techniques (e.g., FFP) are effective for the acquisition of English past tense statements and question form by Japanese first-year high school students. Four intact classes were randomly assigned to three experimental groups and one control group. During an eight-week treatment session, prior to engaging in meaning-oriented communicative tasks (e.g., Celebrity Interview; The Alibi Game), two experimental groups engaged in various FFP activities (e.g., Find Someone Who), which ask learners to use the target forms extensively. The other experimental group participated in form-unfocused practice, which requires learners to use various types of grammatical structures, followed by the same communicative tasks. A test control group participated in its regular L2 lessons. Immediate post-tests and delayed post-tests four weeks later were administered. Learners' L2 development (explicit knowledge and automatized explicit knowledge) was measured by error correction tests and oral and written production tests (e.g., picture-cued story telling test and conversation completion test). Learners' responses to a post-instructional questionnaire were analyzed to assess their perceptions regarding the communicative activities and instruction.

The results revealed that the FFP groups scored significantly higher on written and oral post-tests than the other two groups, claiming that repetitive FFP may improve their accuracy on L2 production. Moreover, results of the questionnaire revealed that a majority of students engaging in the communicative practice activities considered these activities useful and invaluable to enhance not only their accuracy but also their communication skills and their attitudes toward peer interaction.

Brief Summary:

This study investigated the effects of proactive form-focused instruction techniques - form-focused practice - on Japanese high school students' acquisition of English past tense. The findings revealed positive effects for repetitive communicative practice on task performance (e.g., willingness to communicate) and proceduralization of the target form.

Task features, complexity, design

3:55pm - 4:25pm, RB 3202

The effect of task structure on fluency performance in L1 Turkish and L2 English

Zeynep Duran Karaoz

University of Reading, United Kingdom

Abstract:

TBLT research has provided ample evidence that several factors, e.g. internal factors (processing skills) or external factors (task characteristics and conditions), may have an impact on how learners perform in tasks. Different designs (e.g. Tavakoli & Foster, 2011) or even the prompts used in those tasks (De Jong & Vercolletti, 2015) are reported to encourage different performances.

Recent studies (Foster & Tavakoli, 2009; Tavakoli & Foster, 2008) have reported that L2 learners' performance in general and their fluency in particular is affected by task design, but L1 users' performance is not. This has been tested with native speakers of English but not with other languages. More importantly, the role of proficiency level in this effect has not been investigated; that is to say, little is known about whether task structure affects performance of learners at lower and higher levels in similar ways, or whether it interacts with the level of proficiency. Therefore, the current study aims to understand the effects of task design (i.e. task structure) and level of proficiency on L1 and L2 oral performance in general and on fluency performance in particular.

As such, a between-participant design was employed, and the data was collected from 42 L1 Turkish-L2 English speakers at a state university in Turkey through oral narrative tasks and a battery of proficiency tests (i.e. Elicited Imitation Test and Oxford Placement Test). The oral performances were analysed for a number of fluency measures, and a number of statistical analysis were run. The findings suggested that task structure or level of proficiency did not moderate the relationship between L1 and L2 fluency performance. The findings will be discussed and the implications for researchers and task-based language teaching will be highlighted.

Brief Summary:

This study aims to understand the effects of task structure and proficiency level on L1 (Turkish) and L2 (English) oral performance in general and on fluency in particular. The data was collected from 42 participants through oral narrative tasks and proficiency tests. The findings and the implications will be discussed.

4:30pm - 5:00pm, RB 3202

Cognitive complexity and technology-mediated TBLT: An analysis of tasks characteristics in a Spanish 3D game

Mery Diez-Ortega

University of Hawaii at Manoa, United States of America

Abstract:

Previous research in TBLT has acknowledged the strong relationship between digital games and tasks, as games tend to be goal and task-oriented, provide learners with rich, authentic input, while also providing opportunities for meaningful interaction (González-Lloret & Ortega, 2014). However, little empirical evidence exists to understand how these online tasks should be designed, sequenced, and evaluated. Robinson's (2005, 2011) Cognition Hypothesis proposes a way of designing and sequencing tasks in terms of their relative complexity, and not only linguistic complexity, since the increase complexity of a task can increase opportunities for interaction and learning. Even though factors such as frequency and criticality of the tasks can affect tasks sequencing, cognitive complexity serves as theoretical rationale to design and sequence tasks.

This study explores the relationship between technology-mediated TBLT and cognitive task complexity by analyzing the cognitive and interactional elements of a series of tasks in a Spanish digital game and the sequencing of these tasks. Robinson's (2005, 2011) cognitive factors of task complexity and González-Lloret & Ortega's (2018) sociopragmatic interactional variables (an expanded version of Robinson's task conditions) were used as the frameworks to analyze task characteristics, cognitive complexity, and sequencing of digital tasks in a 3D online Spanish game. In the game (Practice Spanish: Study Abroad) beginner Spanish learners travel to a fictitious Colombian town where they have to complete a series of subtasks (e.g., figuring out their schedule, buying souvenirs), with the goal of completing each quest (task). The analysis reveals the cognitive and interactional elements of the online tasks, and the extent to which cognitive complexity is taken into consideration when sequencing tasks in a digital game for language learning. Pedagogical implications will also be discussed.

Brief Summary:

This study explores the relationship between technology-mediated TBLT and cognitive complexity by analyzing tasks characteristics and the sequencing of a task-based Spanish digital game. Robinson's (2011) cognitive factors and González-Lloret & Ortega's (2018) sociopragmatic interactional variables were the frameworks used for the analysis of the online tasks.

5:05pm - 5:35pm, RB 3202

The role of intra- and inter-cultural task-based interaction in perceived language learning

Scott Charles Aubrey

The Chinese University of Hong Kong, Hong Kong S.A.R. (China)

Abstract:

Like many EFL settings, Japan is often thought of as culturally homogenous and thus devoid of opportunities for Japanese to interact face-to-face with English speakers from other countries. While this is true to some extent, small international student populations do exist at many Japanese universities. This presentation will report on a study that investigated how task-based interaction between

international and domestic (Japanese) university students in an EFL classroom led to perceived language learning. Thirty-six Japanese EFL learners completed two oral collaborative tasks with either another Japanese learner (intra-cultural interaction) or a non-Japanese English speaker (inter-cultural interaction). Data took the form of audio-recorded task performances and self-reported learning charts. New linguistic items that were noticed by learners during the performances and reported on their learning charts were traced back to episodes where the items emerged in interaction. Results indicated that learners in both conditions were more likely to report learning language when they occurred in conjunction with language-related episodes (LREs) that were complex, resolved with uptake, and focused on spelling and pronunciation. While inter-cultural interactions resulted in a much higher overall percentage of learning claims emerging from LREs, intra-cultural interactions resulted in a higher proportion of preemptive LREs and incorrectly resolved LREs that led to claims of learning. After results are reported, the presenter will discuss three implications of these findings on classroom instruction: (1) instructional strategies that promote the kind of learner interaction that leads to language learning, (2) the use of self-reported learning charts as a post-task reflection activity to raise learners' awareness of language issues, (3) and the benefits of task-based inter-cultural contact in EFL classrooms.

Brief Summary:

This presentation will report on a study that explored how task-based inter- and intra-cultural interaction leads to perceived language learning in an EFL classroom. Findings will be discussed in terms of strategies to promote interaction that leads to learning and the use of self-reported learning charts.

5:40pm - 6:10pm, RB 3202

Collaborative writing for French past tense development: The effects of procedural and content repetition

Julie Shea Carver

Georgia State University, United States of America

Abstract:

Classroom-based TBLT studies have investigated a number of task implementation factors which may affect student performance, such as task repetition (Fukuta, 2016; Kim, 2013a; Patanasorn, 2010). Work in this area suggests that repeating various aspects of a task may be beneficial for learners by freeing up cognitive resources and promoting attention to form (Bygate, 1999, 2001; Ellis 2003). However, the majority of task repetition research has analyzed oral production, largely neglecting writing in languages apart from English, especially collaborative writing. This study endeavored to examine the role of different task repetition characteristics (procedural repetition and content repetition) on learners' use of the indefinite past morphology in French (hereafter *passé composé*), as well as any learning effects. Learners (n= 42) in two separate task repetition groups participated in a pretest, three collaborative writing tasks, a posttest, and a demographic survey over a four week period. The procedural group completed three identical task types (i.e., information exchange), each with different content and a different list of verbs. The content group completed three different task types with the same content (i.e., same list of verbs). Learners' written products for the collaborative writing tasks and pre- and post- tests were analyzed for suppliance and accuracy of target features. Participant interactions during task performance were also recorded and analyzed for language-related episodes (LREs) to examine students' attention to target structures during oral interaction. Results suggested that in terms of students' attention to target form, the procedural group produced significantly more LREs during task performance. However, the content group supplied the target feature in their writing more frequently and accurately than the procedural group. In terms of learning effects, neither group showed any statistical differences in performance on the individual posttest. Implications for pedagogy and research on various task repetition features will be discussed.

Brief Summary:

This study investigated whether procedural and/or content repetition of collaborative writing tasks affected learners' development of the French *passé composé*. Written and oral data from the two conditions were analyzed. The pedagogical implications for repeating aspects of collaborative writing tasks for the purposes of grammatical development will be discussed.

Wednesday, August 21, 2019: 8:30am - 10:45am

Technology-mediated TBLT

8:30am - 9:00am, RB 1201

Practising second language skills through online tasks: A match made in heaven?

Helena Van Nuffel, Mariet Schiepers

Centre for Language and Education, KU Leuven, Belgium

Abstract:

Empirical research has shown that any online SLA program must not only meet the principles of effective online course design (Nielsen and González-Lloret, 2010) but also comply with the principles of effectively instructed SLA (Doughty and Long, 2003; Ellis and Shintani, 2014). Another consistent insight into the field of technology-mediated language learning is that teachers should rethink and adapt their teaching practice to the new possibilities these technologies bring (Chapelle & Sauro, 2017). A similar idea is present in the SAMR model (Puentedura, 2010) which states that the use of technology in educational contexts should open up new possibilities and should allow for the creation of new tasks that were previously inconceivable.

In this presentation we will discuss how we brought together these three principles in the design of two online environments for language learning, i.e. an online platform for practising Dutch language skills and a blended approach to workplace language learning. We will explain how, for each case study, we departed from a needs analysis in order to determine the added value of using technology in the learning process and in order to design new, previously inconceivable tasks that meet the needs of the learners as closely as

possible and that integrate the principles of effective online course design and effectively instructed SLA. Quantitative (questionnaires) as well as qualitative research (observations of teachers and learners and in-depth interviews) show that online learning can be very powerful, provided that you take into account certain conditions in terms of the learner (with a special focus on the low-educated and low-literate learner), the teacher, the didactic approach and the tools used. We will finish with a critical reflection upon the challenges that still remain in the field of technology-mediated TBLT.

Brief Summary:

How to design new, previously inconceivable tasks in a motivating online language learning environment? Based upon two case-studies, we present lessons learnt as well as challenges that still lie ahead in the field of technology-mediated TBLT, in terms of the learner, the teacher, the didactic approach and the tools used.

9:05am - 9:35am, RB 1201

Interactivity in online TBLT: The case of Dutch as a second language for adult immigrants

Liesbeth De Paepe

Centrum voor Taal en Onderwijs, KULeuven, Belgium

Abstract:

As Marta Gonzalez Lloret (2014) states, the current transformations in learning and language use “demand suitable curricular and instructional responses, whereby tasks and technology are genuinely and productively integrated”. In an online second language (L2) course, the development of communicative interactivity in real-world tasks presupposes a thorough consideration of task design, communication approach, multimedia tools and types of feedback. Different theoretical frameworks (Tinto, Bandura, Anderson) have demonstrated that interaction is a main critical factor impacting student satisfaction. One of the main challenges for developers and teachers of online courses is thus to design interactive activities that promote functional language use and meaningful learning addressing the needs of the language learner.

The first part of this paper presents an online beginners-level course for adult immigrant learners of Dutch L2 in Belgium. The approach of the course is task-based and the three levels of formal interaction as described by Tinto, Bandura and Anderson (student-student, student-course and student-teacher interaction) are incorporated in the instructional design. In our presentation we will demonstrate how interactivity is adopted in real-time and asynchronous activities, fostering the online learners’ proficiency in the four skills, and how procedural feedback and learner support are provided synchronously and asynchronously by means of various tools.

The second part discusses learners’ and teacher’s reflections on interactivity at the three levels of the online Dutch L2 course. Surveys were conducted among fifty-six online learners and a semi-structured interview with the online teacher was carried out. Findings include the learners’ satisfaction with the online TBLT course and the learners’ and teacher’s evaluation of the tools used for interaction in tasks, feedback and support.

Ultimately, this paper sheds light on the challenges and affordances of interactivity in online TBLT. Good practices and pitfalls regarding online interaction illustrate the findings and open up new horizons for research and practice in technology-mediated TBLT.

Brief Summary:

We will present how interactivity is incorporated in an online, task-based Dutch L2 course for adult immigrants, and how the online teacher and learners evaluate the interactivity and the tools used for interaction in tasks, feedback and support.

9:40am - 10:10am, RB 1201

Creating a rubric to fit the task: An academic blog post

Kristin Naomi Rock

University of Hawaii at Manoa, United States of America

Abstract:

Norris (2016) explained that task-based assessments highlight the values held by stakeholders in a particular institutional context, thereby “raising awareness about what is to be learned, why, and how” (p. 241). Although the five-paragraph essay has received ample attention in second language (L2) writing classrooms (Johns, 2018; Tardy, 2018), practitioners and test developers may wish to utilize writing tasks more representative of genres that students encounter in target-use situations. Specifically, the Internet has bolstered the creation of new written genres, including online discussion boards and blogs (Vandergriff, 2016), and the incorporation of such tasks in many university classrooms signals a need for analyses of the nature of these text-types. Thus, this paper presents a systematic analysis of actual student performance on an Internet-based academic writing task.

Five raters examined the blog posts of 120 English as a foreign language (EFL) Spanish university students. Individually, the raters divided the student samples into six groups in order of merit, seeing as Janssen, Meier, and Trace (2015) determined that six points “maximized the number of meaningful levels within each category” (p. 58). After raters had sorted the student samples into groups, they composed phrases to describe the written products in each lot. Upon compiling the short phrases and group numbers, an exploratory factor analysis (EFA) was run to find the underlying constructs, or factors, that accounted for the main sources of variation among groups. Thus, the resulting rating scale, including the criteria that corresponded to different scoring bands, had an empirical basis in actual performance data (McNamara, 1996). This rating scale served not only as an assessment instrument in a subsequent phase of the research project, but also as a point of reference for study participants who hoped to strengthen their genre knowledge and to monitor changes in their genre-specific writing over time.

Brief Summary:

This paper analyzes student performance on an Internet-based academic writing task. Five raters sorted the blog posts of 120 EFL students into six groups according to merit. A subsequent factor analysis yielded the underlying constructs accounting for variation among groups, which led to an empirically-based rating scale for this genre.

10:15am - 10:45am, RB 1201

Technology-mediated workplace language training: Developing and assessing a module for a blended curriculum for newcomers

Gillian McLellan, Eva Kartchava, Michael Rodgers

Carleton University, Canada

Abstract:

Newcomers to Canada who are not native speakers of English or French (i.e., L2) face challenges in the workforce due to insufficient language proficiency (Kustac, 2012). Language courses geared to help newcomers often do not provide workplace-specific linguistic support (Murphy, 2010), suggesting a need for occupation-specific language training. When available, this training is delivered in face-to-face settings, without the use of language learning technology. Yet, the use of technology has been shown to be advantageous for L2 learning in general (e.g., Stockwell, 2007) as well as for newcomers learning language in the workplace (Ally et al., 2007). These benefits are prominent in technology-mediated TBLT research demonstrating improvements in L2 learners' oral proficiency, pragmatic development, comprehension and cultural understanding (e.g., Yanguas, 2012). However, research that assesses the utility of technology developed for a particular group of learners following a specific TBLT-based curriculum is lacking (e.g., Plonsky & Ziegler, 2016).

This study is part of a larger project tasked with the development of a 10-module blended curriculum for L2 language learners employed in customer service. The specific goals of this research were to assess the effectiveness of one module (on greetings and requests) hosted on a technology-based platform and designed within the principles of TBLT. The utility of the online platform and the module contents were assessed by two groups of end-users: newcomers of high-beginner English proficiency employed in customer service (n=5) and their language trainers (n=5), who, following the module testing, were interviewed regarding the instructional approach employed, language, tasks, and overall usability of the module. Results confirm the benefits of TBLT in providing instruction that meets the participants' language needs and technological abilities, ensuring opportunities for individualized task-specific training required for the workplace.

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Brief Summary:

This study assesses an online task-based module developed as part of a larger project providing occupational language support to L2 learners in customer service. Students and language trainers tested the module and were interviewed regarding its utility and language contents. Results confirm benefits of TBLT instruction in meeting participant needs.

Teachers and TBLT

8:30am - 9:00m, RB 3110

Teachers' responses to an online course on Task-Based Language Teaching in Mexico

Maria-Elena Solares-Altamirano

Universidad Nacional Autónoma de México, Mexico

Abstract:

This study explores teachers' responses to an online Task-based Language Teaching (TBLT) course. Nine Mexican in-service foreign language teachers participated in a 12-week professional development course on TBLT. The course aimed to prepare teachers for using TBLT principles. The course content and methodology are assessed using Ellis' (forthcoming) factors for successful teacher preparation programs in TBLT. Rather than assessing the course, the study aims to illustrate how teachers experienced their instruction, that is, their responses to the instructional design and to TBLT itself. Pre- and post-course questionnaires and written self-assessments resulting from teachers' reflections constituted the data collection methods. Findings indicate teachers gained awareness of their own teaching beliefs and of those SLA principles underlying TBLT. Participants also developed practical skills to implement the use of tasks in their foreign language instruction. The main problems that emerged for teachers in relationship to efficient use of tasks were limited knowledge of different task types, insufficient awareness of the value of L2 input in TBLT, and skills for implementing focus-on-form. Teachers also identified insufficient time to create and implement TBLT lessons while completing

structure-based syllabi and tests as difficulties in implementing TBLT in their contexts. The paper concludes with important features of content, methodology and delivery of online teacher preparation courses on TBLT.

Brief Summary:

This paper explores teachers' responses to an online Task-based Language Teaching (TBLT) course. Pre- and post-course questionnaires and written self-assessments resulting from teachers' reflections constituted the data collection methods. Findings concerning teachers' gained knowledge and developed skills are presented. Teachers' difficulties for the efficient use of tasks are also discussed.

9:05am - 9:35am, RB 3110

Pre-service English language teachers' dialogic descriptions of motion: Task effects and trouble sources

Daniel O. Jackson

Kanda University of International Studies, Japan

Abstract:

Despite growing recognition of the teacher's role in TBLT, the effects of task design on pre-service teacher (PST) production have received little attention. In many settings, teacher education programs seek to develop PSTs' communicative repertoires in the target language, while familiarizing them with the use of tasks in language education. However, it is not always clear how having PSTs do tasks can enhance their language and professional competence. This study focused on direction-giving map gap tasks, which are both widely used and relevant to local educational contexts. It drew upon the Triadic Componential Framework (Robinson, 2015) to design tasks facilitative of language use and development. Specifically, building on previous studies (Eskildsen, Cadierno, & Li, 2015; Cadierno & Robinson, 2009), the research examined the effects of simple versus complex tasks on PSTs' motion verb (MV) usage and repair behavior. Using a repeated measures design, thirty-two participants, who were enrolled in an undergraduate teacher education program in Japan, performed a series of direction-giving map gap tasks with one participant in the teacher role and the other in the student role. PST production was analyzed to answer three research questions: (1) Does task complexity influence MV production (including types and tokens)? (2) Does it influence the amount of repair by the teacher (including student-initiated and teacher-initiated)? and (3) How do repairs shape the language usage and subsequent actions within which motion, path, and location are expressed in the L2? Results showed that complex tasks elicited significantly more MV tokens (but not types). Complex tasks also resulted in significantly more teacher-initiated teacher-repair (but not student-initiated teacher-repair). Furthermore, teacher-initiated self-repairs helped to clarify the expression of motion, path, and location in dialogue. This paper thus aims to demonstrate the application of task-based approaches to understanding and supporting the development of PSTs' language and professional skills.

Brief Summary:

This study examined the effects of task complexity on pre-service English teachers' use of motion verbs and repair in dialogue using a series of direction-giving map gap tasks. Its results demonstrate the application of task-based approaches to understanding and supporting the development of teachers' language and professional skills.

9:40am - 10:10am, RB 3110

What role for tasks in the foreign language classroom?

Rosemary Erlam

University of Auckland, New Zealand

Abstract:

This presentation responds to the documented need for an investigation of pedagogical tasks contextualised within teaching programmes (Samuda & Bygate, 2008). It presents data from six teachers who completed a professional development programme where they were introduced to TBLT. They are all teaching languages other than English (Chinese, Japanese, French, Spanish) to adolescents in acquisition-poor, foreign language learning contexts where there is no curriculum or syllabus mandating the use of tasks. This pedagogical context is not uncommon, yet is under-represented in TBLT research.

Drawing on classroom observation data (where these teachers claim that they are teaching lessons which are either task-based or include the use of tasks) and on (post lesson) interview data, the presentation explores:

- how teachers implement TBLT in their specific teaching contexts
- the relevance and roles that teachers see tasks as having to their current teaching contexts and within the language curriculum (Samuda & Bygate, 2008)
- information about how tasks are integrated into lessons/more extended schemas of work
- to what extent teachers report that they have been able to implement TBLT after their professional development
- those factors which have facilitated or impacted negatively on their ability to use tasks in these contexts

The presentation concludes by arguing that these teachers' use of tasks as a pedagogic construct fits more within a task-supported rather than a task-based approach. It considers how the use of tasks in this way contributes to ongoing theory and research.

Brief Summary:

This presentation showcases classroom and interview data from six teachers, working in foreign language contexts with languages other than English, and investigates how they implement TBLT in the classroom and the factors they report that facilitate or impede their ability to use tasks in their teaching contexts

10:15am - 10:45am, RB 3110

A Task-based program for teaching English to children of migrant workers in Beijing

Juan Zhong

Columbia University, United States of America

Abstract:

Given the relative success of the Bangalore Project (Prabhu, 1987) and the abundant research interest it generates in tasks and TBLT subsequently (R. Ellis, 2012), it is surprising that not until recently, studies of TBLT implementation and program evaluation have been scarce (Long, 2016). Most existing TBLT programs are implemented in well-funded institutes and intended for well-to-do learners, in contrast to the Bangalore Project, which was carried out at schools in poor areas in India. In response to the call for social justice of language teaching, this study has explored the feasibility of implementing TBLT in an after-school English program for children of migrant workers in Beijing, who are from underdeveloped areas and are undocumented in Beijing, thus deprived of access to quality education in public schools.

The task-based English course lasted 10 weeks, with 13 students aged 8-11. First, a needs analysis was conducted. Based on the needs analysis, 10 target tasks were selected, which formed the task-based syllabus. Then task-based teaching materials were developed by adopting real-life materials from diverse sources. Students' learning is assessed by self-reports and teacher's observation notes after each lesson. At the end of the program, students completed two tasks (a meet up with proficient English speakers and a vocabulary game) which served as post-tests. In order to gauge the stakeholders' opinion of the task-based program, all participants completed an end-of-course survey, two parents and the after-school program director were interviewed.

The overall result revealed that the learners could accomplish tasks including brief self-introduction, buying food and drinks, planning a journey, writing a holiday card and making posters. The result also indicated that the migrant workers' children's motivation in learning English were strengthened after the course. The study has demonstrated that TBLT has great potential for teaching socioeconomically disadvantaged learners.

Brief Summary:

In response to the call for social justice of language teaching, this study explores the feasibility of implementing TBLT in an after-school English program for children of migrant workers in Beijing and demonstrates that TBLT has great potential for teaching socioeconomically disadvantaged learners.

TBLT Methodology and Materials

9:05am - 9:35am, RB 3201

Engagement with language during transcript revision tasks

Jeremy Scott Boston

Kyushu University, Japan

Abstract:

This classroom-based study investigated the use of Transcript Revision Tasks (TRTs) as a means of focusing learner attention to divergences between their output and English norms. TRTs entailed learners self-transcribing recordings of their oral production and then revising transcripts for accuracy in pairs. Previous TRT studies have predominantly focused on the products of transcript revision but understudied how learners arrived at their revisions (their processes).

To investigate in more depth how learners attended to form during transcript revision, this study employed Svalberg's (2009, 2012) 'Engagement with language' (EWL) construct which encompasses learners' cognitive as well as social and affective engagement. Data were gathered from four pairs of Japanese university students in an intact English speaking and listening course who performed three TRTs over the course of 15 weeks (one semester). Learners' pair dialogues during transcript revision, their revised transcripts, and end of semester interview protocols were analysed to establish degree of EWL. Subsequent repeated individual performances of oral production tasks after each TRT were analysed for evidence of retention of revision.

In-line with prior studies of learner metatalk, this study found more extensive discussion of linguistic choices to be more facilitative of retention than discussions which were perfunctory. This study found that the learners' degree of cognitive engagement (attention to and discussion of language form) correlated with their degree of social engagement (supportive/collaborative interaction) and affective engagement (positive evaluation of TRTs or task partners), and that lack of social and affective engagement deterred cognitive engagement with language forms. Since the efficacy of TRTs for short-term retention of revision was impacted by the degree of learners' EWL, this study concludes with discussion how the TRTs could be better designed to promote learner EWL.

Brief Summary:

Having learners revise transcripts of their oral-performance was effective in drawing learner attention to divergences between their output and L2 norms. However, the degree of learner *Engagement with Language* during the tasks impacted learning/retention of revisions. Discussed is how transcript-revision-tasks could be better implemented to promote greater learner *EWL*.

9:40am - 10:10am, RB 3201

What are the tasks? Development of task-based Japanese beginner's textbook

Shingo Imai¹, Reiko Sakata², Wenxin Li³

¹Waseda University, Japan; ²International Christian University, Japan; ³The Japan Foundation

Abstract:

We report our current project, in which we have developed a novel textbook based on the concept of TBLT for elementary Japanese learners. Although some of the recent textbooks have adopted so-called “tasks” and “activities”, they do not necessarily coincide with the “tasks” in the sense of TBLT. Those so-called tasks or activities appear at the end of a lesson to reinforce the grammatical knowledge or at the beginning of the lesson in order to evoke the background knowledge. It indicates that those “tasks” themselves were not considered as the core of a lesson. Our textbook treats tasks themselves as main activities, and by doing tasks, learners will develop the ability to “do” and acquire minimally necessary linguistics knowledge. For that reason, we set up activities to carry out tasks in stages; Pre-task, Minimal Task, Combined Task, and Project Task. Also, we created a task suitable for Japanese language activity. The concept of a task may also require modification from the common idea in TBLT (Ellis 2003, Willis and Willis 2007). In the original TBLT, tasks are treated as project work. Tasks as coherent activities require a considerable amount of hours. On the other hand, our class consists of each unit for 90 minutes. Therefore, stepwise series of tasks in the original TBLT must be compressed considerably in order to fit the length of the lesson. More importantly, these tasks are designed to help the learners use the language as a tool in the real world as the ultimate goal of our textbook. Hence, the meaning and authenticity of the task are the most important features of our textbook. We welcome some critical comments from the audience regarding our challenge of modification of tasks from common concepts within TBLT and its implementation for a 90-minute scheme of a class.

References:

Ellis, Rod (2003). *Task-based Language Learning and Teaching*. Oxford, New York: Oxford Applied Linguistics.
Willis, Dave and Jane Willis (2007) *Doing Task-Based Teaching*. Oxford: Oxford University Press

Brief Summary:

We have developed a textbook based on TBLT for the first year learners of Japanese. The concept of tasks requires modification from the common idea in TBLT. We present how we have modified tasks in TBLT to fit a 90-minute scheme of a class.

10:15am - 10:45am, RB 3201

Task-based textbook design: Challenges and solutions

Marcos Benevides¹, Justin Harris², Paul Leeming²

¹J. F. Obirin University, Japan; ²Kindai University, Japan

Abstract:

Despite being based on a strong body of empirical evidence highlighting its effectiveness for successful second language acquisition, TBLT has yet to break through into the mainstream of language teaching where, often, PPP approaches remain dominant. One reason for this is the scarcity of textbooks adopting a TBLT approach. A quick perusal of best-selling textbooks shows the prevalence of PPP, even when they include tasks, with some falsely claiming to adopt a task-based approach (Ellis 2018). If TBLT is to become a more widely used approach to language teaching, then it is essential that busy teachers have access to high quality teaching materials designed in a principled manner. This presentation presents two such approaches to task-based course design, with a focus on the challenges and solutions inherent in the textbook design process.

On Task (Harris & Leeming, 2018) addresses the lack of a general four-skills textbook. Building on the Willis framework (Willis, 1996), *On Task* introduces an *Integrated Input Output Task Based Framework*, designed to counter the criticism that TBLT does not provide language input and is focused primarily on speaking. In *On Task*, students begin with an input-based reading task introducing language that may be potentially helpful in the output task, although deliberate language focus is moved to the back of the book, to be used by teachers as needed.

Widgets Inc.: A task-based course in workplace English (Benevides & Valvona) employs a strong focus-on-form approach, with almost no explicit attention to grammar or vocabulary instruction. Instead, its syllabus is sequenced according to task and project complexity, and all instruction, practice, and assessment is integrated into the tasks. This solution is achieved by taking a themed, holistic approach to course design, which in this instance means setting up an extended real-world-like simulation of an English-speaking workplace wherein learners perform connected tasks.

Brief Summary:

Despite its increasing popularity among teachers and researchers, there is still a lack of published lesson materials based on the principles of TBLT. This presentation introduces the challenges faced and overcome by the authors of *On Task* and *Widgets Inc.*, two recently published courses with a strong focus on TBLT.

Task features, complexity, design

8:30am - 9:00am, RB 3202

The effects of manipulating task complexity on lexical complexity in a written decision making task

Marco Berton, Laura Sánchez

Stockholm University, Sweden

Abstract:

The manipulation of task complexity according to the Triadic Componential Framework (Robinson, 2001) has been widely investigated in terms of complexity, accuracy, and fluency measures. However, only seldom a measure of lexical complexity has been included as a feature of linguistic complexity, in most cases being one of lexical diversity (e.g. Kuiken & Vedder, 2008; Frear & Bitchener, 2015). An increased interest in lexical sophistication, as another component of lexical complexity, has arisen only recently (Vasylets, Gilabert & Manchón, 2017). In the present study, lexical complexity is analysed by means of five measures of diversity and five of sophistication. The participants in the study are 63 native speakers of Swedish enrolled in Spanish courses at a university level. All of them performed a written decision making task adapted from Levkina & Gilabert (2012), in which they were asked to suggest a holiday destination to a friend according to his or her needs. Half of the participants were provided with information about two possible

destinations, while the other half received information about six destinations. The former version of the task is considered to be less complex than the latter. Repeated ANCOVAs were run in order to investigate the effect of task complexity on the lexical measures calculated, while controlling for potential confounding variables such as proficiency, passive vocabulary knowledge, and age. The results show a significant effect of task complexity only on a measure of lexical sophistication, i.e. one related to the word types in the texts not included among the first 4000 words of a reference list. These results confirm those of Vasylets, Gilabert & Manchón (2017), who also used a written decision making task, and contribute to identifying lexical sophistication but not diversity as the lexical feature that seems to be more affected by the manipulation of task complexity.

Brief Summary:

This study investigates the effects of inherent task complexity on lexical complexity in writing. The participants are native speakers of Swedish enrolled in Spanish courses at a university level. Lexical sophistication but not diversity is the lexical feature that seems to be more affected by the manipulation of task complexity.

9:05am - 9:35am, RB 3202

Effects of manipulating task complexity on L2 written discourse: The case of comparison/contrast and argumentative writing

Maria Pia Gomez Laich¹, Naoko Taguchi²

¹Carnegie Mellon University in Qatar, Qatar; ²Carnegie Mellon University, Pittsburgh

Abstract:

The Cognition Hypothesis (Robinson, 2011) predicts that cognitively complex tasks can prompt increased attention to second language (L2) form-meaning mappings by directing attention to task-relevant linguistic elements. To date, the effects of task complexity on L2 performance have been investigated mostly in terms of complexity, accuracy and fluency of speech production. Research on the impact of task complexity on interaction-driven learning opportunities and outcomes of L2 writing is limited. This study intended to fill these gaps by investigating whether task complexity affects L2 English learners' ability to use rhetorical moves and linguistic resources that are characteristic of comparison/contrast and argumentative writing. The study also investigated whether task complexity affects the quantity and quality of interaction among L2 learners while performing a collaborative writing task. The study participants were 62 students in an undergraduate-level composition class for non-native English speakers in a U.S. university. Students were randomly assigned to a simple or complex task condition and wrote an essay in pairs. Interactions while completing the tasks were video-recorded, transcribed, and analyzed quantitatively and qualitatively. To examine whether complex or simple tasks helped improve students' writing, essay tests were used as pre, immediate, and delayed post-tests. Results showed that the complex task group used significantly more rhetorical moves than the simple task group in the immediate and delayed post-test of comparison/contrast essays, but the superiority of the complex group was found only in the immediate post-test for argumentative essays. The complex task group also used significantly more linguistic forms in the comparison/contrast and argumentative essays than the simple task group in the immediate and delayed post-test. Results also showed that the complex task group produced significantly more language-related episodes (i.e., meta-talk about genres and linguistic forms) (Swain & Lapkin, 1998) than the simple task group when completing a task in dyads.

Brief Summary:

This study investigated whether task complexity affects L2 English learners' ability to use rhetorical moves and linguistic resources for writing comparison/contrast and argumentative essays. It also investigated whether task complexity affects the quantity and quality of interaction among L2 learners while performing a collaborative writing task.

9:40am - 10:10am, RB 3202

Increasing task complexity to elicit L2 pragmatic moves: Assessment of L2 accuracy and complexity

Daniel Alejandro Márquez Guzmán

Charles University of Prague, Czech Republic

Abstract:

Analyses of task design manipulation affecting pragmatic performance of second language (L2) learners have only recently been incorporated into the task-based language teaching (TBLT) agenda (Gilabert & Barón, 2018), despite the number of studies on effective communication in context conducted over the past decades (Taguchi, 2015). In an attempt to understand such performance, increased task complexity has been found to positively impact both L2 oral interaction between EFL learners (Gilabert, Barón, & Llanes, 2009) and the number of pragmatic moves in conversation (Gilabert & Barón, 2013). However, research assessing accuracy and complexity of speech acts in simple versus complex tasks is rather scarce. In order to bridge this gap, the present study brings Brown & Levinson's (1987) theory on politeness, Skehan's (1998) Trade-off Hypothesis, and Robinson's (2001) Cognition Hypothesis together in order to determine whether increased task complexity – operationalized in terms of [+/-few elements], [+/-social distance], and [+/-degree of imposition] – affects L2 pragmatic performance. To this end, simple and complex interactive tasks aiming to elicit suggestions and refusals were undertaken by 34 Spanish EFL learners. The analysis of learner-learner interaction suggests – as in previous studies – that increasing task complexity promotes the production of speech acts. In addition, the assessment of suggestions and refusals as provided by 8 native speakers of American English indicates that task complexity may promote accuracy and complexity of pragmatic moves, without making it necessary for L2 learners to trade off either accuracy or complexity. Finally, qualitative data suggest that increased task complexity influences perceptions of task difficulty, but only when [+/-few elements] and [+/-social distance] factors are manipulated. Pedagogical implications in the fields of L2 pragmatics and TBLT, as well as new avenues for further research in terms of L2 pragmatic instruction and assessment of speech acts, are further discussed.

Brief Summary:

The talk will comprise (i) analyses of the theoretical framework supporting the study and main gaps in literature, (ii) a description of tasks and the actual research, (iii) details on the assessment of pragmatic moves and research outcomes, and (iv) a discussion on implications and new research avenues.

10:15am - 10:45am, RB 3202

The effects of task complexity and number of participants on interaction and L2 written production

Siak Bie Soh, Shu Sim Tam

University of Malaya, Malaysia

Abstract:

Task-Based Language Teaching literature can be better informed by validation studies which relate cognitive and interactive factors to output. This study adopts Cognition Hypothesis to examine the effects of task complexity, (+/- *causal reasoning demand*) and task condition (*individual, dyadic and triadic groupings*) on peer interaction and L2 writing. This paper however, will only report on the L2 writing results. The L2 writing measures are *Complexity, Accuracy and Fluency (CAF)*.

A mixed-method repeated measures ANOVA design was applied on 36 Malaysian university students. Six argumentative topic-based texts were produced by each participant. In each of the *individual, dyadic and triadic* sessions, participants experienced two argumentative tasks: one *simple* and another *complex* based on the principle of natural complexity progression. The individual session was set as baseline data to examine the role of interaction on L2 writing. For the dyadic and triadic sessions, participants first discussed the topic given and then proceeded to write on the topic individually. In total, 216 written texts were analysed for lexical and syntactic *complexities*, morphosyntactic *accuracy* and *fluency*.

Results of the written analysis revealed that complex tasks in triadic groupings produced more accurate individual written output compared to dyadic and individual groupings working on simple tasks. As for complexity, triadic and dyadic groupings writing on complex tasks demonstrated higher lexical variation compared to dyadic and individual groupings with simple tasks. Interestingly, individual written output achieved higher syntactic complexity in complex written tasks regardless of grouping formats. In terms of fluency, all groupings produced more fluent L2 writing output in all simple tasks. These findings validate Cognition Hypothesis that task complexity produces more complex and accurate L2 writing. On task conditions related to the number of participants in small group interactions prior to writing, the results appear to be mixed. This paper will elaborate on the details.

Brief Summary:

From a cognitive-interactionist perspective, this study validates task effects, considering Cognition Hypothesis on two modalities: interaction and L2 writing with a mixed-method repeated measures design. It examines the extent to which different interaction groupings modulate L2 writing, verifies uptake of recast and if any contributes to L2 writing development.

Wednesday, August 21, 2019: 2:50pm - 3:55pm

Tasks and the Learner

2:50pm - 3:20pm, RB 1201

Exploring L2 learners' task-related Identities in a reading circle task through conversation analysis

Hoa V. Le

University of Hawai'i at Manoa, United States of America

Abstract:

Collaborative groups play a beneficial role in facilitating second language (L2) reading comprehension as it helps to promote peer interaction and encourage higher-level strategy use (Gorsuch & Taguchi, 2008; Turnbull & Evans, 2017). TBLT researchers have also explored the implementation of tasks that involve group discussions in teaching L2 reading (e.g., Hauser, 2013; Ro, 2018). From a task-as-a-workplan perspective, it is important to know what participants actually do as they execute the tasks as this can ultimately assist teachers to prepare for better task activities (Samuda, 2015). These issues have been addressed by various studies using socially oriented approaches (e.g., Markee & Kunitz, 2013; Ro, 2018). However, to my best knowledge, no studies have looked at learner's task-related identities as they orient to their task, although these learner identities constitute a crucial aspect of task interactions.

Using conversation analysis (Sacks, 1995; Schegloff, 2007) as the theoretical framework, this study explores how participants construct their task-related identities in interactions and how those identities are used as resources for task management. Eight students in an intact ESL academic reading class formed two different groups while they did their reading circle task for seven rounds. In each round, the students took turns to be in charge of a specific role in the discussion session (i.e., discussion leader, note-taker; vocabulary definer, and contextualizer). Data was collected from all seven rounds and analyzed by emerging patterns. Results showed that (a) the leaders reacted differently when their identities were challenged by the other participants: they either avoided the challenges altogether or looked for an alternative solution; and (b) the participants used each other's assigned identities as resources for task-management. By providing insights on the participants' dynamic task-related identities, this study broadens our understanding of interactions happening at task implementation stage and suggests pedagogical implications.

Brief Summary:

This study uses conversation analysis to explore learner's task-related identities as they execute a reading circle task. Results show that participants reacted differently when their identities were challenged and they used each other's assigned roles as resources for task-management. Insights on the task implementation stage and pedagogical implications are provided.

Task-based assessment

2:50pm - 3:20pm, RB 3110

TBLA in an online environment. Opportunities and challenges for authenticity and learner autonomy?

Goedele Vandommele, Lies Strobbe, Inge Reinders, Christina Maes, Lucia Luyten

KULeuven, Belgium

Abstract:

Task-based language assessment (TBLA) strives to assess appropriate and effective language use via tasks 'that reflect the tasks and interactions that learners are expected to perform in real-life situations, within a particular domain' (Van Gorp & Deygers, 2013). Authentic tasks and their development, therefore, are at the core of TBLA. As the world is changing, so is authentic language use: in the 21st century, real-life communication often happens digitally. TBLA in a digital environment therefore might (more) accurately reflect temporary real-life communication.

Following this line of thought, this paper focusses on the opportunities and limitations offered for task-based assessment by the transition from a paper-and-pen to a digital test. Central to the discussion is The Certificate of Dutch as a Foreign Language (CNaVT), a task-based standardized test in transition, and the data gathered and analyzed in the design and trialing phases of the new online test construction.

In this paper, we will present (a) different online tasks in a design and trial phase and (b) quantitative (survey) and qualitative (focus group conversation) information on the reception of these tasks by the various stakeholders of the CNaVT, all the while focusing on how online testing can reaffirm and/or challenge the traditional strengths of TBLA: does augmenting situational and interactional authenticity provides high content and face validity (Ross, 2012)? Specific attention will go to the possibilities and limitations of online testing for increasing learner autonomy and to stakeholders' reactions to this increased learner autonomy.

Brief Summary:

Task-based language assessment (TBLA) strives to assess proficiency using authentic tasks. As twenty-first century communication often happens digitally, digital environments offer various possibilities for authentic assessment. This presentation focusses on the assessment tasks resulting from the transition from a paper-and-pen to a digital test and stakeholders' reactions to these tasks.

3:25pm - 3:55pm, RB 3110

A corpus approach to functional adequacy at different proficiency levels

Carrie Bach

University of Hawaii at Manoa, United States of America

Abstract:

Research on learner performance in task-based language teaching (TBLT) has generally focused on syntactic complexity, accuracy, and fluency (CAF), despite disagreement regarding the proper role of these measures in task-based assessment (Ellis, 2003; Long, 2015). Although Long (2015) argues for assessment based on quality of task completion, Ellis (2003) advocates that tasks induce a focus on meaning, thereby justifying CAF-based assessment. An emergent body of literature has begun to consider functional adequacy (De Jong, Steinel, Florijn, Schoonen, and Hulstijn, 2012; Kuiken & Vedder, 2017; Kuiken, Vedder, & Gilabert, 2010), though this area is traditionally underresearched (Plonsky & Kim, 2016). Furthermore, very few studies in TBLT have utilized corpora or automated CAF-coding (Plonsky & Kim, 2016).

The current study therefore contributes to research on functional adequacy, drawing on EFCAMDAT 2, a written task-based corpus from over 174,000 learners (Geertzen, Alexopoulou, & Korhonen, 2013; Huang, Murakami, Alexopoulou, & Korhonen, 2018). The study explores possible relationships between large-grained measures of syntactic complexity, lexical sophistication, and successful task completion. Four tasks highly conforming to Skehan's (1998) task-design criteria were analyzed, two at the B1 level and two at the C1 level. A random sample of 100 responses for each task (controlled for text length) were evaluated using a functional adequacy rubric adapted from Kuiken and Vedder (2017). Responses were evaluated by two raters, with 10% scored by both raters to establish interrater reliability. Corpus tools were used to calculate syntactic complexity and lexical sophistication measures.

Preliminary results indicate some connections between functional adequacy and these large-grained syntactic complexity and lexical sophistication measures. Findings are discussed in terms of the applicability of Kuiken and Vedder's (2017) functional adequacy rubric to tasks of different proficiency levels. An argument is made for the continued integration of functional adequacy into traditional CAF-based measurements of task performance.

Brief Summary:

This study contributes to emerging research on task completion quality. Writing tasks from the EFCAMDAT 2 corpus were evaluated using a functional adequacy rubric, and results compared with automated measures of syntactic complexity and lexical sophistication. The presentation argues for the integration of functional adequacy into measurements of task performance.

Focus on Form/ Corrective feedback

2:50pm - 3:20pm, RB 3202

Timing of focus on form in TBLT

Gabriel Michaud¹, Ahlem Ammar²

¹Université McGill, Canada; ²Université de Montréal, Canada

Abstract:

The place of focus on form in TBLT is still a matter of debate, especially regarding when and how it should occur during the execution of a task. In addition to the question of whether focus on form should occur preemptively or reactively (Ellis, 2017; Long, 2015), when it should take place within a task cycle is also not clear. Whether it should occur in the pre-task phase (Dekeyser, 1997; 2007), during the task (Lightbown, 2008), post-task (Willis & Willis, 2007) or during any phase of the task (Ellis and Shintani, 2014) remains a contentious issue. This uncertainty leads teachers to wonder if they should include focus on form elements in their tasks and when they should do it (East, 2018). In this quasi-experimental study, eight groups of French as a Second Language university-level students (4 B1-level groups and 4 B2-level groups) completed two different tasks - a ranking task and a decision-making task. Six groups received explicit grammatical instruction on the French subjunctive in either the pre-task phase, the task phase or the post-task phase of the two tasks, while two groups completed the task without receiving any explicit instruction. Participants completed a pre-test, an immediate post-test and a two-week delayed post-test consisting of an Elicited Imitation Test measuring implicit knowledge and a Grammatically Judgement Test measuring explicit knowledge. Repeated measures ANOVA will be conducted to determine the differential effects of the three timing conditions.

Brief Summary:

In this quasi-experimental study, French L2 students completed ranking and decision-making tasks after receiving explicit grammatical instruction in the pre-task phase, task phase, or post-task phase. Two groups received no explicit grammatical instruction. Participants completed an Elicited Imitation Test (implicit knowledge) and a Grammatically Judgement Test (explicit knowledge).

3:25pm - 3:55pm, RB 3202

Task modality, salience, and opportunities for L2 development: A triangulated approach

Janire Zalbidea

Temple University, United States of America

Abstract:

Modality has been posited to influence second language (L2) learning processes within task-based teaching (Gilbert et al., 2016). Specifically, the written modality has been predicted to facilitate greater noticing of forms than the oral/aural modality due to its visual and more self-regulated nature. However, despite the ubiquity of both writing and speaking across L2 contexts, little research has examined how task modality impacts opportunities for grammar noticing (e.g., Ziegler, 2017) or how it affects task-generated processing demands (e.g., Cho, 2018). Additionally, although the properties of the target form are claimed to moderate the efficacy of L2 instruction (e.g., Yilmaz, 2013), no prior studies in this line of inquiry have considered the role of target form salience. The present study aims to fill these research gaps.

Fifty-three beginning learners of L2 Spanish completed two form-focused tasks in which they produced output and received feedback in the written modality (writing group, $n = 27$) or the oral/aural modality (speaking group, $n = 26$). Two forms differing in their degree of perceptual and functional salience were targeted: the future tense (more salient) and the indirect object clitic (less salient). Three data sources were considered: (1) Stimulated recall protocols were used to evaluate noticing; (2) learners' task performance was examined for instances of modified output; and (3) subjective questionnaires were administered to explore learners' perceptions of task demands.

Initial analyses indicate the following: First, recall interviews suggest that, overall, both groups evidenced comparable levels of noticing for both forms. Second, although modified output was similar across groups for the more salient form, the writing group demonstrated greater and more accurate incorporation of the less salient form. Lastly, the writing group provided higher ratings of mental effort and lower ratings of task difficulty and stress, but only for the task targeting the less salient form.

Brief Summary:

This study takes a triangulated approach to exploring the opportunities for L2 development offered by written vs. oral form-focused tasks. Three indicators are considered: (1) level of noticing, (2) rate of form incorporation, and (3) learners' perceptions of task-induced processing demands.

POSTER SESSIONS

Monday, August 19, 2019: 12:00 – 1:40 pm
Atrium (Richcraft Hall)

Developing pre-service elementary school teachers' beliefs and practices through TBLT-Based teacher education

Kazuyoshi Sato

Nagoya University of Foreign Studies, Japan

Abstract:

Although the Japanese government decided to make English a formal subject for fifth and sixth graders from 2020, there has been little discussion about how to prepare English teachers. In fact, Curtain and Dahlberg (2004) pointed out that lack of skillful teachers has been a serious issue in teaching foreign languages to elementary school students all over the world. Moreover, in the research on TBLT "the role of the teacher has received scant attention" (Van den Branden, 2016, p.164). This study will report how Japanese university students who desire to be elementary school teachers transform their beliefs about English language teaching to young learners through TBLT-based teacher education.

Previous studies reported the difficulty in changing beliefs and practices of preservice foreign language teachers (Fox, 1993; Johnson, 1994). Yet, using multiple data sources including surveys, journals, and interviews, this study found that these students transformed their beliefs from just fun English class to goal-oriented and skills-integrated class, developing their teaching skills through the yearlong preservice teacher training course based on TBLT.

Such a study is expected to shed light on the role of teachers in TBLT research, especially on preservice teacher education. In fact, Van den Branden (2016) affirms that "Teachers bring TBLT to life. They have a pivotal role in planning and designing lesson activities that are tailored to their students' internal syllabi" (p. 179). It goes without saying that more research is needed on the role of teachers in TBLT-based teacher education.

Van den Branden, K. (2016). The role of teachers in task-based language education.

Annual Review of Applied Linguistics, 36, 164-181.

Brief Summary:

Although the Japanese government will make English a formal subject for fifth and sixth graders from 2020, there has been little discussion about preparing English teachers. This study will report how Japanese university students who desire to be elementary school teachers transform their beliefs about English language teaching through TBLT.

Corrective feedback in synchronous computer-mediated collaborative writing: Potential interactions among learner-internal, learner-external, and task-as-process factors

Taichi Yamashita, Jim Ranalli

Iowa State University, United States of America

Abstract:

Written corrective feedback (CF) and collaborative writing have been two long-standing topics in instructed second language acquisition (Bitchener & Storch, 2016; Storch, 2013). Surprisingly, however, there are few studies which investigated how learners can transfer what they learn as a result of teacher-led CF in collaborative writing to a new piece of individual writing. To fill this gap, this pilot classroom study explored interactions among learner-internal (i.e., language analytical ability, LAA), learner-external (i.e., CF type), and task-as-process (i.e., revision exposure condition) factors.

Twenty-six ESL students at an American university were randomly assigned to a direct ($n = 10$), an indirect ($n = 7$), or a comparison group ($n = 9$). They worked in pairs on two animation description tasks in Google Docs for 40 minutes as a treatment. The experimental groups had their English article errors corrected by receiving the correct form (direct group) or the indication of an error (indirect group). The comparison group underwent the same tasks without CF. Screen capture was used to identify individual students' revisions in response to CF and views of revisions performed by their partners. Learning was measured by a pretest, posttest, and delayed posttest, each consisting of animation description and error-correction tasks, which the participants completed individually.

Preliminary findings indicated that the learning gains of the indirect group were positively related to LAA and to the number of observed revisions. These relationships were not found for direct CF, which suggests that gains are dependent on learner-external, learner-internal, and task-as-process factors. Since data collection is ongoing, findings will be reported for a larger sample size. The presentation calls for more process-product studies on written CF and collaborative writing.

Brief Summary:

This pilot classroom-based study explored interactions among learner-internal (i.e., language analytical ability), learner-external (i.e., corrective feedback type), and task-as-process (i.e., revision exposure condition) factors in synchronous computer-mediated collaborative writing. The findings suggest that the transferability of learning in collaborative writing depends on these complex interactions.

The effects of explicit and implicit form-focused instruction on development of CALF and communicative adequacy

Chie Ogawa, Michael Holsworth

Kyoto Sangyo University, Japan

Abstract:

Acquiring formulaic language is an effective way to improve oral fluency (Segalowitz, 2010; Wood, 2009; Wray, 2002). However, a few researchers have explored the effects of formulaic language interventions in terms of developing CALF indices and communicative adequacy. This study was an examination of the impact of a form-focused intervention involving the effects of formulaic language during 3/2/1 tasks with 48 Japanese university students. The participants completed monologue 3/2/1 speaking tasks designed to help them improve oral fluency for 13 weeks. In the 3/2/1 tasks, the students talked about the same topic for 3 minutes, then 2 minutes, and finally 1 minute. The participants were divided into no-intervention, text enhancement, and peer feedback groups. In the no-intervention group, the participants started the 3/2/1 task immediately without any intervention. The participants in the text enhancement group read a teacher-modeled passage with the target formulaic language highlighted prior to engaging in the task. The participants in the peer feedback group also received the teacher-modeled input, and one student in the pair engaged in peer monitoring while the other student was talking. The listener monitored the speaker's use of the following target formulaic language: stating an opinion (e.g., *In my opinion...*), giving reasons (e.g., *It is mainly because...*) and giving examples (*For example...*).

The students' oral performances were recorded three times during Weeks 2, 8, and 14. The recorded data were analyzed statistically using four CALF indices: Complexity, Accuracy, Lexis, and Fluency. In addition, human raters evaluated the oral performances in terms of communicative adequacy. A multifaceted Rasch analysis was conducted to evaluate the communicative adequacy of these performances. The findings showed that the peer-feedback group had greater fluency development and they used a wider variety of the target formulaic language. Implications for formulaic language instruction will be discussed.

Brief Summary:

This study was an examination of the impact of a form-focused intervention involving the effects of formulaic language during 3/2/1 tasks with 48 Japanese university students. The students' speaking performances were analyzed using CALF indices and human ratings of communicative adequacy. Implications for formulaic language intervention will be discussed.

Collaborative writing and models: A pilot study with young EFL learners

María Luquin Urtasun, María del Pilar García Mayo

University of the Basque Country, Spain

Abstract:

Research on models as a form of written corrective feedback has been carried out with adult participants but research with children is scarce (Cánovas Guirao, Roca de Larios & Coyle, 2015) despite the growth of early EFL learning in school settings in the past twenty years (Enever, 2018). Recent studies have highlighted the importance of collaborative writing (Storch, 2016) as a useful pedagogical tool to draw learners' attention to form. The typical sequence of research with models consists of engaging learners in a three-stage writing task involving (a) spontaneous noticing of linguistic problems while writing a picture-based story (Stage 1), comparison of their texts with a native-speaker model (Stage 2), and (c) rewriting of their original output (Stage 3).

The aim of the present pilot study was to analyze what EFL primary school children notice and incorporate during a three-stage task, completed in collaboration and what the children's attitude towards the task was. The participants in the study were 12 children (11-12 years old) divided into a treatment group (TG), which completed the three stages and received a model, and a control group (CG), which completed the three stages but self-edited their texts. Pre- and post-task motivation was measured by means of a 10-point scale questionnaire. The findings showed that what young EFL children noticed at Stage 1 were mostly grammar language-related episodes (LREs), whereas at Stage 2 both groups focused most of their attention on content and lexical LREs, with statistically significant differences between the TG and the CG. Significant differences were also found between Stage 1 and 3 regarding lexical LREs in the TG. The children showed a high motivation before and after the task and considered it as a positive experience. Pedagogical recommendations and methodological issues will also be discussed in light of these findings.

Brief Summary:

The present pilot study analyzed what primary EFL children engaged in when producing a joint-written text, their processing of feedback with a model, the possible incorporations in the resulting revision and the learners' attitude toward the task.

Effect of intervention on learner's dispositions towards TBLT and task engagement

Xuefeng Su

Shantou University, China

Abstract:

The current research focus of TBLT is on learners. This study investigates the effect of intervention on learners' dispositions towards teaching approaches and on learner's task engagement among three classes of freshmen in a task-based course at Shantou University, China, over a period of 11 weeks. Students' dispositions towards TBLT as opposed to traditional approaches were measured through one survey at the beginning, one survey and one self-report at the end. Five sessions of intervention were given over the period featuring the rationale for TBLT, strategies for communication and attitude towards mistakes. Five surveys of task engagement were undertaken respectively after each intervention and a learning task in class. Retrospective semi-structured interviews were crafted based on results of all the surveys and carried out at the end to gain a deeper understanding of the factors that influence learners' dispositions and task engagement. It was found that the approval rating for TBLT increased over the research period while students' increased interest in and support for TBLT did not lead to a corresponding drop in approval with traditional

approaches. Students' task engagement also increased steadily. The theme of "autonomy" and "relevance" emerged from the interviews and the former was found to be a decisive factor on learner's preference for teaching approaches and the latter on task engagement. While this study is preliminary in scale and the research results should be confirmed by future studies, it appears that the cultivation of learner autonomy should be an integral part of TBLT and a higher relevance of the tasks used in lessons would better engage the learners and be more conducive for learning.

Brief Summary:

This poster demonstrates the results of a study that investigated the effect of intervention on learners' dispositions towards teaching approaches and on learner's task engagement among three classes of freshmen in a task-based course at Shantou University, China, over a period of 11 weeks.

Materials development for TBLT in an EFL setting: Challenges and possibilities

Yoshitaka Kato¹, Manami Kobayashi², Masanori Matsumura³, Yu Tamura⁴, Paul Wicking³, Yuri Yokoyama⁵

¹Chubu University, Japan; ²Nagoya University, Japan; ³Meijo University, Japan; ⁴Kansai University, Japan; ⁵Ritsumeikan University, Japan

Abstract:

The purpose of this study is to provide insights into the ways task materials can be designed, especially in an EFL setting. Although researchers have elaborated on the principles for designing and sequencing tasks based on their own perspectives (e.g. Long, 2015; Robinson, 2015; Willis, 1996), we have not yet been well informed of the actual processes of task-based materials development nor provided with many concrete examples of classroom materials (Tomlinson, 2012). With a particular focus on an EFL setting, where TBLT has been gaining popularity, this study therefore reports on how task materials have been developed in a two-year project by six researchers in Japan. In the project, we first discussed our difficulties when designing tasks through conventional approaches such as determining actual "complexity" (e.g. Sasayama, 2016) and specifying the needs of EFL students. Then, drawing on the definition of tasks by Ellis and Shintani (2014) and gaining insights from Richards (2001) and Pica, Kanagy, and Falodun (1993), we reached the conclusion that it would be most productive, at least in our context, to classify tasks into five types (i.e. information gap, jigsaw, narration, problem-solving, and decision-making). Each task type was characterized by a bundle of task features such as the existence of a "correct" answer, disparity of information among peers, and the degree of division of labor, which helped teachers select appropriate tasks in their own teaching contexts. In our presentation, we first discuss the advantages of our framework for classifying tasks, and then report on the process of developing task materials in our project, making references to sample tasks we have created and implemented in the classroom. The ways those tasks could be adapted to individual teaching contexts as well as issues surrounding task sequencing will also be discussed.

Brief Summary:

The purpose of this study is to provide insights into the ways task materials can be designed, especially in an EFL setting. We specifically propose five task types (i.e. narration, information gap, jigsaw, problem-solving, and decision-making) as a good starting point for helping EFL teachers implement TBLT in their contexts.

Tuesday, August 20, 2019: 12:00 – 1:40 pm
Atrium (Richcraft Hall)

Effects of reflective learning practice on learners' attention to form in peer interaction

PHUNG DAO, MAI NGUYEN, CHI DO-NA

Manchester Metropolitan University, England, United Kingdom

Abstract:

Previous research reported positive impacts of pedagogical interventions (e.g., modelling, metacognitive instruction, and teaching interactional strategies) on learners' interactional behaviours. To contribute to this research line and to address the limitation of learners' low attention to form in peer interaction, this study investigated the impact of reflective learning practice on learners' attention to form. Sixty-eight adolescent EFL learners ($M_{age}=15.6$, $SD=7.05$) formed reflective learning practice and control groups. The reflective learning practice group received a treatment designed following the reflective learning model (Kolb, 2014; Schon, 2016) with the goal of increasing learners' attention to form. The reflective learning practice is conceptualised as a cyclical process consisting four stages: Concrete experience → Reflective observation → Abstract conceptualisation → Active experimentation. Meanwhile, the control group did not receive this treatment but carried out only the same pre- and post-tests

The study used a pre-test/post-test design, with reflective learning practice as an independent variable. The dependant variable was learner attention to form operationalised as language-related episodes (LREs) defined as talk segment where learners talk about the language, correct themselves or others (Swain & Lapkin, 1998). Learners' audio-recorded interactions of pre- and post-test tasks were transcribed, coded and cross-checked (interrater reliability 25% of data) for evidence of learner attention to form. Scores of different types of LREs were calculated, normalised and compared between the two groups.

Results showed that the reflective learning group produced significantly more LREs in the form of self-correction and metalinguistic talk from pre- to post-tests. The self-reported data revealed that they perceived the treatment as beneficial, particularly encouraging them to attend to language form and establish collaborative mindset. However, factors, e.g., learners' approach to tasks, social relationship, perception of feedback, and proficiency appeared to mediate the effectiveness of the reflective learning practice. Results are discussed in terms of the role of pedagogical interventions in promoting effective learner-learner interaction.

Brief Summary:

This study investigated the impact of reflective learning practice intervention on learners' attention to form in peer interaction. The results showed that learners' attention to form in the form of self-correction and metalinguistic talk increased over time due to the reflective learning treatment.

Mologue task repetition under different conditions

Sayo Natsukari

Takasaki City University of Economics, Japan

Abstract:

Previous studies on task-based language teaching show that the different conditions have different impacts on learners' L2 oral performances. For example, how pre-task planning time is used, whether or not learners receive feedback on their performance, and whether or not they have opportunities to repeat the same task can be some of the variables. This study analyses the oral production data of Japanese university students learning English as a foreign language recorded during their English lessons, and it examines how their oral performances are different when they are involved in a monologue task sequence under the different conditions: (1) repeating monologue tasks on different topics, (2) repeating monologue tasks on the same topic after receiving feedback from the instructor, and (3) repeating monologue tasks on the same topic after receiving peer feedback. The study also discusses what opportunities of language learning the learners might gain from the different task conditions.

Brief Summary:

This study examines the impacts of three different task conditions on learners' monologue task performances: (1) repeating monologue tasks on different topics, (2) repeating monologue tasks on the same topic after receiving feedback from the instructor, and (3) repeating monologue tasks on the same topic after peer feedback.

Effects of task-supported instruction on young beginning Spanish learners' pragmatic comprehension of forms of address

Paige A. Saunders^{1,2}, Ellen J. Serafini¹

¹George Mason University, United States of America; ²Moss-Nuckols Elementary School, United States of America

Abstract:

While task-based approaches to second language (L2) teaching have been shown to be effective in promoting communicative competence in adolescent and adult learners of Spanish, less research has addressed its effectiveness for younger learners in the realm of L2 pragmatic development. Motivated by this gap and the desire to equip students with the capacity to communicate with local Spanish speakers, the current action research study examined the impact of implementing a Task Supported Language Teaching (TSLT) instructional unit on elementary school Spanish learners' pragmatic comprehension of the Spanish personal forms of address, *tú* and *usted*, as used in the target dialect spoken by a local Spanish-speaking majority. Participants were 21 novice L2 Spanish learners who completed a multi-day TSLT sequence focused on contextualized introductory conversations. Data were gathered through a receptive aural pretest and immediate posttest in which participants were instructed to match the questions they heard to a picture of an adult or a child. Results showed significant growth in participants' pragmatic comprehension, indicating that TSLT can facilitate young learners' understanding of complex pragmatic concepts such as the relationships among speakers that primarily govern the use of forms of address in the target dialect. Findings expand what we know about the development of L2 pragmatic competence in younger learners (Taguchi & Roever, 2017) and have key pedagogical implications for task-based classrooms. The study concludes by considering how task-based instruction might be used to engage learners in further analyzing sociolinguistic variation in L2 pragmatics as well as language ideologies associated with different varieties of Spanish, particularly those that employ the three-distinction including *vos*.

References

Taguchi, N., & Roever, C. (2017). *Second language pragmatics*. Oxford/New York: Oxford University Press.

Brief Summary:

This study investigated the effects of task-supported instruction on novice elementary-level L2 learners' pragmatic comprehension of personal forms of address in Spanish. Results revealed significant growth in learners' understanding of the social relationships that govern the use of forms of address, demonstrating the positive effects of TSLT in this context.

Intercultural implications for TBLT in a private Japanese university

Sean Collin Mehmet

Matsumoto University, Japan

Abstract:

This presentation will uncover some of the intercultural challenges of implementing meaningful EFL tasks within the context of a small, provincial Japanese university. Such EFL tasks have included ordering "haute cuisine" in an upmarket French restaurant; visiting the doctor; and, calling a customer service line for help. Moreover, this individual paper will specifically address the potential obstacles and intercultural challenges of employing such task-based pedagogy within this Japanese context. These intercultural challenges not only impact the learners themselves, but also the practice of EFL teaching, as well as the evaluation of learning.

The Developmental Model of Intercultural Sensitivity (Bennett, 1986, 1993, 2004, 2013) will comprise the principal theoretical construct underpinning this individual paper. In short, this paradigm is a six-stage hierarchical continuum that ranges from three *ethnocentric* stages to three *ethnorelative* stages. Each stage describes a cognitive structure that is communicated through attitudes and behaviors (Bennett, 2011). TBL educators can use the DMIS to facilitate learning by recognizing the particular stage a student is at, and helping the student progress into the next stage. There are three principal reasons justifying its utilization in this

paper. Firstly, it will serve as an effective springboard to discuss the various intercultural aspects of Japanese TBLT. Secondly, the DMIS has been widely implemented in the field of intercultural communications, and as a result, there is a substantial body of literature, both positive and negative, focused on it. Thirdly, the presenter has employed it as one of the main paradigms in his doctoral dissertation, and therefore has a personal comfort level with it.

Brief Summary:

This presentation uncovers the intercultural challenges of implementing meaningful EFL tasks at a small Japanese university. This paper addresses the intercultural challenges of employing task-based pedagogy within this Japanese context. These intercultural challenges not only impact the learners, but also the practice of EFL teaching, and the evaluation of learning.

Bifurcations and the emergence of complex syntax: A Complexity Theory perspective

Reid Evans

University at Buffalo, United States of America

Abstract:

A complex dynamic systems theory perspective of language development emphasizes the significance of the interconnectedness of the constituent parts of the language faculty. In this way, components such as morphosyntax, lexis, phonology, etc. demonstrate interdependence as the synergistic interaction among these components supports the emergence and development of language proficiency. Historically, many of these constructs have been scrutinized individually (i.e., reductionism) within applied linguistics in attempts to explain and/or describe second language acquisition. By contrast, complexity-informed analysis presupposes that it is often the *interactions* between the components of a complex system that are more important than the components themselves (McGrath, 2016). As such, this presentation reports the results of a study of the diachronic development of L2 proficiency in a learner of English as a second language focusing specifically on the interconnectedness of syntactic complexity, accuracy, and fluency. Specifically, I draw on the non-linear time series analysis conducted over one academic year to discuss the critical role of oral fluency in the development of complex syntax (e.g., non-finite adverbial clauses).

Commensurate with the complexity frame informing this study, the results indicate that the emergence and development of complex syntax may pass through periods of bifurcation as grammatical knowledge transitions from one attractor state (Hiver, 2015) to the next. It is during such periods of bifurcation, however, that both accuracy and fluency play a critical role in L2 development. In this way, the instability of the incipient linguistic system at moments of bifurcation results in what appears outwardly as regression in accuracy and fluency, although such regression may actually be indicative of growth (i.e., self-organization of the L2 system). Beyond the cognitive insight into the process of language development, these findings offer both pedagogical as well as methodological implications vis-à-vis assessment and evaluation of language development.

Brief Summary:

From a complexity theory perspective, this presentation discusses the diachronic development of L2 proficiency focusing specifically on the interconnectedness of syntactic complexity, accuracy, and fluency. The results indicate the critical role of accuracy and fluency in the emergence and development of complex syntax, specifically during periods of bifurcation.

Boosting novice teacher's confidence with TBLT: Italian teachers in a Brazilian public university under focus

Paula Garcia De Freitas

Federal University of Paraná, Brazil

Abstract:

Our experience in Language Teacher Training allows us to consider that novice teachers tend to opt for more traditional teaching approaches, which enable them to "control" classes and to prepare themselves "better" for possible challenges in their classrooms. Such a choice may be based on the belief that TBLT requires sound knowledge of the foreign language being taught and mastery of different abilities so as to deal with the initiative and autonomy of the students envisaged by the approach used. While these early teachers see TBLT as a fun, motivational, collaborative approach that can help build greater self-confidence in the use of the foreign language, it is difficult to be implemented (East, 2012). Because we understand that teachers cannot be expected to develop the ability to work with TBLT independently, automatically and immediately (Norris, 2015), we have sought to implement a TBLT to teach SLA theory and try to help language teachers in their initial training at the Federal University of Paraná (Brazil) to become familiar with such teaching approach. In this poster, we present the TBLT teacher training program and the tasks designed for the 60h optional subject of "Basic Education Contents for Foreign Language Teaching", which we offered in 2018, as well as its accomplishments, observed in the professional practice of four Italian novice teachers who took the above-mentioned subject. It was possible to observe that these novice teachers gained confidence, developed the professional knowledge needed to increase the learning potential of task-based work, and felt encouraged to use TBLT in their children's classrooms.

East, M. (2012). Task-based language teaching from the teachers' perspective. Amsterdam, Netherlands: John Benjamins.

Norris, J. (2015). Thinking and acting programmatically in task-based language teaching. In M. Bygate (Ed.), Domains and directions in the development of TBLT (pp. 27–57). Amsterdam, The Netherlands: John Benjamins.

Brief Summary:

- context: The TBLT Approach in Brazilian Language Teacher Training and, in particular, at UFPR; the subject "Basic Education Contents for Foreign Language Teaching" and its 2018 TBLT program
- Data analysis Plans and records of 30 hours of of four Italian teachers in their children's classrooms
- results

Tuesday, August 20, 2019: 4:30pm - 6:10pm

Atrium (Richcraft Hall)

Focus on form during meaning-focused tasks: What can teachers do to increase the opportunity?

Yusa Koizumi

International Christian University, Japan

Abstract:

One issue for EFL instructors when they apply TBLT is how to provide opportunities for focus on form during primarily meaning-focused tasks. At least two solutions are available: (1) incorporating writing into tasks and (2) allowing students to use their L1. Theorists argue that writing facilitates focus on form because it makes forms salient and provides time for planning and reviewing. Literature has shown that discussing forms and resolving linguistic problems collaboratively are among the most common functions of L1 during L2 tasks. This study investigated the effectiveness of these two solutions in a Japanese university EFL context. Students in two classes completed two versions of a picture story jigsaw task in pairs. One version required students to write the story they had worked out, and the other required them to orally narrate it. For both versions, one class (13 pairs) was allowed to speak L1 (Japanese) when they composed or prepared to narrate. The other (12 pairs) was instructed to speak English exclusively through the entire work. Students' interactions were audio-recorded and transcribed, and language-related episodes (LREs) were identified. The LREs were classified according to focus (lexis, grammar or discourse) and outcome (resolved successfully or unsuccessfully, or unresolved). The accuracy of compositions was measured by the proportion of error-free T-units and the number of errors. The analysis showed that the written version generated significantly more LREs, and students were more likely to discuss various forms and resolve problems successfully. However, when the two classes were compared for the written version, they differed significantly only in LRE frequency: English/Japanese pairs generated LREs *less frequently* than English-only pairs. This result seems to imply that the second solution is ineffective, but further analysis of individual LREs revealed that L1 promoted the use of metalanguage and helped students discuss forms explicitly and thoroughly.

Brief Summary:

Providing students with opportunities to focus on form during meaning-focused tasks is a common issue for teachers when they apply TBLT. This study investigated the effectiveness of two possible solutions, (1) incorporating writing into tasks and (2) allowing students to use their L1, in a Japanese university EFL context.

Task authenticity and learners' shared L1 use in foreign language contexts

Natsuyo Suzuki

Rikkyo University, Japan

Abstract:

A task helps second language learners experience and engage with real-world communication. However, some of the challenges of implementing tasks in a foreign language classroom of monolingual speakers are to ensure task authenticity as well as materials (Guariento & Morley, 2001) which put real communicative demands on them. One way to bring authentic tasks into the classroom is to require learners to think critically, making decisions or finding solutions generated from their own concerns in the target language. Recent studies have investigated the benefits of L1 in learner-learner interaction in terms of scaffolding (e.g., Bao & Duo, 2015); nonetheless, little is known about the effects of L1 use in language acquisition. To investigate the impact of L1 in activities enabling full engagement in at a higher cognitive level, data was collected from intermediate-level university students (B1/B2 on the CEFR): those in one group ($n = 29$) were allowed to use L1 in their discussions while the others ($n = 18$) used only English over the course of three months. To back up the research, retrospective questionnaires about participants' L1 use were collected after every class. Pre- and post- tests were conducted in written mode to examine language production and analyzed in terms of the number of sentences, readability, type token ratio, lexical diversity, spelling errors, and metadiscourse markers (Bax, Waller, & Nakatsuhara, 2014). The findings showed that, regardless of the language used, the participants developed type-token ratio and readability over time; however, the participants using only English produced fewer metadiscourse markers on average in the post-test, while some participants in the other group displayed more discourse markers, including hedge and person markers, along with logical connectives. Further detailed analysis of the potential differences and discussion as to the implementation of tasks with enhanced data collection will be presented.

Brief Summary:

Ensuring task authenticity which put real communicative demands on EFL learners is crucial. The study investigated the impact of L1 in tasks enabling full engagement in cognitive domains for intermediate-level university students. Different types of metadiscourse markers were displayed in the post-test; further analysis and discussion will be presented.

Evaluating task-based materials: A comparison of two Spanish textbooks (Gente Joven, 2016, and ¡Adelante!, 2011)

Viktoria Mathies, Barbara Hinger

University of Innsbruck, Austria

Abstract:

Since its publication in 1997, the textbook *Gente* is considered one of the first manuals implementing task-based language teaching, TBLT, for Spanish as a foreign language. Up to now, all textbook versions have followed the TBLT approach. This also holds true for the most recent publication *Gente Joven* (Alonso et al. 2016) which emphasizes on young learners. In the German speaking context, the manual *¡Adelante!* (Baquero et al. 2011) also follows a TBLT approach while focusing on learners of Spanish in secondary school

contexts. Following the argument that “[t]extbooks are undoubtedly the most popular teaching materials used in foreign language classes” (Radić-Bojanić/Topalov 2016: 137) the study aims at analyzing the two textbooks by comparing to what extent they implement TBLT criteria. Therefore, it briefly outlines the procedures of task-based language teaching and discusses various task definitions (Ellis 2009, Van den Branden 2016, Willis/Willis 2007). Next, criteria to operationalize TBLT – such as focus on meaning, authenticity of language use, real-life activities, task cycle, etc. – are determined. Accordingly, questionnaires are applied to measure the frequency of items that correspond to the deduced set of task criteria by using three degrees of fulfillment (totally, partly, not fulfilled). The results are presented by means of descriptive statistic values. Interestingly, one of the most surprising outcomes in both textbooks is the overuse of pre-tasks leading to the task as such and the underuse of post-task settings. Hence, the study provides insights in what East (2017: 421) calls the under- and over-application of theory in practice, namely in the teaching materials offered by the two textbooks.

References

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- Willis, Dave and Jane Willis (2007). *Doing Task-based Teaching*. Oxford: Oxford University Press.
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Brief Summary:

The study presents results of an analysis of two TBLT-based Spanish-as-a-foreign-language textbooks (*Gente Joven*, 2016, *¡Adelante!*, 2011) and shows to what extent they implement TBLT criteria. Hence, it offers insights in what East (2017) calls the under- and over-application of theory in practice, namely in the textbooks’ teaching materials.

Exploring underlying elements of the motivational self system among learners in a workplace language training program

Fatima Ady, Eva Kartchava, Michael Rodgers

Carleton University, Canada

Abstract:

The learner-centeredness of TBLT has allowed for individualization of second language (L2) instruction mediated by needs analyses and learner internal syllabi (Long, 2015). Ample evidence confirms the effectiveness of tailored instruction developed in line with such individual factors as learner interests, cognitive styles, and motivation (e.g., Papi, 2018; Wesche, 1981). Motivation, in particular, has been shown to shape the reasons why learners choose to study an L2, the effort they put into learning, and how they assess their progress (Ellis, 2015); motivation can also serve as a catalyst that pushes learners to actively engage in their L2 development (Dörnyei, 2005; Gardner & Lambert, 1972; Taguchi, Magid, & Papi, 2009). Yet, little is known about if/how motivation affects L2 instruction in the workplace and which of its elements may improve/hinder the learning process. Dörnyei’s (2005) L2 Motivational Self System explores motivation through the ought-to L2 self, the ideal L2 self, and the L2 learning experience. Determining learner attitudes towards their L2 self and motivation may allow for the identification and provision of any needed support, positively affecting the learners’ willingness to engage and sustain L2 study. For teachers, this knowledge may positively affect the kind of instruction they provide and how they go about ensuring individualization of L2 teaching.

To investigate the underlying elements of motivation that L2 English learners enrolled in a workplace language program bring to their language training, 40 high-beginner newcomers to Canada completed an online questionnaire and some were interviewed (n=10). While the questionnaire probed the participants’ beliefs and attitudes about language learning and identity, the follow-up interviews were conducted to determine underlying sources for the elements established in the questionnaire. Results highlight the elements underlying the learners’ motivational self systems, providing insight into their learning profiles and ways that motivation can impact their L2 learning. Pedagogical implications are discussed.

Brief Summary:

This study investigates the underlying elements of motivation that L2 English learners enrolled in a workplace language program bring to their language training. Through the means of a questionnaire and follow-up interviews, results highlight the participants’ learning profiles and ways that motivation can impact their L2 learning experiences.

Wednesday, August 21, 2019: 9:05am - 10:45am Atrium (Richcraft Hall)

Developing a language test corpus of communicative tasks for assessment research

Bradford L. Salen, Margaret E. Malone

Georgetown University, United States of America

Abstract:

This poster reports the design process of a language test corpus comprised of foreign language (FL) assessments ($N = 968$) of speaking proficiency using the simulated oral proficiency interview (SOPI). The dataset was collected from student participants enrolled in study-abroad programs offered in seven languages at studying in over 10 countries. The longitudinal component of the data consists of pre- and posttest study-abroad learner data tracking development in the target languages. Communicative tasks are operationalized in this corpus based on pre-determined task-based prompts used to elicit language from test takers. The SOPI variant utilizes the same structure as the OPI, defined as: warm-up, level check, probes, and wind-down tasks designed to elicit language at a variety of levels and inclusive of different sociocultural situations. The structured format of the data will allow for fine-grained analyses of specific communicative tasks (e.g., picture description, narration, defending an opinion) in the well-defined framework of an oral proficiency interview with the added advantage of allowing for comparison both within and across languages.

Corpus resources comprised of learner data are one of the most robust resources available to researchers in applied linguistics and related fields (Biber, 2012). Central to second language acquisition (SLA) research are comparisons of learner development over time. Integration of methodologies to better illuminate when and how learner groups acquire new skills has been a longstanding goal in SLA research (Ortega & Iberri-Shea, 2005). The preexisting structure of tasks that comprise the tests, coupled with the consistent framework of communicative tasks, and the cross-linguistic and longitudinal nature of the data, are the motivation for proposing this corpus of spoken and transcribed learner data. The presentation will report on the challenges and opportunities of this approach to develop a task-motivated language corpus.

References

Biber, D. E. (2012). *Corpus-Based and Corpus-driven Analyses of Language Variation and Use*. In *The Oxford Handbook of Linguistic Analysis* Oxford University Press.

Ortega, L., & Iberri-Shea, G. (2005). Longitudinal research in second language acquisition: Recent trends and future directions. *Annual review of applied linguistics*, 25, 26-45.

Brief Summary:

This poster reports the development of, and the challenges that occur in operationalizing a language test corpus of 968 foreign language (FL) assessments of speaking proficiency collected using a simulated oral test. The project methodology is designed to give researchers a unique database resource searchable by communicative task.

Task based EFL course for student athletes and sports professionals

Alessandra Fazio¹, Elisa Fiorenza²

¹Università degli Studi di Roma Foro Italico, Italy; ²Università degli studi di Roma Tre, Italy

Abstract:

In an environment characterized by increasing international human mobility, mastering English language competence in the field of sport and related professions is a crucial element. Student athletes and/or sport professionals have to live and work effectively in plurilingual and pluricultural settings, e.g. those who will want to work abroad using English as lingua franca or who will have clients in Italy using English as lingua franca. Thus, as stated in the *CEFR Companion Volume with New Descriptors* (2017), the new approach to language learning is “to put the co-construction of meaning (through interaction) at the centre of the learning and teaching process [...] towards syllabuses based on needs analysis, oriented towards real-life tasks and constructed around purposefully selected notions and functions.”

The aim of this paper is to show how customized, entirely task-based English language courses for 240 Italian students and sports professionals attending the Master's program in Adapted Physical Activity (AMPA) have been developed at the Language Center of the University of Foro Italico (Nunan 2004, Prabhu, 1987; Révész A. et al. 2016, Skehan, 1996, 2009; Willis, 1996; Willis & Willis, 2007). Courses create simulations of professional situations that could be developed by learners with the instructors to enhance efficient communication and to implement strategies for their future employability. We will show examples of specific tasks selected from completed by students working collaboratively in small groups. A reflective and agile teaching has been implemented through experiential training (Longmuß J. et al. 2016). Students were assigned task-based and/or e-task-based projects (see Thomas & Reinders 2010; Chapelle 2001).

Finally, we will discuss the qualitative analysis of data collected with the software N-Vivo to demonstrate how our TBLT approach has been successfully adopted to enhance the language accuracy of our students.

Brief Summary:

Alessandra Fazio is associate professor in English Language and Translation at University of Roma Foro Italico. Director of the University Language Centre. Her research interests include terminology, ESP, applied linguistics. Elisa Fiorenza, Post-doc Researcher at the University of Roma Tre. Her research interests lie in SLA, speaking and plurilinguism.

Learners' perceptions of a task cycle with digital stories: Exploring opportunities for L2 learning

Juliane Regina Trevisol

Universidade do Estado da Bahia (UNEB), Brazil

Abstract:

Though there is growing interest to understand how digital technologies aligned with tasks can be adequately integrated in the L2 educational environment (González-Lloret & Ortega, 2014), not much is yet known in terms of how such integration can take place in ways that attend both learners' and teachers' needs and expectations. Taking that into consideration, unveiling learners' perceptions after having concluded a series of tasks with digital technology seems to be a relevant aspect to be accounted for. This way, the goal of the present investigation was to examine how undergraduate L2 learners of English perceived their engagement in a cycle of tasks

for the creation of a digital story. More specifically, by unveiling learners' perceptions, this piece of research explores whether the tasks performed have somehow provided learners with opportunities for L2 enhancement and focus on form (Long, 1991) — and whether this appears in their voices. This classroom-based research was carried out in an intact L2 classroom in Brazil, with a total of 14 learners. The entire experiment encompassed three weeks (two meetings a week) and it happened during participants' regular class hours at university. The cycle was composed of several pedagogic tasks, most requiring the L2 to be used in a meaning-oriented manner and in different modes of communication. Tasks were organized and implemented following Skehan's (1996; 2009) framework. Each participant was required to produce a digital story, individually and in the L2, by the end of the cycle. Qualitative data were gathered through a post-task perception questionnaire, constructed in learners' L1, which contained a total of 50 questions (most open-ended). The questionnaire was administered right after the task cycle had ended and analyzed in a subjective manner. Overall, results suggest learners perceived the task cycle as both enriching and challenging in general. The experience was also perceived as productive for the opportunities provided for L2 use in context, language practicing (i.e., L2 pronunciation), as well as noticing gaps in speech not noticed before (Swain, 1993; 1995). Thus, experimenting with digital storytelling seems to be an alternative for merging tasks and technology in a real L2 classroom, even though time for such an endeavor may be limited.

Brief Summary:

This investigation reports an experiment with digital technology and tasks in an L2 classroom. Its goal is to understand learners' perceptions of a task cycle for creating a digital story, as well as to understand whether such an experience can be perceived by them as valuable for L2 learning.

Collaborative revision: Effects on FSL students' writing accuracy

Hanène Melki, Ahlem Ammar
Université de Montréal, Canada

Abstract:

Research on second language acquisition and L2 writing development indicates that collaborative tasks during writing process (e.g. prewriting and revision) promote second language learning (McDonough, Crawford & De Vleeschouwer, 2016; Storch & Wigglesworth, 2007). Indeed, those tasks provide opportunities for mutual feedback and form and meaning negotiations (Storch, 2013). This is likely to promote students' writing accuracy (Wigglesworth & Storch, 2009). Many descriptive studies have examined several aspects related to collaborative revision tasks: patterns of negotiations (Nelson & Murphy, 1993); engagement to peer comments (Medonça & Johnson, 1994; Tsui & Ng, 2000), scaffolding mechanisms during interactions (De Guerrero & Villamil, 2000) and revision's activities and mediating strategies (Villamil & De Guerrero, 1996). However, little studies have been undertaken to uncover the effects of collaborative revision tasks on the revised text (Villamil & De Guerrero, 1998). The present study investigates the effects of collaborative revision on the accuracy of French as a second language (FSL) students' writing.

48 students enrolled in two classes of French enriched program in a secondary school in Montreal participated in this study. They revised a text that they have produced individually. One class (the comparison group) revised individually, while the other one (the experimental group) revised collaboratively (in pairs). Interactions occurring during collaborative revision task have been recorded. Quantitative data collected from revised texts were analyzed based on the incorporation or non-incorporation of peer's comments into the revised text, the areas, the proportion and the accuracy of the included grammar revisions. Accuracy was measured in terms of proportion of errors that has been effectively repaired per word.

Preliminary analysis indicates that, compared to individually revised texts, collaboratively revised texts reveal a higher proportion of repairs in different grammar areas and an improvement in students' writing accuracy.

Brief Summary:

Two classes of French as a second language were asked to revise a text that students have produced individually. One class revised individually; the other one collaboratively. Quantitative data analysis of revised texts reveals that collaborative revision leads to repairs in different grammar areas and improvement in students' writing accuracy.

Student reflections on student-led lessons as part of project-based learning and teaching

Oana Cusen
Kwansei Gakuin University, Japan

Abstract:

Project-based learning and teaching (PBLT) can be considered as a series of sequenced tasks building upon each other and leading to one substantial final goal, which entails not only improved language skills, but also increased understanding of content (Stoller, 2006). With its focus on content, authentic language and experiences, group work, and increasing learner responsibility, PBLT is also an approach that can help learners achieve learner autonomy (Skehan, 1998). This paper is focused on a classroom project, the "Students as Teachers" project, which was created and implemented in a private university setting in Japan, as part of an intensive four-skills English course. For this particular project, groups of students chose units from a four-skills content-based textbook. Each group prepared and taught a 90-minute lesson based on their unit, which involved textbook work, as well as additional original tasks created by the students. Throughout the lesson preparation process, and also at the end of the project, students engaged in an extensive reflection process. This paper will first briefly introduce the lesson preparation process, and the students' performance during their assigned teaching period, using student-generated materials and videos taken during the lessons. The main part of the paper will focus on the analysis of data from student reflections, which were collected from a total of 211 students, who provided detailed written reflections on their weekly progress while preparing the lesson, as well as on their performance following the lesson they taught. The results show significant positive developments in student confidence, decision making skills, organization skills and other markers of learner autonomy, as well as a perceived improvement in their language skills. These results not only support the claims in the PBLT literature about its positive effects on the development of learner autonomy, but they also bring the additional student perspective on the benefits of PBLT, which is something rarely covered in the literature.

Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.

Stoller, F. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In G. H. Beckett & P. Chamness Miller (Eds.), *Project-based second and foreign language education: Past, present and future* (pp. 19-40). Greenwich, CT: Information Age.

Brief Summary:

Project-based learning and teaching has been recognized as an approach that fosters learner autonomy. This paper will introduce the “Students as Teachers” project, during which university students prepared and taught a 90-minute lesson. The lesson preparation process and the student reflections on the project will be discussed in detail.

Thinking abstract: Collaborative Task-based learning of EAP writing skills

Akari Hirano, Noel Vincent

Kyoto University, Japan

Abstract:

Learning English for Academic Purposes (EAP) can be challenging for Japanese university students, who fall across a wide range of English abilities and may have limited opportunities to practice writing in class. Furthermore, because EAP encompasses so many academic disciplines, it is difficult for students to gain sufficient exposure to content which is relevant to their specific research fields. Whereas conventionally-designed courses present curated content that is limited in scope, online collaboration enables learners to “crowdsource” their own materials and gain exposure to discipline-specific content, as well as receive feedback from peers. This may be particularly useful for students learning to write abstracts for research articles—the content and style of which vary greatly by discipline.

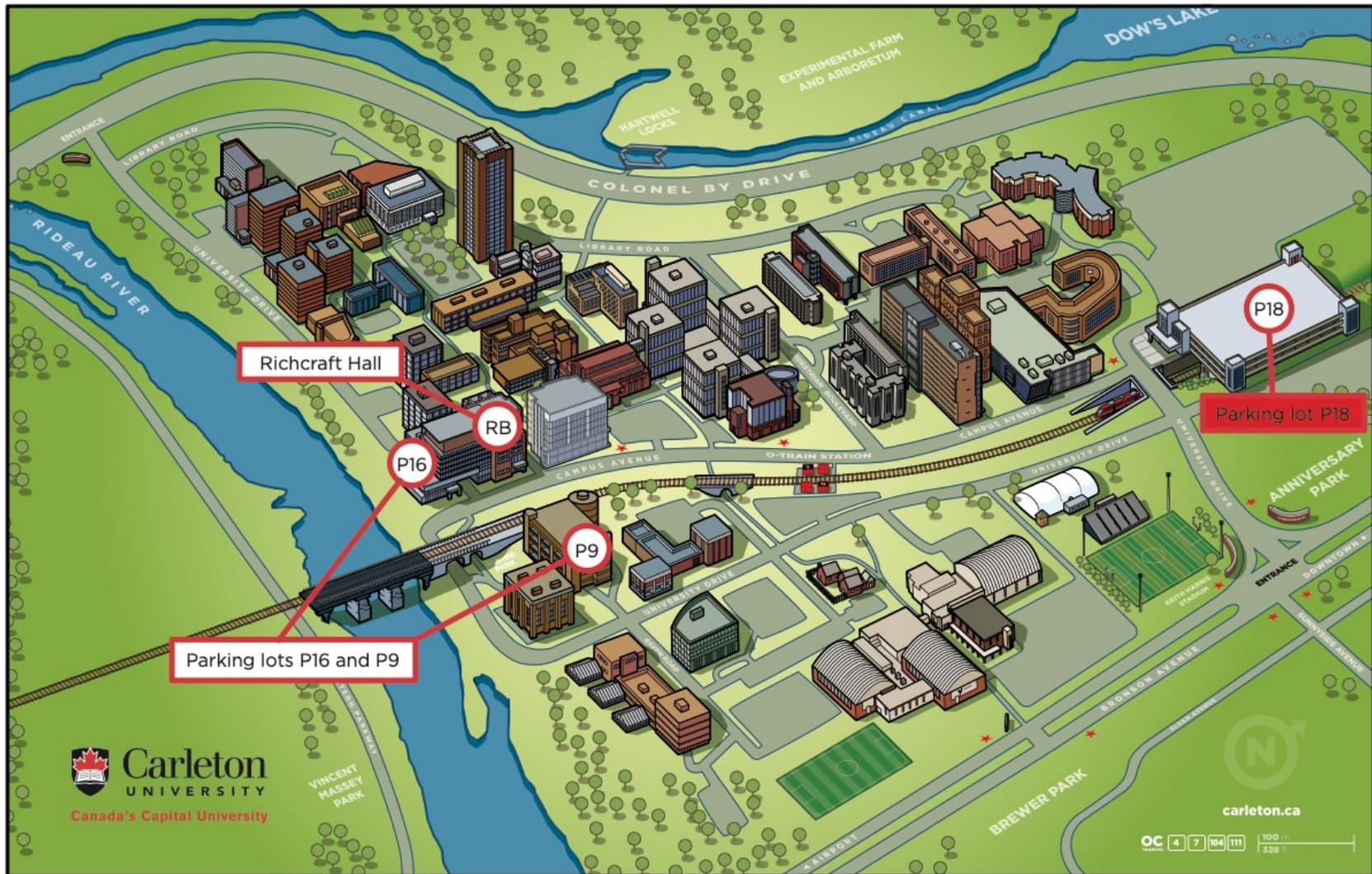
In order to help address the needs of Japanese university students, this study examines the effect of integrating collaborative writing tasks into an online EAP writing course. The course design is informed by growing research on the benefits of a task-based approach to writing skills acquisition (Byrnes & Manchón, 2014). Designed for Japanese university students, the course focuses on the process of writing abstracts for academic research papers—guiding students through pre-task discussions, comprehension quizzes, identification tasks, and writing exercises that utilize learner-generated content.

Ongoing qualitative analysis of learner feedback has been positive—suggesting that the implementation of collaborative writing tasks in EAP courses may better address the needs of individual learners than a static and prescriptive course design. This is because learner-submitted content provides exposure to a wider variety of written EAP material than could be manually selected by course designers—allowing learners to identify and utilize writing conventions which are specifically relevant to their field of research. This collaborative and task-based approach to EAP has implications for the teaching of academic writing within the Japanese university context and beyond.

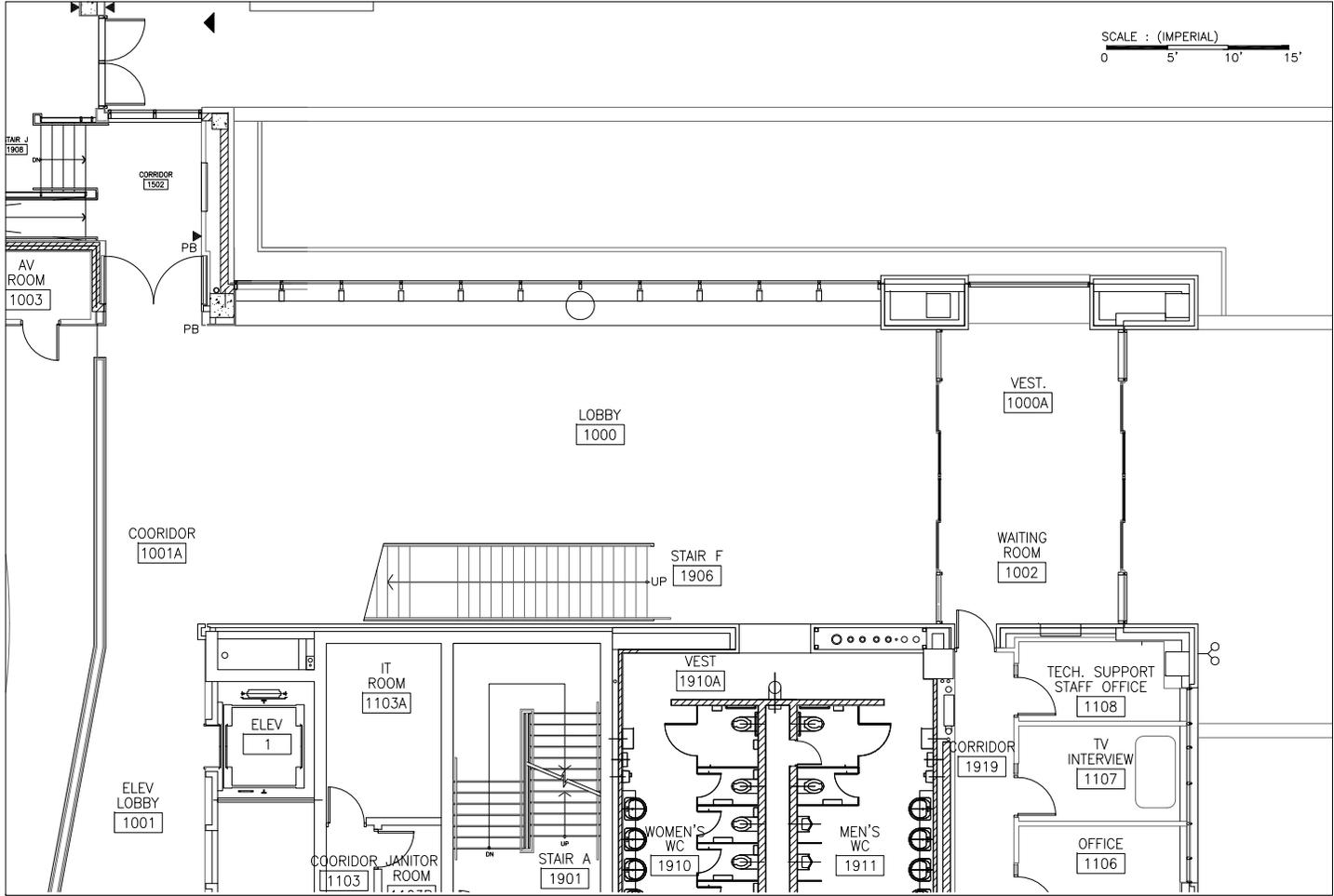
Brief Summary:

This study explores the integration of collaborative tasks into online academic writing courses for Japanese university students. Challenges of learning EAP are addressed through novel utilization of learner-generated content—helping to foster a more personalized and relevant learning experience by increasing learners’ exposure to discipline-specific writing samples of research article abstracts.

Campus Map



Richcraft Hall Map - Lobby



ENTRANCE LOBBY - PART PLAN

43(RB) RIVER BUILDING, LOBBY 10000

15/06/2012

SCALE: NT5

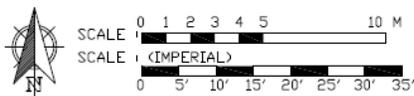
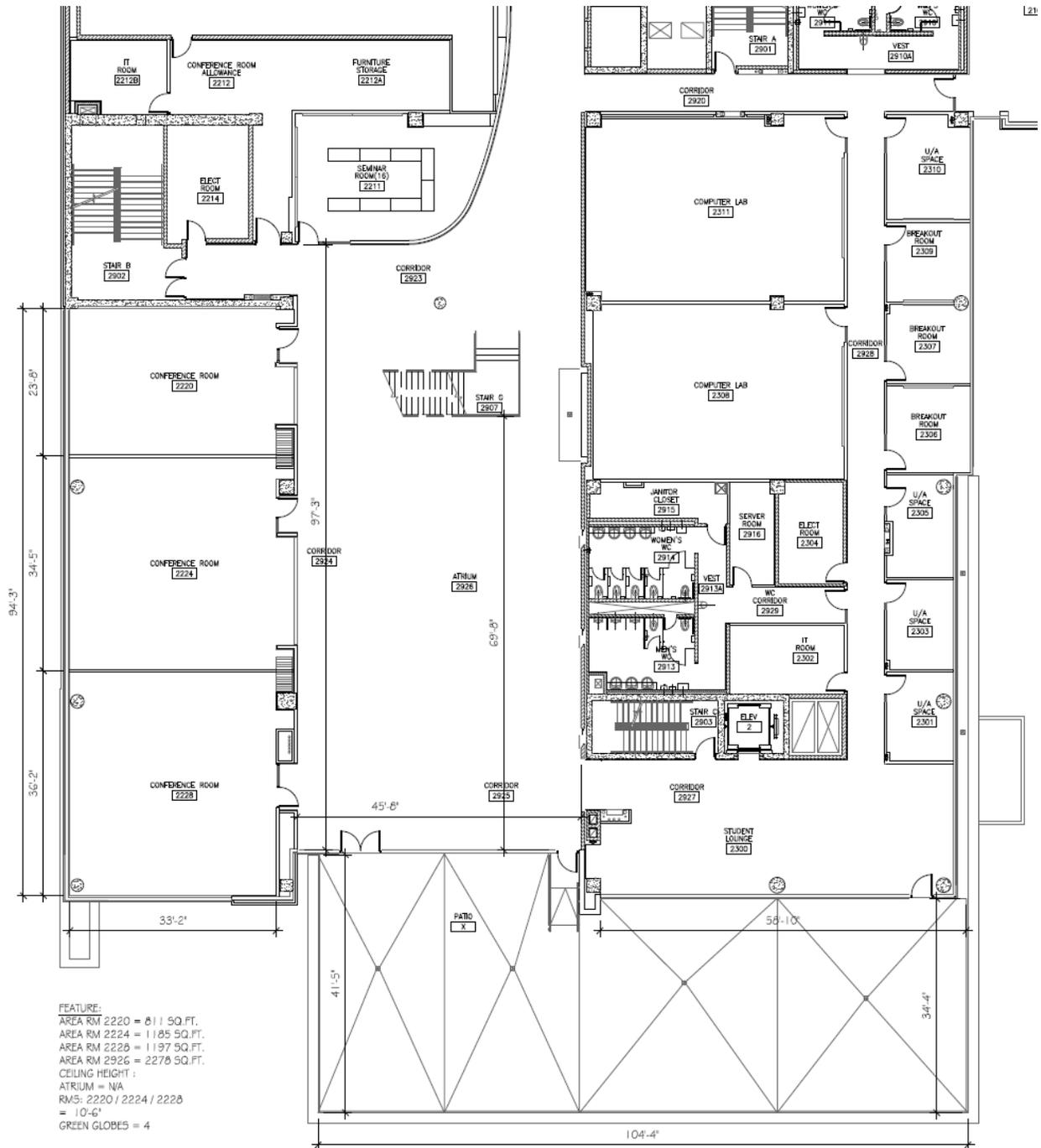
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SPACE MANAGEMENT AND CAPITAL PLANNING
Facilities Management and Planning
 2nd Flr. Maintenance Building
 Prepared by : M. LeBrun

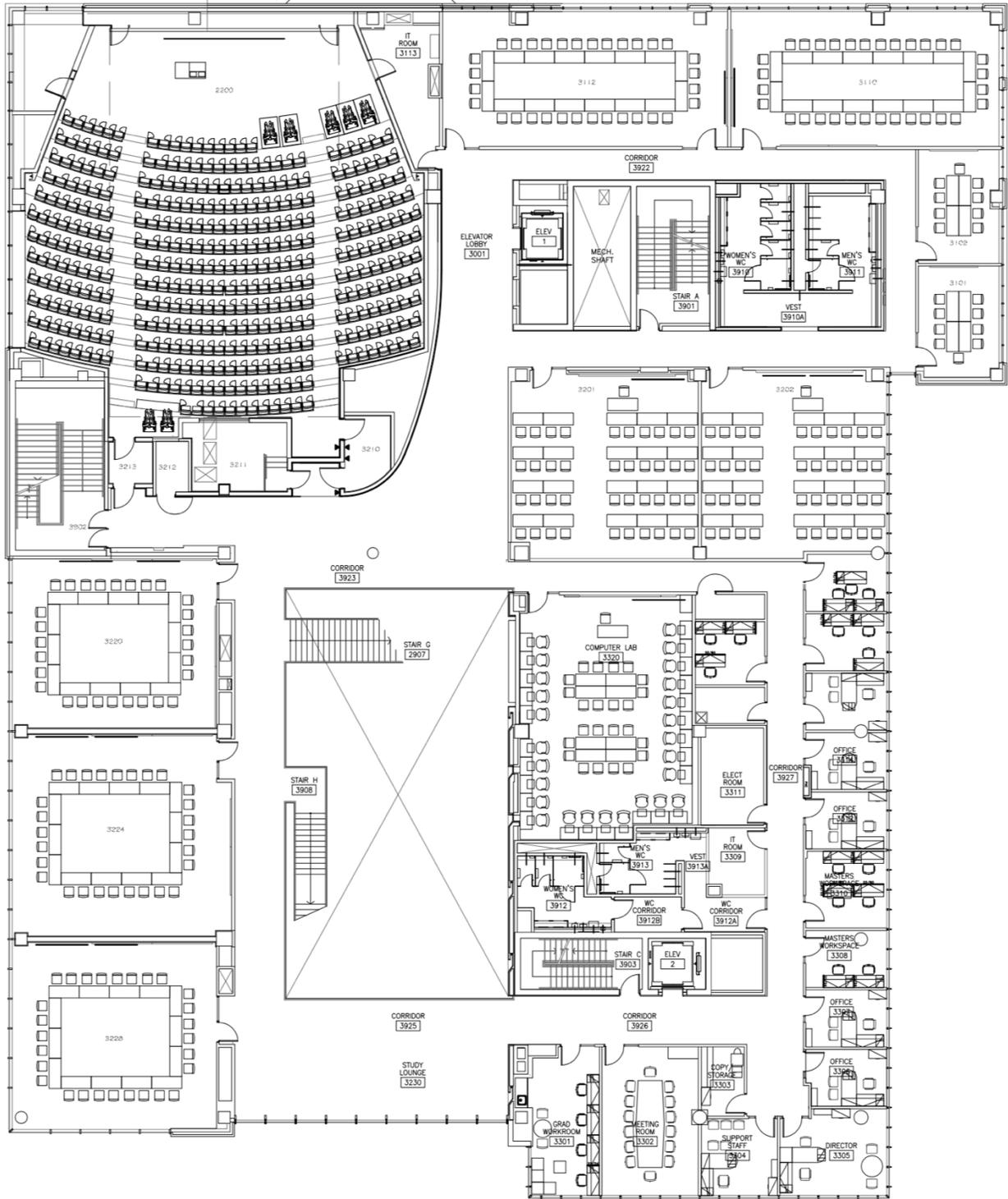
Richcraft Hall Map – 1st floor



Richcraft Hall Map – Atrium level, 2nd floor



Richcraft Hall Map – 3rd floor



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