

Sunday, September 13th

2.00-5.00	Registration & Refreshments George Fox Building Foyer
5.00-5.15	Opening & Welcome Professor Greg Myers (Head, Department of Linguistics and English Language, Lancaster University) George Fox Lecture Theatre 1
5.15-6.30	Opening Plenary Lourdes Ortega: “Tasks and technology in language learning: elective affinities and (dis)encounters” George Fox Lecture Theatre 1
7.30-9.30	Welcome Reception – sponsored by John Benjamins Publishers Bowland Suite, Lancaster House Hotel

Monday, September 14th

Monday	Ashton	Bairrigg	Training Suite 1	Training Suite 3
Session chair	Ali Shehadeh	Rhonda Oliver	Emma Marsden	Leticia Goodchild
8.45-9.15	Task-based approach and teacher training in France Judith Barna	Integrating task-based and content and language integrated learning Jack Burston, Marianna Kyprianou	Propositional density – a new measure of oral fluency? Giles Witton-Davies	TBLT materials development as an instance of action research Michael Foster
9.25-9.55	Time versus length demands on L2 performance: Task-elicited variability explored Shahabaddin Behtary, Massoud Yaghoubi-Notash	Using information and communication technologies to support tasks in the EFL classroom Maria-Elena Solares-Altamirano	Reasoning and convergence: The effects of task complexity and task conditions on L2 oral production Melissa Baralt	
10.05-10.35	Applying Content- and Task-Based Instruction in an EAP Project on Postmodernism Aviva Soesman	Complexity in task-based learning and teaching of Afrikaans as a second language in a university context Elbie Adendorff	The differential effects of input during task production Chris Sheppard	The impact of two modes of input and task repetition on story retellings Sachiyo Nishikawa
10.40-11.10	Coffee Break (Centre Lounge and Dalton Suite) Poster sessions (Dalton Suite)			

Monday, September 14th

Monday	Ashton	Bairrigg	Training Suite 1	Training Suite 3
Session chair	Folkert Kuiken	Nick Andon	John Norris	Kim McDonough
11.10-11.40	Task repetition as a pedagogical strategy: Interactional effects and affective responses Greg Ogilvie, William Dunn	Understanding difficulty and complexity in writing tasks: toward a useful analytical framework Anne Nebel	Evaluating the effectiveness of a task-based syllabus for teaching speaking to advanced learners of English Melanie Ellis	The effectiveness of tasks with and without corrective feedback Rosemary Erlam, Shawn Loewen
11.50-1.00	Plenary Bernard Mohan: “Tasks as meaning-making social practices: a functional modal and analysis” George Fox Lecture Theatre 1			
1.00-2.00	Buffet Lunch (Management School Foyer) Poster sessions (Dalton Suite from 1.30 to 2.00)			

The Publishers’ Exhibition will be open from the morning coffee break (10.40) in Dalton Suite.

Monday poster sessions (10.40-11.10 and 1.30-2.00):

The effectiveness of video-supported task-based learning on strategy awareness and strategy use of young Taiwanese EFL learners – Chang, Lin-mei

Synchronous online communicative tasks: An approach to a focus on form in EFL writing – Yu-Chuan, Joni Chao

Monday, September 14th

Monday	Ashton	Bairrigg	Training Suite 1	Training Suite 2	Training Suite 3
Session chair	Koen Van Gorp	Roger Nunn	Nicole Tracy-Ventura	n/a	n/a
2.00-2.30	Effect of task-type and group size on learner SCMC output Ann M. Keller-Lally	Pre-task syntactic priming of focused tasks Jeremy Boston	Investigating parallelness of narrative tasks Chihiro Inoue	Colloquium Evaluating task-based language programs convened by John M. Norris Re-framing the evaluation of task-based language education John M. Norris Evaluating a TBLT Spanish immersion program Greg Burwell, Katie Nielson, Marta González-Lloret	Colloquium Researching tasks in primary and secondary foreign language classrooms convened by Michael K. Legutke, Andreas Müller-Hartmann, Marita Schocker-v. Ditfurth Drama tasks based on young adult literature to develop intercultural communicative competences in secondary EFL classrooms Anja Jäger Tasks to develop intercultural communicative competences in geography lessons taught in English (EFL) in secondary schools Michael Müller Developing task-based language teaching competencies during internship Thomas Raith Co-operative tasks in EFL primary and secondary classrooms to facilitate transition Annika Kolb
2.40-3.10	Dictogloss: The role of reconstruction tasks on noticing Nesrin Oruc	Communicative language tasks and L2 pragmatic development K. Seon Jeon, Seongmee Ahn	Developing grammar consciousness-raising through task-based language teaching Farida Abderrahim		
3.20-3.50	Early starters: Task-based teacher education in an undergraduate course Daniel O. Jackson	Improving task-based activities from the viewpoint of student evaluation of task Naoyuki Kiryu	Oral production and error correction Faqeih Haifaa, Emma Marsden	Evaluation of TBLT in Flanders Machteld Verhelst	
4.00-4.30	Coffee/Tea Break (Centre Lounge and Dalton Suite)				

Monday, September 14th

Monday	Ashton	Bairrigg	Training Suite 1	Training Suite 2	Training Suite 3
Session chair	Jane Willis	Ana Fernandez Dobao	Melissa Baralt	n/a	n/a
4.30-5.00		A task-based approach to the learning strategies instruction Sasiwimol Prathoomthin	Task planning and efficacy of recasts Natalia Romanova	Colloquium The role of task in foreign language writing development convened by Heidi Byrnes, Rosa M. Manchón The relationship between tasks, strategic behaviour, and linguistic knowledge: the case of writing Ernesto Macaro Task conceptualization and writing development: Dynamics of change in a task-based EAP course Rosa M. Manchón	Invited Colloquium Tasks across modalities convened by Folkert Kuiken, Ineke Vedder Tasks across modalities: The influence of task complexity on linguistic performance in L2 writing and speaking Folkert Kuiken, Ineke Vedder Meeting the challenge of diversity with TBLT: connecting speaking and writing in the classroom Stefania Ferrari, Elena Nuzzo
5.10-5.40	Teachers' learning and adaptation of TBLT in the ESL context Kangxian Zhao	Designing task-units for holistic learning and assessment Roger Nunn	Evaluating effectiveness of the mind mapping technique in TBLT in Chinese Guanxin Ren	What develops in L2 writing? An analysis through genre-based tasks Heidi Byrnes Using geography tasks to assess CLIL learners' subject-specific discourse competence: Challenges in developing rating scales Debbie Coetzee-Lachmann	The development of lexical proficiency in L2 speaking and writing by Dutch speaking learners of French in Brussels Bram Bulte, Alex Housen Incidental focus on form during decision-making tasks and the effects on oral and written performance Eva Alcon Soler
5.50-6.20	Exploring the linguistic complexity of on-task and off-task interaction during chat Shannon, Sauro	How does TBLT affect the emergence of complexity? Usage-based analysis of written production of an EFL Learner Tomoko Tode, Hideki Sakai	The influence of affect upon the complexity of output in TBLT John Thurman		
7.30	Northwest of England Buffet Reception InfoLab Building				

Tuesday, September 15th

Tuesday	Ashton	Bairrigg	Training Suite 1	Training Suite 2	Training Suite 3
Session chair	Ian Nakamura	Marta González-Lloret	Riikka Alanen	Jenefer Philp (8.45-9.15)	n/a
8.45-9.15	Task complexity: Models, predictions, and the need for a paradigm shift David Ellis	Task-based interaction with low-proficiency adult EFL learners: The importance of the L1 Ana Alegria de la Colina, Maria del Pilar Garcia-Mayo	Test tasks for speaking – balancing between authenticity and reliability Raili Hildén	Teaching response tokens through story telling tasks Silvana Dushku	Workshop Focus on form in TBL: empowering or restricting? Dave Willis, Jane Willis
9.25-9.55	Task-based ESP instruction and its effect on student outcomes: A sociocultural perspective Yoshiko Kozawa, Kazuyoshi Sato	Task implementation features and language production in synchronous computer-mediated communication Nik Aloesnita Nik Mohd Alwi, Rebecca Adams	Intelligibility of learner speech in academic speaking task performance Noriko Iwashita	Workshop Tasks using literature for intercultural development Leticia Goodchild	
10.05-10.35	Interlanguage-stretching activities within a task-based empirical pedagogy Tom Means, Larry Selinker	Children's engagement in dyadic task based interaction: how does age make a difference? Rhonda Oliver, Susan Duchesne	Task-based assessment of group-constructed oral interaction in EFL classrooms Angie H.C. Liu		
10.40-11.10	Coffee/Tea Break (Centre Lounge and Dalton Suite) Poster sessions (Dalton Suite)				

Tuesday, September 15th

Tuesday	Ashton	Bairrigg	Training Suite 1	Training Suite 2	Training Suite 3
Session chair	Silvana Dushku	Peter Skehan	Rosemary Erlam	Machteld Verhelst	Michael Legutke
11.10-11.40	Repetition of task with analysis of spoken discourse: An exploration of student-led interviews of a teacher Ian Nakamura		The discourse-psycho-pedagogical bases for task-based learning Ali Shehadeh	Input tasks, intake and the acquisition of L2 implicit and explicit knowledge Rod Ellis, Hayo Reinders	Current emphases in TBLT: An analysis of teaching and study practices in Finnish foreign language classrooms Pirjo Harjanne, Seppo Tella
11.50-1.00	Plenary Zoltán Dörnyei: “The antecedents of task behaviour: A dynamic systems account of task motivation” George Fox Lecture Theatre 1				
1.00-2.00	Buffet lunch (Management School Foyer) Poster sessions (Dalton Suite from 1.30 to 2.00)				

The Publishers’ Exhibition (open from 9.00 in the Dalton Suite).

Tuesday poster sessions (10.40-11.10 and 1.30-2.00, in the Dalton Suite):

Developing learning skills through task reinterpretation – Simon Capper

Tuesday, September 15th

Tuesday	Ashton	Bairrigg	Training Suite 1	Training Suite 2	Training Suite 3
Session chair	Roger Gilabert	Angie H. C. Liu	Elke Peters	n/a	n/a
2.00-2.30	Localizing TBLT in China: China's response to TBLT Xiaotang Cheng, Shaoqian Luo	Re-examining individual differences in working memory, learner awareness of L2 forms, and L2 development through recasts in task-based interactions Binbin Dai		Colloquium Investigating task performance and task-based learning from different angles: Complementary perspectives or incommensurable paradigms? convened by Johannes Eckerth, Parvaneh Tavakoli	Invited Colloquium Teachers' uses of tasks in the classroom convened by Virginia Samuda Graduated and contingent support: Researchers' principles and teachers' practices Kris van Den Branden
2.40-3.10	Simple and complex tasks in L2-monologues and -dialogues: How do they interact? Marije C. Michel	Comparing heritage and non-heritage Spanish language learners in dyadic interaction Melissa Bowles	L2 learners' performance across L2 writing tasks: comparing tasks and language proficiency through CEFR scales Riikka Alanen, Ari Huhta	The dynamic and contingent nature of language-learning tasks: An empirical study of learners of French and English John Hellermann, Simona Pekorak-Doehler Cognitive approaches to tasks: Performance and development Peter Skehan Not necessarily strewn with potholes: the case for a smoother path to L2 task-based development Pauline Foster	Practitioner perspectives on the use of oral tasks in state secondary FL teaching in Spain Anthony Bruton Tasks, teachers and learner choice Tony Lynch Exploring TBLT in 'optimal' contexts Nick Andon
3.20-3.50	The effects of schematic knowledge, strategic planning and input of reading materials on L2 oral task performance Xiaoyue Gavin Bei	The effect of metalinguistic information in conjunction with dictogloss tasks on L2 learning Fujiko Sano	Reasoning in lexical tasks during reading: Effects on recognition memory and L2 development Ana Martínez-Fernández		
4.00-4.30	Coffee/Tea Break (Centre Lounge and Dalton Suite)				

Tuesday, September 15th

Tuesday	Ashton	Bailrigg	Training Suite 1	Training Suite 2	Training Suite 3	Engineering A008*
Session chair	Noriko Iwashita	Dave Willis	Marije C. Michel	Heidi Byrnes	n/a	n/a
4.30-5.00	Beliefs and practices of EAP instructors Elana Spector-Cohen	Tasks in textbooks Alan Waters	Manipulating Task Complexity: its impact on L2 production across task types and modes Roger Gilabert, Mayya Levkina	A task-based approach to integrating literature and cooperative learning in university English courses for non-English majors Wan-lun Lee	Workshop Task-based syllabi for the advanced language learner Sigrun Biesenbach-Lucas, Heather Weger-Guntharp	
5.10-5.40	Developing a task-based assessment of EAP pragmatics Soo Jung Youn		Task-related differences across modes of performance Judit Kormos, Anna Trebits			Workshop Training teachers to create and use TBLT Jemma Buck
5.50-6.20	Identifying type tasks to measure language proficiency within a domain related exam Bart Deygers, Kathelijne Jordens	How effective are content-based tasks in supporting both SLA and knowledge construction at the end of Flemish primary education? Koen Van Gorp	Tasks and teacher feedback in the Spanish foreign language classroom Laura Gurzynski-Weiss, Andrea Révész			*This workshop is held in computer lab A008 in the Engineering building (no. 45 on campus map). To get there, go through the Management School, turn left, and follow the signs.
7.30	Conference Dinner Barker House Farm					

Wednesday, September 16th

Wednesday	Ashton	Training Suite 1	Training Suite 2	Training Suite 3
Session chair	Anne Nebel	Rosa Maria Manchon Ruiz	n/a	n/a
8.45-9.15	Teacher thinking and TBLT implementation: An ethnographic study in a Chinese high school Xi Fang	Collaborative dialogue in task-based oral interaction: a comparison of pair and group work Ana Fernández Dobao	Colloquium TotemTaal, a task-based language curriculum for L1- and L2-learners in Flemish primary schools: challenges and opportunities convened by Martien Berben, Ine Callebaut, A task-based curriculum for five grades of primary school: challenges to syllabus design Martien Geerts A task-based curriculum for five grades of primary school: designing reading comprehension tasks Sara Jonkers A task-based curriculum for five grades of primary school: focus on form Goedele Vandommele Discussant: Folkert Kuiken	Invited Colloquium Tasks and the interaction hypothesis convened by Alison Mackey Eliciting syntactic priming during collaborative tasks Kim McDonough Training learners to be more effective interactors Alison Mackey, Akiko Fujii The effects of instructions on learners' task performance, language production, and task perception Charlene Polio, Susan Gass, Soo-Hyun Kim Corrective feedback and working memory capacity during task-based interactions Jaemyung Goo, Mika Hama, Rebecca Sachs Muddying the waters: Exploring inter-relationships between social and cognitive factors in task-based interaction Jenefer Philp
9.25-9.55	Is just a moment a sufficient demonstration of the language skills required of a business and administration examinee? Marita Härmälä	The impact of socio-cultural learning tasks on students' language development in German post-PISA ESL classrooms and their compatibility with national educational standards Heike Niesen		
10.05-10.35	The communicativeness of activities in primary school classrooms in Guangdong China Chunrao Deng			
10.40-11.10	Coffee/Tea Break (Centre Lounge and Dalton Suite)			

Wednesday, September 16th

Wednesday	Ashton	Bairrigg	Training Suite 1	Training Suite 2	Training Suite 3
Session chair	Aviva Soesman	Binbin Dai	Xiaotang Cheng	Kris Van Den Branden	Jemma Buck
11.10-11.40	<p>Are lecturers' and students' needs different? A needs analysis for reading tasks in Flemish higher education</p> <p>Elke Peters, Tine Van Houtven</p>	<p>Task design in L2 tense and aspect research: What matters?</p> <p>Nicole Tracy-Ventura, Laura Dominguez</p>	<p>A study of task-related performance and its measurement</p> <p>Huiyuan Chen</p>	<p>A comparison study of three approaches to drawing attention to form and function on an information-gap task</p> <p>Teresa Pica, Jiyoon Lee</p>	<p>The effects of task complexity on accuracy and lexical variety in EFL writing</p> <p>Nihal Gökgöz, Derin Atay</p>
11.50-1.00	<p>Plenary talk Geoff Brindley: “Task-based assessment in language learning programs: pieces of the puzzle” George Fox Lecture Theatre 1</p>				
1.00-1.15	<p>Closing George Fox Lecture Theatre 1</p>				
1.15-2.00	<p>Lunch (Buffet lunch - George Fox Foyer)</p>				

The Publishers' Exhibition will be open from 9.00-11.15 in the Dalton Suite.