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| <b>FIPLV WORLD CONGRESS 2006</b><br><b>Göteborg, Sweden</b> |
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**PRESENTERS:**

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**TITLE:**

**Authentic tasks, collaboration, and technology: A perfect recipe for teaching contemporary target culture.**

**ABSTRACT:**

This presentation explores the nature, purpose, and use of authentic tasks as opposed to pedagogical tasks in second/foreign language learning and teaching. Authentic tasks selection process, appropriate sequencing, challenging complexity, underlying interconnectedness, and engaging interdisciplinary nature are examined in the context of teaching contemporary target culture. Meaningful and relevant integration of educational technologies (WWW, Dreamweaver, HyperStudio, PowerPoint, Inspiration, etc.), all four language skills, and authentic resources in accomplishing these tasks as well as use of on-going authentic assessment in evaluating their success are highlighted. Insights from recent research, classroom applications and implementations as well as adaptability to different second/foreign language contexts, age-levels, learning styles, and abilities are shared. Overall, the session addresses the principles of task-based (Laufer & Hulstijn, 2001) and collaborative language teaching, the role of contextualized input and output (Long, 1981; Ellis, 1994), and the use of authentic assessment and standards (Shrum & Glisan, 2005) in computer-mediated and internet-based second/foreign language classroom activities.