TBL IN ASIA
Challenges and Opportunities

May 19 and 20, 2012
Osaka Shoin Women’s University

Presented by The University of Central Lancashire, Osaka Shoin Women’s University and the JALT Task-Based Learning Special Interest Group
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Welcome to TBL in Asia
Justin Harris - Conference Chair

Welcome to *TBL in Asia*, the first international conference organized by the JALT Task-Based Learning Special Interest Group. We are very glad to welcome you to Osaka Shoin Women’s University here in Osaka for this two-day event featuring research presentations, workshops and poster presentations by TBL theorists and practitioners from Japan and around the world.

A cursory look through literature on TBL in Asian contexts could lead you to believe that for all the amount of research promoting TBL in Asia, there is an equal amount of research explaining why it can’t possibly work here. One of the main reasons for the formation of the TBL SIG was to create a forum for discussion of this issue in the form of our journal *On Task*, at JALT events, and now at *TBL in Asia*. We hope that by holding this conference, we can bring TBL practitioners, theorists and critics together in one place to develop the discussion in workshops, presentations, posters, hallways and even in restaurants.

Putting together an international conference is no easy task, and it would have been even more difficult without the support of many people and institutions. It is the least I can do to take a few lines here to thank all those involved.

First, I would like to thank Professor Yoshiyuki Fujisawa and Dr. Jason Moser at Osaka Shoin Women’s University who have graciously lent the use of their facilities for the conference. Dr. Moser, who is also our site chair at Osaka Shoin, has for many years been employing a TBL approach with an entire undergraduate English program, teacher education programs and more.

Our other major sponsor is The University of Central Lancashire who also are the source of our Sunday plenary speaker, Dr. Michael Thomas. Dr. Thomas has recently been editing a book on the topic ‘TBL in Asia’ and so it is particularly timely that he is speaking at the event.

I would also like to thank the other SIG officers who have spent countless hours organizing the conference and the over 60 presenters and posters who have taken the time to come and give their perspective on their implementation of TBL in Asia.

Finally, the autumn edition of *On Task* will feature the highlights of the conference, and I urge all presenters at *TBL in Asia* to consider submitting a 1000-1500 word overview of their presentation to tbl@jalt.org for consideration.

I hope you enjoy the weekend academically and socially, and look forward to welcoming you back to our next conference, (please keep an eye on our site tblsig.org for updates on this). Have a great weekend at *TBL in Asia*!
TBLT is of Anglo-American origin and its suitability for societies influenced by the tenets of Confucianism is sometimes questioned in view of conventional views of teacher and student roles in these settings and the powerful influence of assessment and examinations on what goes on in classrooms. In this presentation, I argue that TBLT can work well in Confucian-influenced societies but there needs to be some adaptations based on the needs of the host context. I call this adaptation a ‘situated version of task-based teaching’ and discuss three main parameters: clarifying or enhancing the role of grammar instruction; integrating tasks with the requirements of assessment and examinations; and emphasizing reading and writing tasks in addition to oral ones.

The first theme relates to the bases of TBLT in SLA theories and the notion of focus on form. I discuss some possibilities for promoting the learning of grammar within TBLT: consciousness raising activities; focus on language in the post-task stage of the task cycle; and focused tasks.

The requirements of examinations or assignments for certification invariably drive the minds of teachers and students, and if TBLT does not address this issue it may be seen as peripheral. Some form of integration between TBLT and assessment is likely to enhance its attractiveness to teachers and students, and some possibilities in this vein are discussed.

The third issue I address is the balance in task-based teaching between oral and other modes of communication. Whilst oral tasks are important, they should not predominate at the expense of development of other skills. A key issue is to develop an appropriate balance between oral and other modes, including reading and writing, and other forms of integrated task.

The essence of the presentation is to support the notion that we need context-sensitive teaching methods in which culture, setting and teachers’ existing beliefs and practices interact with the principles of TBLT. Task-based approaches can be effective in diverse contexts if, for example: grammar options are strengthened and better understood; synergy between TBLT and the requirements of assessment and examinations is enhanced; and an appropriate balance can be found between oral and other task modes.
Students who entered higher education in the first decade of the twenty-first century have grown up in a world in which digital technologies have changed the nature of reading, writing and communication. For teachers and learners of foreign languages, particularly English, the impact of digital technologies on the use of language and communication cannot be ignored. These technologies present learners with opportunities for increased access to authentic materials and contexts for language use, as well as for dialogues with native and non-native speakers and encourage more interactive, collaborative and learner-centred teaching and learning approaches.

In educational theory, recent sociocultural perspectives underline the importance of collaborative pedagogical tasks for achieving more authentic language learning environments. Indeed, as far back as 2001 Chapelle explored the interface between computer-assisted language learning (CALL), task-based language teaching (TBLT) and second language acquisition (SLA). Although written almost a decade ago, Chapelle’s understanding of the potential relationship between task-based language learning and technology remains largely unfulfilled.

The research has explored debates in SLA and TBLT such as negotiation of meaning, noticing, focus on form, and complexity of L2 practice, but has often adopted modes of L2 practice that owe more to presence-based environments than computer-mediated ones.

Second, although TBLT has developed an increasing amount of research over the last two to three decades, it has until recently rarely explored using technology in non-Western contexts such as Asia. Given the limitations of current task-based approaches such as these, Ortega argues that future research on TBLT and technology needs to consider more “real-world” spaces such as online gaming and virtual environments if the potential encounter between them is to be realised.

This presentation responds to both Ortega and Chapelle by considering the relationship between task based learning and technology and by reporting on a study examining Japanese learners’ attitudes to a task-based approach inside the virtual world of Second Life.

This paper explores the behaviour and perceptions of a group of Japanese learners of English as a Foreign Language (EFL) in the virtual world focused on learner identity vis-à-vis a task-based language teaching approach utilising collaborative problem-solving tasks.
Is it a potential panacea? Retrospection on task-based learning and teaching in Hong Kong

Dr. Dan Lu - Hong Kong Baptist University
10:00 - 10:25 (25 mins) Room 513

Despite an enduring interest in TBLT since the 1980s, there is still much room for its implementation in Asia, thus leaving its feasibility controversial. This is largely due to a divergence between its underpinning principles and the reality and needs of Asian students. While the merit of TBLT lies in a natural and smooth acquisition of the target language, it is utopian not only because it portrays a monolithic perception of the native speaker's acquisition of language but also because it is a linguistic myth and dream in an input-poor and need-weak environment. This paper examines the principles of TBLT against some research findings about the reality of Hong Kong ESL learners. It pinpoints the unsuitability as well as usefulness of the world-popular approach. It suggests a new notion of TBLT, one which recognizes linguistic knowledge of the target language as equally important as the ability of using language appropriately.

Students’ L1 use for task work

Yusa Koizumi - J. F. Oberlin University
10:00 - 10:25 (25 mins) Room 514

This study investigated to what extent and for what purposes students used their L1 when working on a task in an EFL class. Pairs of Japanese university students completed a picture story task that consisted of two subtasks. For the first subtask, the two students of a pair held different sets of pictures that together told a complete story. The students had to find the order of the pictures by telling each other what their pictures contained. The second subtask required the two students to write the story together. Students were instructed to speak English exclusively for the first subtask but were allowed to speak Japanese when they needed to for the second subtask. Although all pairs used some Japanese during the writing subtask, the amount of use varied among pairs. Students used Japanese mainly for managing the task and discussing grammar and vocabulary.

A pilot project based on an electronic student portfolio for English for an edutainment course: Towards the development of student’s learning process

Patcharin Kangkha - Rajamangala University of Technology, Thailand
10:00 - 10:25 (25 mins) Room 515

This pilot project report aims to summarize activities and findings of using an electronic-students portfolio, which is used as a part of reflecting their learning activities in an English for Edutainment course at RMUTSV, Songkhla, Thailand. It explores how the students make use of their e-student portfolio to support their study skills development more effectively. In addition, the combination of an e-student portfolio and a task-based activity on group work oral presentation was considered as a practical tool in this study. Results of the study reveal that e-student portfolios strongly induce the students to become more effective learners because they are portable and accessible everywhere to reflect what they have done in their classroom activities by sharing their lessons. (Abridged).

A classroom-based, mixed methods study into the influence of transcribing, reporting, and task repetition: How do they impact in-class student spoken task performances

Dr. Jason Moser - Osaka Shoin Women’s University
10:35 - 11:10 (25 mins) Room 513

This presentation is based on a classroom-based, mixed methods study into the influence of transcribing, reporting, and task repetition on in-class student oral task performances. The study investigated two questions. First do students in an intact classroom improve task performances when they repeat the same task in subsequent performances? In a previous exploratory study by Moser (2008) students did not take advantage of task repetition opportunities to improve a repeat task performance. On this point and more specifically the study investigates does a more transparent pedagogical focus realized through a transcribing
phase or a reporting phase prior to a repeat task performance result in improved subsequent task performance. Related to this, and the second question of this study, is does the more intensive transcription work result in improved task performances than the reporting work? The findings and classroom implications of these findings will be presented.

Tasks and the L1: Friend or foe?
Paul Leeming - Kwansei Gakuin University
10:35 - 11:00 (25 mins)  Room 514

Task based learning has become common in language classrooms all over the world. Tasks generally involve students working together in pairs or small groups, and in monolingual settings such as Japan, use of the first language is commonplace. Many teachers attempt to minimize use of the L1, feeling that it is undermining opportunities for genuine communication in English. Two dyads were recorded performing two different information gap tasks, and their use of language was analyzed using a sociocultural framework. Post-observation interviews were used to determine reasons for language selection, and also to discover students’ attitudes towards use of Japanese in the English language classroom. Observations show that there is a clear distinction in the mind of students between task talk, and talk about task, and that this influences language choices. Interviews reveal that students believe that there is a role for the first language in the foreign language classroom.

Exploring task effects through collaborative writing in jigsaw and dictogloss
Greg Rouault - Konan University, Hirao School of Management
10:35 - 11:00 (25 mins)  Room 515

This presentation introduces the design of a replication study on research into pedagogical tasks for collaborative writing output completed by Swain and Lapkin (1998, 2001) with jigsaw and dictogloss tasks. The study will look at using computers and tablets as technological resources for collaboration in creating the written narratives. A pre-test was created from a pilot study of language use and common errors from Japanese university students performing the jigsaw story-telling task. The post-test will include the same pre-test items, as well as additional items to be taken from the student dialogues recorded while completing the tasks. Procedures planned for measuring task differences in the language related episodes – parts of the dialogue where students talk about the language they are using, question usage, or self-correct – such as time on task, the quality of the narratives under each condition, and the test outcomes will be outlined and made available for critique.

Is project-based learning appropriate for Japanese tertiary level students?
Nathan Ducker - Ritsumeikan Asia Pacific University
11:10 - 11:35 (25 mins)  Room 513

Project-based learning (PBL) courses incorporate the concept of experiential task-based learning across multiple classes, with aspects of problem-based learning, content-based learning, and autonomy. Theoretical benefits of PBL include: authentic language experiences, affective benefits including motivation and confidence, language skills development, development of group work, autonomy, and critical thinking. However, there are discrepancies between theoretical benefits, and benefits that students and teachers report noticing. In addition, PBL may not be compatible with the expectations of students from Confucian background countries such as Japan. This presentation will describe the links between TBL and PBL, discuss the potential benefits and pitfalls of PBL, then describe a semester-long EFL project-course from a university in southern Japan. The presentation will use qualitative and quantitative data to add the Japanese university students’ perspective to the literature pertaining to the discussion on the validity of experiential learning, such as PBL and TBL, in the Asian context.

Motivating Japanese university EFL learners in the language classroom using task-based approach
Dr. Reiko Nishida - Osaka University
11:10 - 11:35 (25 mins)  Room 514

The objective of this presentation is to analyze changes in students’ motivation while learning through a Task-based Approach in a comprehensive English class which focused on listening and
speaking, and which utilized motivational strategies and manipulation of the complexity of tasks. It specifically addressed the issue of how students perceived and changed their attitudes toward English in the language classroom (learners’ perspectives) and how the teacher utilized tasks and strategies (teachers’ perspectives) to motivate students in the class. Earlier in the semester, students seemed to show less confidence in themselves, but in the course of time, eventually students showed more confidence when they were able to do tasks, solve problems and/or write English sentences. In this presentation, details of the practical settings, including participants and how task and motivational strategies were used in order to enhance students’ willingness to participate in the class, will be discussed.

It’s not as easy as it reads: tasks for improving student accuracy and fluency in informal writing

Kevin Stein - Clark Memorial International High School, Osaka Campus
11:10 - 11:35 (25 mins)  Room 515

Learners’ written skills can have a large impact on their social and economic choices. In a world where over a quarter of the population is fluent or competent in English, learners of English will find little value in their hard earned language abilities if they are unable to communicate through writing. With the rapid proliferation of electronic modes of communication, more informal writing abilities are quickly becoming a crucial and yet underdeveloped tool for most second language speakers. In a given day, native speakers of English might use written English in a number of ways currently falling outside of a typical language curriculum such as tweets to friends or family, shared to-do lists on Google Documents, and comments on blogs just to name a few. This presentation introduces a number of genuinely communicative activities designed to help students develop both accuracy and fluency in their informal writing.

Task-based language learning in the digital age: Newcastle’s digital kitchen

Clare Wright, Anne Preston & Paul Seedhouse - Newcastle University, UK
1:00 - 1:25 (25 mins)  Room 513

We present research from Newcastle University’s Digital Kitchen Project LANCOOK, which examines how to apply technology to real-world, holistic and meaningful task-based language learning, through learning how to prepare a recipe in a foreign language. LANCOOK, operating via an interactive laptop touchscreen, provides audio/video input to students to help them learn through cooking. Students use kitchen utensils and ingredients with embedded sensors, so participants’ movements can be monitored. The technology can be used at any level of beginner to advanced level learners, to allow flexibility of language and task focus, and encourage learner autonomy.

LANCOOK was designed for instruction in French, but is now being extended to English, German, Spanish and other languages, aiding cultural relevance to different instructional settings. We discuss the challenges of adapting this technology to different linguistic and instructional settings, and examine how it could be incorporated in future directions for TBLT in Asia.

Explicit instructional training of metacognitive strategies and L2 argumentative writing tasks

Sara Amani - University of Auckland, NZ
1:00 - 1:25 (25 mins)  Room 514

Few studies have been conducted to investigate the significance of an explicit instructional training of strategies in conducting tasks of different types, particularly in written mode of discourse. This study was conducted to explore the possibility of maximizing L2 learners' written performance on argumentative writing tasks by raising their metacognitive awareness and providing them with sufficient time to plan both the content and form. The study addressed the following research question: In a written argumentative task, what are the effects of metacognitive strategy instruction and pre-task planning on (a) the micro-level skills (complexity and accuracy), and (b) the macro-level skills of L2 learners’ production? A double-factor, between-groups design with two levels of planning and two levels of metacognitive training condition was used.

Plenary - Task-based language teaching in Confucian-heritage settings: prospects and challenges

Dr. David Carless - Hong Kong University
11:45 - 12:45 (60 mins)  Enkei Hall

See page 3 for details.
Overall, the results proved the significance of metacognitive training on the enhancement of the complexity of task-based performance on the one hand and the general performance of argumentative essay development on the other.

Project-based learning and teaching: a series of interrelated tasks
Oana Cusen - Ritsumeikan University
1:00 - 1:25 (25 mins) Room 513
Project-based learning and teaching (PBLT) can be considered as a series of tasks building upon each other and leading to one substantial final goal. Despite it being a current trend in language education, PBLT has not received much attention from language teachers in Japan. This presentation will show how PBLT can be incorporated into the curricula, by presenting a series of short projects designed for university students. Following a brief description of PBLT and its relation to task-based learning and teaching, the projects will be introduced in detail, with a focus on the design and linking of the tasks within each project. Observations following a short case study during which one of the projects was incorporated in a university course will also be presented. Finally, as research on the efficacy of these projects is still ongoing, a number of future developments will be discussed, including increased motivation and fluency.

TBLT in China (2001-2011): The current situation, predicament and future
Dr. Shaoqian Luo - Beijing Normal University, China & Baoshu Yi - Anhui Agricultural University, China
1:35 - 2:00 (25 mins) Room 513
With a mix-method of quantitative and qualitative analysis, this synthesis study, based on the TBLT published articles (2001-2011) in journals and educational newspapers in China, aims to analyze the current situation and predicament of task-based language teaching (TBLT) in China over the last ten years. In view of the predicament of TBLT in China, this study puts forward new approaches to TBLT in the Chinese context and develops it in a variety of ways.

A Pilot Study of 3 Tasks
Robby Caughey & Gareth Eggie - Kanto International High School, Tokyo
1:35 - 2:00 (25 mins) Room 514
Output is critical for second language acquisition and extensive, meaningful practice is necessary to automatize language. An effective activity that enables learners to use their full linguistic resources is the task. Findings from a pilot study conducted by the presenters showed the benefits of three oral tasks: a jigsaw task, information gap task, and decision-making task. All three task types had merit as each prompted different kinds of language. Following a brief discussion of the benefits of each task type, this presentation will focus on the jigsaw task, and practical ideas as to how jigsaw tasks can be expanded to integrate elements of other task types to create hybrid-tasks. The presenters will propose 3 hybrid-tasks which are expected to elicit a greater variety of student language at the upper level of their range of ability and provide students with a more balanced diet of complexity, accuracy, fluency and negotiation of meaning.

The comparative effect of accuracy strategy training under off-line planning condition and fluency strategy training under on-line planning condition on EFL learners’ oral accuracy and fluency
Dr. Nasim Shangraffam & Arezoo Vahidi - Islamic Azad University, Iran
1:35 - 2:00 (25 mins) Room 515
Research findings have underscored the impact of planning on complexity and fluency with trade off effects either between accuracy and fluency or accuracy and complexity. Achieving a balance between accuracy and fluency of speech is a major concern in contexts where English is taught as a foreign language (EFL). This study sets out to investigate the comparative effect of accuracy strategy training under off-line planning condition and fluency strategy training under on-line planning condition on EFL learners’ oral accuracy and fluency to see which one leads to more balanced speech. 60 Iranian English learners participated in the study and were randomly assigned to off-line planners (experimental group 1) and on-line planners.
(experimental group2). The findings have significant pedagogical implications for EFL learners in highly exposure-limited contexts. (Abridged).

**Bridging the gap: Information gap tasks from the drawing board to the classroom**

Mark Donnellan - Osaka Shoin Women's University, Joshua Cohen - Kinki University, & Jeff Crawford - Lincsenglish

2:10 - 2:55 (45 mins) Room 513

It’s often the case that second-language tasks appear pedagogically sound during the design phase, but fall short of desired intentions when put into practice in the classroom. Common reasons for this include learner interest and language proficiency, available resources, and a lack of clarity on how the task should be accomplished. Even the most well thought out tasks have the potential to go astray and to not reach the goal that the teacher initially intended. Information gap tasks are one type of classroom activity that have been proven to work effectively with students at all levels. In short, they provide second-language learners with ample opportunities to negotiate meaning, a quintessential element of TBLT. Ranging from very closed-oriented to very open-oriented information gap tasks can be a versatile tool in any language classroom. This presentation will begin with brief discussion on the rationale behind information gap tasks, followed by a more in-depth look at the presenters’ design and implementation of information gap tasks. The presenters will also provide their checklist used when developing information gap activities based on research and their hands-on experience.

**Implementing TBLT to young beginner learners: Input-based tasks and the acquisition of vocabulary and grammar**

Dr. Natsuko Shintani - University of Auckland, NZ

2:10 - 2:55 (45 mins) Room 514

The study investigated the use of input-based tasks with young, beginner Japanese learners of English by examining both learning outcomes (i.e. acquisition) and the interactions that resulted from implementing the tasks. The participants were 15 learners aged six with no experience of learning a L2. The target features were 36 vocabulary items (24 nouns and 12 adjectives) and plural -s. The input-based instruction consisted of three listen-and-do tasks, which were repeated nine times over a five week period. The analysis of the process features found that even though production was not required by the tasks, the learners contributed actively. The tasks resulted in naturalistic conversation, negotiation of meaning, and ‘focus on form’, all of which have been claimed to facilitate acquisition. The learners improved significantly in both receptive and productive knowledge of the vocabulary items and in receptive knowledge of plural -s over time and also outperformed a control group.

**Tech reflection in TBL: Encouraging post task feedback and reflection through the use of familiar technology**

Danny Green - RMIT University, Vietnam

2:10 - 2:55 (45 mins) Room 316

As Task based learning is becoming more ingrained in teaching pedagogy and curriculum content in Asia, many teachers still wrestle with the issue of reflection in post-task stages. This becomes particularly difficult when dealing with learners from rote learning backgrounds who have not previously been encouraged to respond critically and openly. It is suggested that providing a familiar, accessible interface through technology (e.g. Google Education Apps) during post-task reflection improves motivation and allows a freer reflection process to occur. This workshop aims to provide a practical solution to restricted post-task reflection. Google apps help to allows students to offer feedback and reflection using similar tools they use in their daily endeavors. It is available for free; user-friendly and accessible anywhere there is an internet connection. Audience members can expect to view and discuss the technical and educational process and to walk away with a technological based option for post task reflection.

**Don't forget the evaluation: A poster presentation of autonomous evaluation activities for project-based learning**

Nathan Ducker - Ritsumeikan Asia Pacific University

3:05 - 4:05 (Poster - 60 mins) Room 515

Project-based learning (PBL), an extension of Task-based learning, promotes through ongoing self-
designed task completion a multitude of language and non-language skills including autonomy. In this self-managed environment, students' reflective thinking is a vital component of the autonomous learning process. Therefore, teacher intervention must be aimed at engendering self-evaluative behavior - otherwise many useful learning points will be missed. However, in PBL, students work on ongoing tasks that take several lessons to complete, work outside of the classroom, and work in groups. For these reasons, it is difficult for teachers and students to interact when valuable learning opportunities arise. Therefore, the post-production evaluative stage of a PBL course is the most important part of the course in terms of student development.

This poster presentation introduces, both ongoing and post-production evaluation activities that allow students to be reflective and evaluate their multifaceted learning progress, and act as discrete language development tasks.

### Scaffolding tasks in an English and engineering project-based course

**Sarah Forbes - Kanazawa Technical College**

**3:05 - 4:05 (Poster - 60 mins)  Room 515**

At Kanazawa Technical College, students are offered a unique year-long project-based course that aims to bridge the gap between their engineering and English education. The goal of the course is for students to become experts on some basic engineering concepts and teach these concepts to local junior high school students through hands-on projects. Teachers identified key skills and understandings students would need to be successful at teaching, and developed a series of tasks to scaffold learning. Tasks are student-centered, collaborative, and require students to use English to accomplish the task and to reflect on learning. Teachers are facilitators and mentors as students work through team-building, planning, rehearsing, reflection, and presentation. This poster session will highlight some of the opportunities for and challenges to learning in this class setting, and provide curriculum and student work samples.

### Three principles for encouraging task based learning (TBL) in the team teaching environment

**Bryan Gerard - Osaka Shoin Gakuen**

**3:05 - 4:05 (Poster - 60 mins)  Room 515**

Team teaching (TT) has become a standard form of integrating native English teachers (NETs) into the Japanese elementary and junior high schools. Be it through the JET program or private contract companies like Interac or ECC, TT is an excellent way for inexperienced teachers to become familiar with the demands of teaching English in a Japanese school. The temporary status of a NET, however, is one of a variety of reasons that the assigned school or Japanese teachers (JTs) will resist suggestions from the NET that are unfamiliar and may be perceived as lacking educational benefit by parents. NETs must be sensitive to the concerns of the external and internal agents that have interests in their class activities. While communicative strategies, like task based learning (TBL) have been increasingly encouraged by the Japanese Ministry of Education (MEXT), JT training and confidence in English further complicates the reticence to follow the lead of temporary outsiders. This paper will briefly examine some of the reasons that JTs resist the incorporation of TBL into their classroom before discussing how three principles, (1) Team Communication, (2) Class Pacing, and (3) Developing Intrinsic Motivation, will enable NETs to integrate TBL at the elementary and junior high school levels of their TT assignment.

"Is TBL right for Asia?" is the wrong question.

**William Hogue - Ritsumeikan University**

**3:05 - 4:05 (Poster - 60 mins)  Room 515**

“Is TBL right for Asia?” is the wrong question. The right question is “How can I help my students be ready for TBL?” This poster reports on an action research project with a very low level four skills university class that met three times per week for one semester. The system that I will introduce was successful because it permitted the students to make use of their prior learning experiences and because it respects their learning styles and their culture. I suggest that students at the high end of the proficiency scale have for the most part already
adapted to task-based learning. I hope that more teachers of university students of low proficiency will try this “bridge method”. Abridged.

Say what I want you to! Purposeful constraint of concept mapping in task scenarios

Lawrie Hunter - Kochi University of Technology
3:05 - 4:05 (Poster - 60 mins) Room 515

This poster presents a concept mapping performance intervention that can constrain learner language in constructivist task to intended target language forms. Open-ended and ‘expressive’ constructivist tasks free the learner to create utterance that is immediately, personally relevant, but they also tend to allow the learner to write and speak freely in terms of content, information structure and rhetorical structure. Learner use of the desired language forms can be promoted indirectly through architectural limitations on concept map creation such as constraining link label content in Novakian maps. This poster surveys four fundamental parameters for map-based constraint and gives examples of their enactment:
1. output volume constraint, which forces summarization
2. output complexity constraint, which governs abstraction
3. rhetorical device constraint, which dictates genre
4. degree of abstraction constraint, which restricts verb choice.

Learning through creating: A task-based course design

Angela Sun - Kanda University of International Studies
3:05 - 4:05 (Poster - 60 mins) Room 515

This poster presents a task-based course designed for university EFL classes. The course requires learners to design Utopian societies and includes tasks that integrate all four skills in the process of planning, negotiating, creating, and describing (Lee, 2000). Learners interact with authentic material such as English news articles and video clips (Ellis, 2003). Critical thinking skills are developed through completing tasks such as designing geographical features of the imaginary country and describing the social problems. Each small group periodically reports progress to the class through oral presentations and receives feedback from peers. The instructor supports the learners by giving feedback on the content of the descriptions and on the language forms used. In the latter part of the course, large class interaction in the forms of press conferences and debates challenge the learners to process and evaluate information generated by their own peers.

VoiceThread and Glogster - Two Web 2.0 hosted services for tasks with pre-intermediate students.

Carsten Waychert - Ritsumeikan University
3:05 - 4:05 (Poster - 60 mins) Room 515

In this talk, I present two Web 2.0 tools that I’ve been using in my German class for pre-intermediate students (in the second year).
1. With Voicethread students are able upload pictures and comment on these pictures by recording an audio file. It is an easy and creative task and students can also listen and control their own pronunciation and voice volume. Afterwards students interact with each other and comment the "speaking postcards" of their classmates.
2. With Glogster students can create (learning) posters online. It is possible to integrate pictures, texts, videos and other resources in order to express themselves. Also here students are supposed to comment on the posters of their classmates afterwards.

Focus on meaning in primary school task-based language teaching in Chinese: A case analysis

Dr. Leng Leng Yeo - Singapore Centre for Chinese Language, Singapore
3:05 - 3:30 (25 mins) Room 513

According to the report of 2010 Mother Tongue Languages Review Committee, English is becoming a dominant language used in Singapore homes. And one of the broad objectives stated in the teaching of Chinese language is to develop Singaporeans with the proficiency and ability to communicate. Using
task as an organizational principal of Communicative Language Teaching, how can task-based activities be effectively implemented in classroom teaching for developing students’ communication skills in Chinese? With a focus on meaning, or communication, this study sees the insufficient or at times lack of use in Chinese. Hence, it proposes a three-phase TBLT framework; a pre-task, task-cycle, post-task process, with an objective to focus on meaning, and encourage students to use Chinese in communicative task. It also aims to contribute to the research field of TBLT and its practice in Chinese language learning classroom.

**Wikis: Tasks within tasks**

Harry Carley - Matsuyama University

3:05 - 3:30 (25 mins) Room 514

Instructing learners that have little or no interest in attending a course can be extremely challenging for all parties involved. Wikis and Web 2.0 technology offer an advantageous opportunity for learners and instructors. TBLT coupled with the use of wikis can enable learners to utilize the latest technology while at the same time learning a language and exploring the world. This presentation will explain how wikis have been utilized at a tertiary institution to instill motivation and interest in language learning though the introduction of small tasks such as web searches and video downloading that lead to larger tasks in the form of student prepared oral presentations. Not only have wikis aided in students language abilities and knowledge of the world around them but also has supplied learners with TBLT skills that can be utilized in other non-language learning courses long after the Travel English class has concluded.

**Japanese teachers’ perceptions and agency on TBLT: An implication for teacher training**

Atsumi Yamaguchi - Kanda University of International Studies

3:40 - 4:05 (25 mins) Room 513

There has been heated debate over the application of Task-Based Language Teaching (TBLT) across Asian regions. What is noticeable is the growing number of practitioners’ reports of localized “doing TBLT” which falls somewhere between traditional grammar-translation and more complete application of task-based approaches. This presentation showcases Japanese teachers’ perceptions and agency toward a program-level TBLT. Six secondary school teachers responded to a pre-survey and participated in a two-hour workshop on basic principles of TBLT and a programmatic TBLT implementation. Based on a qualitative analysis on follow-up focus-group discussions, the presenter will discuss hinted elements which make it difficult for teachers to understand the basic principles and be unwilling to engage in TBLT implementation. The presenter will also address suggestions of macro and micro reforms on English Language Education in Japan, such as the examination system and teacher training.

**The use of open and closed tasks in primary school contexts**

James York - Tokyo Denki University

3:40 - 4:05 (25 mins) Room 514

In young learner EFL contexts that often lack significant integral or instrumental motivation, it is considered important to motivate students through the teaching methodology, environment, or materials used. With reference to Deci and Ryan’s (1985) theory of self-determined motivation and Noel’s (2003) hierarchy of intrinsic and extrinsic motivation, I present results of a study investigating how manipulating goal orientation of tasks may affect young EFL learners’ motivation. The research used three sets of open and closed tasks with a total of 130 Japanese elementary school students. Data was collected via a questionnaire at the end of each lesson. Findings based on the students’ responses show that both task types appear equally motivating, a result in contrast to the author’s hypothesis. Reasons behind these unexpected results are examined.

**TBLT approach and teaching Chinese as a second language in the Hong Kong context**

Siu-lun Lee & Yongyin Chen - The Chinese University of Hong Kong

4:15 - 4:40 (25 mins) Room 513

Teaching Chinese as a second language (TCSSL) is expanding rapidly in different parts of the world recently. The current trend of teaching Chinese as a second language is to follow the socio-pragmatic
notion (Sapir 1921, Sapir 1929, Hymes 1972) in the field of language teaching. This paper shows recent developments in teaching Cantonese as a second language in Hong Kong as a case study and discusses the empirical experience of applying TBLT to TCSL. Experience with First year Cantonese students in Hong Kong is shown to demonstrate the use of task-based approach (Nunan 2004), which puts pragmatic use of the target language as the first priority in the TCSL classrooms. This paper also talks about authentic/semi-authentic task design while adopting TBLT in the TCSL context. With language tasks, all teaching and learning activities and outcomes focus on “what the students can do” rather than “what the students have learnt”.

A Study of pre-reading tasks for EFL high school students

Huei-Chun Teng & Chia-Ling Chang - National Taiwan University of Science and Technology

4:15 - 4:40 (25 mins)  Room 514

This study investigates the effects of pre-reading tasks on EFL reading comprehension of junior high school students in Taiwan. The participants were 95 seventh graders from three different classes in a public junior high school in northern Taiwan. One of the experimental groups received the pre-reading task of video advance organizer and the other had English-Chinese summary passage in the pre-reading task whereas the control group was advanced with nothing before taking the reading comprehension test. Results indicated that pre-reading tasks facilitated the reading comprehension of EFL high school students. Furthermore, no significant interaction was found between EFL proficiency levels and intervention of pre-reading tasks. On the whole, participants held positive attitudes towards pre-reading tasks in EFL classrooms. By providing empirical evidences, the study can shed some lights on TBLT in EFL reading context and further to assist Taiwanese high school students to become more effective EFL readers.

Elaborating specific tasks for doing three reporting projects – to become a real writer

Takaaki Goto - Kumamoto University

4:15 - 4:40 (25 mins)  Room 515

A project for reporting a local community on the media can contribute to the development of students’ English skills through cross-cultural communication. However, such programs conducted before do not seem to accompany specific tasks to realize their purposes. In response, three reporting projects were implemented in 2011. The students joined two other projects to warm up for the final project for reporting Kumamoto. A variety of tasks such as learning leads, layout, quotation, and copyright were elaborated so that they could acquire genre knowledge. Thanks to these tasks, most students completed three projects successfully. According to the questionnaire, about 67% replied they improved their writing and reading, especially with peer review (about 92%) and peer reading (100%) highly evaluated as helpful. Thus, planning a project requires elaborating specific tasks to realize its purpose, which is a key to success. As such teachers should prepare tasks for a target project.

A micro-evaluation of five tasks for extensive reading

Brendan Van Deusen - Nagasaki International University

4:50 - 5:15 (25 mins)  Room 513

It has become increasingly common for practitioners of extensive reading (ER) to incorporate the use of language learning tasks into their lessons. The links between tasks for ER and the principles of task-based language teaching (TBLT), however, have not been fully explored. It is suggested that research on task design and task evaluation can provide insights to teachers about how to effectively utilize graded readers for various types of meaning-focused language learning. This case study presents a micro-evaluation (based on Ellis, 1997) of five tasks for extensive reading with a class of intermediate-level first-year students at a Japanese university. The purpose of the study was to utilize the principles of TBLT to systematically and empirically evaluate each task in practice. Based on the results of the evaluation, conclusions
are reached about the benefits of tasks for ER and how tasks can be implemented effectively in an ER context.

**Transitioning to task-based language teaching**

Ian Hurrell - University of Birmingham, UK

4:50 - 5:15 (25 mins) Room 514

The apparent difficulties of introducing TBLT to Japanese classrooms have been well documented. One major difficulty is that the significant jump from the passive, teacher-fronted learning environment, with which most Japanese students are familiar, to the active, learner-centered environment of TBLT can be intimidating. The aim of this presentation is to demonstrate how this issue may be tackled through the use of a ‘Negotiated Task-based Syllabus’. This syllabus has been developed using normative-re-educative strategies of change management theory, which have been lauded for their effectiveness in facilitating the changes in beliefs and behavior necessary for learners to make the transition from passive to active learning methods. Practical examples will be used to illustrate how the framework of this syllabus can be adapted so that teachers can develop strategies for guiding their students to make this transition at a pace comfortable for their individual situations.

**An effect of text-based tasks on incidental vocabulary acquisition**

Mutsumi Kawakami - Tokyo Denki University

5:25 - 5:50 (25 mins) Room 513

This study investigated the vocabulary knowledge gains made by EFL university students in a pre-intermediate class through two types of text-based tasks promoting generation and orienting learner’s attention to form, meaning, and function of words. The tasks implemented were read and retelling task that required learners to generate words in an original context after reading the text, and information gap task that required learners to identify, recall, and compare word forms, their functions and their meanings. Vocabulary gains were measured by comparisons of pre-test, immediate post-test, and delayed post-test of multiple choice of vocabulary from the texts used in the tasks. Results imply that the increased vocabulary retention of both higher and lower groups occurred as a result of the tasks and that, as expected, the lower group gained more vocabulary than higher group, and both achieved more retention than control group class with relatively small attrition.

**Task complexity, guided planning and L2 oral development**

Colin Thompson - University of Central Lancashire, UK

5:25 - 5:50 (25 mins) Room 514

This presentation discusses the role of task complexity and guided planning for developing L2 speech in terms of fluency, accuracy and complexity. The presenter will begin by discussing the effects of pre-task planning on L2 oral production before focusing on task complexity and how it can be used for sequencing tasks to promote language development, referring to Robinson’s (2003, 2007) Cognition Hypothesis as a framework. The talk then reports on a study which investigated the effects of task complexity and guided planning on 12 Japanese University students of English. The study involved a pre-post test design in which participants performed a series of oral narratives that increased in complexity over a 3 week period resulting in gains with fluency, accuracy and complexity.
Looking behind the veil: A grounded theory on the architecture of task-based language teaching

Gregory Hadley - Niigata University of International and Information Studies

10:00 - 10:25 (25 mins) Room 513

This paper presents some of the findings that emerged from a six-year project that studied the effects of corporatization on tertiary ELT. Using a technique known as the Constant Comparative Method (Glaser & Strauss 1967/1999; Glaser 1978; Boeije 2002; Charmaz 2006), it was found that bureaucratic processes and educational strategies have closely mirrored similar developments in software design (Boehm 1995; Boehm 2006; Lane et al. 2010), and that the underlying procedures of Task-based Language Teaching are remarkably analogous to the processes and structures found software designs from the late 1970s. Software development and the bureaucracy of higher education have continued to evolve towards various process-based designs, which appeared in the late 1990s, and can be seen in the evaluation processes of the Japan Accreditation Board for Engineering Education (JABEE), which to varying degrees has become the new model for managing students, evaluating teachers, and reforming educational practices. Language teachers devoted to TBLT, however, often find these new structures to be incompatible with their current classroom practices (Nevara 2004).

This presentation discusses the incongruity of older procedural methods of organization and processing, such as that which is found in TBLT, with the underlying "software" guiding administrative management. It ends with a call for research in exploring the possibility of developing a process-based model for TBLT.

Working together! Using tasks to teach reading and writing

Loran Edwards - Kansai Gaidai University

10:00 - 10:25 (25 mins) Room 514

Through my teaching, I discovered that many Japanese students enjoy a classroom atmosphere where they are encouraged to use their language to communicate without worrying about form. They also appreciate when tasks and activities are clearly explained. This led me to write Working Together! Communicative Reading and Writing (Edwards 2011); a reading and writing textbook that incorporates cooperative learning techniques in which students work together with their peers to use the language skills presented and complete tasks. Working Together! provides enough material for a one-semester reading and writing course. In each chapter, students work with a partner to complete 3 different tasks, which include 3 writing assignments and 2 reading assignments. In this presentation, I will describe the reasons I decided to write a task-based reading and writing textbook and demonstrate how teachers interested in implementing a task-based syllabus in their classroom can use this textbook and its activities successfully.

Learning with tasks from the very first beginning – Insights from longitudinal research in a German language program

Michael Schart - Keio University

10:00 - 10:25 (25 mins) Room 515

TBLT has been often considered as a western creation that could cause unexpected and persistent opposition from learners in non-western classrooms. However there is very little empirical evidence on specific problems or successes that could be involved in such an undertaking over a longer period. This dilemma was the starting point of a longitudinal research project which examines the learning processes in a consequently task based course design in elementary German classes for Japanese learners. The project was conducted cooperatively between teachers and external researchers and provides a sociocultural perspective on the teaching and learning in a TBLT environment. After six years of research the results of the project indicate that a strictly analytical approach to TBLT is more than just a fascinating pedagogical idea. The learners obviously change their attitude towards foreign language learning and consequently become more independent, more active and also clearly show progress in their language development.
Presentations and Posters
Sunday, May 20th

Task-Based Learning and the 2003 action plan: An evaluation of a mandatory in-service training program for JTEs
Gregory C. Birch - Seisen Jogakuin College
10:35 - 11:00 (25 mins) Room 513
Between 2003 and 2007, all Japanese Teachers of English (JTEs) were to attend mandatory in-service training as specified in Japan’s Ministry of Education, Culture, Sports, Science and Technology (MEXT) 2003 Action Plan. The training’s main goal was the improvement of English teachers’ ability to cultivate students’ communication ability. This research focuses on a program where the Action Plan’s goal was interpreted as Task-Based Learning (TBL). In addition to describing the program, lesson plans produced prior to and during the training were examined. To determine the degree of understanding of TBL that JTEs brought to the training, lesson plans that participants prepared in advance were analyzed. Comparisons were then made with subsequent lesson plans participants produced at the end of the training. This analysis enabled the researcher to evaluate the training’s effectiveness, shedding light on program features that helped further participants’ understanding of TBL. Areas for improvements are also suggested.

Does TBLT increase motivation for Japanese business English students?
Chuanning Huang - Kanazawa Institute of Technology & Lee Knowlton - Kanazawa Technical College
10:35 - 11:00 (25 mins) Room 514
This study looks at the impact of TBLT style activities on the motivation of Japanese university students in a business English class. More specifically, the study examines the students’ self-perceived engagement levels when working within the TBLT approach. The purpose of the study is to help understand how Japanese university students react to these different learning approaches in order to help EFL teachers in choosing activities and teaching approaches. The subjects are students enrolled in the first half of a two semester Business English course at a private technical university in Japan. The study was conducted by distributing a questionnaire to students inquiring about their self-perception of learning and being engaged in TBLT-based English class activities. These questionnaires were then analyzed both quantitatively and qualitatively. Based on the results of the questionnaires and follow-up interviews with students, several suggestions will be given for using the TBLT approach in similar contexts.

Thinking critically to communicate in EFL/ESL: A task-based course design
Dr. Nihal Akdere - Middle East Technical University, Turkey
10:35 - 11:00 (25 mins) Room 515
With the widely accepted notion that language directs our thinking and shapes our perception of reality, the much emphasis laid upon teaching critical thinking in the field of language teaching does not seem to be unfounded. This paper is a presentation of a task-based critical thinking EFL/ESL course syllabus. The course syllabus is based on tasks that aim not only to develop communication skills in the English language but also to foster certain subskills and dispositions that make up the critical thinking framework that the course is based on. The presentation includes a brief summary of the steps followed in designing the course, the teaching approach adopted in the course, and a description and samples of the tasks that make up the syllabus.

JFL teachers’ perceptions of task-based language teaching: A case study of Japanese teachers in Hong Kong
Masaki Seo - Hong Kong Polytechnic University
11:10 - 11:35 (25 mins) Room 513
This study investigates Japanese language teachers’ perceptions of task-based language teaching (TBLT) in a foreign language context. The data were collected through semi-structured interviews with 6 native Japanese teachers in Hong Kong and were analyzed with Personal Attitude Construct Analysis proposed by Naito (1991). From the study, it is revealed that there is a gap between teachers’ beliefs and their actual practices. Teachers believed that tasks should be accomplished in a meaningful context and tasks should be challenging. Nevertheless, examples teachers share were heavily focusing on pedagogical tasks (Nunan, 1989), but are
not meaningful communication. Teacher viewed tasks should be implemented after practicing all the target grammar within the framework of presentation-practice-production (PPP) model. The reason behind this is that most teaching materials published in the field are based on narrowly-conceived, form-oriented pedagogical tasks. Based on the findings, the presenter will discuss how diffusion of TBLT can occur.

Learners' awareness of the role of input and task repetition

Sachiyo Nishikawa - Lancaster University, UK
11:10 - 11:35 (25 mins) Room 514

Martin & Wu (2005) suggest that in language processing two modes of input (oral and written) are processed via different pathways. This study explores whether learners' awareness of input differs when performing retelling tasks, and to what extent their awareness could vary through redoing the tasks. Twenty-four Japanese undergraduates were divided into two groups (one oral input, one written input) using a 3000 word vocabulary test (Nation, 2001). In week 1, each group received its respective input and performed the same retelling task. In week 2, the tasks were repeated, and retrospective interviews were conducted with 12 students (6 from each group) in their L1. This paper focuses on data from the interviews. The qualitative data analysis suggests that the oral input group reported awareness of communicative elements (suprasegmentals), whereas the written input group recognised structures (grammar). Regarding task repetition, both groups tended to be aware of gains in comprehension.

‘Critical reading circles’: Role-based intensive reading to facilitate critical thinking

Daniel Ruelle - RMIT University, Vietnam
11:10 - 11:35 (25 mins) Room 515

The aim of intensive reading is to “arrive at a profound and detailed understanding of the text: not only of what it means, but also of how the meaning is produced.” (Nuttall, 1996) EAP students often struggle to independently understand a text beyond surface level to be able to critically evaluate it. Reading circles divide the intensive reading process into several facets, with each member responsible for one part of the process. A group discussion then cumulates in a shared understanding of a text, making students better equipped to critically analyse it.

This presentation will show how collaborative reading circles can enhance students’ comprehension and critical understanding of texts through role-based intensive reading. Participants will get an understanding of how the original reading circle concept was adapted to a pre-university EAP context, get quantitative and qualitative data showing its success and receive practical advice on implementing it in their classrooms.

Plenary - Tasks, technologies and asian students: Beyond digital natives

Dr. Michael Thomas - The University of Central Lancashire, UK
11:45 - 12:45 (60 mins) Enkei Hall

See page 4 for details.

‘Keeping it real’ – Implementing a task-integrated curriculum in an English for academic purposes (EAP) program at an international university in Vietnam

Fiona Wiebusch & Carla Bridge - RMIT University, Vietnam
1:00 - 1:45 (45 mins) Room 513

Task Based Learning (TBL) is becoming increasingly important in the English for Academic Purposes (EAP) classroom as it provides opportunities for learners to interact with English via real-world tasks. In this context, task-based lessons focus on the importance of language as a communicative act (Nunan, 2006) and typically require learners to utilise all four macro skills (reading, writing, listening and speaking) in a collaborative and communicative manner in order to achieve a ‘task’. This workshop focuses on the methodology associated with teaching tasks in the context of an EAP program at an international university in Vietnam. Workshop participants will have an opportunity to see TBL in action, examine an authentic task and stages of a typical lesson from our curriculum, and consider ways to incorporate TBL into their own classroom contexts. Practical considerations, challenges and
opportunities for institutions or teachers keen to implement TBL into their own curriculum will also be discussed.

**Developing task-based lessons through collaboration between stakeholders**  
Dr. Neil Johnson & Eric Setoguchi - Kanda University of International Studies  
1:00 - 1:45 (45 mins)  
Room 514

Practitioners often point out that TBLT, when fully implemented, goes far beyond being a materials centric “teaching methodology”. More than simply a communication based approach to teaching language, TBLT articulates principles that ideally inform the designing, or re-designing, of the curriculum, syllabus, and assessment practices of a language program. The presenters are representatives from two different stakeholder groups at a small private university in Japan specializing in EFL education and currently redesigning several of its key language courses around a more task-based framework. In this talk we will firstly highlight the perspective from the administrative level in facilitating reform. Further, we will discuss how having macro-level support has been a critical factor in the success of transitioning to task-based pedagogical practices in the classroom. Concrete examples of this process in action will be highlighted and discussed, including learning objectives and some of the teaching materials they have inspired.

**Task-based telecollaborative projects for beginner-level students**  
Greg Dunne - Osaka Shoin Women’s University  
1:00 - 1:45 (45 mins)  
Room 515

This workshop shall demonstrate how an EFL writing class (n=36) at a Japanese university conducted a telecollaborative task project with an EFL class (n=36) in a Chilean university. The 6-week project consisted of a series of outcome-seeking tasks which engaged beginner level students in asynchronous email exchanges with partners who did not share their L1. Traditionally, telecollaboration has been forum-based and its use restricted to advanced level learners. Using the ePals.com platform, all participants in the workshop will perform the same online procedures as the students, the objective being to demonstrate how suitably designed telecollaborative task projects can bring authenticity into beginner level EFL classrooms.

**Authenticity re-examined: a humanistic perspective on tasks**  
Julian Pigott - University of Warwick, UK  
1:55 - 2:20 (25 mins)  
Room 513

Task authenticity can be thought of in terms of its *authenticity* in terms of how ‘task’ is defined by the TBL literature; (ii) its *authenticity* in terms of its appropriateness to the ‘real world’ (i.e. the type of authenticity with which the applied linguistics field generally concerns itself). I would like to present a third measure of task-authenticity: The degree to which it is in tune with a humanistic approach to learning. That is, to what end is the task acting in the best interest of the students in helping them along a profitable and worthwhile path in life. Determining the humanistic authenticity of a task is difficult, but not necessarily more so than measure (ii). Further, it introduces demands a consideration of the role of ethics in language teaching pedagogy—usually unexamined in a field where motivating learners to learn English is axiomatically equated with progress and success.

**Promoting “Thinking in English” through problem-solving tasks**  
Keith Adams - Tohoku Gakuin University  
1:55 - 2:20 (25 mins)  
Room 514

Do low or intermediate-level L2 learners “think in English”? Is it feasible to encourage and guide them to do so for more effective and creative L2 learning? To address these questions, the speaker will present an instructional model based on problem-solving tasks for third and fourth-year Japanese university students. The tasks and methodology of the model were chosen under the assumption that students can and do include English during the internal, problem-solving process. However, questions regarding the frequency and level of complexity of English in this context required further investigation. In other words, does English appear merely as occasional words or phrases in a stream of Japanese thought or is reasoning actually conducted in English with little or no reliance on the L1?
After introductory remarks, participants will be provided with a sampling from the sets of logical, spatial and family relationship problems that were used for both the research questions above and for language learning purposes. Finally, the speaker will discuss the results of a student questionnaire, which provided data to analyze the frequency and nature of English in the students’ process of reasoning, and offered insights into the feasibility of the pedagogic goal.

**Linguistic supertype as a missing link in task-based learning**
Junichi Toyota - Lund University, Sweden
1:55 - 2:20 (25 mins)  Room 515
This paper argues that differences in the linguistic supertype (i.e. situation-, speaker- and hearer-orientation, Durst-Andersen 2011), can affect how effectively learners can acquire a new language: language teaching is conveniently divided into several different levels, but this classification is done regardless of the learner’s L1 and the target language. When the classification of languages based on the supertype is incorporated into the teaching methods and materials, different levels commonly used in teaching can be further developed. This point is discussed at the theoretical level in this paper. By raising awareness to semiotic purposes of communication, learners can approach the target language from a different perspective, providing better understanding of pragmatic factors in grammar and can process new grammatical items more smoothly. Thus, the linguistic supertype is a very useful tool in creating a new teaching material.

**Carousel mini-presentations: A merry-go-round of authentic communication**
Sean H. Toland - Ritsumeikan University &
Jeff Crawford - Lincenglish
2:30 - 2:55 (25 mins)  Room 513
EFL classrooms throughout Japan are filled with reluctant learners who are uninterested in learning English. In the Japanese post-secondary context, student demotivation and apathy as well as an over-reliance on traditional methodologies are significant obstacles that educators must overcome. An increasing number of EFL programs require students to make an oral presentation in front of their classmates. The traditional class-fronted presentation format does not always provide learners with an appropriate forum for student generated talk, audience participation, and meaningful use of language. In addition, it can be an anxiety-inducing event that adversely impacts a learner’s motivation to study English.

**Task-based language teaching and learners’ second language development**
Ayaka Hashinishi - Kobe City University of Foreign Studies
2:30 - 2:55 (25 mins)  Room 514
This paper examines potential problems with the task-based approach, such as the danger of achieving fluency at the expense of accuracy, a focus away from form and towards lexis, learners’ tendency to avoid engagement with the language system, and learners’ use of the mother tongue. As a result of these problems, some learners may fail to improve their language proficiency and fossilization may occur. This paper examines proposals for solutions to these problems, such as adopting a focus-on-form approach, using pre-task and post-task activities, and designing form focusing tasks. This paper explores ways of guiding learners to express their ideas without losing sight of the grammar, and designing tasks which control learners’ language while giving them opportunity to use the language creatively. The key with task-based language teaching is to achieve a balance between meaning and form so that both fluency and accuracy can be achieved.

**Action research: Using TBLT to inspire student reflection in an EAP program based in Vietnam**
Travis Henry - RMIT University, Vietnam
2:30 - 2:55 (25 mins)  Room 515
Task-based language teaching carries a number of benefits. During tasks, learners are active, focused and working collaboratively and creatively. Thus, the TBLT experience is uniquely suited to generate meaningful student reflection. Using focused discussion questions or sentence completion tasks, learners are able to reflect on a variety of aspects of their work in a given task. Some general discussion and post-task writing items are useful for reflection on every task (and could be set up as classroom
routines), or specific questions might be crafted for each task depending on the teacher’s aim. Also, TBLT allows students to reflect on their own personal aims. Doing so creates in-depth and highly-motivated student reflection. Evaluating student reflection takes careful focus and setup on the part of the teacher, but if done correctly, the process of cultivating student reflection carries benefits for both students and teachers. This presentation utilizes action research conducted with Vietnamese and Korean young adult learners to outline the benefits and methods of focusing on student reflection and gives strategies for evaluating student reflection.

A task for early childhood education majors: Apron theaters

Lorna S. Asami - St. Margaret’s Junior College, Tokyo

3:05 - 3:30 (25 mins)  Room 513

An informal needs analysis among college Early Childhood Education instructors and students indicated that it would be practical for Early Childhood Education students to make an apron theater in English that they would have to use on the job as preschool teachers. The freedom of the task allows students of various levels of English to take part and allows the student creativity and self expression. This workshop examines the task that is involved and evaluates TBLT in the Early Childhood Education classroom. It is demonstrated that using such a project in an English for Specific Purposes course will increase student motivation and help students to reach a difficult goal in their L2.

The constrains of CLT & TBLT in China

Weijian Dong - Mahidol University, Thailand

3:05 - 3:30 (25 mins)  Room 514

China, as the country with the largest English learning population in the world, has been deeply involved in Communicative Language Teaching since the early 1980s. However, in spite of efforts and resources that have been invested into CLT, it has turned out that the implementation of CLT in EFL classrooms has not yielded the expected results. The implementation has not been thorough or consistent either. To discover the reasons, this study explores factors and challenges that constrain the development of CLT in Chinese EFL classrooms. It is hoped that it will contribute to a better understanding of what constraints CLT faces in the Chinese context. It might provide some insight to help teachers overcome the difficulties in implementing CLT as well.

Assessing assessment practices in TBLT classrooms

Fergus O’Dwyer - Osaka University

3:05 - 3:30 (25 mins)  Room 515

The emphasis of this paper will be to provide specific examples from TBLT classrooms that illustrate the following three main points: 1. Assessment can, and should, take on several roles and functions. 2. Assessment can play a linking role in learning cycles and wider pedagogical issues. 3. It is of the benefit to learners to be involved in assessment and other related pedagogical practices. Before addressing the main points I will relate to the principles of learner-oriented assessment (LOA, Carless 2009), and outline considerations to bear in mind when creating and implementing assessment tools. I will also briefly outline how the ‘can do’ statements of the Common European Framework of Reference for Languages (CEFR) can guide such classroom practices. In conclusion, it will be suggested that effective LOA can be facilitated by harnessing the synergies created in the implementation of action oriented TBLT, the connectedness of a learning cycle, and the forward-looking nature of the CEFR.
Osaka Shoin Women’s University  
About the venue

Osaka Shoin Women’s University is situated in the east of Osaka City, and conveniently located only about 10 to 15 minutes away from the Namba district of Osaka.

Facilities: TBL in Asia will mostly be held on the fifth floor of Building 4, as well as in the computer room on the third floor, and in Enkei Hall, which will be the location for the two plenary presentations. Drink vending machines can be found on the second floor of Building 4.

Station: The closest station to the university is Kawachi Kosaka, on the Kintetsu Line, about 5 minutes walk from the main university gate. From Kawachi Kosaka, take a ‘Semi-Express’ train to get to Uehommachi or Namba (a ‘Local’ train is fine too, but will take 5-10 minutes longer as it stops at every station).

Restaurants and shops: There are a number of small restaurants between Kawachi Kosaka station and Osaka Shoin Women’s University. There is an AM/PM convenience store just outside the station and a Family Mart convenience store on the way to the university. More restaurants can be found on the other side of the station too. For more variety, Namba is one of the main entertainment areas of Osaka so it is probably a better option for dinner or going out.
**TBL in Asia - Schedule at a glance**

**Saturday, May 19th**

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<td><em>Is it a potential panacea?</em> Retrospection on TBL and teaching in Hong Kong*</td>
<td><em>Students’ L1 use for task work</em></td>
<td><em>A pilot project based on an electronic student portfolio for English for an edutainment course</em></td>
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<td>Dr. Jason Moser</td>
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<td><em>A classroom-based, mixed methods study into the influence of transcribing, reporting, and task repetition.</em></td>
<td><em>Tasks and the L1: Friend or foe?</em></td>
<td><em>Exploring task effects through collaborative writing in jigsaw and dictogloss</em></td>
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<td><em>Is project-based learning appropriate for Japanese tertiary level students?</em></td>
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<td>Clare Wright</td>
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<td><em>Task-based language learning in the digital age: Newcastle’s Digital Kitchen</em></td>
<td><em>Explicit instructional training of metacognitive strategies and L2 argumentative writing tasks</em></td>
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<td>1.35-2.00</td>
<td>Luo Shaoqian &amp; Yi Baoshu</td>
<td>Robby Caughey and Gareth Eggie</td>
<td>Dr. Nasim Shangraffam &amp; Arezoo Vahidi</td>
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<td><em>Task-based Language Learning and Teaching in China over the Last Ten Years</em></td>
<td><em>A pilot study of 3 tasks</em></td>
<td><em>The comparative effect of accuracy strategy training under off-line planning condition and fluency strategy training under on-line planning condition on EFL learners’ oral accuracy and fluency</em></td>
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<td>2.10-2.55</td>
<td>Mark Donnellan, Jeff Crawford &amp; Joshua Cohen</td>
<td>Dr. Natsuko Shintani</td>
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<td><em>Bridging the gap: Information gap tasks from the drawing board to the classroom</em></td>
<td><em>Implementing TBLT to young beginner learners: input-based tasks and the acquisition of vocabulary and grammar</em></td>
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<td>3.05-3.30</td>
<td>Dr. Yeo Leng Leng</td>
<td>Harry Carley</td>
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<td><em>Focus on meaning in primary school task-based language teaching in Chinese: A case analysis</em></td>
<td><em>Wikis: Tasks within tasks</em></td>
<td><strong>POSTER PRESENTATIONS</strong></td>
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<td><strong>(See pages 11, 12 and 13 for details)</strong></td>
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<td>3.40-4.05</td>
<td>Atsumi Yamaguchi</td>
<td>James York</td>
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<td><em>Japanese teachers’ perceptions and agency on TBLT: An implication for teacher training</em></td>
<td><em>The use of open and closed tasks in primary school contexts</em></td>
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<td>4.15-4.40</td>
<td>Siu-lun Lee &amp; Yongyin Chen</td>
<td>Huei-Chun Teng &amp; Chia-Ling Chang</td>
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<td><em>TBLT approach and teaching Chinese as a second language in the Hong Kong context</em></td>
<td><em>A study of pre-reading tasks for EFL high school students</em></td>
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<td>4.50-5.15</td>
<td>Brendan Van Deusen</td>
<td>Ian Hurrell</td>
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<td><em>A Micro-evaluation of five task for extensive reading</em></td>
<td><em>Transitioning to task-based language teaching</em></td>
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<td>5.25-5.50</td>
<td>Mutsumi Kawakami</td>
<td>Colin Thompson</td>
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<td><em>An effect of text-based tasks on incidental vocabulary acquisition</em></td>
<td><em>Task complexity, guided planning and L2 oral development</em></td>
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*(See pages 11, 12 and 13 for details)*
## TBL in Asia - Schedule at a glance
### Sunday, May 20th

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 513</th>
<th>Room 514</th>
<th>Room 515</th>
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</thead>
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| 10.00-10.25| Gregory Hadley  
*Looking behind the veil: A grounded theory on the architecture of task-based language teaching* | Loran Edwards  
*Working together! Using tasks to teach reading and writing* | Michael Schart  
*Learning with tasks from the very first beginning: Insights from a longitudinal research in a German language program* |
| 10.35-11.00| Gregory C. Birch  
*Task-based learning and the 2003 Action Plan: An evaluation of a mandatory in-service training program for ITEs* | Chuanning Huang & Lee Knowlton  
*Does TBLT increase motivation for Japanese business English students?* | Dr. Nihal Akdere  
*Thinking critically to communicate in EFL/ESL: A task-based course design* |
| 11.10-11.35| Masaki Seo  
*JFL teachers' perceptions of task-based language teaching: A case study of Japanese teachers in Hong Kong* | Sachiyo Nishikawa  
*Learners’ awareness of the role of input and task repetition* | Daniel Ruelle  
*‘Critical Reading Circles’: Role-based intensive reading to facilitate critical thinking* |
| 11.45-12.45| **ENKEI HALL**  
Plenary 2  
Dr. Michael Thomas  
*Tasks, technologies and Asian students: Beyond digital natives* |                                                                                     |                                                                                     |
| 1.00-1.45  | Fiona Wiebusch & Carla Bridge  
*‘Keeping it real’ – Implementing a task-integrated curriculum in an English for Academic Purposes (EAP) program at an international university in Vietnam* | Dr. Neil Johnson & Eric Seoguchi  
*Developing task-based lessons through collaboration between stakeholders* | Greg Dunne  
*Task-based Telecollaborative Projects for beginner-level students* |
| 1.55-2.20  | Julian Pigott  
*Authenticity re-examined: A humanistic perspective on tasks* | Keith Adams  
*Promoting “Thinking in English” through problem-solving tasks* | Junichi Toyota  
*Linguistic supertype as a missing link in task-based learning* |
| 2.30-2.55  | Sean H. Toland & Jeffrey Crawford  
*Carousel mini-presentations: A merry-go-round of authentic communication* | Ayaka Hashinishi  
*Task-based Language teaching and learners’ second language development* | Travis Henry  
*“Action research: Using TBLT to inspire student reflection in an EAP program based in Vietnam”* |
| 3.05-3.30  | Lorna Asami  
*A task for early childhood education majors: Apron Theaters* | Weijiang Dong  
*The constraints and CLT and TLBT in China* | Fergus O’Dwyer  
*Assessing assessment practices in TBLT classrooms* |
Conference Chair: Justin Harris
Program Chair: Paul Leeming
Site Chair: Jason Moser
UCLAN Chair: Michael Thomas
PR Chair: Colin Thompson
Conference treasurer: Mark Donnellan
Handbook editors: Justin Harris and Paul Leeming
Conference Website: Mark Donnellan
Registration: Brent Cotsworth, Andrew Atkins, and Julian Pigott