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INVESTIGATING TASKS IN FORMAL LANGUAGE LEARNING

Edited by **María del Pilar García Mayo** (*Universidad del País Vasco*)

The book provides a much needed examination of options in classifying and sequencing language learning tasks. Framed by Robinson's insightful overview of competing theoretical claims in the area, eleven new data-based studies elucidate relationships between pedagogic task types and accuracy, complexity and fluency in L2 speech and writing, and between task types and acquisition. Garcia-Mayo's book advances the international research agenda on task-based language teaching. Mike Long, University of Maryland

This book brings together research that makes use of tasks to examine oral interaction, written production, vocabulary and reading, lexical innovation and pragmatics in different formal language learning contexts and in different languages (English, French, German, Italian and Spanish). It will be of interest to professionals and students working in SLA research and language pedagogy.

Preface Alison Mackey (Georgetown University); Introduction María del Pilar García Mayo (Universidad del País Vasco, Spain)

1. Criteria for classifying and sequencing pedagogic tasks Peter Robinson (Aoyama Gakuin University, Japan)
2. Information distribution and goal orientation in second language task design Craig P. Lambert and Steve Engler (University of Kitakyushu, Japan)
3. The simultaneous manipulation of task complexity along planning time and [+/- Here-and-Now] Roger Gilabert (Universitat Ramon Llull, Spain)
4. Tasks, negotiation and L2 learning in a foreign language context Marisol Fernández García (Northeastern University, USA)
5. Attention to form across collaborative tasks by low-proficiency learners in an EFL setting - Ana Alegría de la Colina (Universidad de Cantabria, Spain) and María del Pilar García Mayo (Universidad del País Vasco, Spain)
6. Cognitive task complexity and linguistic performance in French L2 writing Folkert Kuiken & Ineke Vedder (Amsterdam Center for Lang & Commn)
7. The effect of manipulating task complexity along the [+/- Here-and-Now] dimension on L2 written narrative discourse - Tomohito Ishikawa (Aoyama Gakuin University, Japan)
8. Writing tasks: The effects of collaboration - Neomy Storch and Gillian Wigglesworth (University of Melbourne, Australia)
9. L2 vocabulary acquisition and reading comprehension: The influence of task complexity Elke Peters (K.U. Leuven, Belgium)
10. Task-effect on the use of lexical innovation strategies in interlanguage communication Elsa González Álvarez (Universidad de Santiago de Compostela, Spain)
11. Fostering EFL learners' awareness of requesting through explicit & implicit consciousness-raising tasks Eva Alcón Soler (Universitat Jaume I, Spain)
12. Interactive task design: Metachat and the whole learner Marie-Noëlle Lamy (Open University, UK)

María del Pilar García Mayo received her M.A. and Ph.D. in Linguistics from the University of Iowa (USA). She is Full Professor of English Language and Linguistics at the University of the Basque Country (Spain). Her research interests are second language acquisition and second language research methodology. Her recent publications have focused on the acquisition of syntactic aspects of English as a third language and on issues related to interaction and focus on form in the foreign language classroom.

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