

Task-Based Syllabi for the Advanced Language Learner

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Timeline Overview

- Workshop framing – definitions, etc.
- Task based projects and assessment
 - Business proposal project
 - RWR, LS
 - Audience hands-on
 - Audit class project
 - LS, RWR
 - Audience hands-on
 - Globalization project
 - RWR, LS
 - Audience hands-on
- Summary
- (Questions and answers)

Framing the Workshop

- Task definition
 - Primary focus on meaning
 - Systematically sequenced/scaffolded activities
- Project definition
 - “Extended tasks, which ...integrate language skills” (Hedge, 2000, p. 362)
 - Outcome for an authentic audience
- Targeted learning population
 - Advanced learners, academic context
 - Balanced bilingual selves
- “Task or exercise” warm-up

Business Proposal Project (1)

- Overview of tasks
 - Ss read text on *web design elements*
 - Ss examine program website
 - Ss select aspects of website to be improved (based on web design elements)
 - Ss research web design and specific design elements
 - **RWR** - Ss (in teams) write proposal to Program Administration on enhancement of website
 - **LS** - Ss (whole class) pitch proposal aspects to Program Administration

Business Proposal Project (2)

- RWR project tasks
 - Planning – brainstorm on web elements that need improvement on program website
 - Prioritizing/organizing – select three web design elements and website location
 - Locating relevant outside sources and specific source
 - Reviewing/understanding proposal purpose and format
 - Outlining and writing first draft (in teams)
 - Completing self-evaluation; peer review
 - Revising, editing, and submitting final draft to Program Administrators

Business Proposal Project (3)

- LS project tasks
 - Prioritizing/organizing – select web elements to pitch (in pairs)
 - Locating outside web examples and specific sources
 - Reviewing/understanding business pitch purpose and format
 - Outlining and peer practice
 - Revising and pitching final presentation to Program Administrators

Business Proposal Project (4)

<u>Application to a new content</u>	RWR Component	LS Component
<i>Possible text/audio prompt</i>	Article from <i>Consumer Reports</i>	Advertisements for computer products
<i>Genre</i>	Feasibility report	Staff briefing
<i>Content</i>	Purchase of new computers	
<i>Audience</i>	Lab Coordinators	
<i>Proficiency level considerations</i>	Task sequencing / scaffolding, time allotted, linguistic complexity, integration of focus on form, etc.	

Audit Class Project (1)

- Overview of tasks
 - Ss participate in audit class for 8 weeks
 - Ss complete reflection portfolio over 8 weeks
 - Ss read text “US Classroom Culture” (NAFSA publication) and “Class Wars” (newspaper)
 - **RWR** – Ss (in teams) prepare newsletter edition for program participants
 - **LS** - Ss (whole class) conduct panel discussion on audit class experience for program participants

Audit Class Project (2)

- LS project tasks
 - Participating in an audit course
 - Completing 10 reflection portfolio tasks
 - Observational (student and teacher interactions)
 - Investigative (student and teacher interviews)
 - Informational (assignments and note-taking)
 - Synthesis activity
 - Reviewing/understanding panel presentation purpose and format
 - Outlining and class practice
 - Conducting panel presentation for program participants

Audit Class Project (3)

- RWR project tasks
 - Locating outside sources
 - Conducting and synthesizing (preparing, organizing) information from classmate survey
 - Outlining and writing newsletter section first draft (in pairs)
 - Completing self-evaluation; peer review
 - Revising, editing, preparing final draft
 - Formatting – pictures, layout, font, etc.
 - Distributing to program participants before panel presentation

Audit Class Project (4)

<u>Application to a new content</u>	RWR Component	LS Component
<i>Possible text/audio prompt</i>	Article from NGO website	Guest lecture from campus /community organization
<i>Genre</i>	Informative brochure	Information booths
<i>Content</i>	Community service / volunteering	
<i>Audience</i>	Program / campus fair	
<i>Proficiency level considerations</i>	Task sequencing / scaffolding, time allotted, linguistic complexity, integration of focus on form, etc.	

Globalization Project (1)

• RWR Overview of tasks

- Ss read Garrett Hardin's "Lifeboat Ethics" (1974)
 - *About the relationship between poverty, overpopulation, environment*
- Ss complete reading activities
- Ss discuss personal reactions and list points of agreement/ disagreement
- Ss conduct background research and select point of view: mainly agree/disagree
- Ss locate more specific sources
- Ss write critical review

• LS Overview of tasks

- Ss listen to "Eight Questions about Globalization" (2002)
 - *e.g., What is it? Who benefits and who loses? What challenges does it face?*
- Ss complete listening activities
- Ss brainstorm and select globalization topic and countries of focus
- Ss conduct background research and select presentation framework
- Ss complete outline and visual aid software
- Ss conduct symposium

Globalization Project (2)

- RWR project tasks
 - Planning – listing points of agree/disagreement
 - Locating specific sources and focused note-taking
 - Summarizing Hardin article
 - Outlining and writing first draft (individually)
 - Completing self-evaluation; peer review
 - Revising, editing, preparing final draft for review by other advanced class/es in program

Globalization Project (3)

- LS project tasks
 - Planning – brainstorm and select globalization topic and countries of focus
 - Locating specific sources and note-taking
 - Reviewing/understanding academic presentation purpose and format
 - Completing outline; preparing visual aid
 - Completing self evaluation; peer practice
 - Conducting symposium for other advanced class/es in program

Globalization Project (4)

<u>Application to a new content</u>	RWR Component	LS Component
<i>Possible text/audio prompt</i>	Article from <i>Time/Newsweek</i> on "Octo-Mom"	TV talk show
<i>Genre</i>	Persuasive / argumentative essay	Mini lecture
<i>Content</i>	In-vitro fertilization	
<i>Audience</i>	Other classes in program	
<i>Proficiency level considerations</i>	Task sequencing / scaffolding, time allotted, linguistic complexity, integration of focus on form, etc.	

Summary Grid

	RWR Component	LS Component
<i>Audience: Business Proposal Project</i>	Narrow – Program Administrators	Narrow – Program Administrators
<i>Audience: Audit Class Project</i>	Broad – Program participants (students, teachers, administrators)	Broad – Program participants (students, teachers, administrators)
<i>Audience: Globalization Project</i>	Specific – Advanced level students, teacher	Broad – Program participants (students, teachers, administrators)
<i>Writing / Presentation Format: Business Proposal Project</i>	Groups of 3 – each student writes 1 main section, students collaborate on introduction/conclusion	Group presentations, students take turns in sequence, 3-5 minutes each
<i>Writing / Presentation Format: Audit Class Project</i>	Students write subparts/paragraphs in pairs, collaborate on overall layout as class	Panel presentation – students take turns back and forth, 40 minutes
<i>Writing / Presentation Format: Globalization Project</i>	Individual research papers, 10+pages	Individual presentation, 15 minutes

Project Sources and References

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