

### **讲座一： The Story of Planning: 1987-2017**

This presentation will try to summarise the research that has been done on planning over the last thirty years or so, within the context of second language task-based instruction. It will be argued that significant progress has been made, both theoretically and practically. The presentation will be in three main sections. The first will cover basic and relatively early research on planning. This focussed mainly on pre-task, also called strategic planning, and showed that planning has a generally beneficial impact on performance. The second will discuss planning research which extended initial findings, examining planning instructions, proficiency and on-line planning. Then the third part will examine current planning research, including what qualitative research has revealed, how working memory is related to planning, and the connection between pre-task planning and task repetition. The presentation will end by exploring what planning research has contributed to our understanding second language speaking, generally, and, most importantly, what pedagogic implications there are.

### **讲座二： Tasks vs. Condition: Two perspectives on task research and their implications for pedagogy**

This presentation explores the contrast between the effects on second language performance of tasks and task characteristics, on the one hand, and the conditions under which tasks are done, on the other. A first major section explores the evidence on this issue, and proposes that the impact of conditions, such as pre-task planning, task repetition, and post-task activities is greater and more consistent than the impact of tasks and features such as time perspective or number of elements. The second major section explores the theoretical accounts that have been proposed regarding tasks and conditions. It is suggested that deductive accounts have, so far, only had limited success regarding the use of tasks, but that psycholinguistic models of speaking do provide a looser but more useful framework to account for the effects of conditions. It is also suggested that an important difference between tasks and conditions concerns the tension between constraint and flexibility in performance and that the flexibility provided by task conditions is an important component in the more dependable results they have generated. Finally pedagogic implications are discussed linking task conditions to the methodological choices that are available to teachers.

### **讲座三： Reanalysing CALF measures of task performance: the discourse-clause contrast.**

Measuring second language task performance through complexity, accuracy, lexis and fluency (CALF) is now commonplace. But the precise nature of these various measures is still the basis for disagreement, and the time seems right to reflect on some of the measurement options which are available. The presentation will draw on some existing datasets to explore several issues in CALF measurement. First choices in the measurement of complexity will be explored and it will be proposed that the two most commonly used measures, subordination and words-per-clause simply measure different things rather than being appropriate for different levels of proficiency. Second, some recently proposed surrogate measures of accuracy and of

fluency will be questioned. Third, the differential sensitivity of a wide range of fluency measures (composite as well as more specific) will be discussed and it will be argued that some are more likely to generate large effect sizes than others. Fourth, the possibility that personal speaking style has an important influence will be considered, and aspect of performance which reflect style, versus those aspects that are task-influenced, will be highlighted. The final claim that will be made is that the contrast between discourse-oriented and clause-oriented processing is relevant to almost all aspects of measurement.

#### **讲座四： Limited Attention Capacity and Cognition: Two hypotheses regarding second language performance on tasks**

The presentation will compare the accounts of second language performance offered in the Limited Attention Capacity approach and Cognition Hypotheses, respectively. First of all, five principles which underlie the Limited Attention Capacity (LAC) hypothesis will be outlined, including the role of attention, the analysability of tasks, and the need for a psycholinguistically-based model of speaking. Next the Cognition Hypothesis (CH) and its most recent development, the SSARC Model, will be outlined. Its fundamental distinction between resource-directing and resource-dispersing processes will be examined, and then the evidence that is relevant to the predictions that the hypothesis makes. The SSARC model, with its proposals for syllabus design will then be critiqued. The presentation will conclude by comparing the two approaches, with respect to both theory and also evidence. Finally, suggestions will be made regarding one or two ways where the two positions can be reconciled, and one or two ways where they cannot!

#### **讲座五： How Strange the Change from Macro to Micro: On the relevance of second language acquisition for the development of foreign language aptitude tests**

Over the years a variety of starting points have motivated the development of foreign language aptitude tests, ranging from task analyses of the nature of foreign language learning (Carroll) through perceptions of difficulty in school-based learning (Pimsleur) to more contemporary approaches which use cognitive psychology (HiLAB). This talk will slightly contrast with these because it will attempt to relate what we have learned about processes of second language acquisition over the last forty years to potential developments with aptitude sub-tests. Stages within second language acquisition (noticing, pattern recognition, restructuring, developing control) will be used as the basis for describing aptitude sub-tests. A major distinction is then drawn between handling change in the underlying language system, on the one hand, and gaining control over the system which emerges, on the other. It is argued that this distinction fits better with communicative approaches to language instruction, and also that there is an imbalance with aptitude sub-tests to over-represent language system development and under-represent the development of control and automaticity. Finally, it is argued that the wider conception of aptitude that emerges from this approach has the potential to alter the rather marginal status that aptitude currently occupies within applied linguistics.