

Programme

MONDAY, 6 July 2015

9:00 - 10:30	Patio – Sala de Graus Registration				
10:30 - 12:30	Cultural activity in Tarragona				
11:00	Meeting of the Editorial Board Sala de Junes				
12:00 - 14:00	Patio – Sala de Graus Registration				
14:00	Aula Magna: opening session Mar Gutiérrez-Colón Plana Jozef Colpaert – From stack design to task design				
14:30	Paper session 1 Room 309 Yow-jyy Joyce Lee & Ming-Han Lee <i>Using an automatic training system for enhancing learning English public speech</i>	Paper session 2 Room 310 Inigo Yanguas <i>Type of task in an oral CMC context</i>	Paper session 3 Room 311 Monica Ward <i>CALL for Irish for parents for pronunciation and reading</i>	Paper session 4 Room 312 Marielle Patronis <i>Using mobile devices for developing reading comprehension students' perspectives</i>	Paper session 5 Room 313 Rong-Jyue Wang* & Wen-Chi Vivian Wu <i>Using a task-based flipped classroom to enhance language proficiencie and learning experiences</i>
15:00	Paper session 6 Room 309	Paper session 7 Room 310 Ahmad M. Bataineh* <i>The effect of mobile audio-visual chat on the prosodic and non-verbal competence of foreign language learners.</i>	Paper session 8 Room 311 William Collins <i>Story recording and peer feedback in an online fórum improving motivation</i>	Paper session 9 Room 312 Kurt Kohn & Petra Hoffstaedter <i>Flipping intercultural communication practice: opportunities and challenges for the foreign language classroom</i>	Paper session 10 Room 313 Ana Ibáñez Moreno, Anna Vermeulen* & María Jordano <i>VISP, an enjoyable app to enhance idiomaticity in English</i>

15:30	Cafetería Coffee break				
16:00	Aula Magna Keynote 1 – Kris Van den Branden What can CALL learn from TBLT?				
16:45	Paper session 11 Room 309	Paper session 12 Room 310 Phuong Tran Thi Ngoc <i>Integrating learner training into task design of vocabulary activities on mobile phones</i>	Paper session 13 Room 311 Martine Pellerin Blending new mobile technologies (MT) and tasks: Promoting meaningful, engaging, and reflective language learning tasks for Young language learners	Paper session 14 Room 312 Lieve De Wachter , Jordi Heeren & Kirsten Fizez <i>Meaningful and enjoyable writing tasks in an academic writing workshop through observation of peers</i>	Paper session 15 Room 313
17:15	Paper session 16 Room 309 Yan Tian* <i>Authentic translation task in the class of computer assisted translation for MTI postgraduate students</i>	Paper session 17 Room 310 Vance Stevens <i>Minecraft as a model for gamification in teacher training</i>	Paper session 18 Room 311 Simon Smith <i>Construction and use of thematic corpora by Academic English learners</i>	Paper session 19 Room 312 Nicole Keng <i>Using QQ to supplement EAP task: the challenges and affordances in China</i>	Paper session 20 Room 313 Birna Arnbjörnsdóttir* & Kolbrún Friðriksdóttir <i>Tracking students' behavior online: Tasks and retention</i>

TUESDAY, 7 July 2014

09:00	Sala de Graus Selected paper as plenary session Shona Whyte <i>Taking to task(s): Exploring task design by novice language teachers in technology-mediated and non-technological activities</i>			
09:30	Paper session 21 Room 309 Melinda Dooly & Randall Sadler <i>The design process of a technology-enhanced teacher education flipped classroom: A case study</i>	Paper session 22 Room 310 Ching-Fen Chang <i>Case study of EFL students' learning to write through an online corpus-based corrective feedback system</i>	Paper session 23 Room 311 Katja Årosin Laursen & Karen-Margrete Frederiksen The notion of authenticity in the context of the course: Danish for knowledge workers	Paper session 24 Room 312 Goretti Prieto Botana & Sofía Ruíz Alfaro <i>Writing Instruction in CLIL Classrooms</i>
10:00	Paper session 25 Room 309 Glenn Stockwell <i>Insights from replication on the factors affecting successful task implementation in mobile learning</i>	Paper session 26 Room 310 Carolina Egúsqiza* <i>Task design for intercultural communication in Business Spanish MOOC modules</i>	Paper session 27 Room 311 Marie-Thérèse Batardière <i>Redefining the teacher's role in an online task-based language learning environment</i>	Paper session 28 Room 312 Hsiao-chien Lee Picture storytelling task for less-proficient English learners: A blended learning
10:30	Cafetería Coffee break			
11:00	Paper session 29 Room 309 Martí Quixal & Detmar Meurers <i>The missing link? Task characterization and task product characterization as a means to accommodate TBLT and CALL</i>	Paper session 30 Room 310 Anke Berns, Manuel Palomo-Duarte, Alicia Guerrero Garrido & Mercedes Paez Piña <i>Learners' expectations and needs: Some practical clues for designing foreign language apps</i>	Paper session 31 Room 311 Howard Hao-Jan Chen <i>Investigating in-service teachers' perceptions on using a serious game for second language learning</i>	Paper session 32 Room 312 Jia Li*, Yan Wang & Kevin Mooney <i>University ELLs' perception on learning academic vocabulary through Reading tasks using text messaging as the scaffolding</i>

11:30	<p>Paper session 33 Room 309 Ka Yu Chong (Kelvin), Allen Ho, Olive Cheung, Ella Leung & Peter Clarke <i>Automated prediction of the written errors of tertiary level ESL and EFL learners.</i></p>	<p>Paper session 34 Room 310 Frederik Cornillie, Kris Van den Branden & Piet Desmet <i>From language play to linguistic form and back again. Lessons from an experimental study for the design of task-based language practice supported by games</i></p>	<p>Paper session 35 Room 311 Bi He, Pannathon Sangarun & Andrew Lian <i>Improving the English pronunciation of Chinese EFL university students through the integration of CALL and verbotonalism</i></p>	<p>Paper session 36 Room 312 Xiaobin Liu*, Jianli Jiao & Han Xu <i>Developing critical thinking through TBLT and SCMC-based peer feedback in EFL classes</i></p>
12:00	<p>Paper session 37 Room 309 Heng-Tsung Danny Huang & Shao-Ting Alan Hung <i>Effects of a Video-Dubbing Task: Perspectives of EFL Learners</i></p>	<p>Paper session 38 Room 310</p>	<p>Paper session 39 Room 311 Linda Gijzen <i>The effects of task design on students' collaboration in a telecollaborative project</i></p>	<p>Paper session 40 Room 312 Vincenza Tudini <i>The role of reciprocal corrective feedback in multilingual online social interaction</i></p>
12:30	<p>Cafeteria Lunch</p>			
14:00	<p>Paper session 41 Room 309 Cristina Palomeque* & Joan-Tomàs Pujolà <i>Analyzing MUVE tasks in action</i></p>	<p>Paper session 42 Room 310 Peter Gobel & Makimi Kano <i>The complexities of digital storytelling: Factors affecting performance, production, and project completion</i></p>	<p>Paper session 43 Room 311 Christine Fourie* <i>Putting a face on the dynamic nature of tasks</i></p>	<p>Paper session 44 Room 312 Xavier Martin-Rubio <i>Improving spoken interaction in the foreign language through video-recorded group oral reviews of films</i></p>
14:30	<p>paper session 45 Room 309 Stephan J. Franciosi <i>Using simulations and flashcard games in task based language learning</i></p>	<p>paper session 46 Room 310 Antonie Alm <i>Technology-mediated task-based listening: from authentic input to authentic response</i></p>	<p>paper session 47 Room 311 Nune Ayvazyan* <i>Task-based translation activities in an English as a foreign language class</i></p>	<p>paper session 48 Room 312 Tsun-Ju Lin, Sarah Hsueh- Jui Liu & Yao-Ming Yeh <i>Implementation of task-based language teaching through near-field communication technology</i></p>

15:00	<p>paper session 49 Room 309 Philip Hubbard <i>Training learners for self-directed listening tasks</i></p>	<p>paper session 50 Room 310 Dorothy Chun & Anna Turula <i>Cognitive and social presence in task-based telecollaboration</i></p>	<p>paper session 51 Room 311 Christel-Joy Cameran* <i>The role of corrective feedback in the L2 german grammar teaching system COMPASS</i></p>	<p>paper session 52 Room 312 Jia Li & Zheng Zhang <i>A task-based approach to developing authentic instructional materials for teaching English: Canadian and Hong Kong university students collaborate in creating open educational resources.</i></p>
15:30	<p>Cafetería Coffee break</p>			
16:00	<p>paper session 53 Room 309 David Campbell <i>A simple four skills activity using the Moodle database module</i></p>	<p>paper session 54 Room 310 Howard Hao-Jan Chen <i>Uncovering the collocation errors of asian learners with the help of automatic corpora comparison</i></p>	<p>paper session 55 Room 311 Kristi Jauregi <i>Task development for telecollaboration among youngsters</i></p>	<p>paper session 56 Room 312 Shao-Ting Alan Hung & Heng-Tsung Danny Huang <i>Constructing multimodal peer feedback: Exploring strategies employed by L2 learners</i></p>
16:30	<p>paper session 57 Room 309 Ana Sevilla Pavón & Ana Gimeno Sanz <i>Fostering communicative skills while raising awareness about gender-related issues within a Business English class</i></p>	<p>paper session 58 Room 310 Myung-Jeong Ha <i>Rethinking telecollaboration in the Korean EFL context</i></p>	<p>paper session 59 Room 311 Chenxi Li* <i>The pedagogical values of a peer evaluation task</i></p>	<p>paper session 60 Room 312 Pilar Munday & Jaya Kannan <i>Task design challenges: the meta task of building PLNs for foreign language acquisition</i></p>
17:00	<p>Sala de Graus Selected paper as plenary session Preet Hiradhar <i>Task-based pedagogy in technology mediated writing</i></p>			
20:00	<p>Conference dinner Mas Rosselló</p>			

WEDNESDAY, 8 July 2014

09:00	Sala de Graus Selected paper as plenary session Masatoshi Sato* <i>The noticeability and effectiveness of corrective feedback in video-based interaction</i>				
09:30	paper session 61 Room 309 María Jordano de la Torre, Elena Martín Monje & Lourdes Pomposo Yanes <i>The importance of task design in a distance learning context (in terms of participation, motivation & interest of the students)</i>	paper session 62 Room 310	paper session 63 Room 311 Luis Cerezo, Ronald P. Leow & Nina Moreno <i>Are tasks at all possible in fully online language learning? introducing talking to avatars and the maze game</i>	paper session 64 Room 312 Brandon King*, Jhon Cuesta- Medina & Yi Zhang <i>Engaging with native speakers: Looking at conversation openings in second life chat-logs</i>	paper session 65 Room 313 Martha Mendez <i>Immersive learning and collaborative work in foreign language learning for developing intercultural competences in virtual worlds</i>
10:00	paper session 66 Room 309 Fenfang Hwu <i>Task promoting hypothesis- testing and providing communicative need via comic- creation</i>	Paper session 67 Room 310 Ufuk Balaman* <i>A conversation analytic investigation into the impact of task design on the emergence of information gaps</i>	Paper session 68 Room 311 Ka Yu Chong (Kelvin) & Marie Durand <i>Investigating the effectiveness of a post-task transcription activity on focusing on form</i>	Paper session 69 Room 312 Alma Ortiz <i>An online course in language testing for in service teachers of English: how important are task instructions</i>	Paper session 70 Room 313 Yueh-Tzu Chiang <i>Attitudes and learner autonomy of EFL Students toward filmmaking task in a semi-flipped classroom context</i>
10:30	Cafetería Coffee break				
11:00	paper session 71 Room 309	Paper session 72 Room 310 Daniel Castañeda <i>The use of synchronous and asynchronous activities to improve cultural knowledge.</i>	Paper session 73 Room 311 Anne Zanatta* <i>Wikis for collaborative writing tasks: Affordances and limitations of the tool according to student perceptions and use.</i>	Paper session 74 Room 312 Mohammed Bahnaz <i>Learner autonomy and web- based language learning (wbll): a triangular approach to investigate the teacher's role within the multimedia environment</i>	Paper session 75 Room 313 Christine Appel & Joan- Tomàs Pujolà <i>Tandem MOOC: a new approach to LMOOC course and task design</i>

11:30	Aula Magna Conference conclusions (Antonie Alm, Kris Van den Branden, Phil Hubbard, Glenn Stockwell) Award for best PhD presentation
12:30- 13:30	Cafeteria Lunch