

HISP-S716: SEMINAR IN SECOND LANGUAGE ACQUISITION  
**TASK-BASED LANGUAGE TEACHING AND LEARNING**

DEPARTMENT OF SPANISH & PORTUGUESE  
INDIANA UNIVERSITY

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Thursdays 4:00p - 6:30p  
Lindley 019

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Office hours: Tuesdays 12:15p - 2:15p and by appointment

**COURSE DESCRIPTION**

This seminar explores core principles and research motivating the educational framework of task-based language teaching and learning (TBLT). The course begins with historical and theoretical overviews of TBLT, examining traditions within and beyond the field of applied linguistics. Key components of TBLT programs will be subsequently examined in detail, including needs analysis; task, syllabus, and curriculum design; as well as sequencing tasks according to cognitive demands placed on learners. Cognitive-interactionist frameworks for researching tasks in relation to language learning—to include foci on fluency, accuracy, complexity, and attention to form—will be explored, as will criteria for evaluating the efficacy of task-based materials for language classrooms, and challenges with translating TBLT research findings into pedagogical contexts.

Students will engage in instructor- and student-led critical discussions of TBLT theory, research and education design, and will complete task-based applications, including a robust needs analysis for the basic Spanish language program at their home university. For the final project, students may either: (1) create and pilot theoretically and research-motivated materials that address the needs and logistical requirements identified in the IUB needs analysis; or (2) design and execute an original TBLT research project in an experimental or classroom context. These final projects will be presented in a colloquium, open to the university and the area community. Students will be encouraged to submit the course-required abstract to the next biennial conference on TBLT, to be held in Leuven, Belgium, in 2015.

Prerequisites: HISP-S515 or equivalent and permission from the professor.

**OBJECTIVES**

At the end of this seminar students will be able to (a) articulate theoretical underpinnings and core principles of TBLT; (b) design, sequence and evaluate tasks and task outcomes within specific frameworks; (c) discuss/critique empirical studies on TBLT and evaluate potential links between research and TBLT implementation; (d) design, conduct and evaluate needs analyses and original empirical research contributing to the larger TBLT community; and (e) be able to accurately discuss these complex topics fluently in both English and Spanish.

**TEXTS AND READINGS**

Van den Branden, K., Bygate, M., & Norris, J.M. (2009). *Task-based language teaching: A reader*. Amsterdam: John Benajmins.

Additional required readings will be available on OnCourse, Resources. On the syllabus, readings marked with an asterisk\* will be the focus of student-led discussions. Readings in *italics* are optional.

## **COURSE ORGANIZATION**

The first half of the seminar will focus on the principles of TBLT, to include: the educational and historical framework of TBLT, task operationalizations, design, and sequencing; why and how to conduct a needs analysis; and examinations of task-based methodology, syllabus and curriculum design. This first half will primarily focus on the educational underpinnings of TBLT. The second half of the seminar will focus more on eliciting and evaluating task outcomes: measures of learners' language production within tasks—fluency, accuracy and complexity—as well as their cognitive engagement and attention to form during task completion, and how this relates to SLA. The second part of the course will focus on empirically testing TBLT ideas in research contexts, and how to evaluate task outcomes in experimental and classroom contexts as well as on a larger curricular scale within a needs analysis.

As a graduate-level seminar, superior preparation and participation is expected and will be enthusiastically encouraged in all aspects of the course. Additionally, given the advanced nature of the course and the prerequisites, a certain level of knowledge is presupposed. Should you find yourself rusty on a particular topic, it is your responsibility to refresh the relevant knowledge.

## **COMPONENTS AND EVALUATION**

The following section contains brief explanations of each course component; more detail will be supplied in class and on our OnCourse site in the Assignments folder. Important: As soon as you open a document for this class, please save it as LastName-Assignment-S716-2014.doc (or .docx). Please single-space each document, use 1" margins, either Times New Roman or Cambria font, and ensure your name is in the header within the document. All assignments should follow APA format and page limits and be turned in via Assignments on OnCourse.

Assignments may be written in academic English or Spanish, per your preference and future plans with this topic. Class discussions will be conducted in Spanish to facilitate bilingual fluency with these research topics and maximize opportunities for your future use of TBLT.

### **1) ACTIVE PARTICIPATION AND PREPARATION (10%)**

You are expected to critically read all assigned readings before each class, be fully prepared for class discussion, attend all class meetings, and bring a copy of the day's readings to class—electronic copies are fine. Late arrival, non-academic use of cell phones or any other electronic devices, or any other instance of unprofessional behavior will affect your grade. Please discuss with me in advance any problems with class preparation or attendance that you encounter during the semester. Only in extreme circumstances will extensions or make-ups be granted.

The policy of the Dean of Faculties on Religious Observances states that you must submit a Request for Accommodation to me by the end of the second week of the semester.

### **2) TBLT BIBLIOGRAPHY AND BILINGUAL GLOSSARY OF TERMS**

You will find two WIKIS on our OnCourse site: one for a TBLT bibliography (to be organized per class-initiated categories), and one for a Spanish-English glossary of TBLT terms. There are plans for the creation of a worldwide, open access TBLT course website. I believe these two components, particularly the latter, would be a useful contribution to this communal cause. You are required to contribute to these two aspects for the task-based facilitation of reading (see below), but are encouraged to add to these wikis throughout the semester.

### **3) TASK-BASED FACILITATION OF READING (15%)**

Each student will facilitate an interactive task-based discussion and application of one reading during the semester. These readings are denoted with an asterisk\* on the syllabus. For this facilitation you are required to (a) create, post and email the class (tblt@oncourse.iu.edu) with five guiding questions by the Monday evening the week the article appears on the syllabus; (b) add to the bibliography and glossary of terms that relate to the reading (also by Monday evening the week of the discussion); and (c) lead a thoughtful, challenging and interactive task-based presentation in class; the in-class portion should last between 30-45 minutes. Should you wish to discuss your ideas, please bring specific questions to office hours.

### **4) NEEDS ANALYSIS (15%)**

You will be conducting a needs analysis in groups for one of the levels of the basic language program (first-semester, second-semester, third-semester, or fourth-semester Spanish). Your group will be responsible for the needs analysis plan, collection, and interpretation of appropriate data. Before the plan is implemented, it must be discussed with me in office hours. The needs analysis results will be presented in class mid-way through the semester and turned in via OnCourse, Assignments. Only one write-up per team needs to be submitted; this should be accompanied by a one-half to one-page summary of the division of labor for the needs analysis.

### **5) TASKS (15%)**

Three short tasks will be completed individually during the semester. The goal of these tasks is to provide an opportunity to demonstrate individual mastery of key concepts and receive feedback before building upon these concepts in larger projects—namely, the needs analysis and final project. Detailed information on each task will be posted on OnCourse, Assignments, where you will also turn in each task. Please follow the guidelines on the previous page of the syllabus regarding saving and formatting the documents.

- (a) *Task 1.* Design of a language learning task, to include learner production outcomes and a plan for evaluation of the task outcomes
- (b) *Task 2.* Evaluation of an existing needs analysis
- (c) *Task 3.* Analysis of task-based data

### **5) FINAL PROJECT (35%)**

The final project is due Monday, May 5<sup>th</sup>, by noon in Assignments on OnCourse (LastName-FinalProject-S716-2014.doc or .docx). If working in pairs or groups, only one copy of each paper need be submitted, accompanied by a half to one-page summary of the division of labor for the project. For this final product, students may either: (1) create and pilot theoretically and research-motivated materials that address the needs and logistical requirements identified in the IUB needs analysis; or (2) design and execute an original TBLT research project in an experimental or classroom context. Both options are explained briefly below; detailed guidelines will be posted in OnCourse Assignments following in-class discussion. Both final project options will require an abstract written in English; you will be encouraged to submit this abstract for the next TBLT biennial conference in 2015. Should the class projects focus around a theme, we can discuss submission as a colloquium.

#### FINAL PROJECT OPTIONS:

- a) *Needs analysis in practice*: Congratulations, you are hired! Your assessment of the IU needs analysis was so on-target, your client has hired you to design and pilot a task module for their program. For this final project option, you will create a theoretically and research-motivated pedagogic unit that addresses the needs and logistical requirements identified in the needs analysis conducted on your client, the IUB Basic Language Program. You will pilot these materials with a representative sample of the population, evaluate the outcomes and propose future directions. Before submitting the IRB, recruiting or collecting data, the proposal must be discussed in office hours.
- b) *Original TBLT research project*: Well done, you are finished with your graduate coursework! Prior to preparing for the job market, your mentor advises you to enhance your research agenda and visibility. For this final project option, you will choose an aspect of TBLT that is timely, motivated by the literature, and motivating to you. You will design, carry out and analyze an original, small-scale empirical study (which can be a replication or extension, in classroom or experimental contexts, etc.). Before submitting the IRB, recruiting or collecting data, the proposal must be discussed in office hours.

#### FINAL PROJECT EVALUATION:

This final project will be submitted in three steps: a 1-2 page proposal due March 13<sup>th</sup>, a public presentation during the final class on May 1<sup>st</sup>, and the final paper due May 5<sup>th</sup>. You will not receive a grade on the project proposal, but you will receive feedback and comments. Your final presentation will factor into your final project grade. You are encouraged to consult with classmates and see me during office hours with questions throughout the semester.

#### GRADING SCALE

<b>A</b>	94-100	<b>B</b>	83-87	<b>C</b>	73-77	<b>D</b>	63-67
<b>A-</b>	90-93	<b>B-</b>	80-82	<b>C-</b>	70-72	<b>D-</b>	60-62
<b>B+</b>	88-89	<b>C+</b>	78-79	<b>D+</b>	68-69	<b>F</b>	0-59

#### ACADEMIC INTEGRITY

The *Indiana Code of Student Right, Responsibilities, and Conduct* defines “academic misconduct” as any activity that tends to undermine the academic integrity of the institution.” This includes cheating [use of unauthorized materials, assistance, etc. during exams], plagiarism [presenting ideas and statements of another person as your own], and facilitating academic misconduct [to help another student do any of the above]. All assignments for this course should be your work only. You may not have another person correct the work you are to turn in. The only exception to the above is if, and only if, your instructor assigns you to work with another student. Cheating, plagiarism, and other academic misconduct outlined in the *Code of Student Rights, Responsibilities, and Conduct* will be pursued and sanctions will be levied.

#### SPECIAL NEEDS ACCOMMODATION

If you have a learning disability, hearing or speech impairment, or any other situation that may affect your participation in the course requirements, please contact the Disability Services for Students, Herman B. Wells Library W302, (855-7578), prior to registering for this course. Requirements cannot be waived for students with disabilities. Modifications may be made.

## PROFESSIONAL COURTESY

This advanced graduate seminar is part of your scholarly preparation. To this end, professionalism in class and via e-mail will be extended to you and is expected in return. Unless there is a genuine emergency, requests to you will be given a week in advance. If you are asking for a letter or recommendation, or a review of a manuscript in progress, please submit requests a month in advance (exceptions to be discussed). Whenever possible, please present questions and make requests during office hours rather than via email or in passing. Should you have clarification questions regarding course administration, please first consult a classmate.

<b>Course Program</b> The professor reserves the right (and fully expects) to change the program as the semester progresses; please see most current version of syllabus on OnCourse			
Date	Topics	Readings	Tasks
January 16	<b>Introductions</b> <ul style="list-style-type: none"> <li>Determination of individual goals and future use for TBLT</li> <li>Seminar overview</li> <li>Introduction to TBLT</li> <li>Historical overview</li> <li>SLA rationale</li> </ul>	S716 syllabus  *Long (2000)	<ul style="list-style-type: none"> <li>Individual needs analysis</li> <li>Choose reading date</li> <li>Determine calendar</li> </ul>
January 23	<b>Task-based principles</b> <ul style="list-style-type: none"> <li>Operationalizations and characteristics of a task</li> <li>Task features</li> <li>Task outcomes</li> <li>Designing tasks</li> </ul>	Candlin (2009)  *Swales (2009)  Van den Branden et al. (2009)	
January 30	<b>Task-based practice</b> <ul style="list-style-type: none"> <li>In education</li> <li>In research</li> </ul>	Ellis (2009)  *Long & Crookes (2009)  Skehan (2009)	<ul style="list-style-type: none"> <li>Task 1</li> </ul>
February 6	<b>Needs analysis and TBLT programs</b> <ul style="list-style-type: none"> <li>Rationale</li> <li>Methods</li> <li>Evaluation</li> <li>Example NA</li> </ul>	*Chaudron et al. (2005)  Long (2005)  Long & Norris (2009)  Van Avermaet & Gysen (2009)	

February 13	<b>Task-based curricular design</b> <ul style="list-style-type: none"> <li>Interpreting task needs at the curricular level</li> <li>TBLT methods</li> </ul>	Nunan (2004)  *Pica et al. (2009)  Van Avermaet & Gysen (2009), continued	<ul style="list-style-type: none"> <li>Task 2</li> </ul>
February 20	<b>Learners and TBLT</b> <ul style="list-style-type: none"> <li>Interactions between task and learner variables</li> <li>Learner perceptions</li> </ul>	Breen (2009)  Dörnyei (2009)  Kim & Tracy-Ventura (2011)  *Murphy (2003)	
<b>TUESDAY</b> <b>February 25</b>  <b>Ballantine</b> <b>321</b>	<b>Task complexity &amp; sequencing</b> <ul style="list-style-type: none"> <li>Task complexity and task difficulty</li> <li>Cognitive load</li> </ul>	Foster & Skehan (2009)  Gilabert, Barón & Levkina (2011)  *Révész, Sachs, & Mackey (2011)  Robinson (2009)	
February 27	<b>Presentations of BLP needs analyses</b>		<ul style="list-style-type: none"> <li>Presentation ppts to OnCourse, Resources; bring 13 handouts</li> </ul>
<b>TUESDAY</b> March 11  <b>Ballantine</b> <b>321</b>  *Research talk via Skype, Kim	<b>Task repetition; task cycles</b> <ul style="list-style-type: none"> <li>Rationale and risk for task repetition</li> </ul>	*Kim & Tracy-Ventura (in press)  Willis (2009)	<ul style="list-style-type: none"> <li>Office hour final project discussions</li> <li>1-2 pp. final project proposal</li> <li>IRB submission due</li> </ul>
March 15-23	<i>Spring break: No class</i>		
March 27	<b>Learner production measures of fluency, accuracy, &amp; complexity</b> <ul style="list-style-type: none"> <li>Definitions &amp; measurement</li> <li>Comparisons to standardized assessment gains</li> </ul>	Housen, Kuiken, & Vedder (2012)  * Tonkyn (2012)	

April 3	<b>Attention to form, self-repair &amp; task engagement</b> <ul style="list-style-type: none"> <li>• Teacher-encouraged</li> <li>• Learner-initiated</li> </ul>	*Gilabert (2007)  Ortega (2009)  Samuda (2009)	<ul style="list-style-type: none"> <li>• Tarea 3</li> </ul>
April 10  *Research talk via Skype, Baralt	<b>Tasks and context</b> <ul style="list-style-type: none"> <li>• Face-to-face vs. online</li> <li>• Educational and cultural setting</li> </ul>	*Baralt (2013)  Deng & Carless (2009)  Gurzynski-Weiss & Baralt (2014)	
April 17	<b>Task-based assessment</b> <ul style="list-style-type: none"> <li>• Challenges and opportunities</li> <li>• Example in practice</li> </ul>	Bachman (2002)  *McDonough & Chaikitmongko (2007)  Norris et al. (2009) <u>or</u> Byrnes (2009)	
April 24	<b>Teachers and TBLT</b> <ul style="list-style-type: none"> <li>• TBLT vs. non-TBLT</li> <li>• Training</li> <li>• Task-based teacher cognition</li> </ul>	Carless (2004)  *Gurzynski-Weiss (in prep)  Gurzynski-Weiss & Révész (2012)  Van den Branden (2009)	
May 1  Swain East 240	<b>TBLT future directions: Final project presentations</b>	Bygate et al. (2009)	<ul style="list-style-type: none"> <li>• Final project presentation and handouts (20 copies)</li> </ul>
May 5	Finals week: Seminar assessments		<ul style="list-style-type: none"> <li>• Final papers due by noon via OnCourse, Assignments</li> </ul>

## **READINGS**

### **Introductions**

Long, M. H. (2000). Focus on form in task-based language teaching. In R. Lambert & E. Shohamy (Eds.), *Language policy and pedagogy: Essays in honor of A. Ronald Walton* (pp. 179-192). Philadelphia: John Benjamins.

### **Task-based principles**

Candlin, C. N. (2009). Towards task-based language learning. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 21-40). Amsterdam: John Benjamins.

Ellis, R. (2009). *Task-based language teaching: Sorting out the misunderstandings*. International Journal of Applied Linguistics 19(3), 221-246.

Swales, J. (2009). The concept of task. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 41-56). Amsterdam: John Benjamins.

Van den Branden, K., Bygate, M., & Norris, J.M. (2009). Task-based language teaching: Introducing the reader. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 1-13). Amsterdam: John Benjamins.

Willis, J. R. (2004). *Perspectives on task-based instruction: Understanding our practices, acknowledging different practitioners*. In B. L. Leaver & J. R. Willis (Eds.), *Task-based instruction in foreign language education: Practice and programs* (pp. 3-44). Georgetown University Press: Washington, D.C.

### **Task-based practice**

Ellis, R. (2009). Task-based research and language pedagogy. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 109-130). Amsterdam: John Benjamins.

Long, M.H., & Crookes, G. (2009). Three approaches to task-based syllabus design. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 57-82). Amsterdam: John Benjamins.

Skehan, P. (2009). A framework for the implementation of task-based instruction. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 83-108). Amsterdam: John Benjamins.

### **Needs analysis**

Chaudron, C., Doughty, C., Kim, Y., Kong, D., Lee, J., Lee, Y., Long, M. H., Rivers, R., & Urano, K. (2005). A task-based needs analysis of a tertiary Korean as a foreign language program. In M. H. Long (Ed.), *Second language needs analysis* (pp. 225-261). Cambridge: Cambridge University Press.

Long, M. H. (2005). Methodological issues in learner needs analysis. In M. H. Long (Ed.), *Second language needs analysis* (pp. 19-76). Cambridge: Cambridge University Press.

Long, M. H., & Norris, J. (2009). Task-based teaching and assessment. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 135-140). Amsterdam: John Benjamins.



Van Avermaet, R., & Gysen, S. (2009). From needs to tasks: Language learning needs in a task-based approach. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 148-170). Amsterdam: John Benajmins.

### **Task-based curricular design**

Nunan, D. (2004). What is task-based language teaching? In Nunan, D. *Task-based language teaching* (pp. 1-15). Cambridge: Cambridge University Press.

Pica, T., Kanagy, R., & Falodum, J. (2009). Choosing and using communication tasks for second language instruction. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 171-192). Amsterdam: John Benajmins.

Van Avermaet, P. & Gysen, S. (2009). From needs to tasks: Language learning needs in a task-based approach. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 148-170). Amsterdam: John Benajmins.

### **Learners and TBLT**

Breen, M. P. (2009). Learner contributions to task design. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 333-356). Amsterdam: John Benajmins.

Dörnyei, Z. (2009). The motivational basis of language learning tasks. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 357-378). Amsterdam: John Benajmins.

Kim, Y.J., & Tracy-Ventura, N. (2011). Task complexity, language anxiety, and the development of the simple past. In Robinson, P. (Ed.), *Second language task complexity: Researching the Cognition Hypothesis of language learning and performance* (pp. 287-306). Amsterdam: John Benajmins.

Murphy, J. (2003). Task-based learning: The interaction between tasks and learners. *ELT Journal*, 57(4), 352-360.

### **Task complexity and sequencing**

Foster, P., & Skehan, P. (2009). The influence of planning and task type on second language performance. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 275-300). Amsterdam: John Benajmins.

Gilabert, R., Barón, J., & Levkina, M. (2011). Manipulating task complexity across task types and modes. In Robinson, P. (Ed.), *Second language task complexity: Researching the Cognition Hypothesis of language learning and performance* (pp. 105-140). Amsterdam: John Benajmins.

Révész, A., Sachs, R., & Mackey, A. (2011). Task complexity, uptake of recasts, and L2 development. In Robinson, P. (Ed.), *Second language task complexity: Researching the Cognition Hypothesis of language learning and performance* (pp. 203-238). Amsterdam: John Benajmins.

Robinson, P. (2009). Task complexity, cognitive resources, and syllabus design: A triadic framework for examining task influences on SLA. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-*

*based language teaching: A reader* (pp. 193-226). Amsterdam: John Benajmins.

### **Task repetition: task cycles**

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

Willis, J. (2009). The TBL framework: The task cycle. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 227-242). Amsterdam: John Benajmins.

### **Learner production measures: Fluency, accuracy and complexity**

Housen, A., Kuiken, F., & Vedder, I. (2012). Complexity, accuracy and fluency: Definitions, measurement and research. In Housen, A., Kuiken, F., & Vedder, I. (Eds.), *Complexity, accuracy and fluency: Definitions, measurement and research* (pp. 1-20). Amsterdam: John Benajmins.

Tonkyn, A. P. (2012). Measuring and perceiving changes in oral complexity, accuracy and fluency: Examining instructed learners' short-term gains In Housen, A, Kuiken, K., & Vedder, I. (Eds.), *Dimensions of L2 Performance and Proficiency: Complexity, Accuracy and Fluency in SLA* (pp. 221-244). Amsterdam: John Benajmins.

### **Attention to form, self-repair, and task engagement**

Gilabert, R. (2007). Effects of manipulating task complexity on self-repairs during L2 oral production. *International Journal of Applied Linguistics*, 45(3), 215-240.

Ortega, L. (2009). What to learners plan? Learner-driven attention to form during pre-task planning. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 301-332). Amsterdam: John Benajmins.

Samuda, V. (2009). Guiding relationships between form and meaning during task performance: The role of the teacher. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 379-400). Amsterdam: John Benajmins.

### **Tasks and context**

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, 689-725.

Gurzynski-Weiss, L., & Baralt, M. (2014). Exploring learner perception and use of task-based interactional feedback in face-to-face and computer-mediated modes. *Studies in Second Language Acquisition* 36(1).

Deng, C., & Carless, D. (2009). The communicativeness of activities in a task-based innovation in Guangdong, China. *Asian Journal of English Language Teaching*, 19, 113-134.

### **Task-based assessment**

Bachman, L. F. (2002). Some reflections on task-based language assessment. *Language Testing*, 19, 453-476.

Byrnes, H. (2009). The role of task and task-based assessment in a content-oriented collegiate FL curriculum. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 477-494). Amsterdam: John Benajmins.

McDonough, K., & Chaikitmongkol, W. (2007). Teachers' and learners' reactions to a task-based EFL course in Thailand. *TESOL Quarterly*, 41(1), 107-132.

Norris, J., Brown, J. D., Hudson, T. D., & Bonk, W. (2009). Examinee abilities and task difficulty in task-based L2 performance assessment. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 455-476). Amsterdam: John Benajmins.

### **Teachers and TBLT**

Carless, D. (2004). Issues in teachers' reinterpretation of task-based innovation in primary schools. *TESOL Quarterly* 38(4), 639-662.

Gurzynski-Weiss, L. (in prep). Spanish instructors' operationalization and interpretation of task complexity and sequencing in non-experimental foreign language lessons. To appear in a special issue "Task-based language teaching and learning" of *The Language Learning Journal*, 2014.

Gurzynski-Weiss, L. & Révész, A. (2012). Tasks, teacher feedback, and learner modified output in naturally occurring classroom interaction. *Language Learning* 62(3), 851-79

Van den Branden, K. (2009). Training teachers: Task-based as well? In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 401-431). Amsterdam: John Benajmins.

### **TBLT future directions**

Bygate, M., Norris, J., & Van den Branden, K. (2009). Understanding TBLT at the interface between research and pedagogy. In Van den Branden, K., Bygate, M., & Norris, J.M. (Eds.), *Task-based language teaching: A reader* (pp. 495-500). Amsterdam: John Benajmins.

FECHA	LECTURA	ESTUDIANTE
23 de enero	Swales (2009)	Carly
30 de enero	Long & Crookes (2009)	Ian
6 de febrero	Chaudron et al. (2005)	Meg
13 de febrero	Pica et al. (2009)	Amanda
20 de febrero	Murphy (2003)	Becky
25 de febrero	Révész, Sachs, & Mackey (2011)	Sara
11 de marzo	Kim & Tracy-Ventura	Jordan
27 de marzo	Tonkyn (2012)	Avizia
3 de abril	Gilabert (2007)	Sean
10 de abril	Baralt (2013)	Megan
17 de abril	McDonough & Chaikitmongko (2007)	Ángel
24 de abril	Gurzynski-Weiss (en prep.)	Rebecca