

Wednesday, 2 April 2025 – morning sessions

|             |  |   |   |   |   |   |  |  |
|-------------|--|---|---|---|---|---|--|--|
| 8:00-8:30   | <b>Registration</b><br>Foyer, Academy building, Broerstraat 5  |   |   |   |   |   |  |  |
| 8:30-9:00   | <b>Welcome + opening</b><br>Offerhauszaal, Academy building  |   |   |   |   |   |  |  |
| 9:00-9:30   | <b>Keynote 1: Parvaneh Tavakoli</b><br><b>Task performance across assessed levels of proficiency: Using CALF measures to generate insight into L2 assessment</b> |   |   |   |   |   |  |  |
| 9:30-10:00  | <b>Offerhauszaal, Academy building</b>   |   |   |   |   |   |  |  |
| 10:00-10:30 | <b>Coffee break</b><br>Weberfoyer, Harmonie complex, Oude Kijk in Het Jatstraat 26   |   |   |   |   |   |  |  |
| Room        | 1312.0012  | 1312.0013   | 1312.0025   | 1312.0030   | Expositie (1313.0007)   | Marie Lokezaal (1313.0034)  | Onder de Bogen (1314.0026)   |  |
| Chair       | Audrey Rousse-Malpat   | Cristina Pascual Aibar  | Claudia Fernandez   | May Wu  | Inge Elferink   | Matthew Pattermore  | Parvaneh Tavakoli  |  |
| 10:30-11:00 | Teacher education as vehicle for mediating technology-mediated TBLT in the L2 classroom<br>Marrit van de Guchte, Linda Gijzen                                    | Life lessons, learner agency and developing podcasts: TBLT for remote Australian Aboriginal students<br>Rhonda Oliver   | Impediments to Understanding and Implementing TBLT: An Exploration of Students' Experiences in a TBLT Course<br>Greg Ogilvie, Bill Dunn, Xavier Gutierrez, Leila Ranta          | The effects of (un)restrictive listening in a listening-into-writing task<br>Jolien Wouters, Sterre Turling, Anne van Asseldonk                                   | Examining the impact of a shifting educational landscape on implementing TBLT in Flemish primary education<br>Koen Van Gorp             | Games as collaborative tasks: Efficacy, engagement, and willingness to communicate.<br>Mery Diez-Ortega, Marta González-Lloret  | Technology-mediated TBLT: A meta-analysis<br>Meg Montee, Lara Brynfonski, Nicole Ziegler, Alison Mackey  |  |
| 11:00-11:30 | The development of pre-service teachers' perceptions and cognition of task implementation in the EFL classroom<br>Akiko Fujii                                    | The use of Instagram in a task-based approach for Afrikaans foreign-language students<br>Ancheri Götzke, Elbie Adendorff  | Bridging informal contexts and formal language education through real world tasks. Perception by language teachers<br>Christoph Hülsmann, Christian Olivier, Margareta Strasser | Effectiveness of inductive and deductive instruction on L2 writing processes and products: A task-based study<br>Ting Zeng  | Let's teach with test tasks! Does a territory-wide TBLA encourage TBLT practices in HK classrooms?<br>Kristy Suet-sin Cheung            | <b>Detroit Become Human: Commercial Video Games in TBLT Focusing on Communicative Competence</b><br>Antonia Grigoriou, Marina Mattheoufakis<br><b>Note that the time has changed!</b> | Towards adaptive technology-mediated dialogue practice: modelling L2 proficiency, task performance, and task completion<br>Frederik Cornille, Julie Gilpen, Sameh Said-Metwaly, Steffen Luyssaert, Wim Van Den Noortgate |  |
| 11:30-12:00 | Task-Based Teaching Competence Development Through Virtual Exchange Projects Between MA Teacher Students and Secondary Classrooms<br>Thomas Raith                | Facilitating Tasks in LCTLs with AI: A Case Study of ChatGPT and Catalan<br>Mireia Toda-Cosi  | When task designers and learners don't see eye to eye: Examining essential task characteristics<br>Caitlyn Pineault   | Face-to-face collaborative writing on keyboards: writing behaviours, text quality, and task complexity<br>Xin Rong  | Designing a task-based syllabus with focused pedagogic translation tasks for Afrikaans language learning students<br>Asambese Mkumatela | <del>Playing with pragmatics: A task-based board game for assessing young learners' interpersonal and pragmatic competence</del><br>Stefania Ferrari                                  | GenAI-Mediated Instruction and L2 Task Engagement in EAP Classes<br>Mostafa Pourhaji   |  |
| 12:00-13:30 | <b>Lunch &amp; Poster Session</b><br>1st floor, Harmonie Canteen   |   |   |   |   |   |  |  |
|             | A study of Brazilian teachers' perceptions of communicative tasks in an EFL textbook<br>Taine Batista Alves, Paula Garcia de Freitas                             | Effects of task complexity and genre on L2 writing performance: some preliminary findings<br>Yanmei Li  | Purpose and Perception: A Case Study on TBLT Meeting Students' Needs in Chinese Business English<br>Xinyi Guan  | TBLT meets Content-based Instruction: exploring benefits and limits of a cross-cultural project bridging different approaches.<br>Lucy Kottsieper, Ruth Benvegner | To View or to Do? Using immersive virtual reality to facilitate task-based learning of vocabulary<br>Marybeth Martin, Andrea Révész     |   |  |  |
|             | Acquiring grammar through input-based tasks. A quasi-experimental study with beginner learners of Italian in Austria<br>Anna Romano                              | Measuring preschool teachers' Professional Vision on language interactions: a Video-Based Instrument<br>Anne-Lotte Stevens, Lien Dorme, Ruben Vanderlinde, Kris Van den Branden | Task Repetition: Spaced, Massed, or Enhanced?<br>Sima Khezrou   | The impact of input during pre-task planning on monologue task performance<br>Sayo Natsukari  |   |   |  |  |
|             | All Games are Tasks<br>Matthew Pattermore  | Post-task transcription and feedback in EFL instruction: Insights from six case studies<br>Emma Hartman   | TBLT and inquiry-based learning: How do students formulate lab reports?<br>Corinna Wichmann, Barbara Hinger   | The Perception of Task- and Action-Oriented German as a Foreign Language (DAF) Instruction by Students in the Japanese Context<br>Nina Kanematsu                  |   |   |  |  |

Wednesday, 2 April 2025 – afternoon sessions

| Room            | 1312.0012  | 1312.0013   | 1312.0025   | 1312.0030   | Expositie (1313.0007)   | Marie Lokezaal (1313.0034)   | Onder de Bogen (1314.0026)   |
|-----------------|--|---|---|---|---|--|--|
| Chair           | Iryna Menke-Bazhutkina   | Anastasia Pattermore  | Alsu Buiting  |   |   |  |  |
| 13:30-14:00     | Mapping the interactions between task sequencing, anxiety, and enjoyment in L2 writing development<br>Mahmoud Abdi Tabari  | Implementing digital multimodal book review tasks for EFL adolescent students: Bridging TBLT and genre analysis<br>Sanghee Kang, YouJin Kim, Diane Belcher  | A text-driven approach to TBLT for critical literacy and professional teacher development<br>Marina Bouckaert   | <p>Workshop:<br/>Designing Tasks to Promote <b>Media and Information Literacy Skills</b> in EFL Classrooms<br/>Coordinator: <b>Kornwipa Poonpon</b></p> | <p>Workshop:<br/>Tech-Teach-Talk:<br/><b>Leveraging Podcasting</b> as Task Type<br/>Coordinators: <b>Audrey Rousse-Malpat, Leo Gomez, Andrew Woodbury</b></p> | <p>Workshop:<br/><b>Virtual Exchange: Global Perspectives on Virtual Exchange</b><br/>Coordinator: <b>Sake Jager</b></p> <p><b>Welcome &amp; Introduction:</b> Sake Jager, University of Groningen</p> <p><b>Bridging the Global South/North through Virtual Exchange: The City as a Site for Learning</b></p> <p>Facilitators: Malin Rejjanovic Glimang, Malmö University; Sibongile Mntsi, Tshwane University of Technology; Shannon Sauro, University of Maryland, Baltimore County (UMBC)<br/>Guests: Samukezi Mrubula-Ngwanya, University of Limpopo</p> <p><b>Learner Agency in Intercultural Telecollaboration</b></p> <p>Facilitators: Mee-Ling Liaw, National Taichung University of Education; Kathryn English, Ecole Polytechnique and Université Panthéon Assas (Paris 2)</p> <p><b>Supporting students and teachers in interdisciplinary Virtual Exchanges</b></p> <p>Facilitators: Juna Albá Durán, University of Groningen; Luis José Samayoa Rodríguez, Universidad Nueva San Salvador; Cerdiente Oggel, University of Groningen</p> <p>Guests: Roxana Amaya, Universidad Nueva San Salvador; Daniela Rodríguez Gutiérrez, Universidad de Monterrey</p> <p><b>Debriefing &amp; conclusion:</b> Sake Jager, University of Groningen</p> | <p>Colloquium:<br/>Tech-Enhanced TBLT:<br/><b>Inclusive Practices Across Borders</b><br/>Coordinator: <b>Melissa Baralt</b></p> <p>Developing fair and functional digital reading tasks in Flemish K-12 settings: the impact of lexical support<br/>Bart Deygers, Fauve De Backer, Sabine Dierck</p> <p>US-North Africa virtual exchange: Virtual Reality immersion as a tool to foster friendship and Arabic and English-language learning<br/>Melissa Baralt, Noha Elsakka</p> <p>Amplifying voices: Empowering incarcerated language learners through Spanish language writing and digital literacy<br/>José Morcillo-Gómez, Melissa Baralt</p> <p>Leveraging multimodal resources to promote awareness of Black languaging practices: A variationist approach to Spanish language instruction<br/>Aris Clemons</p> |
| 14:00-14:30     | Investigating the relationships among reward, task motivation, and young learners' L2 writing performance<br>Xiaojun Lu, Chengchen Li  | Effects of multimodal input-based tasks on the acquisition of conversation lexical bundles<br>Valentina Morgana, Andrea Révész  | Bridging Genre(s) and Task(s): Connecting Genre Analysis and TBLT to Promote Language Development<br>Kevin Fedewa, Matt Coss  |   |   |  |  |
| 14:30-15:00     | The Role of Task Repetition in Shaping L2 Writing Self-Efficacy, L2 Writing Anxiety, and L2 Written Production<br>Seyyed Ehsan Golparvar, Mahmoud Abdi Tabari, Sima Khezriou | The effects of input modality on L2 oral production: An exploratory study on mode hybridness<br>Michael Sadeghi, Helen Zhao, Jill Wigglesworth  | Task by task: A longitudinal exploration of teachers' task design progress and implementation efforts<br>Lara Bryfonski, Caitlyn Pineault   |   |   |  |  |
| 15:00-15:30     | Analyzing Collaborative Writing Processes and Products in Constructing Russian Impersonal Sentences: An Experimental Study<br>Elisa Moroni                                   | Fostering multimodal literacy: An exploration of imitation and creation in EFL learners' continuation videos<br>Qi Xu, Sishan Wu, Hongying Peng   | Investigating teachers' decision-making during L2 task design: how do SLA and TBLT theoretical concepts actually transfer to task design?<br>Roger Gilabert, Joan Castellvi, Eli Comelles, Vera Trager, Aleksandra Malicka, Gina Arnold |   |   |  |  |
| 15:30-16:00     | <b>Coffee break</b><br><b>Weberfoyer, Harmonie complex</b>   |   |   |   |   |  |  |
| Room            | 1312.0012  | 1312.0013   | 1312.0025   |   |   |  |  |
| Chair           | Huimin Ke  | Marije Michel   | Anastasia Pattermore  |   |   |  |  |
| 16:00-16:30     | A means and focus model of task engagement<br>Linda Gijzen   | Unlocking the world outside the L2-classroom: the power of project-based, multimodal online tasks for LESLLA-learners<br>Annelies Jehoul, Mariet Schiepers  | EFL adolescent learners as task designers: exploring agency in multimodal input-based tasks<br>Asier Calzada, Agurtzane Azkarai   |   |   |  |  |
| 16:30-17:00     | The impact of goal setting on task engagement: A quasi-experimental study<br>Gabriel Michaud, Masatoshi Sato, Pierre-Luc Paquet  | The effects of reading purpose on LESLLA learners' multimodal reading processes and incidental vocabulary learning<br>Marieke Vanbuel   | Tech-Enabled Task Design: Utilizing Technology to Observe Teachers' Practices and Understand Their Needs<br>Vera Trager   | <b>Coffee break</b><br><b>Weberfoyer, Harmonie complex</b>  |   |  |  |
| 17:00-17:30     | Exploring the relationship between learners' multidimensional engagement and L2 competence: A person-centered approach<br>Hongying Peng, Yinyin Du                           | Using eye-tracking to enhance L2 vocabulary learning during reading tasks<br>Andrea Révész, Matt Stainer, Ana Pellicer-Sanchez, Marije Michel, Yongling Chung, Marybeth Martin, Sanne van Eijnsden, Emma Buursema | Using Generative AI to Construct Tasks for Content-and-Language Instruction in University Settings<br>Mirjam Daum, Yulia Edeleva, Gina Do Manh  |   |   |  |  |
| 17.30-18:00     | Pre-task planning as a tool to enhance task engagement in EFL children: a longitudinal study<br>Agurtzane Azkarai, Asier Calzada   | The Impact of TBLT on L2 Vocabulary Development in SCMC and FTF Environments<br>Mustafa Abunar, Ozgür Partak  | Cognitive complexity in task design and teaching Lexico-grammatical complexity in isiXhosa for legal purposes<br>Lukhanyo Ngamlana  |   |   |  |  |
| Evening program | <p><b>18:30</b><br/><b>Welcome reception</b></p> <p>Doopsgezinde Kerk<br/>Oude Boteringestraat 33, 9712GD</p>  |   |   |   |   |  |  |

**Thursday, 3 April 2025 – morning sessions**

|             |   |  |  |   |  |   |   |
|-------------|---|--|--|---|--|---|---|
| 8:00-8:30   | <b>Registration</b><br>Foyer, Academy building, Broerstraat 5   |  |  |   |  |   |   |
| 8:30-9:00   | <b>Keynote 2: Naoko Taguchi</b><br><b>High-immersion virtual reality for pedagogic task development: Potentials and challenges</b>                              |  |  |   |  |   |   |
| 9:00-9:30   | <b>Offerhauszaal, Academy building</b>  |  |  |   |  |   |   |
| 9:30-10:00  | <b>Coffee break</b><br>Weberfoyer, Harmonie complex, Oude Kijk in Het Jatstraat 26  |  |  |   |  |   |   |
| Room        | 1312.0012   | 1312.0013  | 1312.0025  | 1312.0030   | Expositie (1313.0007)  | Marie Lokezaal (1313.0034)  | Onder de Bogen (1314.0026)  |
| Chair       | Huimin Ke   | Iryna Menke-Bazhutkina   | Rasmus Steinkrauss   | Cristina Pascual Aibar  | Matthew Pattermore   | Anastasia Pattermore  | Ineke Vedder, Folkert Kuiken, and May Wu  |
| 10:00-10:30 | Syntactic Complexity and Fluency Development through Form-focused Strategic Planning and Mobile-assisted Speaking Tasks<br><br>Ozlem Cengiz, Zubeyde Sinem Genc | Bridging Cultures and Technologies: Telecollaborative Language Learning Tasks for Global Citizenship<br><br>Ese Emmanuel Uwosomah, Maria Mont, Melinda Dooly | Exploring L2 multi-person interaction in a communicative role play task using mobile eye-tracking technology<br><br>Anke Lenzing, Katrin Schröder, Katharina Egger | Doing critical TBLT across the Americas: Universal principles, contextualized insights, and future opportunities<br><br>Leonardo da Silva, Priscila Farias, Ellen J. Serafini, Raquel Carolina Souza Ferraz D'Ely | It is a task, not an exercise: What is the difference?<br><br>Ali Shehadeh   | AI vs Human Task-based Tutoring: Engagement, perceptions and written fluency<br><br>Serge Bibauw, Anats Tack  | Assessing functional adequacy in oral interactional tasks: rationale, challenges and perspectives<br><br>Folkert Kuiken, Ineke Vedder   |
| 10:30-11:00 | Investigating the effects of the depth of processing on grammar acquisition in oral retelling tasks<br><br>Shweta Nigam   | The effects of metapragmatic awareness-raising tasks in a telecollaborative learning environment<br><br>Elena Nuzzo  | Pursuit of Task-related Willingness to Communicate in EFL Task-Based Small Group Interactions<br><br>Arzu Kanat-Multuoglu, Kadriye Aksoy-Pekacar                   | Exploring biases in task materials and online resources used by Spanish heritage and L2 learners<br><br>Paul D. Toth, Katie Schroeder   | Exploring the idea of a 'Task' in the context of the young language learner classroom<br><br>Yuko Goto Butler, Veronika Timpe-Laughlin, Bianca Roters                | Enhancing Business English Students' Writing Skills Through Task-Based AI-Generated Content<br><br>Ampika Patarapongsanti, Nuchsa Choksuansap Thongsan      | Applicability of a Functional Adequacy Interactional Rating Scale in L2 English: Raters' Experiences and Challenges<br><br>Astrid Morrison, Kristy Suet-sin Cheung, Tongzhou Xiao |
| 11:00-11:30 | Exploring the effectiveness of TBLT for teaching morphologically complex languages: Case acquisition in L2 Lithuanian<br><br>Richard Udes                       | Task engagement and pragmatic development in virtual 3D worlds: Comparing face-to-face and metaverse settings<br><br>Yoon Namkung, Nayoung Kim, Youjin Kim   | Enhancing young learners' collaboration through task design. What can language pedagogy learn from research?<br><br>Tomas Kos                                      | Integrating Task-Based Language Teaching Principles into Uganda's Competence-Based Syllabus for Kiswahili as a Foreign Language<br><br>Julius Matovu, Visser Marianna   | Exploring teacher-student interaction in task and non-task sequences in Chinese primary school EFL classrooms<br><br>Yan Zhu, Jonathan Newton, Yue Liu, Dingfang Shu | Assessing Novice Writers' Use of Digital Revision Tools to Support Academic Writing<br><br>Michelle Czajkowski  | The assessment of Functional Adequacy in interactional oral speech in L2 Italian: Possibilities and pitfalls<br><br>Ineke Vedder, Paolo Orù                                       |
| 11:30-12:00 | Orbiting Language Skills: A Dynamic Usage-based Approach to TBLT<br><br>Mohamed Salama, Audrey Rousse-Malpat, Marije Michel                                     |  | Examining the motivation and perceptions of EFL children regarding collaborative model-based tasks<br><br>Maria Luquin, María del Pilar García Mayo                | Opportunities and Challenges for TBLT Curriculum in Türkiye, Italy and Spain<br><br>Zubeyde Sinem Genc  | A role for closed-domain conversational agents? Insights from the German school context<br><br>Elizabeth Bear, Detmar Meurers, Xiaobin Chen                          | ChatGPT, Prompt Crafting, and Metalinguistic Reflection for L2 Writing: An Empirical Study<br><br>Luis Cerezo, Joan-Tomás Pujolà, Patricia Montilla-Keeling | Exploring L2 Speaking Functional Adequacy Development in Study Abroad: Chinese Students in UK Postgraduate Programmes<br><br>Tongzhou Xiao, Eloi Puig-Mayenco                     |
| 12:00-12:30 | <b>Lunch</b>  |  |  |   |  |   |   |
| 12:30-13:00 | <b>1st floor, Harmonie Canteen</b>  |  |  |   |  |   |   |

Thursday, 3 April 2025 – afternoon sessions

| Room            | 1312.0012  | 1312.0013   | 1312.0025  | 1312.0030   | Expositie (1313.0007)   | Marie Lokezaal (1313.0034)   | Onder de Bogen (1314.0026)   |
|-----------------|--|---|--|---|---|--|--|
| Chair           | Huimin Ke  | May Wu  | Saïoa Cipitria   | Niklas Abel   |   |  |  |
| 13:00-13:30     | Comparing Task-Based vs. Presentation, Practice, Production Approaches for EFL Speaking in the Japanese University Context<br>Pino Cutrone, Siewkee Beh, Keisuke Imamura | TBLT and High-immersive Virtual Reality: Use of Scaffolding<br>Robin Couture-Matte  | Online tool to design tasks: face-to-face support versus video tutorials as anxiety and technostress mediators<br>Mayya Levkina, Kerry Anne Brennan, Julia Baron | Strengthen multilingual competences in Vocational Education & Training through task-based lesson design<br>Elne van Batenburg, Liz Dale                           | Colloquium:<br>How have TBLT curricula been developed in <b>different contexts</b> ? Experiences, reflections, and critical issues for consideration<br><b>Coordinator: Claudia Fernández</b>   | Colloquium:<br>Technology in task-based <b>assessment</b> : Affordances and challenges<br><b>Coordinator: Benjamin Kremmel</b>   | Colloquium:<br>Exploring potential uses of <b>artificial intelligence</b> in task-based language teaching<br><b>Coordinator: Fred Poole</b>                          |
| 13:30-14:00     | Language learning by speaking and writing, without explicit grammar? French acquisition courses at university level<br>Marie Steffens, Rozanne Versendaal                | Exploring Language in a Task-Based SVR Escape Game<br>Gillian Martin, Breffni O'Rourke, Sina Werner   | Writing into Speaking: Effects of a longitudinal Task-based Intervention in German L2 in the Netherlands<br>Fred Sikkens, Audrey Rousse-Malpat, Marije Michel    | Enhancing Learner Engagement: A Deep Dive into Plurilingual Tasks in Face-to-face and Technology-mediated Language Teaching<br>Pierre-Luc Paquet, Gabriel Michaud | 13:30-13:40<br>Introduction<br>Claudia Fernández<br>13:40-14:00<br>Task-Based Needs Analysis of English for Nursing Purposes<br>Dwi Nugroho   | Task-based ("Can-do" based) Self-Assessments: A Design Toolkit for Teachers<br>Paula Winke   | Task Performance with Generative AI as an Interlocutor: Task Complexity, Task Type, and Student Perceptions<br>YouJin Kim, Daniel Dixon, Youngmeen Kim, Robin Cathey |
| 14:00-14:30     | Meaningful tasks and scenarios in teaching and assessment to enhance TBLA and TBA in HE<br>Etain Casey, Johann Fischer   | Coordinating space, motion, and meaning: Using Asymmetric Virtual Reality tandems to exercise pragmatic competences<br>Nicola Hoppe, Karsten Senkbeil | Using Tasks to Teach Speech Acts from ELF Perspective in a Chinese EFL Speaking Course<br>Libin Duan, Anchalee Wannaruk  | Translanguaging in the TBLT classroom: valuable support or questionable practice?<br>Martin East  | 14:00-14:20<br>Designing and implementing pedagogic tasks derived from needs analysis research in the Chilean context<br>Carolina Arias-Contreras<br>14:20-14:40<br>Black Empowerment and Liberation: A Task-Based Approach to Antiracism in the Spanish Language Classroom<br>L. J. Randolph Jr. | Assessment between learning process analytics and writing product characteristics: Does practice in an Intelligent Tutoring System transfer to writing tasks?<br>Kordula De Kuthy, Detmar Meurers      | Assessing the potential of LLM-assisted TBLT for communicative tasks in B1-Level Spanish L2 Learners<br>Nicola Brocca, Rebeca Iniesta Jiménez                        |
| 14:30-15:00     | <b>Coffee break<br/>Weberfoyer, Harmonie complex</b>   |   |  |   |   |  |  |
| Room            | 1312.0012  | 1312.0013   | 1312.0025  | 1312.0030   |   |  |  |
| Chair           | Alsu Buiting   | May Wu  | Huimin Ke  | Cristina Pascual Aibar  |   |  |  |
| 15:00-15:30     | The U.S. Embassy School Election Project - Developing Competences of Democratic Culture in a TBLL Environment<br>Sina Werner, Torben Schmidt, Alexandra Totter           | Tailoring an educational game for migrant adults in Italy: a pragmatic needs analysis<br>Davide Perrotta  | The effect of an app-based training on L2 fluency and foreign language anxiety<br>Foekje Reitsma, Esther Ruigendijk  | Enhancing sustainability in modern language curriculum innovations<br>Daniela Fasoglio  | Utilizing needs analysis frameworks to design Spanish for specific purposes task-based courses<br>Mackenzie Coulter-Kem, Madison Wray, Stacey Hanson  | Leveraging AI in the post-task phase: Automated feedback and focus on form in academic writing<br>Rosmawati, Karin Avrit, Lim Li Siang   | Learning to Chat with AI: A New Paradigm for Empowering Refugee Language Learners in TBLT<br>Negar Siyari  |
| 15:30-16:00     | Pre-task planning in CLIL classrooms: A study of planning behaviors, task performance and outcome<br>Sima Khezriou, Christiane Dalton-Puffer                             | Needs Analysis in TENOR context: A Snapshot from High Schools in Spain<br>Aleksandra Malicka, Elena Markina   | Implementation of a language awareness raising task: the role of automatic transcriptions in language courses<br>Ana Maria Moreno Bruna, Nausica Marcos Miguel   | Open-access sites as catalysts for empirical and pedagogical change: Insights from the TBLT Task Bank<br>Laura Gurzynski-Weiss                                    | 15:00-15:20<br>Evaluating Outcomes and Fidelity in a Task-Based University Language Program<br>Matt Coss<br>15:20-15:40<br>So, What Does a Technology-Mediated TBLT Curriculum Really Look Like?<br>Marta Gonzalez-Lloret   | The Effect of Immersive 360 Tasks on Aspects of L2 Speaking<br>Anna Zaffinelli, Paz Gonzalez, Nivja De Jong  | AI-Supported Material Design for an "Organizing a Consulate Event" Task<br>WeiHsuan Lo, Kevin Fedewa   |
| 16:00-16:30     | Exploring teacher perceptions on TBLT, Task Design, and Technology Appropriation<br>Gina G. Arnold, Helena Roquet, Roger Gilabert  | <del>Miscommunication in Maritime Contexts: Needs Analysis and Materials Development<br/>Nicole Ziegler</del>   | Bot with benefits: success factors and challenges of AI-based speaking tasks for young L2 learners<br>Mariet Schiepers, Helena Van Nuffel                        | A Systematic Approach to the Text Selection Process in the Centralised Reading Tests in Flanders<br>Nikolaas Mergan   | 15:40-16:00<br>16:00-16:20<br>Discussion<br>Discussant: Koen van Gorp<br>16:20-16:30<br>Wrap up<br>Claudia Fernández  | Spoken Dialogue Technology versus ChatGPT: Benefits and Challenges for Practicing and Assessing Oral Interaction<br>Veronika Timpe-Laughlin, Tetyana Sydorenko, Judit Dombi, Saerhim Oh, Rahul Divekar | AI promises for language teacher education: evidence from TBLT lesson plans<br>Constanza Tolosa  |
| 16:30-17:00     | <b>Coffee break<br/>Weberfoyer, Harmonie complex</b>   |   |  |   |   |  |  |
| 17:00-17:30     | <b>Keynote 3: Rick de Graaff<br/>What makes successful task-based language teacher training?</b>   |   |  |   |   |  |  |
| 17:30-18:00     | <b>Offerhauszaal, Academy building</b>   |   |  |   |   |  |  |
| Evening program | <b>18:30-23:30<br/>Conference dinner<br/>WENutbutter<br/>Oosterhamrikkade 2 Z, 9714BA</b>  |   |  |   |   |  |  |

Friday, 4 April 2025

| Registration<br>Room 1312.0007, Harmonie complex, Oude Kijk in Het Jatstraat 26 |   |   |  |  |             |   |  |
|---|---|---|--|--|-------------|---|--|
| Show & Tell sessions  |   |   |  |  | Papers      |   |  |
| Room  | 1312.0012   | 1312.0013   | 1312.0025  | 1312.0030  | Room        | Expositie (1313.0007)   | Marie Lokezaal (1313.0034)   |
| Chair   | Inge Eiferink   | Iryna Menke-Bazhutkina  | Matthew Pattemore  | Cristina Pascual Aibar   | Chair       | May Wu  | Audrey Rousse-Malpat   |
| 8:30-8:50   |   | <del>Exploring the (im)possibilities of high-stakes scenario-based assessment in foreign language education<br/>Rosa Barman, Danaï Psalidas, Noëlle Sommer-Keers</del>                                | Weaving the Tasks Together for Student Needs: A Lesson for Purchasing Event Tickets Online<br>Nao Ichino, Mie Gotoh, Azumi Naruse          | Empowering Language Learning with AI: Utilizing Chat GPT for Student-Led Oral Presentations<br>Paul Halma, Dex Vogel   | 8:30-9:00   | Using Process Tracing in Research on Task-Based Language Teaching: A Primer<br>Nathan Thomas  | Some thoughts on investigating individual differences in task-based language research and teaching<br>Rod Ellis  |
| 8:50-9:10   |   | The proficiency exam of Portuguese for Foreigners (Celpe-Bras): TBLT rationale, washback effects and current challenges<br>Raquel Carolina Souza Ferraz D'Ely, Leonardo da Silva                      | The TBLT Day: Teacher students experiencing, understanding, and creating tasks<br>Per Wennlund, Oliver Smith                               | Integrating ChatGPT into TBLT Classrooms: Enhancing Authentic Language Use Through AI and Human Interaction<br>Jini Jung   |             |   |  |
| 9:10-9:30   |   | On top of the task: designing task-based in-service teacher training<br>Pien Rotterdam, Robert Smit, Lydi Tillema   | Open Textbook Russian: Learning Language through films<br>Dina de Vries-Zhuravleva, Yulia Kazanova, Marjolijn Verspoor                     | Practicing Dutch with the NedBox-app: everyday language tasks at every place and time<br>Helena Van Nuffel, Machteld Hauben, Mirjam Eren, Annelies Nordin, Helga Van Loo | 9:00-9:30   | Group work dynamics: How to measure it and its importance for the successful implementation of TBLT<br>Glen Poupore   | Exploring the relationship between metalinguistic awareness, aptitude and explicit learning during a text reconstruction task<br>Paloma Delgado Garza, María del Pilar García Mayo |
| 9:30-9:50   | Inclusiveness through Task-Based Improvisational Drama<br>Kristina Goodnight, Rudo Kupeta                                       | Struggles and Constraints in Developing Task-Based Central Exams in Flanders<br>Fauve De Backer, Goedele Vandommele, Rielke Bogaert   | From a Crime Scene Investigation to a Zombie Apocalypse: Task-based French Materials to Promote Engagement<br>Greg Ogilvie                 | Linguistic Landscape Projects as Critical Tasks for Second and Heritage Language Learning<br>Kacie Hoagland, Janire Zalbidea   | 9:30-10:00  | Task evaluation: Investigating the relationship between task outcome, task satisfaction, and perceptions of task interaction<br>Yuta Ito, Akiko Fujii, Emma Hartman | Untangling the knotted relationship between task effects and rater effects in task-based language assessment<br>Stefan O'Grady   |
| 9:50-10:10  | Multimodal tasks in higher education: combining language and art<br>Eider Saraguetá, Asunción Martínez Arbeláiz                 | Applying the CEFR to interactional competence: Assessing 'initiative' in task-based examiner-led oral proficiency interviews<br>Fien De Malsche, Lies Strobbe, Anne Van Asseldonk, Goedele Vandommele | FanTALES: technology-mediated creative writing tasks in the multilingual classroom with fanfiction<br>Frederik Cornillie, Mery Diez-Ortega | TBLT and Critical pedagogies in an L2 Spanish course: Training novice teachers to develop instructional materials<br>Muriel Gallego, Paula Parrado Guerrero              |             |   |  |
| 10:10-10:30   | <b>Coffee break</b><br>Weberfoyer, Harmonie complex   |   |  |  | 10:00-10:30 | <b>Coffee break</b><br>Weberfoyer, Harmonie complex   |  |
| 10:30-11:00   | <b>International Association for Task-Based Language Teaching – General Business Meeting</b><br>Offerhauszaal, Academy building |   |  |  |             |   |  |
| 11:00-11:30   |   |   |  |  |             |   |  |
| 11:30-12:00   | <b>Keynote 4: Detmar Meurers</b><br>Connecting AI-supported individual practice to a task-supported classroom                   |   |  |  |             |   |  |
| 12:00-12:30   | Offerhauszaal, Academy building   |   |  |  |             |   |  |
| 12:30-13:00   | <b>Closing</b><br>Offerhauszaal, Academy building   |   |  |  |             |   |  |
| 13:00-13:30   | <b>Lunch</b><br>1st floor, Harmonie Canteen   |   |  |  |             |   |  |
| 13:30-14:00   |   |   |  |  |             |   |  |