

SPAN 260: TASK-BASED LANGUAGE TEACHING

Fall 2024

Professor: Julio Torres, PhD, torresju@uci.edu

Course Time & Location: Mondays, 4:00-6:50, HH 344

Office Hours: By appointment in person or on zoom

Course Description: Task-based Language Teaching or TBLT is a research-based framework for the theory and practice of teaching second, foreign, and heritage languages based on the notion of *tasks*. In TBLT, tasks (and not linguistic structures) are the main unit to identify students' learning needs and goals, to design pedagogical materials, and to assess learning outcomes. The implementation of TBLT can be strong, supported, or localized. In this course, we will apply a strong version of TBLT to the design of *Spanish for the professions* courses – e.g., *Spanish for healthcare*, *Spanish for business*. The course will provide an overview of TBLT principles for course design, ranging from conducting a needs analysis to assessment. Students will collaborate to begin designing an asynchronous task-based course on *Spanish for Healthcare* for undergraduate students at UCI. Please note that this course counts toward the CELT certificate.



Course Objectives:

1. Identify the main components of a *strong* version of TBLT to design a task-based syllabus for the teaching of Spanish for the professions.
2. Summarize and critique primary and secondary scholarly articles that address TBLT components, including characterizing tasks, conducting and utilizing a needs analysis to derive tasks, TBLT methodology, tasks conditions & task features, technology-mediated TBLT, and the effectiveness of TBLT.
3. Design a plan and data collection instruments as well as collect pilot data for a needs analysis for an asynchronous task-based course on *Spanish for Healthcare* for undergraduate students at UCI.

Course Materials: Please note that all course materials (e.g., readings) will be available on Canvas. Below are some useful resources.

Bibliography of Readings:

Baralt, M. (2013). The impact of cognitive complexity on feedback efficacy during online versus face-to-face interactive tasks. *Studies in Second Language Acquisition*, 35(4), 689–725.

Branden, K. V. den. (2006). Introduction: Task-based language teaching in a nutshell. *Task-Based Language Education*, 1–16.

Bryfonski, L., & McKay, T. H. (2019). TBLT implementation and evaluation: A meta-analysis. *Language Teaching Research*, 23(5), 603–632.

Camus, P., & Advani, M. (2021). Preparing for study abroad: A task-based needs analysis. *Hispania*, 104(3), 375–394.

Ellis, R. (2021). Options in a task-based language-teaching curriculum: An educational perspective. *TASK*, 1(1), 11–46.

Gilbert, R., & Malicka, A. (2021). From needs analysis to task selection, design, and sequencing. In M. H. Long & M. J. Ahmadian (Eds.), *The Cambridge Handbook of Task-Based Language Teaching* (pp. 226–249). Cambridge University Press.

González-Lloret, M., & Ortega, L. (2014). Chapter 1. Towards technology-mediated TBLT: An introduction. In *Technology-mediated TBLT* (pp. 1–22). John Benjamins.

Gurzynski-Weiss et al. (2024). Task-based elementary Spanish in rural Indiana: A practice-based collaboration. *Studies in Second Language Learning and Teaching*, 14(1), 121–147.

Kim, Y., & Tracy-Ventura, N. (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction? *System*, 41(3), 829–840.

Long, M. H. (2021). The I in tblt: Analyzing target discourse. In M. H. Long & M. J. Ahmadian (Eds.), *The Cambridge Handbook of Task-Based Language Teaching* (pp. 151–172). Cambridge University Press.

Malicka, A., Gilbert Guerrero, R., & Norris, J. M. (2019). From needs analysis to task design: Insights from an English for specific purposes context. *Language Teaching Research*, 23(1), 78–106.

Martínez, G. (2015). Spanish in the Health Professions. In M. Lacorte (Ed.), *The Routledge Handbook for Hispanic Applied Linguistics, 1st edition* (pp. 420-437). New York: Routledge Press.

Robinson, P. (2021). The cognition hypothesis, the triadic componential framework and the ssarc model: An instructional design theory of pedagogic task sequencing. In M. H. Long & M. J. Ahmadian (Eds.), *The Cambridge Handbook of Task-Based Language Teaching* (pp. 205–225). Cambridge University Press.

Sağdıç, A., & Reagan, D. (2021). “I have a question”: A corpus-based analysis of target discourse in office-hour interactions. In M. H. Long & M. J. Ahmadian (Eds.), *The Cambridge Handbook of Task-Based Language Teaching* (pp. 188–202). Cambridge University Press.

Sasayama, S. (2021). Why task? Task as a unit of analysis for language education. In M. H. Long & M. J. Ahmadian (Eds.), *The Cambridge Handbook of Task-Based Language Teaching* (pp. 55–72). Cambridge University Press.

Serafini, E. J. (2022). Adapting and advancing task-based needs analysis methodology across diverse language learning contexts. In Ahmadian, M. J., & Long, M. H. (Eds.), *The Cambridge handbook of task-based language teaching*, 73-98. Cambridge: Cambridge University Press.

Serafini, E. J., & Torres, J. (2015). The utility of needs analysis for nondomain expert instructors in designing task-based spanish for the professions curricula. *Foreign Language Annals*, 48(3), 447–472.

Skehan, P. (2016). Tasks versus conditions: Two perspectives on task research and their implications for pedagogy. *Annual Review of Applied Linguistics*, 36, 34–49.

Torres, J. (under review). Spanish Second Language Acquisition. In M. Lacorte (Ed.), *The Routledge Handbook for Hispanic Applied Linguistics, 2nd edition*. New York: Routledge Press.

Torres, J., & Baralt, M. (2022). El enfoque por tareas en el aprendizaje del español como lengua de herencia. In D. Pascual y Cabo & J. Torres (Eds.), *Aproximaciones al estudio del español como lengua de herencia*, pp. 81-96. New York: Routledge Press.

Torres, J., & Serafini, E. J. (2016). Microevaluating learners’ task-specific motivation in a task-based business spanish course. *Hispania*, 99(2), 289–304.

Torres, J., & Yanguas, Í. (2021). Levels of engagement in task-based synchronous computer mediated interaction. *Canadian Journal of Applied Linguistics / Revue Canadienne de Linguistique Appliquée*, 24(2), 234–259.

Ziegler, N. (2018). *Pre-task planning in L2 text-chat: Examining learners' process and performance*. <http://hdl.handle.net/10125/44664>

Resources:

1. International Association for Task-based Language Teaching
<https://www.iatblt.org/>
2. TBLT Language Learning Task Bank
<https://tblt.indiana.edu/>
3. IRIS Digital Repository of Data Collection Instruments
<https://www.iris-database.org/>

Course Components:

1. **Summary/Critique/Questions of Readings on Canvas:** Students will be assigned a number of articles/readings to complete before class. **Before each class, by 3:00 p.m. on Mondays**, students must submit on Canvas a **200-word summary** summarizing *all* the readings, a brief **100-word** critique of one or two aspects of the reading(s) (this can be positive or constructive criticism of the articles/readings), **question(s) for clarification** (optional) and **question(s) for class discussion**. Please note that you can respond in English, Spanish, or a mix of both. (35% of final grade)

On Canvas, make sure to organize your responses as follows:

1. 200 word-summary:
2. 100-word critique:
3. Questions for clarification: [if there are any]
4. Questions for class discussion:

GRADING:

100: Submitted *all* responses for the readings & responses were aligned with the reading(s) as well as thorough and well-articulated.

85: Submitted *all* responses for the readings & responses were aligned with the reading(s) but lacked substance/effort.

65: Submitted *one or two* responses for the readings and/or responses were not aligned with the reading(s) nor addressed in any satisfactory way.

0: Did not submit any responses.

2. **Class Participation:** Students are expected to attend and arrive to class **on time** and engage with fellow classmates and the professor on the course material. Students will be evaluated on participation on **week 5** and **week 10** of the quarter. During week 5, students will submit a self-reflection of their participation. (25% of final grade)

GRADING:

100: Attended and arrived to class **on time** and **actively, consistently** contributed to, and listened to class discussions.

85: Attended and arrived to class **on time** and contributed to, and listened to class discussions.

65: Missed classes and/or arrived to class without proper justification/documentation as well as **rarely** contributed to/listened to class discussions.

3. **Group Task: Needs Analysis for Spanish for Healthcare at UCI:** Students will collaborate on teams to: (1) design a detailed plan to conduct a rigorous needs analysis that includes a plan for collecting language samples that is justified on the recommendations of the TBLT scholarly literature; (2) design the data collection instruments/surveys/language tasks; (3) collect pilot data from 3 to 4 participants to test the instruments/surveys/language tasks; (4) present to the class the plan, data collection instruments/surveys/language tasks, and the findings from the pilot data. Please note that more information and grading criteria are available on Canvas. (40% of final grade)

COURSE PROGRAM

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
Sept. 30 th	Introduction to the course; Spanish Second Language Acquisition; Spanish for Healthcare Professions	Torres (under review); Martínez (2015)
Oct. 7 th	TBLT curriculum; Why tasks?; Definitions & characterizations of tasks; TBLT Language Learning Task Bank	Ellis (2021); Sasayama (2021); Van den Branden (2006)
Oct. 14 th	Conducting a task-based needs analysis to derive tasks	Serafini (2021); Serafini & Torres (2015); Camus & Advani (2021)
Oct. 21 st	From Task-based Needs Analysis to the design of tasks	Gilabert & Malicka (2021); Malicka et al. (2019)
Oct. 28 th	The L(anguage) in TBLT; Analyzing target discourse Participation Grade #1	Long (2021); Sagdic & Reagan (2021)
Nov. 4 th	Task-based Methodology; task planning; task repetition	Torres & Baralt (2022); Ziegler (2018); Kim & Tracy-Ventura (2013)
Nov. 11 th	<i>Holiday --- Veteran's Day</i>	
Nov. 18 th	Task complexity/features & task conditions	Robinson (2021); Skehan (2016); Baralt (2013)
Nov. 25 th	Technology-mediated TBLT	González-Lloret & Ortega (2014); Torres & Yanguas (2021);
Dec. 2 nd	Effectiveness of TBLT Presentations of Group Tasks Participation Grade #2	Bryfonski & McKay (2019); Torres & Serafini (2016); Gurzynski-Weiss et al. (2024)
Dec. 9 th	Group Tasks are due	