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computer-mediated contexts; Task complexity and language production; Prior knowledge and task-based performance
The Cognition Hypothesis and CMCThe present study; Method; Participants; The task; Procedure; Data collection; Coding of complexity, accuracy, and fluency in CMC data; Results; Discussion; Conclusion; References; Chapter 4. Textbooks, tasks, and technology; Introduction; Tasks and TBLT in textbook-bound contexts for L2 learning and teaching; The action research study; Online TBLT design: The Story Telling Contest task; Method; Participants; Task design and implementation; Data collection and analysis; Results; Quantitative evidence of student perceptions
Qualitative evidence from questionnaires Further insights from interviews; Summary of qualitative perceptions; Evidence from gap-filling test on narrative tenses; Discussion ; Limitations and conclusion; PostScript; References; Digital Tools; Anchor 76; Appendix A; Appendix B; Chapter 5. Promoting foreign language collaborative writing through the use of Web 2.0 tools and tasks ; Introduction; Teaching task-based process writing; Collaboration and social, mediated learning; Chats and wikis as Web 2.0 social tools for language learning; The genres of argumentation and exposition
Our previous research and present research questions Method; Participants; Procedure and schedule; The task-based writing module; Data; Analysis; Results; Composition elements: Effects of social tool and genre; Synchronous Interactions in Chats: Collaboration and scaffolding; Accuracy and syntactic complexity of task products; Discussion; The role of chats and wikis in task-based collaborative writing; Insights about writing in two genres; Accuracy and syntactic complexity of essay products; A cautionary note on accuracy ; Limitations and conclusion; References
Chapter 6. TBLT and synthetic immersive environments

Sommario/riassunto

This chapter describes and evaluates an intermediate online, task-based Chinese course through an analysis of learner performance on the course tasks and assessments, including the performance-based assessments (PBAs) developed specifically for the course. After a brief consideration of online instruction and task-based language teaching (TBLT), the online TBLT course is described in some depth and the technology-mediated pedagogic tasks and associated PBAs are presented. The findings from these tasks and assessments are then reported, followed by a discussion of what the outcomes data reveal
