

TBLT



University of Groningen, 2-4 April 2025

Book of Abstracts

For the 11th conference of the International Association
of Task-Based Language Teaching

Table of contents

Welcome	3
Sponsors	5
Organising team	6
General information	7
Keynote Speakers	8
Colloquia	12
Workshops	20
Events	23
Maps	24
Program overview	27
Papers – Wednesday 2 April	32
Papers – Thursday 3 April	44
Papers – Friday 4 April	57
Show and Tells	59
Posters	64

Dear TBLT community: Hartelijk welkom to the top end of the Netherlands!

It is our utmost pleasure to welcome you to Groningen, the 3rd happiest city in Europe. As chair of the organizing committee, I can only reiterate that I am, indeed, among these very happy citizens. The reason for my happiness is the fact that in the running up to this conference, I have been working with the most amazing team. To give you a glimpse of what I mean, let me share with you the route up to today: In November 2022, I sent an email to my co-chair, Audrey Rousse-Malpat, with the short question: 'Shall we host TBLT 2025?' The positive response followed within a few hours. An immediate 'of course' was the reaction by Anastasia and Matthew Pattemore, driving forces of our event, and the other members of the organising team were similarly enthusiastic: Niklas Abel, Karen and Ellen de Bot, Alsu Buiting, Iryna Menke-Bazhutkina, and Christine Vidon. These affirmative answers meant that on 3 April 2023, we sent our official bid to the IATBLT which was soon accepted. And here we are: Exactly two years later we are full of excitement to welcome you to the city and University of Groningen, at the top North end of the Netherlands. We are looking forward to showing you that the local saying holds true: Nothing tops Groningen!

Together with the members of the chair group [Language Learning](#) of the European Languages and Cultures programme and our many student helpers at the University of Groningen – above all our amazing May Wu – we have been working tirelessly to prepare for you the 11th Conference on Task-based Language Teaching with the theme of Task-based Leveraging of Technology.

We are thrilled to have a splendid line-up of plenary speakers, colloquia, and workshops, and an impressive set of individual papers, posters, and show-and-tell sessions. Our programme demonstrates that TBLT is a thriving field of research and practice. Together, we have created two and a half days of academic exchange on language pedagogy that will hopefully remain a fond memory for all involved.

As language teaching professionals, the Groningen Language Learning team consists of advocates of task-based language teaching implementing evidence-based, research-led and technology-mediated innovations in language pedagogy, including virtual exchange, generative AI-supported collaborative writing, film and language integrated learning, and authentic real-life assessment tasks such as podcasting and vlogs. For us, hosting the TBLT conference is not just a great honour, but feels as a duty we love to fulfill.

We thank the IATBLT for their support, guidance and trust. We thank all the reviewers of the scientific committee that helped select this year's presentations. We thank our sponsors - amongst which our long-time supporter John Benjamins - and a long list of student helpers, coming from the BA programs in European Languages and Cultures, English Language and Culture, Multilingualism and Minorities, the MA programs in Languages and in Applied Linguistics, our PhD Lab in Applied Linguistics: ALLAB, and others.

We also thank our families, friends, and colleagues, who supported our engagement with this project by keeping other tasks away from us, especially as today's date came closer.

For now, we wish you all a scientific experience with fruitful scholarly exchanges where you are building on old and creating new connections and friendships with colleagues and friends from around the world. We are happy that in times when there is political pressure on academic freedom and budget cuts threatening, in particular, language studies and other humanities, we can come together to celebrate the beauty of language learning and teaching.

With that in mind, let us teach you some Groninger jargon:
Kon minder!

We wish you lots of stimulating academic discussions and hope that being in Groningen contributes to your happiness,



Marije Michel (chair) & team TBLT 2025
Chair of *Language Learning*, Faculty of Arts,
University of Groningen



Dear IATBLT Conference Attendees, Colleagues, and Friends,

I am delighted to welcome you to the IATBLT Conference 2025 here in Groningen, the Netherlands! This year, we are thrilled to come together as more than 230 task-based scholars and practitioners from across the globe, including regions such as Central America (El Salvador), South America (Brazil), South Africa, the European Union, Uzbekistan, Australia, New Zealand, China, Japan, Thailand, and North America (Canada, Mexico, and the United States). Our group's remarkable diversity is a powerful reminder of the global reach of our TBLT community and underscores the importance of international collaboration and partnership.

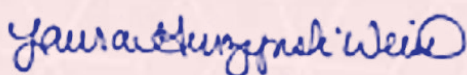
The theme for this year's conference, "Task-based leveraging of Technology," highlights our collective commitment to advancing the research and pedagogy that continue to shape the future of language acquisition. As we explore the latest developments in TBLT, we also find ourselves at a crucial moment—one in which the power of research and pedagogy can act as a bridge to help us counter divisions, foster mutual understanding, and promote peace through communication and education. Over the next three days, I look forward to the inspiring discussions and invaluable connections that will emerge and strengthen as we exchange ideas and perspectives.

On behalf of IATBLT, I would like to extend our deepest gratitude to the exceptional organizing team: Marije Michel, Audrey Rousse-Malpat, Anastasia Pattemore, Matthew Pattemore, May Wu, Iryna Menke-Bazhutkina, Niklas Abel, Christine Vidon, Ellen de Bot, Karen de Bot, and Alsu Buiting, along with the continued support from the University of Groningen. I would also like to acknowledge the tireless collaboration of our IATBLT Executive Board members—Andrea Révész, Parvaneh Tavakoli, Nicole Ziegler, Gabriel Michaud, Goedele Vandommele, YouJin Kim, Claudia Fernández, Barbara Hinger, Kornwipa Poom, and Marije Michel—whose dedication makes the IATBLT community thrive.

I would like to personally encourage each of you to attend our IATBLT General Meeting on Friday, April 4th, from 10:30 to 11:30 local time in Offerhauszaal, Academy Building. This meeting is crucial for maintaining our association's status as a vzw (non-profit association) and is an important opportunity for us to share updates, celebrate the 2025 IATBLT Awardees, and approve the location for the 2027 conference. We hope to see you there as we celebrate another wonderful two years of growth and collaboration.

Thank you for joining us here in Groningen, and for contributing to the continued development and vibrancy of our global community. I am confident that the next few days will be filled with enriching conversations, exciting new connections, and inspiring ideas that will shape the future of TBLT. I look forward to the moments we will share, and wish you all a productive, engaging, and impactful time at the IATBLT Conference 2025.

Warmly,



Laura Gurzynski-Weiss
President, IATBLT
IATBLT Conference 2025
Groningen, The Netherlands



Sponsors:



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jantina tammes school
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duolingo
english test



MemoryLab



ELSEVIER



Organising team

Chair: Prof Dr Marije Michel

Co-chair & Social program: Dr Audrey Rouse-Malpat

Treasurer: Dr Anastasia Pattemore

Scientific Program and Design: Matthew Pattemore

Management support and logistics: May Wu

Coordinator invited speakers and colloquia: Iryna Menke-Bazhutkina

Catering and Social program: Niklas Abel

Coordination student helpers: Christine Vidon and Ellen de Bot

Website, promotions, communication: Karen de Bot and Alsu Buiting

Language Learning team of 25 language teachers (covering 8 target languages)
in Marije Michel's chair group

Student volunteers recruited from the BA programs in European Languages and Cultures, English Language and Culture, Multilingualism and Minorities, the MA programs in Languages and in Applied Linguistics, our PhD Lab in Applied Linguistics: ALLAB, and others:

Merle Baalmans, Saioa Cipitra, Jocelyn Colarte, Ciarán Daly, Carla Eickeler, Vincent Fan, Namiko Fuji, Ginevra Giansanti, Ioana Grecu, Fei Guo, Emma Heij, Penny Heisterkamp, Kaira Innaro, Sacha Jouffrieau, Inge Kamphuis, Palina Kapacheuskaya, Samira Khademrad, Huixian Li, Jimena Llorden, Noemi Paveska, Nina Pfeifle, Janine Rook, Mo Salama, Eline Schaap, Ayşe Şenel, Fred Sikkens, Annika Stalman, Loek van den Nieuwenhuijzen, Lieke van der Wat, Meryl van Vliet, Tsveta Vicheva, Alexandra Vilunco, and Xiaomeng Yan.

Scientific committee:

Mohammad Ahmadian, University of Leeds; Agurtzane Azkarai, Universidad del País Vasco/Euskal Herriko Unibertsitatea (UPV/EHU); Melissa Baralt, Florida International University; Kris Van den Branden, KU Leuven; Lara Bryfonski, Georgetown University; Gavin Bui, The Hang Seng University of Hong Kong; Martin Bygate, Lancaster University; Marco Cappellini, Aix Marseille Université and Laboratoire Parole & Langage; Matt Coss, Michigan State University; Dustin Crowther, University of Hawaii at Mānoa; Mar Cruz-Piñol, Universitat de Barcelona; Suzanne Dekker, Mercator European Research Centre for Multilingualism and Language Learning; Natalia Dolgova, George Washington University; Joana Duarte, University of Groningen; William Dunn, University of Alberta; Martin East, The University of Auckland; Rosemary Erlam, University of Auckland; Sara Feijoo, Universitat de Barcelona; Claudia R. Fernández, University of Illinois-Chicago; Koen Van Gorp, Michigan State University; Gisela Granena, Universitat Oberta de Catalunya; Laura Gurzynski-Weiss, Indiana University; Barbara Hinger, Graz University, Austria; Daniel O. Jackson, Kanda University of International Studies; Eva Kartchava, Carleton University; YouJin Kim, Georgia State University; Eva Knopp, Radboud University; Benjamin Kremmel, University of Innsbruck; Àngels Llanes, Universitat de Lleida; Jozefien Loman, KU Leuven; Rosa M. Manchón, University of Murcia, Spain; María del Pilar García Mayo, Universidad del País Vasco (UPV/EHU); Kim McDonough, Concordia University; Elsa Tragant Mestres, Universitat de Barcelona; Marije Michel, Rijksuniversiteit Groningen; Jonathan Newton, Victoria University of Wellington; Rhonda Oliver, Curtin University; Gabriele Pallotti, University of Modena and Reggio Emilia; Özgür Parlak, American University of Sharjah; Anastasia Pattemore, University of Groningen; Matthew Pattemore, University of Groningen; Kewalin Pawabunsiriwong, Khon Kaen University; Leslie Piggott, NHL Stenden; Greg Poarch, University of Groningen; Andrea Révész, University College London; Peter Robinson, Aoyama Gakuin University; Banchakarn Sameephet, Khon Kaen University, Thailand; Shoko Sasayama, Waseda University; Raquel Serrano, University of Barcelona; Ali Shehadeh, UAE University; Chris Sheppard, Waseda University; Lies Strobbe, University of Leuven; Carola Strobl, University of Antwerp; Prof. Parvaneh Tavakoli, University of Reading; Goedele Vandommele, KU Leuven; Kim VanKoughnett, RUG; Ineke Vedder, University of Amsterdam; Diego Cortés Velásquez, University of Roma Tre; Marjolijn Verspoor, University of Pannonia; Carmen Pérez Vidal, Universitat Pompeu Fabra; Zhisheng Wen, Hong Kong Shue Yan University; Serpil Meri Yilan, Eindhoven University of Technology; Yucel Yilmaz, Indiana University; Nicole Ziegler, University of Hawai'i at Mānoa.

General information

- Registration will take place in the foyer of the Academy building (Broerstraat 5) on Wednesday and Thursday mornings prior to the plenary sessions, and in room 1312.0007 of the Harmonie complex (Oude Kijk in Het Jatstraat 26) at all other times. Maps of these locations (and others) are included on pages 24-26 of this book of abstracts.
- Please wear your name badge at all times – it facilitates communication, allows you to access lunch, and lets us know whether you have signed up for the welcome reception and conference dinner.
- Lunch is included as part of the conference, and will be served on the first floor of the Harmonie canteen to those with registration badges. Note that due to the University of Groningen's commitment to sustainability, it is mandated that all meals served must be vegetarian. If you have informed us of other dietary requirements, there will also be appropriate meals for you.
- Please use and keep hold of the TBLT coffee cups you receive when you register. The University of Groningen does not provide single-use cups. We have provided stickers for you to personalise your cup so you can keep track of which one is yours.
- Access to the early-career researchers event (Tues 1 April), welcome reception (Weds 2 April), conference dinner (Thurs 3 April), and boat trip (Fri 4 April) are for preregistered participants only. Unfortunately, for legal occupancy reasons we cannot accept additional last-minute attendees.
- Wifi access across all University of Groningen facilities is through Eduroam. If you do not have access to Eduroam, there are temporary access codes available at the registration area.
- If you need to contact any of the conference organisers you can go to the registration areas described above. If there is a serious emergency, the local emergency phone number for police, ambulance, or fire services is 112.

Parvaneh Tavakoli

University of Reading (United Kingdom)



Task performance across assessed levels of proficiency: Using CALF measures to generate insight into L2 assessment

9:00-10:00, Wednesday 2 April 2025

Offerhauszaal, Academy Building

Parvaneh Tavakoli is Professor of Applied Linguistics at the University of Reading. Parvaneh's main research interest lies in the interface of second language acquisition, task-based language teaching and language assessment. She is specifically interested in performance across levels of proficiency and in different task designs. Parvaneh has led several international research projects investigating second language performance, acquisition, assessment, and policy in different contexts. She has disseminated her research in the form of articles in prestigious journals (e.g., *The Modern Language Journal*, *SSLA* and *Language Learning*), policy reports (e.g., *Report to Welsh Government*), and books by key publishers (e.g., Cambridge University Press and Equinox).

Abstract

Research in TBLT and language assessment are interconnected as they have converging interests in second language (L2) ability and performance. The core of this common interest is linked to concepts such as the use of tasks in teaching and assessment, development of communicative L2 ability, and identifying measures and criteria that represent L2 ability and its development. This plenary talk will focus on the relationship between the two disciplines and investigates the extent to which they can inform one another in order to develop a better insight into characterising performance in different tasks and levels of ability.

Naoko Taguchi

Northern Arizona University (United States)



High-immersion virtual reality for pedagogic task development: Potentials and challenges

8:30-9:30, Thursday 3 April 2025

Offerhauszaal, Academy Building

Naoko Taguchi is Professor of Applied Linguistics at Northern Arizona University where she teaches courses in TESOL and linguistics. Her research interests include L2 pragmatics, technology-enhanced language learning, and intercultural communication. Her recent book publications include *Teaching and learning pragmatics in the globalized world* (special issue with the *Modern Language Journal*, 2021), *Encyclopedia of Applied Linguistics Pragmatics Volume* (co-edited with Daniel Kadar, in press), and *Task-based interaction and learning in L2 pragmatics* (special issue with *Language Teaching Research*; co-edited with YouJin Kim, in press). She is currently the co-editor of *Language Learning and Applied Pragmatics*, and serves on the editorial/advisory board for 11 journals and book series including the *Modern Language Journal*, *Studies in Second Language Acquisition*, and *Language Teaching*.

Abstract

Virtual reality (VR) has gathered much interest in recent years as a promising technology to boost L2 learning. High-immersion VR, or VR that provides a 360° view of virtual surroundings through a headset, provides unique affordances for language learning, including heightened sense of presence, embodied learning, and learner autonomy (Chun et al., 2022; Kaplan-Rakowski, 2024). These affordances are considered to enhance learners' language use and learning outcomes. Specifically, interactions occurring in a VR space are deemed realistic and relevant to learners because they are situated in a lifelike environment and contextualized with sensory-rich, multimodal input. In this presentation, I will first discuss how affordances of VR can leverage pedagogic task development. I will then present my recent study exploring the potential of a social VR task for developing interaction abilities in L2 Spanish. Learners' perceptions of the VR task examined through survey and interview data, along with their learning outcomes, will be presented and evaluated according to the characteristics of pedagogic tasks under the TBLT framework. I will conclude my presentation with implications and future directions for the task-based leveraging of the immersive VR technology.

Rick de Graaff

Utrecht University (the Netherlands)



What makes successful task-based language teacher training?

17:00-18:00, Thursday 3 April 2025

Offerhauszaal, Academy Building

Rick de Graaff is a professor of foreign language pedagogy and multilingual education at Utrecht University, the Netherlands. After obtaining his PhD from Vrije Universiteit Amsterdam, he has worked at Utrecht University as a curriculum development consultant, language teacher educator and foreign language acquisition researcher. He supervises PhD research by language teachers in designing, improving and evaluating their own teaching practices.

Abstract

Task based language teaching aims at creating authentic opportunities for language learning. Over the past thirty years, researchers, teacher educators and fellow teachers have inspired teachers to create and apply tasks as a means and a goal for communicative language development. However, for many teachers TBLT is still a challenging endeavor. What if testing practices focus on a structural syllabus? What if textbooks hardly facilitate or support task-based approaches? What if students or parents complain that the learning gains are not sufficient? I will address these challenges and concerns, and discuss contexts, approaches and limitations for successful task based language teacher training, taking into account current language curriculum proposals in the Netherlands.

Detmar Meurers

IWM Leibniz Institute
Tübingen University (Germany)



Connecting AI-supported individual practice to a task-supported classroom

11:30-12:30, Friday 4 April 2025

Offerhauszaal, Academy Building

Detmar Meurers is a professor of computational linguistics at the University of Tübingen, where he is active on the steering board of the LEAD Research Network in Empirical Educational Science and was recently appointed to the Leibniz-Institut für Wissensmedien (IWM) as head of the new "Language and AI in Education" research group there. His research focuses on computational linguistic methods in second language acquisition research, and he likes to investigate basic research questions through the development of AI-based tools supporting real-life education needs. This includes linking linguistic complexity analysis to the adaptive provision of developmentally proximal input to learners, or investigating the link between practice in an intelligent tutoring system and authentic task performance.

Abstract

In current foreign language teaching practice in German schools, there is a common disconnect between the generally shared goal of fostering functional language use in tasks and the use of workbooks and examinations with exercises that are unconnected to this goal. The focus on exercise-based practice is shared by Intelligent Tutoring Systems (ITS), which in principle can support individual language learners by adaptively selecting appropriately complex exercises on developmentally proximal learning targets and by provide feedback on learner answers to scaffold their learning. While this helps address some of the substantial heterogeneity of students, this will only become effective and enable more students to actively participate in class if the individualized practice is meaningfully connected to the functional language use in the classroom. In this talk, I present our ISLA research on the ITS FeedBook and its use in real-life school education. I focus on how the individualized practice is organized as pre-task activities and the learner is informed and motivated through criterial information displayed in a learner dashboard to link their mastery of curricular language means to functional language tasks in class. The setup supports systematic research into the characteristics of practice facilitating transfer-appropriate processing, i.e., the transfer of skills proceduralized through practice to other activities and tasks. I discuss results from several randomized, controlled field studies fully embedding the system use in authentic school contexts.

Tech-Enhanced TBLT: Inclusive Practices Across Borders

13:30-16:30, Wednesday 2 April 2025

Onder de Bogen (1314.0026)

Melissa Baralt

Florida International University

This colloquium explores the intersection of inclusive Task-Based Language Teaching (TBLT) and technology, highlighting innovative approaches to accommodate diverse learner needs. As digital platforms become integral to language education, this session examines strategies for utilizing technology to enhance accessibility, equity, engagement, and personalized learning experiences. Presentations will cover the design and implementation of tasks that leverage technology to support learners with varying backgrounds, abilities, and learning styles, ensuring equitable opportunities for all to develop language proficiency. By showcasing practical examples and research findings, the colloquium aims to foster a dialogue on best practices for creating inclusive, technology-enhanced TBLT environments.

Introduction

Melissa Baralt

Developing fair and functional digital reading tasks in Flemish K-12 settings: the impact of lexical support

Bart Deygers, Fauve De Backer, and Sabine Dierick
University Ghent

This study addresses the development and validation of digital functional reading assessment tasks for the Flemish K12 education system, emphasizing fairness and equity. It explores the use of lexical support in reading comprehension tasks, focusing on differences in glossary use, its impact on comprehension scores, and which lemmas are consulted. A mixed-methods approach analyzed task performance data from 5th and 11th graders as well as click patterns and post-hoc cognitive interviews. The glossary proved to be a widely used and effective linguistic support, especially in secondary education. We conclude by discussing equitable testing practices and how lexical support is an effective means to promote fairness and level the playing field.

US-North Africa virtual exchange: Virtual Reality immersion as a tool to foster friendship and Arabic and English-language learning

Melissa Baralt and Noha Elsakka
Florida International University

Virtual Tabadul fosters English and Arabic language learning while building friendships across borders between U.S. and North African college students. Using immersive VR simulations, it creates authentic, interactive environments where learners engage in real-world tasks, enhancing cultural exchange and mutual understanding. After sharing the curriculum and examples of tasks, we report on the outcomes of 600 students, showing how Virtual Tabadul provided them with an opportunity to immerse themselves in another culture and participate in a meaningful exchange experience, regardless of geographical or financial barriers. We conclude by examining how virtual reality and virtual exchange offer dynamic, immersive experiences to foster world language learning.

Colloquium continued:

Tech-Enhanced TBLT: Inclusive Practices Across Borders

13:30-16:30, Wednesday 2 April 2025

Onder de Bogen (1314.0026)

Leveraging multimodal resources to promote awareness of Black languaging practices: A variationist approach to Spanish language instruction

Aris Clemons

University of Tennessee Knoxville

This presentation discusses multimodal resources to raise awareness about Black linguistic varieties in the Spanish-speaking world. Grounded in Hemispheric Black Language Pedagogies, the research incorporates diverse media to highlight the linguistic and cultural contributions of Black communities across the Spanish-speaking diaspora as part of the MI-BRIDGE task-based curriculum. By employing a variationist approach, the study emphasizes the importance of recognizing and integrating these varieties in Spanish language instruction, promoting more inclusive and culturally responsive teaching practices that reflect the linguistic diversity of Black speakers.

Amplifying voices: Empowering incarcerated language learners through Spanish language writing and digital literacy

José Morcillo-Gómez and Melissa Baralt

Florida International University

Digital writing platforms offer a flexible, interactive learning environment where learners can practice writing, reading, and comprehension skills at their own pace. These tools can also play a critical role in providing educational access to an underrepresented group of learners—incarcerated individuals seeking to learn Spanish. This study explores the effects of a digital LMS on Spanish second language writing among incarcerated men. The study involved 10 participants, each equipped with an LMS writing tablet for their Spanish writing class. Before and at the end of one semester, pre- and post-assessments of Spanish writing as well as participant self-reflections on confidence and motivation in language learning were collected. We report on how this digital tool supported students' language acquisition through tasks, and helped them to gain valuable skills for reintegration into society.

Discussion and Conclusion

How have TBLT curricula been developed in different contexts? Experiences, reflections, and critical issues for consideration

13:00-16:30, Thursday 3 April 2025

Expositie (1313.0007)

Claudia Fernández

University of Illinois Chicago

The goal of this colloquium is to gather a better understanding on how TBLT curricula have been implemented in diverse language programs around the world and in different environments to help us identify future critical areas of planning and development. Presenters will discuss what TBLT curricula looks like and will share experiences and reflections either as designers or as teaching practitioners in such curricula. Key aspects of TBLT curriculum design will be addressed, from learning goals and needs analysis to task sequencing, teacher training, and technology integration throughout the process. We hope the colloquium serves as a valuable source of information for current and future curriculum designers, and helps both teachers and researchers better understand how TBLT programs are achieving their goals as they prepare for the future of language learning.

Introduction

Claudia Fernández

Task-Based Needs Analysis of English for Nursing Purposes

Dwi Nugroho

University of Leeds

This paper discusses the initial findings of an ongoing task-based needs analysis in a hospital setting, a setting which is ethically sensitive. Interviews, surveys, roleplays, and stimulated-recall interviews were employed to identify target tasks, task frequency, and task difficulty. The preliminary findings revealed inpatient nurses performing two types of tasks: face-to-face and telenursing tasks.

Designing And Implementing Pedagogic Tasks Derived from Needs Analysis Research in the Chilean Context

Carolina Arias-Contreras

The University of Queensland

This study investigated how EFL teachers in Chile perceived the design and implementation of tasks derived from needs analysis and meeting Ellis's criteria. Findings showed that teachers had favourable views of these types of tasks, but their design was challenging in practice. Teachers' reflections led to changes in their views and practices.

Black Empowerment and Liberation: A Task-Based Approach to Antiracism in the Spanish Language Classroom

L. J. Randolph Jr.

University of Wisconsin-Madison

This paper draws upon transdisciplinary connections within research specifically relevant to Black empowerment and liberation in schooling to present a framework for enacting antiracist language learning via a TBLT approach in the Spanish language classroom. The paper explores theoretical and practical considerations for curricular design, instruction, and assessment.

Colloquium continued:

How have TBLT curricula been developed in different contexts? Experiences, reflections, and critical issues for consideration

13:00-16:30, Thursday 3 April 2025

Expositie (1313.0007)

Utilizing Needs Analysis Frameworks to Design Spanish for Specific Purposes Task-Based Courses

Mackenzie Coulter-Kern, Madison Wray, and Stacey Hanson

Wabash County Diversity Coalition and Manchester University, Indiana; Indiana University-Bloomington

This study details a needs analysis carried out to design a Spanish certificate program for a small, rural Midwestern university. The needs analysis included five phases that involved a survey of various stakeholders, creation of target tasks, implementation of tasks in a course, and evaluation of the course.

Evaluating Outcomes and Fidelity in a Task-Based University Language Program

Matt Coss

Michigan State University

This study examined TBLT implementation and outcomes across a multi-course, multi-instructor university Spanish program. Data included instructor interviews, observations, proficiency assessments, self-assessments, and questionnaires. Results showed robust strong-form TBLT implementation, proficiency outcomes meeting/exceeding non-TBLT programs, and a clear link between TBLT fidelity and student achievement.

So, What Does a Technology-Mediated TBLT Curriculum Really Look Like?

Marta González-Lloret

University of Hawai'i, Mānoa

This presentation offers a step-by-step guide to developing a technology-mediated language learning curriculum based on Long's (2015) TBLT model and the ADDIE educational technology model. It includes examples of pedagogic tasks to demonstrate task design sequencing, and implementation, as well as the provision of feedback and development of assessment tools.

Discussion and Conclusion

Koen Van Gorp

Michigan State University

Technology in task-based assessment: Affordances and challenges

13:00-16:30, Thursday 3 April 2025

Marie Lokezaal (1313.0034)

Benjamin Kremmel

University of Innsbruck

The observation that “technology is pervasive, and so not to exploit the possibilities it enables would probably be regarded as very odd by most students” (Ellis et al, 2020, p. 366) naturally also applies to the area of assessment, and has never been more pertinent than in today’s world of transformative technological advances. This colloquium explores issues related to the role and use of technology in task-based assessment, investigating its wide-ranging affordances and challenges. By examining how it may impact on task design, administration, and scoring, we hope to discuss implications for fairness and validity in technology-supported assessment, while also considering learner engagement and feedback mechanisms so as to leverage technology’s potential to enhance task-based assessment.

Task-based (“Can-do” based) Self-Assessments: A Design Toolkit for Teachers

Paula Winke

Michigan State University

Task-based (“can-do” based) self-assessments with Likert-scale options are reliable for lower-stakes assessment, align with task-based language teaching theory, and promote self-regulation and learner autonomy. Thus, I review a self-assessment design toolkit for teachers that they can use to create self-assessments that (a) are tied to their course’s learning objectives, (b) track individuals’ growth, and (c) are linked to an external proficiency scale (e.g., CEFR or ACTFL). Student scores can be used as a diagnostic and, in addition to other measures of speaking, provide a fuller picture of student performance and growth.

Assessment between learning process analytics and writing product characteristics: Does practice in an Intelligent Tutoring System transfer to writing tasks?

Kordula De Kuthy and Detmar Meurers

University of Tübingen, IWM Tübingen

While school children are relatively understudied in SLA research (Andringa & Godfroid, 2020), the increasing use of digital tools in schools provides new opportunities for data collection. While learning analytics in principle makes it possible to analyze the relationship between learning processes and outcomes, the latter are often limited to test items that were similar to the exercises used for practice. In this talk, based on data from several field studies with the Intelligent Tutoring System FeedBook in regular 7th grade EFL classes in Germany, we explore whether the learning gains found using such decontextualized assessment instruments transfer to more ecologically valid free writing task.

Leveraging AI in the post-task phase: Automated feedback and focus on form in academic writing

Rosmawati Rosmawati, Karin Avnit, and Lim Li Siong

Singapore Institute of Technology

This presentation reports on the results of an action research project that leveraged on AI in the post-task phase to help students focus on form (rhetorical moves) and improve their academic writing skill in a TBLT class for first-year engineering students.

Colloquium continued:

Technology in task-based assessment: Affordances and challenges

13:00-16:30, Thursday 3 April 2025

Marie Lokezaal (1313.0034)

Designing a task-based English speaking diagnosis and learning system using AI technology and automated assessment

Jin-Hwa Lee, Heyoung Kim, YunDeok Choi, and Min-Chang Sung

Chung-Ang University, Chung-Ang University, Chungnam National University, Gyeongin National University

This government-funded project in South Korea developed an English speaking diagnosis and learning system using AI technology and automated assessment. The system, aligned with the National English curriculum, features interactive assessment and learning sections with tasks designed for four proficiency levels, providing automatic feedback to enhance students' speaking skills.

A Probe into the Effectiveness of Mobile-assisted Speaking Continuation Tasks Based on Peer Feedback Analysis

Jian Li and Xiuqing Dong

Guangdong University of Foreign Studies

The present study attempted to investigate into the effectiveness of the mobile-assisted speaking continuation tasks as based on analysis of peer feedback elicited from the tasks. In an audiovisual-based speaking continuation task, participants are asked first to watch a video and then to continue and complete a conversation or monologue based on the original video with the ending erased. The analysis of peer feedback records from 46 sophomore students at an English listening and speaking course in a university in southern China revealed that students predominantly provided positive feedback and suggestions to their peers, with little corrective feedback.

The Effect of Immersive 360 Tasks on Aspects of L2 Speaking

Anna Zaffinelli, Paz Gonzalez, and Nivja De Jong

Leiden University

The project evaluates the effect of using immersive 360 videos as elicitation compared to speech elicited through the same tasks presented in two types of 2D formats. We first conducted a pilot study with eight Spanish learners, followed by a study in which thirty L2 learners of French carried out three similar information gap tasks in duos, with each task in one of the three conditions (3D, 2D-video, and 2D-cartoon). Various measures on acoustic aspects of speech naturalness (Hardy et al., 2021) and additional questionnaire data on learner enjoyment aid the evaluation of the worth of creating 360 videos for speaking tasks.

Exploring potential uses of artificial intelligence in task-based language teaching

13:00-16:30, Thursday 3 April 2025

Onder de Bogen (1314.0026)

Frederick Poole

Michigan State University

Task-based language teaching (TBLT) emphasizes authentic language use through the completion of real-world tasks. As generative AI (GenAI) evolves, their potential for integration into TBLT becomes more promising. This colloquium explores how GenAI can enhance TBLT, from student interaction to material design and teacher education. Building calls for a systematic research approach to GenAI (Han, 2024), the speakers will present empirical and conceptual research on topics such as the use of GenAI as task interlocutors, GenAI-supported material design, GenAI-mediated task development, and GenAI-driven lesson planning in teacher education among others.

Introduction: Digital Literacies and Student Learning

Frederick Poole

Task Performance with Generative AI as an Interlocutor: Task Complexity, Task Type, and Student Perceptions

YouJin Kim, Daniel Dixon, Youngmeen Kim, Robin Cathey
Georgia State University

The study examined the impact of input complexity and task type on the language production and task performance of English learners while interacting with an AI-chatbot as a task interlocutor. Forty ESL learners were assigned to either a simple or complex input group during task-based chatbot-learner interactions. They completed two task types, totaling ten tasks and perception surveys over three weeks. Task performance data were analyzed in terms of syntactic and lexical complexity. Findings suggest that generative AI has potential to be used as interlocutors in TBLT. Implications are discussed in light of future research using generative AI for TBLT.

Assessing the potential of LLM-assisted TBLT for monological tasks in pre-intermediate Spanish L2 learners

Nicola Brocca and Rebeca Iniesta Jiménez
University Innsbruck

This paper investigates the effectiveness of Large Language Models (LLMs) in assisting pre-intermediate German-speaking adult learners of Spanish L2 with monological tasks (e.g., cancellations). Learners' responses to a WDCT developed with LLM support are compared to those produced using traditional textbook methods and those generated by native speakers. The pragmatic appropriateness of the responses was evaluated based on pragmatic criteria. Preliminary results suggest that LLMs can enhance task performance and pragmatic output compared to the control group. However, some LLM-generated texts exhibited negative transfer from ChatGPT suggestions, particularly in terms of inappropriate politeness and a lack of contextual adaptation.

Colloquium continued:

Exploring potential uses of artificial intelligence in task-based language teaching

13:00-16:30, Thursday 3 April 2025

Onder de Bogen (1314.0026)

Learning to Chat with AI: A New Paradigm for Empowering Refugee Language Learners in TBLT

Negar Siyari

Georgetown University

AI-powered chatbots offer new learning opportunities for language learners, but their application by minoritized groups of learners like refugees are not studied sufficiently. This study explores using chatbots in TBLT classes with refugee English learners in the U.S. Two Afghan women participants learned how to use ChatGPT for employment and education needs. A new task, “conversing with AI agent,” improved participants’ prompt engineering skills and self-sufficiency. This research highlights TBLT’s potential to address emergent, technology-mediated learner needs. By introducing AI chatbots to refugee language learners, this study advocates for and informs a new paradigm of AI-mediated task-based curricula to serve underrepresented language learners.

AI-Supported Material Design for an “Organizing a Consulate Event” Task

WeiHsuan Lo and Kevin Fedewa

University of Northern Colorado, Michigan State University

This presentation adopts Long’s (2014) strong version of TBLT and considers the linguistic, cultural, and functional authenticity of AI-generated texts in material design (Poole & Polio, 2024). It showcases two Chinese Language instructors’ use of AI in designing task-based materials for an “organizing a US consulate event” task, explores the instructors’ modifications of AI-generated materials, shares students’ self-assessments, and discusses challenges and affordances of AI. This presentation adds to the discussion of how AI can be leveraged to address the most difficult part of material design in TBLT, “exposing students to realistic samples of language use” (Long, 2014, p. 249).

AI promises for language teacher education: evidence from TBLT lesson plans

Constanza Tolosa

University of Auckland

This presentation reports on an on-going research project that investigates the possibilities and challenges of using generative AI to create lesson plans by pre-service teachers of languages. Framed by an understanding of lesson planning as the hallmark of pedagogical reasoning, this presentation will focus on the pre-service participants’ decisions about lesson plans created using AI. I will report on the analysis of the decisions made by two cohorts of pre-service teachers to (1) create prompts for lessons that followed TBLT principles; (2) examine the plans generated against the pedagogical requirements of the methods course; (3) identify cultural bias from AI; and (4) revise the output from AI to create the final version of the lesson plan.

Discussion and Conclusion: Professional Development with AI

Frederick Poole

Workshop

Workshop:

Designing Tasks to Promote Media and Information Literacy Skills in EFL Classrooms

13:30-16:30, Wednesday 2 April 2025

1312.0030

Kornwipa Poonpon

Khon Kaen University

Abstract

In an increasingly digital world, the ability to critically evaluate and engage with media and information is essential, particularly for English as a Foreign Language (EFL) learners (UNESCO, 2021). This workshop aims to equip English language teachers with innovative strategies to integrate media and information literacy (MIL) into their language teaching practices. Participants will explore the intersection of language learning and critical thinking through task-based approaches that foster analytical skills, enabling students to navigate the complexities of online information. The workshop will begin by providing a theoretical framework for understanding MIL and its relevance in EFL contexts. Through a need analysis conducted with EFL students, we will discuss the challenges faced by learners in discerning credible sources and developing a critical mindset towards media consumption. Through interactive sessions, teachers will engage in collaborative brainstorming activities to design effective tasks that not only improve language proficiency but also enhance students' ability to critically assess information. Practical examples will illustrate how to incorporate diverse media forms—including articles, videos, online games, and social media content—into lesson plans, encouraging students to evaluate bias, identify misinformation, and formulate reasoned arguments. Participants will have the opportunity to share their experiences and insights, fostering a community of practice focused on MIL in EFL education. By the end of the workshop, participants will leave with a toolkit of adaptable task designs and resources, empowering them to cultivate critical media and information literacy skills among their students. Ultimately, this workshop aims to contribute to developing informed, discerning learners who can confidently navigate the digital landscape, enhancing both their language skills and their capacity for critical engagement in an interconnected world.

Workshop

Workshop:

Tech-Teach-Talk: Leveraging Podcasting as Task Type

13:30-16:30, Wednesday 2 April 2025

Expositie (1313.0007)

Audrey Rousse-Malpat, Leo Gomez, and Andrew Woodbury

University of Groningen, Learn Your English

Abstract

This workshop explores the potential of podcasting as a powerful tool for second/additional language teaching, learning, and research within a task-based language teaching (TBLT) framework. Designed for educators and researchers, the session will demonstrate how podcasting supports the holistic use of language across various contexts—personal, professional, social, and artistic. Participants will gain insights into the pedagogical benefits of both listening to and creating podcasts, discovering how podcasting serves as a communicative activity that engages learners' linguistic knowledge (phonology, grammar, vocabulary, and discourse) to make meaning.

The workshop will be structured around a combination of theory and practice, while introducing key pedagogical benefits of podcasting, both as an input-based and production-based task, aligning with Task-Based Language Teaching (TBLT). Participants will see examples of two successful projects that used podcasts — one from Carleton University, focusing on MA students and corrective feedback, and another showcasing how podcasting fosters learners' engagement in podcast creation, encourages students to practice language outside the classroom and promote autonomy, all while using accessible tools such as smartphones and Audacity.

Key topics include:

- The advantages of using podcasts in language teaching and research
- How podcasting promotes holistic learning
 - integrating listening, speaking, research skills and critical thinking
- Practical steps for designing podcast-based tasks in the classroom

Participants will leave with a deeper understanding of how podcasting can enhance both student engagement and language proficiency. A live podcast recording featuring a surprise guest will demonstrate the real-time potential of the medium. A Q&A session will follow, providing an opportunity for discussion and exploration of individual applications.

Workshop

Workshop:

Global Perspectives on Virtual Exchange

13:30-16:30, Wednesday 2 April 2025

Marie Lokezaal (1313.0034)

Sake Jager

University of Groningen

Abstract

This 2.5 hour workshop will bring in perspectives from facilitators across the globe on different aspects of virtual exchange. We will consider steps in designing and running VE projects, focusing on aspects such as getting started on the VE, deciding on the topics, task design and learning outcomes, linking to UN SDGs, and making projects sustainable. The facilitators will draw on their personal expertise, experiences and examples when leading breakout groups on various perspectives of virtual exchange. Note that this workshop required pre-registration.

Welcome & introduction

Sake Jager

Bridging the Global South/North through Virtual Exchange: The City as a Site for Learning

Facilitators:

Malin Reljanovic Glimäng (Malmö University), Sibongile Mnisi (Tshwane University of Technology), and Shannon Sauro (University of Maryland, Baltimore County (UMBC))

Guest:

Samukezi Mrubula-Ngwenya, (University of Limpopo)

In this segment of the workshop, participants will be introduced to challenges and task-based solutions arising from organizing Global South/North virtual exchanges.

Learner Agency in Intercultural Telecollaboration

Facilitators:

Meei-Ling Liaw (National Taichung University of Education) and Kathryn English (Ecole Polytechnique and Université Panthéon Assas (Paris 2))

This segment explores how task-based learning fosters student agency and cultural exchange. Participants will engage with interactive activities, including About Me Bag, Art Introductions, and the Creativity Project. The session addresses challenges in virtual collaboration and provides strategies for guiding students in meaningful intercultural exchanges. Teachers will gain practical insights into promoting learner agency and cross-cultural communication in EFL classrooms.

Supporting students and teachers in interdisciplinary Virtual Exchanges

Facilitators:

Juna Alba Durán (University of Groningen), Luis José Samayoa Rodriguez (Universidad Nueva San Salvador), and Gerdientje Oggel (University of Groningen)

Guests:

Roxana Amaya (Universidad Nueva San Salvador) and Daniela Rodríguez Gutiérrez (Universidad de Monterrey)

In this segment of the workshop, participants will learn about the support students and teachers need from different educational actors when disciplinary and foreign language learning goals are involved in Virtual Exchange.

Debriefing & conclusion

Sake Jager

Early-career researcher event

18:00-20:00, Tuesday 1 April
The Happy Traveler (Kleine Kromme Elleboog 5, 9712BS Groningen)

Pre-registered participants only.

Join us for free drinks, snacks, an awesome playlist, and a great opportunity to mingle and connect with fellow ECRs. So, for those already in town on April 1st (and who signed up using the links in our email correspondence), please join us from 18.00 to 20.00 at The Happy Traveler in Groningen's cozy city center.

Welcome reception

18:30-20:30, Wednesday 2 April
Doopsgezinde Kerk (Oude Boteringestraat 33, 9712GD Groningen)

Pre-registered participants only.

After the first full day of conference, enjoy this great opportunity to network with fellow participants while enjoying refreshments and nibbles.

Conference dinner

18:30-23:30, Thursday 3 April
WEnutbutter (Oosterhamrikkade 2 Z, 9714BA Groningen)

Pre-registered participants only.

After two inspiring days with lots of food for thought, let's come together and fill our bellies as well. At our conference dinner, you'll be treated to a buffet of Middle Eastern delicacies by Yamen (a local caterer famous for their home-made baklava), and unlimited drinks, followed by some good beats provided by DJ Swoolish Garage. The task is simple: eat it, drink it, shake it!

General business meeting of the International Association for Task-Based Language Teaching

10:30-11:30, Friday 4 April
Offerhauszaal, Academy building, Broerstraat 5

All welcome!

Everyone registered for the 2025 TBLT conference in Groningen automatically becomes a member of the International Association for TBLT for a period of 2 years. At the General Business Meeting, the activities of the organisation are detailed, award winners are celebrated, and the finances and budget are presented. The General Business Meeting is an opportunity for members to approve or amend the organisation's statutes and reports, as well as to appoint members of the organisation's executive board. We encourage you to come and take part in helping run your organisation.

Private boat tour on the canals of Groningen

13:20-15:30, Friday 4 April
Meet at Aletta Jacobs statue, in front of Harmonie complex

Pre-registered participants only.

At the end of the conference, we will enjoy the canals of Groningen on the [Golden Raand](#) boat. The tour will take place on Friday 4th at 14:00 after the last conference lunch. We will walk together to the boat from the Harmonie building. We will meet at 13.20 in front of the Aletta Jacobs statue on the front square of the Harmonie building (Oude Kijk in't Jatstraat 26) and do the 15 minutes walk to the boat together. The tour will last a good hour, so we will be back in town at about 15.30.

If you see this before Friday, and want to sign up, there may still be places – [register here](#).

Groningen



Conference dinner
(WEnutbutter,
Oosterhamrikkade 2 Z)

See map on p.25

Main conference venue
University of Groningen

Welcome reception
(Doopsgezinde Kerk)

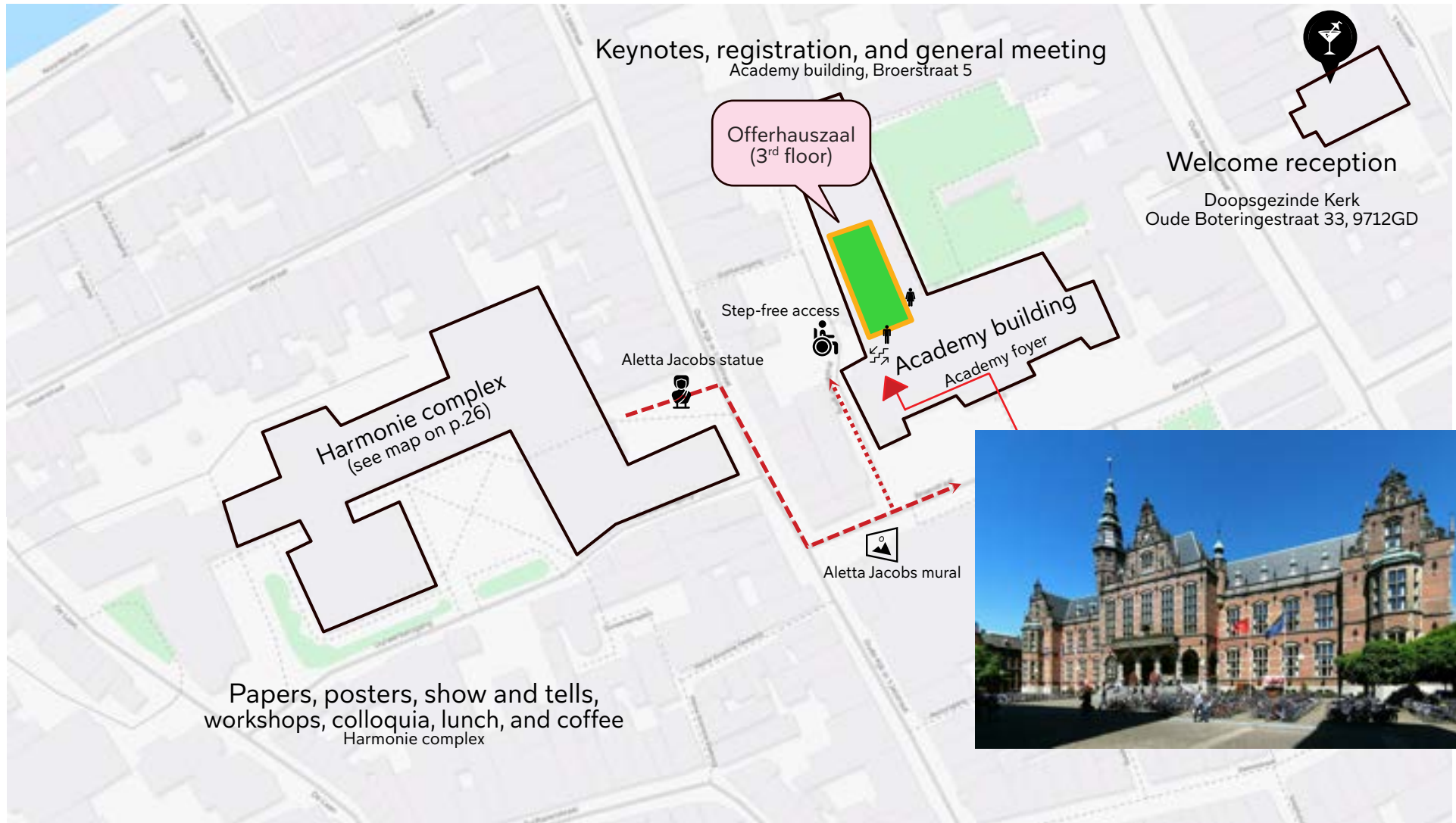
Harmonie complex

Academy building

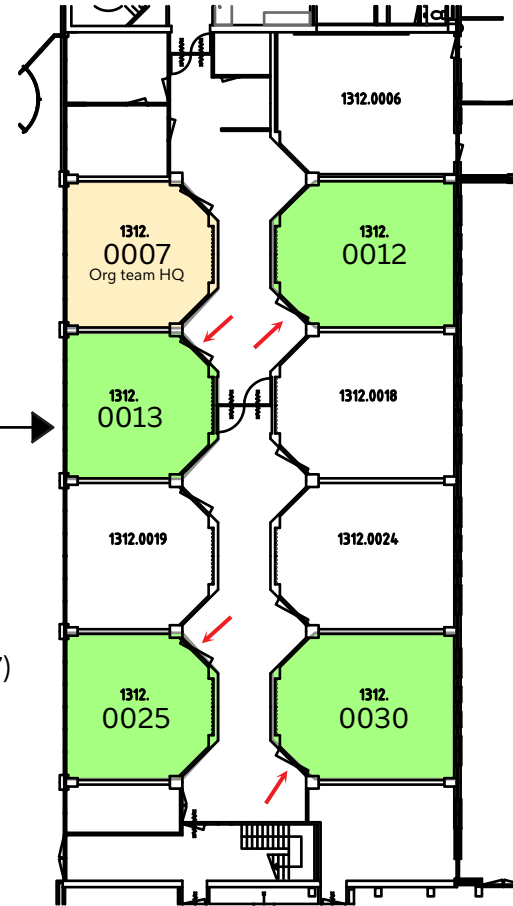
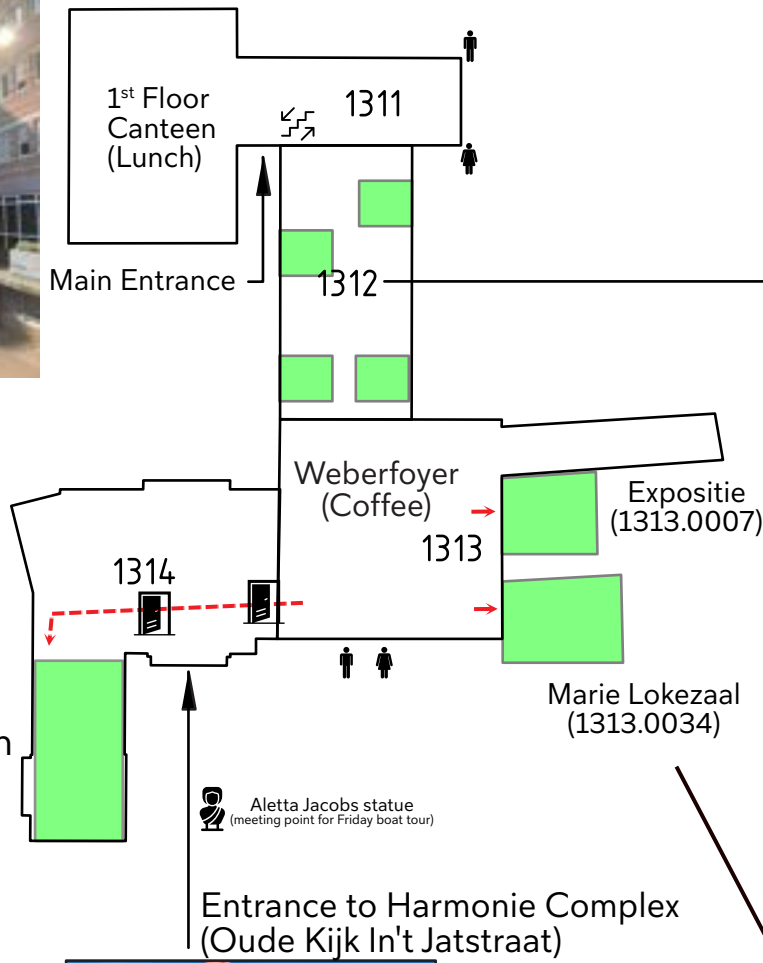
Support
Here you can find benches equipped with
gracious items in Groningen - the local label!

Train station





Harmonie Complex Oude Kijk in Het Jatstraat 26



Wing 1312 / Ground floor / Lecture rooms.

Onder de Bogen
(1314.0026)

Aletta Jacobs statue
(meeting point for Friday boat tour)

Entrance to Harmonie Complex
(Oude Kijk In't Jatstraat)



Did you know?

Aletta Jacobs became the first Dutch woman to officially attend university in 1871. She received her medical doctorate in 1879.

You can read more about her at the 'Studying is for Ugly Girls' mural on the way to the Academy building.

Did you know?

Marie Loke was the first female lecturer in the Netherlands, teaching French from October 1907, having obtained her Doctorate from the University of Toulouse.

Find out more at [this link](#).



Wednesday 2 April 2025

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

Wednesday 2 April 2025

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

Thursday 3 April 2025

8:00-8:30	Registration Foyer, Academy building, Broerstraat 5							
8:30-9:00	Keynote 2: Naoko Taguchi High-immersion virtual reality for pedagogic task development: Potentials and challenges							
9:00-9:30	Offerhauszaal, Academy building							
9:30-10:00	Coffee break 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 Ozlem Cengiz, Zubeyde Sinem Genc	Bridging Cultures and Technologies: Telecollaborative Language Learning Tasks for Global Citizenship Ese Emmanuel Uwosomah, Maria Mont, Melinda Dooly	Exploring L2 multi-person interaction in a communicative role play task using mobile eye-tracking technology Anke Lenzing, Katrin Schmiederer, Katharina Egger	Doing critical TBLT across the Americas: Universal principles, contextualized insights, and future opportunities 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? Ali Shehadeh	AI vs Human Task-based Tutoring: Engagement, perceptions and written fluency Serge Bibauw, Anais Tack	Assessing functional adequacy in oral interactional tasks: rationale, challenges and perspectives Folkert Kuiken, Ineke Vedder	
10:30-11:00	Investigating the effects of the depth of processing on grammar acquisition in oral retelling tasks Shweta Nigam	The effects of metapragmatic awareness-raising tasks in a telecollaborative learning environment Elena Nuzzo	Pursuit of Task-related Willingness to Communicate in EFL Task-Based Small Group Interactions Arzu Kanat-Mutluoglu, Kadriye Aksoy-Pekacar	Exploring biases in task materials and online resources used by Spanish heritage and L2 learners Paul D. Toth, Katie Schroeder	Exploring the idea of a 'Task' in the context of the young language learner classroom Yuko Goto Butler, Veronika Timpe-Laughlin, Bianca Roters	Enhancing Business English Students' Writing Skills Through Task-Based AI-Generated Content Ampika Patarapongsanti, Nuch Sara Choksuansap Thongsan	Applicability of a Functional Adequacy Interactional Rating Scale in L2 English: Raters' Experiences and Challenges 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 Richard Udes	Task engagement and pragmatic development in virtual 3D worlds: Comparing face-to-face and metaverse settings Yoon Namkung, Nayoung Kim, YouJin Kim	Enhancing young learners' collaboration through task design. What can language pedagogy learn from research? Tomas Kos	Integrating Task-Based Language Teaching Principles into Uganda's Competence-Based Syllabus for Kiswahili as a Foreign Language Julius Matovu, Visser Marianna	Exploring teacher-student interaction in task and non-task sequences in Chinese primary school EFL classrooms Yan Zhu, Jonathan Newton, Yue Liu, Dingfang Shu	Assessing Novice Writers' Use of Digital Revision Tools to Support Academic Writing Michelle Czajkowski	The assessment of Functional Adequacy in interactional oral speech in L2 Italian: Possibilities and pitfalls Ineke Vedder, Paolo Orrù	
11:30-12:00	Orbiting Language Skills: A Dynamic Usage-based Approach to TBLT Mohamed Salama, Audrey Rousse-Malpat, Marije Michel		Examining the motivation and perceptions of EFL children regarding collaborative model-based tasks Maria Luquin, Maria del Pilar Garcia Mayo	Opportunities and Challenges for TBLT Curriculum in Turkiye, Italy and Spain Zubeyde Sinem Genc	A role for closed-domain conversational agents? Insights from the German school context Elizabeth Bear, Detmar Meurers, Xiaobin Chen	ChatGPT, Prompt Crafting, and Metalinguistic Reflection for L2 Writing: An Empirical Study Luis Cerezo, Joan-Tomás Pujolà, Patricia Montilla-Keeling	Exploring L2 Speaking Functional Adequacy Development in Study Abroad: Chinese Students in UK Postgraduate Programmes Tongzhou Xiao, Eloi Puig-Mayenco	
12:00-12:30	Lunch							
12:30-13:00	1st floor, Harmonie Canteen							

Thursday 3 April 2025

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	Saioa Cipitria	Niklas Abel			
13:00-13:30	Comparing Task-Based vs. Presentation, Practice, Production Approaches for EFL Speaking in the Japanese University Context Pino Cutrone, Siewkee Beh, Keisuke Imamura	TBLT and High-immersive Virtual Reality: Use of Scaffolding Robin Couture-Matte	Online tool to design tasks: face-to-face support versus video tutorials as anxiety and technostress mediators Mayya Levkina, Kerry Anne Brennan, Jülia Baron	Strengthen multilingual competences in Vocational Education & Training through task-based lesson design Eline van Batenburg, Liz Dale	Colloquium: How have TBLT curricula been developed in different contexts ? Experiences, reflections, and critical issues for consideration Coordinator: Claudia Fernández	Colloquium: Technology in task-based assessment : Affordances and challenges Coordinator: Benjamin Kremmel	Colloquium: Exploring potential uses of artificial intelligence in task-based language teaching Coordinator: Fred Poole
13:30-14:00	Language learning by speaking and writing, without explicit grammar? French acquisition courses at university level Marie Steffens, Rozanne Versendaal	Exploring Language in a Task-Based SVR Escape Game Gillian Martin, Breffni O'Rourke, Sina Werner	Writing into Speaking: Effects of a longitudinal Task-based Intervention in German L2 in the Netherlands 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 Pierre-Luc Paquet, Gabriel Michaud	13:30-13:40 Introduction Claudia Fernández 13:40-14:00 Task-Based Needs Analysis of English for Nursing Purposes Dwi Nugroho 14:00-14:20 Designing and implementing pedagogic tasks derived from needs analysis research in the Chilean context Carolina Arias-Contreras	Task-based ("Can-do" based) Self-Assessments: A Design Toolkit for Teachers Paula Winke Assessment between learning process analytics and writing product characteristics: Does practice in an Intelligent Tutoring System transfer to writing tasks? Kordula De Kuthy, Detmar Meurers	Task Performance with Generative AI as an Interlocutor: Task Complexity, Task Type, and Student Perceptions 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 Etain Casey, Johann Fischer	Coordinating space, motion, and meaning: Using Asymmetric Virtual Reality tandems to exercise pragmatic competences Nicola Hoppe, Karsten Senkbeil	Using Tasks to Teach Speech Acts from ELF Perspective in a Chinese EFL Speaking Course Libin Duan, Anchalee Wannaruk	Translanguaging in the TBLT classroom: valuable support or questionable practice? Martin East	14:20-14:40 Black Empowerment and Liberation: A Task-Based Approach to Antiracism in the Spanish Language Classroom L. J. Randolph Jr. 14:40-15:00 Coffee break 15:00-15:20 Utilizing needs analysis frameworks to design Spanish for specific purposes task-based courses Mackenzie Coulter-Kern, Madison Wray, Stacey Hanson 15:20-15:40 Evaluating Outcomes and Fidelity in a Task-Based University Language Program Matt Coss 15:40-16:00 So, What Does a Technology-Mediated TBLT Curriculum Really Look Like? Marta González-Lloret 16:00-16:20 Discussion Discussant: Koen van Gorp 16:20-16:30 Wrap up Claudia Fernández	Assessing the potential of LLM-assisted TBLT for communicative tasks in B1-Level Spanish L2 Learners Nicola Brocca, Rebeca Iniesta Jiménez Learning to Chat with AI: A New Paradigm for Empowering Refugee Language Learners in TBLT Negar Sityari AI-Supported Material Design for an "Organizing a Consulate Event" Task WeiHsuan Lo, Kevin Fedewa AI promises for language teacher education: evidence from TBLT lesson plans Constanza Tolosa	
14:30-15:00	Coffee break Weberfoyer, Harmonie complex						
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 Sina Werner, Torben Schmidt, Alexandra Totter	Tailoring an educational game for migrant adults in Italy: a pragmatic needs analysis Davide Perrotta	The effect of an app-based training on L2 fluency and foreign language anxiety Foekje Reitsma, Esther Ruigendijk	Enhancing sustainability in modern language curriculum innovations Daniela Fasoglio			
15:30-16:00	Pre-task planning in CLIL classrooms: A study of planning behaviors, task performance and outcome Sima Khezrlou, Christiane Dalton-Puffer	Needs Analysis in TENOR context: A Snapshot from High Schools in Spain Aleksandra Malicka, Elena Markina	Implementation of a language awareness raising task: the role of automatic transcriptions in language courses Ana María Moreno Bruna, Nausica Marcos Miguel	Open-access sites as catalysts for empirical and pedagogical change: Insights from the TBLT Task Bank Laura Gurzynski-Weiss			
16:00-16:30	Exploring teacher perceptions on TBLT, Task Design, and Technology Appropriation Gina G. Arnold, Helena Roquet, Roger Gilabert	Miscommunication in Maritime Contexts: Needs Analysis and Materials Development Nicole Ziegler	Bot with benefits: success factors and challenges of AI-based speaking tasks for young L2 learners Mariet Schiepers, Helena Van Nuffel	A Systematic Approach to the Text Selection Process in the Centralised Reading Tests in Flanders Nikolaas Mergan			
16:30-17:00	Coffee break Weberfoyer, Harmonie complex						
17:00-17:30	Keynote 3: Rick de Graaff What makes successful task-based language teacher training?						
17:30-18:00	Offerhauszaal, Academy building						
Evening program	18:30-23:30 Conference dinner WEnutbutter Oosterhamrikkade 2 Z, 9714BA Groningen						

Friday 4 April 2025

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

Papers

Wednesday 2 April

10:30-11:00, Wednesday 2 April
1312.0012

Teacher education as vehicle for mediating technology-mediated TBLT in the L2 classroom

Marrit van de Guchte, Linda Gijsen
University of Amsterdam (UvA), HU University of applied sciences

This study reports on the effect of critical reflective practice - as part of regular classroom practice during teacher education - on pre- and in-service teachers' beliefs regarding the potential of technology-mediated tasks for learning English and German, and their perceived competence to work with technology-mediated tasks in secondary school.

10:30-11:00, Wednesday 2 April
1312.0013

Life lessons, learner agency and developing podcasts: TBLT for remote Australian Aboriginal students

Rhonda Oliver
Curtin University

Purpose designed tasks were used to address the needs of remote Australian Aboriginal students - helping them to learn life lessons and to develop their English proficiency. They were negotiated, allowing student to exercise agency. These also were the basis for a series of podcasts made by the students.

10:30-11:00, Wednesday 2 April
1312.0025

Impediments to Understanding and Implementing TBLT: An Exploration of Students' Experiences in a TBLT Course

Greg Ogilvie, Bill Dunn, Xavier Gutierrez, Leila Ranta
University of Lethbridge and University of Alberta

Despite possessing generally positive perceptions about task-based language teaching, many teachers experience challenges implementing the approach. This study explores this phenomenon using a partial replication of Ogilvie and Dunn (2010) and Erlam (2016). The findings highlight specific challenges associated with comprehending TBLT principles and translating them into lesson design.

10:30-11:00, Wednesday 2 April
1312.0030

The effects of (un)restrictive listening in a listening-into-writing task

Jolien Wouters, Sterre Turling, Anne van Asseldonk
CNaVT/Radboud Universiteit Nijmegen/KU Leuven

This study explores the issue of repeated listening by comparing single-play conditions to self-paced conditions in digital listening-into-writing tasks. A small-scale study was set up to investigate the effect of listening conditions on performance, note taking and time management of language learners.

10:30-11:00, Wednesday 2 April
Expositie (1313.0007)

Examining the impact of a shifting educational landscape on implementing TBLT in Flemish primary education

Koen Van Gorp
Michigan State University

The Centre for Language and Education (CLE) has been a pioneer in TBLT implementation for over 30 years. Shifting educational landscapes have caused educators to question pedagogical innovations like TBLT. Surveys and interviews with four groups of CLE employees revealed varying perceptions and adaptations of TBLT principles impacting its promotion.

10:30-11:00, Wednesday 2 April
Marie Lokezaal (1313.0034)

Games as collaborative tasks: Efficacy, engagement, and willingness to communicate.

Mery Díez-Ortega, Marta González-Lloret
Stanford University, University of Hawai'i at Manoa

Educational games are often designed for solo play, even though SLA research findings demonstrate that collaborative task-completion is beneficial for L2 learning. Gaming has also shown to positively affect L2 learners' anxiety, motivation, and attitudes, however, few studies have compared collaborative versus individual gaming. This study examines how collaborative versus individual gaming of a task-based video game by beginner learners of L2 Spanish impacts their WTC and perceived efficacy and enjoyment.

10:30-11:00, Wednesday 2 April
Onder de Bogen (1314.0026)

Technology-mediated TBLT: A meta-analysis

Meg Montee, Lara Bryfonski, Nicole Ziegler, Alison Mackey
Montee, Bryfonski, Mackey: Georgetown University; Ziegler: University of Hawaii at Mānoa

This meta-analysis examines over 300 studies (1990-2024) and aggregates findings regarding the effects of technology-mediated tasks on L2 developmental outcomes. Preliminary findings from a random effects model indicated nuanced patterns in the efficacy of technology-mediated tasks, with moderator analyses revealing the influence of various factors on learning and performance.

11:00-11:30, Wednesday 2 April
1312.0012

The development of pre-service teachers' perceptions and cognition of task implementation in the EFL classroom

Akiko Fujii
International Christian University

The current study investigates change over time in pre-service teachers' perceptions and cognition regarding the implementation of tasks in secondary school EFL classrooms in Japan. Findings highlight the role of teacher development opportunities and collaborative reflection in fostering pre-service teachers' strategies for successful task implementation and visions of task feasibility.

11:00-11:30, Wednesday 2 April
1312.0013

The use of Instagram in a task-based approach for Afrikaans foreign-language students

Ancheri Götze, Elbie Adendorff
Stellenbosch University

In this paper we report on a study in which we researched the usability of Instagram in an Afrikaans language acquisition module to improve the vocabulary of students. We undertook a study to investigate the effective use of Instagram in an Afrikaans language acquisition class to expand first-year students' vocabulary. We will discuss the outcome of the study which showed that the students enjoyed the lessons and that their vocabulary improved with the use of Instagram.

11:00-11:30, Wednesday 2 April
1312.0025

Bridging informal contexts and formal language education through real world tasks. Perception by language teachers

Christoph Hülsmann, Christian Ollivier, Margareta Strasser
University of Salzburg (Austria)

The positive results of recent studies on language learning in informal contexts provide an incentive to integrate corresponding tasks into formal language learning. Within the Erasmus+ project Lingu@num, teachers' feedback on 13 different real world tasks was analysed in relation to their potential and limitations in enhancing socio-interactional authenticity.

11:00-11:30, Wednesday 2 April
1312.0030

Effectiveness of inductive and deductive instruction on L2 writing processes and products: A task-based study

Ting Zeng
UCL Institute of Education

This study compared the effects of inductive and deductive approaches to genre instruction in a one-month task-based writing course on L2 learners' cognitive writing processes and products. Keystrokes indices, stimulated recall data, and text quality measures were triangulated to investigate the effects of the two approaches on L2 writing.

11:00-11:30, Wednesday 2 April
Expositie (1313.0007)

Let's teach with test tasks! Does a territory-wide TBLA encourage TBLT practices in HK classrooms?

Kristy Suet-sin Cheung
IOE, University College London

Task-Based Language Teaching (TBLT) and Task-Based Language Assessment (TBLA) are increasingly popular. This study examines the alignment between TBLT and TBLA in Hong Kong's ESL curriculum. It investigates assessment tasks, teaching materials, classroom instruction, and teacher adoption of TBLT. The findings will inform education authorities and researchers about TBLT implementation and its impact on curriculum and teacher training.

11:00-11:30, Wednesday 2 April
Marie Lokezaal (1313.0034)

Playing with pragmatics. A task-based board game for assessing young learners' interactional and pragmatic competence

Stefania Ferrari
Università del Piemonte Orientale

The presentation describes the procedure for developing and piloting a task-based board game for assessing young learners' interactional and pragmatic competence. 50 school-aged students spoken performances are analysed, comparing results based on subjective rating criteria with a performance analysis focused on pragmalinguistic resources, task sequential organization and interactional features.

11:00-11:30, Wednesday 2 April
Onder de Bogen (1314.0026)

Towards adaptive technology-mediated dialogue practice: modelling L2 proficiency, task performance, and task completion

Frederik Cornillie, Julie Gijpen, Sameh Said-Metwaly, Steffen Luypaert, Wim Van Den Noortgate
KU Leuven & imec

Adaptive dialogue systems that leverage AI technologies can provide learners with opportunities to practise an L2 for which access to advanced speakers is lacking. This study explores (semi-)automated measures of L2 performance and task complexity vis-à-vis task completion in a game-based spoken dialogue system designed for French as L2.

11:30-12:00, Wednesday 2 April
1312.0012

Task-Based Teaching Competence Development Through Virtual Exchange Projects Between MA Teacher Students and Secondary Classrooms

Thomas Raith
Freiburg University of Education

This paper explores developing task-based teaching competences through virtual exchange projects between MA TEFL students and secondary school students. It details a structured approach to competence development, critical incidents, and student survey results, demonstrating the efficacy of integrating VE projects in teacher training.

11:30-12:00, Wednesday 2 April
1312.0013

Facilitating Tasks in LCTLs with AI: A Case Study of ChatGPT and Catalan

Mireia Toda-Cosi
University of Maryland, College Park

Implementing tasks using ChatGPT-3.5 shows potential for Catalan learners but presents challenges. Native speakers rated ChatGPT as surprisingly natural, although its performance suffered in open-ended tasks. Results indicate that effective task design should focus on clear prompts and defined goals to optimize ChatGPT's usefulness and align with TBLT principles.

11:30-12:00, Wednesday 2 April
1312.0025

When task designers and learners don't see eye to eye: Examining essential task characteristics

Caitlyn Pineault
Georgetown University

This mixed-method project investigates L2 Spanish learner perceptions of a digitally-mediated writing task. Results indicate critical points of divergence between researcher intentions and learner interpretations of the focal task, demonstrating the need to further examine how learners of varying ages, languages, and levels perceive TBLT task type across different modalities.

11:30-12:00, Wednesday 2 April
1312.0030

Face-to-face collaborative writing on keyboards: writing behaviours, text quality, and task complexity

Xin Rong
University College London

This study explores the link between collaborative writing behaviours and text quality and how task complexity mediates such relationships. Findings show that speed fluency, pausing and revision behaviours impact linguistic complexity, accuracy, and functional adequacy differently. These relationships also differ across tasks of varying complexity.

11:30-12:00, Wednesday 2 April
Expositie (1313.0007)

Designing a task-based syllabus with focused pedagogic translation tasks for Afrikaans language learning students

Asambese Mkumatela
Stellenbosch University

In the paper, I discuss the use of focused pedagogical translation tasks within a task-based syllabus for Afrikaans foreign language learners. I report on one focused pedagogical translation task and discuss its results. I also report on the process of the study as well as the preliminary results achieved thus far.

11:30-12:00, Wednesday 2 April
Marie Lokezaal (1313.0034)

Detroit Become Human: Commercial Video Games in TBLT Focusing on Communicative Competence

Antonia Grigoriou, Marina Mattheoudakis
Aristotle University of Thessaloniki Department of English Language and Literature

This exploratory study examines the impact of integrating the commercial video game Detroit: Become Human into an EFL course using the TBLT framework on students' communicative competence. Results indicate that participants improved their communicative competence and motivation, suggesting potential benefits of combining video games with language learning in TBLT contexts.

11:30-12:00, Wednesday 2 April
Onder de Bogen (1314.0026)

GenAI-Mediated Instruction and L2 Task Engagement in EAP Classes

Mostafa Pourhaji
Shahid Beheshti University of Medical Sciences, Tehran, Iran

This classroom-based qualitative case study explored opportunities associated with the integration of Generative artificial intelligence (GenAI), more specifically ChatGPT, in fostering behavioural, cognitive and affective dimensions of learners' L2 task engagement in a course on English for academic purposes.

13:30-14:00, Wednesday 2 April
1312.0012

Mapping the interactions between task sequencing, anxiety, and enjoyment in L2 writing development

Mahmoud Abdi Tabari
University of Nevada, Reno

This study investigates the impact of task sequencing on L2 writing development, task anxiety, and enjoyment. 75 L2 English students performed decision-making tasks in various sequences over nine weeks. Results indicate that sequencing tasks from simple to complex enhances writing performance and emotional engagement, emphasizing its importance in L2 writing pedagogy.

13:30-14:00, Wednesday 2 April
1312.0013

Implementing digital multimodal book review tasks for EFL adolescent students: Bridging TBLT and genre analysis

Sanghee Kang, YouJin Kim, Diane Belcher
Georgia State University

This exploratory study investigated digital multimodal book review tasks from a genre-based perspective with Korean EFL learners. The findings reveal that students employed several macrostructural moves in their book reviews, and their use of semiotic resources varied. Additionally, multiple affordances of the tasks were commonly recognized among the students.

13:30-14:00, Wednesday 2 April
1312.0025

A text-driven approach to TBLT for critical literacy and professional teacher development

Marina Bouckaert
Fontys Hogeschool

This contribution aims to discuss and interrogate a text-driven approach to TBLT (Tomlinson, 2018; 2023). This approach could be characterized as a ‘double-edged sword’: it not only supports language learners’ development of language skills and (critical) literacy, but is also a relevant and useful professional development tool for language teachers.

14:00-14:30, Wednesday 2 April
1312.0012

Investigating the relationships among reward, task motivation, and young learners’ L2 writing performance

Xiaojun Lu, Chengchen Li
University of Southampton, UK; Huazhong University of Science and Technology, PRC

In this study, we investigated the extent to which providing a reward in task influences young learners’ intrinsic and extrinsic task motivation and their L2 writing performance. We also examined how task motivation is linked to L2 writing performance under different reward conditions.

14:00-14:30, Wednesday 2 April
1312.0013

Effects of multimodal input-based tasks on the acquisition of conversational lexical bundles

Valentina Morgana, Andrea Révész
Università Cattolica del Sacro Cuore, Milan (Italy); University College London (UK)

This study investigated the effectiveness of multimodal input-based tasks in enhancing the acquisition of conversational lexical bundles. The experimental groups engaged in four weekly task-based lessons, during which they subtitled movie scenes under one of two conditions, adding subtitles to target lexical bundles only or subtitling the whole scene.

14:00-14:30, Wednesday 2 April
1312.0025

Bridging Genre(s) and Task(s): Connecting Genre Analysis and TBLT to Promote Language Development

Kevin Fedewa, Matt Coss
Michigan State University

This presentation establishes the relationship between Task and Genre. Based on this relationship, we argue for utilizing Genre Analysis to deconstruct real-world tasks to identify prototypical forms; integrating Genre Analysis into pedagogical tasks; and developing students’ Genre Knowledge by designing tasks that build subject-matter, procedural, formal, and rhetorical knowledge.

14:30-15:00, Wednesday 2 April
1312.0012

The Role of Task Repetition in Shaping L2 Writing Self-Efficacy, L2 Writing Anxiety, and L2 Written Production

Seyyed Ehsan Golparvar, Mahmoud Abdi Tabari, Sima Khezrlou
University of Bojnord; University of Nevada, Reno; University of Vienna

The findings indicate a significant increase in writing self-efficacy over time due to TR. Furthermore, TR positively impacted lexical diversity over time. Increased self-efficacy was found to enhance sub-clausal complexity but decrease writing fluency, while heightened writing anxiety was associated with reduced lexical sophistication.

14:30-15:00, Wednesday 2 April
1312.0013

The effects of input modality on L2 oral production: An exploratory study on mode hybridness

Michael Sadeghi, Helen Zhao, Jill Wigglesworth
The University of Melbourne

This exploratory study examined the impact of input modality of tasks on L2 oral production as part of a larger project on the role of the hybridness of task modes in L2 speaking, writing, and learning. The findings demonstrate how mingling modes trigger acquisitional processes and surface in L2 production.

14:30-15:00, Wednesday 2 April
1312.0025

Task by task: A longitudinal exploration of teachers' task design progress and implementation efforts

Lara Bryfonski, Caitlyn Pineault
Georgetown University

This study examines the evolution of teachers' task designs by following U.S.-based language teachers through a seven-month task-based training program. Through pre- and post-training questionnaires and interviews, it explores teachers' experiences in task design and integration into their classrooms. Findings reveal non-linear growth in teachers' task design competence.

15:00-15:30, Wednesday 2 April
1312.0012

Analyzing Collaborative Writing Processes and Products in Constructing Russian Impersonal Sentences: An Experimental Study

Elisa Moroni
Universitat Autònoma de Barcelona, Universität Innsbruck

This study explores the impact of computer-mediated collaborative writing on the acquisition of Russian impersonal structures among B1-level learners (n=30). Despite no significant difference in accuracy between experimental and control groups, collaborative pairs produced longer texts with more impersonal structures, underscoring CW's potential for L2 development, urging further research in diverse contexts.

15:00-15:30, Wednesday 2 April
1312.0013

Fostering multimodal literacy: An exploration of imitation and creation in EFL learners' continuation videos

Qi Xu, Sishan Wu, Hongying Peng
Guangdong University of Foreign Studies

This study explores Chinese EFL students' imitation and creation in continuation videos following TBLT framework. An analysis of linguistic, aural, visual, and content aspects reveals that strong performers combine imitation and creation, while weak performers heavily rely on imitation, indicating varying levels of task engagement and multimodal literacy skills.

15:00-15:30, Wednesday 2 April
1312.0025

Investigating teachers' decision-making during L2 task design: how do SLA and TBLT theoretical concepts actually transfer to task design?

Roger Gilabert, Joan Castellví, Eli Comelles, Vera Trager, Aleksandra Malicka, Gina Arnold
University of Barcelona

This study explores how language teachers design tasks in Task-Based Language Teaching (TBLT). By analyzing data from 80 teachers using the taskGen tool, the research examines decision-making processes, design choices, and the influence of teaching approaches and expertise, offering insights into task design within TBLT and related learning theories.

16:00-16:30, Wednesday 2 April
1312.0012

A means and focus model of task engagement

Linda Gijzen
HU University of Applied Sciences

An innovative means and focus model of task engagement that distinguishes between behavioural, cognitive and attitudinal means of engagement and task parameters such as language, topic, or partner orientation helps researchers to study, in a transparent and differentiated way, how foreign language learning students' engage with their tasks.

16:00-16:30, Wednesday 2 April
1312.0013

Unlocking the world outside the L2-classroom: the power of project-based, multimodal online tasks for LESLLA-learners

Annelies Jehoul, Mariet Schiepers
Centre for Language and Education KU Leuven

What is the added value of blended education for LESLLA-learners and how can potential barriers be overcome? Through literature review and needs analysis, this study answers these questions, emphasizing thoughtful course design, authentic multimodal tasks, and effective teacher conduct to unlock new and powerful language learning opportunities for LESLLA-learners.

16:00-16:30, Wednesday 2 April
1312.0025

EFL adolescent learners as task designers: exploring agency in multimodal input-based tasks

Asier Calzada, Agurtzane Azkarai
Universidad del País Vasco / Euskal Herriko Unibertsitatea (UPV/EHU)

This study explores how participatory action research (PAR) can enhance learner agency in TBLT. A group of adolescent EFL learners designed and implemented input based tasks, focusing on captioned videos for vocabulary learning. Their metacognitive reflections offer insights into needs analysis, task design, and learners' active engagement in TBLT

16:30-17:00, Wednesday 2 April
1312.0012

The impact of goal setting on task engagement: A quasi-experimental study

Gabriel Michaud, Masatoshi Sato, Pierre-Luc Paquet
Université de Montréal; Universidad Andrés Bello

Engagement is increasingly recognized as an important factor in second language acquisition. This quasi-experimental study explored how “goal setting” embedded in a task influenced engagement levels among 81 L2-French learners. Results indicate that having a clear goal increased engagement level. Pedagogical implications provide practical teacher guidance for fostering learner engagement.

16:30-17:00, Wednesday 2 April
1312.0013

The effects of reading purpose on LESLLA learners' multimodal reading processes and incidental vocabulary learning

Marieke Vanbuel
Ghent University

This study investigates how reading purposes affect LESLLA learners' attention, comprehension, and vocabulary learning in multimodal texts. Using eye-tracking, we analyze their performance in expeditious versus careful reading tasks. Preliminary results show better comprehension under expeditious reading but no significant vocabulary differences, offering insights to optimize LESLLA learning conditions.

16:30-17:00, Wednesday 2 April
1312.0025

Tech-Enabled Task Design: Utilizing Technology to Observe Teachers' Practices and Understand Their Needs

Vera Trager
University of Barcelona

This study evaluates taskGen, a web tool aiding primary school EFL teachers in task design. Using mixed methods, researchers observed teachers' interactions with taskGen, revealing teachers' attitudes and design choices. Results highlight taskGen's effectiveness and propose future research for broader application in EFL contexts.

17:00-17:30, Wednesday 2 April
1312.0012

Exploring the relationship between learners' multidimensional engagement and L2 competence: A person-centered approach

Hongying Peng, Yinyin Du
Guangdong University of Foreign Studies

The present study explored the relationship between learners' multidimensional engagement and L2 competence with a person-centered approach. Written samples and questionnaire data were collected. Results showed four patterns characterized by distinct combinations of cognitive, affective and behavioral engagement, which exerted different influences on L2 learners' writing (particularly in length/conciseness and language) and critical thinking (particularly in relevance, precision and logic).

17:00-17:30, Wednesday 2 April
1312.0013

Using eye-tracking to enhance L2 vocabulary learning during reading tasks

Andrea Révész, Matt Stainer, Ana Pellicer-Sanchez, Marije Michel, Yoojing Chung, Marybeth Martin, Sanne van Eijdsen, Emma Buursema
University College London

This multi-site experiment (Hungary, Netherlands) explored the extent to which interactive, gaze-contingent eye-tracking can facilitate attention to and development in L2 vocabulary knowledge while children complete L2 reading tasks. The participants were child EFL learners aged 13-15, with CEFR A2 level of proficiency.

17:00-17:30, Wednesday 2 April
1312.0025

Using Generative AI to Construct Tasks for Content-and-Language Instruction in University Settings

Mirjam Daum, Yulia Edeleva, Gina Do Manh
TU Braunschweig, Institut für Germanistik

Teaching specialised language courses may pose challenges for non-specialist language instructors in developing authentic task-based learning materials. Our study explores the potential of generative AI as a supportive tool in this process. Trainee teachers will create and implement tasks in specialised courses, reviewed by professionals for authenticity and relevance.

17.30-18:00, Wednesday 2 April
1312.0012

Pre-task planning as a tool to enhance task engagement in EFL children: a longitudinal study

Agurtzane Azkarai, Asier Calzada
Universidad del País Vasco/Euskal Herriko Unibertsitatea (UPV/EHU)

This study explores the impact of task repetition and pre-task planning on task engagement in a group of EFL learners in primary school. They worked in pairs over 6 weeks on different versions of a writing task. Pre-task planning positively impacted on their engagement, and task repetition revealed mixed findings.

17.30-18:00, Wednesday 2 April
1312.0013

The Impact of TBLT on L2 Vocabulary Development in SCMC and FTF Environments

Mustafa Abunar, Özgür Parlak
American University of Sharjah

Following a pre-, post-, and delayed posttest design, the current study explored the effects of task-based instruction on L1 Arabic speaking high schoolers' L2 English vocabulary development in SCMC and FTF environments. Results indicated complex patterns among form recognition, meaning recall, and meaning recognition scores across the two modalities.

17.30-18:00, Wednesday 2 April
1312.0025

Cognitive complexity in task design and teaching Lexico-grammatical complexity in isiXhosa for legal purposes

Lukhanyo Ngamlana
Stellenbosch University

This paper uniquely contributes to Task-Based Language Teaching (TBLT) by examining task design and its implications for course design and focus on form (FonF) methodology in teaching isiXhosa to legal scholars. It addresses misconceptions regarding FonF in specialized TBLT courses, advocating for an integrated approach to grammar instruction and task design.

Thursday 3 April

10:00-10:30, Thursday 3 April
1312.0012

Syntactic Complexity and Fluency Development through Form-focused Strategic Planning and Mobile-assisted Speaking Tasks

Ozlem Cengiz, Zubeyde Sinem Genc
Bursa Uludag University / TURKIYE

Despite the growing body of TBLT research over decades, not much is known about the development of syntactic complexity in practice. This paper reports on a longitudinal study unveiling syntactic complexity and fluency development of language learners utilizing form-focused strategic planning and mobile-assisted speech tasks in EFL classroom context.

10:00-10:30, Thursday 3 April
1312.0013

Bridging Cultures and Technologies: Telecollaborative Language Learning Tasks for Global Citizenship

Ese Emmanuel Uwosomah, Maria Mont, Melinda Dooly
Universitat Autònoma de Barcelona^{1,2,3}

This paper analyzes data from a project for language learning and global citizenship that combined TBLT with telecollaboration and ICALL. Through AI-supported tasks, students from Spain and Nigeria worked together to create an awareness campaign for the global water crisis, providing ample opportunities for interaction in the target language (English).

10:00-10:30, Thursday 3 April
1312.0025

Exploring L2 multi-person interaction in a communicative role play task using mobile eye-tracking technology

Anke Lenzing, Katrin Schmiderer, Katharina Egger
University of Innsbruck

Our paper investigates L2 learners' ability to predict turn ends in a communicative role-play task using mobile eye-tracking glasses. We analyze the gaze behavior in 33 English learners in an Austrian secondary school context. First results suggest that learners shift gaze between interlocutors but struggle to accurately predict turn ends.

10:00-10:30, Thursday 3 April
1312.0030

Doing critical TBLT across the Americas: Universal principles, contextualized insights, and future opportunities

Leonardo da Silva, Priscila Farias, Ellen J. Serafini, Raquel Carolina Souza Ferraz D'Ely
George Mason University

This presentation discusses the need for a critical turn in TBLT conceptualized as a theoretical and practical move that centralizes the ideological dimensions of language teaching. We provide a working definition for critical tasks, discuss the relevance of critical needs analysis and the role of the teacher in critical TBLT.

10:00-10:30, Thursday 3 April
Expositie (1313.0007)

It is a task, not an exercise: What is the difference?

Ali Shehadeh
UAE University

The presenter identifies and explains 10 ways to distinguish a task from an exercise. The presentation aims at assisting classroom teachers to distinguish whether a given instructional activity is a task or not a task (i.e., an exercise) so that they make informed decisions in their teaching situations.

10:00-10:30, Thursday 3 April
Marie Lokezaal (1313.0034)

AI vs Human Task-based Tutoring: Engagement, perceptions and written fluency

Serge Bibauw, Anaïs Tack
University of Louvain (UCLouvain); KU Leuven

We analyse the conversational and pedagogical behaviour of AI and human tutors in one-on-one task-based, text-based tutoring and measure their respective effects on learners' engagement, perceptions, and writing fluency. The study follows a crossover longitudinal experiment with 50 A2-B1 learners of French and records their interactions with human tutors and AI tutors. The learners' perceptions, engagement, and writing fluency are measured through surveys and keystroke logging.

10:00-10:30, Thursday 3 April
Onder de Bogen (1314.0026)

Assessing functional adequacy in oral interactional tasks: rationale, challenges and perspectives

Folkert Kuiken, Ineke Vedder
University of Amsterdam

The topic of this paper is the use of an (adapted) rating scale for functional adequacy in interactional tasks. We will discuss the Interaction dimension of the scale and the outcomes of a pilot study with 28 dyads of Italian L2 learners and 21 dyads of English L2 learners.

10:30-11:00, Thursday 3 April
1312.0012

Investigating the effects of the depth of processing on grammar acquisition in oral retelling tasks

Shweta Nigam
University of Reading

The purpose of this study is to provide insight into the role of depth of processing (DoP) in the development of L2 grammatical knowledge within a TBLT framework and to highlight the extent of DoP under explicit and implicit learning conditions.

10:30-11:00, Thursday 3 April
1312.0013

The effects of metapragmatic awareness-raising tasks in a telecollaborative learning environment

Elena Nuzzo
Università Roma Tre

This study explores the effects of a telecollaborative module designed to develop metapragmatic awareness in high school Swiss learners with an intermediate level of Italian. Their Italian-speaking partners were students at an Italian university. The awareness-raising tasks were intended to stimulate reflection on conversational strategies in the target language.

10:30-11:00, Thursday 3 April
1312.0025

Pursuit of Task-related Willingness to Communicate in EFL Task-Based Small Group Interactions

Arzu Kanat-Mutluoglu, Kadriye Aksoy-Pekacar
TED University; Canakkale Onsekiz Mart University

By examining an EFL learner's task-based group interactions, it was found that using tasks as speaking practices contributed positively to the learner's WTC. This was further observed to have been influenced by different types of tasks and group dynamics.

10:30-11:00, Thursday 3 April
1312.0030

Exploring biases in task materials and online resources used by Spanish heritage and L2 learners

Paul D. Toth, Katie Schroeder
Temple University

This study documents how mixed pairs of heritage-language and L2 learners utilized online resources to resolve uncertainties while completing collaborative tasks in a university-level Spanish class. Discourse excerpts demonstrate how instructional materials and online resources positioned HL learners' background knowledge as inadequate. Suggestions for creating more equitable tasks are discussed.

10:30-11:00, Thursday 3 April
Expositie (1313.0007)

Exploring the idea of a 'Task' in the context of the young language learner classroom

Yuko Goto Butler, Veronika Timpe-Laughlin, Bianca Roters
University of Pennsylvania

If the definition of 'task' entails purposeful, meaning-oriented communication, with close alignment to real-life communicative events, how can we define 'task' for young language learners (YLL) whose language use occurs mainly in the classroom? Utilizing Delphi methodology, 16 experts provided definitions and commentary, suggesting a construct broadening for YLL contexts.

10:30-11:00, Thursday 3 April
Marie Lokezaal (1313.0034)

Enhancing Business English Students' Writing Skills Through Task-Based AI-Generated Content

Ampika Patarapongsanti, Nuchara Choksuansap Thongsan
Mahasarakham University, Thailand

This study explores the impact of AI-generated narrative essays on English for Specific Purposes (ESP) students' writing skills in a business context. It evaluates how AI-driven tasks and feedback improve writing structure and style while examining students' perceptions of AI-facilitated learning in an English writing course.

10:30-11:00, Thursday 3 April
Onder de Bogen (1314.0026)

Applicability of a Functional Adequacy Interactional Rating Scale in L2 English: Raters' Experiences and Challenges

Astrid Morrison, Kristy Suet-sin Cheung, Tongzhou Xiao
Autonomous University of Chile; King's College London; IOE, University College London

Functional Adequacy (FA) as a multidimensional construct emphasizing task-related communication success has emerged as a newly established research agenda. This presentation will introduce three non-expert raters' experience during rater training and when piloting a new FA scale focusing on interaction for a group of L2 English learners (L1 English).

11:00-11:30, Thursday 3 April
1312.0012

Exploring the effectiveness of TBLT for teaching morphologically complex languages: Case acquisition in L2 Lithuanian

Richard Udes
Vilnius University

Two groups of twenty students participated in an TBLT-based L2 Lithuanian language course (A2 level). Their explicit and implicit knowledge of case were assessed in post-tests. The group with a stronger grammar focus demonstrated superior learning gains, however, the group exposed to less grammar-focused instruction also showed promising results.

11:00-11:30, Thursday 3 April
1312.0013

Task engagement and pragmatic development in virtual 3D worlds: Comparing face-to-face and metaverse settings

Yoon Namkung, Nayoung Kim, YouJin Kim
Georgia State University, Korea Polytechnics, Georgia State University

This study examines L2 engagement in virtual 3D settings. It investigates how modality (face-to-face and metaverse platform) affects task engagement differentially during the performance of oral role-play tasks and provides pedagogical implications for the teaching of L2 pragmatics in classrooms that utilize technology to supplement learners' opportunities of language learning.

11:00-11:30, Thursday 3 April
1312.0025

Enhancing young learners' collaboration through task design. What can language pedagogy learn from research?

Tomas Kos
Humboldt Universität zu Berlin

This study explores the role of task-based instruction in fostering peer collaboration among young learners (ages 5-12) in foreign language classrooms. A systematic literature review examines existing research on task-based peer interaction, offering insights into effective task design and implications for foreign language pedagogy.

11:00-11:30, Thursday 3 April
1312.0030

Integrating Task-Based Language Teaching Principles into Uganda's Competence-Based Syllabus for Kiswahili as a Foreign Language

Julius Matovu, Marianna Visser
Department of African Languages, Faculty of Arts and Social Sciences, Stellenbosch University, South Africa

This study explores integrating TBLT principles into Uganda's competence-based syllabus(CBS) for teaching Kiswahili as a foreign language. Aligning TBLT principles of cognitive and linguistic complexity, related to focus on form instruction, with CBS enrich the syllabus with communication tasks utilizing Robinson's SSARC Model, promoting advanced Kiswahili proficiency among learners.

11:00-11:30, Thursday 3 April
Expositie (1313.0007)

Exploring teacher-student interaction in task and non-task sequences in Chinese primary school EFL classrooms

Yan Zhu, Jonathan Newton, Yue Liu, Dingfang Shu
School of Foreign Languages and Literature, Fudan University

This study compares the features of teacher-student interaction in whole-class task and non-task sequences through analysing a total of 15 regular EFL lessons taught by Chinese teachers to Grade 1 to 5 primary school learners. It provides process-oriented evidence for the effectiveness of different types of classroom activities.

11:00-11:30, Thursday 3 April
Marie Lokezaal (1313.0034)

Assessing Novice Writers' Use of Digital Revision Tools to Support Academic Writing

Michelle Czajkowski
Radboud University

The use of digital writing tools (e.g. spell check) is a fundamental task in academic writing. The specially designed "Revision Tools Test" reveals how well university students use these tools, how scores relate to language proficiency, and how we can better calibrate students trust in and reliance on these tools.

11:00-11:30, Thursday 3 April
Onder de Bogen (1314.0026)

The assessment of Functional Adequacy in interactional oral speech in L2 Italian: Possibilities and pitfalls

Ineke Vedder, Paolo Orrù
University of Amsterdam

The paper discusses the assessment of interactional speech in L2 Italian. Data from 28 dyads were rated with Kuiken & Vedder's Functional Adequacy scale, which was recently adapted for oral interaction. Our questions are: How do raters' judgments on Interaction correlate? What are the possibilities and challenges when assessing L2-interaction?

11:30-12:00, Thursday 3 April
1312.0012

Orbiting Language Skills: A Dynamic Usage-based Approach to TBLT

Mohamed Salama, Audrey Rouse-Malpat, Marije Michel
Groningen University

This study examines a longitudinal analysis of a combined task-based and dynamic-usage-based (DUB) curriculum for English for Academic Purposes (EAP) students. By using iterative, recursive tasks over 15 weeks, the research investigates how DUB principles influence language complexity, accuracy, fluency, and functional adequacy in L2 development.

11:30-12:00, Thursday 3 April
1312.0025

Examining the motivation and perceptions of EFL children regarding collaborative model-based tasks

Maria Luquin, María del Pilar García Mayo
Public University of Navarre (Luquin); University of the Basque Country (García Mayo)

This longitudinal study investigated the motivation and perceptions of EFL children towards model-based tasks. Thirty pairs of 11-12-year-olds were split into treatment, long-term treatment, and control groups. Results showed a positive response, especially in those children exposed to models longer, highlighting their importance in EFL classrooms.

11:30-12:00, Thursday 3 April
1312.0030

Opportunities and Challenges for TBLT Curriculum in Turkiye, Italy and Spain

Zubeyde Sinem Genc
Bursa Uludag University / TURKIYE

The purpose of this paper is to investigate how task-based language teaching has been implemented in language programs in Turkiye, Italy, Spain, and to identify challenges, opportunities and critical areas. Possibilities are discussed to effectively handle the challenges for better language learning experiences with working TBLT curricula in EFL contexts.

11:30-12:00, Thursday 3 April
Expositie (1313.0007)

A role for closed-domain conversational agents? Insights from the German school context

Elizabeth Bear, Detmar Meurers, Xiaobin Chen
University of Tuebingen

Although less robust than GenAI, closed-domain agents – and the control they afford – can benefit young L2 learners (Kim et al., 2022). We present the design and evaluation of a conversational agent for EFL in German schools, offering insights into balancing pedagogical and technological design, students' authentic needs, and official curricula.

11:30-12:00, Thursday 3 April
Marie Lokezaal (1313.0034)

ChatGPT, Prompt Crafting, and Metalinguistic Reflection for L2 Writing: An Empirical Study

Luis Cerezo, Joan-Tomàs Pujolà, Patricia Montilla-Keeling
American University

This study empirically addresses the impact of unlimited access to ChatGPT plus training designed to promote higher-level thinking on L2 writing learning outcomes, processes and perceptions. Data analysis triangulates paper-and-pen pre-post assessment measures, metalinguistic reflections, and survey responses from 25+ Spanish intermediate learners in experimental and control groups.

11:30-12:00, Thursday 3 April
Onder de Bogen (1314.0026)

Exploring L2 Speaking Functional Adequacy Development in Study Abroad: Chinese Students in UK Postgraduate Programmes

Tongzhou Xiao, Eloi Puig-Mayenco
King's College London

This study examines the development of functional adequacy (FA) in L2 speaking among 46 Chinese postgraduate students during a year abroad. By analyzing monologic and dialogic tasks at three intervals, the research explores how task type, social networks, and other factors influence L2 speaking FA development.

13:00-13:30, Thursday 3 April
1312.0012

Comparing Task-Based vs. Presentation, Practice, Production Approaches for EFL Speaking in the Japanese University Context

Pino Cutrone, Siewkee Beh, Keisuke Imamura
Nagasaki University, Osaka Ohtani University, Tokyo University of Marine Science and Technology

How effective is task-based language teaching (TBLT) in enhancing Japanese EFL university students' oral proficiency? To shed light on this, this presentation describes a study that sought to compare TBLT and Presentation-Practice-Production (PPP) methods. Lesson design, implementation, and learning outcomes of an action research study will be shared and discussed.

13:00-13:30, Thursday 3 April
1312.0013

TBLT and High-immersive Virtual Reality: Use of Scaffolding

Robin Couture-Matte
Université TÉLUQ (Québec, Canada)

This presentation reports on a study that investigated the impact of task types on young ESL students' use of scaffolding strategies during negotiated interaction with the Rec Room high-immersive virtual reality software. Findings highlight the importance of task type during interaction in this technological setting.

13:00-13:30, Thursday 3 April
1312.0025

Online tool to design tasks: face-to-face support versus video tutorials as anxiety and technostress mediators

Mayya Levkina, Kerry Anne Brennan, Júlia Baron
University of Barcelona

This study examines the effectiveness of face-to-face support versus video tutorials in reducing anxiety and technostress among 40 undergraduate students using an online tool for task design. Results indicate both methods are effective, with face-to-face support providing immediate relief and video tutorials offering flexible, self-paced learning.

13:00-13:30, Thursday 3 April
1312.0030

Strengthen multilingual competences in Vocational Education & Training through task-based lesson design

Eline van Batenburg, Liz Dale
Amsterdam University of Applied Sciences

Vocational Education & Training teachers are uncertain how to harness students' multilingual competences to support communication in multilingual work environments. We therefore investigated to what extent task-based lesson design can strengthen students' multilingual competences. Using occupation-specific information gap tasks, task-essential challenges and task repetition particularly contributed to student learning.

13:30-14:00, Thursday 3 April
1312.0012

Language learning by speaking and writing, without explicit grammar? French acquisition courses at university level

Marie Steffens, Rozanne Versendaal
Utrecht University

In our French courses at university, learning takes place through the production by students of textual and audio content freely available online via the project website. We will analyze this TBLT experience to show how authentic communicative tasks help developing critical thinking, creative writing and cultural transfer, as long-term skills.

13:30-14:00, Thursday 3 April
1312.0013

Exploring Language in a Task-Based SVR Escape Game

Gillian Martin, Breffni O'Rourke, Sina Werner
Trinity College Dublin, Ireland; Leuphana University Lueneburg, Germany

This paper critically evaluates SVR (social virtual reality) for language learning through task-based activities, using data from sessions of a Virtual Exchange. It examines how SVR promotes situated language, identifies group differences and explores learning opportunities within the environment.

13:30-14:00, Thursday 3 April
1312.0025

Writing into Speaking: Effects of a longitudinal Task-based Intervention in German L2 in the Netherlands

Fred Sikkens, Audrey Rousse-Malpat, Marije Michel
University of Groningen (Netherlands)

This study investigates the relationship between L2 writing and speaking in German through a longitudinal task-based intervention. By comparing the effects of writing vs. speaking tasks of Dutch high school students, the research explores how writing tasks may enhance subsequent oral performance and the development of speaking competence.

13:30-14:00, Thursday 3 April
1312.0030

Enhancing Learner Engagement: A Deep Dive into Plurilingual Tasks in Face-to-face and Technology-mediated Language Teaching

Pierre-Luc Paquet, Gabriel Michaud
Université de Montréal

This study compares language learning in face-to-face (FTF) and technology-mediated (TM) classrooms. It explores learners' metalinguistic reflections and engagement through task sequences in French classes. Both groups showed similar cognitive engagement, but FTF learners had higher affective engagement. Findings suggest adapting teaching practices for TM settings.

14:00-14:30, Thursday 3 April
1312.0012

Meaningful tasks and scenarios in teaching and assessment to enhance TBLA and TBA in HE

Etain Casey, Johann Fischer
University of London; Georg-August-Universität Göttingen

This presentation provides examples of task-based approaches in teaching, learning and assessing languages at university. It offers resources for the implementation process, summarises key elements for success, discusses obstacles and solutions, and addresses the importance and characteristics of meaningful scenarios.

14:00-14:30, Thursday 3 April
1312.0013

Coordinating space, motion, and meaning: Using Asymmetric Virtual Reality tandems to exercise pragmatic competences

Nicola Hoppe, Karsten Senkbeil
University of Hildesheim

This study presents an Asymmetric Virtual Reality (VR) drawing tandem exercise to practice pragmatic competence in foreign language learning. By simulating a communication task where participants negotiate meaning, the research highlights VR's potential to enhance meaning coordination and intercultural meta-communicative awareness in spontaneous interactions.

14:00-14:30, Thursday 3 April
1312.0025

Using Tasks to Teach Speech Acts from ELF Perspective in a Chinese EFL Speaking Course

Libin Duan, Anchalee Wannaruk
Suranaree University of Technology, Thailand; Sichuan Normal University, China.

The research employed various tasks to teach speech acts from ELF perspective in a Chinese EFL speaking course, yielding positive results. The findings indicate discussion about authentic video clips, transcription and analysis of students' own performance, the mini-interview project etc. are most effective in the TBLT approach.

14:00-14:30, Thursday 3 April
1312.0030

Translanguaging in the TBLT classroom: valuable support or questionable practice?

Martin East
The University of Auckland

Translanguaging represents the practice of drawing on linguistic and non-linguistic resources in and beyond the target language to maintain communicative effectiveness. This presentation explores the place of translanguaging in task-based classrooms. It presents arguments for and against translanguaging in TBLT and draws some conclusions for theory, research and pedagogy.

15:00-15:30, Thursday 3 April
1312.0012

The U.S. Embassy School Election Project - Developing Competences of Democratic Culture in a TBLL Environment

Sina Werner, Torben Schmidt, Alexandra Totter
Leuphana University Lüneburg, Germany; PH Zuerich, Switzerland

This study investigates the integration of democratic competencies into foreign language teaching through a task-based, blended learning approach. Focused on the US presidential elections, it assesses student progress and platform utilization in developing competences for democratic culture. Results inform effective classroom practices and technological integration.

15:00-15:30, Thursday 3 April
1312.0013

Tailoring an educational game for migrant adults in Italy: a pragmatic needs analysis

Davide Perrotta
Università degli studi di Modena e Reggio Emilia

This study conducted a pragmatic needs analysis at an adult education center in Italy To Adapt an educational game to adult migrant students. By using observation, focus groups, and questionnaires, key pragmatic areas were identified, leading to a redesigned game that addresses the specific challenges faced by adult learners.

15:00-15:30, Thursday 3 April
1312.0025

The effect of an app-based training on L2 fluency and foreign language anxiety

Foekje Reitsma, Esther Ruigendijk
Carl von Ossietzky Universität Oldenburg (Germany)

This study examined an app-based intervention on L2 fluency and foreign language anxiety. Findings showed that app-based fluency training and app-based TBLT lessons enhanced speech rate, phonation time, and reduced end-clause pauses. App-based fluency training improved articulation rate but did not affect FLA. We will discuss pedagogical implications.

15:00-15:30, Thursday 3 April
1312.0030

Enhancing sustainability in modern language curriculum innovations

Daniela Fasoglio
SLO - Netherlands Institute for Curriculum Development

The Netherlands have undertaken a significant revision of national modern language examination programs in secondary education, aligning outcomes with CEFR levels and adding new domains like language and cultural awareness. The underlying rationale naturally links to task-based language teaching. The translation into sustainable school-based curriculum calls for teacher curriculum agency.

15:30-16:00, Thursday 3 April
1312.0012

Pre-task planning in CLIL classrooms: A study of planning behaviors, task performance and outcome

Sima Khezrlou, Christiane Dalton-Puffer
University of Vienna, Austria

This study explores the role of guided versus unguided pre-task planning conditions in task performances and task outcomes of Austrian CLIL geography learners. Furthermore, adopting a qualitative approach to examine the learners' cognitive processes during the planning time, the study aims to provide novel insights into effective pre-task planning behaviors.

15:30-16:00, Thursday 3 April
1312.0013

Needs Analysis in TENOR context: A Snapshot from High Schools in Spain

Aleksandra Malicka, Elena Markina
Universitat Oberta de Catalunya

Task-based needs analysis is essential for designing language programs tailored to specific learning communities. This study explores the linguistic needs of secondary English learners in Spain, using interviews with teachers and surveys for teachers and students to inform task selection and curriculum design for this learner population.

15:30-16:00, Thursday 3 April
1312.0025

Implementation of a language awareness raising task: the role of automatic transcriptions in language courses

Ana María Moreno Bruna, Nausica Marcos Miguel
Ghent University

This study explores how repetition of transcription tasks boosts vocabulary depth. B1- level participants (n=42) increased vocabulary depth by recording, automatically transcribing, and correcting a short movie narration. After listening to an L1-speaker's narration, they recorded, transcribed, and revised themselves again before comparing transcriptions and reflecting on their learning process.

15:30-16:00, Thursday 3 April
1312.0030

Open-access sites as catalysts for empirical and pedagogical change: Insights from the TBLT Task Bank

Laura Gurzynski-Weiss
Indiana University

In this session, we showcase concrete examples of how virtual and hybrid research-practitioner communities of practice can be created from open access initiatives and highlight resonant themes from the research-practice interface that have developed from diverse TBLT stakeholders' engagement with the TBLT Task Bank.



16:00-16:30, Thursday 3 April
1312.0012

Exploring teacher perceptions on TBLT, Task Design, and Technology Appropriation

Gina G. Arnold, Helena Roquet, Roger Gilabert
Universitat Internacional de Catalunya (Gina Arnold, Helena Roquet), Universitat de Barcelona (Roger Gilabert)

This paper explores language teachers' perceptions on TBLT, task design, and technology appropriation. Two studies investigate EFL and CLIL teachers' views, revealing challenges, preferences, and the potential impact of pedagogic technology for task design. Results emphasize the significance of teachers' practical needs in language education.

16:00-16:30, Thursday 3 April
1312.0013

Miscommunication in Maritime Contexts: Needs Analysis and Materials Development

Nicole Ziegler
University of Hawai'i at Mānoa

Commercial shipping accounts for 90% of global trade, with the majority of ships having multinational crew. Although Maritime English (ME) serves as the lingua franca for communication, miscommunication remains a primary factor in accidents. This study explores the interactional and intercultural needs and practices of mariners in U.S. maritime contexts.

16:00-16:30, Thursday 3 April
1312.0025

Bot with benefits: success factors and challenges of AI-based speaking tasks for young L2 learners

Mariet Schiepers, Helena Van Nuffel
KU Leuven, Centre for Language and Education

This study explores voice bot-powered speaking tasks for young L2 learners in Belgium, focusing on success factors and challenges. Through needs analysis and iterative co-creation with stakeholders, it identifies key features for effective, engaging bot-supported speaking tasks, enhancing language learning and bridging to the extracurricular world of young newcomers.

16:00-16:30, Thursday 3 April
1312.0030

A Systematic Approach to the Text Selection Process in the Centralised Reading Tests in Flanders

Nikolaas Mergan
Universiteit Gent - Steunpunt Centrale Toetsen in Onderwijs

The centralised reading tests in Flanders (Belgium) adopt a task-based language assessment approach, with the text selection process being a crucial element. To tackle the challenges during this process, a combination of automated and human evaluation tools is employed to ensure the selection of rich and authentic texts.

Friday 4 April

8:30-9:00, Friday 4 April
Expositie (1313.0007)

Using Process Tracing in Research on Task-Based Language Teaching: A Primer

Nathan Thomas
UCL (University College London)

Process Tracing is a qualitative, within-case research method that seeks to explicate the causal mechanism that enables a process to unfold. I will introduce the systems understanding of Process Tracing, its theoretically informed toolkit, and how it can be applied by TBLT researchers at any stage of the research process.

8:30-9:00, Friday 4 April
Marie Lokezaal (1313.0034)

Some thoughts on investigating individual differences in task-based language research and teaching

Rod Ellis
Curtin University

Taking 'engagement' as the key construct mediating the role of individual learner differences in TBLT, I present a framework for investigating IDs in TBLT and illustrate this with some recent studies. I also present suggestions for how teachers can best take learner IDs into account in TBLT.

9:00-9:30, Friday 4 April
Expositie (1313.0007)

Group work dynamics: How to measure it and its importance for the successful implementation of TBLT

Glen Poupore
Minnesota State University

This presentation will define the concept of group work dynamics (GWD) and its important role in task-based interaction, including online settings, and then outline the details of a GWD measuring instrument that was designed to observe multiple behaviors, both verbal and nonverbal. Results of studies utilizing the instrument will then be presented.

9:00-9:30, Friday 4 April
Marie Lokezaal (1313.0034)

Exploring the relationship between metalinguistic awareness, aptitude and explicit learning during a text reconstruction task

Paloma Delgado Garza, María del Pilar García Mayo
University of the Basque Country

Within a task-supported environment, we aimed to boost learners' metalinguistic awareness and language learning ability so as to make the most of their limited classroom time. For this purpose, we crafted a learning sequence based on explicit metalinguistic explanations. Post-test measures reflected significant improvements after the intervention.

9:30-10:00, Friday 4 April
Expositie (1313.0007)

Task evaluation: Investigating the relationship between task outcome, task satisfaction, and perceptions of task interaction

Yuta Ito, Akiko Fujii, Emma Hartman
Georgetown University

The current study focuses on task evaluation and investigates the relationship between task outcome, task satisfaction, and perceptions of task interaction. Qualitative data collected from Japanese EFL learners and instructors were analyzed to understand how perceptions of task interaction and achieved task outcomes affected their experience using and evaluating tasks in the classroom.

9:30-10:00, Friday 4 April
Marie Lokezaal (1313.0034)

Untangling the knotted relationship between task effects and rater effects in task-based language assessment

Stefan O'Grady
University of St Andrews

The current paper reports on a study investigating the impact of task design and rater effects on the outcome of a second language speaking test. In the study, many facet Rasch measurement was used to model the interaction between task effects and rater effects to establish how combinations determine test outcomes.

Show and Tells

Friday 4 April

8:30-8:50, Friday 4 April
1312.0013

Exploring the (im)possibilities of high-stakes scenario-based assessment in foreign language education

Rosa Bartman, Danai Psathas, Noëlle Sommer-Keers
CTE Cito

One suggested innovation for foreign language (FL) education in the Netherlands is the usage of several input sources (multiple text comprehension) in scenario-based assessments (SLO, 2024). Here, we present an assessment task with these characteristics that was tested amongst Dutch-speaking secondary school students learning Spanish as a FL.

8:30-8:50, Friday 4 April
1312.0025

Weaving the Tasks Together for Student Needs: A Lesson for Purchasing Event Tickets Online

Nao Ichino, Mie Gotoh, Azumi Naruse
Chukyo University

This presentation outlines a lesson framework and task to teach the skills required “to purchase event tickets online” while studying abroad. The lesson was created based on a needs analysis survey, and developed following the technology-mediated TBLT model (González-Lloret, 2014), where pedagogic language tasks and pedagogic technology tasks mutually influence.

8:30-8:50, Friday 4 April
1312.0030

Empowering Language Learning with AI: Utilizing Chat GPT for Student-Led Oral Presentations

Paul Halma, Dex Vogel
Roland Holst College Hilversum, Amsterdam University of Applied Sciences

Explore how Chat GPT enhances language learning through a task-based module, preparing students for oral presentations and improving their phrase acquisition, pronunciation and autonomy in language tasks. Learn how AI can be integrated into teaching methodologies for effective language education.

8:50-9:10, Friday 4 April
1312.0013

The proficiency exam of Portuguese for Foreigners (Celpe-Bras): TBLT rationale, washback effects and current challenges

Raquel Carolina Souza Ferraz D'Ely, Leonardo da Silva
Universidade Federal de Santa Catarina

In this show-and-tell presentation, we demonstrate the task-based language teaching rationale behind the proficiency exam of Portuguese for Foreigners (Celpe-Bras). By presenting samples of the written and oral sections of the exam, we discuss how the concept of tasks has impacted the creation of the exam.

8:50-9:10, Friday 4 April
1312.0025

The TBLT Day: Teacher students experiencing, understanding, and creating tasks

Per Wennlund, Oliver Smith
Stockholm University

We report teacher educators' and students' experiences from the Stockholm University TBLT Day. This is a full day of sessions with workshops, a lecture and collaborative group work on tasks. The day aims to take pre-service teacher students from complete novices to informed TBLT beginners.

8:50-9:10, Friday 4 April
1312.0030

Integrating ChatGPT into TBLT Classrooms: Enhancing Authentic Language Use Through AI and Human Interaction

Jini Jung
Department of Applied Linguistics and ESL, Georgia State University

This presentation explores integrating ChatGPT into TBLT classrooms to enhance authentic language use. By simulating real-life scenarios, ChatGPT supports language learners, especially immigrants, in task-based interactions. The study examines how AI and human collaboration can enrich language learning, offering new insights into AI's potential in educational settings.

9:10-9:30, Friday 4 April
1312.0013

On top of the task: designing task-based in-service teacher training

Pien Rotterdam, Robert Smit, Lydi Tillema
freelance, Maartenscollege Haren

This presentation showcases a task-based teacher professionalization tool for in-service teacher training in Dutch bilingual education. Our training programme is underpinned by CEFR and integrates L2 training with CLIL didactics. It can be used formatively and summatively, and for specific personal needs as well as for group training

9:10-9:30, Friday 4 April
1312.0025

Open Textbook Russian: Learning Language through films

Dina de Vries-Zhuravleva, Yulia Kazanova, Marjolijn Verspoor
Rijksuniversiteit Groningen RUG

This study conducted a pragmatic needs analysis at an adult education center in Italy to adapt an educational game to adult migrant students. By using observation, focus groups, and questionnaires, key pragmatic areas were identified, leading to a redesigned game that addresses the specific challenges faced by adult learners.

9:10-9:30, Friday 4 April
1312.0030

Practicing Dutch with the NedBox-app: everyday language tasks at every place and time

Helena Van Nuffel, Machteld Hauben, Mirjam Eren, Annelies Nordin, Helga Van Loo
KU Leuven

This study presents the NedBox-app, a mobile application providing practice opportunities for adult learners of Dutch as a second language. The app offers engaging, learner-driven tasks with immediate feedback, using AI-powered speech technology. It aims to enhance language skills through functional, meaningful exercises in a user-friendly, accessible format.

9:30-9:50, Friday 4 April
1312.0012

Inclusiveness through Task-Based Improvisational Drama

Kristina Goodnight, Rudo Kupeta
University of Applied Sciences Utrecht

Drama activities can foster a more inclusive classroom they allow learners to step into the shoes of another, thereby fostering empathy. In this presentation, participants will take part in a brief task-based drama activity, followed by a brief discussion of these techniques applicability to the foreign language classroom.

9:30-9:50, Friday 4 April
1312.0013

Struggles and Constraints in Developing Task-Based Central Exams in Flanders

Fauve De Backer, Goedele Vandommele, Rielke Bogaert
Ghent University

Creating standardized reading tasks for Flanders' central exams has presented challenges for our test development team as we strive to integrate Task-Based Language Teaching principles. Balancing authenticity with testing standards requires careful consideration. Technology, while advantageous, also poses constraints. Our presentation will explore these intricacies and our strategies.

9:30-9:50, Friday 4 April
1312.0025

From a Crime Scene Investigation to a Zombie Apocalypse: Task-based French Materials to Promote Engagement

Greg Ogilvie
University of Lethbridge

This show-and-tell presentation will introduce numerous task-based resources that have been developed to promote engagement in the French classroom. From investigating a crime scene to surviving a zombie apocalypse, the shared resources will demonstrate how students can be encouraged to use their linguistic resources to engage in meaningful tasks.

9:30-9:50, Friday 4 April
1312.0030

Linguistic Landscape Projects as Critical Tasks for Second and Heritage Language Learning

Kacie Hoagland, Janire Zalbidea
Temple University

This session illustrates how linguistic landscape (LL) projects may be used as tasks to encourage critical analysis of written language in public spaces and to extend learning into local communities. We describe the design and implementation of a critical LL task that fosters contextualized language learning and critical language awareness.

9:50-10:10, Friday 4 April
1312.0012

Multimodal tasks in higher education: combining language and art

Eider Saragueta, Asunción Martínez Arbelaiz
University of the Basque Country UPV/EHU

We adopted a multimodal approach to task design, asking students to discuss an artifact they had constructed. We conclude that the students used their whole linguistic repertoires when making sense of the visual, which led to academic language learning. Abstract concepts related to the course were skillfully orally negotiated.

9:50-10:10, Friday 4 April
1312.0013

Applying the CEFR to interactional competence: Assessing ‘initiative’ in task-based examiner-led oral proficiency interviews

Fien De Malsche, Lies Strobbe, Anne Van Asseldonk, Goedele Vandommele
Centre for Language and Education (KU Leuven)

This study investigates the assessment of interactional competence in B2-level Dutch oral proficiency exams, focusing on the CEFR criterion of ‘initiative’. By analyzing raters' practices, training, and perceptions, as well as examining test data from over 850 candidates, the research aims to improve the assessment of interactional skills in language exams.

9:50-10:10, Friday 4 April
1312.0025

FanTALES: technology-mediated creative writing tasks in the multilingual classroom with fanfiction

Frederik Cornillie, Mery Díez-Ortega
KU Leuven, Stanford University

This show-and-tell presentation introduces you to open educational resources for implementing technology-mediated tasks for creative writing in the multilingual classroom, informed by fanfiction practices. We demonstrate three lesson ideas, which respectively leverage generative AI, virtual reality, and games. The ideas and resources are developed by the FanTALES project (www.fantales.eu).

9:50-10:10, Friday 4 April
1312.0030

TBLT and Critical pedagogies in an L2 Spanish course: Training novice teachers to develop instructional materials

Muriel Gallego, Paula Parrado Guerrero
Ohio University

In this show and tell presentation we describe a step-by-step approach taken by novice teachers to first understand the importance and need of TBLT and critical pedagogies and subsequently adapt/create lesson plans and classroom materials. We will share recommendations for both teacher educators and pre-service/in-service teachers in training and will show some examples of materials created for an elementary L2 Spanish class.

Posters

12:00-13:30, Wednesday 2 April
Harmonie Canteen

A study of Brazilian teachers' perceptions of communicative tasks in an EFL textbook

Táine Batista Alves, Paula Garcia de Freitas
Federal University of Paraná – Brazil

This poster aims to present the results of a research whose purpose was to verify if and to what extent, activities classified as "communicative tasks" of a EFL textbook are proposed by teachers of 6th grade of Elementary II in a school of Curitiba (Brazil).

Acquiring grammar through input-based tasks. A quasi-experimental study with beginner learners of Italian in Austria

Anna Romano
University of Innsbruck, Faculty of Teacher Education

Previous research regarding grammar acquisition and TBLT at beginner-level is promising but lacks evidence from authentic classrooms and foreign languages other than English. This study compares input-based tasks with traditional output-based approaches in terms of teaching noun pluralization to beginner learners of Italian.

All Games are Tasks

Matthew Pattemore
University of Groningen

Games are popular activities both outside and inside the classroom. This poster challenges the audience's perception of 'games' to argue that really, all games are tasks, and any game that isn't a task, isn't really a game.

Effects of task complexity and genre on L2 writing performance: some preliminary findings

Yanmei Li
University of Barcelona

This study explores the potential impact of content support and written genre on second language writing performance, which will contribute to researchers' and writing course instructors' understanding of the cognitive demands and communicative functions required by writing tasks.

Measuring preschool teachers' Professional Vision on language interactions: a Video-Based Instrument

Anne-Lotte Stevens, Lien Dorme, Ruben Vanderlinde, Kris Van den Branden
KU Leuven, Ghent University

This study introduces a video-based instrument (VBI) to measure preschool teachers' professional vision in language-stimulating (LS) interactions, using comparative judgment of classroom videos to assess teachers' noticing and multiple choice items to assess reasoning. This addresses the need for validated measurement in this critical area of language development.

Post-task transcription and feedback in EFL instruction: Insights from six case studies

Emma Hartman
International Christian University

This research presentation analyzes how post-task transcribing, self-correction, and feedback relate to EFL learner noticing and L2 development. Six case studies drawn from a group of 81 participants illustrate how learners implemented their self-corrections and teacher feedback into a subsequent task performance.

Purpose and Perception: A Case Study on TBLT Meeting Students' Needs in Chinese Business English

Xinyi Guan
Michigan State University

This case study investigates the impact of a task-based course on students' professional and language skills, essential for post-education employment. Post-course data from reflections and an interview reveal positive perceptions of TBLT's relevance to job performance and its potential to enhance professional and language competencies in Chinese students.

Task Repetition: Spaced, Massed, or Enhanced?

Sima Khezrlou
University of Vienna, Austria

This study compared the effectiveness of task repetition with a two-day interval (spaced repetition (SR)), without interval (massed repetition (MR)), and two days after the first performance with feedback (enhanced repetition (ER)). Although both the MR and ER outperformed the SR regarding speaking accuracy, there were trade-offs in all groups.

TBLT and inquiry-based learning: How do students formulate lab reports?

Corinna Wichmann, Barbara Hinger
Universität Innsbruck, Universität Graz

The PhD project reports on the results of the implementation of TBLT in physics education to promote physics-specific language skills. It can be assumed that TBLT affects learners' scientific-interlanguage in several areas, for example in the skill of 'formulating a research question'.

TBLT meets Content-based Instruction: exploring benefits and limits of a cross-cultural project bridging different approaches.

Lucy Kottsieper, Ruth Benveggen
Haute Ecole Pédagogique, Vaud, Switzerland. Titre: chargée d'enseignement

This poster explores the benefits and limitations of a cross-cultural project blending TBLT and CBI approaches. Swiss student teachers collaborate digitally then face-to-face with Indian educators to design and teach TBLT sequences in India. The project enhances professional development and pupil motivation through practical application and collaborative teaching.

The impact of input during pre-task planning on monologue task performance

Sayo Natsukari
Takasaki City University of Economics

This classroom study investigated the impact of the opportunity for language input during the pre-task planning time on learners' immediate task performance in terms of lexical diversity, variety, and density. The results indicate both limitations and potential of language input in pre-task stage for learning gains through monologue tasks.

The Perception of Task- and Action-Oriented German as a Foreign Language (DaF) Instruction by Students in the Japanese Context

Nina Kanematsu
University of Tsukuba

This presentation summarizes a Master's thesis on A1-level Japanese students' perceptions of task- and action-oriented German as a Foreign Language (DaF) instruction. Despite differing educational backgrounds, the study hypothesizes that these learners view the approach positively. It examines their perceptions throughout an academic year using field notes, survey, and interview data.

To View or to Do? Using immersive virtual reality to facilitate task-based learning of vocabulary

Marybeth Martin, Andrea Révész
University College London - Institute of Education

Previous research suggests that head-mounted immersive virtual reality (IVR) may enhance task-based L2 vocabulary teaching by transcending traditional classroom limits. To test the pedagogic potential of IVR, this study compares the effectiveness of IVR with non-immersive media tasks in facilitating the learning of cooking-related vocabulary items.