



Small TLEF Project – Final Report

Report Completion Date: (2017/04/03)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Designing Instructional Resources for Teaching and Learning through a Blended Business Spanish course		
Principal Investigator:	Samuel A. Navarro Ortega		
Report Submitted By:	Samuel A. Navarro Ortega		
Project Initiation Date:	2015	Project Completion Date:	December 2016

1.2. Project Summary

This project developed the website and 11 units for the newly created SPAN 309 “Business Spanish of International Trade in the Hispanic World”. From the 11 units designed, 8 are available on the course website keeping the other two as extra material. All the Units contain technical knowledge, vocabulary and grammar for the critical discussion of topics like trade organizations and major imports and exports at level B2 Spanish (CEFR). With its flexible learning structure, SPAN 309 enhances teaching and learning presenting online resources that complement the multimodal in-class approach.

Deliverables from this project remain available for all UBC instructors and our theoretical framework is amenable for developing more language instructional resources. Joël Chauvin, FHIS IT specialist, has received all information from Arts ISIT (the designers of the website) to continue to administer the course site. Empirical evidence suggests that contents, which are the focus of processing instruction, are better used in connected discourse (VanPatten, 2007) and this is the main feature of the material designed. This student-centered initiative aims to maximize the academic preparation of our students and indirectly securing their financial stability. More precisely, the resources created will allow the students to complete SPAN 309 without having to purchase textbooks or other academic materials.

The course is accessed using the CWL and can be found here <https://blogs.ubc.ca/span309/>

1.3. Team Members – (Please fill in the following table and include **students**, undergraduate or graduate, who participated in your project).

Name	Title/Affiliation	Responsibilities/Roles
Sylvia Bascou-Vallarino	Sessional Instructor, FHIS	<ul style="list-style-type: none"> Provided input for the structure of the units and website. Contributed with preparation of readings and grammatical exercises for some of the units.
María Espinet Alegre	Graduate Student Curriculum	<ul style="list-style-type: none"> Formatted and edited all



	Program, Fac. of Education	<p>the units.</p> <ul style="list-style-type: none"> • Searched for visual materials and uploaded them to the course site. • Created grammatical exercises.

1.4. Courses Reached – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
SPAN 309	n/a	n/a	The course was ready to run this fall 2017, but the FHIS did not schedule it. The new Head is aware of the course and I hope that he schedules it for 2018-2019.

2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
<p>The course is available on its website where the units can be found. Each unit contains pre/post reading comprehension exercises, grammatical and vocabulary exercises, and access to audio materials via UBC-CLAS platform. In addition, the course website contains, a section for the instructors to prepare additional activities of their own. There is a section with links to additional resources (e.g., Spanish language dictionaries, technical dictionaries, newspapers, and magazines related to foreign trade). Finally, there is a section where team projects can be added, again, at the discretion of each instructor. The entire website is in Spanish and it was edited for grammatical and idiomatic accuracy. All visual materials come from open sources as suggested by the UBC library.</p> <p>Since I was able to access the CLAS platform, I added audiovisual materials to the units. As a result, there was no need to apply for an extension of the TLEF since the latter was meant to complement the course</p>	<p>https://blogs.ubc.ca/span309/</p>



<p>with audiovisual materials. Ideally, more and specific comprehension exercises could be developed for the audio materials, but each individual instructor could prepare them on their own. Ideally, instructors should be willing to contribute and upload whatever new material that they prepare in order to keep the course site growing.</p> <p>Students accessing the website will be able to follow the course successfully and without incurring in additional expenses.</p>	
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2.2. Item(s) Not Met – *Please list intended project outputs and/or products that were not attained and the reason(s) for this.*

Item(s) Not Met:	Reason:
N/A	

3. PROJECT IMPACT

3.1. What were you hoping to change or where were you hoping to see an impact with this project? – *Please list the intended benefits of the project for students, TAs, instructors and/or community members.*

At present the average enrollment in business Spanish is 25 students per term. This figure does not consider the marketing and promotion of our business courses through the newly created UBC Business Languages platform, which includes all the language programs that offer business courses on campus. We envision to double our enrollment.

Key for an expected high enrollment in SPAN 309 is the low cost of the instructional materials prepared through this project. In addition, the topic of the course (foreign trade in the Hispanic world) is in itself appealing to those students pursuing degrees in commerce, economy, international relations, among others.

3.2. Were these changes/impacts achieved? How do you know they occurred? – *To what extent were intended benefits achieved or not achieved? What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

As mentioned earlier, the course was not scheduled for 2017-2018. Thus, I have not been able to verify anything yet.

3.3. Dissemination – *Please provide a list of past and upcoming scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.*

I presented a poster at the 2016 TLEF Showcase describing the course objectives, contents and course website. See figure below.



There is also information available on a brochure and website of the Business Languages and Culture at UBC <http://businesslanguages.arts.ubc.ca/>.

4. TEACHING PRACTICES – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?

The course has not been offered yet. Thus, I am not in a position to comment on this point yet.

5. PROJECT SUSTAINMENT – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?

Input offered by the different instructors who teach SPAN 309 will be relevant to determine: (1) the quality and adequacy of the course structure and contents; (2) a need to vary, expand, or change the contents and number of units of the course. As mentioned, eleven units were prepared but only eight uploaded. This number was determined in consideration to the brief extension of our academic terms and the depth of the content from each unit. The first time the course is offered, it will be crucial to assess the current number of units and in case it is determined that they are not sufficient, I could add two more right away.

The topic of this course is highly relevant these days and it will most likely remain of interest for quite some time, hence accessing documents or any other relevant material will not be a problem. Lastly, the fact that you know that this course exists is important for the following reason. You at some point could trace it and see whether it has been offered. And if the course has not been offered yet, find out possible reasons for it.