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
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**PUBLICATION TYPE:** Journal

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**Author:** [Kim, YouJin](#), [Plonsky, Luke](#)

**Source:** Annual review of applied linguistics, Vol. 36, pages 97 - 97

**ISSN:** 14716356

**DOI:** [10.1017/S0267190516000015](https://doi.org/10.1017/S0267190516000015)

**Publisher:** CAMBRIDGE UNIVERSITY PRESS; AMERICAN INSTITUTE OF PHYSICS.

**Language:** English

**Abstract:** Tasks are frequently used to elicit learner language in second language (L2) research. The purposes for doing so, however, vary widely, covering a range of theoretical models, designs, and analyses. For example, task-based researchers have examined a range of linguistic and interactional features (e.g., accuracy, language-related episodes) that are found in learner production and that vary as a function of task conditions (e.g., +/- complex), modes (oral, written, computer-mediated), and settings (second vs. foreign language). This article presents a synthesis of substantive interests and methodological practices in this area.

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