

Time		Monday, 29 August				
<b>FOYER</b>						
08.00-09.00	Registration					
<b>AULA</b>						
09.00-09.30	WELCOME and OPENING					
09.30-10.30	<b>Keynote:</b> Martin East - <i>The Teacher Variable in TBLT: Broadening the Horizon through Teacher Education and Support</i>					
10.30-11.00	COFFEE					
<b>Session 1</b>						
11.00-12.40	<b>Individual Papers</b>					<b>Invited Workshop</b>
Location	<b>SR 11</b>	<b>SR 12</b>	<b>SR 16</b>	<b>SR 17</b>	<b>SR 18</b>	<b>UR 3</b>
	<b>Needs analysis</b> (Chair: Roger Gilabert)	<b>TBLT implementation</b> (Chair: Anke Lenzing)	<b>The role of the teacher</b> (Chair: Katrin Schmiderer)	<b>Tasks in (language) education</b> (Chair: Gabriele Pallotti)	<b>Tasks in (language) education</b> (Chair: Paul Toth)	CEFR-Concepts of action-orientation, learner autonomy, plurilingualism, and their implications for task-based assessment <i>Harsch; Deygers</i>
11.00-11.30	In search of real-world language tasks: Insights from learners' language experience abroad <i>Kogan; Bondarenko</i>		cancelled	Effect of task design on the development of writing fluency of English as a Foreign Language (EFL) <i>Lisaite; Smits</i>	The 'social' in task engagement <i>Gijzen; De Graaff</i>	
<i>5-minute break</i>						
11.35-12.05	From needs analysis to task implementation: Korean Expat's perception on task transferability <i>Bermingham</i>	Activity or approach? Administrators' understanding of plurilingualism in implementing a TBLT-based curriculum <i>Granger</i>	Task design for highly educated newcomers: Improvement and implementation through lesson study <i>Gok; Michel</i>	Distributed practice and L2 fluency development: Challenges and potential of online fluency training <i>Kakitani; Kormos</i>	Using task-based materials in the classroom <i>Fernandez</i>	
<i>5-minute break</i>						
12.10-12.40	Taking needs analysis to task: from NA to syllabus design <i>Malicka; Gilabert</i>	Towards TBLT: The impact of a professionalization program and the mediating role of school factors <i>Frijns; Vanbuel; Vandommele</i>	Exploring pre-service teachers' criteria for evaluating collaboratively designed online tasks <i>Schmiderer; Guggenbichler; Brocca; Konzett-Firth</i>	Impact of task variation in complexity and type of input on oral fluency <i>Cooper; Mifka-Profozic</i>	Tasks for whom? Negotiating intersubjectivity and linguistic resources in heritage and L2 Spanish learner dyads <i>Hoagland; Toth; Shaffer</i>	
12.40-14.00	LUNCH					<b>SR 13</b>
						13.00-14.00: TASK Editorial Board Meeting (cancelled)

Time	Monday, 29 August					
14.00-16.15	Session 2				Invited Colloquia	
Location	Individual Papers					
	SR 11	SR 12	SR 16	SR 17	UR 1	UR 3
	<b>Theoretical per-spectives on TBLT</b> (Chair: Parvaneh Tavakoli)	<b>Tasks and the role of the learner</b> (Chair: Eva-Maria Hirzinger-Unterrainer)	<b>TBLT-based teacher education</b> (Chair: Carmen Konzett-Firth)	<b>Task-based assessment: Writing</b> (Chair: Benjamin Kremmel)	Task-based interaction and learning in L2 pragmatics <i>Kim; Taguchi</i>	Task design and research methods <i>Gilabert</i>
14.00-14.30	Advancing research in task-based language teaching <i>Shehadeh</i>	Task orientation: Taking into account of learner factors in TBLT <i>Qi; Nguyen; Shengjie</i>	Challenges and successes in designing TBLT lessons in an online EAP teacher training course <i>Ohta; Lee; Janssen; Suhan</i>	The effect of an analytic rubric on longitudinal, task-based writing performance <i>Rock</i>	Comparing traditional and task-based approaches to teaching pragmatics: Advice-giving on blog posts <i>Kim; Kang; Taguchi; Hall D'Arienzo</i>	Do we still need to mind the gap? Exploring the researcher-practitioner relationship in task design <i>Van Gorp</i>
<i>5-minute break</i>						
14.35-15.05	Making the case for dynamic usage-based TBLT <i>Salama; Michel; Rousse-Malpat; Verspoor</i>	A framework for incorporating a humor-based component into task-based language teaching <i>Neff; Rucynski</i>	Building a teacher self-assessment instrument through task-based workshops <i>Hernández-Ocampo; Chala-Bejarano; Rodríguez-Urbe</i>	Validity argument for the use of summative task-based language assessment in a language teaching program for adult immigrants <i>Michaud; Schmitt; Bibeau; Chenier</i>	L2 learners' pragmatic output in a face-to-face versus a computer-guided role-play task: Implications for TBLT <i>Timpe-Laughlin; Sydorenko; Sasayama; Dombi</i>	Exploring the neurocognitive correlates of task complexity <i>Révész; Jeong; Suzuki; Cui; Mastuura; Saito; Sugiura</i>
<i>5-minute break</i>						
15.10-15.40	Evaluating the effectiveness of primary-level tasks: Triangulating teacher, researcher, and student perspectives <i>Wray; Coulter-Kern; Gurzynski-Weiss</i>	An idiodynamic approach to foreign language enjoyment and anxiety in task based presentations <i>Curuk; Adams; Turan</i>	Intelligent tutoring systems on the task-based language teacher's horizon <i>Blume; Schmidt; Meurers; Middelanis; Pili-Moss</i>	Widening EAP assessment: Effects of task repetition on writing in integrated listening-to-write tasks <i>Bandman; Brunfaut</i>	Turn-taking, interruptions, and interjections on Zoom: A task-based approach to L2 pragmatic development <i>Bryfonski; Cook</i>	Designing tasks with a pragmatic goal in the school curriculum <i>Barón; Martínez-Flor</i>
<i>5-minute break</i>						
15.45-16.15	Reconceptualizing task complexity using teacher perceptions <i>Tavakoli; Faez</i>		The use of pedagogical interpreting in task-based tutorials for Afrikaans second language acquisition university students <i>van der Merwe</i>	Investigating writing behaviours and performance across two computer-mediated L2 writing tasks <i>Eberharter; Kremmel</i>	Learning to disagree with social media <i>González-Lloret; Gatón</i>	A conceptual and methodological framework for investigating task complexity and difficulty <i>Palotti</i>
16.15-16.45	COFFEE					

Time	Monday, 29 August				
16.45-18.15	Session 3				Colloquium
Location	SR 16	SR 17	SR 18	SR 19	UR 3
16.45-18.15	cancelled	Designing film-based tasks within the Willis TBLT methodological framework <i>Poupore, Glen</i>	Creating interactive tasks with the DIGITASK web app <i>Konzett-Firth; Brocca; Balaman</i>	How can we persuade ELT practitioners worldwide that TBLT can work? <i>Willis</i>	The pedagogical realities of implementing task-based language teaching for the beginner language learner <i>Erlam; Ellis</i>  Using tasks to create opportunities for language learning <i>Erlam</i>  Classroom opportunities for and challenges in the implementation of TBLT: A case study <i>Baralt</i>
-18.40					"Learners using their own resources": Learning to teach with tasks in a Japanese beginner course <i>Nishikawa</i>
<b>FOYER</b>					
18.40	WELCOME RECEPTION				
19.30	Guided City Tour				

Time		Tuesday, 30 August	
<b>FOYER</b>			
<b>08.30-09.00</b>	Registration		
<b>AULA</b>			
<b>09.00-10.00</b>	<b>Keynote:</b> Anke Lenzing - <i>How a processability perspective frames the potential of tasks in instructed SLA</i>		
<b>FOYER</b>			
<b>10.00-11.00</b>	COFFEE – Sponsored by the ERASMUS+ project DIGITASKIC ( <a href="https://digitask4ic.com/">https://digitask4ic.com/</a> ) POSTERSESSION		
	The effects of explicit instruction on developing learners' pragmatic competence in Mandarin: TBLT versus PPP, <i>Juan, Liang-Ting</i>  Pragmatic related episodes in business E-mail writing: Collaborative tasks by Japanese-language learners, <i>Yamashita, Junko; Okano, Yasuko</i>  Strategies for Task-Based reading: Evidence from Eye Tracking, <i>Prichard, Caleb; Atkins, Andrew</i>  Adapting TBLT to morphologically complex languages: approaches to the teaching of cases in Lithuanian, <i>Udes, Richard</i>  Face-to-face or online? Exploring LREs in a collaborative writing task in the EFL classroom, <i>Azkarai, Agurtzane</i>  A task-based needs analysis of primary school-aged refugees and children with migration backgrounds in Austria, <i>Trager, Vera; Gilabert, Roger</i>  Incorporating input-based incremental vocabulary instruction in TBLT, <i>Barcroft, Joe</i>	Task-based assessment in a worldwide context: How to prevent cultural bias, <i>Troussart Van Bulck, Claartje Frederique, Christine; Wynants, Jonas; van Asseldonk, Anne Gertruda Henrica; Alferink, Carlien Maria; Vandommele, Goedele</i>  Towards designing task-based curricula for resettled Afghan refugees in the U.S., <i>Siyari, Negar</i>  Does it 'work'? Evaluating tasks in an intermediate Japanese language class at Japanese University, <i>Koguchi, Yukiko</i>  Teachers' perceptions of linguistic complexity in interactive speaking pedagogy in the ESL classroom, <i>Veldwijk, Chris</i>  Tasks in Spanish textbooks: A comparison of Encuentros 1 (2012) and Con gusto A1 (2013), <i>Ruckenbauer, Tizian</i>  Exploring TBLT practices and teacher beliefs in L2 classes for adults with diverging educational backgrounds, <i>D'Hertefeldt, Margot; Vanbuel, Marieke; Deygers, Bart</i>	

Time		Tuesday, 30 August					
11.00-13.15		Session 4				Colloquium	Invited Colloquium
Location		SR 11	SR 12	SR 16	SR 17	UR 1	UR 3
		<b>Needs analysis</b> (Chair: Natalia Dolgova)	<b>TBLT and young learners</b> (Chair: Kathrin Eberharter)	<b>TBLT implementation and innovations</b> (Chair: Eva-Maria Hirzinger-Unterrainer)	<b>TBLT implementation and innovations</b> (Chair: Masatoshi Sato)	TBLT in a Chinese University: Course development, implementation, reflections, and results <i>Van Gorp; Ellis</i>	Teacher education and TBLT <i>Kartchava</i>
11.00-11.30	"Why do I need to study English?" Task-based needs analysis for an EGP course <i>Ku</i>	Understanding how young non-Chinese speaking students interact in Chinese: Influences of task characteristics <i>Yan</i>		The impact of L1 reading instruction on dyslexic students' subsequent L2 learning <i>Fell</i>		From needs analysis to a task-based syllabus: a five-step approach <i>Guan</i>	Teacher education and TBLT in New Zealand: A pre-service initiative <i>East</i>
5-minute break							
11.35-12.05	Spanish for nursing: A task-based language teaching needs analysis for a language for specific purposes course <i>Helms; Pitner; Adams</i>	Investigating young EFL learners' individual differences in a dictogloss task: Collaborative mindset and task perceptions <i>Calzada; García Mayo</i>	Rethinking cooperation: Face-critical episodes in communicative group work tasks <i>Czyzak</i>	The developing of a non-mandatory low-stakes task-based evaluation tool for the improvement of reading instruction <i>Loman</i>		Capturing learners' interest in and motivation to do tasks: A longitudinal dynamic approach <i>Van Gorp</i>	Teacher education and TBLT in New Zealand: an in-service initiative <i>Tolosa</i>
5-minute break							
12.10-12.40	Beyond the horizon: Using TBLT to explore miscommunication in maritime contexts <i>Ziegler</i>		Task-as-process: Group interaction in breakout rooms <i>Werner</i>	Technology-mediated TBLT and task complexity: Acquisition of second language Spanish stops and rhotics <i>Hanson</i>		Insights from a novice TBLT teacher's experience putting theory into practice <i>Coss</i>	"I'm a believer in the power of TBLT": Two pre-service teachers' experience with TBLT in a study abroad teacher development course <i>Hall D'Arienzo; Kim</i>
5-minute break							
12.45-13.15	Using needs analysis and task-based pedagogy for developing a graduate EAP course in applied science <i>Dolgova</i>		Virtual Tabadul: Task-based language learning and community building through virtual reality exchange <i>Baralt; Elsakka</i>	Using what you have: The role of curriculum in TBLT implementation initiatives <i>Pineault</i>		How does TBLT measure up? Longitudinal evidence from multiple assessment measures <i>Tuzcu</i>	TBLT training in graduate courses: Training the next generation of TBLT researchers in task-based ways <i>Gurzynski-Weiss</i>
13.15-14.30	LUNCH						Podcasting as a task for research and learning <i>Kartchava</i>
						<b>SR 13</b>	
						13.30-14.00: Exploring student-student collaboration in designing tasks across TBLT courses and institutions; <i>van Gorp &amp; Gurzynski-Weiss</i>	

Time							Tuesday, 30 August						
14.30-16.10							Session 5						
							Individual Papers						
Location	SR 11		SR 12		SR 16		SR 17		SR 18		SR 19		
	Task-based assessment (Chair: Bart Deygers)		Tasks in (language) education (Chair: Barbara Hinger)		Tasks in SLA (Chair: Lara Bryfonski)		TBLT and young learners (Chair: Goedele Vandommele)		Task features, complexity, design (Chair: Claudia Harsch)		Evaluating task-based instruction, materials, and programs (Chair: Jonathan Newton)		
14.30-15.00	The assessment of functional adequacy in L2 performance: Perspectives and challenges <i>Kuiken; Vedder</i>		The effects of different paraphrasing tasks on L2 writers' paraphrasing skills <i>Chun; Ishiyama</i>				Is less more? Group size and task production with child L2 learners <i>Mackey; Bang; Fujii; Ito; Lenihan; Reagan; Bryfonski</i>		Pre-task explicit instruction and allocation of attention during L2 oral production: Evidence from self-repair behaviour <i>Sadeghi; Pourhaji; Hajjouri</i>		The efficiency of task-supported and task-based approaches in teaching the verbs of motion in Russian <i>Markina; Castellvi</i>		
5-minute break													
15.05-15.35	Using task-based language assessment to guide a TBLT teacher training course <i>Suhan; Lee; Ohta; Janssen</i>		TBLT and physics education: First insights into students' physics-specific interlanguage – a TBPLT approach <i>Pieber; Dür; Hinger</i>		Exploring task interaction during (pre-)writing: A mixed methods study <i>Guggenbichler</i>		The development of a digital task-based exam for young language learners <i>van Asseldonk; Troussart Van Bulck; Vandommele; Luyten; Strobbe</i>		The contributions of working memory and pre-task guided planning to the quality of oral performance <i>Pourhaji; Hajjouri; Sadeghi</i>		Intercultural critical incidents in EFL-textbooks for German schools – A qualitative content analysis of task principles <i>Frankemölle; Göbel</i>		
5-minute break													
15.40-16.10	Examining the effectiveness of universally effective design features of language teaching in a non-WEIRD sample <i>Vanbuel; D'Hertefeldt; Deygers</i>		Transferring TBLT to science education: Development of students' scientific interlanguage in informative writing tasks <i>Taglieber; Kapelari; Hinger</i>		Training for task-based peer interaction: The impact of interactional instruction on primary school learners' attitudes and use of interactional strategies <i>Pladevall-Ballester; Vraciu</i>		Task-based language assessment: (How) is this possible for the very young? <i>Vandommele; Loman; Van den Branden</i>		The effects of communicative functions of speaking tasks on first and second language speakers' fluency <i>Morrison; Tavakoli</i>		Taking textbooks to task: Task-based analysis and adaptation of EFL textbooks <i>Newton; Cao; Yixuan</i>		
FOYER													
16.10-16.40	COFFEE												
AULA													
16.40-17.40	Keynote: Rhonda Oliver - <i>Tasks for diverse learners in diverse contexts: A case study of Australian Aboriginal vocational students</i>												
19.00-...	CONFERENCE DINNER at deck47												

Time							Wednesday, 31 August							
<b>FOYER</b>														
08.00-09.00	Registration													
<b>Session 6</b>														
09.00-10.40	<b>Individual Papers</b>					<b>Invited Workshop</b>								
Location	<b>SR 11</b>		<b>SR 12</b>		<b>SR 16</b>		<b>SR 17</b>			<b>SR 18</b>			<b>UR 3</b>	
	<b>Tasks in (language) education</b> (Chair: Benjamin Kremmel)		<b>Tasks in (language) education</b> (Chair: Rosemary Erlam)		<b>Task features, complexity, design</b> (Chair: Janire Zalbidea)		<b>Task-based assessment: Speaking</b> (Chair: Aleksandra Malicka)			<b>TBLT implementation and innovations</b> (Chair: Ineke Vedder)			cancelled	
09.00-9.30	Learner engagement in collaborative online writing tasks: Comparing audio SCMC and video SCMC <i>Namkung; Kim</i>		The effect of student self-assessment on task-based language performance: A case study of can-do lists assessments in EFL classes <i>Su; Lin</i>		Language aptitude, working memory, and task complexity: Interaction effects on L2 written performance <i>Mellado Martínez</i>					Effects of two methods of on-line planning on L2 task-based speaking performance and strategy use <i>Gu</i>				
<i>5-minute break</i>														
09.35-10.05	Group work dynamics and roles of leadership in face-to-face and computer-mediated communication <i>Hirromori</i>		The effect of combining instruction and feedback with tasks in improving language learners' media literacy <i>Rucynski; Prichard</i>		Linguistic complexity in heritage language writing: Investigating individual difference and task factors <i>Zalbidea</i>		Assessment of task-based pragmatic performance: Measuring pragmatic complexity and accuracy <i>Márquez</i>			Effects of task type on linguistic complexity in Spanish as a foreign language <i>Berton; Sánchez</i>				
<i>5-minute break</i>														
10.10-10.40	Going back to the drawing board: Do learner psychology and group dynamics predict L2 use during group work? <i>Sato; Salas; Loewen</i>		Peer review as meta-task: Design, implementation, and assessment <i>Kunschak</i>				A genre-based approach to investigating the performance of a monologic pragmatic task <i>Ellis; Shintani</i>			Digital tasks in the foreign language classroom: the impact of audio-, video- and text-chat on target language use and learner affect <i>van de Guchte; van Batenburg; van Weijen</i>				
<b>FOYER</b>														
10.40-11.10	COFFEE													
<b>AULA</b>														
11.10-12.10	ANNUAL GENERAL MEETING													
12.15-13.15	<b>Keynote:</b> Marije Michel - <i>Tasks for everyone - everyone a task: valuing the diversity in our classrooms</i>													
13.15-13.40	CLOSING													
<b>FOYER</b>														
13.40	LUNCH													
15.00	<b>SR 13</b> Meeting of the IATBLT Executive Board													

### Overview Locations, SoWi - University of Innsbruck

Location	Address	Floor	Room Number
AULA	Universitätsstraße 15	ground floor	W-E.35
FOYER	Universitätsstraße 15	ground floor	O-E.01
SR 11	Universitätsstraße 15	3rd floor	O-3.17
SR 12	Universitätsstraße 15	3rd floor	O-3.18
SR 13	Universitätsstraße 15	4th floor	W-4.40
SR 16	Universitätsstraße 15	4th floor	O-4.27
SR 17	Universitätsstraße 15	4th floor	O-4.28
SR 18	Universitätsstraße 15	4th floor	O-4.45
SR 19	Universitätsstraße 15	4th floor	O-4.46
UR 1	Universitätsstraße 15	basement	W-U.02
UR 3	Universitätsstraße 15	basement	W-U.07