

# CONTENTS

<i>Illustrations</i>	<i>ix</i>
<i>Acknowledgements</i>	<i>xii</i>
1 The Road to This Book	1
<b>PART I</b>	
<b>Theory</b>	<b>7</b>
2 A Framework for the Implementation of Task-Based Instruction	13
3 Modelling Second Language Performance: Integrating Complexity, Accuracy, Fluency, and Lexis	35
4 Limited Attention Capacity and Cognition: Two Hypotheses Regarding Second Language Performance on Tasks	55
5 Reflections on Part I, Theory	83
<b>PART II</b>	
<b>Empirical Work</b>	<b>125</b>
6 The Influence of Planning and Task Type on Second Language Performance	129

viii Contents

7	Self-Reported Planning Behaviour and Second Language Performance in Narrative Retelling	154
8	Lexical Performance by Native and Non-Native Speakers on Language-Learning Tasks	189
9	Reflections on Planning	206
10	Empirical Work With Tasks	233
<b>PART III</b>		
<b>Testing and Assessment</b>		<b>253</b>
11	Tasks and Language Performance Assessment	257
12	Models of Speaking and the Assessment of Second Language Proficiency	275
13	Reflections on Assessment	286
	<i>References</i>	317
	<i>Index</i>	333