

TBL in Asia - Schedule at a glance

Saturday, May 19th

	Room 513	Room 514	Room 515
10.00-10.25	Dr. Dan Lu <i>Is it a potential panacea? Retrospection on TBL and teaching in Hong Kong</i>	Yusa Koizumi <i>Students' L1 use for task work</i>	Patcharin Kangkha <i>A pilot project based on an electronic student portfolio for English for an edutainment course</i>
10.35-11.00	Dr. Jason Moser <i>A classroom-based, mixed methods study into the influence of transcribing, reporting, and task repetition.</i>	Paul Leeming <i>Tasks and the L1: Friend or foe?</i>	Greg Rouault <i>Exploring task effects through collaborative writing in jigsaw and dictogloss</i>
11.10-11.35	Nathan Ducker <i>Is project-based learning appropriate for Japanese tertiary level students?</i>	Dr. Reiko Nishida <i>Motivating Japanese university EFL learners in the language classroom using task-based approach</i>	Kevin Stein <i>It's not as easy as it reads: tasks for improving student accuracy and fluency in informal writing</i>
11.45-12.45	ENKEI HALL Plenary 1 Dr. David Carless <i>Task-based language learning in Confucian-heritage settings: prospects and challenges</i>		
1.00-1.25	Clare Wright <i>Task-based language learning in the digital age: Newcastle's Digital Kitchen</i>	Sara Amani <i>Explicit instructional training of metacognitive strategies and L2 argumentative writing tasks</i>	Oana Cusen <i>Project-based learning and teaching: a series of interrelated tasks</i>
1.35-2.00	Luo Shaoqian & Yi Baoshu <i>Task-based Language Learning and Teaching in China over the Last Ten Years</i>	Robby Caughey and Gareth Eggie <i>A pilot study of 3 tasks</i>	Dr. Nasim Shangraffam & Arezoo Vahidi <i>The comparative effect of accuracy strategy training under off-line planning condition and fluency strategy training under on-line planning condition on EFL learners' oral accuracy and fluency</i>
2.10-2.55	Mark Donnellan, Jeff Crawford & Joshua Cohen <i>Bridging the gap: Information gap tasks from the drawing board to the classroom</i>	Dr. Natsuko Shintani <i>Implementing TBLT to young beginner learners: Input-based tasks and the acquisition of vocabulary and grammar</i>	PLEASE NOTE! COMPUTER ROOM 316 Danny Green <i>Tech reflection in TBL: encouraging post task feedback and reflection through the use of familiar technology</i>
3.05-3.30	Dr. Yeo Leng Leng <i>Focus on meaning in primary school task-based language teaching in Chinese: A case analysis</i>	Harry Carley <i>Wikis: Tasks within tasks</i>	POSTER PRESENTATIONS (See pages 11, 12 and 13 for details)
3.40-4.05	Atsumi Yamaguchi <i>Japanese teachers' perceptions and agency on TBLT: An implication for teacher training</i>	James York <i>The use of open and closed tasks in primary school contexts</i>	
4.15-4.40	Siu-lun Lee & Yongyin Chen <i>TBLT approach and teaching Chinese as a second language in the Hong Kong context</i>	Huei-Chun Teng & Chia-Ling Chang <i>A study of pre-reading tasks for EFL high school students</i>	Takaaki Goto <i>Elaborating specific tasks for doing three reporting projects to become a real writer</i>
4.50-5.15	Brendan Van Deusen <i>A Micro-evaluation of five task for extensive reading</i>	Ian Hurrell <i>Transitioning to task-based language teaching</i>	
5.25-5.50	Mutsumi Kawakami <i>An effect of text-based tasks on incidental vocabulary acquisition</i>	Colin Thompson <i>Task complexity, guided planning and L2 oral development</i>	

TBL in Asia - Schedule at a glance

Sunday, May 20th

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