CONFERENCE PROGRAM

The 10th International Conference on

TASK-BASED LANGUAGE TEACHING

RESILIENCE AND INNOVATION

19-21 June 2023

KHON KAEN UNIVERSITY THAILAND

DAY 1: MONDAY, JUNE 19TH, 2023

TIME	EVENT				
08.00-09.00	**Registration** [Faculty of Education Main Auditorium]				
09.00-09.30	**WELCOMING & OPENING** [Faculty of Education Main Auditorium]				
09.30-10.30	**Plenary Talk 1: YouJin Kim - *"It Takes a Village": Developing and implementing sustainable TBLT curricula*** [Faculty of Education Main Auditorium]				
10.30-11.00	**COFFEE BREAK** [Floor 2, MBA Building]				
11.00-12.40	**Session 1** [Floors 3-4, MBA Building]				
	Individual Papers				**Invited Workshop**
11.00-11.30	**Room 1**	**Room 2**	**Room 3**	**Room 4**	**Room 5**
	Taking it to the Task Bank: Investing in an open-access repository for task-based materials *Laura Gurzynski-Weiss; Caitlyn Pineault*	Learners' perceptions of task effectiveness and enjoyment *Nadia Mifka-Profozic; Marijana Macis*	Impact of timing of modelling on pausing and text quality in a task-based writing course *Ting Zeng*	Relationship between learner creativity, task planning, and oral task performance in L2 narratives *Jie Qin*	A principled and practical approach to task-based syllabus development post needs analysis *Xinyi Guan; Matt Coss; Koenraad Van Gorp*
5-minute break					
11.35-12.05	Mentoring a teacher's innovation with task-based language teaching in an Indonesian secondary school *Roderick James Ellis; Aritana*	Language of planning and transfer to task performance *Liping Chen; Craig Lambert*	The effect of task complexity on FTF and SCMC interactions in academic discourses *Zihan Geng; Zohreh Eslami*	Evaluating metacognitive reflection in task-based oral interaction: Lessons learned from students, coaches, and teachers *Luis Cerezo; Gorky Cruz; Cristina Hernández Gil de Lamadrid*	
5-minute break					

TIME	EVENT				
12.10-12.40	**Room 1**	**Room 2**	**Room 3**	**Room 4**	**Room 5**
	The lasting effects of a TBLT teacher education course on novice and experienced teachers *Nicole Tracy-Ventura; YouJin Kim*	The effects of guided task sequences and task repetition on novice L2 learners' perspectives in an EFL classroom *Nayoung Kim*	A tandem learning approach to task evaluation and course development *Tim Stewart*	Implementation of Wiki-enhanced TBLT in an EFL setting in the UAE *Ali Shehadeh; Abdullah Taha*	
12.40-13.30	**LUNCH** [Floor 2, MBA Building]				
13.30-14.35	**Session 2** [Floors 3-4, MBA Building]				
	Individual Papers				
13.30-14.00	**Room 1**	**Room 2**	**Room 3**	**Room 4**	**Room 5**
	Exploring L2 task engagement in the classroom: A longitudinal case study of Japanese EFL learners *Yushi Ito*	The role of consciousness-raising tasks and communicative tasks on interaction and learning outcomes for past tense structure in a Saudi secondary school *Adnan Mohammed Mukhrib*	Exploring the language learning potential of debate tasks: Task complexity, aptitude, and linguistic performance *Mari Ito*	Language teacher educators' cognition and reported practices about tasks within a collaborative textbook development project *Yan Zhu*	Effects of TBLT using online games and flipped learning on students' English oral communication ability *Kuntida Muntrikaeo; Kornwipa Poonpon*
5-minute break					
14.05-14.35	The effects of task complexity and task sequencing on L2 production: A systematic review *Jin Chaoyang; Yan Jing*	Exploring methodological strategies of flipped classroom in language teaching *Xue Feng Su*	Why critical thinking and task-based learning are needed in business texts *Pranee Seenak; Nareema Sangwiman*	Focus on form(s) and the uptake and transfer of relative clauses across oral narrative tasks *Liping Chen; Craig Lambert*	Tasking-up audiovisual input: Plurilingual TV viewing for beginner learners of Spanish *Anastasia Pattemore; Beatriz Cabrera Fernandez; Marilyn Lopez; Marije Michel*
14.35-15.00	**COFFEE BREAK** [Floor 2, MBA Building]				

<table>
<tr><th>TIME</th><th colspan="5">EVENT</th></tr>
<tr><td rowspan="2">15.00-16.40</td><td colspan="5">Session 3 [Floors 3-4, MBA Building]</td></tr>
<tr><td>Invited Colloquium 1</td><td colspan="3">Individual Papers</td><td>Workshop</td></tr>
<tr><td></td><td>Room 1</td><td>Room 2</td><td>Room 3</td><td>Room 4</td><td>Room 5</td></tr>
<tr><td>15.00-15.30</td><td rowspan="6">At the interface of Critical Language Pedagogy and TBLT: Perspectives and applications (Nicole Ziegler)

Study 1: [Online] TBLT in the Global South: Critical tasks as locally-produced epistemology and praxis (Leonardo da Silva; Priscila Fabiane Farias)

Study 2: [Online] Critical moments: Teaching critically through tasks (Priscila Fabiane Farias; Leonardo da Silva; Raquel Carolina Souza Ferraz D'Ely)

Study 3: [Online] Critical friends in the EAP classroom: Instructor and student perspectives (Nicole Ziegler; Graham Crookes)

Study 4: [On-site] Implementing critical task training in university-level teaching methods courses: Insights from a multi-site study (Laura Gurzynski-Weiss; Ellen Serafini; Julio Torres)</td><td>Towards a model of innovation adoption for task-based language teaching

Matt Coss</td><td>The impact of goal tracking on task engagement in digital spaces

Watcharaphong Soongpankhao; Craig Lambert; Scott Aubrey</td><td>Developing tasks for a community language school: A case study of teaching Mongolian in Australia

Tatiana Bogachenko; Rhonda Oliver</td><td rowspan="6">Examining and developing tasks for task-based language teaching

Karen Ashton</td></tr>
<tr><td></td><td colspan="3">5-minute break</td></tr>
<tr><td>15.35-16.05</td><td>Task-based language learning in self-access centres: Innovation for increased autonomy and engagement

Stuart Warrington; Andrew Tweed</td><td>Low proficiency learners' perceptions of task-based language teaching in an ESP classroom in Japan

Takuro Fujita; Natsuko Shintani</td><td>Investigating the potential effects of content support on L2 writing performance

Yanmei Li; Roger Gilabert; Olena Vasylets</td></tr>
<tr><td></td><td colspan="3">5-minute break</td></tr>
<tr><td>16.10-16.40</td><td>The impact of task characteristics on interactions of young CSL learners

Jing Yan</td><td>Enhancing students' language learning and task motivation: a model and its pedagogical implications

Kris Van den Branden</td><td>Beliefs of rural primary teachers about the TBLT/CLT English teaching transformation in North-China

Yao Li</td></tr>
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TIME	EVENT
17.00-18.00	**KKU Campus Tour** (Free) [Meet in front of HUSO Building]
18.00-19.30	**Welcome Reception** (Free) [Floor 1, HUSO Building]

DAY 2: TUESDAY, JUNE 20TH, 2023

<table>
<tr><th>TIME</th><th colspan="5">EVENT</th></tr>
<tr><td>08.30-09.00</td><td colspan="5">Registration [Faculty of Education Main Auditorium]</td></tr>
<tr><td>09.00-10.00</td><td colspan="5">Plenary Talk 2: Roger Gilabert - Task-based design: A history of resilience and a space for innovation [Faculty of Education Main Auditorium]</td></tr>
<tr><td>10.00-10.30</td><td colspan="5">COFFEE BREAK [Floor 2, MBA Building]</td></tr>
<tr><td rowspan="2">10.30-12.00</td><td colspan="5">Session 4 [Floors 3-4, MBA Building]</td></tr>
<tr><td>Invited Colloquium 2</td><td colspan="4">Poster Session</td></tr>
<tr><td rowspan="3">10.30-11.30</td><td>Room 1</td><td colspan="4">Floor 2, MBA Building</td></tr>
<tr><td rowspan="3">Task Design and L2 Pronunciation Learning and Teaching: Current Investigations and Future Steps (Joan Mora; Ingrid Mora-Plaza)

Study 1: [Online] Intelligibility, Comprehensibility, and Accentedness in L2 Speech: Effects of Explicit Pronunciation Instruction and Task-Based Instruction (Joshua Gordon)

Study 2: [On-site] Task complexity effects on L2 segmental and suprasegmental accuracy in pronunciation-unfocused tasks (Ingrid Mora-Plaza; Mireia Ortega; Cristina Aliaga-García; Joan Mora)

Study 3: [Online] Sociophonetic learning during open vs. closed tasks (Megan Solon; Stacey Hanson)</td><td colspan="4">Poster 1: Real-world case studies to guide business English discussion
(Greg Rouault; Marcos Benevides)

Poster 2: The development of reading instructional (PASAR) model
(Saowaluck Phissanui)

Poster 3: Investigating the effect of task complexity and English proficiency on oral production
(Chen-yan Shi)</td></tr>
<tr><td>11.30-12.00</td><td colspan="4">Individual Papers</td></tr>
<tr><td>11.30-12.00</td><td>Room 2

Tasks as stepping-stones: Exploring instructors of less commonly taught languages' evolving beliefs and practices

Emily Heidrich Uebel; Koen Van Gorp</td><td>Room 3

The customer service needs of English for international communication majors at a Thai University: A task-based needs analysis

Watcharaphong Soongpankhao; Craig Lambert</td><td>Room 4

TBLT and universal design for learning – insights from the inclusive foreign language classroom

Lucas Lepelt; Karin Vogt</td><td>Room 5

The significance of task design features for fluency in EFL writing

Donata Lisaite; Tom Smits</td></tr>
<tr><td>12.00-13.00</td><td colspan="5">LUNCH [Floor 2, MBA Building]</td></tr>
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TIME	EVENT				
13.00-14.40	**Session 5** [Floors 3-4, MBA Building]				
	Individual Papers			**Invited Workshop**	**Workshop**
	Room 1	**Room 2**	**Room 3**	**Room 4**	**Room 5**
13.00-13.30	Linguistic correlates of functional adequacy: Roles of task modality and L2 proficiency *Xiaojun Lu; Yui Suzukika*	Writing motivation, anxiety, self-efficacy, and task complexity: Interaction effects on L2 written performance *María Dolores Mellado Martínez*	Task or not task: Teachers' perceptions of TBLT implementation in Indonesian secondary schools *Nurhemida Nurhemida; Noriko Iwashita; Xuan Nhat Chi Mai Nguyen*	From tasks to critical tasks: Which paths to take? *Raquel Carolina Souza Ferraz D'Ely; Priscila Farias; Leonardo da Silva*	Using tasks to support critical and less commonly taught language programs *Lara Bryfonski; Caitlyn Pineault*
	5-minute break				
13.35-14.05	The effects of task-based chatbot on the quantity of question formation *Chattaphorn Sriprasert; Chomraj Pattanasorn*	Writing corrective feedback within a task: a question of timing? *Gabriel Michaud; Kim McDonough*	Learners' perceptions of and preferences toward task-based learning: A case study of Japanese university students *Masashi Haneo*		
	5-minute break				
14.10-14.40	An open access task-based curriculum centering Blackness in Latin America *Melissa Baralt*	The effectiveness of using task-based teaching approaches to develop EFL students academic writing skills *Teerawat Arjpru*	The effects of task-types and form-focused pre-task explicit instruction on EFL Learners' task performance *Reza Yadollahpour Zavardehi; Mostafa Pourhaji Rokni; Michael Sadeghi*		
14.40-15.00	**COFFEE BREAK** [Floor 2, MBA Building]				

TIME	EVENT				
15.00-16.40	**Session 6** [Floors 3-4, MBA Building]				
	Individual Papers				
15.00-15.30	**Room 1**	**Room 2**	**Room 3**	**Room 4**	**Room 5**
	Pre-task planning in FL text-chat: Effects of planning with DeepL and Quizlet on vocabulary learning *Marrit Van de Guchte; Eline Van Batenburg; Daphne Van Weijen*	Effects of different types of complexity-based task sequencing on Korean EFL college students' writing *Hye-Kyoung Jo; Jin-Hwa Lee*	An automated design tool for teachers and task designers *Joan Castellví; Roger Gilabert; Elisabet Comelles; Mayya Levkina; Aleksandra Malicka; Tamara McNicol; Gonzalo Bermejo; Natasha Moskvina; Julia Barón*	From target to pedagogic tasks: bridging needs analysis and teaching via anticipated and perceived difficulty *Marcela de Oliveira e Silva Lemos; Laura Gurzynski-Weiss*	Enhancing business English students' entrepreneurship skills through collaborative-project-based learning *Nuchsara Thongsan; Ampika Pattarapongsanti; Nawarat Saphanuchart*
5-minute break					
15.35-16.05	The role of TBLT in addressing specific academic literacy needs in a mixed disciplinary classroom *Godwin Aondona Ioratim-Uba*	Developing a TBLT-based instructional model for low-ability students in EFL rural context *Kornwipa Poonpon; Bhirawit Satthamnuwong; Banchakarn Sameephet*	Task-based language teaching in oral Chinese acquisition: An exploratory study with a meaning-based task system *Junming Chen*	Second language learners' self-repair behavior: Contributions of task sequencing and working memory *Michael Sadeghi; Reza Yadollahpour zavardehi; Mostafa Pourhahi Rokni*	Across the border: Need analysis of English learners in border areas of Thailand-Myanmar *Massupa Sukkasem; Lara Bryfonski*
10-minute break					
16.15-17.15	**Plenary Talk 3: Jintavee Khlaisang** - ***Empowering Future Sustainable Lifelong Learning: Navigating the uncertain post-COVID-19 era through digital transformation and global citizenship*** [Faculty of Education Main Auditorium]				
18.00-20.00	**Conference Dinner, Avani KK** [Meet in front of HUSO Building for the shuttle service]				

DAY 3: WEDNESDAY, JUNE 21ST, 2023

TIME	EVENT				
08.00-08.30	**Registration** [Floor 2, MBA Building]				
08.30-10.05	**Session 7** [Floors 3-4, MBA Building]				
	Individual Papers				**Invited Workshop**
	Room 1	**Room 2**	**Room 3**	**Room 4**	**Room 5**
08.30-09.00	What support do language learners in Asian classrooms need with TBLT? *Natsuyo Suzuki*	Task-based language teaching in diplomacy: Challenges and solutions *Adonis De Carvalho Borges*	Assessing an instructional TBLT design for emergency remote education *Maria-Elena Solares-Altamirano*	Teaching cultural theory through digital story tasks: Content-based instruction and TBLT *Peter Gobel; Makimi Kano*	Making it real! Doing TBLT through project work *Koen Van Gorp*
5-minute break					
09.05-09.35	The effects of task-induced Involvement load and gloss languages on incidental L2 vocabulary learning *Parichard Phadungsilp; Sarut Supasiraprapa*	Implementing a fully task-based Spanish language program in China *José Morcillo Gómez; Melissa Baralt*	Evaluating the "Big Tasks" in units of an ELT materials through textbook piloting *Lin An; Lu Si; Beilei Wang*		
5-minute break					
09.35-10.05	An exploration of plurilingual tasks with pre-service teachers of English as an additional language *Caroline Payant; Philippa Bell*	The effects of task difficulty on EFL learners' oral performance through task repetition *Ning Jiang*	What are they doing when they feel collaborative? Another aspect of task-based performance *Masatoshi Sato; Gonzalo Salas; Azar Tajabadi; Lani Freeborn; Susan Ballinger*		
10.05-10.25	**COFFEE BREAK** [Floor 2, MBA Building]				
10.25-11.25	**Annual General Meeting** [Faculty of Education Main Auditorium]				

TIME	EVENT
11.30-12.30	**Plenary Talk 4: Jonathan Newton** - ***The coursebook in task-based language teaching: Lost cause or launching pad?*** [Faculty of Education Main Auditorium]
12.30-13.00	**CLOSING** [Faculty of Education Main Auditorium]
13.00-14.00	**LUNCH** [Floor 2, MBA Building] **& IATBLT Executive Board Meeting** [HUSO Building]