

**第29回広島大学外国語教育研究センター 外国語教育研究集会**

**March 5, 2021**

**Designing Task-based ESP Syllabi:  
Two Cases from  
an English for Business Purposes Program**

**Ken Urano (urano@hgu.jp)  
Hokkai-Gakuen University**

**<https://www.urano-ken.com/research/Hiroshima2021>**

# Acknowledgment



# Acknowledgment

## Today's talk is based on the following presentations:

- Urano, K., Koyama, Y., & Ozawa, S. (2017, June). *Target discourse and task-based curriculum development in ESP*. Paper presented at Faces of English 2: Teaching and Researching Academic and Professional English, the University of Hong Kong.
- Urano, K. (2018, April). *Task-based language teaching in an English for business purposes program*. Invited talk at the Asian Conference on Language Learning 2018, Art Center Kobe.
- Urano, K. (2018, November). *A goal-oriented approach to TBLT syllabus design*. TBL SIG forum at JALT 2018, Granship, Shizuoka.
- Urano, K., & Koyama, Y. (2018, December). *Developing and implementing a task-based syllabus for an English for business purposes course*. Paper presented at the 5th international conference on foreign language learning and teaching (FLLT 2018), Duangtawan Hotel, Chiang Mai, Thailand.

**Not available online.**  
**Please contact [urano@hgu.jp](mailto:urano@hgu.jp) for further information.**

# Task-based Learning

# Task-based Learning



# Task-based Learning

**Riding a bicycle requires certain skills, including:**

**Using both hands to control the bike**

**Keeping the balance**

**Pedaling the bike**

**Using the brakes**



# Task-based Learning

**Learning sub-skills by practicing them one by one**

**Being able to use the sub-skills in an integrated way**





# Task-based Learning

**Learning sub-skills by practicing them one by one**



**gap**

**Being able to use the sub-skills in an integrated way**



# Task-based Learning

**Instead of learning sub-skills separately,  
trying to learn them together by doing  
the task**



**Task-based learning**



# Task-based Learning

## Task-based learning

**is based on the concept of *learning by doing*,  
and is common in learning in general,  
at school and in our daily lives.**



# Task-based Learning





# What Is a Task?

# What Is a Task?

**I define it [task] as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.**

**(Long, 1985, p. 89)**

# What Is a Task?

I define it [task] as **a piece of work undertaken for oneself or for others, freely or for some reward**. Thus, examples of tasks include painting a fence, dressing a child, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.

(Long, 1985, p. 89)

# What Is a Task?

**I define it [task] as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include **painting a fence**, dressing a child, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.**

**(Long, 1985, p. 89)**



# What Is a Task?

**I define it [task] as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, **dressing a child**, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.**

**(Long, 1985, p. 89)**

# What Is a Task?

**I define it [task] as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, **borrowing a library book**, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.**

**(Long, 1985, p. 89)**

# What Is a Task?

**I define it [task] as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, borrowing a library book, **taking a driving test**, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.**

**(Long, 1985, p. 89)**

# What Is a Task?

**I define it [task] as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, borrowing a library book, taking a driving test, **typing a letter**, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.**

**(Long, 1985, p. 89)**



# What Is a Task?

**I define it [task] as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, **taking a hotel reservation**, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.**

**(Long, 1985, p. 89)**

# What Is a Task?

**I define it [task] as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and **helping someone across a road**. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.**

**(Long, 1985, p. 89)**

# What Is a Task?

**I define it [task] as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.**

**(Long, 1985, p. 89)**

# What Is a Task?

**I define it [task] as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists.**

**(Long, 1985, p. 89)**



# Tasks in Language Teaching

# Tasks in Language Teaching

**A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed.**

**(Ellis, 2003, p. 16)**

# Tasks in Language Teaching

## **Criteria for a task:**

- 1. The primary focus should be on “meaning.”**
- 2. There should be some kind of “gap.”**
- 3. Learners should largely rely on their own resources.**
- 4. There is a clearly defined outcome other than the use of language.**


**(Ellis, 2012, p. 198)**

# **Task-based Language Teaching (TBLT)**




# Task-based Language Teaching (TBLT)

- **Basic steps in task-based syllabus design:**

- 
- 1. Set a (communicative) goal as a target task.**
  - 2. Create a series of pedagogic tasks by adjusting task complexity.**
  - 3. Sequence the pedagogic tasks from the simplest to the most complex (= target task).**


# Task-based Language Teaching (TBLT)

- **Basic steps in task-based syllabus design:**

- 
1. **Set a (communicative) goal as a **target task**.**
  2. **Create a series of pedagogic tasks by adjusting task complexity.**
  3. **Sequence the pedagogic tasks from the simplest to the most complex (= target task).**


# Task-based Language Teaching (TBLT)

- **Basic steps in task-based syllabus design:**

- 
1. **Set a (communicative) goal as a target task.**
  2. **Create a series of pedagogic tasks by adjusting task complexity.**
  3. **Sequence the pedagogic tasks from the simplest to the most complex (= target task).**

# Task-based Language Teaching (TBLT)

- **Basic steps in task-based syllabus design:**

- 
1. **Set a (communicative) goal as a target task.**
  2. **Create a series of pedagogic tasks by adjusting task complexity.**
  3. **Sequence** the pedagogic tasks from the simplest to the most complex (= target task).



# Target Tasks

- **Are concrete examples of what the learners are expected to do (in the future).**
- **Are ideally identified through a needs analysis.**
- **Are usually too difficult for the learners to perform.**

# Pedagogic Tasks

- **Are derived from a target task-type by:**
  - **dividing it into sub-tasks.**
  - **adjusting task complexity.**
  - **including use of pre-tasks that build schema.**
  - **elaborating the input.**

# Pedagogic Tasks

- **Are derived from a target task-type by:**
  - **dividing it into sub-tasks.**
  - **adjusting **task complexity**.**
  - **including use of pre-tasks that build schema.**
  - **elaborating the input.**

# Task Complexity

- **Is the result of the attentional, memory, reasoning, and other information processing demands imposed by the structure of the task (Robinson, 2001, p. 29).**



# Task Complexity, Conditions, & Difficulty

## Task complexity

(cognitive factors)

(a) resource-directing

e.g., +/- few elements

+/- here-and-now

+/- no reasoning demands

(b) resource-depleting

e.g., +/- planning

+/- single task

+/- prior knowledge



Sequencing criteria

Prospective decisions

about task units

## Task conditions

(interactional factors)

(a) participation variables

e.g., open/closed

one-way/two-way

convergent/divergent

(b) participant variables

e.g., gender

familiarity

power/solidarity

## Task difficulty

(learner factors)

(a) affective variables

e.g., motivation

anxiety

confidence

(b) ability variables

e.g., aptitude

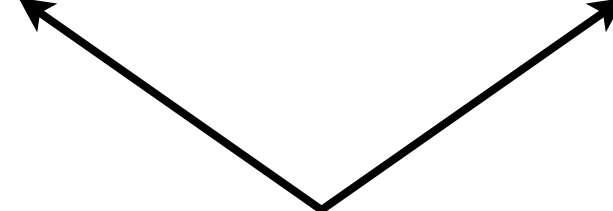
proficiency

Intelligence

Methodological influences

On-line decisions

about pairs and groups



(Robinson, 2001, p. 30)

# Task Complexity (Cognitive)

- **Resource-directing**
  - **e.g.,  $\pm$  few elements,  $\pm$  here-and-now,  $\pm$  no reasoning demands**
- **Resource-depleting**
  - **e.g.,  $\pm$  planning,  $\pm$  single task,  $\pm$  prior knowledge**

# Task Conditions (Interactional)

- **Participation variables**
  - **e.g., open/closed, one-way/two-way, convergent/divergent**
- **Participant variables**
  - **e.g., gender, familiarity, power/solidarity**

# Task Difficulty (Learner)

- **Affective variables**
  - **e.g., motivation, anxiety, confidence**
- **Ability variables**
  - **e.g., aptitude, proficiency, intelligence**



# Task Sequencing

- **Pedagogic tasks are classified and sequenced according to their intrinsic complexity.**
- **Sometimes same or similar tasks are repeated to help learners improve accuracy and fluency of their performance.**

# Task Repetition

- **Task repetition is considered to improve task performance.**

# Task Repetition

- **Fukuta (2016)**
  - **The participants engaged in narrative tasks of six-frame cartoons (Heaton, 1997) twice, with a one-week interval.**
  - **Complexity, accuracy, and fluency of the transcribed performance data were analyzed.**
  - **Stimulated recall data were also analyzed to investigate attention orientation to syntactic encoding, lexical choice, and phonological encoding.**



# Task Repetition



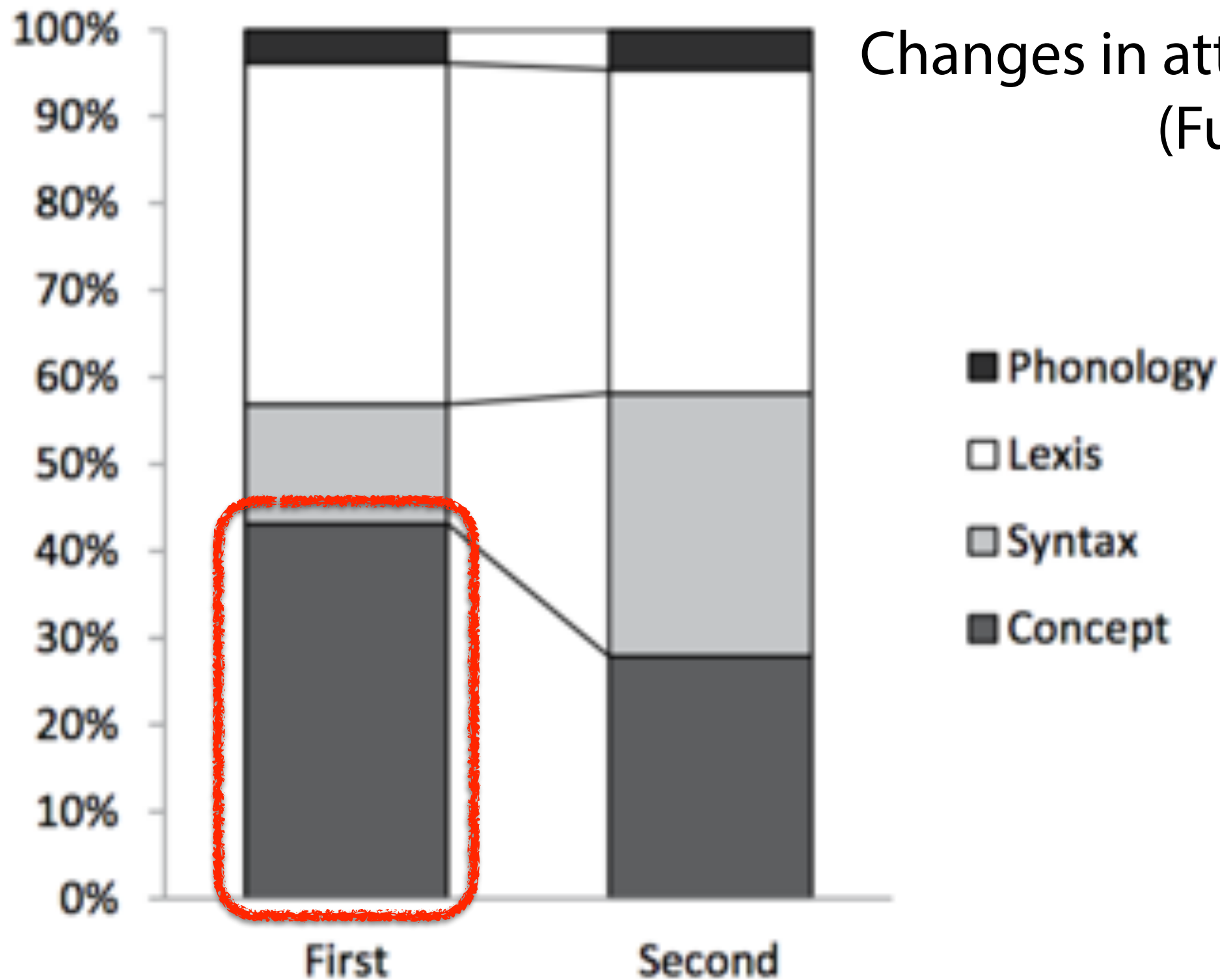


# Task Repetition

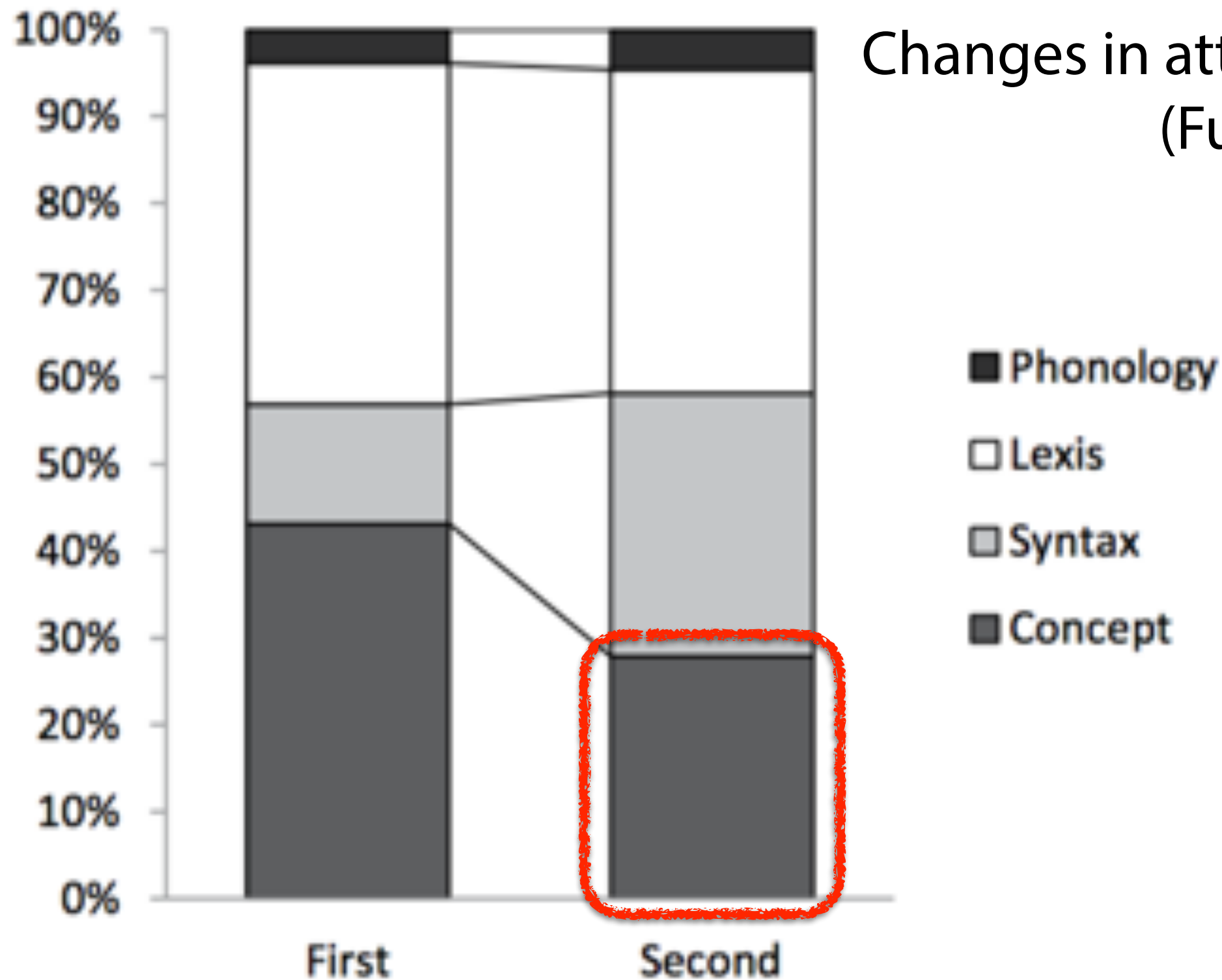




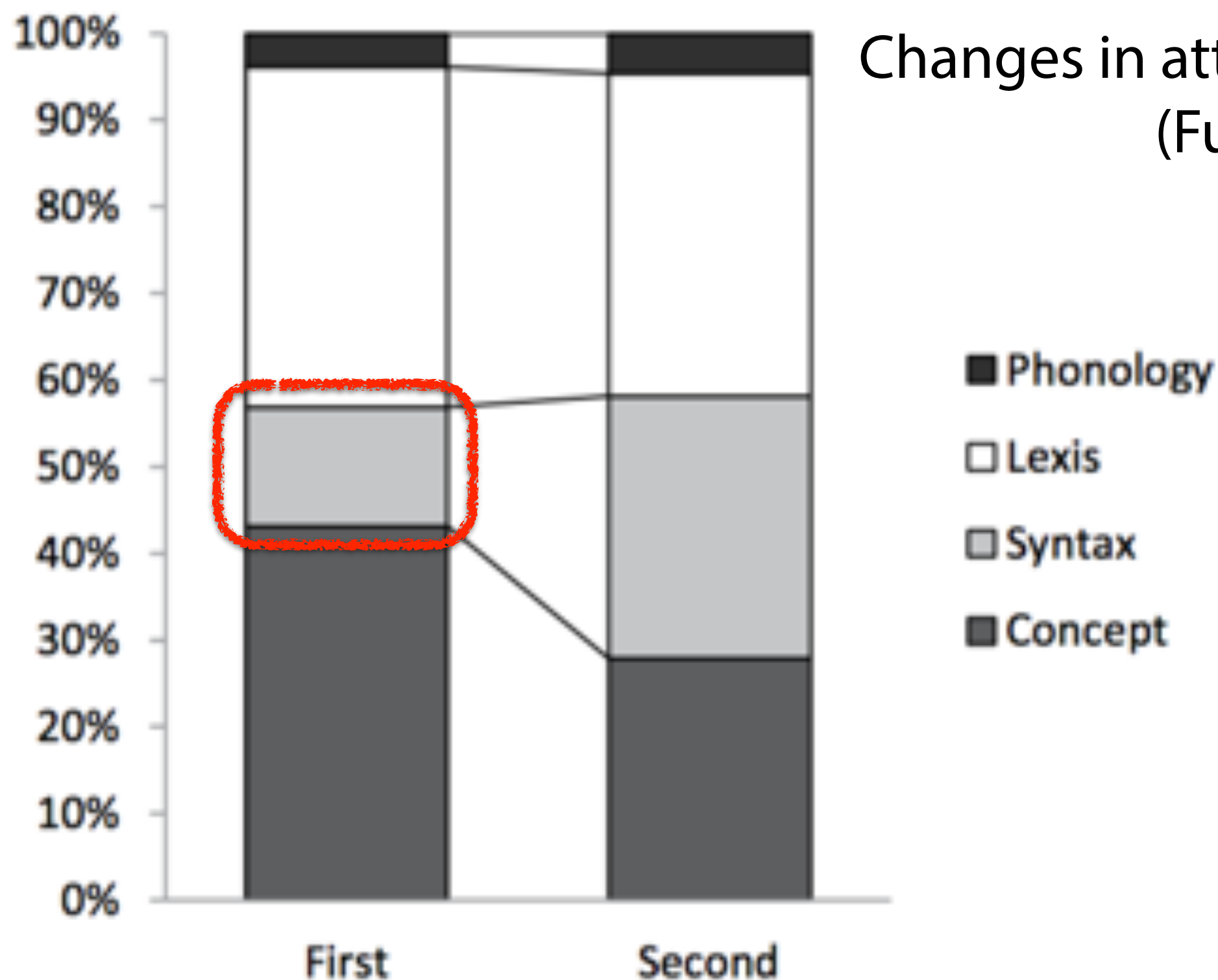
# Task Repetition



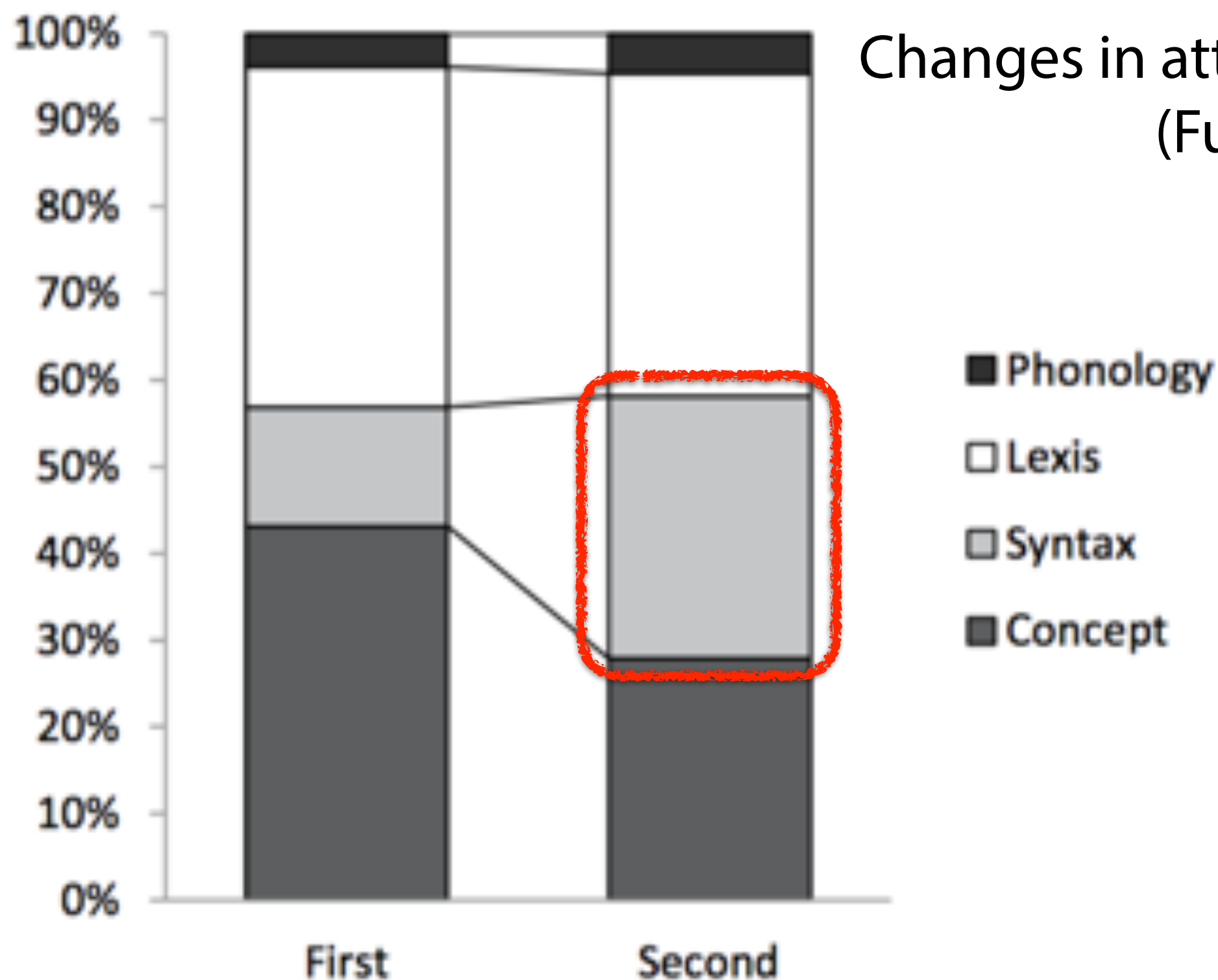
# Task Repetition



# Task Repetition



# Task Repetition





# Task Repetition

- **When the same task is repeated, learners need to use less attentional resources for the conceptualizing process (meaning), and thus they can use them for the syntactic encoding process (form).**
- **More attention to form (during meaningful use of language) is expected to help language learning.**



# Task Repetition

- **Exact repetition**
  - **Doing the same task again.**
- **Procedural repetition**
  - **Doing the same task type, but with a different topic/content.**

# Quick Summary

# Quick Summary

- **Task-based learning**
- **Definitions of a task**
- **Steps in TBLT**
  1. **Target task**
  2. **Pedagogic tasks & task complexity**
  3. **Task sequencing & task repetition**

# Sample Tasks



# The “Bicycle” Task

**Target task:**  
**To ride a bicycle on their own in the neighborhood.**





# The “Bicycle” Task

**Target task:**

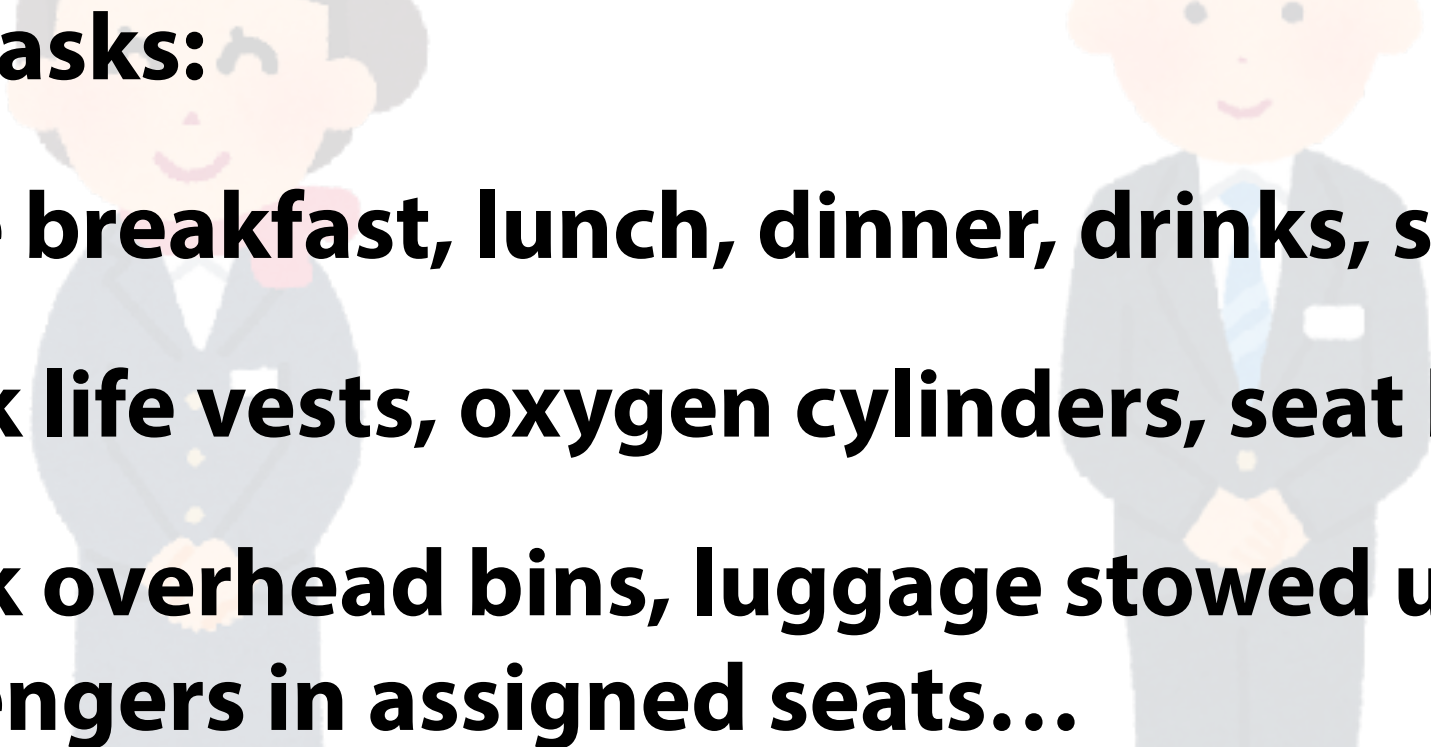
**To ride a bicycle on their own in the neighborhood.**



# Airline Flight Attendant (Long, 2015)



# Airline Flight Attendant (Long, 2015)

- 
- **Target tasks:**
    1. **Serve breakfast, lunch, dinner, drinks, snacks...**
    2. **Check life vests, oxygen cylinders, seat belts...**
    3. **Check overhead bins, luggage stowed under seats, passengers in assigned seats...**

# Airline Flight Attendant (Long, 2015)

- **Target task types:**
  - 1. Serve food and beverages**
  - 2. Check safety equipment**
  - 3. Prepare for takeoff**





# Airline Flight Attendant (Long, 2015)

- **Target task types:**
  - 1. Serve food and beverages**
  - 2. Check safety equipment**
  - 3. Prepare for takeoff**





# Airline Flight Attendant (Long, 2015)

- **Pedagogic tasks for “serve food and beverages”**
  0. **Experience the task as a passenger (input)**
  1. **Identify choices between two food items**
  2. **Identify choices among multiple items**
  3. **Respond to choices when some items are unavailable**
  - 
  - 
  - 
  - n. **Full simulation (the *exit* task)**

# **Cases from a University EBP Curriculum**

# Cases from a University EBP Curriculum

- **English for Specific Purposes (ESP)**
  - **English for Academic Purposes (EAP)**
  - **English for Occupational Purposes (EOP)**
    - **English for Medical Purposes (EMP)**
    - **English for Business Purposes (EBP)**
    - ...

# Cases from a University EBP Curriculum

- **English for Specific Purposes (ESP)**
  - **English for Academic Purposes (EAP)**
  - **English for Occupational Purposes (EOP)**
    - **English for Medical Purposes (EMP)**
    - **English for Business Purposes (EBP)**
    - ...



# Cases from a University EBP Curriculum

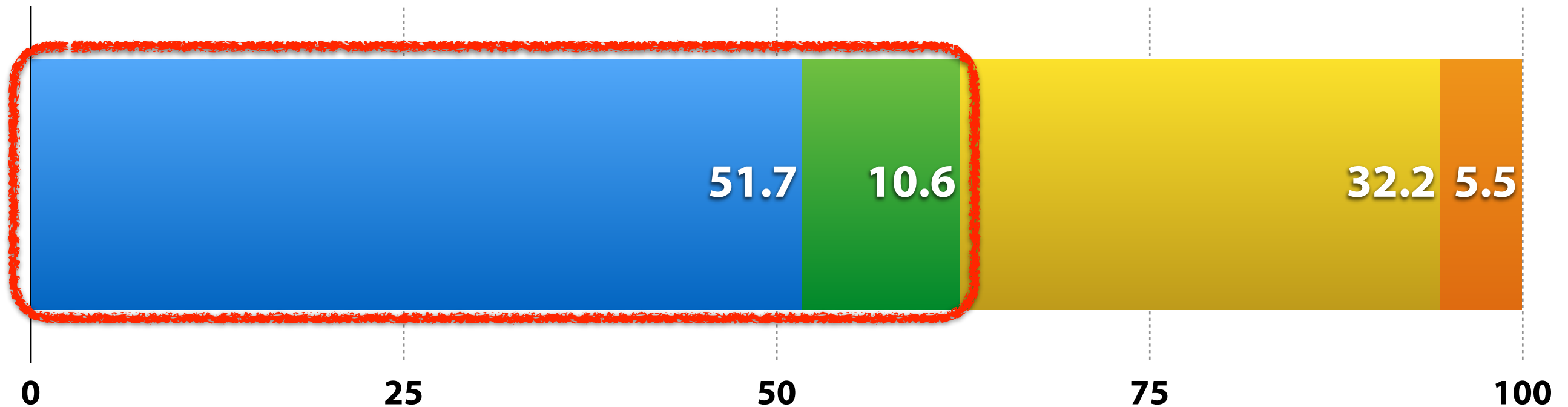
- **A private university located in Sapporo, the 5th largest city in Japan on the island of Hokkaido.**
- **Largest and oldest private university in Hokkaido.**
- **Five faculties: Economics, Law, Engineering, Humanities, and Business Administration**
- **The Faculty of Business Administration has its own English program.**

# Cases from a University EBP Curriculum

- **A private university located in Sapporo, the 5th largest city in Japan on the island of Hokkaido.**
- **Largest and oldest private university in Hokkaido.**
- **Five faculties: Economics, Law, Engineering, Humanities, and Business Administration**
- **The Faculty of Business Administration has its own English program.**

# Needs Identification

## Place of Employment



- Sapporo
- Other area in Hokkaido
- Kanto (in and around Tokyo)
- Other

# Needs Identification

## Industry Type



- Services
- Banks and financing business
- Wholesale
- Transportation and telecommunications
- Retail
- Public officials
- Manufacturing
- Real estate
- Other



# Needs Identification

- **Needs to use English in Hokkaido (Naito et al., 2007)**
- **Internet survey for business people in Hokkaido**
  - **Data in 2005 ( $N = 1,085$ )**
  - **“How often do you use English for work?”**

<b>“Every day.”</b>	4.7%
<b>“A few times a week.”</b>	4.6%
<b>“A few times a month.”</b>	4.4%

# Needs Identification

- **Frequent tasks (Naito et al., 2007)**

## Reading

<b>websites</b>	43%
<b>manuals</b>	38%
<b>emails</b>	34%

## Writing

<b>emails</b>	34%
<b>reports</b>	12%
<b>research papers</b>	9%

# Needs Identification

- **Frequent tasks (Naito et al., 2007)**

## Reading

<b>websites</b>	43%
<b>manuals</b>	38%
<b>emails</b>	34%

## Writing

<b>emails</b>	34%
<b>reports</b>	12%
<b>research papers</b>	9%

# Needs Identification

- **Frequent tasks (Naito et al., 2007)**

## Listening

<b>customers</b>	30%
<b>phone calls</b>	16%
<b>office conversation</b>	13%

## Speaking

<b>customers</b>	34%
<b>phone calls</b>	16%
<b>office conversation</b>	14%



# Needs Identification

- **Frequent tasks (Naito et al., 2007)**

## Listening

<b>customers</b>	30%
<b>phone calls</b>	16%
<b>office conversation</b>	13%

## Speaking

<b>customers</b>	34%
<b>phone calls</b>	16%
<b>office conversation</b>	14%

# **Case 1: Task-based Writing Class**

# **Case 1: Task-based Writing Class**

- **Goals of the business email writing class**
  - 1. To understand different types of business emails and ways to write them effectively**
  - 2. To learn frequent expressions used in business emails**
  - 3. To be able to write effective business emails for different purposes**

# Case 1: Task-based Writing Class

- **Materials:**
  - **Combination of a commercial textbook (for practicality) and original writing tasks that are partly derived from target discourse samples**

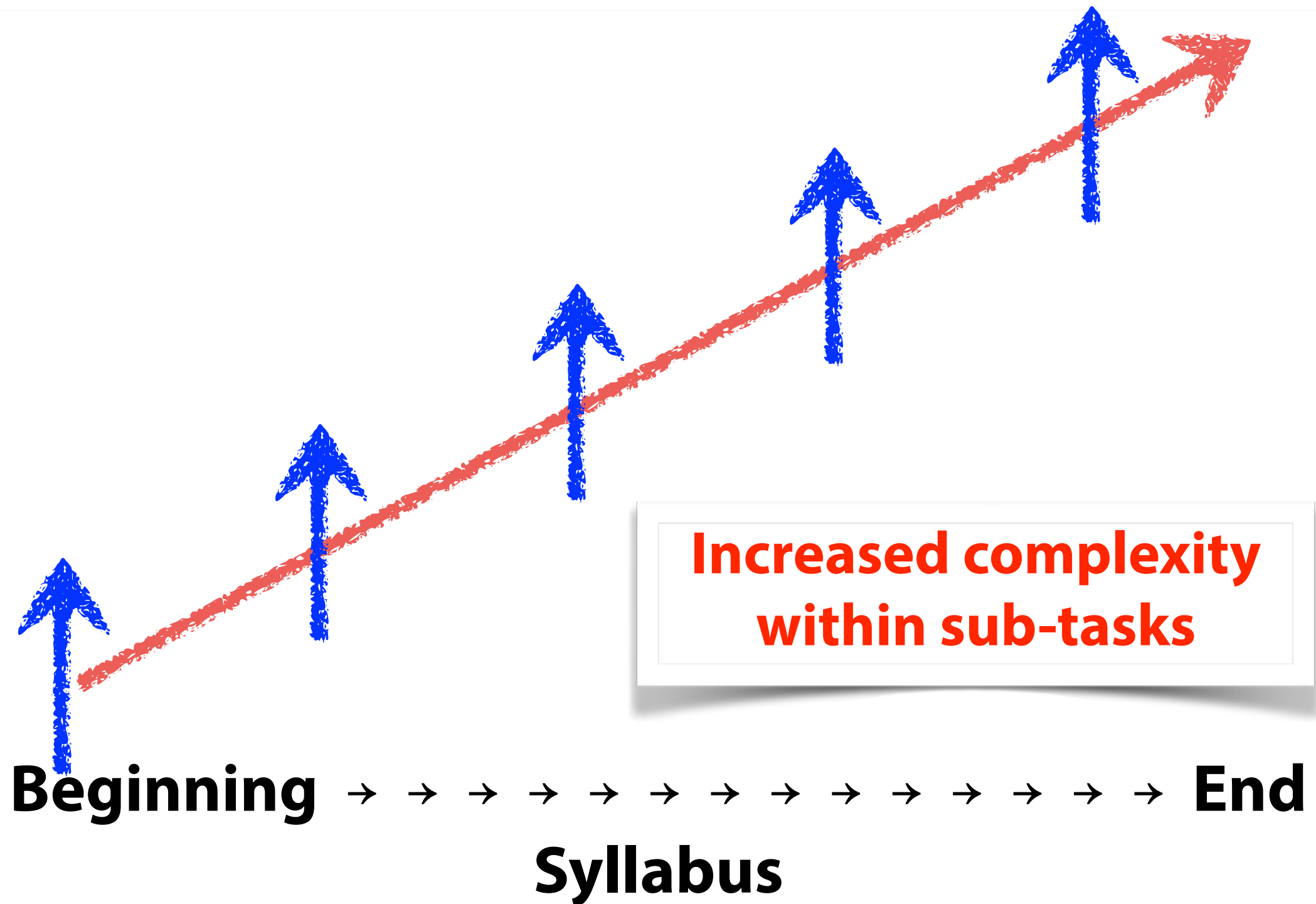


# Case 1: Task-based Writing Class

**Overall increase in task complexity**

**Beginning** → → → → → → → → → → → → → **End**  
**Syllabus**

# Case 1: Task-based Writing Class



# Overall Increase in Task Complexity

<b>Unit 01</b>	<b>Course introduction</b>	<b>Unit 09</b>	<b>Responding to inquiries</b>
<b>Unit 02</b>	<b>Basics of business email (1)</b>	<b>Unit 10</b>	<b>Quotation</b>
<b>Unit 03</b>	<b>Basics of business email (2)</b>	<b>Unit 11</b>	<b>Order</b>
<b>Unit 04</b>	<b>Thank you message</b>	<b>Unit 12</b>	<b>Shipment</b>
<b>Unit 05</b>	<b>Announcement</b>	<b>Unit 13</b>	<b>Complaint</b>
<b>Unit 06</b>	<b>Appointment</b>	<b>Unit 14</b>	<b>Apology</b>
<b>Unit 07</b>	<b>Request</b>	<b>Unit 15</b>	<b>Course Summary</b>
<b>Unit 08</b>	<b>Inquiry</b>		

# Overall Increase in Task Complexity

<b>Unit 01</b>	<b>Course introduction</b>	<b>Unit 09</b>	<b>Responding to inquiries</b>
<b>Unit 02</b>	<b>Basics of business email (1)</b>	<b>Unit 10</b>	<b>Quotation</b>
<b>Unit 03</b>	<b>Basics of business email (2)</b>	<b>Unit 11</b>	<b>Order</b>
<b>Unit 04</b>	<b>Thank you message</b>	<b>Unit 12</b>	<b>Complaint</b>
<b>Unit 05</b>	<b>Announcement</b>	<b>Unit 13</b>	<b>Apology</b>
<b>Unit 06</b>	<b>Appointment</b>	<b>Unit 14</b>	<b>Apology</b>
<b>Unit 07</b>	<b>Request</b>	<b>Unit 15</b>	<b>Course Summary</b>
<b>Unit 08</b>	<b>Inquiry</b>		

**Tasks**

# Overall Increase in Task Complexity

Unit 01	Course introduction	Unit 09	Responding to inquiries
Unit 02	Basics of business email (1)	Unit 10	Quotation
Unit 03	Simpler	Unit 11	Order
Unit 04		Unit 12	Shipment
Unit 05	Announcement	Unit 13	Complaint
Unit 06	Appointment	Unit 14	Apology
Unit 07	Request	Unit 15	More Complex
Unit 08	Inquiry		



# Overall Increase in Task Complexity

Unit 01	Course introduction	Unit 09	Responding to inquiries
Unit 02	Basics of business email (1)	Unit 10	Quotation
Unit 03	Simpler	Unit 11	Order
Unit 04		Unit 12	Shipment
Unit 05	Announcement	Unit 13	Complaint
Unit 06	Appointment	Unit 14	Apology
Unit 07	Request	Unit 15	More Complex
Unit 08	Inquiry		

# Increased Complexity within Sub-tasks

<b>Pre-task</b>	<b>Authentic input (target discourse)</b>
<b>Pre-task</b>	<b>Modified input (from the textbook)</b>
<b>Sub-task 1</b>	<b>Group writing assignment</b>
	<b>Instructor's feedback</b>
<b>Sub-task 2</b>	<b>Individual writing assignment (homework)</b>
	<b>Peer feedback + instructor's feedback</b>
<b>Sub-task 3</b>	<b>Revision (homework)</b>
	<b>Instructor's feedback</b>

# Increased Complexity within Sub-tasks

Pre-task	Authentic input (target discourse)
Pre-task	Modified input (from the textbook)
Sub-task 1	Group writing assignment
	Instructor's feedback
Sub-task 2	Individual writing assignment (homework)
	Peer feedback + instructor
sub-task 3	Revision (homework)
	Instructor's feedback

**Increased complexity**

**Same complexity**

# Authentic Input (Target Discourse)

**Not available online.  
Please contact [urano@hgu.jp](mailto:urano@hgu.jp) for further information.**

# Authentic Input (Target Discourse)

**Not available online.  
Please contact [urano@hgu.jp](mailto:urano@hgu.jp) for further information.**



# Modified Input (Textbook)

Dear Sales Manager:

We import computer components in Japan.

We are interested in your Product A, which was covered in an article in the April 2 issue of *Business Week*. If you ship your products abroad, please inform us of the formal order procedure.

Thank you.

Shiokawa (2012, p. 35)

## Sub-task 1 (less complex)

You run a small cookware shop in Nagoya, and the shop is gaining popularity thanks to its selection of unique kitchen items.

You are now looking at a product catalog of a kitchenware company in the US. You are particularly interested in a dinnerware set on p. 15. Write an inquiry email asking:

- If the company sells its products overseas.
- If the company has distributors in Japan.

Based on Shiokawa (2012, p. 39)

## Sub-tasks 2 & 3 (more complex)

You work for Orchard Food Trading in Singapore. Last week, you requested a catalog from Tokyo Liquor, and they sent you the PDF version of their catalog.

In the catalog, a few of the items, especially sake and craft beer from Hokkaido, seem to be promising as items for the Japan Fair scheduled this autumn. You are going to meet them in Tokyo next month to discuss this, but are going to send email to them before hand, asking:

- If it is possible to taste some of the sake at the meeting in Tokyo.
- What the minimum and maximum units of order are for Otaru Beer.
- If Otaru Beer is available in cans, rather than in bottles.

# Sample Student Work

**Not available online.  
Please contact [urano@hgu.jp](mailto:urano@hgu.jp) for further information.**

## **Case 2: Task-based Presentation Class**



# **Case 2: Task-based Presentation Class**

- **Goals of the business presentation class**
  - 1. To understand different types of presentations and ways to give presentations effectively**
  - 2. To learn frequent expressions used in business presentations**
  - 3. To be able to give effective business presentations for different purposes**

# **“Sales Talk” Module**

- **Target task:**
  - **Give a quick introduction to a product to potential buyers.**

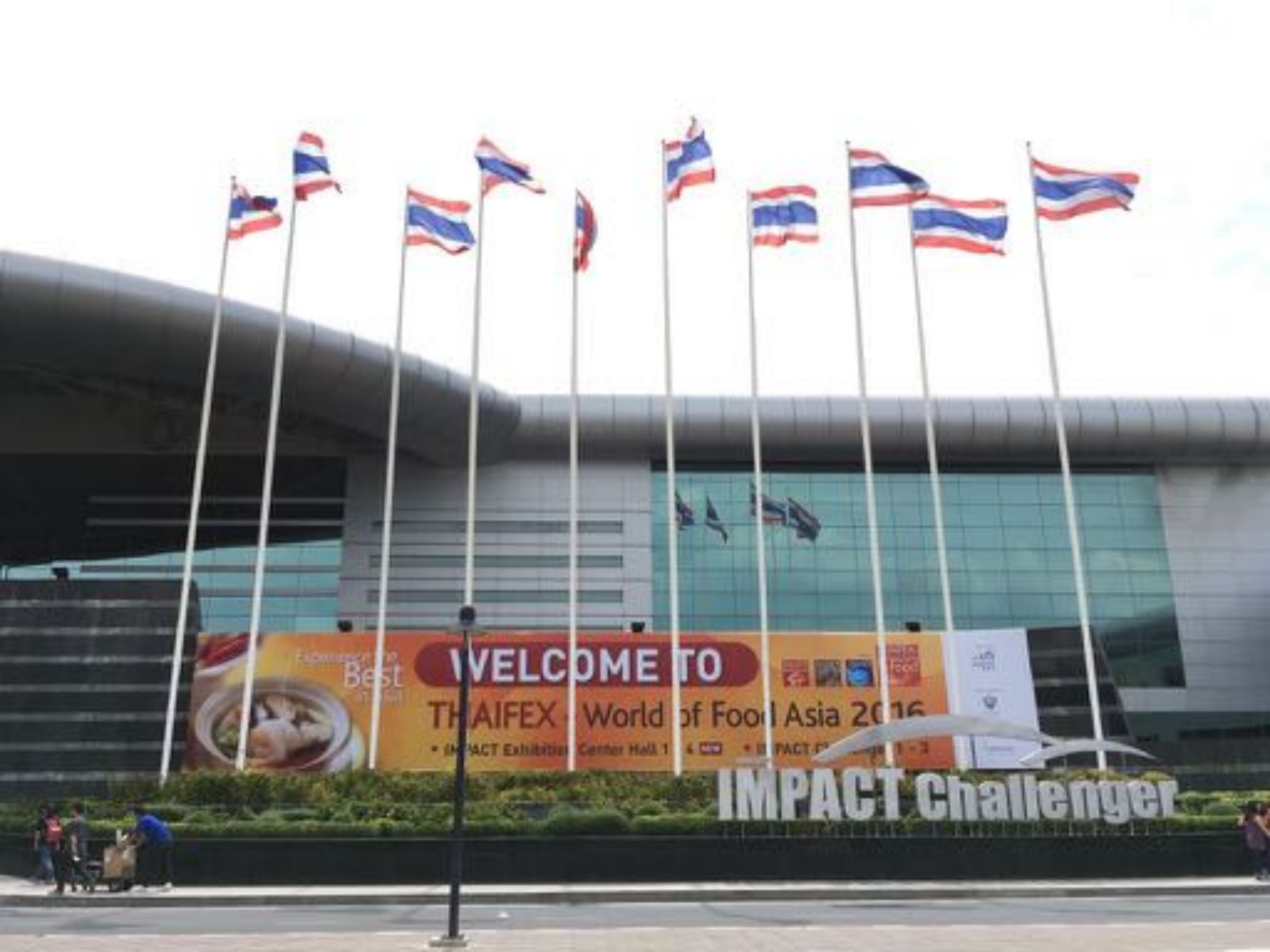
# **“Sales Talk” Module**

- **Materials:**
  - **Original speaking tasks that are partly derived from target discourse samples**
  - **Semi-structured interview with an in-service learner**
    - **Experience in internship at various business transactions**

# **“Sales Talk” Module**

- **Business exchange at an international food expo**





Exhibition of the Best in Food

**WELCOME TO**

**THAIFEX World of Food Asia 2016**

• IMPACT Exhibition Center Hall 1 & 2 • IMPACT Exhibition Center Hall 1 & 2

**IMPACT Challenger**



**Not available online.**  
**Please contact [urano@hgu.jp](mailto:urano@hgu.jp) for further information.**

**Not available online.**  
**Please contact [urano@hgu.jp](mailto:urano@hgu.jp) for further information.**

**Not available online.**  
**Please contact [urano@hgu.jp](mailto:urano@hgu.jp) for further information.**

# Characteristics of Target-discourse Samples

- 1. Start with quick attention-grabbing remarks**
- 2. Followed by a short product description**
- 3. Questions and answers**
- 4. When the potential buyer is interested, s/he will be taken over by more experienced staff for technical details.**

# **1. Attention-grabbing remarks**

- **They need to stop/slow down potential buyers who pass by their booths.**
- **Each remark is very short.**
- **They encourage tasting of food samples.**
- **They use catchy key words/phrases to draw attention.**



# 1. Attention-grabbing remarks

- **Sample remarks**
  - **“Do you want to try this?”**
  - **“Why don’t you try our...?”**
  - **“This ... is made in Hokkaido, Japan.”**
  - **“We only use organic ingredients.”**

## 2. Product description

- **Short and simple, less than a minute, sometimes shorter.**
- **Information is sorted in order of importance.**
- **Visual aids are used, e.g., actual product samples, brochures, and photos.**
- **Buyers sometimes listen while eating/drinking samples.**

### 3. Questions and answers

- **Some questions are predicable and thus can be prepared in advance, e.g., price, ingredients, sales units, local agents/distributors.**
- **Sometimes buyers ask unexpected questions, in which case spontaneous responses are required.**

# **“Sales Talk” Module**

- **Pedagogic tasks and task sequencing/repetition**
- **The target task is first divided into sub-tasks.**
  - **Attention-grabbing remarks, product descriptions, & questions and answers.**
- **Q&As are placed near the end of the sequence as two-way tasks are more complex than one-way tasks.**
- **A series of pedagogic tasks for product description are created and sequenced in order of complexity.**

# **“Sales Talk” Module**

- **Pedagogic tasks and task sequencing/repetition**
  - 1. Show-and-tell a favorite item.**
  - 2. Show-and-tell another favorite item.**
  - 3. Give a sales talk of an item of their own choice.**
  - 4. Give a sales talk of a familiar product.**
  - 5. Give a sales talk of an unfamiliar product.**
  - 6. Give a sales talk and answer questions from buyers.**



# Summary

# Summary

- **Task-based learning**
- **Definitions of a task**
- **Steps in TBLT**
- **A case of a university EBP curriculum**
  - **Task-based writing class**
  - **Task-based presentation class**



**Ken Urano**  
**urano@hgu.jp**

**<https://www.urano-ken.com/research/Hiroshima2021>**

# References

- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Ellis, R. (2012). *Language teaching research and language pedagogy*. Chichester, UK: Wiley-Blackwell.
- Fukuta, J. (2016). Effects of task repetition on learners' attention orientation in L2 oral production. *Language Teaching Research*, 20, 321–340. <http://dx.doi.org/10.1177/1362168815570142>
- Heaton, J. (1997). *Beginning composition through pictures*. Harlow, UK: Longman.
- Long, M. H. (1985). A role for instruction in second language acquisition: Task-based language teaching. In K. Hyltenstam & M. Pienemann (Eds.), *Modeling and assessing second language development* (pp. 77–99). Clevedon, Avon: Multilingual Matters.
- Long, M. H. (2005). Methodological issues in learner needs analysis. In M. H. Long (ed.), *Second language needs analysis* (pp. 19–76). Cambridge University Press.
- Long, M. (2015). *Second language acquisition and task-based language teaching*. Chichester, UK: Wiley-Blackwell.
- Naito, H., Yoshida, M., Iida, M., Miura, H., Sakabe, T., Shibata, A., et al. (2007). *Hokkaido-no sangyokai-niokeru Eigo-no niizu. [The needs of the English language in the industries in Hokkaido.]* Kitahiroshima: JACET ESP Hokkaido.
- Robinson, P. (2001). Task complexity, task difficulty, and task production: Exploring interactions in a componential framework. *Applied Linguistics*, 22, 27–57. <https://doi.org/10.1093/applin/22.1.27>
- Shiokawa, H. (2012). *Bijinesu eibun meru nyumon: Kaisetsu toeEnshu. [Introduction to English business email: Explanation and practice]*. [Kindle] Retrieved from: <https://www.amazon.co.jp/dp/B0155VGNKO/>