2007

Second International Conference on

Task-Based Language Teaching:

Conference Evaluation Report

September 20-22, 2007

Task-based Language Teaching Conference Evaluation Team:

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Watanabe, Y., Hill, Y., Ma, J. H., & Von Biedenfeld, A. K. (2007). 2007 Second International Conference on Task-Based Language Teaching: Conference evaluation report (NetWork #49) [PDF document]. Honolulu: University of Hawai'i, National Foreign Language Resource Center. http://nflrc.hawaii.edu/NetWorks/NW49.pdf [access: today's date].

EXECUTIVE SUMMARY

Out of 260 participants attending The 2nd International Conference on Task-Based Language Teaching, a total of 79 participants responded to the conference evaluation survey (30% return rate). Below are highlights of the conference evaluation results. Please consult the main report and the Appendixes for details.

Participant profiles
- Among the respondents, the main attendee type at the conference was *faculty* followed by *students*.
- The majority (82%) work in **higher education**. Participants noted the **geographic diversity** of the conference participants as an added value. There was a strong **call for presentations on more diverse educational settings** (e.g., K-12, adult community school) and from diverse regions.
- The respondents varied in responses regarding how they learned about the conference (e.g., email announcement, colleagues, conference website, poster, personal contact, and/or TBLT 2005). Attempts to **strengthen publicity** in different countries attracting educators from different educational settings are desired.
- Many respondents showed their interest in attending TBLT 2009 (36%).

Conference organization
- The respondents showed their **great satisfaction with the organizational features** of the conference, for both pre-conference and on-site conference organization. The conference organizers and staff received many positive comments from the respondents.
- **Conference publicity** ($M = 3.17$) and **registration** ($M = 3.25$) received somewhat lower ratings in the pre-conference organization section. Participants requested online registration and payment for convenience purposes.
- **Boxed lunch** received a lower rating in the on-site organization section.
- For future planning, the most preferred time for the conference seems to be **September**.
- About two-thirds of the respondents preferred the conference to be held **biennually**.
- Almost all respondents considered the **registration fee to be reasonable**.
- The most frequently recommended **themes/topics** are **practice oriented**. Other frequent recommended themes/topics include approaching TBLT from different theoretical perspectives, assessment, and learner factors.

- Among the choices of practice, research, and theory as preferred themes for the future conferences, a **majority** (49 out of 72) of respondents wanted to see "a lot" of **"practice".**

Conference events
- Participants were highly satisfied with most of the conference events.
- **The social events** (the Aquarium Party and opening reception) and plenary talks were most highly rated (*M* = 3.64, 3.57, and 3.54, respectively).
- A majority of the participants considered **paper presentations** "good". Most negative comments were about allocation of time, varied presentation quality, and lack of relevance to TBLT in some presentations.
- For optimal allocation of time, participants suggested extending the conference **to a three-day conference**, allowing paper presentations for **30 minutes including Q&A**, and allocating **5 minutes between presentation sessions**. There was mixed feedback on the number of concurrent sessions (more vs. fewer parallel sessions).
- **Poster presentations** received positive feedback in general, and some posters "*deserved to be turned into papers*." Designated time for poster presentation should be highlighted in the conference schedule. Allocating another time slot for the poster session was suggested to provide ample opportunities for scholars to present their work.
- Among academic conference events, **the point-counterpoint plenary** needed the most improvement in terms of the format and, especially, delivery of presentations. Nevertheless, many favored continuing the format of the point-counterpoint plenary. Careful planning is required for this event.
- Some **quality control in abstract submission** and adopting some **guidelines for presentation delivery** were suggested to improve future planning.
- Suggested additional conference events included the following:
    - **Discussion session**: Participants interact and discuss on a certain topic.
    - **Practical hands-on workshop**: Workshop on how to develop and implement tasks. Examples or case studies of operationalizing TBLT in the classroom setting.

2ND INTERNATIONAL CONFERENCE ON TASK-BASED LANGAUGE TEACHING: CONFERENCE EVALUATION REPORT

PREFACE

A group of four graduate students from the Department of Second Language Studies at the University of Hawaiʻi at Mānoa worked closely with the International Consortium on TBLT and the executive organizing committee of the 2007 TBLT Conference to design and implement an evaluation plan for the 2007 TBLT Conference.

Members of the International Consortium on TBLT, the steering committee for deciding on the overall TBLT conference organization and theme, were considered to be the primary intended users of the evaluation. The purposes and intended uses of this conference evaluation were: (a) to provide constructive information for organizing 2009 TBLT Conference; (b) to improve future conference organizing at the University of Hawaiʻi at Mānoa; and (c) to produce a summative report for the National Foreign Language Resource Center (NFLRC) to be submitted to the NFLRC advisory board for accountability purposes.

In making the evaluation data maximally useful to the primary intended users, we first prioritized evaluation foci via a survey. The instrument used in the prioritization survey is attached to this report as Appendix A. This survey enabled the evaluation team to focus on the evaluation questions the intended users raised, which can be summarized as follows:
   1. What are the participants' profiles?
   2. How satisfied were the participants with pre-conference organization, on-site organization, logistics, and conference events?
   3. What suggestions do the participants have on the timing of the conference, registration fee, and conference themes/topics?
   4. What improvements should be implemented in future TBLT conferences?

In implementing the evaluation form, we adopted creative ways to enhance the visibility of the evaluation form, for instance: (a) using distinct colored paper for printing the evaluation form; (b) providing an incentive (prize drawing) to return the form; (c) announcing about the evaluation form before the last plenary talk and the paper presentations; and (d) posting signs at the announcement board encouraging participants to fill out the form. Extra effort was also made to collect the evaluation form at the door at the last plenary talk.

INTRODUCTION

The 2nd International Conference on Task-Based Language Teaching, "TBLT: Putting Principles to Work", brought together 260 educators and researchers from 22 countries to the Imin International Conference Center on the University of Hawai'iat Mānoa campus from September 20th to 22nd, 2007. The primary purpose of the conference was for the participants to learn about one another's work in task-based language teaching.

Conference events included three plenary sessions, including a point-counterpoint plenary, three colloquia, approximately 100 paper and poster presentations, and various social events.

This report describes and interprets the results of the conference evaluation survey included in the informational packet distributed to all conference participants. The actual evaluation form is included in Appendix B. A total of 79 participants responded to the survey, resulting in a 30% return rate. Note that the response rate does not take into consideration the approximately 50 student volunteers and the five main organizers of the conference who were less likely to fill out the conference evaluation form (so response rates might reflect slightly higher proportions of non-local attendees).

In the following sections I through V, we report the findings of the corresponding sections of the original evaluation form. Section IV lists some suggested strategies for future conferences. For section I, distributions were calculated using the total number of responses to each individual item due to the fact that respondents were allowed to choose more than one response. For all other sections, the total number of responses equals the number of respondents, unless otherwise specified.

I. CONFERENCE PARTICIPANT PROFILES

Section I describes participants' background information, how they found out about the conference, the registration methods, and the intention of attending the next TBLT conference, each represented in a pie chart. Therefore, the *N*-distribution in this section reflects the total number of responses, not the total number of survey respondents. Actual respondent answers are also provided for choices of the "other" category.

1. Attendee types (Total number of responses = 79*)

Attendee type

"Other" status:	n
Researcher	4
Lecturer/Instructor	3
Teacher educator/Trainer	2
Part-time	1
Non-specified	3
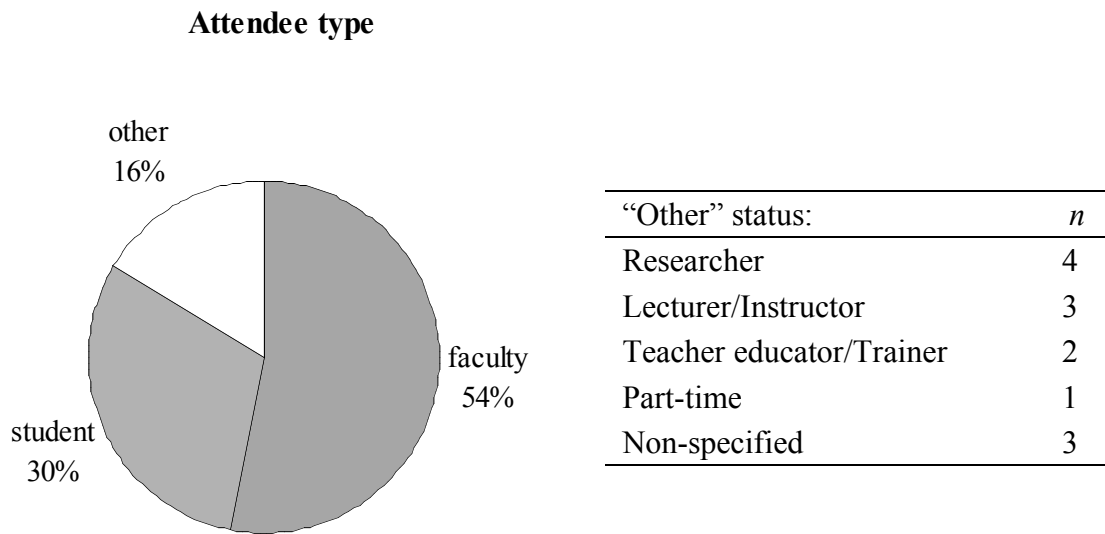
* 3 participants marked 2 categories, 1 participant marked 3 categories

Among the respondents, "faculty" was the main attendee type followed by "students" and "other." However, this findings might give a slightly misrepresentative picture of attendee types due to some possible ambiguity or lack of clarity in each category label (e.g., the definition of "faculty"). "Other" responses seem to suggest that participants whose work settings are not college-level were reluctant to categorize themselves as "faculty." Note that the actual conference attendee types might be more diverse than the results presented above, considering the response rate.

2. Participant work settings (Total number of responses = 78)

Participant work setting

private
language
program
4%

K-12
5%

other
9%

higher
ed.
82%

Constitution of "other" status:	*n*
Adult Education	3
Cram School	1
Teacher Training	1
Non-specified	2
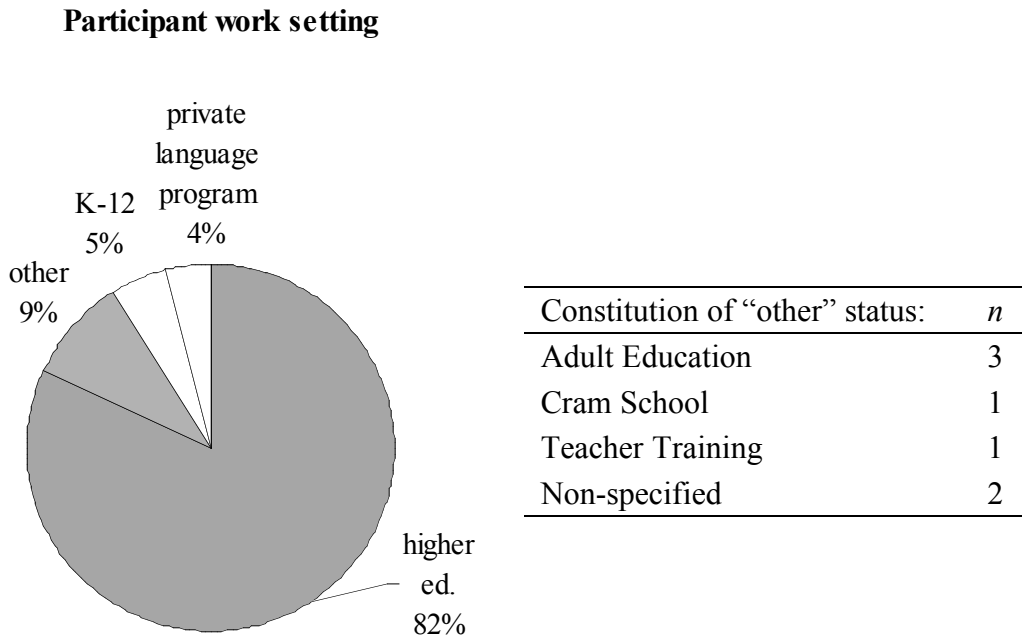
Showing a clear skew, over 80%of the participants indicated they work in higher educational settings, such as university or college, regardless of attendee types. The rest of the respondents described that they work in other educational settings including private language programs, adult education programs, cram schools, and teacher training programs.

3. Publicity sources (Total number of responses = 77)

TBLT 2007 publicity sources

poster
6%

conf
website
18%

email
28%

other
22%

colleagues
26%

"Other" Information Sources:	*n*
Personal contact / Information	7
TBLT 2005	6
Newsletter / Magazine / Listserv	3
Google Search	1
Invitation	1
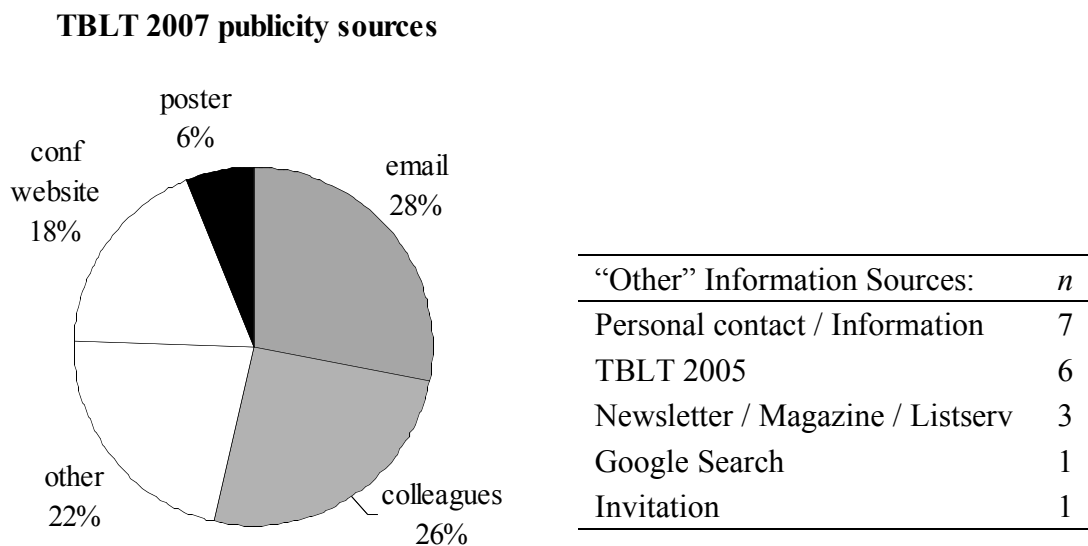
The participants showed varied and well-distributed responses regarding how they learned about the conference. A large majority of respondents indicated that they learned about the conference through either email announcements or from their colleagues. Note that respondents who chose "email" may also have considered the electronic announcement sent via "listserv" as emails. However, many respondents also indicated that they found information about the conference through the conference website, poster, personal contact, or TBLT 2005 (the preceding conference). That a variety of types were mentioned may be a sign that these diverse sources of publicity were indeed quite effective and worth trying. Announcing the conference through listservs of language-education related lists, newsletters, and journals/magazines can be further explored (perhaps expanding from the efforts undertaken at this conference) as a means for increasing publicity.

4. Registration methods (Total number of responses = 68)

Registration methods
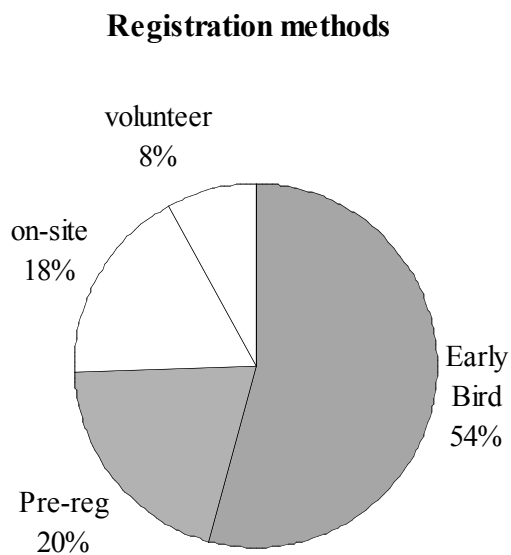
Over 50% of the participants indicated that they registered using early bird, followed by pre-registration (20%) and regular or on-site registration (18%). The implication here may be that the conference itself and registration methods such as early bird and pre-registration were well advertised to the attendees of the conference.

5. Presenters and non-presenters (Total number of responses = 79)

Presenters and non-presenters

Non-presenter 42%
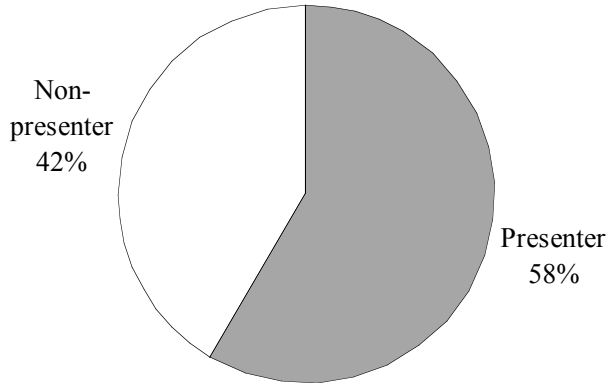
Presenter 58%

Regarding the distribution of presenters and non-presenters of the conference, the proportion of the presenters was slightly higher (58%) than that of the non-presenters (42%). Note that, if the proportion of presenters (approximately 45%) to the total number of attendees is considered, a greater proportion of presenters responded to the evaluation survey.

6. Plan for attending next TBLT Conference (Total number of responses = 78)

Plan to attend TBLT 2009

No 6%

Yes 36%
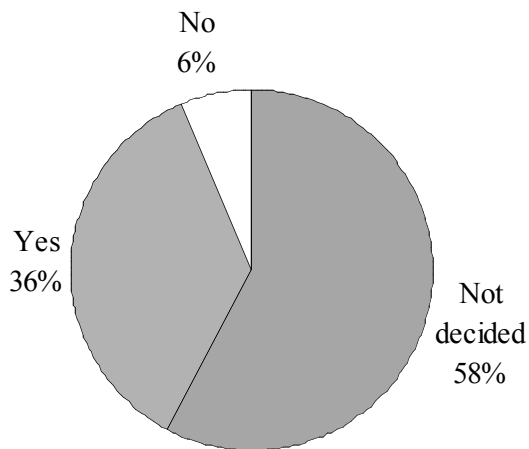
Not decided 58%

Though the majority of the participants answered that they had not decided whether they would attend TBLT 2009 (58%), many indicated that they would attend TBLT 2009 (36%). Given that the next conference is two years away, this might indicate strong interest and dedication to the TBLT conference series.

II. CONFERNCE ORGANIZATION

In Section II, conference attendees' perceptions about conference organization are depicted in bar graphs. Each bar graph shows the distribution of the responses on a four-point scale (poor, fair, good, excellent). Brief data analyses and illustrative respondents' comments follow the bar graphs. The numbers in the bar graphs represent the raw number of responses. Proportion of respondents choosing each scale point can be estimated from the X axis (see Appendix C, Table C1 for proportion data).

Pre-conference and on-site organization

Pre-Conference Organization

Category	Distribution
Checking-in (N=79, M=3.72, SD=0.48)	0, 19, 55, 4
Abstract Submission (N=77, M=3.47, SD=0.74)	2, 19, 32, 22
Conference Information (N=77, M=3.47, SD=0.66)	0, 7, 26, 42, 2
Registration (N=78, M=3.25, SD=0.86)	3, 9, 23, 32, 11
Publicity (N=77, M=3.19, SD=0.68)	8, 39, 24, 5

X axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%

Legend: Poor, Fair, Good, Excellent, N/A

On-site Organization

Technology support (N=78, M=3.76, SD=0.59): Poor 1, Fair 8, Good 52, Excellent 15
Conference venue (N=77, M=3.71, SD=0.49): Fair 19, Good 52, Excellent 5
Conference packet (N=77, M=3.40, SD=0.68): Poor 1, Fair 5, Good 32, Excellent 37, N/A 2
Boxed Lunch (N=78, M=3.31, SD=0.75): Poor 1, Fair 4, Good 18, Excellent 19, N/A 36
Schedule (N=78, M=3.26, SD=0.71): Poor 1, Fair 9, Good 36, Excellent 31, N/A 1

Legend: Poor, Fair, Good, Excellent, N/A

Overall, respondents showed considerable satisfaction with the organizational features of the conference, for both pre-conference and on-site conference organization. Positive comments provided in this section included:

- *Well done overall, good venue, and really helpful and kind staff.*
- *Very well organized and well run, very cozy and interesting conference.*
- *Thank you to everyone involved for making TBLT 2007 a wonderful experience.*
- *Very good. Quite a few late cancellations which was disappointing but not the fault of the organizers who did a great job.*
- *Everything was extremely well organized.*
- *Very smooth, clear, functional.*

Many of the positive comments specially focused on the conference organizers and staff. The items that received somewhat lower ratings in the pre-conference organization section compared to other pre-organizational features were "conference publicity" (M = 3.17) and "registration" (M = 3.25). Regarding "conference publicity", 24 respondents rated it as excellent. This finding could be explained by the fact that the history of TBLT conference is very recent.

For "registration", three respondents mentioned the inconvenience of the payment procedures and showed their wish for online payment using a credit card; "*Online payment using*

credit card would have been easier than the procedure that had to be followed now."

For on-site organization, boxed lunch received a lower rating. Respondents' comments seem to suggest desire for more fruit, bottled water, and more diverse food options.

As for the conference packet, three participants commented that a note pad may be a good idea to be included ("*You might want to consider putting in some sheets of paper in the packet. We tend to forget things on the 1st day!*")

Attempts to strengthen other forms of publicity, more convenient payment procedures, more carefully selected food, and including a note pad in the conference packet are recommended,.

III: CONFERENCE EVENTS

Question: Please rate each event you attended

Conference Events

Event	Poor	Fair	Good	Excellent	N/A
Aquarium Party (M=3.64, SD=0.56)	0	14	34	28	
Opening Reception (M=3.57, SD=0.56)	0	25	40	10	
Plenary talks (M=3.54, SD=0.54)	0	28	38	3	
Paper Presentations (M=3.18, SD=0.52)	0	50	18	0	
Colloquia (M=3.05, SD=0.78)	0	12	18	14	31
Poster Sessions (M=2.96, SD=0.67)	1	14	42	13	
Point-Counterpoint Plenary (M=2.91, SD=0.92)	5	17	26	21	4
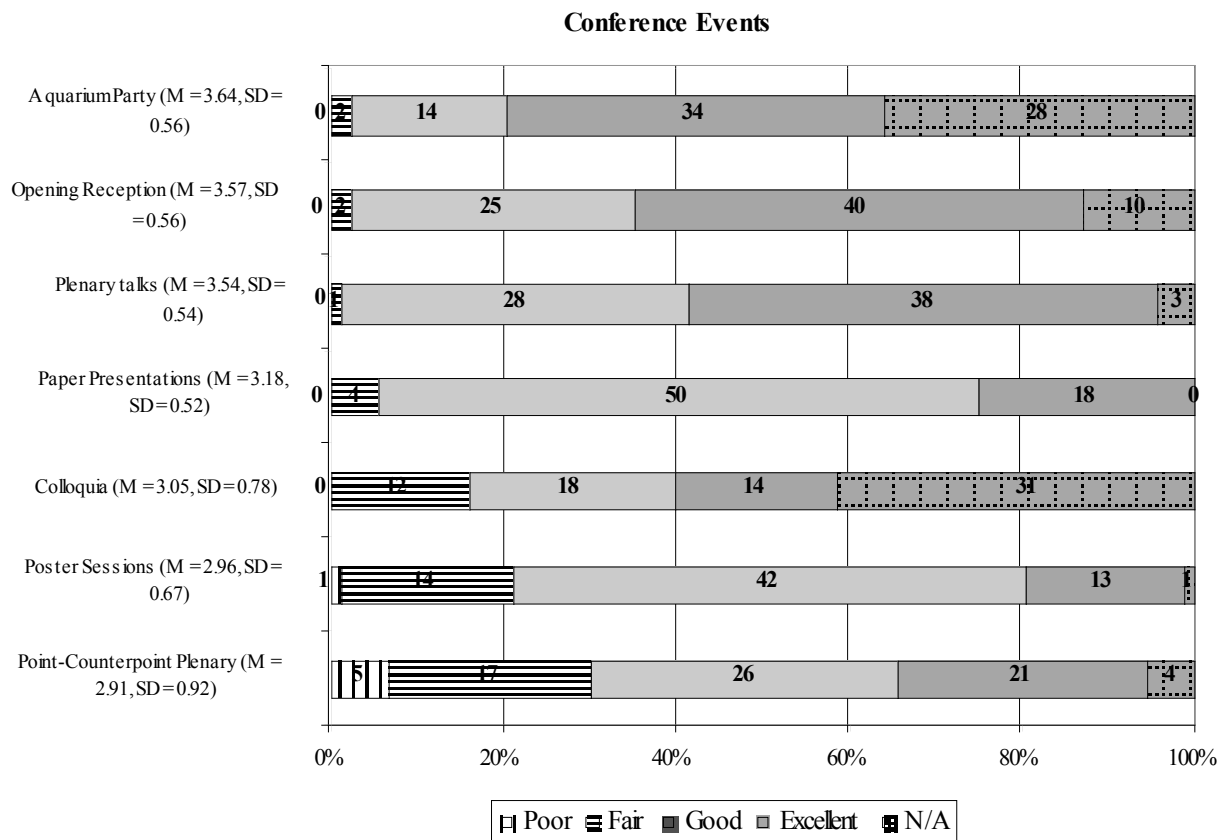
All conference events were reasonably highly rated, indicating an overall satisfaction, evidenced by comments like "*Congratulations! Great conference*", "*Excellent*" (see Appendix C, Table C3 for descriptive statistics and proportion data). The two best received events were the two major social activities: "Waikiki Aquarium party" and "opening reception". The only negative comments about them are "*too much meat! Not enough veggies!*" for "opening reception" and "*music too loud, overpowered table discussions*" for the "Aquarium Party".

Among academic conference events, **plenary talks** achieved the highest rating (M = 3.54). Three people commented very positively on the plenaries, "*excellent*", "*I love ***'s [the opening] plenary*" and only one person thought one of the plenaries was "*too abstract*."

The event that received the lowest rating among seven was the "**point-counterpoint plenary**", the format of which was commented on positively, "*format ok*", "*pt counter is a great idea*". However there were quite a few negative comments (13 in total) on the delivery of the actual presentations: fast speed, too much text, too many slides, too little debates, hard-to-follow information, presenting without keeping the audience in mind. Participants seemed to desire more interchange between the two speakers, more addressing "*specific differences*", and more "*debate*", in seven comments.

A majority of the participants (50 out of 79) considered "**paper presentations**" "good". There were three main types of comments about "paper presentations": time, varied quality, and relevance to TBLT. Five people commented that the time given for a presentation and/or question and answer was "*a bit too short*", "*not enough*"[1]. As for quality, two comments were very positive, "*generally all really really good*", "*much better than 2 years ago*", and five comments focused on "mixed" and "a wide range" in both content and presentation quality. Two people commented that some presentations were "*not related to TBLT,*" "*misunderstood what TBLT is,*" or "*too much theory. No tasks done.*"

On the other hand, comments on the quality of **poster presentations** were all very positive and three people commented that some of the posters "*deserved to be turned into papers*". No comments were given for colloquia except for one comment on its duration, "*could be shorter*".

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[1] Four out of five people who made this comment were either students or ESL instructors, who may or may not be familiar with international conferences' presentation format and time limits.

IV. FUTURE PLANNING OF THE CONFERENCE

1. Timing of the conference

Question: Would you prefer to have the next TBLT conference during a particular time of year? If yes, when?

The scheduled time of this year's conference seemed to be satisfactory. Over two-thirds (49 out of 71) of the respondents expressed no preference for the timing of the conference. Overall, the majority of explicit suggestions (18) were in line with the same general time of year as this year's conference — September. Eleven respondents preferred August. No one preferred December, January, or February, but there were a couple of preferences for each of the other months of the year.

2. Conference event cycle: Biennial or annual?

Question: Do you prefer to have the conference annually or bi-annually?

About two-thirds (46 out of 70) respondents preferred the conference to be held biennially. Three respondents were okay with either option.

3. Registration fee

Question: Did you feel the registration fee was reasonable, compared to other major conference fees?

A large majority of the respondents — 62 out of 71, excluding two "n/a" cases — considered the registration fee reasonable. Out of the eight respondents who thought the fee was not reasonable, six of them were students. One respondent considered it expensive because there were no free book materials to take away. Another suggested cutting down the fee by not having a bag. Note that the bag was free, a donation of one of the sponsors.

4. Suggestions for themes and topics

Question: What theme(s) and/or topic(s) would you like to see included in future TBLT conferences?

Suggestions for future conference themes/topics were tallied based on the occurrence of each suggested theme/topic, not based on the number of responses. Often one response suggested

multiple themes/topics. The summary of the categorizations is listed in Appendix C, Table C6. There were 64 suggested themes/topics out of 49 responses.

The dominant recommendations (approximately one-third) were on pedagogical applications of TBLT and teacher training. Eighteen suggestions asked for more demonstration of or implication for pedagogical implementation of TBLT, "*implementing TBLT in schools, discussing real practice observations*", "*more concrete methods to take back to teaching*", and "*more practical implications/applications to classroom teaching of research presented*".

There were 11 suggested themes/topics related to the theoretical aspect of TBLT (e.g., connection between TBLT and SLA, the difference between CLT and TBLT, different interpretations of TBLT, sociocultural approaches, and task identity).

Seven recommendations were on assessment and six on learner-related topics (affective variables ($n = 4$), "*learner choice-making*" ($n =1$), and learner contribution to task dynamics ($n = 1$)). Another six comments called for more presentation of diverse contexts in different levels of education (nursery, primary, and secondary schools), including non-traditional settings such as adult community schools, and in different countries.

Other suggested themes/topics in TBLT framework include: CALL and technology, teaching techniques and strategies, pronunciation, policies/philosophy, needs analysis, materials development, instructional effectiveness, and analyzing language in tasks.

5. Emphasis on theory, practice, and/or research

Question: Please tell us how much of the following should be reflected in future TBLT conferences. (Please check √ the box)

Preference for theory, practice, and/or research
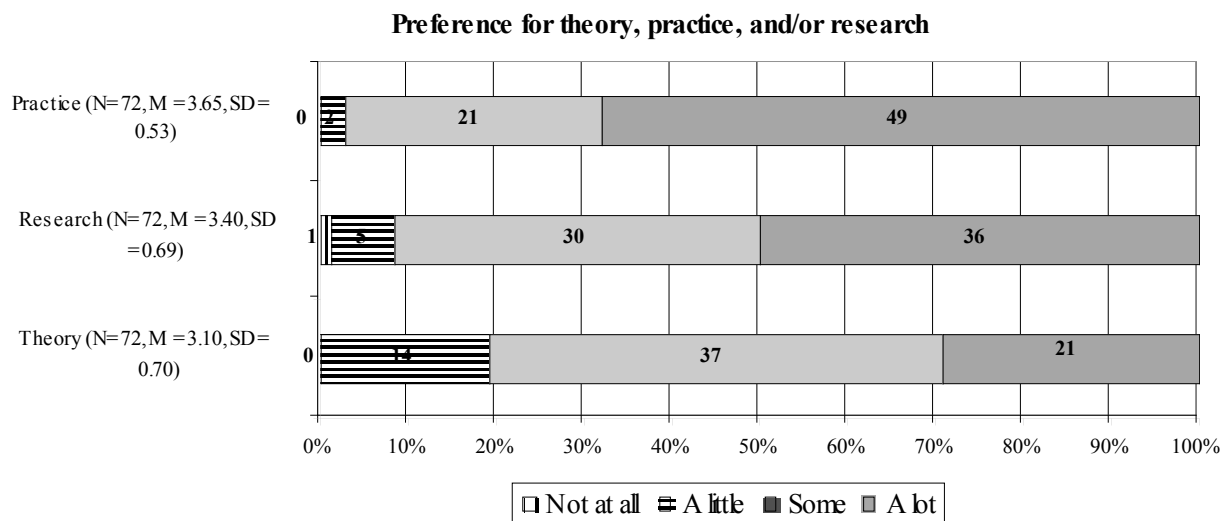
Overall, respondents desired at least "some" representation of each of the three aspects in the future TBLT conferences. A majority (49 out of 72) of respondents would like to see "a

lot" of "practice" and the stronger need for practical aspects of TBLT was also reflected in the dominant recommendation for future conference themes/topics as aforementioned. In comparison, "theory" seemed to be least preferred and about 20% (14 out of 72) of the respondents chose "a little" for "theory". The preference for "research" was in the middle between "practice" and "theory". The respondents' preference suggested that future conferences should increase the representation of practice-oriented sessions.

6. Suggestions for the continuation of conference organization and events

In total, 59 respondents provided comments on conference organization and events to be continued for future conferences. The themes were extracted and divided into three categories, conference organization, events, and service. The themes that emerged for each category are summarized with representative quotes in the following section.

A. Conference organization

Overall organization. Seven participants mentioned that the professionalism evidenced in this conference organization should be continued ("*well-functioning at-venue arrangement,*" "*good professional appearance/organization*"). Particularly, participants would like to see helpful, friendly, and approachable volunteers in future conferences as they did this year.

Pre-conference and on-site information. Participants recommended the continuation of providing detailed conference information via the conference website and emails. The email reminders from the organizing committee (about registration, presentation, poster specification and time) seemed to help the participants prepare for the conference. A conference packet that included the local information (restaurants, campus, etc.) was commented as useful for the participants ("*the ekomomai packet is great*").

Scheduling. The most wished continuation in scheduling ($n = 6$) was the long coffee/time breaks (30 minutes) in the morning and in the afternoon. Participants saw these breaks as opportunities to interact with colleagues and scholars ("*Plenty of opportunities for socializing*"). Starting the conference in the early evening was suggested to be kept by one participant. Some expressed that they would like the conference to be held around September.

Venue. Two commented that the Imin Center was, in general, a good place to hold a conference. One participant mentioned "*accessibility of the venue*" as an important criterion for choosing the next conference site.

B. Conference themes and topics

Participants would like to continue to see diverse topics to be covered in future conferences ("*good variety of sessions held at the same time*"). Please see the suggested topics and balance between topics on theory, practice, and research, summarized in section IV-4 and IV-5.

C. Conference events

Academic program. Two respondents said that the poster session was good and would like to continue to see poster sessions as one of the conference events. One person commented that the theme of the colloquium was interesting. There were very positive comments on inviting good plenary speakers in future TBLT conferences. Seven respondents articulated to continue the point-counterpoint plenary event, despite some mixed comments on its organization and delivery. Four respondents were in favor of maintaining high quality presentations and balance of presentation topics as seen in this year's conference. Grouping themes in a particular room (e.g., TBLT in SLA, TBLT and assessment) was commented as positive ($n = 4$).

Social event and book exhibit. Many respondents ($n = 11$) favored to maintain the quality of social events, including food and welcoming atmosphere. One respondent would like to continue to see the historical exhibit.

D. Presence of international participants and collegiality

Encouraging a wide range of international participants was commented as something that should be kept in mind in future TBLT conference publicity. Many ($n = 6$) commented on the value of meeting TBLT scholars from other countries ("*It's a truly international conference, not tied to any one country. This is a big bonus to me*"). Feeling of "*collegial spirit*" and "*knowing that more people around the world is talking the same things*" were things conference participants felt and wanted to experience in future conferences.

7. Suggestions for change and continued improvement

Suggestive comments from the respondents are synthesized in this section. Based on the data gathered from 45 responses in section seven, the evaluation team would recommend that the following be considered when organizing the third International Conference on TBLT in 2009.

A. Scheduling

There were many comments ($n = 24$) on extending the time for paper presentations.

Many commented that 20 minute presentation was too short. Some suggested either to cut the number of presentations and allocate more time for each presentation, or to add another day (a three-day conference) to allow more time. Also, one participant wished for more downtime during the conference. Mixed suggestions were made on the number of the parallel sessions. One respondent suggested having more parallel sessions, while another commented that there were too many parallel sessions. In order to resolve above issues, we recommend the following:

- *Allocation of time for each paper presentation and break in between*: The suggested allocation of time is 30 minutes (20 minute presentation plus 10 min for questions and answers) plus 5 minutes break between presentations for the participants to move the room and for the next presenter to set up the computer. One person suggested short (30 min), medium (40 min) and long (60 min) presentation formats to meet the needs of the participants.
- *Extend the conference dates* to three days, so that the schedule for each event will be less tight. By having a three full-day conference, there will be more opportunities for participants to attend different sessions, as well as opportunities to interact with the presenters.
- If time allows, *include more downtime in the conference*, so that participants can explore the surrounding area.

B. Presentation quality

Four respondents suggested the presenters to consider not to read the PowerPoint. Some also expressed ($n = 3$) the need for encouraging the presenters to provide (enough) handouts for their presentations.

- *Provide presentation guidelines assure presentation quality:* Continue to encourage presenters to provide enough handouts by sending presentation guidelines with number of seats per room, so that they know how many copies to provide. One of the benefits of providing handout is that the audience can contact the presenters later about their presentations. Another strategy is to refer presenters to good presentation practice or examples in the presentation guidelines or via the conference web site.

C. Plenary talks

Four respondents suggested to allocate more time for questions/comments and answers. When choosing plenary speakers, one respondent suggested "*Plenary sessions should be a time during which the most 'prominent' members of the academic community educate, update and inspire their colleagues. They should be something FOR the audience.*" One respondent suggested scheduling more plenary sessions.

Many people (*n* = 9) said they would like to see the point-counterpoint plenary at the next conference; however, there were many recommendations to consider. The audience felt that the presentation time was rushed and the presentation format needed much improvement.

- *The organization of the point-counterpoint plenary:* Allocate more time for each presenter to make their points with their audience in mind and provide a chance to rebuttal.

D. Conference theme

Three respondents reiterated practical operationalization of theory and TBLT principles as suggested theme. The suggestions from the respondents can be summarized in one statement: "*Take a tone that research isn't separate from teaching.*" More diverse perspectives to TBLT (e.g., sociocultural perspectives) were suggested (see section IV-4).

E. Quality control of the presentations

Nine respondents suggested implementing some tactics to avoid presentations that are not about TBLT. Nevertheless, conference organizers need to balance between the number of presentations to be accepted and the strictness of quality control.

- *Abstract submission criteria for quality control***:** As 2007 TBLT Conference organizers did, consideration or emphasis might be given to articulating guidelines for the abstract to include how a TBLT framework is implied in the study.

F. Suggestion for publicity

Some participants perceived participants from diverse countries as an added value to the conference.

- *Encourage diverse international scholars to attend the conference.* In order to encourage participants from diverse countries, continued efforts in circulating the conference announcement to various local and global language pedagogy and research related listservs are recommended. Several example journals and listservs are listed as a reference in Appendix D. Note that the collected information is skewed towards publicity venue in Asia, due to contexts familiar to the evaluators.

G. Some ideas for additional format of conference programs

Four respondents suggested a conference event that facilitates dialogues among participants, such as a discussion session or a conversation table session. Other types of events included practical workshops, additional poster presentation sessions.

- *Discussion session (or conversation table)* where participants interact and discuss on a

certain topic. Small group discussion will "*ensure that people get to know each other and find familiar research interests.*"

- *Additional poster sessions*: If there are many presentation submissions, allocating another time slot for poster sessions may provide ample opportunities for scholars to present their work.
- *Workshop*: More practice-oriented participants may like to have hands-on experiences on how to develop and implement tasks.

H. Improve pre-registration process

Four participants articulated the inconvenience of mail-only registration process ("*Online payment credit card would have been more easy than the procedure that had to be followed now (bank/money order)*").

- Consider the options of **online registration with a credit card**. Especially for the international participants, it is much easier if the host institution allows setting up credit card payments.

I. Conference packet

Three participants requested that it would have been helpful to have a notepad included in a conference packet. This can be easily done, if budget allows.

- *Include a note pad in the conference packet*.

V. CONCLUSION

The University of Hawai'i at Mānoa TBLT 2007 Conference Organizing Committee (Conference chair: Dr. John Norris) successfully hosted the 2nd International Conference on Task-Based Language Teaching between September 20th and 22nd, 2007. The conference theme, "TBLT: Putting Principles to Work," was exemplified through plenary talks, colloquia, and paper and poster presentations, stimulating the conversation on various topics related to TBLT principles, research, and pedagogy.

One of the benefits articulated by the participants was geographic diversity of the participants; however, there was less representation of a variety of educational work settings, particularly elementary, secondary, and adult education. Based on the conference evaluation data, over 84% of the respondents had positive experiences with various aspects of pre-conference and on-site conference organizing. As high ratings on the social events and comments on long coffee breaks indicate, participants seemed to have had plenty of networking opportunities.

The TBLT Conference's first attempt to include a point-counter point plenary received a wide range of feedback from "great idea, liked the debate" to "disappointment, not enough debate." Many suggestions on the improvement for the debate and presentation format as well as many requests to continue the point-counterpoint plenary were received.

In general, participants favored more practical work nested in empirical data over theoretical presentations. A suggestion of hands-on workshops on TBLT mirrors an orientation towards praxis. Some expressed concerns in the way TBLT was conceptualized in the paper presentations. A discussion session proposed by the participants may provide an alternative forum to facilitate dialogues and understanding of TBLT among participants. Other suggested improvements included extending one day (a three-day conference) to allow slightly longer time for each presentation and enable more in-depth discussions.

Overall, the TBLT 2007 Conference was a great success, indicated by the applause and standing ovation at the closing remarks. It was also apparent from the evaluation data that participants were generally satisfied with their conference experience. Many positive comments on overall organization and conference experience were received:

- *TBLT organizing committee-well done!!*
- *Thanks for the warm hosting!*
- *John Norris (seriously, everything was perfect!)*
- *It was well organized and fun. Good energy.*
- *Thank you!*

- *Generally speaking, nearly everything was well organized*
- *Excellent organization and planning.*
- *Almost everything is great!*
- *Thanks for a wonderful conference.*
- *THANK YOU to you all for a great job!*

Appendix A
TBLT Conference Evaluation Prioritization Survey

What aspects of the conference need to be evaluated?

I. Please rate whether the following aspects of the conference should be evaluated.

1. Attendee background   (Please write the number in the bracket.)
Scale: 1 (Not necessary at all); 2 (A little necessary); 3 (Somewhat necessary); 4 (Very necessary)

(   ) How attendees learned about the TBLT conference (e.g., flyer, poster, colleague, email, etc.)
(   ) Affiliation (organization) type (e.g., community college, four-year university, K-12, etc.)
(   ) Status in the institution (e.g., faculty, student, etc.)
(   ) Whether they attended TBLT 2005 conference
(   ) Where they traveled from (e.g., I traveled from …)
(   ) If they registered on site, early bird, or regular

2. Overall evaluation (Please circle the number in the bracket.)
Scale: 1 (Not necessary at all); 2 (A little necessary); 3 (Somewhat necessary); 4 (Very necessary)

(   ) Cost effectiveness (e.g., The cost with respect to the experience was worth it.)
(   ) Value (e.g., I would attend next years' TBLT conference; I feel my attendance was worthwhile.)

3. Conference organization (Please circle the number.)

	Not necessary			Very necessary
1. Abstract submission process	1	2	3	4
2. Pre-arrival information (e.g., accommodation and program info on web)	1	2	3	4
3. Pre-registration process	1	2	3	4
4. Conference registration fee	1	2	3	4
5. Arrival (e.g., Check-in procedure)	1	2	3	4
6. Program (e.g., Adequate choice in programming, scheduling)	1	2	3	4
7. Conference facility (e.g., Size of the facility)	1	2	3	4
8. Volunteers (e.g., Helpfulness and responsiveness of conference staff)	1	2	3	4
9. Technology (e.g., equipment)	1	2	3	4
10. Food (lunch, and catering services)	1	2	3	4
11. Break (coffee break)	1	2	3	4

4. Conference Programs (Please check ✓ the box.)
Scale: 1 = Not necessary at all; 2 = A little necessary; 3 = Somewhat necessary; 4 = Very necessary

	1	2	3	4
Content of each component of the program (plenary, colloquium, individual paper, poster, social)				
Format of the plenary session (debate format)				
Allocation of time (e.g., Was the length of time for each component of the program adequate?)				
Theme of the conference (e.g., The session topics were important and timely issues.)				

Watanabe, Y., Hill, Y., Ma, J. H., & Von Biedenfeld, A. K. (2007). 2007 Second International Conference on Task-Based Language Teaching: Conference evaluation report (NetWork #49) [PDF document]. Honolulu: University of Hawai'i, National Foreign Language Resource Center. http://nflrc.hawaii.edu/NetWorks/NW49.pdf [access: today's date].

5. Conference Outcomes (Please check ✓ the box.)

Scale: 1 = Not necessary at all; 2 = A little necessary; 3 = Somewhat necessary; 4 = Very necessary

	1	2	3	4
Facilitation of knowledge (e.g., The conference facilitated knowledge sharing among participants.)				
Networking (e.g., I found new contacts and opportunities for future collaboration.)				
Professional development (e.g., The conference was a valuable professional dvlpt experience.)				

6. Future Planning (Open-ended questions)

(Please indicate the degree of necessity to evaluate each item by checking ✓ the box.)

	Not at all	A little	Some-what	Very
Topics and activities that should be included in future conference.				
Areas of improvement needed for future conference planning.				
Components of the conference that don't require change (e.g., What did you like about this year's event that we should continue to do?)				
Scheduling and timing (e.g., Would you prefer to have the next conference during a particular time of year? If so, when? Should we consider holding a conference annually instead of biannually?)				

II. Please list any other components of the conference you would like to evaluate.

III. In the above survey, there were four types of survey scale formats. Which format do you recommend? If you have any other suggestions on the format, please let us know.

The four types of scale formats:

Type 1: Scale description + write a number in the bracket ( )

Type 2: Scale descriptions above the scale (only two ends of the extreme)+ circle a number of the scale

Type 3: Scale description + mark the box

Type 4: Scale description in the box + mark the box

IV. In the above survey, the evaluation team used a four-point likert scale (no center point) to force your choice between necessary and unnecessary. For the satisfaction-rating items in the conference evaluation form, how many scale points do you recommend? (Please choose one.)

( ) Four-point scale (forced) is most appropriate.

( ) Five-point scale (non-forced with mid-point) is most appropriate.

( ) Other (specify: _____)

V. Any other comments or suggestions?

Thank you so much for your input!
We will get back to you with a draft of the conference evaluation form, once we hear from you.
TBLT 2007 Conference Evaluation Team

Appendix B
Conference Evaluation Form

2nd International Conference on Task-based Language Teaching Evaluation Form

Complete and return this form to the registration desk to be entered in the BOOK GIVEAWAY!
The results will be used to plan the next TBLT conference. Mahalo for giving us your valuable feedback.

I. Participant Information *(Please circle the appropriate response and fill in the blanks with your information.)*

1. I am a [student / faculty / other _____]

2. My primary work setting is…
   [university or college / primary or secondary education (K-12) / private language program / other _____]

3. I found out about TBLT 2007 through…
   [conference website / email announcement / poster / colleagues / other _____]

4. I registered [early bird / pre-registration period (May 15th-July 15th) / regular or on-site]

5. I presented at TBLT 2007. [Yes / No]

6. I am planning to attend the next TBLT conference. [Yes / No / Not decided]

II. Conference Organization

Please rate the following features and provide comments *(Please check √ the box).*

	poor	fair	good	excel-lent	n/a		poor	fair	good	excel-lent	n/a
Conference publicity						Conference packet					
Availability of conference information						Schedule					
Abstract submission/review process						Boxed lunch					
Pre-registration process						Conference venue					
Check-in procedure						Technology support					
Comments											

III. Conference Events

Please rate each event you attended and provide comments *(Please check √ the box).*

Conference program	poor	fair	good	excel-lent	n/a	Comments
Plenary talks						
Point-counterpoint plenary format						
Colloquia						
Paper presentations						
Poster sessions						
Opening reception						
Waikiki Aquarium party						

Please turn to the other side and continue.

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2ⁿᵈ International Conference on Task-based Language Teaching Evaluation Form
Complete and return this form to the <u>registration desk</u> to be entered in the BOOK GIVEAWAY!
The results will be used to plan the next TBLT conference. Mahalo for giving us your valuable feedback.

IV. Future Planning of the Conference *(Please circle or √ the appropriate response and provide comments.)*

1. Would you prefer to have the next TBLT conference during a particular time of year? [Yes / It doesn't matter]
   If YES, when? [   ]

2. Do you prefer to have the conference annually or bi-annually? [annually / bi-annually]

3. Did you feel the registration fee was reasonable, compared to other major conference fees? [Yes / No]

4. What theme(s) and/or topic(s) would you like to see included in future TBLT conferences?

5. Please tell us how much of the following should be reflected in future TBLT conferences. *(Please check √ the box)*

	not at all	a little	some	a lot
Theory				
Practice				
Research				

6. What did you like about TBLT 2007 that should be continued?

7. What aspects of this TBLT conference should be changed for the next TBLT conference?

Thank you for your time and comments!

Appendix C
Tables of Results

Table C1.

Conference Organization (mean rank order)

Pre-conference and on-site organization	N	M	SD	Poor	Fair	Good	Excellent	N/A	Missing
Technology support	78	3.76	0.59	1 (1%)	2 (3%)	8 (10%)	52 (67%)	15 (19%)	1
Conference venue	77	3.71	0.49	0 (0%)	1 (1%)	19 (25%)	52 (68%)	5 (6%)	2
Conference packet	77	3.40	0.68	1 (1%)	5 (6%)	32 (42%)	37 (48%)	2 (3%)	2
Boxed Lunch	78	3.31	0.75	1 (1%)	4 (5%)	18 (23%)	19 (24%)	36 (46%)	1
Schedule	78	3.26	0.71	1 (1%)	9 (12%)	36 (46%)	31 (40%)	1 (1%)	1
Checking-in	79	3.72	0.48	0 (0%)	1 (1%)	19 (24%)	55 (70%)	4 (5%)	0
Abstract Submission	77	3.47	0.74	2 (3%)	2 (3%)	19 (25%)	32 (42%)	22 (29%)	2
Conference Information	77	3.47	0.66	0 (0%)	7 (9%)	26 (34%)	42 (55%)	2 (3%)	2
Registration	78	3.25	0.86	3 (4%)	9 (12%)	23 (29%)	32 (41%)	11 (14%)	1
Publicity	77	3.19	0.68	1 (1%)	8 (10%)	39 (51%)	24 (31%)	5 (6%)	2

Table C2.

Comments on Conference Organization

GENERAL ORGANIZATION
- Excellent organization!! Thanks!
- Congratulations! Great conference.
- Excellent.
- Generally all really really good.
- Thank you all for your effort.
- Very smooth, clear, functional.
- Everything was extremely well organized. Appreciated keeping to time + having break in between sessions to get to next one
- Very good. Quite a few late cancellations which was disappointing but not the fault of the organizers who did a great job.
- Great conference, very well organize & so friendly!
- Very well organized and well run, very cozy and interesting conference.
- Thank you to everyone involved for making TBLT 2007 a WONDERFUL experience!
- Well done overall. Good venue

- All in all, a bit THANK YOU to you all for a great job!
- Thanks for a wonderful conference.
- Thank you!

PRE-CONFERENCE INFORMATION
- Excellent pre-conference communication
- Some universities in Japan require a lot more information (we have to submit details of conferences to them) so if something can be posted for us to download something that looks "official", it will be easier for us to get our travel funds released.
- Hotel information and payment procedures leave a great deal to wish.

ACCOMODATION
- Ocean resort hotel: difficult to get answers to e-mail questions regarding reservation
- Furthermore, the hotel was slow to respond to any questions, on totally ignored some (like about the hairdryer that I asked about, no reply and I changed mine along [?]just in case.

LUNCH
- Boxed lunch selection -->more Asian -focused maybe? -->more water available less sugary drinks (lots of request for water) -->not enough cream at coffee time
- Boxed lunch was really terrible. Burritos were just…
- Making checks and faxing sheet is not this millennium.
- More fruit to boxed lunches, please!

ON-SITE INFORMATION
- Need more information about lack of on-campus facilities. Mismatch between name of Imin center and UH maps. Needed a large poster of day's schedule in check-in room.

CONFERENCE PACKET
- Conference packet should have note pad.
- Some loose leaf paper for taking notes would have been very helpful
- You might want to consider putting in some sheets of paper in the packet. We tend to forget things on the 1st day!
- For future conferences at UH: Information for attendees: Copying & printing, the ekomomai packet is great.

REGISTRATION
- Online payment [using?] credit card would have been more easy than the procedure that had to be followed now (bank/money order)
- Online registration would be very convenient
- Payment was difficult from Japan.
- No credit cards was inconvenient.

SCHEDULING
- Unfortunate that big names were scheduled during paper presentations.
- Some rooms were consistently over-populated, poster sessions could have been over 2days
- Schedule: Poor if your working M-F
- Lunch breaks too long, presentation times too short
- Making the transition between presentations in the schedule, by giving 5 min. perhaps, would have made presentation beginnings & endings smoother
- No breaks between sessions to change rooms is a mistake. At least 5 minutes to move around. People

were coming in after session has started, moving to the [?] few minutes.
- No time was provided in schedule for moving between rooms--give 5-10 min. Time keepers were erratic.
- Needed more time to change rooms between sessions
- 5 minutes between sessions is rushed
- Too many parallel sessions. Maybe 3 days would make it less tight. Too less time for discussion on plenaries.

SERVICE+ON-SITE HELP
- Bus service was inadequate- school buses cannot accommodate fully grown adults!
- Really helpful & kind staff

Table C3.

Conference Events (mean rank order)

Events	N	M	SD	Poor	Fair	Good	Excellent	N/A	Missing
Aquarium Party	78	3.64	0.56	0	2	14	34	28	7
				(0%)	(3%)	(18%)	(44%)	(36%)	
Opening Reception	77	3.57	0.56	0	2	25	40	10	1
				(0%)	(3%)	(32%)	(52%)	(13%)	
Plenary talks	70	3.54	0.54	0	1	28	38	3	2
				(0%)	(1%)	(40%)	(54%)	(4%)	
Paper Presentations	72	3.18	0.52	0	4	50	18	0	4
				(0%)	(6%)	(69%)	(25%)	(0%)	
Colloquia	75	3.05	0.78	0	12	18	14	31	7
				(0%)	(16%)	(24%)	(19%)	(41%)	
Poster Sessions	71	2.96	0.67	1	14	42	13	1	6
				(1%)	(20%)	(59%)	(18%)	(1%)	
Point-Counterpoint Plenary	73	2.91	0.92	5	17	26	21	4	3
				(7%)	(23%)	(36%)	(29%)	(5%)	

Table C4.

Comments on Conference Events

PLENARY
- Couldn't understand plenary
- I love ***'s plenary! I think the one plenary was too abstract as a topic. Would love to see them debate more. One plenary was really fast and incomprehensible!
- ***'s plenary: excellent, Point-counterpoint: poor (no presentation for practical impact, though interesting theory)
- [Point-counterpoint] format ok! Good, although it wasn't clear what last part (Q&A) is for. More time for Q&A would be more fruitful.
- Maybe the moderators could have done more to address this.
- Pt-counterpt was just so-so not enough debate really too much presentation
- Was not really point-counterpoint presentation following each other. Having them address specific differences would have been better
- *** is excellent; *** is good
- Liked the debate.
- The point-counter point question could have been pin pointed so that the 2 speakers can concentrate on

their disagreement they have expressed in the past, instead of reviewing a long list of literature. Too much information to follow on a power point.
- Shorter presentation in a [?] scheduled Q+A/panel format would have been better [?]
- One plenary was not accessible for those unfamiliar with the work; more time for audience questions needed.
- Well presented but too much theory. No tasks done.
- Rushed presentation made it very hard to follow.
- The presentation slides were so quick and it was hard to follow.
- Point-counterpoint plenary: due to time constraints.
- Pt counter is a great idea but they didn't really engage in the nitty gritty. I'd prefer a pre-arranged pt & then 5 min each w/o chance to rebut

COLLOQUIA
- [colloquia] could be shorter

PAPER PRESENTATIONS
Quality
- [Paper presentations] a lot of variety in quality, for content as well as for presentation technique
- Paper presentations: mixed.
- Some papers very good, many not.
- Long & Bygate should be made plenary.
- Paper presentations were much better than 2 years ago.
- Most I attended were weak. Some has little or nothing to do with TBLT.
- [Paper presentations:] averaging quality, majority good!
- Many presenters, including plenary presenters, just had too much information on their slides. While this isn't the fault or responsibility of the organizing committee, it did detract from the quality & value of many presentations
- Some speakers and paper presenters spoke too fast (and too low), I didn't see how some paper presentations were related to TBLT, everything seems to go under TBLT concept
- Some presentations not related to TBLT
- It was unfortunate that there were many presentations cancelled. Some presentations were either not related to TBLT at all or misunderstood what TBLT is.
- I was disappointed by some of the presentations, particularly when they have nothing to do with teaching

Time allocation
- Presentations sound very rushed. Question time was very limited
- 20 minutes is a bit too short; increase to 30 (or longer)?
- Paper presentations: Need longer than 30 minutes, handouts helpful
- Not enough time on paper sessions to discuss/ask suggestions of presenters but of course, selection is always a gamble.
- 20minutes short for presentation, can be longer?
- 20' session are too short. I would paper: 25' presentation + 15' Q+A + 5' to move to next paper/room
- The time of the presenter is kind of short & limit. But I know there are many presenters.

POSTER
- I recommend some posters to be switched to paper presentations. Some were good quality, compared to paper presentations!
- Poster sessions: need time when author was there.
- 2 of the poster session were outstanding one of which was from UH.
- Poster session was good. Many people attended and viewed the poster during lunch and coffee break.

- Some posters deserved to be turned into papers.

SOCIAL EVENTS
- Since it was an opening reception, maybe it would have been useful to be provided with a bit more info concerning conference, bus time, etc.
- Too much meat! Not enough veggies!
- Open reception's plate is a little small. Maybe one size bigger.
- Dinner was great.
- Adequate food

EXHIBIT
- Have a display of "real" TB textbooks.

Table C5.

Emphasis on Theory, Practice, and/or Research

	N	*M*	*SD*	Not at all	A little	Some	A lot
Theory	72	3.10	0.70	0 (0%)	14 (19%)	37 (51%)	21 (29%)
Research	72	3.40	0.69	1 (1%)	5 (7%)	30 (42%)	36 (50%)
Practice	72	3.65	0.53	0 (0%)	2 (3%)	21 (29%)	49 (68%)

Table C6.

Suggested Future Conference Themes/Topics

Categorization of suggested themes (Total 64)	Number of responses
Pedagogical application and teacher training	**22**
• Demonstration of or implication for pedagogical implementation/application of TBLT	18
• Suggestion for teacher workshop and forum for ordinary teachers	2
• Teacher training	2
Theory-oriented	**11**
• Connection with SLA, difference from CLT, different interpretation of TBLT	6
• Sociocultural approaches	4
• Task identity	1
Assessment	**7**
Learner related	**6**
• Learner affect (motivation and attitude)	4
• Learner choice-making	1
• Learner contribution to dynamics	1
Diverse educational settings	**6**
CALL and technology	**3**
Teaching techniques and strategies	**2**
Pronunciation and TBLT	**2**
Others	**5**
• TBLT in relation to school policies/philosophy	1
• Material development	1
• Needs analysis	1
• Effectiveness of TBLT	1
• Analyzing language in tasks	1

Table C7.

Conference Organization and Events that should be Continued

GENERAL ORGANIZATION
- Almost everything is great!
- Atmosphere
- [?] aspects of TBLT were great—excellent place, [?] (before and during) and nice people!
- I thought it was a well-organized event. Even the shuttle service was much better than during CALICO 2006 (even though it was provided by the same company).
- John Norris (seriously, everything was perfect!)
- Well-organized, nice atmosphere
- It was well organized and fun. Good energy.
- Very well organized
- Excellent organization and planning. Excellent events.
- Great organization/arrangements
- Very friendly and approachable staff
- The outline of the conference
- Strict time limits
- TBLT organizing committee-well done!!
- The informal atmosphere
- Well-functioning at-venue arrangement.
- Staff
- Thanks for the warm hosting!
- Generally speaking, nearly everything was well organized
- Good organization
- Good professional appearance/organization
- The friendly atmosphere.

THEME
- "Practice" but only if based on theory + research
- "Practice" with good data to document what was [?] & how [?] with outcome measures.
- Balance between theory/practice/research grouping of topics "geographic" balance of presenters.
- Nice balance of various presentations
- The balance between theory and practice
- Topic focus was good

EXHIBIT
- Historical book exhibit

PRE-CONFERENCE ORGANIZING
- E-mail reminders from the organizing community
- Very good information on website & email
- Very good info material

SCHEDULING
- Coffee break (2)
- Opportunities to interact with top names which is related to conference size
- The scheduling of an early every beginning

- Good schedule
- The long coffee breaks were great opportunities for interacting with colleagues and scholars.
- 1/2 hour breaks between sessions
- Provision of coffee was great
- Japan Room
- Breaks worked well (2)
- Themes in a particular room
- Lots of breaks to talk to people
- Time and space
- The punctuality of scheduling

LOCATION
- Hawaii
- Location in an interesting/a beautiful sight
- The lovely weather

VENUE
- Very accessible, manageable venue
- Good venue (2)

LUNCH
- Keep lunch

REGISTRATION
- Registration: Just a little bit expensive. You can reduce fee by not having a bag.

PLENARY
- Combination of great speakers (plenaries) and papers
- Opening plenary and reception. I like the plenaries a lot.
- Plenary selection and organization
- Good/excellent plenary speakers (4)
- Point-counterpoint plenary (3), but need more time for Q & A, presentation, less theory (3), with a more flexible dynamics (1)

COLLOQUIA
- Having colloquia each of them on a ? Theme was very interesting

POSTER SESSION
- Keep poster sessions (2)

PAPER PRESENTATIONS
- High quality of participants/presenters
- Some of the presentation covered enough in the 20 min slot so time should be given for short presentations.
- Very interesting talks
- Very good grouping of papers by similar topic.
- Presentation timing was good.
- The presentation on pedagogy, the incorporation of technology in TBLT
- High quality of papers
- A variety of presentation sessions

- Good variety of sessions held at the same time

SOCIAL EVENTS
- Quality of social events
- Plenty of opportunities for socializing
- Get togethers, parties, tours
- The opening reception and aquarium was great.
- Waikiki aquarium party (2)
- The reception (I like the food & welcoming atmosphere),
- Reception, party, etc.

DIVERSITY & COLLEGIALITY
- Feeling that more people around the world are actually talking the same things
- Meeting TBLT folk from other countries. Seeing how other countries use TBLT theories.
- Presence of top names in the field
- The wide range of international presenters.
- Great participants with a lot of experience and knowledge
- Collegial spirit
- Variety of countries represented
- It's a truly international conference, not tied to any one country. This is a big bonus to me.

Table C8.

Suggested Change for Future Conference Organizing

REGISTRATION
- Modern modes of submitting registration and payments.
- Cheaper

CONFERNCE THEME
- It should include research on sociocultural theory perspective on TBI and its SLA perspective
- Limit themes for conference (2)

SCHDULING
- Less presentations slot per day so more time between talks
- 3 days?, longer time for questions, colloquia at the same time rather than at the same time with papers
- 30 minutes is too short for presentation, workshops!
- 30 minutes too short for presentations
- However, some presentations could have been better if the presenters had more time. Maybe combination of short (20min), medium (40min), long (50-60min) time slots?
- Clear 5 min breaks between presentations would be nice
- Having more time for questions with presenters at the end of sessions especially the largely attended ones in the Keoni room
- Perhaps some more downtime included so that the surrounding area (for example, the campus) could be explored.
- More time
- The only one aspect I would like to mention is the time of this conference. Maybe summer vacation is good.
- Question/discussion sessions after the presentation could +2min be longer and movement times shorter -2mit.
- Sessions, if possible, should be longer. 20 min presentation & 5 for questions was too brief for most presenters.

- Some papers still do not relate to TBLT
- Some talks were rather weak (methodology, organization, presentation, etc.)
- Take a tone that research isn't separate from teaching?
- The attempt to focus on TBLT. Keep trying.
- The 'specialty' presentations.
- There could be more time for questions after paper presentations
- Time between sessions
- Time for each presentation. It's too short, so presenter speak very fast to finish his/her talk
- Maybe 5-6 parallel sessions rather than 3-4
- Timing between talks might be longer. Discussion/question times might be extended. Presenters might be allowed 30-40 minutes for detail empirical work to be presented. Perhaps an extra day could be added to allow this.

PRESENTATION QUALITY
- Some type of handout, or reference to website, if want to save paper.
- All presenters should make their PP- presentations available as handouts
- Finding ways to avoid presentations that are not about TBLT at all
- More handouts! Most sessions didn't offer any. Those who did had too few. Ask people not to read from their powerpoint.
- Fewer long papers of better quality
- If the organizers were able to somehow detect non-TBLT related abstract (longer abstract?), that would be great.
- It would be good if in future there would be more requirements for the abstracts. Some of the paper presentations were not to the point or the same as TBLT 2005
- More attention for real practice. There is very much focus on research, which is not easily adapted to practice; a better description of what is a task. A lot of research is done with results of "activities" or "exercise". Proposals should be judged by that (if possible); papers are short. Presenters react to that by speaking doble as fast as usual. It should be better if they adapt their presentation to the time and really present (not only powerpoints, sometimes hands-on activities, discussions. In any case: elaborate presentations; less and qualitative improved papers of 3/4 hour

PLENARY
- Plenary sessions should be a time during which the most 'prominent' members of the academic community educate, update and inspire their colleagues. They should be something FOR the audience. Make presentations more pedagogic!! (And keep them as simple as possible.)
- More plenaries
- Do not allow plenary speakers to read off their slides which are crammed with text
- The point counterpoint plenary session was too short and the presenters had to hurry through 15 minutes of presentation time allotted. It would be good to have more time for this.

NEW EVENTS & OPPORTUNITIES
- Small group work or other activity to ensure that people get to know each other and familiar research interest [find?] each other (e.g. the great experts could lead discussion on their major interset in a couple of small-group session that could be less controlled than current paper sessions...)
- An "opportunity to button hole the speaker" session at the end of the day would be good
- Add a couple of practical workshops implementing TBLT for teachers to gain actual experience.
- How about some discussion sessions organized for participant discussion. Provide 'forums' on topics where any one can share info or discuss issues.
- It would be nice to have a more low-stake TBLT research, pedagogy, and theory round-table (or dicussion rooms). For this, maybe solicit moderators for different themes and have participants discuss and exchange ideas on a focused topic. It will also be nice to discuss future TBLT agenda in each discussion room. Then, what have been discussed can inform/feed into future conference themes.
- There should be an opportunity to purchase texts.

- Some attention could be paid at future conference on getting mixed across well-established communities and nationalities. How about a social grouping task at one of the big gatherings?

ACCOMODATION & TRANSPORTATION
- Average of accomodation options--in other words, at least one better quality hotel (USD 125-225); 3 If hotel/venue are at a distance again, more transpotations (or more infor on transportation, eg bus schedule + routs)
- Buses! We were told there would be 2 buses in the morning (7:45, 8:00), but it turned out that there was only 1 bus at 8:00. Most people were waiting for over 20 minutes in the hotel lobby.
- Flexible exchange of information with the hotel.

VENUE
- Nothing significant. Minor tweaks here and there such as a little more planning re issues like seating capacity in some of the venues/rooms.
- Bigger rooms- I had to fight for seats in Kaniala & Taguro
- Make the poster presentation session time with authors presence to be noted in the schedule.

Appendix D

Some Journals and Listserves for Conference Publicity

- *Asian countries*
    - Asia TEFL journal (http://new.asiatefl.org/journal/journal1.html)
    - Asian EFL Journal (http://www.asian-efl-journal.com/)
- RELC journal: http://rel.sagepub.com/
- Foreign Language Teaching Forum (http://www.cortland.edu/flteach/)
- *Japan/Japanese language*
    - JALT Journal (http://www.jalt-publications.org/jj/)
    - The Language Teacher (http://www.jalt-publications.org/tlt/)
    - Japan Society for Language Sciences (JSLS-ML@cyber.sist.chukyo-u.ac.jp)
    - CALPS email list (calps@yahoogroups.jp)
    - JASLA (L2 Japanese research): http://jsl.li.ocha.ac.jp/jasla/ , jasla@yahoogroups.jp
    - J-SLA: http://www.j-sla.org/
- *Korea/Korean language*
    - KATE forum (http://www.kate.or.kr/Contents/Publications/forum.asp)
    - English Teaching (http://www.kate.or.kr/Contents/Publications/Article/list.asp)
- *China/Chinese language*
    - Journal of the Chinese Language Teachers Association (http://clta-us.org/)
    - English Teachers' Association of the Republic of China
    (http://www.eta.org.tw/en/index.asp)
- *Taiwan*
    - English Teaching & Learning (ETL) (http://www.eng.ntnu.edu.tw/etl/eng/eng-1.htm)
    - Taiwan Journal of Linguistics (http://ling.nccu.edu.tw/RedBug/tjl/RB_tjl.htm)
- *Affiliates of International Association of Applied Linguistics from 35 countries*
    http://www.aila.info/members/affiliates/index.htm#ES
- *Europe*
    - Euro SLA: http://www.swan.ac.uk/cals/eurosla/subs.htm (contact: p.m.meara@swan.ac.uk)
- *International*
    TESOL: http://www.tesol.org/s_tesol/index.asp (service@tesol.org)